

Contribution of Self-Efficacy and Parental Support to Career Planning of Vocational Students

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ABSTRACT

This research is based on some problems is still found in vocational education, related to career planning. Self-efficacy and parents support are factor in career planning. This research aims to describe: (1) the contribution of self-efficacy to career planning, (2) the contribution of parental support to career planning, (3) the contribution of self-efficacy and parental support together to career planning. This research use quantitative methods of the descriptive correlational type. The population of this research is students of vocational education especially in grade XI and XII which amounted to 156 students. Samples totaled 112 students who were selected using proportional random sampling technique. Data were analyzed with descriptive statistics and continued using simple regression and multiple regression. The results of the research describe: (1) the relationship of self-efficacy with career planning and the contribution of self-efficacy to career planning (2) the relationship of parental support with career planning and the contribution of parental support to career planning, (3) the relationship of self-efficacy and parental support together with career planning, as well as the contribution of joint self-efficacy and parental support for career planning.

Keywords: *Self-efficacy, parental support, career planning*

1. INTRODUCTION

Today's career in the modern era has grown rapidly as seen from the many types of career choices that individuals will choose. Starting from a career to become a technician, teacher or career in other fields so that depends on the individual who will choose it. Yusuf (2002) suggested that a career was created, built, and developed by someone in their lives and lives.

Vocational students are a group of students who are prepared to draw on skills, knowledge and abilities that can contribute significantly to the work environment (Rangka, Prasetyanigtyas & Satrianta, 2017). Phenomenon is not all SMK graduates can work immediately, because in reality there are some students who after graduating eventually become unemployed. This may be caused by students who do not have career preparation or planning, so that confusion arises in which students want to pursue careers after graduating from school. According to Sersiana, Lukitaningsih & Muis (2012) states that many vocational students still do not think about career problems so that there are some students who cannot prepare their careers. Furthermore, Novitasari (2015) stated that the lack of information obtained about career planning made vocational students confused in preparing themselves to enter the workforce.

As a result of this phenomenon, many SMK graduates are unemployed.

Based on data from Sutirno (2013), it shows that 52% of SMK graduates cannot be absorbed by employment. In addition, Novitasari (2015) also states that in August 2013, unemployed SMK graduates reached 11.21% and increased in November to 11, 24%. This is also supported by data from the Central Statistics Agency (BPS) from August 2016 to August 2017 stating that the level of vocational education contributes to the unemployment rate of 11.41% higher than other education levels, while the number of unemployed elementary school graduates is 2.62%, graduates Middle school amounts to 5.54%, and high school graduates amount to 8.29%.

Hillage & Pollard (Mashigo, 2014) states there are several elements that affect work readiness, including skills in career planning / career planning, work experience, skills in obtaining employment, and family support. According to Niles and Bowsbey (2014); Antoniu, (2010).

One of the factors that influence career planning is self-efficacy. Self-efficacy is one of the applications of social learning theory proposed by Bandura (Southern & Walters, 1990). Self-efficacy is a person's belief in his ability to complete a particular task (Bandura, 1977; Jiang, Lee & Bong, 2014; Ganske & Ashby, 2007).

Individuals who have high self-efficacy, will have confidence in their ability to organize and complete a task. Belief in a career is a person's belief in the ability to organize and can display behavior and effective performance in accordance with the planning of his career (Anderson & Betz, 2001; Kaminsky & Behrend, 2014). Thus, individuals who have high self-efficacy, they will be able to plan careers and most likely their careers will run smoothly and will achieve success (Ogutu, Odera & Maragia, 2017; Peterson, 2009; Birama & Nurkhin, 2017).

The next factor that influences career planning is parental support. According to Santrock (2007), parents have the potential to influence the choice of work for adolescents through how parents explain information about work, values, and experiences given to teenagers. Barbour, Lahiri, Toker & Harrison (2016) states that students who often ask parents about career planning are able to prepare themselves to enter careers. According to Khasawneh (2010); Olle & Fouad (2014) parental support is very influential in student career planning. Furthermore, from the study, it was also explained that parents become role models for students, encouraging students to succeed and helping students in career planning. Next is Ginevra, Nota & Ferrari (2015); Leung Gati & Li (2011); Miskiyya, Suharso & Nusantoro (2014) states that parental support has a very strong impact on students' ability to make career decisions.

2. LITERATUR REVIEW

The following is a study of theories about career planning (Y), self-efficacy (X₁) and Parental Support (X₂).

2.1 Career Planning (Y)

Career planning helps individuals minimize mistakes that might be made in determining the career to be chosen. Monolescu (Antoniou, 2010; Prediger, 2004) states that career planning is an ongoing process, in which an individual slowly develops the concept of his own work as a result of the abilities, needs, and aspirations of his valuation system.

Furthermore Santamaria (1991) also explained that career planning is a process that begins to recognize oneself, then realizes opportunities, and various choices with all the consequences, identifies choices, makes decisions, develops goals and plans to program work, education, and training will be needed in the world of work.

Super (in Sharf, 1992) states that career development processes are divided into five stages, namely: 1) growth (growth), 2) exploration (exploration) 3) establishment (establishment) 4) management (management) 5) disengagement .

Graham Office Management, Gotton Collage of Business and Economics (Afdal, 2015) mentions four phases in career planning, namely (1) assessing (self) who is an activity by setting characteristics that must be shown to fulfill a career; (2) explore the career path; (3) choose a career; (4) implement (implement) the goal. Gibson & Mitchel (2011) also mentioned that there were four aspects in career planning, namely (1) self-awareness, (2) education awareness, (3) career awareness and (4) career exploration.

2.2 Self-Efficacy (X₁)

This theory was first introduced by Bandura. According to Bandura (1977; 1995; 1997) self-efficacy is an individual's belief in his ability to perform tasks or actions needed to achieve certain results. Meanwhile according to Artino (2012) Self-efficacy is an individual's belief in his ability to regulate and implement the actions needed to achieve the stated goals. Sulivan & Mahalik (2000) state that self-efficacy is considered as a cognitive structure created through cumulative learning experiences that lead to beliefs or hopes that a person can successfully carry out certain tasks or activities. Brown, Lent, Telander & Tramayne (2011) states that self-efficacy refers to the trust that exists in students or workers to complete school assignments or work-related tasks, while expectations of results are beliefs about the consequences of completing tasks -the task.

Every individual has a variety of self-confidence in doing a job. There are three dimensions of self-efficacy in humans (Bandura, 1995; Maddux, 1995; Chen, Chen & Yen, 2011), namely: 1) the level dimension, related to the degree of difficulty of the task when the individual feels capable of doing it 2) the dimension of strength with the level of strength of the individual's beliefs or expectations regarding their abilities 3) the dimensions of generalization, related to the area of behavior in which individuals feel confident in their abilities.

2.3 Parental Support

Parents are the first social environment and the main educator students encounter in the real world. The success of students at every stage of life is inseparable from the role and influence of parents behind it. This also applies to student career development, parental attention and support is one of the important factors in student career success. The statement above is in line with the opinion of Rush & Steinberg (in Khasawneh, 2010) explaining that parents have a big influence on the lives of their children and can shape adolescent career development, work plans and attitudes toward work success. Roe (in Sharf, 1992) reveals that job choices are selected based on psychological needs that develop from interactions between children and their parents. In other

words, the career development of students depends on the parents' approach to raising their children. Furthermore Lent (in Ginevera, Nota & Ferarri, 2015) also explained that social support is a contextual variable that greatly influences the career development process of young people because of its role in facilitating access to various types of school opportunities and careers. Parents, as the main source of social support, influence the ability of themselves and career expectations of young people, as well as the development of their interests, intentions, and career goals.

Parental support is needed by anyone both to connect with others and for themselves. Sarafino & Smith (2011) states four forms of social support, among others, 1) emotional support, 2) award support, 3) instrumental support, and 4) information support.

3. Method

This research uses a descriptive correlational quantitative method. The population in this research were students of the National Space Aviation Vocational School (SPAN) Padang, West Sumatera, grade XI and XII which amounted to 156 students. The sample amounted to 112 students selected using the propotional random sampling technique. The instrument used was a questionnaire about self-efficacy, parental support and career planning using the Likert scale model. Data were analyzed by simple regression methods and multiple regression. Simple regression is used to determine the contribution of independent variables to the dependant variable, and multiple regeresi to find out the contribution of self-efficacy and parental support together to career planning and then data is processed using the SPSS v20.00.

3.1 Uji Normalitas

Avoiding errors in manual calculations, calculations using the SPSS version 20.00 program help. The results of the calculation of the three variables are presented in the table below.

Table 1: Normality Test Results

Variables	Asymp. Sig.	Signifikansi	Information
X ₁	0,884	0,05	Normal
X ₂	0,072		Normal
Y	0,772		Normal

The results of the calculation of the normality test in the table above, the three variables that have the Asymp score. Sig. greater than the predetermined significance (0.05). That is, data from the three variables are normally distributed.

3.2 Linearity Test

Linearity test aims to determine whether there is a linear relationship between variables. Linearity test in this study uses the regression line / multiple regression equation. If Fcount > Ftable at the significance level $\alpha = 0.05$, it can be said to be linear (Yusuf, 2013). Data linearity test results can be seen in the following table.

Table 2: Linearity Test

No	Variables	F	Signifikansi	information
1	X ₁ Y	44,912	0	Linier
2	X ₂ Y	36,048	0	Linier

Based on the table above, the results of the linearity test show the variables X1 with Fcount (44,912) > Ftable (3.09) and X2 with Fcount (36,048) > Ftable (3.09) to Y known as the significance value of 0,000 5 0.05. That is, the data for each variable X is linear.

3.3 Multicollinearity Test

Multicollinearity test research done by looking at the amount of the value of Variance Inflation Factor (VIF) for each predictor, to be free of symptoms multikolinieritas VIF is under 10 (Widiyanto, 2013). The analysis of the results of the complete multicollinearity test can be seen in the following table.

Table 3: Multicollinearity Test

Variables	Tolerance	VIF
(Constant)		
X ₁	0,822	1,217
X ₂	0,822	1,217

Based on the results of the table calculation, it can be seen that the VIF value of self-efficacy is 1,217 and the parent support VIF value is 1,217. Thus both VIFs are smaller than 10. This means that there is no multicollinearity between self-efficacy and parental support.

4. RESULTS AND DISCUSSION

The research result describes that: (1) the relationship of self-efficacy in career planning as well as the contribution of self-efficacy on career planning (2) the relationship of parental support with career planning as well as the contribution of parental support of career planning, (3) the relationship of self-efficacy and parental support together with career planning, as well as the contribution of self-efficacy and parental support together toward career planning.

Table 4: Test results of simple regression coefficient X₁ and Y

Variables	r	r Square
X ₁ – Y	0,565	0,319

The table above shows that the r value is 0.565. The value of r Square (r^2) is 0.319, which means that 31.9% of the contribution of self-efficacy to career planning is large.

Individuals are expected to have self-efficacy in themselves, because it will have a positive impact on their lives, especially when they will complete the task to achieve certain results. If associated with career planning, self-efficacy has an important role in career planning made by students. Gushe et al. (2006) state that self-efficacy is important in a career. Because by having self-efficacy, students are sure that their abilities can bring them success later. Mujiyati (2016) also revealed that the presence of self-efficacy in individuals will help improve career planning. Furthermore, Yowell, Andrews & Buzzetta (2011) states that self-efficacy has a positive relationship with students' ability to make career decisions. In line with this, Song & Chon (2012) also states that self-efficacy has an impact on student career choices. So that the higher the self-efficacy that is owned, the higher the students' interest in the career will be chosen. To find out the description of the contribution of parental support to career planning can be seen in the following table.

Table 5: Test results of simple regression coefficients X_2 and Y

Variables	r	r Square
$X_2 - Y$	0,511	0,261

Based on the table above, it can be seen that the value of r is 0.565, which means the magnitude of the relationship between parental support and career planning is 0.511. The value of r Square (r^2) is 0.261, which means that 26.1% is the contribution of parental support to career planning.

The results showed that parental support has an important role in the career planning process of students. Students believe that with the support of parents, they can succeed in the academic field, as well as assist in planning careers that suit their interests. This is also supported by the opinion of Herr & Cramer (1984) which states that parents play a role in forming a positive attitude towards work, positive self-concept, career interest, good role model, and play a role in the child's career planning and maturity. In line with this, Sharf (2010) also explained that parents are a key figure for children, which through good relationships will develop children's understanding of the world of work, self-concept, career perception and career orientation. In addition, Solfema (2013) also states that the role of parents in children is very important, especially the role of role models, teachers and examples. In addition, Ginevera et al. (2015) also stated that the more teenagers feel supported, the more they consider themselves

capable of facing the task of identifying goals, seeking information, and making choices.

Furthermore Leung, et. Al. (2011) also mentions that students believe that with the support of parents, they can succeed in the academic field, and help in planning careers that suit their interests. In other words, students can succeed in studies and also succeed in realizing a career if they get support from parents.

Furthermore, the contribution of self-efficacy and parental support to career planning can be in the table below.

Table 6: Multiple Regression coefficient X_1 and X_2 to Y

Variables	R	R Square
$X_1 X_2 - Y$	0,64	0,409

The table above shows that the R value is 0.640, which means that the relationship between self-efficacy and parental support together with career planning is 0.640. The value of R Square (R^2) is 0.409, which means that 40.9% of the contribution of self-efficacy and parental support is shared with career planning.

Based on the results of the table data above, it is known that self-efficacy and parental support have a significant contribution to career planning. The contribution given by self-efficacy and parental support for career planning is 40.9%. This is in line with the results of research by Guan, Capezio, Restubog, Read, Lajom & Li (2016) which states that parental support and self-efficacy have a positive relationship to the career adaptation of students in the future. In addition Katz, Cohen, Cohen & Davidvur (2018) also stated that parental support has a positive relationship to the first career decided by students. This proves that the factors of self-efficacy and parental support contribute to career planning, especially in career planning carried out by students.

Michael, Most & Cinamon (2013) also stated that parental support and self-efficacy contribute to an individual's disability career. In line with this explanation, Buday, Stake & Peterson (2011) also stated that parental support support in the form of career information had an impact on career knowledge possessed by adolescents. Exposure to the results of the study further reinforces that self-efficacy factors and parental support factors have a significant contribution among other factors in career planning.

5. CONCLUSION

The findings of this research can be concluded that self-efficacy has a significant contribution to student career planning. So that the higher the self-efficacy possessed by students, the better career planning carried out by students. In addition, self-efficacy is also one of the factors that influence career planning.

Furthermore, based on the explanation above, it can be concluded that parental support contributes significantly to student career planning. The results of this study also support the results of previous studies stating that parental support affects one's career.

Based on the results of this research, it can be concluded that the hypothesis which states that self-efficacy and parental support contribute to student career planning is accepted. In addition, the presentation of the results of this study proves the success or failure of career planning undertaken by students depends on the self-efficacy that is owned and parental support for students.

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