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Effects of self-efficacy and peer environment on career planning among students of SMK Batik 2 Surakarta

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Abstrak

Penelitian ini bertujuan untuk menguji pengaruh efikasi diri dan lingkungan teman sebaya terhadap perencanaan karier siswa SMK Batik 2 Surakarta, baik secara parsial maupun simultan. Metode yang digunakan adalah kuantitatif asosiatif dengan teknik proportionate stratified random sampling, menghasilkan sampel sebanyak 179 siswa dari populasi 323 siswa kelas X, XI, dan XII. Instrumen penelitian berupa angket dengan skala Likert empat poin yang telah diuji validitas dan reliabilitasnya. Data dianalisis menggunakan regresi linear berganda, uji-t, uji-F, koefisien determinasi, serta sumbangan efektif dan relatif. Hasil penelitian menunjukkan bahwa: (1) efikasi diri berpengaruh positif dan signifikan terhadap perencanaan karier (t-hitung = 10,542 > t-tabel = 1,974; p = 0,000); (2) lingkungan teman sebaya berpengaruh positif dan signifikan terhadap perencanaan karier (t-hitung = 4,083 > t-tabel = 1,974; p = 0,000); (3) efikasi diri dan lingkungan teman sebaya secara simultan berpengaruh positif dan signifikan terhadap perencanaan karier (F-hitung = 238,667 > F-tabel = 3,05; p = 0,000). Adjusted R² sebesar 0,728 menunjukkan kedua variabel bersama-sama menjelaskan 72,8% variansi perencanaan karier, dengan sumbangan efektif efikasi diri 54,3% dan lingkungan teman sebaya 18,7%.

Kata kunci: efikasi diri; lingkungan teman sebaya; perencanaan karier; Social Cognitive Career Theory; SMK

Abstract

This study examines the effects of self-efficacy and peer environment on the career planning of students at SMK Batik 2 Surakarta, both partially and simultaneously. A quantitative associative method was employed with proportionate stratified random sampling, yielding a sample of 179 students from a population of 323 Grade X, XI, and XII students. Data were collected using a four-point Likert scale questionnaire that had undergone validity and reliability testing. Multiple linear regression, t-test, F-test, coefficient of determination, and effective and relative contribution analyses were applied. The results show that: (1) self-efficacy has a positive and significant effect on career planning (t-count = 10.542 > t-table = 1.974; p = .000); (2) peer environment has a positive and significant effect on career planning (t-count = 4.083

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> t-table = 1.974; p = .000); (3) self-efficacy and peer environment simultaneously have a positive and significant effect on career planning (F-count = 238.667 > F-table = 3.05; p = .000). The Adjusted R^2 of 0.728 indicates that the two variables together explain 72.8% of the variance in career planning, with effective contributions of 54.3% from self-efficacy and 18.7% from peer environment.

Keywords: self-efficacy; peer environment; career planning; Social Cognitive Career Theory; vocational high school

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Introduction

Vocational education is designed to equip students with technical and vocational competencies that enable graduates to enter the workforce directly (Republik Indonesia, 2003). In practice, however, graduates of Vocational High Schools (SMK) contribute the highest Open Unemployment Rate compared to other educational levels, at 8.00% in 2025 (Badan Pusat Statistik, 2025). Only 37.3% of SMK graduates work in fields aligned with their area of expertise, indicating a horizontal mismatch between graduates' competencies and labor market needs (Jenni et al., 2026). This gap is also reflected in the low career maturity among students, with a 47% discrepancy between students' occupational interests and their chosen vocational programs (Hertinjung et al., 2024), as well as various barriers such as limited career knowledge and an inability to make career decisions independently (Saripah et al., 2023). These issues are not confined to the domestic context; they also receive international attention. The International Labour Organization (2024) reports that young people face numerous challenges in entering the workforce, including shifts in skills requirements, technological development, and mismatches between competencies acquired through vocational education and the demands of the labor market. This underscores that the gap between vocational education and labor market readiness remains a challenge faced by many countries.

The career planning maturity of SMK students is thought to be influenced by an internal factor, namely self-efficacy. Bandura (1997) defines self-efficacy as an individual's belief in their ability to accomplish tasks and meet specific challenges. High self-efficacy has been shown to be positively associated with the accuracy of career decision-making among SMK students (Hanifah & Dasalinda, 2023) and plays an important role in students' resilience when facing labor market challenges (Nurmalasari & Erdiantoro, 2020) and career readiness in general (Sholikah et al., 2021).

In addition to internal factors, peer environment also serves as an external factor that shapes students' career orientation (Kusumawati et al., 2024). Peer support has been shown to have a positive and significant effect on career decision-making (Dewi & Suarya, 2023) and exerts greater influence than interactions with teachers or parents (Lindawati et al., 2022). Specifically, peer social support has also been shown to significantly influence students' career planning (Sulusyawati, 2021). Nevertheless, the influence of peers is ambivalent: on one hand, it supports career exploration (Firmansyah et al., 2024), but on the other, it may foster conformity that hinders independent career decision-making (Rodlyani & Ardiyanti, 2022). Similar patterns have been observed internationally. A study of 846 vocational students in China demonstrated that social support had a positive effect on career adaptability, with self-efficacy serving as one of the mediators in this relationship (Xu et al., 2024). Comparable findings have also been reported among SMK students in Indonesia, where self-efficacy and peer social support together were found to influence students' career maturity (Hanifa et al., 2024). This indicates that the relationship between social support and self-efficacy in vocational students' career development is not context-specific but appears relevant across countries.

The gap between strong peer influence and insufficient self-efficacy was also observed at the research site, SMK Batik 2 Surakarta. A preliminary study with 31 students found that 45.2% had

not yet determined a clear career direction after graduation. Direct observation also indicated a tendency among students to follow their peers' choices without considering their own interests and potential, reflecting strong peer influence that is not balanced by sufficient self-efficacy for independent career decision-making.

Although the influence of self-efficacy and peer environment on career planning has been studied extensively in isolation, research examining the simultaneous effects of both variables on the career planning of Indonesian SMK students within a single research framework remains limited. This gap motivates the present study, which draws on Social Cognitive Career Theory (SCCT) to explain how the interaction between cognitive-personal factors and environmental factors shapes individuals' career development (Wang et al., 2022). This study aims to examine the effect of self-efficacy and peer environment—both partially and simultaneously—on the career planning of students at SMK Batik 2 Surakarta.

Based on the foregoing, the hypotheses proposed in this study are as follows: H1 self-efficacy has a positive effect on career planning; H2 peer environment has a positive effect on career planning; H3 self-efficacy and peer environment simultaneously have a positive effect on the career planning of students at SMK Batik 2 Surakarta.

Research Method

This study employed a quantitative approach with an associative design to examine the effects of self-efficacy (X1) and peer environment (X2) on students' career planning (Y) at SMK Batik 2 Surakarta. The research was conducted without any experimental manipulation of the independent variables; the researcher measured conditions as they naturally occurred among respondents.

The study population comprised all Grade X, XI, and XII students at SMK Batik 2 Surakarta, totaling 323 students. The sample size was determined using the Slovin formula with a 5% margin of error, yielding a sample of 179 students—52 from Grade X, 75 from Grade XI, and 52 from Grade XII. Proportionate stratified random sampling was used to ensure proportional representation across grade levels.

Data were collected using a closed-ended questionnaire with a modified four-point Likert scale that eliminated the neutral midpoint option, in order to encourage respondents to express a clearer stance (Chyung et al., 2017). The questionnaire measured three variables: Career Planning (15 items), Self-Efficacy (9 items), and Peer Environment (11 items). The instrument was pilot-tested with 30 students outside the research sample to assess validity and reliability before being administered to the 179 respondents via Google Form, both in-person and online.

The pilot test results showed that all items were valid, with Pearson correlation coefficients (r-count) ranging from 0.438 to 0.872, all exceeding r-table = 0.361 (n = 30) at the 5% significance level. Reliability testing using Cronbach's Alpha yielded coefficients of 0.918 for Career Planning, 0.851 for Self-Efficacy, and 0.826 for Peer Environment, all above the 0.60 threshold, confirming that all three instruments were reliable and suitable for data collection.

The data analysis technique used in this study was multiple linear regression, processed using SPSS software. Prior to hypothesis testing, four classical assumption tests were applied: the normality test (One-Sample Kolmogorov-Smirnov test), the linearity test (Test for Linearity), the multicollinearity test (assessed via Tolerance and VIF values), and the heteroscedasticity test (Glejser test). The autocorrelation test (Durbin-Watson) was not performed because it is intended for time-series data, whereas this study used cross-sectional data collected from 179 students at a single point in time, with no temporal ordering between observations. Hypothesis testing was subsequently conducted through the partial significance test (t-test), the simultaneous significance test (F-test), and the coefficient of determination (R^2). The contribution of each independent variable was calculated through Effective Contribution (EC) and Relative Contribution (RC). The Adjusted R^2 is reported as the primary measure of combined contribution.

Results and Discussion

Descriptive Statistics

This study involved 179 students of SMK Batik 2 Surakarta as respondents, comprising 52 Grade X students, 75 Grade XI students, and 52 Grade XII students. Data were collected via questionnaire distributed both in-person and online through Google Form. Table 1 presents the descriptive statistics for all three variables.

Table 1

Descriptive Statistics of Research Variables

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Career Planning	179	27.00	60.00	46.1397	7.94769
Self-Efficacy	179	15.00	36.00	27.7989	5.08289
Peer Environment	179	14.00	44.00	34.2011	6.87070
Valid N (listwise)	179				

Note. Data processed using SPSS.

As presented in Table 1, the Career Planning variable had a mean of 46.14 from a score range of 27–60. The Self-Efficacy variable had a mean of 27.80 from a score range of 15–36. The Peer Environment variable had a mean of 34.20 from a score range of 14–44. Table 2 presents the categorization of each variable and the highest-scoring indicator per variable.

Table 2

Data Categorization and Highest-Scoring Indicator per Variable

Variable	Category	Percentage	Highest-Scoring Indicator	Percentage
Career Planning	High	76.5%	Planning	78.1%
Self-Efficacy	High	77.1%	Task Difficulty Level (Magnitude)	78.2%
Peer Environment	High	77.8%	Interaction	78.8%

Note. Category thresholds derived from mean and standard deviation of each variable.

As shown in Table 2, all three variables were classified in the high category: Career Planning (76.5%), Self-Efficacy (77.1%), and Peer Environment (77.8%). The highest-scoring indicators were Planning for Career Planning (78.1%), Task Difficulty Level (Magnitude) for Self-Efficacy (78.2%), and Interaction for Peer Environment (78.8%). These results indicate that most students at SMK Batik 2 Surakarta demonstrated high levels across all three variables.

Classical Assumption Tests

Prior to multiple linear regression analysis, four classical assumption tests were conducted. The normality test using the One-Sample Kolmogorov-Smirnov method yielded an Asymp. Sig. (2-tailed) value of 0.086 ($p > 0.05$), indicating normally distributed residuals. The linearity test yielded deviation from linearity significance values of 0.275 for the Self-Efficacy–Career Planning relationship and 0.272 for the Peer Environment–Career Planning relationship, both above 0.05, confirming linear relationships between the variables. The multicollinearity test yielded Tolerance values of 0.407 (> 0.10) and VIF values of 2.459 (< 10) for both independent variables, indicating no multicollinearity. The heteroscedasticity test using the Glejser method yielded significance values of 0.451 for Self-Efficacy and 0.865 for Peer Environment, both above 0.05, confirming homoscedasticity in the regression model. All classical assumptions were satisfied, confirming that the model is suitable for hypothesis testing.

Multiple Linear Regression and Partial Significance (t-test)

Table 3

Multiple Linear Regression Coefficients and Partial Significance (t-test)

Model	B	Std. Error	Beta (β)	t	Sig.
(Constant)	8.117	1.768		4.590	.000
Self-Efficacy	1.011	.096	.647	10.542	.000
Peer Environment	.290	.071	.250	4.083	.000

Note. Dependent variable: Career Planning.

Table 3 shows that the t-test for Self-Efficacy (X1) yielded t-count = 10.542 (> t-table = 1.974) with p = .000 (< .05), so H1 is accepted: self-efficacy has a positive and significant partial effect on students' career planning. The Peer Environment variable (X2) also yielded a significant result, with t-count = 4.083 (> t-table = 1.974) and p = .000 (< .05), so H2 is accepted: peer environment has a positive and significant partial effect on students' career planning.

The regression equation obtained is Y = 8.117 + 1.011X1 + 0.290X2. The constant of 8.117 indicates the baseline level of career planning in the absence of both predictors. Each one-unit increase in self-efficacy raises career planning by 1.011 (with peer environment held constant), while each one-unit increase in peer environment raises career planning by 0.290 (with self-efficacy held constant). The standardized beta coefficients indicate that self-efficacy (β = 0.647) exerts a substantially more dominant partial influence on career planning than peer environment (β = 0.250).

Table 4

Simultaneous Significance Test (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	8,214.647	2	4,107.324	238.667	.000
Residual	3,028.861	176	17.209		
Total	11,243.508	178			

Note. Dependent variable: Career Planning.

Based on Table 4, the F-test yielded F-count = 238.667 (> F-table = 3.05) with p = .000 (< .05). Therefore, H3 is accepted: self-efficacy and peer environment simultaneously have a positive and significant effect on students' career planning at SMK Batik 2 Surakarta.

Table 5

Coefficient of Determination

R	R^2	Adjusted R^2	Std. Error of the Estimate
.855	.731	.728	4.14843

Note. Predictors: (Constant), Self-Efficacy, Peer Environment.

Based on Table 5, R = 0.855 indicates a strong combined relationship between self-efficacy and peer environment with students' career planning. $R^2 = 0.731$ indicates that the regression model accounts for 73.1% of the variance in career planning. The Adjusted $R^2 = 0.728$ indicates that after adjusting for the number of predictors and sample size, the two variables together explain 72.8% of the variance in career planning, while the remaining 27.2% is explained by other variables beyond the scope of this research model.

Table 6

Effective Contribution (EC) and Relative Contribution (RC)

Variable	Beta (β)	r	EC (β × r)	RC (EC ÷ total EC)
Self-Efficacy	0.647	0.840	54.3%	74.3%
Peer Environment	0.250	0.749	18.7%	25.7%
Total			73.1%	100%

Note. EC = β × r; RC = EC of variable ÷ total EC × 100%.

Based on Table 6, the Effective Contribution (EC) of Self-Efficacy was 54.3% and that of Peer Environment was 18.7%, yielding a combined EC of 73.1%, which corresponds to R^2 (0.731). The Relative Contribution (RC) of Self-Efficacy was 74.3% and that of Peer Environment was 25.7%, confirming that Self-Efficacy is the more dominant predictor of career planning in this model.

Discussion

Effect of Self-Efficacy on Career Planning

The findings of this study demonstrate that self-efficacy has a positive and significant effect on the career planning of students at SMK Batik 2 Surakarta (t-count = 10.542, p = .000). With a Relative Contribution of 74.3%, self-efficacy is considerably more dominant than peer environment (25.7%). This finding is consistent with Bandura's (1997) conceptualization of self-efficacy, which explains that an individual's belief in their own capabilities motivates goal-setting and goal-directed action. The result also aligns with the findings of Nurmalasari and Erdiantoro (2020) and Sholikah

et al. (2021), who demonstrated the role of self-efficacy in SMK students' career readiness and decision-making, as well as Hanifah and Dasalinda (2023), who reported a positive relationship between self-efficacy and career decision-making accuracy.

The dominance of self-efficacy in this model suggests that career planning is more closely related to students' capacity to recognize their own potential, set realistic goals, consider career alternatives, and persist in the face of obstacles. When students believe in their ability to succeed, they are more motivated to invest effort in planning their future careers. This underscores the importance of career counseling programs and classroom activities designed to build students' confidence in their own competencies and vocational skills.

Effect of Peer Environment on Career Planning

Peer environment also has a positive and significant effect on students' career planning (t-count = 4.083, p = .000), although its relative contribution is smaller (25.7%). This finding is consistent with Kusumawati et al. (2024) and Dewi and Suarya (2023), who demonstrated that peer groups serve as a primary social reference in adolescents' career direction formation. The result is also in line with Sulusyawati (2021), who specifically reported a significant effect of peer social support on career planning.

This finding is noteworthy when considered alongside the preliminary observations, which revealed that some students tended to follow their peers' career choices without considering their own interests and potential. The regression finding does not contradict this observation; rather, the two levels of analysis complement each other: observational data describe a behavioral tendency, while regression analysis quantifies the statistical relationship between variables when examined simultaneously. It is plausible that peer influence also operates indirectly—by providing information, encouragement, and shared experiences—that subsequently relates to students' self-belief and career planning. However, as this study did not test mediation, this possibility cannot be established as a confirmed mediating pathway.

Simultaneous Effect of Self-Efficacy and Peer Environment on Career Planning

Self-efficacy and peer environment simultaneously exert a significant effect on students' career planning (F-count = 238.667, p = .000). Based on the Adjusted R^2 value, the two variables together explain 72.8% of the variance in students' career planning, while the remaining 27.2% is related to other factors beyond the scope of this research model. This finding supports Social Cognitive Career Theory (SCCT), which posits that career development is shaped by the interplay between cognitive-personal factors (such as self-efficacy) and contextual-environmental factors (such as peer environment) (Wang et al., 2022).

The high explanatory power of the model (Adjusted $R^2 = 0.728$) indicates that self-efficacy and peer environment are strong combined predictors of SMK students' career planning. Practically, this means that developing students' career planning requires a dual approach: strengthening internal self-belief through targeted self-efficacy interventions (e.g., job interview simulations, achievement feedback, and soft skills training) while simultaneously cultivating a positive peer environment through structured activities such as career discussion groups, alumni mentoring, and peer-to-peer career information sharing. Schools and Guidance and Counseling (BK) teachers play a critical role in designing and implementing such integrated career development programs.

Conclusion

This study shows that the career planning maturity of students at SMK Batik 2 Surakarta is closely linked to their level of self-efficacy and the quality of their peer environment. Both variables exert positive and significant effects, both individually (H_1 and H_2) and jointly (H_3). Together, they explain 72.8% of the variance in career planning (Adjusted $R^2 = 0.728$), with self-efficacy as the more dominant predictor (RC = 74.3%) and peer environment contributing 25.7% (RC).

Theoretically, these results reinforce the relevance of Social Cognitive Career Theory (SCCT) in the context of vocational education in Indonesia. The dominance of self-efficacy over peer environment indicates that strengthening internal cognitive-personal factors deserves to be the primary focus of career development interventions in SMK. Practically, schools and Guidance and

Counseling teachers are encouraged to develop programs that build students' self-efficacy—through simulations, goal-setting exercises, achievement feedback, and soft skills training—while also creating a positive and supportive peer climate through structured career discussion activities and alumni mentoring.

This study has several limitations. It was conducted at only one school with only two predictor variables, so its results should be generalized with caution. Future researchers are encouraged to extend the study to multiple schools, expand the sample size, and include additional variables—such as achievement motivation, parental support, or career self-efficacy as a mediating variable—to provide a more comprehensive understanding of the factors influencing career planning among Indonesian SMK students.

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