The relationship between family support, school life quality, and career decision-making self-efficacy among vocational students

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Abstrak

Tujuan penelitian ini untuk mengetahui: (1) Untuk mengetahui hubungan antara dukungan keluarga dengan efikasi diri dalam pengambilan keputusan karier; (2) Untuk mengetahui hubungan antara kualitas kehidupan sekolah dengan efikasi diri dalam pengambilan keputusan karier; (3) Untuk mengetahui hubungan antara dukungan keluarga dan kualitas kehidupan sekolah secara bersama-sama dengan efikasi diri dalam pengambilan keputusan karier. Penelitian ini merupakan penelitian kuantitatif dengan metode korelasional. Jumlah Populasi 103 dan 82 Siswa diambil sebagai sampel. Sampel penelitian menggunakan teknik proportional random sampling. Pengumpulan data yang digunakan adalah angket skala likert 1-4. Hasil penelitian sebagai berikut: (1) terdapat hubungan positif dan signifikan antara dukungan keluarga dengan efikasi diri pengambilan keputusan karier. Hal ini dibuktikan dengan nilai thitung > ttabel atau 3,276 > 1,990; (2) terdapat hubungan positif dan signifikan antara quality of school life dengan efikasi diri pengambilan keputusan karier. Hal ini dibuktikan dengan nilai thitung > ttabel atau 3,583 > 1,990; (3) terdapat hubungan positif dan signifikan antara dukungan keluarga dan quality of school life dengan efikasi diri pengambilan keputusan karier. Hal ini dibuktikan dengan nilai Fhitung > Ftabel atau 19,354 > 3,11.

Kata kunci: perkembangan remaja; pendidikan kejuruan; lingkungan akademis; psikologi pendidikan; perencanaan karir

Abstract

This research aims to determine: (1) The relationship between family support and self-efficacy in career decision-making; (2) The relationship between quality of school life and self-efficacy in career decision-making; (3) The collective relationship between family support and quality of school life with self-efficacy in career decision-making. This study employed a quantitative approach with correlational methods. From a population of 103 students, 82 were selected as the sample using proportional random sampling technique.

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Data were collected using a questionnaire with a 1-4 Likert scale. The research findings are as follows: (1) there is a positive and significant relationship between family support and career decision-making self-efficacy, as evidenced by the t-value > t-table (3.276 > 1.990); (2) there is a positive and significant relationship between quality of school life and career decision-making self-efficacy, as evidenced by the t-value > t-table (3.583 > 1.990); (3) there is a positive and significant relationship between family support and quality of school life collectively with career decision-making self-efficacy, as evidenced by the F-value > F-table (19.354 > 3.11).

Introduction

The transition from childhood to adolescence for vocational high school students involves important roles and responsibilities in determining career choices after graduation. Students cannot develop optimally if they are unable to explore themselves in planning career choices and make appropriate career decisions (Nelson, 2021). One effort to facilitate self-exploration in career planning and decision-making is by enhancing students' self-efficacy in career decision-making.

Career decision-making self-efficacy among students remains in the low category. Data from the Central Bureau of Statistics in 2023 regarding the Open Unemployment Rate shows a high unemployment rate among vocational high school graduates, with many students experiencing difficulties and doubts about their potential career choices.

In efforts to enhance career decision-making self-efficacy, various influencing factors exist, including family support. Career decision-making self-efficacy increases when family members provide substantial support to one another (Istifarani, 2016). Family support refers to information and feedback provided by family members that demonstrates respect, attention, appreciation, and love within the family. Family support enables students to connect both physically and mentally within the family environment, allowing them to recognize their self-efficacy in making career decisions based on their abilities. Family support is expected to habituate students to the support they receive from family in career decision-making.

This aligns with research by Solikhati et al. (2021), which revealed that greater family support corresponds to greater student capability in career decision-making. Enhancing career decision-making self-efficacy can also be achieved through quality of school life. Quality of school life represents an assessment of satisfaction aimed at measuring student well-being, based on aspects of school life in general, student commitment to existing regulations (such as commitment to completing school assignments), and student-teacher communication.

The presence of commitment, engagement, and relationships between students and teachers at school influences career decision-making self-efficacy. When students readily accept these elements of engagement, commitment, and student-teacher relationships, they can enhance students' career decision-making self-efficacy, particularly in the quality of school life.

The quality of school life can also elicit students' evaluations of their school conditions (Febriani et al., 2013). This indicates that quality of school life is an important factor in career decision-making confidence.

Quality of school life is differentiated by four aspects: the physical aspect of the school; the psychosocial aspect; the learning aspect; and the organizational aspect (Dorothy et al., 2018). Quality of school life can also be influenced by several factors, such as achievement; age; gender; cultural or family background; peer groups; and school type (Eres et al., 2017).

Career decision-making self-efficacy is defined as an individual's belief in their ability to perform important tasks in making career decisions. In enhancing career decision-making self-efficacy, Edith et al. (2003) explain that several factors influence career decision-making self-efficacy, including internal factors (gender, age, ethnicity, academic achievement, future time perspective, proactive personality) and external factors (school major and family support).

Based on the discussion above, this research aims to determine: (1) The relationship between family support and self-efficacy in career decision-making among class XII OTKP students at SMKN 3 Surakarta; (2) The relationship between quality of school life and self-efficacy in career decision-making among class XII OTKP students at SMKN 3 Surakarta; (3) The collective relationship between family support and quality of school life with self-efficacy in career decision-making among class XII OTKP students at SMKN 3 Surakarta.

Research Methods

This research was conducted at SMK Negeri 3 Surakarta. The planned implementation period was from March 2024 to May 2024. This study utilized one dependent variable and two independent variables. The independent variables were Family Support (X1) and Quality of School Life (X2), while the dependent variable was Career Decision-Making Self-Efficacy (Y). The research methodology employed was quantitative correlation research using a 1-4 Likert scale. Data were collected using research questionnaires.

The research began with an instrument trial to obtain valid and reliable instrument items for use as measurement tools. This trial was conducted with 21 students outside the research sample. After the trial, invalid items were removed, and the instrument was restructured for use in data collection. Data collection was conducted using research questionnaires in Google Form format. From a population of 103 students, a sample of 82 students from SMK Negeri 3 Surakarta was randomly selected.

Prerequisite analysis tests consisted of normality tests, linearity tests, and multicollinearity tests. These prerequisite tests were conducted first to determine whether the data met the analysis prerequisites before proceeding to the next stage. After the data passed the prerequisite tests, data analysis was performed to test whether the proposed hypotheses were accepted or rejected. Data analysis employed descriptive statistical tests, t-tests, F-tests, and multiple linear regression analysis.

Results and Discussion

Results

Table 1
Coefficients Table

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	22.109	4.069		5.434	.000
Family Support	.276	.084	.328	3.276	.002
Quality of school life	.210	.059	.359	3.583	.001

Every research requires hypothesis testing to determine whether the previously proposed hypotheses are accepted or rejected. The first step is to conduct a t-test to determine the presence or absence of influence from independent variables on the dependent variable partially. Based on the t-test results in Table 1, the t-value for the family support variable is 3.276 with a significance of $0.002 < 0.05$. In this study, the t-table was determined with a significance level of 5% ($\alpha/2 = 0.025$) and the number of independent variables (k) as 2, and the number of data points (n) as 82, using the formula (t-table = t ($\alpha/2$; n-k-1)) = (0.025; 82-2-1), resulting in a t-table value of 1.990. Therefore, $3.276 > 1.990$, meaning H0 is rejected and Ha is accepted. Thus, it is concluded that there is a positive and significant relationship between family support and career decision-making self-efficacy. Based on the t-test results, the t-value for the quality of school life variable is 3.583 with a significance of $0.001 < 0.05$. Therefore, $3.583 >$

1.990, meaning H0 is rejected and Ha is accepted. Thus, it is concluded that there is a positive and significant relationship between the quality of school life variable and career decision-making self-efficacy.

The F-test in Table 2 is conducted to determine whether the independent variables collectively have an influence on the dependent variable. Based on the results obtained, the F-value = 19.354 with an F-significance value of 0.000 < 0.05 and an F-table value of 3.11 (F-table = F (k; n-k)) = (2; 80). From these results, it is known that the F-value is larger than the F-table, meaning H0 is rejected and Ha is accepted. Thus, it can be concluded that family support and quality of school life collectively have a positive relationship with career decision-making self-efficacy.

Table 2
ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
Regression	648.356	2	324.178	19.354	.000^b
Residual	1323.254	79	16.750		
Total	1971.610	81			

Multiple linear regression analysis was conducted to determine the extent of the influence of the independent variables collectively on the dependent variable. Based on the analysis results, the multiple linear regression equation is as follows: (1) The constant value of 22.109 states that if the Family Support (X1) and Quality of School Life (X2) variables have a value of zero, then the value of the Career Decision-Making Self-Efficacy variable (Y) is 22.109. (2) The regression coefficient for the family support variable (X1) is 0.276, stating that each increase of one unit in variable X1 will cause an increase in career decision-making self-efficacy of 0.276, assuming the quality of school life variable (X2) is constant. (3) The regression coefficient for the quality of school life variable (X2) is 0.210, stating that each increase of one unit in variable X2 will cause an increase in career decision-making self-efficacy of 0.210, assuming the family support variable (X1) is constant.

Discussion

The first test result of this research indicates that family support is related to career decision-making self-efficacy. Therefore, the first hypothesis is accepted, which states that there is a relationship between family support and self-efficacy in career decision-making among class XII OTK students at SMKN 03 Surakarta. This can be observed through the SPSS version 20 data processing results, where the t-test result shows a value of 3.583 > 1.990 and a significance of 0.002 < 0.05, meaning the t-value is larger than the t-table. Thus, in this study, the quality of school life variable has a positive relationship with career decision-making self-efficacy. Based on these results, the hypothesis in this study is accepted, indicating a significant positive relationship between quality of school life and career decision-making self-efficacy.

This is supported by research from Febriana et al. (2021), which states that there is a significant positive relationship between family social support and career decision-making self-efficacy among class XI students at SMA Negeri 1 Sayung Demak. The higher the family support received, the higher the career decision-making self-efficacy.

The second finding of this research is that quality of school life is related to career decision-making self-efficacy. This can be observed through the SPSS version 20 data processing results, where the t-test result shows a value of 3.583 > 1.990, meaning the t-value is larger than the t-table. Thus, in this study, the quality of school life variable has a positive relationship with career decision-making self-efficacy. Based on these results, the hypothesis in this study is accepted, indicating a significant positive relationship between quality of school life and career decision-making self-efficacy.

This is supported by research from Salwani et al. (2022), which states that there is a significant positive relationship between quality of school life and career decision-making self-efficacy among final-year students.

The third finding of this research shows a positive and significant simultaneous effect of the family support and quality of school life variables on career decision-making self-efficacy among class XII OTKP students at SMKN 3 Surakarta. This is evidenced by the F-value being larger than the F-table

(19.354 > 3.11) with a significance value of 0.000 < 0.05. It can thus be interpreted that H0 is rejected and H3 in this study is accepted, meaning that family support and quality of school life are simultaneously related to career decision-making self-efficacy among class XII OTKP students at SMKN3 Surakarta. This means that the higher the family support and quality of school life received, the higher the career decision-making self-efficacy possessed by students. This result aligns with research by Ashudi et al. (2022), which shows a simultaneous effect between family support and quality of school life variables on career decision-making. Their research indicates a positive relationship between the independent variables and the dependent variable, suggesting that when family support and quality of school life are high, career decision-making will also be high, and vice versa.

Conclusion

Based on the research results, it can be concluded that: (1) There is a positive and significant relationship between family support and career decision-making self-efficacy among class XII OTKP students at SMKN 3 Surakarta. This is evidenced by the t-value being larger than the t-table (3.276 > 1.990) with a significance value of (0.002 < 0.05). Based on these results, it can be stated that the hypothesis in this study is accepted. The higher the family support received by students, the higher their career decision-making self-efficacy will increase. (2) There is a positive and significant relationship between quality of school life and career decision-making self-efficacy among class XII OTKP students at SMKN 3 Surakarta. This is evidenced by the t-value being larger than the t-table (3.583 > 1.990) with a significance value of (0.001 < 0.05). Based on these results, it can be stated that the hypothesis in this study is accepted. The higher the quality of school life possessed by students, the better their career decision-making self-efficacy will be. (3) There is a positive and significant relationship between family support and quality of school life collectively with career decision-making self-efficacy among class XII OTKP students at SMKN 3 Surakarta. This is evidenced by the results of multiple regression testing with the F-value larger than the F-table (19.354 > 3.11) with a significance value of (0.000 < 0.05). There are several limitations in this study that have caused disruptions and deficiencies in the research results. These limitations include the limited literature from previous research results that the researchers were able to obtain, resulting in weaknesses in both the results and analysis of this study. Additionally, limitations in time, costs, and human resources have made this research less than optimal.

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