

ANALYSIS OF FAMILY SUPPORT ON STUDENTS' CAREER DECISIONS

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Abstract

This study explores students' career decision-making, which is often influenced by multiple factors, particularly family support as a primary foundation during adolescence. In Indonesia, many students struggle to determine their career paths due to limited information, low self-efficacy, and weak collaboration between school and family. This research uses a literature review method by analyzing relevant publications from 2016 to 2025. The aim is to examine the role of family support, self-efficacy, and school counselors in guiding students toward informed career decisions. Findings show that emotional and informational support from families strengthens students' self-confidence, while high self-efficacy helps them decide on their career direction more firmly. School counselors also play a crucial role as facilitators of career guidance and as mediators between students and parents, especially through home visit strategies. Collaboration between counselors and families has been proven to enhance the effectiveness of students' career decision-making. Therefore, strong synergy between school and family is essential in shaping students' career readiness holistically.

Keywords: Career decision, Family Support

1. Introduction

Every individual will inevitably face moments in their life when they must make important decisions, one of which is a career decision. Adolescence, particularly during secondary education, is a crucial phase where individuals are confronted with choices about their future direction, including their career path. According to Solikhati and Saraswati (2021), adolescence is a critical period in the formation of identity and decision-making, including career-related decisions. During this time, students begin to form future aspirations and make important choices that have long-term impacts. However, many adolescents still experience confusion in the career decision-making process due to limited understanding, information, or support from their immediate environment.

Data from the Central Statistics Agency (2024) shows that the open unemployment rate among general high school graduates reached 7.05%, and among vocational high school graduates, it was even higher at 9.01%. The National Labor Force Survey (Sakernas) by Yahya and Hidayat (2025) in Kompas.com noted that as many as 338,390 people in Jakarta were classified as unemployed in February 2025, with high school/vocational school graduates being the most dominant group at 38.61%.

The high unemployment rate among secondary school graduates reflects that many students do not yet have a mature career plan. Furthermore, according to research by Ali and Mukhibat (2016), only 3.77% of students are truly confident about their career choices, while 56.17% remain uncertain and 40.06% are still undecided. This highlights a serious phenomenon of career indecision among Indonesian youth.



In the career decision process, family support is one of the important external factors. According to Cahyani and Hadi (2024), there is a significant relationship between parental and peer social support and students' career decision-making at MAN 1 Pekanbaru. The higher the level of social support received, the higher the students' stability in making career decisions. Prabowo and Kusumaningsih (2021) also found a positive and significant relationship between parental social support and students' career decision-making at SMA 10 Semarang, with a correlation coefficient of $r_{xy} = 0.512$ and significance $p = 0.000$ ($p < 0.01$). Similar findings were obtained by Dina and Putra (2022) in their study at SMK Negeri 1 Binjai, concluding that increased family support is closely related to improved students' ability to plan and determine their career direction.

Furthermore, Olla and Abdullah (2021) showed that family support contributes 62% to students' career decision-making, making the family the primary factor in career determination. Meanwhile, Ali and Mukhibat (2016) revealed that family support plays a role both directly and indirectly in career decisions through self-efficacy and outcome expectations. This support encompasses aspects such as information, verbal encouragement, serving as a role model, and emotional support, which collectively help students build confidence in their choices.

However, most previous studies have focused more on the statistical relationship between family support and career decisions, without exploring in depth the concrete forms of family support provided. In addition, family involvement in student career guidance services is rarely discussed as a strategic element. Furthermore, there has been little research on the collectivist cultural context of Indonesia, where career decisions are often influenced more by the aspirations of parents than by the aspirations of students themselves (Ali & Mukhibat, 2016). This is the main gap in this study.

This study attempts to present new insights by combining findings from various literature sources to map out the form and role of family support in students' career decision-making processes more comprehensively. Not only does it explain the relationship between variables, but this study also emphasizes how family support can be practically integrated into guidance and counseling services in schools. This study also highlights the important role of self-efficacy as a mediator that strengthens the influence of family support on career decisions.

The purpose of this study is to analyze the role of family support in students' career decision-making based on relevant literature reviews, as well as to identify the most effective forms of support in this process. This study also aims to enrich our understanding of the relationship between internal and external factors that influence career decision-making among secondary school students. This research is important because it can provide input for guidance and counseling teachers, parents, and schools in designing collaborative and responsive services to students' career needs. By understanding how family support works in the career decision process, relevant parties can develop more effective strategies to help students achieve career choices that suit their interests, talents, and social conditions.

2. Methods

This study uses a literature review method that aims to identify, evaluate, and synthesize various findings and perspectives from previous studies related to the role of family support in students' career decision-making. According to Sugiyono in Ansori (2019), a literature study or review is a process of collecting data by examining various scientific references relevant to values, culture, and social norms in the context being studied. Literature studies are very important because all research is based on existing knowledge

The data sources in this study were obtained from relevant national scientific journals published within the last five to ten years. The literature review focuses on topics related to education, developmental psychology, and guidance and counseling services that address career decisions and family support. The journals examined were sourced from open-access and reputable scientific repositories such as Jurnal Basicedu, Psikostudia, Palastren, IJES, and several other accredited educational journals

Data analysis techniques were carried out by grouping information from each journal into specific themes, such as forms of family support, self-efficacy, and other variables that influence students' career decisions. Each article is analyzed in terms of its objectives, main findings, and relevance to the focus of this research. The researcher records key points in detail and compares one finding with another to identify patterns or differences that can be developed in the discussion. This process is carried out meticulously and repeatedly to ensure that the synthesized results are consistent and reliable.

3. Results and Discussion

Family support has been proven to be one of the most significant external factors influencing students' ability to make career decisions. The results of Solikhati and Saraswati's (2021) study show a positive correlation between family support and students' career decision-making abilities. The most influential forms of support include emotional, appreciative, instrumental, and informative support. However, it is worth noting that among the four types of support, informative support—which involves providing concrete guidance or advice related to careers—remains relatively low. This indicates that while families are emotionally and materially involved, they have not yet fully provided the practical guidance students need to make appropriate career decisions.

Previous research by Ali and Mukhibat (2016) supports these findings, adding that family support not only has a direct influence on career decisions but also plays an indirect role through increasing students' self-efficacy and expectations of outcomes. In a collective culture such as Indonesia, the role of the family is often more dominant than that of the individual. Social values and parental expectations are important components that influence a child's career direction. Therefore, active family involvement in the career planning process can strengthen students' self-confidence and reduce the career indecision they often experience during the educational transition period.

Furthermore, Simbolon and Rasyid (2021) found that students' perceptions of parental support (perceived support) were significantly correlated with clarity in career decision-making. In their findings, family support even contributed more than students' self-concept. This shows that family support not only influences psychological aspects (such as self-confidence or self-efficacy) but also has practical implications for students' actual actions, such as choosing a major, determining further study plans, and future career orientation.

These findings reinforce the results of various previous studies (Hanifah, 2023) which state that the better the family support received by students, the higher their capacity to formulate independent and realistic career choices. Not only does the family play a role as a source of encouragement, but it can also act as an information facilitator, mediator of expectations, and source of validation in the decision-making process. Research by Akbar et al. (2024) even shows that family support works synergistically with internal factors such as self-efficacy in shaping students' career readiness. Thus, family support has a complex yet crucial influence on students' career decision-

making. The role of the family is not only on an emotional level, but also in concrete forms that shape students' thinking, perceptions, and clarity of career choices.

The Importance of Self-Efficacy in Career Decisions

Self-efficacy is a crucial internal factor in the career decision-making process of students. In this context, self-efficacy refers to an individual's belief in their ability to explore options, formulate decisions, and effectively implement career plans. Research by Maslikhah, Hidayat, and Marjo (2022) indicates that the higher a student's level of self-efficacy, the lower the level of difficulty they experience in determining their career path. One of the most dominant dimensions of self-efficacy is accurate self-appraisal, which is the ability to assess one's strengths and weaknesses objectively. This ability is very important because it forms the basis for students to choose a career path that suits their potential and personal circumstances.

The findings also suggest that many students experience doubts not because of a lack of career information alone, but because they have not been able to fully understand themselves. Therefore, the formation of self-efficacy from the beginning becomes a preventive strategy against career indecision. Research by Ismayanti, Abas, and Sriwaty (2025) reinforces this argument by showing that self-efficacy in career decision-making is not formed independently, but is strongly influenced by the social context, especially the family. Students who receive emotional and informational support from parents will feel more confident, confident, and motivated in drawing up a long-term career plan. This confirms that the formation of self-efficacy is a complex process, involving the interaction of internal and external factors.

In this case, family support plays the role of a catalyst in the formation of self-efficacy. Ali and Mukhibat (2016) even found that self-efficacy plays a strategic mediator between family support and career decision-making. This means that family support in the form of verbal motivation, information provision and emotional encouragement does not necessarily directly influence the student's career decision, but works through improving self-efficacy first. Students who feel positively supported by their immediate environment will more easily develop self-confidence in making the right choice. This is in line with Bandura's (1997) theory, which emphasizes that self-efficacy is formed through personal experience, previous successes, and verbal persuasion from the environment, especially from significant figures such as parents or teachers.

Thus, the connection between family support and self-efficacy becomes very important to be considered in efforts to strengthen career decision making. Self-efficacy not only strengthens students' ability to make rational choices, but also shapes their psychological resilience in the face of future career dynamics and challenges. In this context, career guidance interventions are not it is enough just to present job or major information, but it should focus on developing students' self-potential and empowering them psychologically. It includes training to recognize interests, values, and skills, as well as strengthening self-confidence through small successful experiences mediated by the BK teacher and the social environment.

These findings also highlight the need for an integrated approach between schools, families, and students in building self-efficacy. In practice, BK teachers can play a central role as facilitators in connecting students and their families through collaborative approaches such as home visits, family counseling sessions, and character-strengthening-based activities. The effort will be more optimal if it is done by considering the socio-cultural context of the student and the values adopted

by his family. Strengthening self-efficacy through this kind of contextual approach is believed to be more effective than purely individual interventions.

The role of BK teachers in Career Guidance services

The role of the guidance and counseling teacher (BK) in making student career decisions cannot be separated from the main purpose of career guidance services, which is to help students know themselves, understand their potential, and adjust to the demands of the world of education and the world of work. According to Rahayu, Fajar, and Nurmasari (2024), BK teachers not only act as career information transmitters, but also as facilitators, mediators, and collaborators. In this role, the BK teacher becomes a strategic link between the student and the external environment, including parents, higher education institutions and the world of work. This means that the existence of BK teachers is crucial in creating a comprehensive support system for student career decision making

One concrete form of effective BK services is the implementation of interest and aptitude tests, which serve as the first step in mapping student potential. Zubaidah et al. (2024) asserted that interest tests can help students recognize personal tendencies and preferences that are often not yet explicitly realized. The BK teacher, in this case, has an important role to play not only in organizing the tests, but also in interpreting the results in a professional way, and then associating them with alternatives to further education and the world of work. Thus, the guidance process is not only informative, but also analytical and data-driven, so that students do not make decisions speculatively

Furthermore, BK teachers also act as career literacy agents who are responsive to the Times. As Khoirunnisa and Lestari (2024) found, the delivery of career information today is not limited to classical services in the classroom, but extends to various digital platforms, such as social media, WhatsApp groups, or online learning applications. BK teachers are also active in initiating career literacy-based activities such as seminars, career days, and professional communication forums such as BK teacher deliberations (MGBK). Ability to present information in a contextual and adaptive one of the indicators of BK teacher competence in reaching the needs of students more broadly, especially in the digital era that is full of distractions and dynamics

The role of the BK teacher as a mediator is also very significant, especially in situations when there is a mismatch between the student's career choice and the expectations of parents. In this context, BK teachers can initiate family counseling sessions, where communication is built on objective data, such as the results of assessments of interests, study habits, and student potential. Rahayu et al. (2024) emphasized that this kind of mediation helps to create understanding between students and families, so that career decisions taken are compromising but still prioritize students' interests and abilities. Thus, the BK teacher performs not only technical, but also socio-emotional functions that contribute to the psychological stability of students in the decision-making process.

Overall, career guidance services by BK teachers are a strategic process that not only provides information, but also empowers students to recognize their potential, increase self-efficacy, and develop the ability to make decisions independently. This approach will be even more effective if it is collaborative and actively involves the family. Therefore, in the final stage, BK teachers can also integrate home visit services as a form of contextual intervention. Through home visits, BK teachers can understand students' social conditions more fully, build emotional closeness with parents, and convey personal career information. This kind of approach not only improves the quality of services, but also strengthens the synergy between schools and families in supporting students' career maturity.

Collaboration of BK teachers and parents through Home Visit in students 'Career decision one of the new contributions in this study is the emphasis on the role of home visit as a collaborative strategy between guidance and counseling (BK) teachers and parents in supporting students' career decision making. Different from the career service approach that is common in the school environment, home visit allows BK teachers to reach a wider context of Student Life. Through direct visits to students ' homes, BK teachers gain a more comprehensive understanding of family background, interpersonal relationships between family members, as well as the emotional atmosphere and availability of home learning facilities. This information is important in building a service approach that is not only academic, but also personal and relevant to the student's factual condition.

According to Handayani and Hidayat (2017), home visit serves as one of the effective BK service support techniques to explore factual information about household factors that can affect student development, including in terms of career selection. BK teachers who understand firsthand the dynamics in student households will find it easier to design appropriate intervention strategies. For example, in the case of students who show low self-efficacy due to family pressure or lack of supported by home learning facilities, BK teachers can design self-efficacy reinforcement approaches while educating parents on the importance of their role in supporting children's career decisions.

Furthermore, home visit also acts as a communication bridge between school and family, especially when there is a discrepancy between student aspirations and parents ' expectations. As explained by Wahyuni, Ilyas, and Yusri (2013), BK teachers who run home visits can act as mediators who convey the results of student interest, talent, and self-efficacy assessments objectively to parents. The delivery of evidence-based data can create a more open dialogue space, avoid conflict, and build mutual understanding between families and students in designing a realistic career future and in accordance with the potential of children.

Prayitno (2006) emphasized that the results of home visits that are carried out appropriately and professionally will make it easier for BK teachers to build parental commitment to the child's career development plan. In this context, the function of home visit is not only as an assessment tool, but also as a means of empowering families. When parents are directly involved in the career decision-making process, they will be more likely to provide the emotional and informational support that students need. This kind of collaboration also strengthens the student's self-efficacy, as they feel supported both by the school and their family in pursuing their career aspirations.

In practice, the implementation of the home visit must be designed systematically, starting from the identification of cases, determination of the purpose of the visit, preparation of communication materials, to the recording of results and follow-up evaluation. BK teachers need to maintain the ethics of visiting by prioritizing a professional, empathic attitude, and establishing an open but still structured atmosphere. Thus, home visit is not only a reactive solution when problems occur, but can also be used as a preventive and promotive strategy in career guidance services. Through this approach, schools and families can go hand in hand as active partners in assisting students achieve contextual and sustainable career maturity

4. Conclusions

Based on the results of the analysis of the literature, it can be concluded that career decision-making (career decision) in students is a complex process that is influenced by various internal and external factors. Family support plays an important role as an emotional and informational source

that shapes students' confidence in making career choices. In this case, self-efficacy becomes a significant mediation factor, where students who feel supported and able to assess themselves objectively tend to have more confidence in designing their future career. This relationship between family support and self-efficacy suggests that the career decision-making process is not only individual, but also social and relational. In addition, the role of BK teachers becomes crucial in facilitating students through structured, adaptive, and data-based career guidance services

BK teachers are not only as informers, but also as facilitators and mediators who Bridge students with families and sources of career information. The collaborative approach through home visit reinforces this strategy, as it allows BK teachers to establish direct communication with families, understand household dynamics, and build support synergies between schools and parents. These findings underscore the importance of integrating personal, social, and educational approaches to help students achieve optimal career maturity not only as a relay of information, but also as a facilitator and mediator who bridges students with families as well as a source of career information. The collaborative approach through home visit reinforces this strategy, as it allows BK teachers to establish direct communication with families, understand household dynamics, and build support synergies between schools and parents. These findings underscore the importance of integrating personal, social, and educational approaches to help students achieve optimal career maturity.

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