

THE ROLE OF PARENTAL SUPPORT AND SELF-EFFICACY IN STUDENTS' CAREER DECISION-MAKING IN VOCATIONAL EDUCATION

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ABSTRACT

The purpose of this study was to determine how self-confidence and parental support influence students' career decision-making in vocational high schools. Using a quantitative approach and a purposeful random sampling procedure, 118 students were selected as a sample from the 179 students who answered, as indicated by the Isaac and Michael table. Questionnaires were used to gather data, and SPSS version 21 was used for analysis. The analysis method includes prerequisite tests, conventional assumption tests, and hypothesis testing, including t-tests, f-tests, and the coefficient of determination. The study's findings suggest that students' vocational decision-making is positively and significantly impacted, partially and simultaneously, by both parental support and self-efficacy. These results highlight how crucial student self-belief and parental participation are in fostering their preparedness for the profession. In practice, the findings of this study can be used as a foundation or point of reference for more research.

Keywords: Parental support, Career decision making, Self-efficacy

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana diri percaya dan dukungan orangtua mempengaruhi pengambilan keputusan karir siswa di sekolah menengah kejuruan. Dengan menggunakan pendekatan kuantitatif dan prosedur pengambilan sampel acak tujuan, 118 siswa dipilih sebagai sampel dari 179 siswa yang menjawab, seperti yang ditunjukkan oleh tabel Isaac dan Michael. Data dikumpulkan melalui penyebaran kuesioner dan dianalisis menggunakan program SPSS versi 21. Metode analisis dalam penelitian ini meliputi uji prasyarat analisis, uji asumsi klasik, serta uji hipotesis yang terdiri dari uji-t, uji-f, dan analisis koefisien determinasi. Berdasarkan hasil yang diperoleh, diketahui bahwa dukungan orang tua dan self-efficacy berpengaruh positif dan signifikan terhadap pengambilan keputusan karir siswa, baik secara individu maupun bersama-sama. Temuan ini menegaskan pentingnya peran orang tua serta kepercayaan diri siswa dalam mempersiapkan diri menuju dunia kerja. Penelitian di masa depan dapat menggunakan temuan studi ini sebagai fondasi atau panduan.

Kata kunci: Dukungan orang tua, Pengambilan keputusan karir, Self-efficacy

INTRODUCTION

The teenage years are an important phase in individual development because at this stage, students begin to face various life choices, including career decision-making (Harlock in Dewi 2021). Career decision-making becomes a complex challenge influenced by internal factors such as self-efficacy, and external factors like parental support (Fadilla & Abdullah,

2019). Unfortunately, many vocational high school students are still confused in determining their career paths. According to BPS data, the open unemployment rate (TPT) for vocational high school graduates is 9.31%, the highest compared to other educational levels, indicating a mismatch between vocational education objectives and the realities of the job market according to Government Regulation No. 17 of 2010.

This condition is reinforced by the findings of Maslikhah et al. (2022) which state that low parental support and self-efficacy are correlated with increased difficulties in career decision-making. Similar research by Prabowo & Kusumaningsih (2021) shows that students with high parental support tend to have a clearer career direction. In addition, self-efficacy has been proven to play an important role in enhancing students' career preparedness (Amin et al., 2021). When students are confident in their abilities, they are more capable of facing challenges and making independent career choices.

Based on preliminary research conducted on 30 vocational school students in Central Jakarta, it was found that 90% of students acknowledge that parental support has a significant influence on career decision-making, while 80% of students state that self-efficacy also has a significant impact. Meanwhile, career information (24%) and career guidance (30%) have a lower influence. Findings by Nurchasana et al. (2023) and Olla et al. (2021) indicate that the main interventions needed by students lie in strengthening the role of parents and increasing students' confidence in determining their future. Given this situation, this study hypothesizes that parental support and self-efficacy are positively and significantly correlated with career decision-making among vocational school students.

Based on the results of observations and interviews with the guidance and counseling teachers at SMK Jakarta Pusat, many students still experience pressure, anxiety, and confusion when choosing between working or continuing their studies. This occurs due to a lack of information, self-confidence, and environmental support. Research on the influence of parental support and self-efficacy on career decision-making is still rare in the context of vocational schools, especially in strategic areas like Central Jakarta which has high work pressure and access to information. Furthermore, vocational school students have a different orientation from high school students, as they are prepared to directly enter the workforce.

The purpose of this study is to provide a deeper understanding of how these two factors influence students' ability to make appropriate career choices. This research is expected to provide theoretical contributions to the development of science, particularly regarding the influence of parental support and self-efficacy on students' career decision-making, as well as serve as a reference for further research. Practically, this research is useful for students to understand the importance of these two factors in choosing an appropriate career path, for parents as a reference in providing effective support, for schools in designing more appropriate career guidance policies, and for other researchers as a basis for studying similar factors at different levels of education. Therefore, this research has a high urgency in providing a more applicable and contextual overview of the role of parental support and self-efficacy in career decision-making in a work-oriented vocational school environment. By paying attention to these conditions and the findings of various previous studies, the researcher is interested in further researching the influence of parental support and self-efficacy on career decision-making among vocational school students, as an effort to contribute to overcoming career readiness problems in vocational education.

LITERATURE REVIEW

Parental Support

Parental support plays an important role for families as the smallest social unit that influences the character formation of children through the emotional closeness between children and parents (Ulfa & Naímah, 2020). According to Sanrock in Pangaribuan (2023),

families have a central role in fostering children's independence, where support from parents becomes the main factor that encourages children to develop psychologically and socially. Parental support refers to the responsibilities of parents in providing comprehensive assistance and support for their children's growth, encompassing physical, psychological, character, and academic aspects (Faqih et al., 2022). Based on the opinions of experts on parental support, it can be concluded that parental support is the emotional, social, and practical assistance provided by parents to their children, which includes affection, encouragement, guidance, as well as the provision of resources to support the child's development and achievement of goals, both in education and career.

Every child needs parental support. This support can help ease a child's journey through life and demonstrate their care and concern for their development. Thoitas stated that parental support is a valuable resource and has great potential to help resolve problems faced by those closest to them (Rahmadina et al., 2021). Furthermore, children who receive parental support to develop independence tend to have lower levels of anxiety and are more effective at managing stress (Zhang & Wang, 2023).

According to Keosdarwati et al. (2024), parental support is any form of assistance or encouragement from parents, both verbally and in action, that positively impacts a child's development. This support makes children feel valued and more focused. During the career exploration phase, students need external support to help them make informed career choices. Parents, as students' closest circle, play a crucial role in supporting career decision-making. Students who receive parental support tend to be more confident and able to achieve career goals, such as pursuing their desired college. Conversely, students who lack support often experience confusion and anxiety in making career choices. This aligns with research by Sukma and Rasyid (2024), which found that parental support positively influences career decision-making.

Based on the understanding of experts, it can be concluded that parental support is emotional, social and practical assistance given by parents to their children, which includes affection, encouragement, guidance, and the provision of resources to support the development and achievement of children's goals, both in education and career.

In this study, parental support is operationalized as any form of encouragement, assistance, and attention that students perceive from their parents in the career decision-making process. This support is measured based on four main indicators according to Fridman in Wijaya et al. (2024), which are emotional support; instrumental support; informational support; and validation support. These indicators are also similar to those of Sarafino (2011) in the research by Adi and Tanti (2021), where parental support consists of four indicators: emotional support, validation support, instrumental support, and informational support.

Self-Efficacy

Self-efficacy was first introduced by Albert Bandura (1977) as an individual's belief in their ability to carry out the actions required to achieve certain goals. Individuals with high self-efficacy will have a positive outlook, be able to manage their focus, and act effectively in facing challenges and achieving targets (Saks, 2024). According to Gunawan et al. (2021), self-efficacy is an evaluation of personal ability, whether a person feels capable or incapable of completing a task according to the demands. In line with that, Kasyfillah & Susilarini (2021) define self-efficacy as the belief in one's capacity to complete tasks, face obstacles, and achieve specific goals.

Baron & Byrne in Suciono (2021) state that self-efficacy is an individual's assessment of their competence to perform tasks and overcome obstacles. Meanwhile, according to Duncan et al. (2021), self-efficacy is the belief in one's ability to solve problems or accomplish tasks. Sutima et al. (2022) add that self-efficacy has a significant influence in the context of career

decision-making. Students with a high level of self-efficacy are able to motivate themselves independently without feeling forced, and are able to translate the plans they have thought into real actions to achieve their desired goals (Maghfirah et al., 2023). Self-efficacy can be defined as an individual's belief in their ability to carry out the actions necessary to achieve a specific goal (Chen et al., 2024). This statement is similar to Trikusyanti (2022), who stated that self-efficacy is a person's belief in their ability to plan and take action to achieve desired outcomes in various situations, based on their thought processes.

Sarbudin et al., (2021) stated that students who have high self-efficacy tend to easily overcome various obstacles they face and try to complete tasks and easily find new strategies, while students who have low self-efficacy will avoid tasks and give up more easily when facing difficulties. However, the lack of career support and information leaves students confused about which career to choose. Self-efficacy is one of the internal factors in career decision-making. This is in line with research conducted by Setiobudi (2017), which found that someone with high self-efficacy facilitates career decision-making. Another study conducted by Amin et al. (2021) also showed a significant influence between self-efficacy and career decision-making among students at SMKN 3 Kota Bima in the 2020/2021 academic year. Based on the understanding of experts, it can be concluded that self-efficacy is an individual's belief in their ability to complete tasks, achieve goals, and face obstacles.

Self-Efficacy has three dimensions proposed by Bandura (Ningsih & Hayati, 2020) which reveal that the difference in self-efficacy possessed by each individual lies in three cognitions or dimensions, namely Magnitude/Level; Generality; Strength. Furthermore, Smith et al., in Suartini (2023) state that Self-efficacy has several indicators that align with the three aspects of self-efficacy according to Bandura (1977). The five main indicators of self-efficacy are Belief in personal ability; Optimism; Objectivity; Responsibility; Rational and realistic thinking.

Career Decision Making

Career decision-making is a complex, dynamic, and ongoing psychological process in which individuals evaluate various available career alternatives while considering internal and external factors. According to Albert Bandura (1986) in his social cognitive theory, personal characteristics like self-efficacy interact to influence vocational decision-making, social learning experiences, and environmental support (Mubin et al., 2021). Brown in Setiawan & Nusantoro (2020) emphasizes that this process not only involves the selection of a career path but also requires individual commitment to carry out the decisions made. Hartono in Lestari (2024) explains that career decision-making is an ongoing process that combines self-understanding with available career information. Tiedeman and O'Hara in Hariadi (2022) add that career identity is formed through this process and requires a deep understanding of interests and values.

According to Brown, career decision-making is a complex process, which not only involves choosing a career path but also requires commitment from the individual to implement the planned decision (Setiawan & Nusantoro, 2020). According to Kurniawan et. al., (2021), career decision-making is a continuously evolving and dynamic process, which involves self-understanding, including career interests, abilities, personality, values, and attitudes, as well as understanding careers, which include various types of careers, opportunities, prospects, and career education, all of which contribute to each other.

The process of determining a career involves a number of steps, the first of which is selecting several options by weighing and comparing the various options available to them (Noviani & Arjanggi, 2021). Career decisions are influenced by internal and external factors (Fadilla, 2020). According to Abdullah (2019) Internal factors include self-efficacy, interest, independence, and the drive to achieve. Meanwhile, external factors include support from

family, school, teachers, and peers, with family as the closest environment playing a crucial role in students' career decision-making (Solikhati & Saraswati, 2021). Based on the understanding of experts, it can be concluded that career decision making is a process in which individuals evaluate existing career options, consider personal factors such as skills, interests, and values, and choose the path that is considered most appropriate to long-term goals and existing conditions.

Hariyanto et al. (2024) note that this process is influenced by two elements: external ones (environment, parental support, job information) and internal factors (interest, values, personality). According to Peterson (2014) in David and Irman (2022), from the perspective of Cognitive Information Processing (CIP), there are three important elements that serve as indicators in career decision-making, namely: Knowledge Domain; Decision Making Skill Domain; Executive Processing Domain. From these three elements, Parsons in Sari & Munawaroh (2021) proposed three important indicators in career decision-making, which are self-understanding; understanding of the work world; realistic reasoning. This is also in line with the research by Solikhati (2021) that the indicators of career decision-making include (1) Understanding and individual awareness of themselves, (2) Insight and understanding regarding further education, and (3) The ability to realistically reason the relationship between self-understanding and insights into the working world.

METHOD

This study employed a survey with a quantitative approach to determine the influence of self-efficacy and parental support on vocational decision-making among MPLB students at three State Vocational High Schools (SMKN) in Central Jakarta. This study examines three hypotheses on the variables affecting career choice, such as self-efficacy and parental support, among MPLB majors at SMKN Jakarta. According to the first hypothesis, students' job decisions are significantly and favorably impacted by family support. Self-efficacy has a considerable and favorable impact on students' career decision-making, according to the second hypothesis. The third hypothesis states that self-efficacy and parental support work together to significantly and favorably influence vocational decision-making.

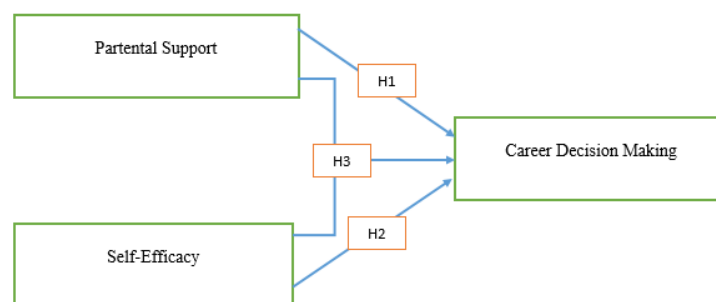


Figure 1. Hypotheses Development

This study involved all eleventh grade students majoring in Office Management and Business Services (MPLB) at SMKN 14, SMKN 16, and SMKN 31 Jakarta as the population. This research uses a quantitative approach with primary data collected through survey methods and purposive random sampling techniques. 179 students represent the study's total population, and the Isaac and Michael table was used to estimate the sample size of 118 responders. According to the Table 1, most of them are female, with a total of 101 individuals or 85.6%, while males only make up 17 people (14.4%). In terms of age, nearly all respondents are in the age range of 15–20 years, totaling 114 people (96.6%), with 3 people over 20 years old (2.5%) and only 1 person under 15 years old (0.8%). Meanwhile, the respondents are from three

schools, with the largest number coming from SMKN 14 Jakarta and SMKN 16 Jakarta, each totaling 47 people (40%), and SMKN 31 Jakarta with a total of 24 people (20%).

Table 1. Summary of Respondent Profile

Gender	Description	Quantity	Percentage (%)
	Males	17	14,4%
	Females	101	85,6%
	Total	118	100%
Respondent's Age	Description	Quantity	Percentage (%)
	< 15	1	0,8%
	15-20	114	2,5%
	>20	3	96,6%
	Total	118	100%
School Origin	Description	Quantity	Percentage (%)
	SMKN 14 Jakarta	47	40%
	SMKN 16 Jakarta	47	40%
	SMKN 31 Jakarta	24	20%
	Total	118	100%

Questionnaire using a questionnaire with 38 statements on a Likert scale from 1 to 4 is one of the data gathering methods. A twelve-item survey is used to gauge parental support, with an emphasis on appreciation, informational, instrumental, and emotional assistance. (Solikhati & Saraswati, 2021). Self-Efficacy is measured using a fifteen-item questionnaire, which includes beliefs in personal abilities, optimism, objectivity, responsibility, and rational as well as realistic thinking (Suartini et al., 2023). The measurement of career decision-making variables is conducted through an eleven-item questionnaire that describes respondents' views on self-understanding, understanding of the working world, realistic reasoning, and responsibility (Sari & Munawaroh, 2021). To ensure the validity of the regression model, a series of classical assumption tests were conducted, including a normality test to see the data distribution, a multicollinearity test to ensure there was no high correlation between independent variables, a heteroscedasticity test to detect inconsistencies in residual variance, and a linearity test to measure the linear relationship between variables. The data analysis technique used was multiple linear regression with the help of SPSS version 21.0, with hypothesis testing through the t-test (partial) and F-test (simultaneous) using a significance level of 5% ($\alpha = 0.05$). In addition, a coefficient of determination (R^2) test was also conducted to measure the extent of parental support and self-efficacy's contribution in explaining career decision-making.

RESULTS AND DISCUSSION

Parental Support

Twelve verified statements from questionnaires given to 118 adolescents are used to gather primary data on parental support. Microsoft Excel is used to calculate the average score. Based on the Table 2, the Instrumental Support indicator has the highest contribution at 35.1%, indicating that most students feel the benefits of tangible support from parents such as study facilities and material assistance. Emotional Support follows with 25.7%, indicating a fairly strong presence of care and affection. Informational Support contributes 23.9%, demonstrating the importance of parental guidance and advice in helping students understand career options. Meanwhile, Recognition Support is the lowest at 15.3%, signaling the need for increased acknowledgment of students' efforts and achievements to boost their motivation and self-confidence.

Table 2. Average Score Calculation of Parental Support

Variable	Indicator	Item	Score Item	Score Total	Total Item	Mean	%
Parental Support (X1)	Emotional Support	1	407	1010	3	336,7	25,7%
		2	373				
		3	230				
	Instrumental Support	4	406	1376	4	344,0	35,1%
		5	395				
		6	383				
		7	192				
	Informational Support	8	344	940	3	313,3	23,9%
		9	358				
		10	238				
	Appreciative Support	11	350	599	2	299,5	15,3%
		12	249				
TOTAL				3925	12	1.293,5	100%

Self-Efficacy

Fifteen verified statements from a questionnaire given to 118 students are used to gather primary data for measuring *self-efficacy*. Microsoft Excel is used to calculate the average score. Based on the Table 3, the self-efficacy indicator with the highest contribution is Confidence in personal ability at 28.8%, showing that most students are confident in their ability to identify and use their skills to accomplish their career goals. This is followed by the indicators of Optimism (20.5%), Objectivity (19.2%), and Responsibility (19.0%), which reflect the mental readiness of students in planning and pursuing their career choices. Meanwhile, the indicators of Rational and Realistic Thinking are the lowest at 12.5%, indicating the need to strengthen logical and realistic mindsets. Overall, the five indicators complement each other in shaping students' self-efficacy, but the development of realistic thinking still needs to be improved.

Table 3. Average Score Calculation of Self-Efficacy

Variable	Indicator	Item	Score Item	Score Total	Total Item	Mean	%
Self-Efficacy (X2)	Belief in personal ability	1	410	1517	4	379,3	28,8%
		2	407				
		3	368				
		4	332				
	Optimistic	5	393	1080	3	360,0	20,5%
		6	382				
		7	305				
	Objective	8	389	1013	3	337,7	19,2%
		9	381				
		10	243				
	Responsible	11	395	1001	3	333,7	19,0%
		12	348				
		13	258				
	Thinking rationally and realistically.	14	374	660	2	330,0	12,5%
		15	286				
TOTAL				5271	15	1.740,7	100%

Career Decision Making

Eleven validated statements from a questionnaire given to 118 students are used to gather primary data on career decision-making. Microsoft Excel is used to calculate the average score. Based on the Table 4, the indicator of realistic reasoning contributes the most to students' career decision-making at 35.9%, indicating that most students are able to logically

consider real conditions and job opportunities. The indicator of understanding the job market contributes 28.5%, indicating that students' understanding of the types of jobs is quite good, although still lacking in the aspect of work skills. Self-understanding contributes 18.8%, signaling the need for strengthening self-awareness. The responsibility indicator has the lowest contribution at 16.9%, showing a lack of student independence. These findings indicate the need for balanced career strengthening between logic, knowledge, and personal attitudes.

Table 4. Average Score Calculation of Career Decision Making

Variable	Indicator	Item	Score Item	Score Total	Total Item	Mean	%	
Career Decision Making (y)	Self Understanding	1	372	662	2	331,0	18,8%	
		2	290					
	Understanding of the working world	3	358	1003	3	334,3	28,5%	
		4	362					
		5	283					
	Realistic Reasoning	6	6	369	1264	4	316,0	35,9%
			7	367				
		8	8	272				
			9	256				
	Responsibility	10	379	596	2	298,0	16,9%	
		11	217					
TOTAL			3525	11	1279,3	100%		

Normality Test

Based on Table 5, the normality test results indicate that the variables of self-efficacy, career decision-making, and parental support have a significant value of 0.697. This value shows that the data for all three variables are normally distributed because it is more than the 0.05 cutoff. This finding confirms that the dataset satisfies one of the key assumptions for conducting parametric statistical tests.

Table 5. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		118
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	2,77772890
Most Extreme Differences	Absolute	,065
	Positive	,045
	Negative	-,065
Kolmogorov-Smirnov Z		,709
Asymp. Sig. (2-tailed)		,697

a. Test distribution is Normal.
b. Calculated from data.

Linearity Test

Based on Table 6, the significant value for the linearity section is 0.000, which is less than 0.05, and the deviation from linearity value is 0.205, which is greater than 0.05, according to the findings of the linearity test between the professional decision-making variable and the parental support variable. These results suggest a linear link between vocational decision-making and the parental support variable. Based on Table 7, the results of the linearity test between the professional decision-making and self-efficacy variables then showed that the departure from the linearity value was 0.084, which is larger than 0.05, and the significant value for the linearity section was 0.000, which is less than 0.05. These results imply that the

self-efficacy variable and career decision-making have a linear connection. Therefore, the assumption of linearity required for regression analysis is fulfilled.

Table 6. Linearity Test Results Parental Support to Career Decision Making

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Career Decision Making * Parental Support	Between Groups	(Combined)	596,247	18	33,125	3,891	,000
		Linearity	407,417	1	407,417	47,855	,000
		Deviation from Linearity	188,830	17	11,108	1,305	,205
	Within Groups		842,846	99	8,514		
	Total		1439,093	117			

Table 7. Linearity Test Results Self-Efficacy to Career Decision Making

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Career Decision Making * Self-Efficacy	Between Groups	(Combined)	588,173	22	26,735	2,985	,000
		Linearity	299,479	1	299,479	33,435	,000
		Deviation from Linearity	288,695	21	13,747	1,535	,084
	Within Groups		850,920	95	8,957		
	Total		1439,093	117			

Multicollinearity Test

According to the findings of the multicollinearity test (Table 8), the tolerance values for the self-efficacy and parental support variables are 0.894, which is higher than the 0.10 threshold, and the VIF values are 1.118, which is below 10.00. These findings suggest that the data does not show any signs of multicollinearity, meaning the data used in this study is of good quality and satisfies the normality assumptions required for the regression model.

Table 8. Multicollinearity Test Results

Model	Coefficients ^a						
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	8,223	2,653		3,100	,002		
1 Parental Support	,370	,067		,429	5,493	,000	,894 1,118
Self-Efficacy	,209	,052		,317	4,053	,000	,894 1,118

a. Dependent Variable: Career Decision Making

Heteroscedasticity Test

Based on Table 9, indicates that the self-efficacy variable has a significance value of 0.538 and the parental support variable has a value of 0.312, both of which are greater than 0.05. Based on these findings, it can be said that the regression model employed in this study is good and appropriate for more examination because it shows no indications of Heteroscedasticity. This implies that the variance of the residuals is constant across all levels of the independent variables. As a result, the regression analysis can be interpreted with greater confidence and reliability.

Table 9. Heteroscedasticity Test Results

		Correlations				
		Parental Support	Self-Efficacy	Unstandardized Residual		
Spearman's rho	Parental Support	Correlation	1,000	,319**		-,094
		Coefficient				
		Sig. (2-tailed)	.	,000		,312
	Self-Efficacy	N	118	118		118
		Correlation	,319**	1,000		,057
		Coefficient				
	Unstandardized Residual	Sig. (2-tailed)	,000	.		,538
		N	118	118		118
		Correlation	-,094	,057		1,000
		Coefficient				
		Sig. (2-tailed)	,312	,538		.
		N	118	118		118

** . Correlation is significant at the 0.01 level (2-tailed).

Multiple Linear Regression

The following are the known outcomes of the multiple linear regression test:

$$Y = \alpha + b_1X_1 + b_2X_2$$

$$Y = 8,223 + 0,370 + 0,209$$

Based on the results of the multiple linear regression test (Table 10), the constant value of 8.223 indicates the initial value of career decision-making when the independent variables are zero. Parental support has a regression coefficient of 0.370 and self-efficacy of 0.209, meaning both positively influence career decision-making. Students' capacity to make autonomous and responsible professional decisions improves with increased parental support and self-efficacy.

Table 10. Multiple Linear Regression Results

Model	Coefficients ^a				t	Sig.
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
(Constant)	8,223	2,653			3,100	,002
1 Parental Support	,370	,067		,429	5,493	,000
Self-Efficacy	,209	,052		,317	4,053	,000

a. Dependent Variable: Career Decision Making

F test

Based on Table 11, the obtained F value, as determined by the F test results, is 34.162, which is higher than the F table value (34.162 > 3.07). Thus, it may be said that self-efficacy (X₂) and parental support (X₁) influence career decision making (Y) either simultaneously or in combination.

Table 11. F-test Results

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	536,347	2	268,174	34,162	,000 ^b
1 Residual	902,746	115	7,850		
Total	1439,093	117			

a. Dependent Variable: Career Decision Making

b. Predictors: (Constant), Self-Efficacy, Parental Support

T test

Based on Table 12, the t-value for the Parental Support variable is 5.493, which is higher than the t-table value of 1.981 (5.493 > 1.981) according to the T test results. This

indicates that the hypothesis is correct and that career decision-making is favorably and significantly influenced by parental support. The hypothesis is accepted and self-efficacy has a positive and significant influence on professional decision-making, as evidenced by the Self-Efficacy variable's t-value of 4.053, which is also higher than the t-table value ($4.053 > 1.981$).

Table 12. T-test Results

Model	Coefficients ^a				t	Sig.
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
(Constant)	8,223	2,653			3,100	,002
1 Parental Support	,370	,067	,429		5,493	,000
Self-Efficacy	,209	,052	,317		4,053	,000

a. Dependent Variable: Career Decision Making

Coefficient of Determination Analysis (R²)

Based on Table 13, the results of the Determination Coefficient analysis concluded that parental support (X1) and self-efficacy (X2) obtained an Adjusted R Square value of 0.362. This means that the variables of parental support (X1) and self-efficacy (X2) simultaneously have an influence of 37.3% on career decision making (Y). Meanwhile, the remaining 62.7% is influenced by other factors outside this research model that were not studied by the researcher.

Table 13. Coefficient of Determination Analysis (R²)

Model	Model Summary ^b			
	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,610 ^a	,373	,362	2,80178

a. Predictors: (Constant), Self-Efficacy, Parental Support

b. Dependent Variable: Career Decision Making

Discussion

The findings of the investigation indicate that students' professional decision-making is positively and significantly impacted by parental support. The hypothesis is accepted since the t-test results show that the t-value of 5.493 > t-table 1.981. It has been demonstrated that parental support—in the form of facilities, attention, and guidance—helps students make the best career decisions. Prabowo and Kusumaningsih (2021), Sandika and Halik (2022) research supports this conclusion, This demonstrates a strong correlation between vocational decision-making and parental support.

It has also been demonstrated that self-efficacy significantly and favorably influences vocational decision-making, with a t-statistic value of 4.053 > t-table 1.981. This means that students who have a high belief in their abilities tend to be more confident in evaluating and choosing career paths. This is consistent with the research by Putra (2024) and Ikaningtyas (2022), It claims that students who have self-efficacy are more likely to make sensible and autonomous career selections.

At the same time, students' occupational decision-making is positively and significantly impacted by both independent components, namely self-efficacy and parental support, with an F value of 34.162 > F table value of 3.07. These two factors account for 37.3% of the variation in professional decision-making, according to the Adjusted R Square value of 0.362. The research conducted by Akbar et al. (2024) and Maslikhah (2022) supports this conclusion.. The combination of family support and high self-efficacy creates a positive environment that strengthens students' readiness to determine their career direction. Students who are supported

by their families and have high self-confidence tend to make wiser, more directed, and realistic career decisions.

CONCLUSION AND RECOMMENDATION

Parental support has a positive and significant impact on vocational decision-making, based on the first finding of the research conducted. This indicates that parental involvement and presence are crucial in assisting students in determining their future careers. Second, self-efficacy significantly and positively influences vocational decision-making. This means that self-efficacy plays a crucial role in career decision-making because it increases students' confidence in exploring options, setting goals, and making decisions in line with their potential and interests. Furthermore, the third finding shows a beneficial and significant influence of self-efficacy and parental support, both separately and together. This indicates that students' ability to choose a career responsibly and maturely increases with parental support and their level of self-confidence. Based on the research results, it can be concluded that parental support and self-efficacy have a positive and significant influence on students' vocational decision-making. Parental support plays a crucial role in providing direction and motivation, while self-efficacy increases students' confidence in exploring career options. Together, these two factors can improve students' ability to make mature and responsible career decisions. These results highlight the importance of involving parents more actively in students' career planning processes and suggest that schools should implement programs that help strengthen students' self-efficacy. In practical terms, educational institutions can use these insights to improve career guidance strategies by engaging both students and parents. For future research, it is recommended to explore the influence of other variables such as peer support, career counseling, and access to career information, to provide a more comprehensive understanding of the factors influencing vocational decision-making among students.

This study has several limitations that need to be considered. First, the research subjects were limited to students majoring in Office Management and Business Services (MPLB) at three public vocational high schools (SMK) in Central Jakarta, so the findings cannot necessarily be generalized to all vocational high school students or other levels of education. Therefore, it is recommended that future researchers expand the scope of research subjects to various majors and different regions to make the results more representative. Second, because the questionnaire used to collect data is based on the subjective opinions of respondents, the results are highly dependent on how honestly and comprehensively students answer each item. Therefore, future researchers can consider using data triangulation methods, such as interviews or observations, to increase data validity. Third, additional external factors that may also influence students' professional decision-making were not considered because this study focused only on two independent variables: self-efficacy and parental support, without considering other factors such as peer support, career counseling, and access to career information. Therefore, future researchers are expected to examine other relevant variables to gain a more comprehensive understanding.

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