

Parental Support and Career Guidance as an Effort to Improve the Career Adaptability of Vocational High School Students

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Career adaptability is a concept that supports student success in a career. However, the data shows that the career adaptability of vocational high school students is lower than public high school students. This condition is also evident from the level of absorption of vocational high school graduates in working. Career guidance service at a school is one of the goals to lead students to succeed in pursuing a career. Parents who always care about their children's careers will help them succeed in their career planning. This study is to see how much parent support and career guidance affects career adaptability of vocational high school students. Data analysis uses multiple linear regression. A total of 215 vocational students were involved in this study from Malang and Blitar. The results showed that career guidance would improve the career adaptability of the vocational student but parental support is not significant.

Keywords: parental support, career guidance, career adaptability, vocational high school



Introduction

One of the human resources problems in Indonesia is the low level of education of the labour force [1]. The need for quality education requires industrial support, however, only around 40% of respondents said they were satisfied with the quality of vocational education graduates (TVET) in Indonesia. As an educational institution that aims to produce a reliable workforce, Vocational High School (SMK) is expected to produce graduates who can work according to their fields so that it will reduce unemployment. However, this is different from the existing conditions, as stated by Suryadi [2] in an international seminar on Non-School Education stating that SMK is an educational unit that gives birth to the highest unemployment rate. BPS data in 2016 stated that the percentage of work based on the level of education completed showed that high school graduates were 91.28% while vocational school graduates were 88.89% [3]. The percentage of employment of SMK graduates is also the smallest compared to graduates from other levels of education.

The assumption that SMK graduates are not ready for work is also an existing fact as stated by Rosulin & Paramita [4]. Mental, physical, and skill readiness is a necessity so that someone is ready to work. The assumption that it is not ready for work it is also possible that the competencies possessed is not following the requirements of the workforce. The limited competence in the vocational education spectrum is not comparable to the diversity of competency needs in the company. The contribution of SMK graduates to the number of unemployed people in Indonesia is also one of them caused by the lower special skills or soft skills of SMK graduates compared to high school graduates [5].

The readiness of students after graduation requires coaching so that the personalities that support competence can develop optimally. To get optimal student competence, there is a need for integration between elements in education in schools that includes management and leadership, learning, and student coaching or counseling guidance [6]. Sukardi [7] in his research concluded that career guidance that focuses on shaping the character of students will increase the process of productive learning.



Vocational High School (SMK) is one type of education that provides an alternative for graduates to choose to continue their studies, entrepreneurship, and work as an implementation of vocational education goals. As many as 42% of SMK graduates choose to work in the industrial world, 31% choose to do business or entrepreneurship, while 37% perform by developing hobbies or continuing studies [8]. Kurniawati & Arief [9] explained in their research on graduates of SMK Negeri 1 Kendal majoring in accounting in 2014 that as many as 38.1% worked in the industrial world, 1% were entrepreneurial, 27.6% continued their studies, and 33.3% had not worked.

Another problem that exists in vocational school graduates is the lack of ability to adapt to changes in the work environment, especially technology [10]. Technology in the business world is always developing along with human civilisation. Changes in the technology used in the industrial world have consequences for human resources to constantly improve their capabilities so they don't lag. Workers who are unable to keep up with developments will not be contained in the world of work, even those who are already in the world of work will be excluded. The higher the level of adaptation, the greater the ability to accept new things and changes in their environment [11]. It is this adaptability that needs to be improved in the Indonesian workforce.

Rosulin & Paramita [4] who researched the relationship between hardiness and career adaptability in vocational students stated that the career adaptability of vocational students was lower than high school students. The tendency of low career adaptability of vocational students is also shown by the absence of views and plans to work after graduating from school. Adaptability is known as career adaptability and is an effort to help students equip themselves in managing the challenges of life and work in an ever-changing labour market by considering the capacity for self-attention, control, curiosity and self-confidence [12]. Adaptation power is influenced by career self-efficacy, personal goal orientation, future career attention, and social support felt by individuals [13].

The role of the family in supporting the success of students in their studies is enormous. Many decisions related to career decisions taken by students are based on input from parents. The

more positive thinking about parental support will be easier for students to make career decisions [14]. Research conducted by Herin and Sawitri [15] also concludes that the greater the support of parents, the greater the career maturity of vocational students. The behavior of parents will support the child's career development [16]. Parents are expected to support career decision making for their children. However, based on research from the Global Professional Network of 1000 respondents, 13% of respondents stated that the obstacle in achieving their goals was the lack of support from parents in the areas of interest [17].

Carefully planned and implemented career guidance will improve students' career adaptability. The role of career guidance is to improve one's self-understanding. Students who have a good understanding of themselves will know the potential of both advantages and disadvantages. Understanding of self-esteem (self-esteem) that would increase the adaptability of career self [18].

Career adaptability will develop well if there is support from the social environment (social support). Social support includes families such as parents, friends, and other social environments [18][19]. Social support in schools that is quite instrumental in directing students in determining careers is a career guidance service. While the support of parents at home will also help in increasing the adaptability for student success in a career.

Method

This research belongs to the type of explanatory research with a survey approach. Based on analyst techniques, using an analysis of multiple linear regression. While based on the data collection method, this research is a survey research with a quantitative approach. This study aims to determine the effect of career guidance experience (X1) and the role of parents (X2), on career adaptability (Y1). The framework for the relationship between variables is shown in Figure 1.

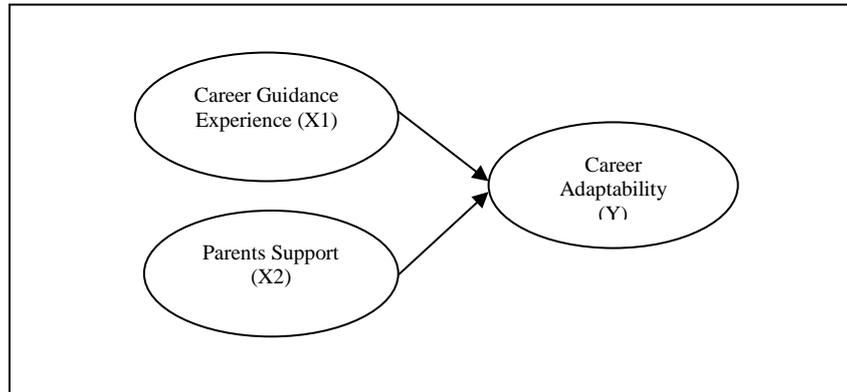


Figure 1. Relationships between variables

A sampling of this study was carried out in the Malang and Blitar areas (cities and districts). Involving as many as 215 respondents from 10 vocational schools consisting of 5 vocational schools in Malang and 5 vocational schools in Blitar. The SMK categories involved are accredited A. Data was collected in August 2019 by distributing questionnaires to each school. Sampling using a proportional sample method.

The instrument for the data collection on the career guidance variable uses a questionnaire compiled based on the Career Guidance Services Guide for Counseling Teachers in the Primary and Secondary Education Unit [20]. The instrument for measuring parental support variables was adapted from the Family Influence Scale by Fouad et al. [21]. While the instrument of measuring career adaptability variables adapts the Career Adapt-Abilities Scale (CAAS) by Mark L. Savickas & Erik J. Porfeli [22].

Results

Based on data from 215 respondents using multiple linear regression analysis the backward method can be presented as follows:

Table 1. Descriptive Statistics

	The mean	Std. Deviation	N
Y	103.4419	13.383847	215
X1	79.9163	13.21541	215
X2	95.8186	14.64597	215

Table 2. Summary Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.710 ^a	.504	.500	9.36354
2	.709 ^b	.502	.500	9.36161

a. Predictors: (Constant), X2, X1

b. Predictors: (Constant), X2

c. Dependent Variable: Y

Table 3. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	40.613	4.499		9,027	.000
	X1	.061	.064	.061	.955	.341
	X2	.605	.057	.669	10531	.000
2	(Constant)	42.060	4.235		9.931	.000
	X2	.641	.444	.709	14.661	.000

a. Dependent Variable: Y

Table 1 shows that of 215 respondents, for career adaptability variables, the mean was 103.4419. While the support variable of parents has a mean of and career guidance of 95.8186.

Table 2 shows two models that have slightly different values. In model 1 by entering the parent

support variable (X1) and career guidance (X2) has an R value of 710 with R² of 504. While model 2, which only includes the career guidance variable (X2) has an R value of 709 with R² equal to 502. Using the backward method, the parent support variable (X1) will be removed from the model. Based on multiple linear regression analysis on table 3, the model that meets the criteria is model 2 with the equation: $Y = 0.64X2 + 42.06$.

Discussion

Based on multiple linear regression analysis it can be concluded that the parent support variable does not have a significant effect on the career adaptability of vocational students. This can be due to the low perception of parental support in achieving goals as the findings of Jatmika [17]. Manzoni [23] said that the attainment of parental office, financial support, and family situation support influence career achievement. This can be interpreted that the socioeconomic status of parents, influences the perception of parental support. The higher the socioeconomic status of the host, the higher the perception of support. The more students think positively about parental support, the easier it will be for students to decide on a career to choose [14]. Decisions in choosing work are also influenced by parents and personal personality [24]. Of the 215 respondents only 30 respondents (14%) parents have a fixed income (TNI, PNS, employees) while the rest (86%) work as farmers, laborers, and entrepreneurs. So, naturally, parental support does not significantly influence the career adaptability of vocational students.

Career guidance significantly influences the career adaptability of vocational students. This proves that career guidance services at schools are running well. As the goal of career guidance is to help people at all times throughout their lives at all ages, to make educational, training and employment choices and to manage their careers [25]. Career guidance impacts on a person's self-awareness, awareness of an opportunity, decision-making, and learning transition [20].

Career guidance services as one of the school's organisational units are required to always collaborate with the industrial world. The career field that is constantly developing needs the role of career guidance to bridge between students and the world of work. Education about the world of work can improve the adaptability of student careers, as research Kurbanoglu &



Arslan [26] resulted in the conclusion that there is a positive and significant correlation between the interest in education and careers of students' scores of career adaptability.

Conclusion

From the results and discussion, it can be concluded that parental support does not affect career adaptability. While career guidance has a significant effect on career adaptability, R square value of 0.502 implies that career adaptability is influenced by career guidance by 50.2% while the rest (49.8%) is influenced by other factors. Based on multiple linear regression analysis, the model that meets the criteria is model 2 with the equation; $Y = 0.64X_2 + 42.06$.



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