



## The Role of Environment and Self on Self-Efficacy in Students' Career Decision Making

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**Abstract:** This research aims to assess the influence of the level of peer attachment, teacher support, parental support, self-concept, and planned career events on the career decision-making self-efficacy of high school and vocational school students. This research used a cross-sectional study design with a quantitative approach. This research was conducted on 317 students, with 157 high school students and 160 vocational school students determined by cluster random sampling. Data was collected through questionnaires and analyzed using Structural Equation Modeling (SEM) with Smart-PLS. SEM test results showed a significant positive direct influence between parental support, teacher support, and peer attachment on the self-concept of parental support, parental support, and self-concept regarding planned happenstance career, and teacher support and planned happenstance career on career decision-making self-efficacy. Apart from that, there was an indirect influence between parental support, teacher support, and peer attachment on career decision-making self-efficacy through self-concept and planned happenstance careers. Therefore, parents need to shape their children's promising planned careers so that they can have self-efficacy for making sound career decisions as well.

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## Introduction

Indonesia is the fourth country with the largest population in the world (Katadata, 2022). From 2020 to 2035, Indonesia is predicted to experience a demographic bonus, namely an explosion in the number of people of productive age, so that it can become the essential capital for the country's development. The demographic bonus can be a disaster for a country if it is not supported by a quality golden generation (Sutikno, 2020). A quality generation supports the progress of a nation, including the SDG's goal in point eight, namely decent work and economic growth. This goal can reduce unemployment, which can be realized by preparing to increase self-efficacy in making career decisions while still at school. Education is an important indicator that shows the quality of individuals in a country. In developed countries, the population is generally highly aware of the importance of education and mastery of science and technology. This can be seen from the very high learning participation rates of the population of developed countries. The high level of education of the population in developed countries is also supported by a sound education system and a high education budget from the government (Yulianti et al., 2023). Therefore, it is essential to improve the quality of education in Indonesia to have a better education level.

Education is one of the determinants of the quality of an individual's inner and outer social welfare. Education plays a strategic role in preparing a quality generation for the benefit of the future (Mujiati et al., 2018). Education is an investment in creating high-quality



Human Resources (HR). Through education, an individual can quickly increase his or her potential to improve his or her life. The government has made various efforts to improve the quality and equalize education in Indonesia by implementing a 12-year compulsory education program. The 12-year compulsory education program policy is expected to be successful and improve the quality of life of individuals (Margiyanti & Maulia, 2023). Education not only aims to make individuals bright and expert in certain things but also forms learning character by applying character and morals and developing talents and skills that an individual still needs to have or already has as preparation for the world of work. However, many high school graduates still need to find a job.

Indonesia is the second country with the highest unemployment rate in ASEAN (Kata Data, 2023). Based on BPS data (2023), unemployment is highest in high school (9.42%) and vocational school (8.57%), based on education level in Indonesia. BPS data (2023) shows that in 2022, the population of Indonesia will be 275,773,774 people, with 24 percent of them being of school age. Apart from that, West Java is the second province with the highest percentage of open unemployment, namely 7.44 percent (BPS, 2023). Bogor City is the third Regency/City with an open unemployment rate in West Java (BPS, 2023). The high unemployment rate impacts the number of poor people in West Java, the second-highest province with 3,889 thousand poor people (BPS 2023). This shows that thorough preparation is needed regarding students' careers from high school and equivalent. Career decision-making self-efficacy is influenced by peer attachment, teacher support, parental support, self-concept, and planned career events (Nurchasana et al., 2023; Sulusyawati and Juwanto, 2022; Prasetyo and Kusnanti, 2022; Zhao et al., 2019; Ma et al., 2021; Iriani et al., 2020).

Adolescents' attachment to peers can be formed from two-way communication between friendships to form trust so that each other feels accepted and not alienated (Lestari & Yohana, 2018). The attachment of individuals in the teenage phase to their peers can influence their self-efficacy abilities in making career decisions in the future (Kaur, 2016). Peer attachment has a positive relationship with students' career maturity, so the better the peer attachment, the better their career maturity will be (Muntamah & Ariati, 2017). Therefore, teenagers need to choose and determine their peers so that their attachment to peers can positively influence career decision-making in the future.

Teachers are one of the individual microsystems that can shape self-efficacy at school. Teacher support can trigger students to make career decisions in the future (Rossallina & Salim, 2019). Positive teacher support can make students feel appreciated, cared for, cared for, and guided (Prihastyanti & Sawitri, 2018). Therefore, students need support from their teachers, whether guidance and counseling teachers or homeroom teachers, in forming self-efficacy in making career decisions. Parents are one of the leading and most important providers of support for their children. Parents play a vital role in increasing their children's success because they are the most important place of education (Ningsih, 2021). Parents are one of the internal factors in making career decisions for children (Fadilla, 2019). As for parental support in shaping children's career decision-making self-efficacy (Hamzah, 2019), namely emotional assistance, appreciation, instrumental, and information related to children's career preparation in the future, Indonesia is the second country with the highest unemployment rate in ASEAN (Kata Data, 2023).

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Regency/City with an open unemployment rate in West Java (BPS, 2023). The high unemployment rate impacts the number of poor people in West Java, the second-highest province with 3,889 thousand poor people (BPS 2023). This shows that thorough preparation is needed regarding students' careers from high school and equivalent. Career decision-making self-efficacy is influenced by peer attachment, teacher support, parental support, self-concept, and planned career events (Nurchasana et al., 2023; Sulusyawati and Juwanto, 2022; Prasetyo and Kusnanti, 2022; Zhao et al. 2019; Ma et al., 2021; Iriani et al., 2020;

Self-concept is the self-perception of physical, social, and psychological aspects based on experiences and environmental influences (Sobur, 2016). A good self-concept can influence career decision-making (Simbolon & Rasyid, 2021). Therefore, it is essential to have an excellent self-concept to make good career decisions for the future. Planned career coincidence is the ability to adapt to unplanned career decision-making changes (Tanau, 2020). Planned career occurrences influence individual career decision-making self-efficacy (Kim et al., 2014; Tanau, 2020). The indicators that determine the ability of a planned occurrence career (Kim et al., 2014) are curiosity, perseverance, flexibility, optimism, and risk-taking. According to Tanau (2020), individuals with well-planned career occurrences will find it easier to adapt to career decisions. According to Nurmalasari and Erdiantoro (2020), career planning is one of the most critical aspects of individual career development. Career decision-making is determining a career that begins with selecting alternative fields of work by comparing and evaluating available alternatives (Arjanggi, 2017). According to Stenmark et al. (2021), individuals with a high level of self-efficacy tend to be better able to carry out complex tasks and persist in the face of difficulties, while people with low self-efficacy tend to avoid difficult situations and challenges.

Previous research regarding the efficacy of career decision-making still focuses on the social environment of adolescents only (Nurchasana et al., 2023; Sulusyawati and Juwanto, 2022; Prasetyo and Kusnanti 2022; Zhao et al., 2019; Ma et al., 2021; Iriani et al., 2023; Kim et al., 2014; Tanau et al.) Therefore, this research's state of the art is self-efficacy in making career decisions through all adolescent microsystems, namely parents, teachers, peers, self-concept, and planned career occurrences and comparing them with high school and vocational school students. This study aims to examine the influence of peer attachment, teacher support, parental support, self-concept, and planned career events on self-efficacy in career decision-making in high school and vocational high school students.

## Research Method

This research used a cross-sectional study design with a quantitative approach. The population of this research was all high school and vocational school students in the city of Bogor. The research sample comprised 317 students, 157 high school students, and 160 vocational school students and was determined by cluster random sampling. According to Haryono (2016), the Maximum Likelihood Estimation (ML) CB-SEM technique is effective for samples ranging from 150 to 400. This research has received IPB ethical permission with number: 1374/IT3.KEPMSM-IPB/SK/2024.

This research used primary data obtained from offline data collection. Data collection was done by students filling out self-administered questionnaires using Google Forms. The data consists of sample characteristics (gender, age, father's last education, mother's last education, father's job, mother's job, and family income), peer attachment, teacher support, parental support, planned career events, and decision-making self-efficacy Career. Respondents' answers to structured questions used a Likert scale (Summated Rating Scale), namely on the peer attachment variable (1=never; 2=rarely; 3=sometimes; 4=often; and



5=very often), while the other variable was teacher support, parental support, self-concept, planned career occurrences, and career decision-making self-efficacy (1=strongly disagree; 2=disagree; 3=somewhat agree; 4=agree; and 5=strongly agree) have the same scale. The operational definitions, dimensions, and references for using variable measuring instruments are in Table 1.

**Table 1. Measurement and Assessment of Variables**

<b>Operational Definition</b>	<b>Literature sources</b>	<b>Dimensions</b>
Peer attachment is the ability of peers to support and provide views regarding future career choices	Armsden and Greenberg (1987)	1. Honesty; 2. Communication
Teacher support is the child's perception of the guidance and counseling teacher in helping and supporting the choice and realizing a future career	Metheny et al. (2008)	1. Investment; 2. Positive rewards; 3. Expectations; 4. Accessible
Parental support is parental concern regarding the child's future career choice	Turner et al. (2003)	1. Instrumental help 2. Career-related modeling 3. Verbal encouragement 4. Emotional help
Self-concept is attitudes, feelings, and views about oneself based on interactions with the environment	Goñi et al. (2011)	1. Self-fulfillment; 2. Autonomy; 3. Emotional adjustment; 4. Honesty
Planned happenstance career is the ability to be aware of and adapt to unplanned events that can create new knowledge or opportunities	Kim et al. (2014)	1. Curiosity; 2. Perseverance; 3. Flexibility; 4. Optimism; 5. Risk return
Career decision-making self-efficacy is self-confidence to be able to prepare, consider, and determine a future career	Oreshnick (1986)	1. Assess yourself; 2. Job information; 3. Selection objectives; 4. Planning; 5. Solve problems

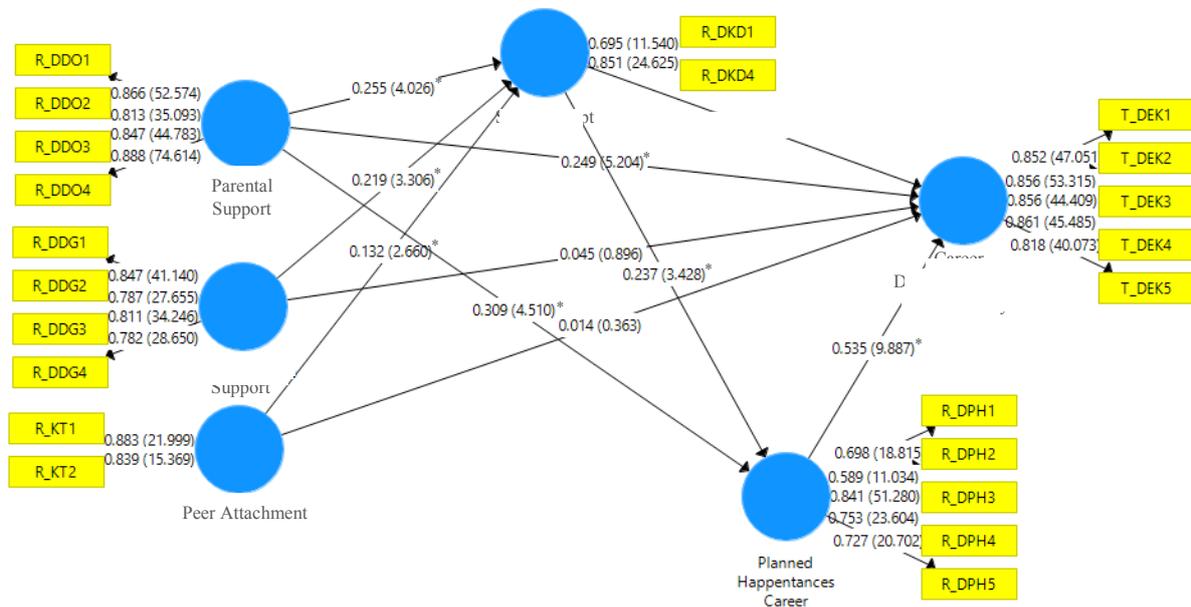
All variables were tested for validity and reliability. The research variables were tested on May 7, 2024, at SMAN 1 Dramaga and SMKN 1 Ciomas in Bogor Regency, West Java, with 33 high school students and 26 vocational school students as respondents. The results of the questionnaire trial showed that all variables were reliable with a Cronbach alpha value for the peer attachment variable (0.815); teacher support variable (0.945); parental support variable (0.947); self-concept variable (0.707); planned occurrence variable carrier (0.943); and career decision-making self-efficacy variable (0.941). According to Siregar (2013), the criteria for a study are said to be reliable if it has a Cronbach alpha value >0.6. Apart from that, the questionnaire trial results showed invalid indicators because they had a factor loading value of <0.6 (Hair et al., 2010). The invalid indicators were retained to be included in the data collection questionnaire but were paraphrased again so that respondents more easily understood the language used.

The analysis carried out an influence test using Structural Equation Modeling (SEM) with Smart-PLS. The SEM model was carried out to determine the effect of the independent

variable (X) on the dependent variable (Y). Variable assessment criteria in PLS are the measurement (outer) and the structural (inner outer) models. The measurement model was evaluated by testing composite reliability and validity. Next, the structural model evaluation was carried out by the R-squared test ( $R^2$ ) and the path coefficient estimation test.

### Results and Discussion

Evaluation of the measurement model is carried out to determine the validity and reliability values of the model using the outer loading value parameter. In the initial SEM model, there were indicators that were invalid because the factor loading value was less than 0.5 so they had to be removed from the model with the remaining 2 dimensions of the self-concept variable in the final SEM model below.



**Figure 1. Final model results in SEM PLS**

The measurement results in Figure 1 show that each indicator used has a loading factor value of more than 0.5, which means it is valid. The next test is a reliability test carried out by looking at the Composite Reliability (CR) and Average Variance Extracted (AVE) values with the condition that they are declared reliable if the CR value is  $>0.7$  and  $AVE > 0.5$  (Ghozali, 2017). The CR and AVE values analysis in Table 2 shows that all variables met the requirements, so they are reliable.

**Table 2. Results of composite reliability measurement model analysis**

Latent Variables	CR	AVE
Parental support	0,915	0,729
Teacher support	0,882	0,651
Peer attachment	0,852	0,742
Self-concept	0,752	0,604
Planned happenstance career	0,846	0,527
Career decision-making self-efficacy	0,928	0,720

The second stage in model evaluation is structural model evaluation. The inner model can be done by knowing the R-Square, Goodness of Fit (GOF), and significance values (Table 3).



**Table 3. Results of R Square structural model analysis**

Latent Variables	R Square	R Square adjusted
Self-concept	0,219	0,212
Planned happenstance career	0,211	0,206
Career decision-making self-efficacy	0,552	0,545

Evaluation of the R Square value, which is a model feasibility test, can be seen in Table 3. If the R Square value results are 0.02, it is categorized as weak, 0.13 s moderate, and 0.26 i vital (Cohen, 1988). The model shows that the self-concept variable has an adjusted R Square value of 0.212, indicating that the model has a strong relationship. This means that self-concept is influenced by 21.2 percent of parental support, teacher support, and peer attachment, while the rest is influenced by other variables that were not studied. In addition, the research model shows that the planned career occurrence variable has an adjusted R Square value of 0.206, indicating that the model has a moderate relationship. This means that planned career events are influenced by 20.6 percent of parental support, while the rest can be influenced by other variables that were not studied. Finally, the research model shows that the career decision-making self-efficacy variable has an adjusted R Square value of 0.545, indicating that the model has a strong relationship. This means that career decision-making self-efficacy is influenced by 54.5 percent of parental support, teacher support, peer attachment, self-concept, and planned career events, while the rest can be influenced by other variables that were not studied.

Furthermore, if the GOF evaluation result is 0.1, it is categorized as a poor fit, 0.25 as a marginal fit, and 0.36 as a good fit (Daryanto, 2010). GOF evaluation is carried out by carrying out calculations based on the formula (Tenenhaus et al., 1989):

$$GOF = \sqrt{AVE \times R^2} \sqrt{AVE \times R^2} = \sqrt{0,662 \times 0,321} \sqrt{0,662 \times 0,321} = 0,46$$

The calculation results show that the GOF value is 0.46, which can be categorized as a good fit. This means that the model has a moderate fit, so it is known that the difference between the observed value and the expected value is categorized as a good fit. Based on the empirical study model, hypothesis testing tests the path coefficient and t-value in the structural equation model. If the result of the t-value is more than 1.96, then the influence between variables is included in the significant category. On the other hand, if the result of the t-value is less than 1.96, it is included in the insignificant category (Table 4).

**Table 4. Results of hypothesis testing of direct influence of variables**

Track	Coefficients Beta	t-value	Conclusion	Information
DO ▼ EK	0,469	8,488	Significant	Accept H1
DO ▼ KD	0,255	4,026	Significant	Accept H2
DO ▼ PH	0,370	5,573	Significant	Accept H3
DG ▼ KD	0,219	3,306	Significant	Accept H4
DG ▼ EK	0,092	1,802	Not Significant	Reject H5
KT ▼ KD	0,132	2,660	Significant	Accept H6
KT ▼ EK	0,042	1,049	Not Significant	Reject H7
KD ▼ EK	0,214	3,630	Significant	Accept H8
KD ▼ PH	0,237	3,428	Significant	Accept H9
PH ▼ EK	0,536	9,887	Significant	Accept H10

Information = DO: Parental Support; DG: Teacher Support; KT: Peer Attachment; KD: Self Concept; PH: Planned Happenstance Career; EK: Career Decision Making Self-Efficacy



The research results showed that H1 was accepted; parental support influences children's career decision-making self-efficacy. The results of this research align with Ningsih (2021), who states that the role of parents is the most essential thing in increasing children's success because parents are the most important place of education. Parents and family influence students' career decisions (Maiorca et al., 2021; Astuti & Rahayuningsih, 2022; Padhy et al., 2015; Muninggar, 2021). On average, children who are successful in making career decisions receive direct guidance from their parents, such as suggestions for further study goals and job suggestions (Muninggar, 2021). Therefore, parental support for children is essential to developing self-efficacy in making future career decisions.

The research results showed that H2 was accepted; parental support influences children's self-concept. The results of this research align with Latifah (2024), who states that parents can influence the development of teenagers' career maturity. Children who have a positive self-concept and parental support can better determine their career choices optimally. If the child does not receive optimal assistance, the child has the potential to experience failure in achieving a career in the future (Simbolon et al., 2021). Parents who provide positive parenting patterns can also form a positive self-concept in individuals (Hendri, 2019). Therefore, parental support for children is essential to foster self-concept in children. The research results showed that H3 was accepted, namely, parental support influences planned career events. The results of this research align with Sawitri and Creed (2015), who state that career opportunities from unexpected events can be developed if individuals get support from their parents. The research results of Amini and Salim (2020) show that career-related parent support influences career decision-making self-efficacy directly or through the mediation of planned career events. Therefore, parental support for children is essential to foster confidence in children's career planning in the future.

The research results show that H4 is accepted: teacher support influences self-concept. This study's results align with those of Zhao et al. (2019), who state that teacher support significantly affects the formation of children's academic self-concept. Based on the research results of Harefa and Rozali (2020), social support from teachers, parents, friends, and siblings influences the self-concept of adolescent victims of bullying. Therefore, teachers need to guide the formation of their students' self-concepts.

The research showed that H5 was rejected. Teacher support did not directly influence career decision-making self-efficacy. The results of this research are in contrast to Fadhillah and Yudiana (2020); social support from teachers, parents, close friends, and classmates can reduce students' decision-making difficulties. The research results of Intani and Sawitri (2023) showed that the higher the teacher's social support, the higher the student's career adaptability-research result. A high level of social support from teachers can influence students' career decision-making, but if support is not high, it cannot influence students' career decision-making (Sasongko et al., 2017). However, in the research results, the average teacher support is categorized as moderate, so it cannot influence students' career decision-making. Based on the research results, it is also known that when discussing future careers, students are primarily with their parents. This could be one of the reasons teacher support has yet to be able to influence students in making career decisions.

The study results showed that H6 was accepted, namely that peer attachment influences self-concept. This study's results align with Putri et al. (2022), which shows an influence between peer solidarity and the formation of self-concept in students. The research results of Liyanovitasari and Setyoningrum (2023) strengthen the statement that the better the level of peer support, the higher the adolescent self-concept. Therefore, it is essential to have positive peer team attachment to form a positive self-concept.



The research results showed that H7 was rejected. Namely, peer attachment does not directly influence career decision-making and self-efficacy. This study's results contrast Prasetyo and Kusnanti (2022), who show a positive relationship between secure attachment and individual career decision-making self-efficacy. The research results are supported by Sulusyawati and Juwanto (2022), who show that peer attachment can influence career planning, and the quality of peer attachment includes trust, communication, and experience. However, based on the research results, it is known that the average peer attachment of high school and vocational school students is categorized as moderate. This shows that trust and communication with peers are optimal, so it has not been able to influence the career decision-making self-efficacy of high school and vocational school students.

The research results showed that H8 was accepted, namely that the concept can influence career decision-making self-efficacy. This study's results align with Hidayat et al. (2022), who state that self-concept contributes to a person's career maturity. This aligns with Abidin and Fitriyah (2017), who state that self-concept does not influence an individual's career maturity. Therefore, individuals need to have a positive self-concept to support the formation of self-efficacy for making positive career decisions.

The research results showed that H9 was accepted and self-concept influences planned career events. This result is in line with the research results of Halimatussadiyah (2019), that self-concept is one of the internal factors that can influence an individual's self-confidence. The research results of Andyani and Soetjningsih (2021) also show that teenagers with a high self-concept will also have high career maturity. Therefore, individuals need a positive self-concept to have confidence in positive career planning.

The research results show that H10 is accepted, namely, that planned career occurrences influence self-efficacy in career decision-making. This study's results align with Tanau et al. (2020), who state that planned career occurrences are internal factors influencing individual career decision-making and self-efficacy. Individual career involvement can strengthen the certainty of career decisions through self-efficacy in making career decisions when they have planned career occurrence skills in finding unexpected career opportunities (Kim et al., 2014). Therefore, individuals need to form planned career occurrences or confidence in career plans to have self-efficacy in making positive career decisions.

**Table 5. Results of testing the indirect effect of variables**

Track				Coefficients Beta	t-value	Conclusion			
DO	▼	KD	▼	EK	0,019	1,492*	Significant		
DO	▼	KD	▼	PH	▼	EK	0,032	3,053*	Significant
DO	▼	PH	▼	EK	0,116	4,504*	Significant		
DG	▼	KD	▼	EK	0,019	1,492	Not Significant		
DG	▼	KD	▼	PH	▼	EK	0,028	1,991*	Significant
KT	▼	KD	▼	EK	0,012	1,632	Not Significant		
KT	▼	KD	▼	PH	▼	EK	0017	2,173*	Significant

Information = DO: Parental Support; DG: Teacher Support; KT: Peer Attachment; KD: Self Concept; PH: Planned Happenstance Career; EK: Career Decision Making Self-Efficacy

The research results also looked at the indirect influence between variables. The results of the indirect influence test in this study in Table 24 show that parental support influences career decision-making self-efficacy through self-concept; parental support influences career decision-making self-efficacy through self-concept and planned career occurrences; parental support influences career decision-making self-efficacy through planned career occurrences; teacher support influences career decision-making self-efficacy



through self-concept and planned career occurrences; and peer attachment influences career decision-making self-efficacy through self-concept and planned career occurrences because it has a  $t$ -value  $>1.96$ . Apart from that, it is known that teacher support has no effect on self-efficacy in making career decisions through self-concept, and peer attachment also has no effect on self-efficacy in making career decisions through self-concept because it has a  $t$ -value  $<1.96$ .

This study implies that the results show that only parental support directly affects children's career decision-making self-efficacy. This means parental concern is essential in shaping children's beliefs in preparing, considering, and determining their careers after graduating. The results of the influence test also show that parental support has a significant effect on career decision-making self-efficacy through planned career occurrences. This means that parental concern for children's future careers can shape children's confidence in career planning so that they can create new knowledge and opportunities for children related to their future careers with self-confidence to prepare, consider, and determine their future careers. Then, the influence test results show that parental support, teacher support, and peer attachment affect career decision-making self-efficacy through self-concept. This means that the support given by parents and teachers and attachment to peers play an essential role in shaping attitudes, feelings, and views towards themselves, which will impact children's beliefs in preparing, considering, and determining their careers after graduating from school. In addition, the influence test results showed that parental support, teacher support, and peer attachment influenced self-efficacy in career decision-making through self-concept and planned career occurrences. This means that support provided by parents and teachers, as well as attachment to peers, play an essential role in the formation of self-concept so that it can form career planning beliefs that will have an impact on children's beliefs in preparing, considering and determining their careers after graduating from school.

### **Conclusion**

In brief, parental support and planned career occurrences have a direct and significant positive effect on students' career decision-making self-efficacy. This means that the better parental support and planned career occurrences are, the better the self-efficacy for making career decisions. Apart from that, it is also known that there is an indirect influence, namely parental support influences self-efficacy in making career decisions through self-concept; parental support influences career decision-making self-efficacy through self-concept and planned career occurrences; parental support influences career decision-making self-efficacy through planned career occurrences; teacher support influences career decision-making self-efficacy through self-concept and planned career occurrences; and peer attachment influences career decision-making self-efficacy through self-concept and planned career occurrences.

### **Recommendation**

Recommendations for families include paying more attention to children, especially parents, so that children can be guided in forming efficacy in career decision-making. Recommendations for the West Java Provincial Government to further improve programs or activities to raise awareness of Guidance and Counseling teachers and students' self-efficacy in post-school career decision-making through career seminars and counseling. Recommendations for further research are to use measuring instruments that have more straightforward concepts and content.



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