

Interrelation between Career Adaptability and Family Support, Gender and School Type

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Abstract. This study aims at determining the effect of family support, gender and school type (i.e. SMA, MA and SMK) on career adaptability. Subjects were students from three different schools in Bantul (n=309), sampled using quota sampling techniques. Data were collected using two scales, Family Support Scale and Career Adaptability Scale. Data analysis was carried out using *Spearman Rho* correlation technique and Two-Way ANOVA. The results indicated the effect of *family support* ($r_{xy} = 0.431, p < 0.001$), *gender* ($F(df1, df2) = 65.32, p < 0.001$) and *school type* ($F(df1, df2) = 29.83, p < 0.01$) on students' career adaptability. Gender and school type have insignificant effect compared to family support. The result suggested that null hypothesis was denied, hence implications were discussed.

Keywords: *Career adaptability, family support, gender, school type.*

Abstrak. Penelitian ini bertujuan untuk mengetahui hubungan antara dukungan keluarga, gender dan tipe sekolah dengan adaptabilitas karir. Subjek adalah siswa kelas XII di tiga jenis sekolah menengah di Bantul (n= 309) yang dipilih menggunakan teknik quota sampling. Data dikumpulkan menggunakan dua skala, yaitu Skala Dukungan Keluarga dan Skala Adaptabilitas Karir. Analisis data dilakukan dengan teknik korelasi Spearman Rho dan teknik komparasi ANOVA Dua Jalur. Hasil penelitian ini menunjukkan bahwa terdapat hubungan antara dukungan keluarga ($r_{xy} = 0.431, p < 0.001$), *gender* ($F(df1,df2) = 65.32, p < 0.001$) dan *tipe sekolah* ($F(df1,df2) = 29.83, p < 0.01$) dengan adaptabilitas karir pada siswa. Efek interaksi antara jenis kelamin dan tipe sekolah tidak signifikan. Hasil ini menyatakan bahwa hipotesis null ditolak sehingga implikasi dari penelitian ini telah didiskusikan.

Kata Kunci: Adaptabilitas karir, dukungan keluarga, jenis kelamin, jenis sekolah.

Adolescence is a phase in human life span demanding each individual to pass his/her task in the development well. According to Sarwono (2006) adolescence is defined as a transitional period between childhood and adulthood, that involves biological, cognitive, socio-emotional changes, as completing previous stages of development. One of the tasks of adolescence according to Havigrust (in Yusuf, 2006) is choosing and preparing for working or taking a career in line with his talents or skills. While Mighwar (2006) stated that the adolescence development task is planning and self-preparation to enter the career world in the future. The prominent construct in adolescence career preparation is called *career adaptability* (Savickas, 1997, Hirschi, 2009).

Career adaptability concept was explained by Savickas (in Creeds, Fallon, & Hood, 2008) as readiness to do unpredicted tasks to prepare oneself to participate in career and work conditions. Career adaptability exists not only in the working world, but also in other phases in the life-span (Mardiyati & Yuniawati, 2015). For high school students who plan to go to higher level of education, they must decide what study programs they will take when

they go to college. Vocational school students must decide what they will do after finishing their study, to occupy the vocation that they study at school, or study further to a get a degree. The decision making process is one form of career adaptability.

Super clarified that an adolescence who has a high career adaptability, can be seen from his career plans, career exploration, informational competence, and career decision making (Savickas, 2001). Portraying career images that high school will take is part of the career exploration phase. According to Sharf (2006) career exploration involves finding information and knowledge of information source that will enable one to choose future career. Selecting further education and study programs in line with the career that one will take is part of career exploration. Therefore, college entrance preparation requires a student to imagine what career he/she will take after leaving college.

Students often have problems concerning further study or what job to take after graduation. The problems often arising are among others confusion about what study program to take in college, choosing ideals or ignorance of one's own aptitude and talent, worry about jobs to take after

leaving school. Very often high school leavers just follow close friends and parents in choosing a job. (finding in a study on January 10, 2017).

According to Rahma (2010) the problem arises when preparing to enter the labor world because the student is unable to develop his career in line with the study program he has chosen at school. An SMK (vocational high school) graduate, for instance, feels that he has not mastered the vocation material he has taken at school, making him unable to make a decision whether to study further or enter the labor world. Grade XII (SMA) students have no clear idea about career, and are unable to choose what job to take after leaving school. In an on-line newspaper it was mentioned that grade XII students are confused about what to do after leaving school (Rohimatum, 2013). In a need analysis made by Fasha, Sinring and Aryani (2015) using questionnaire on 30 grade XII students, they found only 30 percent could make a career decision, while 70 percent were even confused about what study program to take in college and what job to take after graduation, in line with their interests, talents and skills.

Based on the above data, we can conclude that most adolescence, grade XII,

aged 17-18, do not have a clear picture about their future career, in other words, their present choice is not really appropriate with them. Career choice or preparing to take jobs in one's life span is a heavy challenge for adolescence (Winkel, 1997). Hurlock (2002) explained that concerning adolescence interest, career interest often becomes a subject of thought.

Adolescence problem in career choice arise from two factors, internal and external. (Rahma, 2010). The internal factors include intelligence, talent, interest, personality, self-esteem, gender and values. The external factors include family, socio-economic background, peer and educational institution. One of the external factors that becomes a problem is that parents often compel their children to choose certain jobs, to study until a certain level and to take a certain study field. This makes the adolescence unable to choose appropriate career, in line with their own interest and potentials. (Rahma, 2010).

Parents are very influential in adolescence career choice. (Santrock, 2003). Family is one of the factors affecting adolescence career adaptability, because family is the first circle that greatly influences many aspects of adolescence development. Family is the first and the

easiest source of information, which affects the adolescence interest and skill preparation for certain career. According to Turner, (Purwanta, 2012), family support in career choice come in the form of providing facilities, opportunity to have discussions during their interaction, and becoming a model or ideal figure.

Another factor that affects career adaptability is gender. Female and male adolescence have different patterns concerning components for identity forming. McNair & Brown (in Mardiyati & Yuniawati, 2015), found out in some studies that female adolescence have higher career adaptability compared to male adolescence. This happens because female adolescence can learn more easily about interesting career, because they tend to interact with more people.

Creed, et.al. and Yousefi, et.al. (In Gunawan, 2015) stated that the factor also affecting career adaptability is school type. Adolescence between ages 15–19 is studying in secondary schools. Based on Government Rule number 29 year 1990, article 3, secondary school is the level that concentrate on widening students' knowledge and developing skills. Included in general secondary school is SMA. While vocational high school or SMK stresses on

developing students' skills to do certain jobs, and secondary religious school stresses on developing students' knowledge in particular religion. (Prahesty & Mulyana, 2013).

According to the National Law on National education system and practice regulation (1991), general education is the kind of education that widens students' knowledge and skills with specialization given at the last grades approaching the end of the school period. General education includes SMA, SMK (Vocational school) and Madrasah Aliyah (religious school).

Based on the above discussion, I got interested in studying how much is the effect or influence of family support, gender, and school type on career adaptability.

Research Method

Subject

Study subjects are grade XII students of SMA, MA and SMK numbering 309, from SMA Muhammadiyah 1 Bantul, MAN Gandekan and SMK N1 Bantul, males and females.

Study Instruments

In the study we used the scale method. We used two scales to measure career

adaptability and family support. In this study we used career adaptability scale and family support scale. Career adaptability scale in the study is based on aspects mentioned by Super (in Savickas, 2001) i.e., career planning, exploration, informational competence, and decision making. The scale contains 40 items, 19 favorable and 21 unfavorable.

In the study, family support scale was based on aspects in Johnson & Johnson (in Kanaria, 2007), i.e., emotional, instrumental, informational supports and evaluation. The scale contains 32 items, 22 *favorable* and 10 *unfavorable*.

Four answer choices were provided for *favorable* items: SS (sangat setuju/agree much) scoring 4, S (setuju/agree) scoring 3, TS (tidak setuju/disagree) scoring 2, and STS (sangat tidak setuju/disagree much) scoring 1. For *unfavorable* items four answer choices were provided: SS (much

agree) scoring 1, S (setuju /agree) scoring 2, TS (tidak setuju/disagree) scoring 3, and STS (sangat tidak setuju/much disagree) scoring 4. From all subjects' answers we got scores for each item. All the score are added. The total accumulated scores show the level of career adaptability and family support that subjects got.

Analysis Technique

The statistical analysis method used to test the hypothesis was *Spearman Rho* correlation technique to find the relation between career adaptability and family support. We used ANOVA Two-Way comparative technique to compare career adaptability among SMA, MA and SMK students and to compare career adaptability between male and female students. The statistic calculation was done through computation using *SPSS (Statistical Product and Service Solution) 16.0 for Windows*.

Result

Table 1. *Descriptive Statistics*

Variables	Item number	Hypothetic Score				Empirical Score			
		Max	Min	Mean	SD	Max	Min	Mean	SD
Career Adaptability	40	160	40	100	20	148	80	114,58	11,454
Family Support	32	128	32	80	16	127	146	101,92	12,325

Before hypothesis testing was done, we made normality assumption, linearity and homogeneity test. The result of career adaptability data normality test done on subjects was (KS-Z = 0.044, $p > 0.05$) showing normal data spread. While the result of linearity test in this study showed that the relation between career and family support was linear in character [F (1.256) = 72.62, $p < 0.05$) with $R^2 = 0.185$]. Finally, homogeneity test on students based on gender showed (Levene's statistics = 0.51, $p > 0.05$) and based on school type (Levene's statistics = 0.80, $p > 0.05$), i.e. homogenic in character.

The statistics analysis result using *Spearman Rho* correlation showed a correlation coefficient of 0.431 with significance level of $p < 0.05$, thus the hypothesis was accepted. Based on the above data, we can conclude that there is a positive relation between career adaptability and family support.

To test the second and third hypotheses we used comparative analysis, comparing career adaptability seen from the gender and school type (SMA, MA, SMK) points of view. We used variant Two-Way ANOVA analysis technique because this study tests comparative hypothesis with one variable depending on the character, interval

or ratio, and two free variables nominal and ordinal in character (Suseno, 2012). From the result of data analysis using Two-Way ANOVA statistical technique, we found that F value in gender variable was 65.318 with significance level (p) 0.000 ($p < 0.05$), thus the hypothesis was accepted, meaning there exists different career adaptability seen from gender aspect. Mean for female students was 118.09, and for male students 108.49. Thus, female students have higher mean than male ones. Meanwhile, F value in school type variable is 29.829 with significance level of (p) 0.000 ($p < 0.05$), that means that the hypothesis was accepted. There is difference of career adaptability seen from the school type (SMA, MA, SMK) angle. From *post hoc* analysis we knew *mean difference* between MA and SMK has difference index of 8.24 and 310, while *mean difference* index between MA and SMA is (F) -8.24 and -5.13, mean difference index between SMK and SMA is (F) -3.10 and 5.13. Thus, from the finding we can conclude that MA students have a higher career adaptability compared to SMK students, and SMA students have higher career adaptability than SMK students, but there is no difference in career adaptability between SMA and MA students.

Discussion

The study showed significantly positive relation between family support and career adaptability. The result of the study indicated that the first hypothesis submitted was accepted, this can be shown by correlation coefficient of 0.431 with significance level (p) 0.000 ($p < 0.05$). This shows that the higher the family support a student gets, the higher is his/her career adaptability. On the other way round, the lower the family support a student gets, the lower is his/her career adaptability. The family support contributed 18.5% to students' career adaptability, and 81.5 are caused by other variables. However, the result of the study cannot be generalized in population, because data in this study was *nonparametric* in character, for during normality test it was found out that data was not normally distributed.

Adolescence receiving family support, such as emotional, instrumental, informational support and good evaluation can drive them to succeed to succeed in their career, because they can make the right decision, in line with their interest, talent and skills. The high level of career adaptability shows that they have made planning for certain career and then the ideas crystalize in their mind and they take

them into consideration when making career decision.

The result of the study was consistent with previous studies. The study done by Purwanta (2012) showed significant relation between parents' support for certain career and career exploration done by adolescence. Parents' support is defined as their effort to facilitate their children career choice by providing facilities, and giving opportunity to discuss choice of further study or career, and they can make themselves as model or present other people as *figure model* or *significant others*, or a model in choosing further study and career.

Based on categorization, 161 subjects of the 309 student subjects (52.10%) have a high career adaptability. Amount of 137 students (44.34%) have medium career adaptability. And 10 subjects (3.24%) have very high career adaptability. One student has low career adaptability, but no subjects have very low career adaptability. From the study we can conclude that the majority of subjects have high career adaptability, meaning they have been able to perform their development task, developing career by making planning, finding information about career, and the competence in processing information, and making career decision.

Based on family support categorization, 176 of the 309 subjects (56.96%) have high family support. 86 subjects or 27.83% have very high family support and 43 subjects or 13.92% have fair family support. 3 subjects or 0.97% has low family support, and 1 or 0.32% has very low family support. From the study we found out that the majority of the subjects get high family support. This means, the students get emotional, informational support and good valuation from their families.

Career adaptability in females have different patterns compared to those in males. Females form their identity by interacting with others, while males tend to form self-dependence (Sisca & Gunawan, 2015). According to McNair and Brown (Mardiyati and Yuniawati, 2015), some researchers found that career development in female adolescence is higher than in males. This study showed F value for gender variable is 65.318 with significance level (p) 0.000 ($p < 0.05$), so we can say that the hypothesis is accepted, meaning there is career adaptability difference seen from the gender aspect. *Mean* in female students is 118.09 and 108.49 in male students. This means that female students have higher career adaptability compared to male students.

The result of the study was consistent with the results of previous studies. Angelina (2012) found in her study that female adolescence had higher career adaptability compared to male adolescence. On the same tone was McNair and Brown (Mardiyati and Yuniawati, 2015) about the career maturity, female have higher maturity than male. This is so because female adolescence makes more interaction with others. They can dig out more information about interesting career, get more relevant information needed for career or education. Meanwhile, male adolescence tends to form their identity individually.

Besides, different school types also affect career adaptability. The results of the study show there is different career adaptability seen from the school type (SMA, MA, SMK) aspect. Score F value in school type variable is 29.929 with significance level (p) 0.000 ($p < 0.05$), meaning that the assumption is accepted. Further, from the result of the study we know that the average score obtained by each group is different. It shows that MA students have higher career adaptability compared to SMK students. The average SMA students have higher career adaptability than the average SMK students. There is no significant different between

SMA and MA students' career adaptability. This is in line with the Law on educational system and the operational regulation (1995), which states that SMA and MA are educational institutions that emphasize students' preparation for higher level (college) of education.

The result of the study showed that students' career adaptability differs according to the school type. Super (2000) explained that school type is among environment factors affecting one's career development. Students of different types of school will have different career adaptability. Another has been done by Prahesty & Mulyana (2013) in which the result showed significantly different career maturity seen from the school types (SMA, MA, SMK).

Further, seen from the average scores attained by each school, the average career adaptability of MA students are higher than SMK students. The SMA students career adaptability scores are higher than those of SMK students. There is no significant difference between MA and SMA students' career adaptability. The result of the study was confirmed by interviews done by researcher with SMK students in which we found that most of them are confused about what further career they will take, whether

they will work or study in college. Very often after taking the study program, they feel that they have taken a wrong program, and they do not know their talent and interest. (Interview, 10 January 2017).

The difference of career adaptability among students, in which SMK students have lower career adaptability compared to MA and SMA students result from individual difference. The difference shows that there are other factors that determine the achievement of career adaptability. Super (in Savickas, 2001) explained there are internal factors that affect career adaptability in individuals, like intelligence, interest, talent, self-esteem and values. In this study we think the internal factors have taken part in making the difference in students' career adaptability, moreover, we could not control internal and external factors, besides school types, gender and family support. Super (in Savickas, 2001) explained that interest and talent are the main capital in individual to realize the importance of career, as well as intelligence level, in which an intelligent student can process information from the surroundings and follow a good educational process to perform his career development task. Winkel (2006) stated that besides the external (environmental) factors like school characteristics, there are also internal factors

such as intelligence, interest, talent, personality, the result of learning from weaknesses that affect one's career development.

Conclusion

Based on the result of the study that has been explained, we can conclude that there is positive relation between family support and career adaptability. Family support contributes 18.5% to career adaptability, showing that family has a lot on influence in developing students' career adaptability. The higher the family support the higher will be the students' career adaptability, and the other way round. The lower the family support the lower will be the students' career adaptability. Besides, there is difference between female and male career adaptability. Females have higher career adaptability compared to males. And there is difference in career adaptability among SMA, MA and SMK students. MA students have higher career adaptability than SMK students. And SMA students also have higher career adaptability compared to SMK students. There is no significant difference between SMA and MA students' career adaptability.

The result of the study can be used as consideration in improving students career

adaptability, by giving information about career and further study programs that will enable them to make suitable choice. We further need to restudy school type variable and other variables that have big contribution to career adaptability.

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