

Reviewing the role of families in student career planning

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Abstract

Mistakes in choosing a career and work are common phenomena occurring in individuals today. This is an estuary from not implementing a good career plan, starting from an early age to the process of education in college. Career plan needs to be done early by each individual so they can understand information about themselves, information about career goals and realistic reasoning in understanding their own information and career goals. This research is a library research, by searching, reading, studying, and analyzing the content of books and supported by various literature related to them. Based on the research concluded that parents are one of the external factors that carry a large role in providing social support for the development of individual career plan. In particular, parents play a role in providing social support in the form of emotional, appraisal, informational and instrumental support.

Keywords: Family role, student career planning

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Introduction

In psychology, have been known term development and individual development tasks. Developmental stages have implications for developmental tasks, however. That means, each individual must be able to complete the developmental inherent in development tasks to grow into healthy, successful, and happy individuals. According to Havighurst (1984) one source of developmental tasks comes from personal values and ideals of a person part of his/her personality. As examples are to choose and preparing yourself for a position in a career and/or job.

There are general and specific developmental tasks, depending on the community environment in which the individual lives. It considers the problem of selecting and preparing for a job one of the special development tasks. This special development task is close to the thinking patterns of modern society than with primitive societies. Modern society views one's career preparation as something complicated and severe (Havighurst, 1984). In an article written by Dahlan (2015), it was revealed about the complexity of the problems in terms of miscast majors. He explained that the people who had worked felt they had chosen the wrong job and occupation only because they adjusted to the majors in college; college students feel lost in the majors they have set and they do not have a work plan related to that majors; and most high school students choose majors in college based on information got from friends, TV and other media, or advice from parents.

It must be agreed that individual career planning is very important to do early. According to Sutrinio (2013) career planning is an ongoing process that allows individuals to assess themselves and the world of work, determine steps to achieve career choices, and be able to think in making career direction decisions. This means that career planning is a process in choosing career goals and ways to achieve these goals. Meanwhile, according to Winkel (1997) career planning is useful to minimize the possibility of serious errors in choosing available career goals. The key to mature career planning lies in the ability of individuals to understand information about themselves, understand information about career goals and realistic reasoning to understand information themselves and career goals.

Various factors influence planning, development or career. There are two groupings of factors that influence career planning: internal factors and external factors (Winkel and Hastuti, 2006). Internal factors include aspects that originate from the individual. However, individuals must consider various aspects of themselves in planning their careers. External factors include aspects are outside the individual in the form of physical and social environment. The family environment is an external factor that deserves more attention related to discuss individual career planning. House (Yusuf, 2009) argues that families have an urgent role in distributing emotional support, appreciation, informational, and instrumental to children. Internal and external factors synergize well in supporting individual success to plan their careers. According it implicates to Parsons (Winkel & Camp; Hastuti, 2006) internal and external factors in several aspects which include knowledge and individual understanding of self, the world of work and the relationship between self and the world of work.

In reality, the complexity of the problem of the world of education and employment in Indonesia requires every individual to carry out career planning well. Related to this, according to Taveira et al. (2016) the interest to conceptualize childhood careers supported by insecurity in the education and employment context has led to the need for career intervention early and aimed at encouraging student career development and soft skills during the years in school. This implies important early career preparation for each individual to prepare potential labor candidates. These preparation efforts can be done early in children in the educational environment.

It must adapt individual career planning to their period of development. According to Super (Winkel, 2013) vocational self-development takes place with physical and cognitive development. He explained that in the growth phase that occurs at birth to 14 years, the child's self-concept develops through identification with key figures in the family and school. Career development in this phase is to develop describe the self, develop orientation in the world of work and understand mean work. Super (Winkel, 2013) further argues that the develop vocational self-image takes place through observation of people who hold certain positions, through identification with adults who have worked, through living life, and through the influence received from the environment.

This paper examines the role of families, parents, in student career planning. It carries efforts to study out through reading, analyzing, and analyzing data got from the literature relating to research content. Data got during the investigation process, collected, compiled and analyzed in depth, and so explained.

Method

The study used qualitative research methods, using the library research approach. The research was conducted by tracing library data in books and completing it with other literature related to the study in question. This research was carried out by reading, studying, and analyzing contain the book and supported by various literature related to it. This research is descriptive-analytic research that serves to solve problems through collecting, compiling, and in-depth analysis of existing data to be explained and assess.

Results and Discussion

Career development began in childhood and continued to develop throughout the life span of humans. Super (Zunker, 2011) says that career development occurs throughout the life span of an individual, starting from childhood to old age. Career development has stages and tasks of development inherent at each stage. Career development starts from the stages of growth, exploration, establishment, maintenance, and decline. Phase growth occurs in the age range 0-14 years. Super (Sharf, 1992) explains that the growth period is characterized by exploration activities carried out by children in their immediate environment aimed at developing the focus of the future. During the growth stage, an individual attends school, develops work habits, gains more control over their lives and develops a future orientation. It expresses this development in four terms, concerns about the future, control of decision making, confidence in achieving the future, and competence in habits and work attitudes. Thus, at the growth stage, children will identify themselves with role models, and develop interest and awareness of their abilities. Fantasy and play are helping children develop their self-concept in the role of adults and imagine themselves in work roles.

In the career planning process, it is important to consider both internal factors and external factors. According to Winkel and Hastuti (2006) there are two groupings of factors that influence career planning: internal factors and external factors. Internal factors include several main aspects: (a) life values;

benchmark in acting by individuals, value also affects individual steps in career planning, (b) intelligence level; (b) intelligence level; affect the speed and success of individuals in solving problems faced, (c) special talents; it can develop abilities that someone has that with the training process, (d) interests; giving meaning to career planning in relation to the position to be held, e) Nature or characteristics; personality traits that give peculiarity to individuals, (f) knowledge; individual main capital in deciding, and (g) physical condition; some career fields not only require intelligence but also demand adequate physical appearance.

In planning his career, individuals must consider various aspects originating from internal factors. According to Parsons (Winkel & Hastuti, 2006) there are three aspects influential in making career planning: (1) knowledge and understanding of oneself, (2) knowledge and understanding of the world of work, and (3) realistic reasoning about the relationship of knowledge and self-understanding with knowledge and understanding of the world of work. It relate the first aspect to knowledge and understanding of potential, talents, interests, health / physical conditions, limitations and aspiration. After conducting an analysis of self, individuals will have knowledge and understanding of their own shortcomings and strengths, and are useful as a good basis for career planning.

Related to the second aspect, understanding about standards or career target criteria can help individuals plan the right career (Adipura, 2015). It expects knowledge and understanding of various career field criteria to make individuals have many career choices so they can prevent adolescents from making mistakes in determining career planning. Therefore, in making career planning, adolescents are expected to seek information and add insight into their career planning. Then, related to the last aspect, it is very important for each individual to have realistic reasoning about the relationship of knowledge and self-understanding with knowledge and understanding of the world of work. Here, reasoning are related to the ability of individuals to adjust career planning with self-ability, the ability of individuals to determine further education or training plans/courses that will be followed by considering knowledge and self-understanding and considering understanding of the work world. Sukardi (2004; 1987) adds that personality and knowledge are the two most important aspects of individual career planning. The choice of a position is state personality. Meanwhile, knowledge possessed by individuals about the world of work such as requirements, position and salary influences career planning direction.

In line with the opinions expressed, Holland (Zunker, 1998) emphasizes important self-knowledge in seeking vocational satisfaction and stability. Compatibility between self and career choice is the best way to achieve self-fulfillment and consistent career patterns. This is reinforced by Laughland-Boo et al. (2015) who say that individuals who show reflexivity in thinking in decision making will have an advantage in negotiating risk. If an individual carries out a cognitive process to plan a general vocational goal through awareness of resources, various interests, values, and plans for occupation that are preferred, it will achieve success in his career.

For external factors that influence individual career planning comprise various aspects: (a) social-cultural environment, (b) regional socio-economic conditions, (c) school education, association with peers, (e) demands for study or training programs, (f) family socio-economic status, and (g) influence of all members of the extended and nuclear family (Winkel and Hastuti, 2006). These aspects are interrelated and affect one another. The social environment occupied by individuals has an influence on individuals. Individuals learn and adjust their thoughts and attitudes towards customs, social norm systems, and regulations that apply in their cultural environment (Waluya, 2007). The system of norms, rules and customs also affects individuals who are making career planning. The regional socio-economic conditions influence create new occupations and open or closed employment opportunities for young people.

Education allows individuals to develop attitudes, skills and knowledge to prepare themselves to enter the world of work. Relationships with peers have an influence on individual career planning. The study program or training that is followed by individuals demands individual careers under the knowledge they have gained that relates to individual comfort in a career under the study program or training that has been undertaken. Family social-economic status can be a driver and/or barrier to individual career planning. Related to this last aspect, according to Sukardi (1987) the low socio-economic background of the family influences the career direction of the child.

It cannot be ignored that the process of individual development is inseparable from the role of the family, however. Every family member, whether an extended family member or a nuclear family, can influence individual career planning. According to Sukardi (1987) the family is an environment that provides the first social experience to individuals. The family is the place of education and the main source of support for individuals. The child who has received the good education and social support from family

members has the potential to have good self-confidence, be able to actualize themselves and be able to plan a career under their abilities.

The family environment is the social environment encountered by children for the first time. During the first years before school and thereafter, children very depend on parents and adults in various ways, related to social support. According to Samples (1964) social support is a response given by parents in the form of positive behaviors, thoughts and overflowing feelings. The behaviors and thoughts displayed by parents towards individuals provide emotional benefits and will affect individual behavior. According to Maslihah (2011) parental social support is comfort, attention, appreciation, or help got by someone from his interactions with parents. Social support will have a positive effect on individual achievement and can reduce anxiety in deciding or planning something.

According to House (Yusuf, 2009) there are four aspects of parental social support: (1) emotional support, (2) appraisal support, (3) informational support, and (4) instrumental support. Emotional support creates psychological comfort for the recipient. According to Jacobson (Nursalam & Dian, 2007) emotional support appears as manifest empathy, compassion and caring and attention that causes receive support to feel comfortable, confident, valued, listened to, understood, loved, and accepted by its existence and circumstances. Meanwhile, appraisal support includes help from parents to develop awareness through positive expression and encouragement to move forward.

Informational support includes advice, suggestion, guidance, knowledge and useful information from parents. As the closest person to the individual, parents should be the first source of knowledge and information for individuals. It believes individuals who get knowledge and information from parents to have insight and understanding, making it easier to decide things and deal with existing problems. related to the aspect of instrumental support, however, each individual needs instruments or tools to achieve goals. According to Nursalam & Dian (2007) instrumental support is the same as material support which can be in the form of goods procurement help needed to overcome a problem. Instrumental support includes help in the form of learning facilities and infrastructure needed by students.

The role of parents or the support of family, friends and the environment. This is supported by the results of the Khasawneh (2010) study which revealed that student career planning is influenced by parents, teachers, friends, academic experience in high school and self-efficacy. Whereas research conducted by Fan (2014) found that family process factors include parental acceptance, family attachment, and family support/conflict influencing career decision making. The results of the Bercovitz study (2014) show that deep relationships with "close people" can influence career planning and development.

At the 3-4 years, a person's personality is effective in establishing and perfecting the tasks of his development (Havighurst, 1984). Havighurst (Gibson & Mitchel, 2011) describes that the stage of development of work in children aged around 5-10 years is identifying themselves with a worker. The figure that is identified by a child is a father, mother, or other significant person. The concept of working in this phase of development becomes an important part of form the ideal ego.

Taveira et al. (2016) say that deliberate parent conversations about work, work orientation and positive valence (ie, the experience and emotions of someone who maintains their approach or reluctance to work) also seem to influence children's career exploration, perceived social support in career choices, determination of work meaning, positive expectations for their future, work motivation and valence. It also recommends the style of authoritative parenting to strengthen the career exploration of children, which will impact diverse interests with values. It also considers reciprocal interactions between children and their mothers. The expectation of maternal work for their sons/daughters seems to be related to general abilities and their reading, while maternal higher education, job prestige, and speech correlate with academic status and high aspiration status at work.

Jesser (Gladding, 2012) says that one way that can broaden children's awareness of careers is to utilize the influence of parents as role models. According to Wahl & Blackhurst (Gladding, 2012) this can be done by inviting parents into the classroom and encouraging parents to invite students to their work environment.

Cascio (2013) explains that communication in the family affects career indecision by 0.26. When viewed from Indonesian culture, we can also see family communication in the concept of family social support. This is influential we respect because parents and older people, and children are taught to listen and obey them by not asking much. Parents are considered family leaders, where the traditional role of fathers is as the main decision maker and mothers are general counselors in the family (Andiani et al., 2015). Schröder-Butterfill (2004) says that parents often act as economic pillars of multi-generation

families. This tradition can be a driver of the role of parents in directing decisions made by children, including in terms of decision making in the career field.

Based on the explanation, it illustrates the urgency of social environmental factors towards individual career development. Family factors or parents get a special emphasis on individual career development at an early age. Parents play an important role in supplying social support to children, including emotional support, appraisal, informational and instrumental. Related to this, parents must have provide information, knowledge and skills to provide social support to help develop their children's careers early on. Parents from various sources can get this provision, for example through the use of guidance and counseling services. However, implementing guidance and counseling services is not only focused on students at school but also on subjects outside of school, such as parents. This service is a professional activity that involves a relationship between a counselor and an individual or group of individuals present in response to individual needs to understand themselves, the environment, and other things related to their lives (Hariko, 2017). Parents can get a variety of information from counselors—and other professionals—to improve their knowledge and skills to help their children's career planning through provide guidance and counseling, individual and in groups.

Conclusion

Individual career development takes place going forward starting from childhood to old age. These developments are influenced by internal factors and external factors. Differ internal factors with career demands is the first point that must be the focus of attention of each individual. Meanwhile, other points are related to the role of parents and other social environments in providing social support to develop individual career planning. Parents are the main social environment, at an early age, which contributes to individual career planning. We believe the patterns of communication and interaction developed by parents in childcare to contribute to planning to individual career decisions. We can obtain the ability of parents to be able to contribute to supplying from various sources.

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