

RETRACTED: Contribution of parental attention and learning motivation to career planning of vocational school students

Atikah Rahmah Nasution^{1*}, A. Muri Yusuf¹

¹Universitas Negeri Padang, Indonesia

*Corresponding author, e-mail: atikah.rahmah.nst@gmail.com

Abstract

Ideally, vocational high schools are able to produce graduates who can immediately enter the world of work. However, the reality is that there are still vocational high school graduate students who are still unemployed after graduating, this is because students do not prepare career plans beforehand. This type of research is quantitative with a correlational descriptive approach. The sample in this study amounted to 32 vocational students who were determined using purposive sampling. The instrument used was a parental attention questionnaire, a learning motivation questionnaire and a student career planning questionnaire. In addition, researchers also used a Likert scale model instrument. The analysis technique used is simple regression and multiple regression. The research results found that; 1) parental attention contributes significantly to student career planning, 2) learning motivation contributes significantly to student career planning, and 3) parental attention and learning motivation together contribute significantly to student career planning.

Keywords: Career planning, parents' attention, learning motivation

How to Cite: Nasution, A., & Yusuf, A. (2021). Retraction notice to Contribution of parental attention and learning motivation to career planning of vocational school students. *Konselor*, 10(2). doi:<https://doi.org/10.24036//02021102114481-0-00>



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2021 by author.

Introduction

Career is a person's entire life in the manifestation of oneself to live life and achieve goals. Individuals must have strengths in themselves, such as self-mastery and aspects that support career success. Individual career success is very influential on a person's need / drive in achieving success. The success of a person to be successful in their work determined by their intellectual abilities, the level of knowledge and insight they have and the level of proficiency they master to apply the knowledge and insights they have in work they will do (A. M Yusuf, 2002). A person's career success cannot be achieved immediately. Individuals need to have prior planning and effort in reaching their career, because the highest career can't be achieved instantly, but must be done with careful planning. Career planning is better done as early as possible, given how important career issues are in life (Rintyastini & Charlotte, 2006).

Vocational high school (SMK) is education unit that organizes educational programs three years after junior high school. The expected outcome of vocational high school graduates is graduates who can compete in the world of work and create new jobs. In order to make this happen, it is necessary to have career planning so that the resulting graduates can apply the knowledge got at the vocational high school in the world of work (Fadli, Alizamar & Afdal, 2017). Leksana, Wibowo & Tadjri (2013) revealed that there are several career problems experienced by vocational students, which are related to choosing the type of education that leads to choosing the type of work, career planning and deciding about future careers and information about existing work groups with the requirements that must be owned. Putra, Yusuf & Solfema (2019) stated that not all vocational high school graduates can immediately work, because in fact there are some students who after graduating from school eventually become unemployed. Students who do not have career preparation or planning may cause this, resulting in confusion in what kind of career they want to have after graduating from school. Further research results Anisah (2015) shows that there are students in class XI at SMK Negeri 1 Sayung who have career plans that are in the low category by 48%.

In the career planning process, there are many factors that contribute to individual career planning, including parental attention. Parents' attention to children's education is all forms of effort, encouragement, and parental involvement in children's learning activities both at home and at school. Parents' involvement in providing learning guidance for children and also providing learning facilities, especially textbooks and encouragement to further encourage children's learning (Kurniawan & Wustqa, 2014). Based on opinion Ningsih & Nurrahmah (2016) that parents who have the spare time to educate students and pay attention to student development usually have a wonderful effect on student learning outcomes and student careers. While parents who pay little attention and do not even have the spare time to educate their children, the tendency of the child's learning achievement will be lower, causing student careers to be low. Furthermore, Putra, Yusuf & Solfema (2020) mentioned that one form of parental support for student career development is the attention of parents. Parents are often said to be the first and foremost environment in shaping children's character and also as a place for the first life plan or the initial foundation (blue print) which will have a tremendous influence on children's lives in the future, the family has a huge influence on character formation and achievement. Children's learning and children's careers (Tu'u, 2004). Roe states that "focused on predicting occupational selection based on psychological needs that develop from the interaction between children and their parents" (Sharf, 2016). It can be understood that Roe focuses on how to predict job selection based on psychological needs that support the development of child-parent interactions, so the need for parental attention to children in planning their careers.

Besides parents' attention, an important factor in determining a child's career is the motivation to learn from the students themselves. Based on the results of temporary observations carried out in vocational high schools, it was found that there were some students who still had low learning motivation, which resulted in students being less enthusiastic about learning, not serious about listening to learning and sometimes some students like to leave the classroom while class was in progress, which is likely can cause problems in career planning in the future. Wigfield & Eccles (2002) states that learning motivation is an intrinsic motivation that motivates someone positively in school learning and increases appreciation for the material being studied and renews one's dedication to continue learning. Research result Ardillani & Nurjamaludin (2019) revealed that the problems that will occur if students do not have learning motivation are lack of enthusiasm, lack of desire to succeed and lack of appreciation in learning. This statement is also supported by research results Watt & Richardson (2007) who found that the values in learning motivation were fundamental to career planning. Although many things that affect students in planning for a career in the future, but the motivation to learn also has an important role in the lives of students to take decisions of his career, because the motivation to learn is the encouragement of students to the spirit of learning activities on areas that will be done when the decision later. Then, based on the findings from Clements & Kamau (2018), revealed that learning motivation influences students' proactive career behavior, learning motivation can build skills needed in target industries, thus encouraging students to be involved in career planning.

Based on the results and the theoretical description of the above phenomenon, the purpose of this study was to determine the contribution of parental attention to students' career planning, learning motivation contribute to the student's career planning and the contribution of parental attention and learning motivation of students toward career planning vocational high school students.

Method

This type of research is quantitative with a descriptive correlational approach that aims to describe the contribution of variables X_1 and X_2 against variables Y (Yusuf, 2014). The X_1 variable is parental attention, learning motivation as variable X_2 and career planning as variable Y . The population in this study were students of class X vocational high schools. The research sample was determined using purposive sampling technique. So that the number of samples in this study were 32 students. The instruments used to collect research data were a questionnaire and a scale. The questionnaire used contains statements about parental attention, learning motivation and career planning. The scale used is a Likert scale model with five scales. Test the validity of the instrument using the Pearson Correlation technique, with the validity value of each instrument X_1 (0,573), X_2 (0,447), and Y (0,487) $> 0,338$ ($r_{\text{result}} > r_{\text{table}}$). To test the reliability of the instrument using Alpha Cronbach with a value of; X_1 (0,88), X_2 (0,799) and Y (0,816) $>$ level of significance (0,05). The results of the data normality test are $0,928 > 0,05$, analyzed using the Kolmogorov-Smirnov. The data analysis technique used simple regression and multiple regression with a significant level $> 0,05$ (Sugiyono, 2019).

Results and Discussion

Result

The data that has been collected is then analyzed using simple regression and multiple regression techniques. For more details, see the following table.

Table 1 <The Result of Simple Regression Coefficient Test for Variable X1 on Variable Y>

| Variables | r | r Square |
|--------------------|-------|----------|
| X ₁ - Y | 0,381 | 0,145 |

Table analysis variable X₁ - Y (Nasution, 2021).

Based on the results of the simple regression analysis in Table 1 above, it is known that the r value is 0.381 which means that there is a strong relationship between parental attention (X₁) and career planning (Y). Furthermore, the value of r Square (r²) is 0.145, which means that parental attention contributes to career planning by 14.5% (0.145 x 100%). Meanwhile, as much as 85.5% was contributed by other factors.

The results of simple regression analysis for variables X2 and Y can be seen in the table below.

Table 2 <The Result of Simple Regression Coefficient Test for Variable X2 on Variable Y>

| Variables | r | r Square |
|--------------------|-------|----------|
| X ₁ - Y | 0,660 | 0,435 |

Table analysis variable X₂ - Y (Nasution, 2021).

From table 2 above, information is obtained that the r value is 0.660 which means that there is a strong relationship between learning motivation and student career planning. Then, from the table above, information is also obtained that the value of r Square (r²) is 0.435, which means that student learning motivation contributes 43.5% (0.435 x 100%) to career planning. On the other hand, 56.6% was contributed by other factors. Furthermore, to find out the results of multiple regression analysis can be seen in detail in the table below.

Table 3 <Multiple Regression Coefficient Test Results for Variable X1 and X2 on Variable Y>

| Variables | R | R Square |
|--------------------|-------|----------|
| X ₁ - Y | 0,662 | 0,438 |

Table analysis variable X₁ X₂ - Y (Nasution, 2021).

Based on the table above, information is obtained that the r value is 0.662, this means that parental attention and learning motivation have a strong and positive relationship with career planning. Then from the table above it is also known that the value of r Square (r²) is 0.438, which means that parental attention and learning motivation contribute to career planning by 43.8% (0.438 x 100%). As much as 56.2% is a contribution from other factors. For more details, the details of data analysis can be seen in the image below.

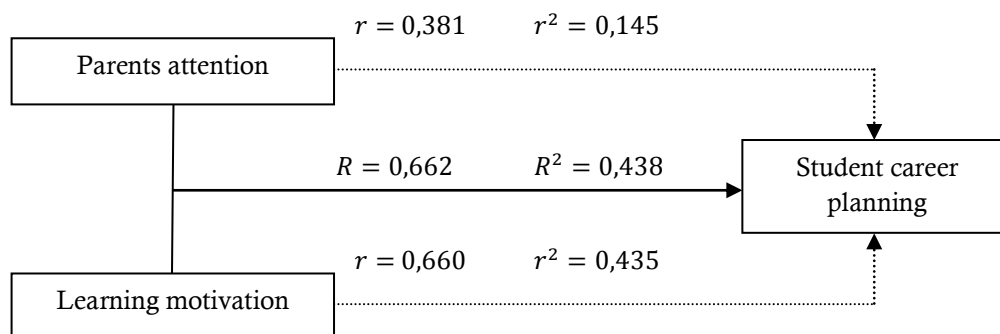


Figure 1. Contribution of Parents' Attention (X1) and Learning Motivation (X2) on Student Career Planning (Y)

Source: Figure with permission ©Nasution, Atikah Rahmah. 2016.

Discussion

The results of the simple regression analysis in table 1 show that the contribution of parental attention to career planning is 14.5%. According to Baiti & Munadi (2014), parents become very dominant in a family as guardians of children's psychological development towards maturity. Furthermore, by having a close relationship with children, parents are considered capable of determining a child's career success. This can happen because parents are the first environment in which children socialize (Hariko & Anggriana, 2019). Therefore, the role of parents is no less important than the role of teachers in schools in assisting in the advancement of career planning. One form of parental involvement needed by children is the care and attention of parents for children (Pratiwi, Simarmata & Ariza, 2018). This is also supported by the findings Herin & Sawitri (2017) who found that parental attention has a positive effect on adolescent career development. The results of other studies also indicate that children tend to make their parents role models in planning their future careers (Adiputra, 2015).

Based on data analysis in Table 2, it is known that the contribution of learning motivation to student career planning is 43.5%. Motivation is something that is needed by everyone, including students. For students, motivation is something that is needed to help them study harder. The impact of learning motivation, besides increasing learning achievement, also affects student career planning (Isra, Prayitno & Karneli, 2020). According to Pratiwi & Koesdyantho (2019), the existence of high learning motivation will help students achieve their goals or career plans. Research results from Sya'diyah & Fachrurrozie (2020) stated that learning motivation has a positive and significant effect on students' interest in continuing education, which will help their career development. Therefore, a person's career success starts with career planning, while one factor that influence career planning is learning motivation (Khomsatun, Ign. Wagimin & Susantiningrum, 2012).

Table 3 shows that parental attention and learning motivation contribute 43.8% to career planning. This means that these two variables can be predictors of a student's career. Family, especially parents, is the first environment for children to socialize. Sugma (2017) states that the form of parental attention in helping children's career development, namely; 1) providing learning facilities, 2) providing career guidance, 3) helping to solve children's problems, 4) collaborating with schools, and 5) providing motivation to children. According to Roe (Sharf, 2016), closeness to children, the parenting style that is applied, and the education provided by parents are the keys for children to develop their careers. Besides requiring parental attention in planning their careers, students also need motivation to learn. Motivation to learn is not only needed when studying in class, student motivation is also needed to learn new things related to a career plan that has been prepared. Result from Wang (2017) mentioned that motivation has a strong influence on student life to get success in the future. In line with these findings, Perry, Liu & Pabian (2010) mentioned that the experience in the family and high motivation to learn will help a child to plan and decide on a career to be undertaken. Next, Miskiyya, Surhaso & Eko, (2014) states that family factors and student learning abilities are the dominant factors influencing student career planning.

Conclusion

Based on the explanation of the analysis above, there are 3 conclusions got, namely; 1) parental attention contributed significantly to student career planning with a contribution of 14.5%, 2) learning motivation contributed significantly to student career planning with a contribution of 43.5%, and 3) parental attention and learning motivation together contributed significantly on career planning with a contribution of 43.8%. So it can be interpreted that the higher the attention of parents and student motivation to learn, the student's career planning will also be better. Conversely, the lower parental attention and motivation to learn, the student's career planning will also be less good.

The benefits of research result for teachers, especially school counselor, are used as material for consideration in preparing guidance and counseling programs related to student career development. Then, the benefit of this research for parents is that parents can know and understand and pay attention to the career development of children. Finally, the benefit of this research for students is that it helps students to get to know themselves better and to know what things are needed to plan their careers.

References

- Adiputra, S. (2015). Penggunaan Teknik Modeling Terhadap Perencanaan Karir Siswa. *Jurnal Fokus Konseling*, 1(1), 45–56. <https://doi.org/10.26638/jfk.70.2099>

-
- Anisah, L. (2015). Model layanan informasi karir dengan teknik field trip untuk meningkatkan perencanaan karir siswa SMK di kabupaten Demak. *Jurnal Konseling GUSJIGANG*, 1(1).
- Ardillani, S. P., & Nurjamaludin, M. (2019). Hubungan Pola Asuh Orang Tua Karir Dengan Motivasi Belajar Siswa. *Social, Humanities, and Educational Studies (SHEs): Conference Series*, 2(2), 178–183.
- Baiti, A. A., & Munadi, S. (2014). Pengaruh pengalaman praktik, prestasi belajar dasar kejuruan dan dukungan orang tua terhadap kesiapan kerja siswa SMK. *Jurnal Pendidikan Vokasi*, 4(2), 164–180. <https://doi.org/10.21831/jpv.v4i2.2543>
- Clements, A. J., & Kamau, C. (2018). Understanding students' motivation towards proactive career behaviours through goal-setting theory and the job demands–resources model. *Studies in Higher Education*, 43(12), 2279–2293. <https://doi.org/10.1080/03075079.2017.1326022>
- Fadli, R. P., Alizamar, A., & Afdal, A. (2017). Persepsi siswa tentang kesesuaian perencanaan arah karir berdasarkan pilihan keahlian siswa sekolah menengah kejuruan. *Konselor*, 6(2), 74–82.
- Hariko, R., & Anggriana, T. M. (2019). Reviewing the role of families in student career planning. *Konselor*, 8(1), 6–11. <https://doi.org/10.24036/0201981102526-0-00>
- Herin, M., & Sawitri, D. R. (2017). Dukungan Orang Tua Dan Kematangan Karir Pada Siswa Smk Program Keahlian Tata Boga. *Jurnal Empati*, 6(1), 301–306.
- Isra, F., Prayitno, P., & Karneli, Y. (2020). Hubungan motivasi siswa memilih sekolah terhadap perencanaan arah karier. *Jurnal KOPASTA*, 7(2), 85–93.
- Khomsatun, L., Ign. Wagimin, & Susantiningrum. (2012). Pengaruh Motivasi Belajar dan Prestasi Belajar Mata Pelajaran Produktif Terhadap Kematangan Karir. *Jurnal Pendidikan Administrasi Perkantoran Universitas Sebelas Maret*, 2(2), 117578.
- Kurniawan, D., & Wustqa, D. U. (2014). Pengaruh perhatian orangtua, motivasi belajar, dan lingkungan sosial terhadap prestasi belajar matematika siswa SMP. *Jurnal Riset Pendidikan Matematika*, 1(2), 176–187.
- Leksana, D. M., Wibowo, M. E., & Tadjri, I. (2013). Pengembangan modul bimbingan karir berbasis multimedia interaktif untuk meningkatkan kematangan karir siswa. *Jurnal Bimbingan Konseling*, 2(1).
- Miskiyya, L., Suharso, S., & Nusantoro, E. (2014). Faktor Determinan Kemampuan Perencanaan Karier Siswa Sma Negeri Se-Kabupaten Tegal. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 3(1), 24–28.
- Ningsih, R., & Nurrahmah, A. (2016). Pengaruh kemandirian belajar dan perhatian orang tua terhadap prestasi belajar matematika. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 6(1).
- Perry, J. C., Liu, X., & Pabian, Y. (2010). School Engagement as a Mediator of Academic Performance Among Urban Youth: The Role of Career Preparation, Parental Career Support, and Teacher Support. *The Counseling Psychologist*, 38(2), 269–295. <https://doi.org/10.1177/0011000009349272>
- Pratiwi, A., & Koesdyantho, A. (2019). Hubungan Antara Motivasi Belajar Dengan Perencanaan Karir Pada Siswa Kelas X Ips Di Man 1 Surakarta Tahun Pelajaran 2018/2019. *Jurnal Medi Kons*, 5(2).
- Pratiwi, N. T., Simarmata, S. W., & Arizal, J. (2018). Hubungan Keterlibatan Orangtua Dengan Perencanaan Karir Siswa Kelas Xi Smk Swasta an-Naas Binjai Tahun Pelajaran 2018/2019. *Serunai : Jurnal Ilmiah Ilmu Pendidikan*, 4(1), 146–152. <https://doi.org/10.37755/sjip.v4i1.91>
- Putra, F. W., Yusuf, A. M., & Solfema, S. (2019). Analysis of parent support in career planning of vocational students. *Konselor*, 8(2), 47–51.
- Putra, F. W., Yusuf, A. M., & Solfema, S. (2020). Contribution of Self-Efficacy and Parental Support to Career Planning of Vocational Students. *1st Progress in Social Science, Humanities and Education Research Symposium (PSSHERS 2019)*, 612–617.
- Rintyastini, Y., & Charlotte, S. Y. (2006). Bimbingan dan Konseling SMP untuk Kelas VIII. *Jakarta: Erlangga*.
- Sharf, R. (2016). *Applyig career development theory to counseling*. Cole Publishing Company.
- Sugiyono. (2019). *Metodologi penelitian kuantitatif kualitatif dan R&D*. Alfabeta.
- Sugma, A. R. (2017). Hubungan Locus Of Control Internal Dan Perhatian Orang Tua Dengan Kematangan Karir Siswa SMK Swasta Al-Maksum Stabat. 1(1), 1–6.
- Sya'diyah, N., & Fachrurrozie. (2020). Pengaruh lingkungan teman sebaya dan perencanaan karir sebagai variabel mediasi. *Economic Education Analysis Journal*, 9(2), 601–614. <https://doi.org/10.15294/eeaj.v9i1.39468>
- Tu'u, T. (2004). Peran disiplin pada perilaku dan prestasi siswa. *Jakarta: Grasindo*.
- Wang, C. C. (2017). *Chinese nursing students at Australian universities: A narrative inquiry into their motivation, learning experience, and future career planning*. Edith Cowan University.
- Watt, H. M. G., & Richardson, P. W. (2007). Motivational factors influencing teaching as a career choice: Development and validation of the FIT-Choice scale. *The Journal of Experimental Education*, 75(3),
-

167–202.

Wigfield, A., & Eccles, J. S. (2002). *Development of achievement motivation*. Academic Press.

Yusuf, A. M. (2002). *Kiat Sukses Dalam Karier*. Ghalia Indonesia.

Yusuf, A. Muri. (2014). *Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan*. Prenamedia Group.