



The Effect of Parental Social Support on Career Decision-Making Self-Efficacy Among Madrasah Aliyah Students

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Abstract. This study evaluated the impact of parental social support on Career Decision-Making Self-Efficacy (CDMSE) among 12th-grade students at MAN 1 Deli Serdang. Utilizing a quantitative causal-associative design, data were gathered from a purposively selected sample of 114 active senior high school students drawn from a target population of 199. Measurement was conducted via a 27-item Likert-scale instrument, with data subjected to validity, reliability, classical assumption, and simple linear regression analyses. Empirical results demonstrated a statistically significant positive effect of parental social support on students' career decision-making confidence ($p = .000$), yielding a regression coefficient of 0.634. The adjusted R^2 value of .341 revealed that parental support accounts for 34.1% of the variance in students' CDMSE, with the remaining 65.9% attributable to unexamined external factors. These insights underscore parental involvement—encompassing emotional support, information provision, instrumental assistance, and validation—as a key determinant in student career confidence. Consequently, the findings advocate for integrated school counseling frameworks that actively incorporate parental collaboration to enhance career guidance and decision-making readiness in madrasah settings.

Keywords: 12th-grade students, career decision-making, self-efficacy, parental social support

History Article: Received June 10, 2026. Revised July 16, 2026. Accepted July 31, 2026.

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How to cite: Sindy, A., & Arifin, Z. (2026). The Effect of Parental Social Support on Career Decision-Making Self-Efficacy Among Madrasah Aliyah Students. *Indonesian Journal of Counseling and Development*, 8(1), 204–219. <https://doi.org/10.32939/ijcd.v8i1.7452>

Introduction

Adolescence is a developmental stage marked by the transition from childhood to adulthood. According to Santrock (2019), during this stage, adolescents have a need to become independent individuals, and the formation of self-identity is one of the most crucial aspects that characterizes adolescent development. Therefore, adolescents need to be prepared in terms of attitude, perspective, and ability so that they can make the right decisions regarding their future (Mustikhatul et al., 2025). Students must possess the attitude, perspective, and ability needed to make decisions that will shape the rest of their lives (Sukma & Rasyid, 2024). These findings are consistent with those reported by (Simbolon & Rasyid, 2021), who found that late-adolescent high school students struggle to be independent when making choices about their future. Psychological preparation is crucial given the long-term impact of decisions made by adolescents. Twelfth-grade students at MAN 1 Deli Serdang are considered late adolescents undergoing a major transition into the workforce and gaining access to higher education institutions. MAN 1 Deli Serdang was selected as the research site because the twelfth-grade students at that school are in the graduation preparation phase and are faced with the choice of continuing their education in college or entering the workforce.

Uncertainty in social and economic conditions has made the process of career planning and decision-making increasingly complex for adolescents. In the wake of the COVID-19 pandemic, changes in economic conditions, competition in the job market, and uncertainty in the labor market have all impacted adolescents' confidence in planning their careers. The decline in adolescents' confidence in career planning is known to be heavily influenced by post-pandemic economic instability (Pignault et al., 2023). This situation is also evident in Indonesia. According to data from the Central Statistics Agency (2025), the unemployment rate among high school and senior high school graduates in Indonesia remained at 6.88% in August 2025. Inadequate career planning and student readiness at the high school level are closely linked to this issue. Although this figure has changed compared to previous years, it indicates that high school graduates still face challenges in entering the workforce. Therefore, career planning and student readiness beginning in high school are crucial aspects to help them meet the demands of both higher education and the workforce.

Career Decision-Making Self-Efficacy (CDMSE) is an individual's belief in their ability to complete various tasks related to career decision-making, such as conducting self-assessments, seeking information about career options, setting goals, developing plans, and solving problems that arise during the decision-making process (Taylor & Betz, 1983). CDMSE—or self-confidence in one's ability to make wise career decisions—is one of the psychological aspects that influence this process (Febriana & Masykur, 2022). One factor that plays a role in the development of CDMSE is parental social support. According to House (1981), social support is assistance provided by an individual or group to another in the form of emotional support, instrumental support, informational support, and appraisal support (Cristian & Gunawan, 2024; Suyasa et al., 2023). Parents provide social support in the form of emotional support, instrumental support, informational support, and appraisal support regarding career planning between parents and children (Anureet, 2022; Susanti et al., 2025).

From an Islamic perspective, social support from parents plays a crucial role in a child's development. The Qur'an, in Surah At-Tahrim, verse 6, commands parents to care for themselves and their families by balancing firmness and compassion in fulfilling their responsibilities. According to Zakaria (2022) in "Tafsir Inspirasi", the characteristics of angels—firm, disciplined (غُلَاطٌ شِدَادٌ), just, and obedient—can be understood as a depiction of the values that serve as a model in carrying out these responsibilities. In the context of this study, this interpretation is viewed as a conceptual perspective that illustrates the importance of parental support and guidance in the child's developmental process. According to Zakaria (2022) in *Tafsir Inspirasi*, the angels' firm, disciplined (غُلَاطٌ شِدَادٌ), just, and obedient nature can be understood as a representation of the values that serve as a model in fulfilling these responsibilities. In the context of this study, this interpretation is viewed as a conceptual perspective that illustrates the importance of parental support and guidance in a child's developmental process; as in the verse, the command "take care of yourselves" (فَوَا أَنْفُسَكُمْ) can be interpreted as the importance of parental involvement in raising children, particularly in their education and mental development, since the family serves as a child's first educational institution (Mutmainna & Husna, 2026). This interpretation is relevant to the self-appraisal and occupational information aspects of the CDMSE, namely the ability to assess one's own potential and seek adequate information before making a career choice (Christian, 2024). Thus, students are expected to be able to make more mature career decisions that align with their abilities and circumstances. Consequently, the social support provided by parents through guidance, mentoring, and attention can serve as a key factor in boosting students' confidence when making career decisions (Angelini et al., 2026).

Social support from parents plays a crucial role in building self-confidence and is often a key factor in determining a teenager's success in career choices (Cheung, 2024). As reported in the findings (Sintawati et al., 2025), students' ability to make career choices depends on parental social support by 14.8%. These findings indicate that while it is not the only factor influencing career decision-making, parental social support still plays a role in helping students navigate this process. Furthermore, the findings (Pratama & Muttaqin, 2024) revealed that Career Decision-Making Self-Efficacy (CDMSE) acts as a mediator in the relationship between parental career support and career identity formation, particularly regarding the aspects of exploration and commitment. These findings indicate that parental support not only has a direct effect but can also enhance students' confidence in their ability to make career decisions. In line with this study, Wijaya & Virlia (2024) found that psychological variables—such as those measured by the CDMSE, self-confidence, and social support—are significant influencing factors, contributing 45.8% and enhancing self-confidence in career choice. These results indicate that career decision-making is influenced by various interrelated factors; therefore, parental social support and students' confidence in their ability to make career decisions are important aspects to consider (Chasanah & Salim, 2019; Fitriani, 2026).

The role of the immediate environment—particularly parents as the most influential source of social support—is linked to career decision-making among adolescents. Career decision-making and parental social support have been examined in numerous previous studies. However, most of these studies still focus on the relationship between parental social

support and career decision-making in general, and have not specifically explained the contribution of each form of parental social support to the development of career decision-making self-efficacy (CDMSE). This gap is important to address because it can provide insight into which forms of social support play the most significant role in enhancing students' confidence when making career decisions, thereby serving as a foundation for developing more effective career guidance services. Furthermore, few studies have combined vocational psychology techniques with spiritual concepts, particularly in madrasah education. Given this gap, this study examines the influence of four forms of parental social support— affective support, instrumental support, informational support, and appreciative support— on the CDMSE among 12th-grade students at MAN 1 Deli Serdang during a critical stage in their decision-making process regarding whether to pursue higher education or enter the workforce. Additionally, this study integrates Islamic values with modern career psychology theory, using Quranic Surah At-Tahrim, verse 6, as conceptual reinforcement.

Theoretically, this study is expected to enrich the literature on the influence of parental social support on Career Decision-Making Self-Efficacy (CDMSE), particularly by identifying the contributions of each form of social support. In practical terms, the results of this study are expected to provide guidance for guidance and counseling teachers, schools, and parents in offering career guidance tailored to the needs of 12th-grade students, thereby enhancing their confidence in making career decisions.

Method

Research Design

This study employs a quantitative approach with a causal-associative design. The quantitative approach was chosen because the study aims to test the effect of independent variables on the dependent variable using numerical data analyzed statistically. According to Soesana et al. (2023), quantitative research is systematic and objective, using numerical data to explain relationships between variables and test hypotheses. The causal-associative design was chosen because this study aims to determine the statistical effect of parental social support (independent variable) on Career Decision-Making Self-Efficacy (dependent variable) among 12th-grade students at MAN 1 Deli Serdang. This design was chosen because it aligns with the characteristics of a survey-based study involving a single-point-in-time data collection (cross-sectional), thereby allowing the researcher to efficiently analyze the relationships and effects between variables without applying any treatment to the research subjects. However, because this is a non-experimental study with a cross-sectional design, the results indicate a statistically significant relationship or influence between the variables but cannot be used to definitively establish a cause-and-effect relationship (causality).

Participation

The population for this study consisted of all 12th-grade students at MAN 1 Deli Serdang for the 2025/2026 academic year, totaling 199 students. The sample was determined using purposive sampling because this study required respondents who met specific characteristics in line with the research objectives; therefore, not all members of the population were included in the sample. The sample size was determined using the Slovin

formula with a margin of error of approximately 7%, resulting in a sample of 114 students. This margin of error is considered adequate to represent the population in this study. The inclusion criteria for this study were as follows: (1) students who were still actively enrolled as 12th-grade students at MAN 1 Deli Serdang for the 2025/2026 academic year; (2) aged approximately 16–18 years; (3) willing to participate as respondents by providing consent to take part in the study; and (4) completing the research questionnaire in full. The exclusion criteria were students who did not complete the questionnaire or withdrew during the data collection process. The demographic characteristics are presented in the following table.

Table 1. Demographic Characteristics of Respondents

Characteristic	Criteria
Gender	Male and female
Age	16–18 years old
Education level	Grade XII (12th grade) students
School	MAN 1 Deli Serdang
Academic year	2025/2026
Developmental stage	Late adolescence, currently facing decisions about further education and/or entering the workforce

Participant Recruitment Procedure

Participants were recruited using purposive sampling, which involves selecting participants based on specific criteria aligned with the research objectives. The procedure was as follows: 1. The researcher obtained research permission from MAN 1 Deli Serdang. 2. The researcher coordinated with school officials to determine the schedule for data collection. 3. Before completing the questionnaire, all prospective respondents were briefed on the research objectives, the benefits of the study, data confidentiality, and their right to refuse or withdraw from participation at any time without any consequences (the principle of informed consent). 4. All data collected is kept confidential and used solely for academic research purposes.

Research Instrument

The research instrument consists of a questionnaire using a five-point Likert scale, ranging from a score of 1 (strongly disagree) to a score of 5 (strongly agree). The questionnaire comprises 27 statements adapted from instruments based on the theory used in this study and measures the following two variables.

Table 2. Theoretical Basis

Variable	Theoretical Basis	Number of Items	Aspects Measured
Parental social support	House (1981)	12	Emotional support, instrumental support, informational support, appraisal support
Career Decision-Making Self-Efficacy	Taylor & Betz (1983)	15	Self-appraisal, occupational information, goal selection, planning, problem solving

The research instrument was developed based on indicators from House's theory (1981) for the variable of parental social support and Taylor and Betz's theory (1983) for the variable of Career Decision-Making Self-Efficacy (CDMSE), and was then adapted to the characteristics of the study's respondents. All items in the instrument are presented in the

form of positive (favorable) and negative (unfavorable) statements, consisting of 12 and 15 items, respectively.

Before being used as a research instrument, all items underwent validity and reliability testing. The validity test results showed that all items in the parental social support variable had calculated *r* values greater than the table *r* values, so all items were deemed valid. Meanwhile, the reliability test results showed that the instrument has a good level of consistency. This is indicated by both values exceeding the minimum reliability threshold of 0.70, so the instrument was deemed reliable and suitable for use as a research data collection tool.

Data Analysis

Data analysis was conducted using IBM SPSS Statistics version 25, following these steps: 1) Validity and reliability tests of the instrument; 2) Descriptive statistical analysis to describe the characteristics of the research data; 3) Tests of classical assumptions, including normality, linearity, and heteroscedasticity tests, as prerequisites for regression analysis; 4) Hypothesis testing using simple linear regression analysis to determine the magnitude of the effect of parental social support on Career Decision-Making Self-Efficacy.

Hypothesis testing decisions were based on a significance level of 0.05. If the significance value is < 0.05 , the research hypothesis is accepted, meaning that parental social support has a significant effect on students' Career Decision-Making Self-Efficacy. Additionally, the magnitude of the independent variable's effect on the dependent variable is interpreted using the coefficient of determination (R^2), which indicates the proportion of variation in Career Decision-Making Self-Efficacy that can be explained by parental social support.

Results

This section presents research findings that reveal the important role of parental social support in shaping CDMSE. Using SPSS Statistics 25, various statistical analyses were conducted based on data collected from 114 respondents. These findings aim to test the hypotheses proposed in this study to uncover how parental social support can shape and strengthen students' self-efficacy.

Table 3. Descriptive Results of the research

Variables	N	Minimum	Maximum	Mean	Standard Deviation
Parental Social Support (X)	114	12	60	44.39	9.915
Career Decision-Making Self-Efficacy (Y)	114	20	75	55.72	10.673
Valid N (listwise)	114				

Based on table 3, this study involved 114 respondents, all of whose data were analyzable (Valid N = 114). The parental social support variable had a minimum score of 12, a maximum score of 60, a mean of 44.39, and a standard deviation of 9.915. Meanwhile, the Career Decision-Making Self-Efficacy (CDMSE) variable had a minimum score of 20, a maximum score of 75, a mean of 55.72, and a standard deviation of 10.673. To provide a more informative picture of the trends in respondents' scores, categorization was performed based on the mean ± 1 standard deviation, as outlined by Azwar (2012). The results of this categorization are presented in

Table 4. Categorization of Research Variable Scores

Variable	Category	Limits	%
Parental Social Support (X)	High	$X \geq 54,30$	14
	Medium	$34,47 \leq X < 54,30$	72
	Low	$X < 34,47$	14
Career Decision-Making Self-Efficacy (CDMSE) (Y)	High	$66,39 < X$	63
	Medium	$45,05 < X < 66,39$	31
	Low	$X < 45,05$	6

Based on table 4, the majority of respondents fell into the moderate category for the parental social support variable, at 72%, while 14% fell into the high category and the remaining 14% fell into the low category. For the Career Decision-Making Self-Efficacy (CDMSE) variable, the majority of respondents fell into the high category at 63%, followed by the moderate category at 31%, and the low category at 6%. These findings indicate that most students have a level of parental social support in the moderate category, while their level of Career Decision-Making Self-Efficacy tends to be in the high category.

Instrument Validity Test

The instrument validity test in this study was conducted using Pearson's product-moment correlation test with the aid of IBM SPSS Statistics version 25. A statement item was deemed valid if it had a calculated r value greater than the table r value at a 5% significance level ($\alpha = 0.05$) and/or a significance value (p -value) < 0.05 . The results of the validity test are presented in the following table.

Table 5. Results of the instrument validity test parental social support (X)

Statement	r Count	r Table	Description
X1	0,840	0,184	Valid
X2	0,808	0,184	Valid
X3	0,829	0,184	Valid
X4	0,739	0,184	Valid
X5	0,764	0,184	Valid
X6	0,759	0,184	Valid
X7	0,735	0,184	Valid
X8	0,801	0,184	Valid
X9	0,750	0,184	Valid
X10	0,766	0,184	Valid
X11	0,595	0,184	Valid
X12	0,817	0,184	Valid

Table 6. Results of the instrument validity test career decision-making self-efficacy (Y)

Statement	r Count	r Table	Description
Y1	0,703	0,184	Valid
Y2	0,603	0,184	Valid
Y3	0,724	0,184	Valid
Y4	0,620	0,184	Valid
Y5	0,768	0,184	Valid
Y6	0,618	0,184	Valid
Y7	0,810	0,184	Valid
Y8	0,672	0,184	Valid
Y9	0,784	0,184	Valid

Statement	r Count	r Table	Description
Y10	0,750	0,184	Valid
Y11	0,745	0,184	Valid
Y12	0,787	0,184	Valid
Y13	0,728	0,184	Valid
Y14	0,731	0,184	Valid
Y15	0,724	0,184	Valid

Based on the two tables, each item in the Career Decision-Making Self-Efficacy (Y) and parental social support (X) variables was found to be valid through the instrument validity test. For the Parental Social Support variable (X), the calculated r values were consistently higher than the table r values (0.814). The calculated r values ranged from 0.595 to 0.840, indicating that all 12 items in the Parental Social Support variable effectively measure the target construct.

Meanwhile, for the Career Decision-Making Self-Efficacy variable (Y), all items had calculated r values greater than the table r value (0.184), with calculated r values ranging from 0.603 to 0.810. Thus, all 15 items were deemed valid and can be used to measure the Career Decision-Making Self-Efficacy variable. Based on the results of these validity tests, all items for both variables met the validity criteria because their calculated r values were greater than the critical r value (0.184). Therefore, all items were deemed capable of measuring the constructs under study and suitable for use in the data collection process.

Instrument Reliability Test

Based on table 7, the results of the reliability test using Cronbach's Alpha show that the parental social support variable obtained a Cronbach's Alpha value of 0.944, while the Career Decision-Making Self-Efficacy variable obtained a Cronbach's Alpha value of 0.943. Both values are greater than the minimum reliability threshold of 0.70; therefore, the entire instrument is deemed reliable. The Cronbach's Alpha values obtained indicate that the instruments have a very good level of internal consistency, making them suitable for use as data collection tools in this study. The reliability test in this study was conducted on all items within each variable, so the values obtained reflect the overall reliability of the scale.

Table 7. Results of the Instrument Reliability Test

Variable	Cronbach's Alpha	criteria	Description
Parental Social Support (X))	,944	0,70	Reliable
Career Decision-Making Self-Efficacy (Y)	,943	0,70	Reliable

Classical Assumption Tests

Normality Test

The Kolmogorov-Smirnov test in SPSS was used to test for normality in this study. The decision regarding normality was based on the rule that data are considered normally distributed if the significance level (Sig.) is greater than 0.05. Conversely, data are considered not normally distributed if the significance level (Sig.) is less than 0.05. According to the test results, the significance level for the Unstandardized Residual is 0.200, which is above 0.05. Therefore, the assumption of normality in the regression model is valid, and regression analysis can be performed because the data are normally distributed.

Table 8. Results of the Normality Test

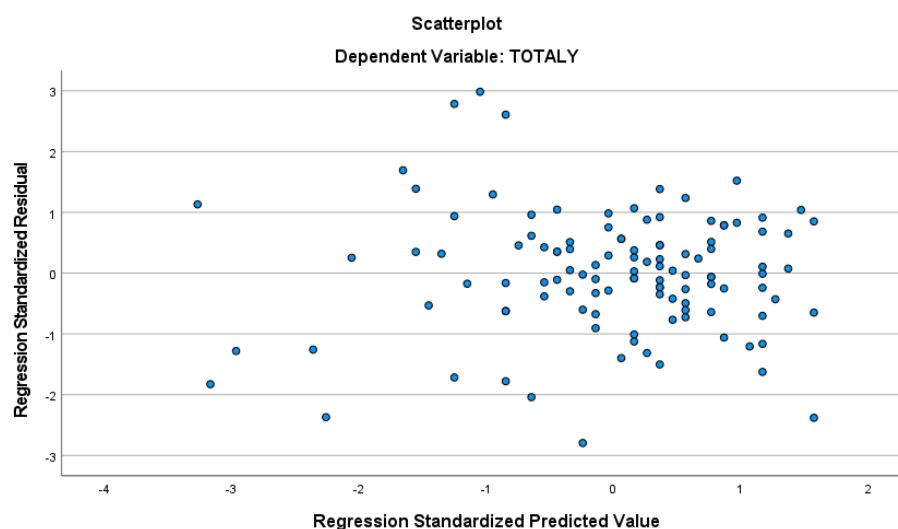
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	.067	114	.200	.980	114	.079

Linearity Test

The significance value in the Linearity section is 0.000, according to the linearity test results in Table 5. Since this value is below 0.05 ($0.000 < 0.05$), it can be concluded that there is a linear relationship between the analyzed variables. Additionally, a value of 0.117 is observed in the Deviation from Linearity section. There is no deviation from linearity because this value is above 0.05 ($0.117 > 0.05$). These results indicate that there is no deviation from the linear relationship, so the assumption of linearity has been met. To reinforce these test results, a visual inspection was also conducted using a scatterplot. The scatterplot results are presented in the following figure.

Table 9. Linearity Test Results

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	7874.363	38	207.220	3.110	.000
Linear Term	4463.097	1	4463.097	66.991	.000
Deviation	3411.266	37	92.196	1.384	.117
Within Groups	4996.654	75	66.622		
Total	12871.018	113			

**Figure 1.** Scatterplot

Simple Linear Regression Analysis

Simple linear regression analysis was conducted to determine the effect of parental social support on Career Decision-Making Self-Efficacy among 12th-grade students at MAN 1 Deli Serdang. Before the regression analysis was performed, all required assumptions—including the normality of the residuals and linearity—were met, making the regression model suitable for use.

Table 10. Results of the Simple Linear Regression Test

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	27.586	3.738		7.380	.000
Total X	.634	.082	.589	7.711	.000

a. Dependent Variable: Total Y

The following equation model is used to conduct simple linear regression:

$$Y = a + bX$$

Where:

Y = Dependent variable

a = Constant

b = Regression coefficient

X = Independent variable

Based on the simple linear regression analysis in Table 6, the regression coefficient (b) is 0.634, while the constant (a) is 27.586. Thus, the resulting regression equation is:

$$Y = 27.586 + 0.634X$$

This equation indicates that a one-unit increase in the parental social support variable will increase the Career Decision-Making Self-Efficacy score by 0.634 units, assuming all other variables remain constant. Additionally, at a significance level of 0.000 (<0.05), the calculated t-value for the t-test is 7.711. From this, we can conclude that there is a positive and significant relationship between parental social support and their CDMSE. Therefore, the alternative hypothesis (H_1) is supported in this study. Furthermore, the standardized beta coefficient of 0.589 indicates that parental social support has a positive effect on Career Decision-Making Self-Efficacy.

Hypothesis Testing

This study formulates a null hypothesis (H_0) and an alternative hypothesis (H_1). The null hypothesis (H_0) posits that parental social support has no effect on students' levels of self-efficacy in making career decisions. Meanwhile, the alternative hypothesis (H_1) posits that there is a positive relationship between students' self-efficacy in career decision-making and the social support provided by their parents.

Table 11. Hypothesis Testing

Coefficients					
Model	Unstandardized Coefficients		Beta	t	sig
	B	Std. Error	Beta	t	sig
1 (Constant)	27.586	3.738		7.380	.000
Total X	.634	.082	.589	7.711	.000

a. Dependent Variable: Total Y

Based on the results of the hypothesis test in Table 8, a calculated t-value of 7.711 and a significance level of 0.000 (<0.05) were obtained, indicating a highly significant result. This finding confirms that tangible and meaningful support from parents can foster students' self-confidence as they make career choices. Furthermore, the variable "parental social support"

plays a very strong role in enhancing students' self-confidence in making career choices. This is based on the fact that the beta value is 0.589. Based on the above observations, these findings indicate that H_0 is rejected and H_1 is accepted.

Coefficient of Determination (R^2)

Based on the results of the coefficient of determination test in Table 9, an Adjusted R-Square value of 0.341 was obtained, indicating that parental social support explains 34.1% of the variation in Career Decision-Making Self-Efficacy, while factors outside the research model account for 65.9% of the variation in self-efficacy for career decisions. Although other factors influence this specific variable, this value confirms that parental social support plays a significant role in developing students' self-efficacy in choosing a career. Furthermore, the F-Change value of 59.452 with a significance level of 0.000 (<0.05) indicates that the regression model used is significant and suitable for explaining the effect of parental social support on Career Decision-Making Self-Efficacy. Thus, parental social support contributes significantly to enhancing students' Career Decision-Making Self-Efficacy.

Table 12. Results of the Coefficient of Determination Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Model Summary ^b				
					R Square Change	F Change	df ₁	df ₂	Sig. F Change
1	.589 ^a	.347	.341	8.664	.347	59.452	1	112	.000

a. Predictors: (Constant), Total X

b. Dependent Variable: Total Y

Discussion

The research findings indicate that the CDMSE scores of 12th-grade students at MAN 1 Deli Serdang are significantly influenced by the level of social support they receive from their families. This finding is evident from the regression coefficient value of 0.634, with a significance level of 0.000 (<0.05). This indicates that students' self-confidence in career decision-making increases in tandem with the level of social support they receive from their parents. These findings demonstrate a statistically significant relationship and also imply that parents, as the primary source of support, play a role in shaping students' psychological readiness as they transition from secondary education to higher education or the workforce. During the late adolescence developmental phase, career decision-making is a complex developmental task; thus, the family environment serves as a factor that helps students reduce uncertainty and increase their confidence in the career choices they will make (Soraya et al., 2025; Suyasa et al., 2023).

These findings can be explained by Bandura's theory of self-efficacy, which states that an individual's belief in their own abilities is shaped by four main sources: mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states (Nurriszki Shafira et al., 2024; Waddington, 2023). In this context, parents provide the majority of social support, helping students feel confident about the career choices they make. When parents offer encouragement, praise, guidance, or assistance during the career exploration process, students tend to have a more positive perception of their abilities.

Conversely, a lack of support can make students more prone to doubt, anxiety, or uncertainty when making career choices. Thus, the influence of parental social support on CDMSE is not merely due to the assistance provided, but because such support shapes students' psychological beliefs regarding their own competence (Damayanti, 2024; Zhang et al., 2019).

This study shows that parental social support—which includes emotional, instrumental, informational, and appreciative support—contributes to enhancing students' Career Decision-Making Self-Efficacy (CDMSE) (Damayanti, 2024; Wijaya & Virilia, 2024b). Emotional support helps students feel accepted and valued, thereby reducing anxiety when making career choices (Anaresti et al., 2022; Stefana & Papu, 2023). Instrumental support provides facilities and resources that support career planning, while informational support provides knowledge about further education, job opportunities, and career prospects (Guan et al., 2015; Zai & Brahmana, 2026). Meanwhile, appreciative support strengthens students' belief in their own abilities through the appreciation and trust provided by parents (Amini & Salim, 2020; Hou et al., 2019). These findings align with the research by Hiaruman & Pratama (2025), which shows that social support serves as a psychological resource that enhances self-confidence, motivation, and adaptability in navigating the transition to the workforce. Furthermore, Nurhayati et al. (2025) also explain that the higher the levels of emotional, instrumental, informational, and appreciative support received by adolescents, the higher their self-confidence and readiness to face various developmental demands, including career decision-making.

From an Islamic perspective, the findings of this study also support the teachings in Surah At-Tahrim, verse 6, which emphasizes the crucial role of parents in nurturing and raising their children. In this study, this verse is not intended as direct evidence of an empirical relationship between the research variables, but rather as a conceptual foundation that reinforces the importance of the parental role in the process of character formation and decision-making in children. The guidance, attention, and direction provided by parents can create an environment that supports the development of students' self-confidence in recognizing their potential, setting career goals, and making responsible decisions. Thus, the Islamic perspective in this study serves as a value framework that complements modern career psychology's explanation of the importance of family social support.

The results of this study are consistent with previous research showing that environments, such as school and classmates, influence an individual's ability to choose a career path (Masfiah et al., 2020; Solikhati & Saraswati, 2021). Previous studies demonstrating the positive impact of parental social support on students' career decision-making and self-efficacy also support the above findings. As stated by Cahyani and Ratnaningsih (2020), this implies that parental involvement can boost self-confidence when choosing a profession and reduce uncertainty in the process. Thus, the results of this study expand upon previous findings by demonstrating that the influence of parental social support remains consistent within the context of madrasah education, which has distinct cultural and religious characteristics.

Novelty of the Research

The novelty of this study also lies in two aspects. First, the study not only examines the influence of parental social support in general but also uses the four dimensions of social

support based on House's (1981) theory as a conceptual foundation for explaining the formation of Career Decision-Making Self-Efficacy. Second, the study integrates the career psychology perspective with Islamic values through Quranic Surah At-Tahrim, verse 6, as a conceptual reinforcement within the context of madrasah education. This approach provides a more contextual perspective on the development of career decision-making self-efficacy among madrasah students, a topic that has remained relatively under-explored in previous research.

Implications and Contributions

The findings of this study have both theoretical and practical implications. Theoretically, the results support Bandura's theory of self-efficacy, which posits that the social environment—particularly the family—is a key factor in shaping an individual's belief in their ability to make career decisions. Practically, these findings highlight the importance of parental involvement in school career guidance services through collaboration with guidance and counseling teachers—such as career seminars, family consultations, and the provision of information regarding further education and the workforce.

Research Limitations

Nevertheless, this study has several limitations: it used a cross-sectional design, so it cannot fully explain causal relationships; it involved only one madrasah, so the results cannot be widely generalized; and it examined only parental social support as a predictor of Career Decision-Making Self-Efficacy. Therefore, future research is recommended to involve a broader sample and consider other variables—such as teacher support, peer support, career maturity, family socioeconomic status, and personality characteristics—to gain a more comprehensive understanding of the factors influencing Career Decision-Making Self-Efficacy among adolescents.

Conclusion

This study confirms that social support from family—particularly parents—has a significant positive impact on the self-confidence of 12th-grade students at MAN 1 Deli Serdang in making career decisions. The greater the support provided by parents, the more confident students are in planning their future. Although other factors also influence students' self-efficacy, the role of parents remains prominent, accounting for 34.1% of the total effect. Through emotional support, education, practical assistance, and constructive feedback, parents serve as the main pillar in their children's career planning journey. It is hoped that these findings will serve as a foundation for designing career guidance and counseling programs that more actively involve parents.

Author Contributions

The lead author, SA, is a student who designed and organized the research process—from developing the title, collecting and analyzing data, to drafting the scientific article for publication. The second author, ZA, is a lecturer who directed and guided the lead author in the preparation and writing of the manuscript—covering both technical aspects and content—until the final draft was approved for publication.

Declaration of Conflicting Interests

The authors declare that there are no potential conflicts of interest regarding the research, writing, and/or publication of this article.

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