

# PARENTAL SOCIAL SUPPORT AS A PREDICTOR OF STUDENT CAREER ADAPTABILITY

Alfi Rahmi\*

Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Indonesia

E-mail : [alfirahmi@iainbukittinggi.ac.id](mailto:alfirahmi@iainbukittinggi.ac.id)

Firman

Univeristas Negeri Padang, Indonesia

E-mail : [firman@konselor.org](mailto:firman@konselor.org)

Afdal

Univeristas Negeri Padang, Indonesia

E-mail : [afdal@konselor.org](mailto:afdal@konselor.org)



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\*Correspondent Author

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## Abstract

This study aims to describe the form of social support that students receive from their parents as a form of social support in choosing students' future careers. Facing the transition to the world of work, students face various problems entering the world of work. Social support, especially from parents, will assist students in overcoming difficulties of confusion in choosing a career, lack of information obtained, and strengthening skills in entering the world of work. This type of research is descriptive quantitative with percentage data analysis techniques. The population is Guidance and Counseling final-year students, totaling 95 people with a total sampling technique. The results of the study illustrate that 65 respondents received social support in the high category, 12 respondents were included in the very high category, 13 respondents were included in the sufficient category and 5 respondents received low social support from their parents. Of the five aspects of social support, emotional support is the highest with an average score of 20.21, appreciation support 20.47, instrument support 19.96, information support 18.98, and social network support 15.26. There needs to be an increase in social support in the aspect of social networking from parents because it will provide broad opportunities for students to enter the world of work later.

**Keywords:** Social Support, Parents, Career Adaptability

## Abstrak

Penelitian ini bertujuan untuk mendeskripsikan bentuk dukungan sosial yang diterima siswa dari orang tuanya sebagai bentuk dukungan sosial dalam memilih karir masa depan siswa. Menghadapi masa transisi menuju dunia kerja, mahasiswa menghadapi beragam persoalan memasuki dunia kerja. Dukungan sosial terutama dari orangtua akan membantu mahasiswa dalam mengatasi permasalahan kebingungan memilih karir, kekurangan informasi yang diperoleh serta penguatan skill dalam memasuki dunia kerja. Jenis penelitian ini adalah deskriptif kuantitatif dengan teknik analisis data persentase. Populasinya adalah siswa Bimbingan dan Konseling tingkat akhir yang berjumlah 95 orang dengan teknik total sampling. Hasil penelitian menggambarkan bahwa 65 orang responden mendapatkan dukungan sosial dalam kategori tinggi, 12 responden termasuk kategori sangat tinggi, 13 responden termasuk kategori cukup dan 5 responden mendapatkan dukungan sosial yang rendah dari orangtuanya. Dari lima aspek dukungan sosial, maka dukungan emosional termasuk paling tinggi dengan skor rata 20,21, dukungan penghargaan 20,47, dukungan instrumen 19,96, dukungan informasi 18,98 dan dukungan jejaring sosial 15,26. Perlu adanya peningkatan dukungan sosial pada aspek jejaring sosial dari orangtua karena akan memberikan kesempatan yang luas bagi mahasiswa memasuki dunia kerja nanti.

**Kata Kunci:** Dukungan Sosial, Orang Tua, Adasptabilitas Karir

## Introduction

In the era of society 5.0, which is more dominant, humans must be prepared to face an increasingly fast era and have the skills to keep up

with the acceleration of this technology. Skill weaknesses will certainly have an impact in the post-college world with more and more unemployed. Based on data from the Central

Statistics Agency (BPS) shows that the number of unemployed in Indonesia in February 2022 was 8.40 million people <https://www.bps.go.id/indicator/6/1953/1/nomor-dan-persentase-penduduk-bekerja-dan-penggiran.html>. This is a very drastic amount, of course, we will not choose to be one that will increase the number of unemployed people.

A large number of unemployed come from universities because of new graduates who do not yet have skills that are in line with the needs of the field, while graduates have expectations of higher income and status. There is a phenomenon that many college graduates are not absorbed in the world of work, which requires a change in the pattern of providing education to improve the response to the various challenges that exist. Attitudes less responsive to changes in the surrounding environment caused by the contents of the higher education curriculum are still scientifically oriented.

To support the suitability between the fields of knowledge and the career fields undertaken in the world of work, readiness to enter the world of work is required. Final year students of the Guidance and Counseling Study Program FTIK UIN Bukittinggi in 2022 obtained data on the level of readiness to enter the world of work as many as 33.33% of students were in a fairly good position, with sub-indicators on aspects of ability 38.01%, aspects of willingness 39.15% and aspects of self-confidence 39.51%.<sup>1</sup>

It is an important factor for students to prepare the abilities and insights needed for their careers in preparation for the transition from university to the world of work<sup>2</sup>. Career decisions need to be carefully prepared and planned, and

not just temporary<sup>3</sup>. Preparing for the university-to-work transition is an important step for students looking to achieve career success. Careful preparation involves building skills, building networks, honing self-awareness, and creating long-term career plans. All of these steps will help students face challenges and opportunities in the world of work more confidently and successfully achieve their career goals. Individuals with higher plans and expectations for the future show higher career adaptability and are better prepared for the future.<sup>4</sup> Sources of readiness to enter the world of work include social support. Social support is the main concept in the study of community psychology<sup>5</sup>. Social support is a significant predictor in the development of future career adaptability.<sup>6</sup> This support has an important role in helping students prepare for the transition from university to the world of work. One of the main social supports in choosing this career is parents or family. Social support will be very meaningful for individuals if it is provided by people who have a relationship with the individual<sup>7</sup>. The obtained will cause comfort, attention, appreciation, or assistance to individuals<sup>8</sup>. It also helps create a safe and comfortable environment for the individual. Social support is formed because personal

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<sup>3</sup> Luwluw Atqakum, Muhammad Daud, and Muhammad Nur Hidayat Nurdin, 'Pengaruh Dukungan Sosial Dan Kepribadian Terhadap Adaptabilitas Karier Pada Mahasiswa Tingkat Akhir', *PESHUM: Jurnal Pendidikan, Sosial Dan Humaniora*, 1.6 (2019), 576–87.

<sup>4</sup> Jaakko Nikander et al., "The Role of Individual and Parental Expectations in Student-Athletes' Career Adaptability Profiles," *Psychology of Sport and Exercise* 59 (2022): 102127, <https://www.sciencedirect.com/science/article/pii/S1469029221002454>.

<sup>5</sup> Manuel Barrera, 'Social Support Research in Community Psychology', in *Handbook of Community Psychology*, 2000, pp. 215–45 <[https://doi.org/10.1007/978-1-4615-4193-6\\_10](https://doi.org/10.1007/978-1-4615-4193-6_10)>.

<sup>6</sup> Wang and Fu, "Social Support, Social Comparison, and Career Adaptability: A Moderated Mediation Model."

<sup>7</sup> Shelley E. Taylor, dkk, *Psikologi Sosial* (Jakarta: Prenadamedia Group, 2009).

<sup>8</sup> E Sarafino, *Health Psychology: Biopsychosocial Interactions. Fifth Edition* (USA: John Wiley & Sons, 2006).

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<sup>1</sup> Januar Alfi Rahmi, Readiness To Enter The World Of Work In Higher Education Students , ed. Hidayani Syam Alfi Rahmi and Nory Natalia. Ahmad Masrur Firoasad, 1st ed. (Bandung: CV. Widina Media Utama, 2022).

<sup>2</sup> Zhongming Wang and Ying Fu, 'Social Support, Social Comparison, and Career Adaptability: A Moderated Mediation Model', *Social Behavior and Personality*, 43.4 (2015), 649–60 <<https://doi.org/10.2224/sbp.2015.43.4.649>>.

relationships will be able to build communication and increase understanding<sup>9</sup>

Social support means someone who is willing to listen and pay attention to individual feelings, thoughts and experiences. Parental support can also improve children's development and achievement<sup>10</sup>, especially in career planning<sup>11</sup>. Positive and supportive parental support, children can feel supported and guided in taking steps towards a successful and meaningful future.

Social support affects career adaptability in young adulthood in choosing a career later. This is because individuals will feel that they are getting social support in the form of emotional support from various sources that will be useful for individuals who will plan and explore their careers<sup>12</sup>. Weisenberg and Aghakhani<sup>13</sup> explain that the sources of social support for young adults are schools (institutions), family, and friends. With support from family, friends, lecturers, and peers, students can better cope with challenges, feel more confident, and have a clearer view of the right career choice for them.

Social support from parents will help prospective graduates prepare themselves to enter the world of work. The source of student

readiness to face various obstacles in the transition period to enter the world of work is career adaptability.<sup>1415</sup> Career Adaptability is an individual's ability to prepare and complete a variety of predictable tasks and be involved in various roles in work and have the ability to overcome unexpected problems that will occur in the work and working conditions undertaken.<sup>16</sup> By having Career Adaptability, individuals can be better prepared to face career transitions, changing work situations, and opportunities that arise in the future. The ability to adapt quickly and effectively in a changing work environment will help individuals achieve success and build meaningful and fulfilling careers. Undergoing a constantly changing job requires adaptability to be able to maintain employability and master transitions in work life.<sup>1718</sup>

Social support from parents is an important factor in helping prospective graduates prepare to enter the world of work. Parents who provide emotional, informational, and instrumental support can significantly increase students' readiness to face various obstacles during the transition to the world of work. Through emotional, informational, and instrumental support, parents can help strengthen career adaptability attitudes in prospective graduates. the combination of social support from parents and career adaptability is a key factor in preparing prospective graduates to face various obstacles during the transition to the world of work. Various types of social support in the form of instrumental/financial, informational, appraisal, and emotional will be able to provide children

<sup>9</sup> T J Connerty and V Knott, 'Promoting Positive Change in the Face of Adversity: Experiences of Cancer and Post-Traumatic Growth', *European Journal of Cancer Care*, 22.3 (2013), 334-44 <<https://doi.org/https://doi.org/10.1111/ecc.12036>>.

<sup>10</sup> Donnay Manuel and others, 'The Relation between Subjective Well-Being and Career Aspirations amongst a Sample of Adolescents in Low Socioeconomic Status Communities in Cape Town', *Journal of Community Psychology*, 48.8 (2020), 2702-22 <<https://doi.org/10.1002/jcop.22449>>.

<sup>11</sup> Nur Hidayatussani, Siti Fitriana, and Desi Maulia, 'Dukungan Sosial Orang Tua Dengan Perencanaan Karir Remaja Karang Taruna Desa Wonosalam', *Lesson and Learning Studies*, 4.1 (2021), 107-11.

<sup>12</sup> Andreas Hirschi, 'Swiss Adolescents' Career Aspirations: Influence of Context, Age, and Career Adaptability', *Journal of Career Development* (SAGE Publications, 2009), 228-45 <<https://doi.org/10.1177/0894845309345844>>.

<sup>13</sup> Amos Shaibu Ebenehi, Abdullah Mat Rashid, and Ab Rahim Bakar, 'Predictors of Career Adaptability Skill among Higher Education Students in Nigeria', *International Journal for Research in Vocational Education and Training*, 3.3 (2016), 212-29 <<https://doi.org/10.13152/IJRVET.3.3.3>>.

<sup>14</sup> (Savickas & Porfeli, 2012;

<sup>15</sup> Koen et al., 2012)

<sup>16</sup> Savickas and Porfeli.

<sup>17</sup> Andreas Hirschi, Anne Herrmann, and Anita C Keller, 'Career Adaptivity, Adaptability, and Adapting: A Conceptual and Empirical Investigation', *Journal of Vocational Behavior*, 87 (2015), 1-10 <<https://doi.org/https://doi.org/10.1016/j.jvb.2014.11.008>>.

<sup>18</sup> Mark L Savickas, 'New Questions for Vocational Psychology: Premises, Paradigms, and Practices', *Journal of Career Assessment*, 19.3 (2011), 251-58 <<https://doi.org/10.1177/1069072710395532>>.

with a sense of security.<sup>19</sup> Social support is material or emotional support received by individuals during their socialization process which is able to facilitate constructive belief as well as rationality and optimism in their career development expectations.<sup>20</sup> Through this research, it will be described the level of social support obtained by final-year students of the Guidance and Counseling Study Program in obtaining social support. Good social support will help prepare them to enter the world of work.

**Methods**

This study uses a quantitative descriptive that describes the form of social support received by students in choosing a career. The research subjects were final-year students of the guidance and counseling study program State Islamic University of Sjech M. Djamil Djambek Bukittinggi. These final-year students are currently undergoing the process of thesis guidance and Guidance and Counseling Field Practice in Schools with a total sample of 95 respondents.

Data collection is done by using Google Forms. The scale used is the Social Support Scale which contains 5 aspects, namely social support, emotional support, appreciation social support and instrumental social support, information support, and social network support. The social support scale uses a Likert scale.

Data analysis techniques using the percentage formula<sup>21</sup>

$$P = \frac{100\%}{N}$$

Information:

<sup>19</sup> P W Henriksen and others, 'Physical Activity among Adolescents: The Role of Various Kinds of Parental Support', *Scandinavian Journal of Medicine & Science in Sports*, 26.8 (2016), 927-32 <<https://doi.org/https://doi.org/10.1111/sms.12531>>.

<sup>20</sup> Chun-Chen Chan, 'Social Support, Career Beliefs, and Career Self-Efficacy in Determination of Taiwanese College Athletes' Career Development', *Journal of Hospitality, Leisure, Sport & Tourism Education*, 26 (2020), 100232 <<https://doi.org/https://doi.org/10.1016/j.jhlste.2019.10.0232>>.

<sup>21</sup> S Arikunto, *Dasar-Dasar Evaluasi Pendidikan Edisi 3* (Jakarta: Bumi Aksara, 2021).

P = Percentage

F = number of responses from respondents

N = number of respondents

The results percentage of the criteria for parental social support will then be analyzed using the criteria as illustrated in Table 1

**Table 1.** Criteria for Parental Social Support in Career Selection

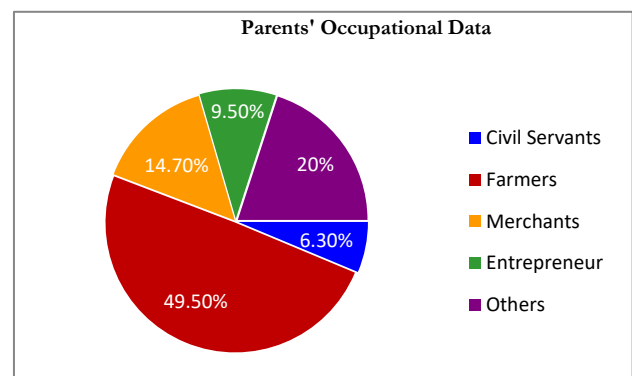
No	Criteria	Intervals
1	Very high	85%-100%
2	Tall	69 % - 84%
3	Enough	53 %- 68%
4	Low	36 %- 52%
5	Very low	0 – 35%

**Finding and Discussion**

**Finding**

The number of respondents from this study was 95 final-year Guidance and Counseling Study Program Students. The results of the distribution of respondent data will be classified as follows:

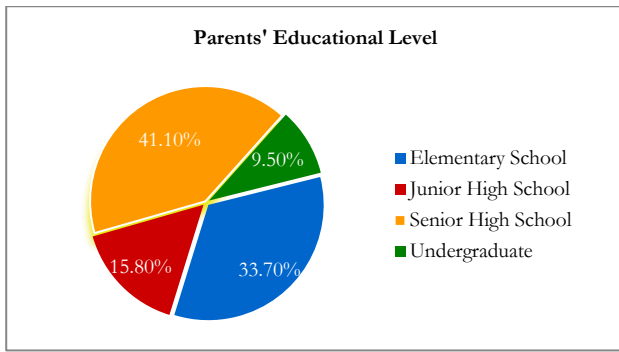
*Results of the First Research Regarding the Occupation of Parents of Research Subjects.* The results of the first study describe the research subject data including:



**Figure 1.** Description of Parents' Occupational Data

Figure 1 explains that it is known that in general the occupations of the parents of Final Year students of the Guidance and Counseling Study Program are Farmers (49.5%) and the least number are Civil Servants (6.3%).

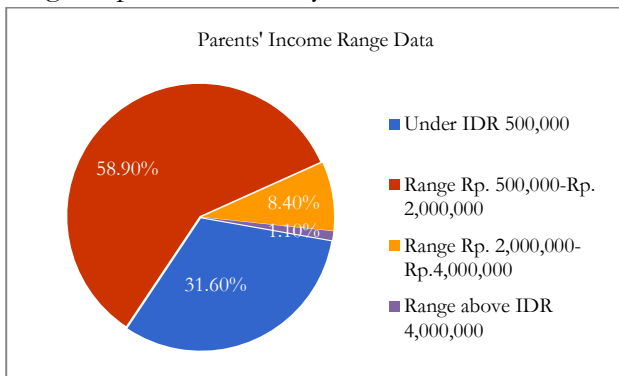
The results of the second study describe the level of parental education



**Figure 2.** Data Description of Parents' Educational Level

Parental Education Level illustrated that as many as 41.1% of parents of students have senior high school education, Elementary school level is 33.70%, Junior High School 15,80% and Undergraduate 9,5%.

The results of the third study describe the range of parents' monthly income



**Figure 2.** Description of Parents' Income Range Data

Data on student parents' income is more dominant around the range Rp.500.000-Rp. 2.000.000 as many as 58,9%

*Research Data on Parental Social Support in Career Selection.* The forms of social support according to Sarafino (2011) are as follows: (1) Appreciation support, this support can be in the form of positive appreciation to others, encouraging and giving approval of individual ideas or feelings, giving encouragement, and comparing the person positively; (2) Emotional support, namely support related to

There is some social support provided by parents to students, namely emotional social support, awards, instrumental, information, and social networking.

The following is an overview of the overall results of the form of social support provided by parents to students.

**Table 2.** Social Support from Parents

No	Criteria	intervals	Frequency
1	Very high	85%-100%	12
2	Tall	69 % - 84%	65
3	Enough	53 %- 68%	13
4	Low	36 %- 52%	5
5	Very low	0 – 35%	

Based on the data above, it can be illustrated that the social support obtained by 12 students is in the Very High category, 65 people are in the High category, 13 people are in the Sufficient category, and 5 people are in the Low category.

**Table 3.** Descriptive Social Support Research Results

	Descriptive Statistics				
	N	Mini mum	Maxi mum	Means	std. Deviation
Emotional Support	95	7	25	20.47	3,943
Award Support	95	10	25	20.21	3,803
Instrumental Support	95	7	25	19.96	4,538
Information Support	95	5	25	18.98	4,458
Social Network Support	95	8	20	15.26	2,519
Valid N (listwise)	95				

The above data show the average score of emotional support is 20.47, appreciation support is 20.21, instrumental support is 19.96, information support is 18.98, and social network support is 15.26. From the data above, the highest social support was obtained by students, namely emotional support.



**Table 4.** Emotional Social Support from Parents

No	Criteria	Intervals	Frequency
1	Very high	85%-100%	45
2	Tall	69 % - 84%	30
3	Enough	53 %- 68%	16
4	Low	36 %- 52%	4
5	Very low	0 – 35%	0

Table 4 describes parents' social-emotional support was very high, namely 45 people, high 30 people, 16 people in the sufficient category, and 4 people in the low category.

**Table 5.** Appreciation of Social Support from Parents

No	Criteria	intervals	Frequency
1	Very high	85%-100%	37
2	Tall	69 % - 84%	39
3	Enough	53 %- 68%	14
4	Low	36 %- 52%	1
5	Very low	0 – 35%	0

Appreciation Social Support From Parents in table 5 it is illustrated that 37 students fall into the very high category, 39 students fall into the high category, 14 students fall into the moderate category and 1 person falls into the low category.

**Table 6.** Instrumental Social Support from Parents

No	Criteria	Intervals	Frequency
1	Very high	85%-100%	36
2	Tall	69 % - 84%	31
3	Enough	53 %- 68%	17
4	Low	36 %- 52%	9
5	Very low	0 – 35%	2

Instrumental Social Support From Parents illustrated that the form of instrumental social support is very high 36 people, 31 people in the high category, 17 people in the sufficient category, 9 people in the low category, and 2 people in the very low category.

**Table 7.** Information Social Support From Parents

No	Criteria	Intervals	Frequency
1	Very high	85%-100%	28
2	Tall	69 % - 84%	31
3	Enough	53 %- 68%	27
4	Low	36 %- 52%	7
5	Very low	0 – 35%	2

Based on the social support data, the information above illustrates that 38 categories are in the very high category, 31 people are in the high category, 27 people are in the sufficient category, 7 students are in the low category, and 2 people are in the very low category.

**Table 8.** Social Network Support from Parents

No	Criteria	Intervals	Frequency
1	Very high	85%-100%	12
2	Tall	69 % - 84%	65
3	Enough	53 %- 68%	14
4	Low	36 %- 52%	4
5	Very low	0 – 35%	

Social Network Support From Parents, showed that 12 people are in the very high category, 65 people are in the high category, 14 people are in the moderate category and 4 people are in a low category.

### Discussion

Based on the research findings, it is illustrated that the social support received by final semester students is generally in the high category of 65 out of 95 students. This support can also be in the form of giving feedback on something that has been done by individuals.<sup>22</sup> This social support includes emotional support with the findings of 45 people including the very high category and 30 people including the high category. Emotional Support 1. Reassurance of worth; This social support takes the form of recognition or appreciation of individual abilities and qualities<sup>23</sup>. This support will make the individual feel accepted and valued. An example of this support would be giving praise to individuals for doing something well. 2. Attachments; This support is an expression of affection and love received by individuals<sup>24</sup>. Which can provide a sense of security to individuals who receive it. Proximity

<sup>22</sup> P Sarafino, E., *Health Psychology: Biopsychosocial Interaction* (New York: John Wiley & Sons, Inc., 2011).

<sup>23</sup> et al. Cutrona, C.E, 'Perceived Parental Social Support and Academic Achievement: An Attachment Theory Perspective', *Journal of Personality and Social Psychology*, 2 (66AD).

<sup>24</sup> Cutrona, C.E.

and intimacy are a form of this support because closeness and intimacy can provide a sense of security. 3. Social Integration; Cutrona, et al. (1994) said that this support is in the form of similar interests and concerns and a sense of belonging in a group. 4. Opportunity to provide nurturing; This support is in the form of an individual's feeling that he is needed by others. Social support includes feelings of being cared for and supported by service providers<sup>25</sup>.

Even emotional support that is not optimal for children will have an impact on decreasing academic and non-academic achievements. Research conducted by the Center for Indigenous and Cultural Psychology (CICP) Faculty of Psychology, Gadjah Mada University found that emotional support is the highest form of support for students, both for academic achievement (70%) and non-academic (60.9%), with other sources of support highest from parents, both academic (82.8%) and non-academic (65.2%)<sup>26</sup>. Previous research conducted by Komang found that there is an effective contribution of emotional intelligence to career adaptability of 62%. If seen from the numbers, it shows a big contribution because emotional support will help grow a sense of confidence in individuals in entering the world of work.

Appreciative support from parents is in the high and very high categories, meaning that parents of students give appreciation to their children in undergoing the educational process. Giving appreciation for the effort that has been done by the child, the child will feel supported and more enthusiastic, of course, therefore the child's brain performance will increase and be stable because he has a feeling of pride and

satisfaction that has been given appreciation and appreciation from parents can help shape character in children<sup>27</sup>. The results of Glory's research on high school students in Jakarta do not fully get high school students to receive social support, appreciation, and guidance that can make them appear self-confident.<sup>28</sup>

Instrumental support is also included in the high category of 31 people and the very high category of 36 respondents. Instrumental Support social support in the form of. A reliable alliance is the knowledge that the individual has that he can rely on real help when needed. Individuals who receive this assistance will feel calm because they realize that there are people who can be relied on to help them when they face problems and difficulties. 2. Guidance is social support in the form of advice and information from reliable sources. would be. Parents can teach their children knowledge and skills to develop their children's abilities. Knowledge and skills from parents become information material for children to enter the world of work

Social information support is in the high category of 31 people, very high 28, and quite high 27 people. According to Sarafino in Kumalasari, this information support can be in the form of suggestions, directions and feedback on how to solve problems. In this context, final year students really need information support regarding preparation for entering work after graduating from college, and one of the main sources expected is information support from parents.<sup>29</sup> Parents can offer opinions and

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<sup>25</sup> Melissa Zeligman and others, 'Posttraumatic Growth in Individuals With Chronic Illness: The Role of Social Support and Meaning Making', *Journal of Counseling & Development*, 96.1 (2018), 53–63 <<https://doi.org/https://doi.org/10.1002/jcad.12177>>.

<sup>26</sup> Komang Elis Aprilyana Sari, Lutfi Arya, and Wanda Rahma Syanti, 'Benarkah Kecerdasan Emosional Dan Dukungan Sosial Penting? Studi Adaptabilitas Karir Pada Fresh Graduate', *Psikoborneo: Jurnal Ilmiah Psikologi*, 10.3 (2022), 585 <<https://doi.org/10.30872/psikoborneo.v10i3.8468>>.

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<sup>27</sup> Atika Helmi Putri and Nurrohmatul Amaliyah, 'Peran Apresiasi Orang Tua Terhadap Pembentukan Karakter Siswa Madrasah Ibtidaiyah', *Jurnal Basicedu*, 6.4 (2022), 7368–76 <<https://doi.org/10.31004/basicedu.v6i4.3520>>.

<sup>28</sup> Glory Angela and William Gunawan, 'Hubungan Antara Dukungan Orang Tua Dengan Adaptabilitas Karier Pada Siswa SMA Di Jakarta', *Humanitas (Jurnal Psikologi)*, 5.2 (2021), 232–48 <<https://doi.org/10.28932/humanitas.v5i2.3637>>.

<sup>29</sup> Fani Kumalasari, 'Hubungan Antara Dukungan Sosial Dengan Penyesuaian Diri Remaja Di Pantj Asuhan', *Jurnal Psikologi Pitutur*, 1.1 (2012), 21–31.

suggestions to help in career planning<sup>30</sup>. Families must be integrated to create social support systems that focus on long-term career planning<sup>31</sup>. The family is the main pillar for getting advice, advice used in solving problems<sup>32</sup>

Social support related to social networks or building social relationships is very important to see potential after graduating from college. The results showed that as many as 65 people were included in the high category of forms of social support from parents to their children.

Sources of social support Gottlieb (1983) states that there are two kinds of social support relationships, namely first, professional relationships that come from people who are experts in their fields, such as counselors, psychiatrists, psychologists, doctors, and lawyers, and second, non-professional relationships, namely sourced from the closest people such as friends, family. The three sources of social support, namely family, friends Emotional support, and peer role models also factor into career information<sup>33</sup>, and significant others, are similar across groups<sup>34</sup>.

Factors forming social support Myers<sup>35</sup> suggests that there are at least three important factors that encourage someone to provide positive support, including a. Empathy, namely sharing in other people's distress to anticipate emotions and behavioral motivations to reduce distress and increase the welfare of others.

Social support is in the form of recognition or appreciation of abilities and qualities so that students feel a sense of worth (reassurance of worth) from parents showing support. Social support that touches on emotional needs, especially recognition of abilities and qualities so that students feel that they receive respect and parental love has great meaning for students. This shows the importance of meeting students' needs for attention and affection from parents who can bring positive energy to students. Even though they both include social support in the form of emotional support, the support component in the form of a sense of being needed by parents shows the smallest social support perceived by students. It seems that this condition is inseparable from the developmental age of students who are still in the transition phase between letting go of childhood and entering the teenage phase.

According to Sarason<sup>36</sup>, social support is physical and psychological comfort provided by other people. Social support felt by individuals can be received from various parties, which are given both consciously and unconsciously by the support provider. Social support refers to the comfort, care, appreciation, or assistance that individuals feel received from other people or groups.<sup>37</sup>

Students who are in transition to enter the world of work (school work transition). school work transition is a process to achieve educational and employment status and as an important part

<sup>30</sup> Chun-Chen Chan, 'The Relationship among Social Support, Career Self-Efficacy, Career Exploration, and Career Choices of Taiwanese College Athletes', *Journal of Hospitality, Leisure, Sport & Tourism Education*, 22 (2018), 105–9 <<https://doi.org/https://doi.org/10.1016/j.jhlste.2017.09.004>>.

<sup>31</sup> Chun Chen Chan, 'Social Support, Career Beliefs, and Career Self-Efficacy in Determination of Taiwanese College Athletes' Career Development', *Journal of Hospitality, Leisure, Sport and Tourism Education*, 26.October (2020), 100232 <<https://doi.org/10.1016/j.jhlste.2019.100232>>.

<sup>32</sup> Mori Dianto., M.Pd., 'Profil Dukungan Sosial Orangtua Siswa Di Smp Negeri Kecamatan Batang Kapas Pesisir Selatan', *Jurnal Counseling Care*, 1.1 (2017), 42–51 <<https://doi.org/10.22202/jcc.2017.v1i1.1994>>.

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<sup>37</sup> Sarafino, E.



of social mobility<sup>38</sup>. The school-to-work transition is a period that demands training in an individual's life because it will have long-term impacts in various domains of life<sup>39</sup>.

Need social support in the form of information about entering the world of work, building relationships, facilities, and infrastructure. Parental relationships can also contribute to more or less promising school work transition. Family structure, parent-child communication and emotional security) greatly determine the success of school work transition<sup>40</sup>.

This support will help students prepare themselves to enter the world of work so that they have career adaptability skills later. social support to manage and be involved in the career development process<sup>41</sup>

For future research, other forms of social support can be seen in preparing students to enter the world of work, as well as conducting training and activities such as Ahmad Rofi Suryahadikusumah's findings by setting up microblogs to stimulate students' curiosity about careers or conducting soft skills training and designing preparations for entering the world of work<sup>42</sup>. Interests and skills are important factors in the career world, therefore it is important to adapt to a career by taking roles and designing jobs in

such a way as to create a comfortable environment.

## Conclusion

This research reveals the importance of social support for students to help prepare them to enter the world of work. Social support includes emotional support, esteem support, instrumental support, informational support, and support from social networks or social relations. The results of the study found that social support from families to students was generally in the high category. Among the highest social support received by students is emotional support and the lowest is social network support or social relations. In the future, it is necessary to increase social network support from parents to build communication so that opportunities to enter work become wider, especially in the current conditions, it is very easy to build social relations.

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