

FAMILY SOCIAL SUPPORT AND CAREER ADAPTABILITY IN STUDENTS OF FACULTY OF PSYCHOLOGY, SATYA WACANA SALATIGA CHRISTIAN UNIVERSITY

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ABSTRACT

Final year students who experience the transition from the world of education to the world of work (school-to-work) is a big challenge that all students must face. Final year students still need to prepare many things related to the career path they will take. However, some of the final year students are still indecisive and unprepared in determining their careers after graduating from college, so they need to prepare themselves to be able to adjust when entering the world of work by having career adaptability. Therefore, this study aims to determine the relationship between family social support and career adaptability in college students. The type of research method used is quantitative method with correlational design. The participants involved in this study were 81 students of the Faculty of Psychology, Satya Wacana Christian University class of 2019. The measurement scale used is a family social support scale (Social Provisions Scale Chapter) and a career adaptability scale (Career Adapt Abilities Scale). Based on the results of the Pearson product moment correlation test, $r = 0.556$ was obtained with $\text{sig.} = 0.000$ ($p < 0.01$). Based on the results of this study, it can be concluded that there is a significant positive relationship between family social support and career adaptability in college students. Thus, the hypothesis proposed in this study can be accepted. The results of this study can help individuals overcome the obstacles experienced and prepare individuals to overcome unexpected situations that arise in facing the transition from education to the world of work. The results of this study indicate that the higher the family social support, the higher the level of career adaptability in college students.

Keywords: *Family Social Support, Career Adaptability, College Students*

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INTRODUCTION

Higher education as an educational institution is a source of knowledge and human resources to contribute to improving the quality of human resources. Based on Law no. 20 of 2003 article 19 paragraph 1 states that tertiary institutions are secondary education levels that include diploma, undergraduate, master, specialist and doctoral education programs organized by the tertiary institution. Higher education is also a bridge to prepare graduates who are ready to work and ready to empower their skills, especially for students who are already in their final year. Final-year students who experience the transition from the world of education to the world of work (school-to-work) are a big challenge that must be faced by all students because they must be able to adjust to work roles that are in accordance with the fields they will be engaged in later. According to Savickas (2005), internal resources enable young people in early adulthood to be able to manage career-related tasks and transitions, as well as adapt to social changes reflected in the construction of adaptability individual's career. However, some of the final year students are still confused and unprepared in determining their careers after graduating from college (Hlad'o, Kvaskova, Jezek, Hirsch, & Macek, 2020).

Based on the results of the interviews conducted with the 2019 SWCU Psychology Faculty students, it was shown that there were still students who had prepared for their career paths

after graduation by searching for information via the internet or their families. However, there are still students who seem not to care and do not have clear views regarding the career path they will take after graduation. This is supported by research conducted by (Chui et al., 2022), which states that students who have good career preparation will find it easier to get career opportunities that match their interests. Conversely, if students are less concerned about the career path that will be taken later, then these students will have doubts in facing the transition to the world of work (Li et al., 2019). The lack of concern and concern for students regarding the career path that will be taken makes it difficult for students to prepare themselves to face the transition to the world of work, so that career adaptability skills are needed for students so they can prepare themselves to enter the transition from the world of education to the world of work.

Career adaptability is conceptualized as an individual's ability to be able to orient, explore, manage, and form strategies in order to be able to adjust to the transition from the world of education to the world of work and to be able to manage levers and be able to adapt to existing social changes (Savickas & Porfeli, 2012). As for aspects of career adaptability according to (Savickas & Porfeli, 2012), namely care (career concern) which explains how individuals prepare themselves and care about future career paths or things that will happen in the future. Control (career control) emphasizes that individuals must be responsible and disciplined with the career decisions they make. Curiosity (career curiosity) leads to curiosity that can encourage individuals to seek information related to their careers. Confidence (career confidence) is an individual's way of being able to place himself according to his choice.

The importance of research on career adaptability is supported by research conducted by Ramdhani et al (2020) on 65 students majoring in Education at the Indonesian University of Education which explains that students still do not think about their future careers, are still unsure and lack responsibility in carrying out assignments related to his career. In addition, students also do not find out about job prospects that are in accordance with their fields and lack experience on campus and outside campus because they have a lazy feeling to be involved in organizational activities or other activities on campus and outside campus and doubt about getting a job or not in the current era. This shows that the student lacks exploration of work and lacks preparation in facing the world of work which makes students later experience difficulties in getting a job or working in a field that is not in accordance with their field. This is supported by the results of a pre-research conducted by Anthony et al (2020) at the SWCU Information Faculty (FTI), where researchers found that there were alumni who had not yet found jobs and that there were several alumni who were already working, but were not in accordance with their fields. each other's expertise.

If individuals have good adaptability skills, it will have a positive impact on student career development. According to Tamari & Akmal (2018) states that developing career adaptability can help individuals get suitable jobs even in the current uncertain economic era. This is in line with research conducted by Öztemel & Yıldız-Akyol (2021) on 525 students at Ankara University, Turkey, which shows that career adaptability skills can help individuals manage challenges and changes that occur as a result of the current Society 5.0 era. Era Society 5.0 is a human-centered concept, but technology-based Ahmadi & Ibda (2019), this causes humans not to lose their role in the digital era. When individuals have high career adaptability abilities, individuals will easily transition from the world of education to the world of work, and

individuals can find career paths that match their interests and abilities, and vice versa when individual career adaptability is low, individuals will have difficulty during the transition from education to the world of work. This is supported by research conducted by Li et al (2019) which states that students who have a high level of career orientation tend to more easily get opportunities to achieve the desired career. In addition, the higher the individual's career adaptability skills, the higher the individual's possibility of being able to face the transition from the world of education to the world of work.

Individuals who have good career adaptability can be seen from several factors. According to Hirschi (2009) there are 6 factors that influence adaptability, namely age, gender, work experience, socioeconomic status, educational institutions, and family social support which were studied in this study. According to Weiss (Cutrona & Russell, 1987) social support is a relationship process that is formed from individuals with the perception that they are loved, valued and cared for by providing support when they experience a problem. As for aspects of family social support, namely emotional attachment in the form of expression of affection, attention, and trust. Social integration is the feeling of being part of the family. The existence of recognition (reassurance of worth) in the form of acknowledgment of competence, ability, and awards. Dependability that can be relied upon (reliable reliance) assurance that individuals can expect help. Guidance in the form of advice, information, and feedback. The opportunity to nurture (opportunity for nurturance) individuals feel valued and have other people who depend on them.

Based on the results of interviews conducted with students of the Faculty of Psychology class of 2019, social support from family is very much needed in the career adaptability of current final year students. According to the subject, support from family in the form of advice, affection, and attention helps students to continue to grow and be excited to be able to achieve the desired dreams. In addition, several subjects also stated that family support in the form of directions could make it easier for final year students to be able to determine their careers because they already had an idea from their families about the work to be occupied. The results of these interviews are in line with the results of research conducted by Fawehinmi & Yahya (2018) which explain that social support has a relationship with career adaptability. Social support helps young people manage their education-to-work transition in a highly competitive career environment. In addition, the results of this study also state that students who receive social support from family and friends have a high chance of achieving career success which is an indication of career adaptability.

Fawehinmi & Yahya (2018) explain that social support including support from family has a significant relationship in career adaptation for students, where families can provide relevant advice and information to individuals so they can go through the transition from the world of education to the world of work. These results are in line with research conducted by Petr, Lucia, Stanislav, Andreas, and Macek (2020) which revealed that social support provided by the family has a significant relationship to all components of career adaptability in individuals. These results are also in line with research conducted by Öztemel & Yıldız-Akyol (2021) which states that there is a positive relationship between social support including family in career adaptation for students who are preparing to make the transition from college life to work life. In contrast to the results of research conducted by Lucky and Ratna (2019) which showed that social support cannot predict career adaptability in individuals who will enter the

second transition or individuals who will enter the world of work. Based on some of the results of previous studies, it can be concluded that the relationship between family social support and career adaptability in final year students has different results, namely 4 studies showing a significant relationship and 1 study showing insignificant results. Therefore, it is necessary to conduct further studies to see how family social support can contribute to career adaptability in students. This study aims to determine the relationship between family social support and career adaptability in college students. In addition, this research is expected to provide benefits to certain parties to better prepare students to face the transition from the world of education to the world of work.

METHOD

Research Design

The method used in this study is a quantitative method with a correlational design. In this study, there are two variables used, namely family social support as an independent variable (X) and career adaptability as a dependent variable (Y).

Population and Sample

The participants involved in this study were 81 students of the Faculty of Psychology class of 2019 (67 women and 13 men). The sampling technique used in this study is *probability sampling* using the *simple random sampling* method. *Simple random sampling* is a sampling technique that is carried out randomly without paying attention to the existing strata (Sugiyono, 2013). The reason the authors use this method is because the sampling method is relatively easy and every member of the population has the opportunity to be selected as a sample. All participants obtained in this study will fill out an approval sheet in advance containing the procedure for conducting research. A demographic picture of participants is presented in Table 1.

Table 1. Participant Demographic Data

Gender	N	%
Man	13	16.3
Woman	67	83.8
Total	81	100

Instruments Measuring Instruments

The data collection method used in this study uses a psychological scale in the form of a *Likert* scale, which is an instrument that can be used to measure psychological attributes and distinguish the intensity of a person's attitude or feelings towards something (Azwar, 2012). In this study, the authors used two psychological scales, namely, the career adaptability scale and the social support scale. Measurement of family *social support using the Social Provisions Scale Chapter* (SPS) developed by Weiss in the journal Cutrona & Russell (1987), which is compiled based on six aspects of social support, namely emotional attachment, social integration, recognition, reliable dependence, guidance, and opportunities for nurturing. Then the scale is adapted by the author into Indonesian and adjusted to the interests of the research. The total items contained in this measuring instrument amounted to 24 items, but there were 2 items that fell in the calculation of the item discrimination power test which was carried out 2 rounds, leaving 22 items used in this study. There are four answer choices, namely, Very

Appropriate (SS), Appropriate (S), Not Appropriate (TS), and Very Inappropriate (STS). Favorable item scoring moves from 1 to 4. Meanwhile, scoring for *unfavorable* items moves from 4 to 1 (Azwar, 2012). Based on the test results, the *corrected total item correlation* value ranges from 0.355 – 0.711 with an *Alpha Cronbach* value of 0.910 which shows that this scale is feasible and considered reliable because the score obtained is close to 1.

The measurement of career adaptability scale uses the *Career Adapt Abilities Scale (CAAS)* scale developed by Savickas & Porfeli (2012), which is compiled based on four dimensions of career adaptability, namely, caring, control, curiosity, and confidence. Then it was adapted by the author into Indonesian and adjusted to the interests of the research. The total items contained in this measuring instrument amounted to 24 items, but there was 1 item that fell in the calculation of the item discrimination power test which was carried out 2 rounds, leaving 23 items used in this study. There are five answer choices, namely, Very Appropriate (SS), Appropriate (S), Neutral (N), Not Appropriate (TS), and Very Inappropriate (STS). Favorable item scoring moves from 1 to 5 (Azwar, 2012). Based on the test results, the *corrected total item correlation* value ranges from 0.334 – 0.663 with a *Cronbach Alpha* value of 0.914 which shows that this scale is feasible and considered reliable because the score obtained is close to 1.

Data Analysis Techniques

Data analysis techniques used to measure the relationship between family social support and career adaptability in students are correlation tests and assumption tests. Before the hypothesis test is carried out, a descriptive test is first carried out to see the categorization of the variables of family social support and career adaptability. Then, a correlation test was carried out using *Karl Pearson's Pearson Product Moment* correlation. However, before conducting a correlation test, an assumption test will be carried out first consisting of a *Kolmogorov-Smirnov z one sample* normality test and a linearity test. Data processing in this study will be carried out using the *IBM SPSS Statistic 22 for Windows program*.

RESULTS AND DISCUSSION

Result

Table 2. Variable Categorization

Variable	Mean	SD	%	Information
Family Social Support	70.23	9.960	72.8	Keep
Career Adaptability	92.91	8.715	69.1	Keep

In Table 2, the family social support score obtained by participants with an average of 70.23, was in the moderate category with a percentage of 72.8% (standard deviation 9,960). Meanwhile, the career adaptability score obtained by participants with an average of 92.91 was in the medium category with a percentage of 69.1 (standard deviation 8.715).

Table 3. Test *One Sample Kolmogorov-Smirnov Z*

Variable	K-S-Z	Itself.	Information
Family Social Support	0.079	0.200	Normal
Career Adaptability	0.097	0.058	Normal

The normality test in this study used the Kolmogorov-Smirnov test. From the test results in table 3, the K-S-Z value on the family social support variable was 0.079 with a significance value of 0.200. Then, in the career adaptability variable, a K-S-Z value of 0.097 was obtained with a significance value of 0.058. Thus, it can be concluded that the variables of family social support and career adaptability are normally distributed because they have a $p > 0.05$ value.

Table 4. Linear Test Between Family Social Support and Career Adaptability

ANOVA Table						
		Sum	of	Mean		
		Squares	df	Square	F	Itself.
AK * Between	(Combined)	3852.428	29	132.842	3.046	.000
DSK Groups	Linearity	1945.694	1	1945.694	44.619	.000
	Deviation from	1906.734	28	68.098	1.562	.083
	Linearity					
	Within Groups	2223.967	51	43.607		
	Total	6076.395	80			

From the results of the Linearity test in table 4, the $F_{\text{calculate}}$ test result was obtained at 44.619 with $\text{Sig.} = 0.000$ ($p < 0.05$). These results show that the relationship between family social support and career adaptability in college students is linear. Based on the results of the calculation of the normality and linearity assumption test that has been carried out, it can be seen that the data obtained are normally and linearly distributed. Therefore, testing the research hypothesis can be done.

Table 8. Karl Pearson *Correlation Test*

		DSK	IF
DSK	<i>Pearson Correlation</i>	1	.566**
	<i>Sig. (1-tailed)</i>		.000
	N	81	81
IF	<i>Pearson Correlation</i>	.566**	1
	<i>Sig. (1-tailed)</i>	.000	
	N	81	81

***. Correlation is significant at the 0.01 level (1-tailed).*

Based on the calculation of the *product-moment* correlation test from *Karl Pearson* between family social support (X) and career adaptability (Y) in table 8, a *pearson correlation* value of

0.556 with sig. = 0.000 ($p < 0.01$). This shows that there is a significant positive relationship between family social support and career adaptability in students. The test results also showed that family social support contributed to career adaptability by 32% (r^2), and the remaining 68% was influenced by other factors not studied in this study.

DISCUSSION

The results of the study obtained prove that the hypothesis of this study is accepted, namely the existence of a significant positive relationship between family social support and career adaptability in students of the Faculty of Psychology class of 2019. This can be seen in the *Pearson* correlation test which shows the value of $r = 0.566$; $p < 0.05$ with a value of Sig. 0.000. Thus, it can be seen that the ability of career adaptability in students of the Faculty of Psychology class of 2019 can increase if they get social support from family. Therefore, it can be said that the higher the family social support obtained by students, the higher the level of career adaptability possessed by the individual. In other words, family social support has a significant role in increasing the career adaptability of psychology students in 2019.

There are several possibilities that can lead to a positive and significant relationship between social support and student career adaptation. First, some students consider that the social support provided by parents can make them have a clear direction in improving career adaptability when entering the transition period. This statement is supported by the findings of Silvania & Anantasari (2022) which say that families provide emotional and instrumental resources to individuals, so that they are able to carry out career exploration and have preparation to face the transition to the world of work. Second, some students consider that family social support makes it easier for them to study, thus allowing them to make career adaptations during the transition period before graduating as a bachelor of psychology. This statement is supported by the findings of Aufa et al (2022) which states that families, especially parents, provide freedom for students to determine the vocational choices they are interested in and do not impose their ideas and desires, so that students are more free and open in choosing the career field of interest in the future.

Based on the results of research on family social support, the average class of 2019 students at the Faculty of Psychology is in the medium or quite high category, so it can be seen that the subjects in this study get attention and support in future career development. Family social support can give individuals strength in facing the transition from education to the world of work, as well as provide individuals with the ability to adapt to difficult work environment situations. This is in line with research conducted by Guan & Frenkel (2018) which explains that family social support provides motivation to individuals to be able to reduce the effects of career challenges that make individuals experience stress. One of the challenges faced by individuals in starting their careers is the individual's readiness to adapt to the world of work environment or his ability to adapt to careers. One of the factors that affect career adaptability in individuals is social support obtained from family. The hypothetical results have also proven that family social support has a strong relationship with career adaptability in individuals. When individuals receive social support from family, they are able to explore and deal with future transitions and career tasks. This is in line with research conducted by Hlado, Kvaskova, Jezek, Hirchi, and Mecsek (2020) which states that students who get social support from family will be able to decide future careers that suit their interests and abilities, and help students

increase their confidence to be able to overcome tasks and transition from education to the world of work.

Based on the results of research on family social support and career adaptability, the average student of class 2019 at the Faculty of Psychology is in the medium or quite high category. In addition, family social support contributes effectively by 32% to career adaptability, so it can be seen that the subjects of this study received support from family to determine their future career path. Ismalia & Zuraida (2016) stated that support from family can help individuals in facing future career transitions and changes. This is in line with research conducted by Takawira (2020) which states that students with a strong sense of career adaptability and support from family tend to better prepare for future career paths, so that they can overcome difficult environments proactively, develop their career competencies, and adapt to the work environment. Career preparation or career planning that individuals have, can help him find information about future career interests, so that individuals can make plans to deal with various situations before entering the workforce.

Pradana & Widarnandana (2022) stated that career preparation is a process or effort carried out thoroughly by individuals in order to set career goals and develop their abilities in order to face challenges in the world of work in the future.

Although the hypothetical results have proven that family social support has a relationship with career adaptability, there are several internal factors that also affect career adaptability, such as *self-efficacy* and personality Rottinghaus et al (2005). However, this study focuses on career adaptability influenced by family social support that can assist individuals in overcoming obstacles experienced as well as preparing individuals to cope with unexpected situations that arise in the face of the transition from education to the world of work. The results of this study show that the higher the family's social support, the higher the level of career adaptability in students.

This research is certainly inseparable from limitations and weaknesses, where the author collects data using *a google form* that makes the author unable to interact directly with the participants involved. The benefits obtained in this study are to see how much the relationship between family social support and career adaptability in students. There are several factors that affect career adaptability in students, but family social support also has a considerable influence on student adaptability. In this case, the high and low career adaptability of one of the impacting factors is family social support.

CONCLUSION

Based on the results of the study, it can be concluded that there is a relationship between family social support and career adaptability in students of the Faculty of Psychology, Satya Wacana Christian University, class of 2019. The positive and significant relationship is that the higher the family social support obtained by students, the higher the ability of career adaptability in students. Conversely, the lower the family social support obtained, the lower the ability of career adaptability in students. This shows that the hypothesis is accepted. In addition, this study shows that family social support is one of the factors that affect the level of career adaptability in students of the Faculty of Psychology class of 2019. This research provides a positive understanding that individuals who get social support from family are able to explore career fields that are in accordance with their interests and abilities.

For students. Students are given equal opportunities to get social support from parents in facing the transition from education to the world of work can involve families in improving their career adaptation. This can be done by discussing with family about the career options to be chosen so that students can get information, advice and direction that can be taken into consideration to choose a career field that suits the interests and abilities possessed by students.

For families. Each family is expected to provide support to students who will face the transition to the world of work. This is done so that students can increase their confidence in their abilities. In addition, families can also provide direction, information, or an overview of the world of work that will help students to be able to prepare themselves to face challenges or difficulties that will be faced when in the world of work.

For future researchers who want to conduct the same study, it is expected to increase the number of participants so that the distribution of data obtained is more evenly distributed and produces data that represents the normal population. In this study, the author only focuses on student career adaptability, while career adaptability can also be felt for individuals who after graduating from SMK / SMA immediately enter the world of work. In addition, the results showed that family social support contributed 32% to career adaptability, so it is expected that researchers can further examine other factors related to career adaptability, such as *self-efficacy*, experience, parenting patterns, and individual personality.

For faculty. Higher education can use the results of this study on the importance of the role of family social support in improving career adaptability in students. The results of this research can be used as a reference by the faculty to hold programs that can educate the community, especially for families to be able to help students increase their confidence in their abilities, so that students are better prepared to face the transition from the world of education to the world of work.

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