

PARENTAL SUPPORT AND CAREER ORIENTATION AS DETERMINANTS OF STUDENTS' FURTHER EDUCATION DECISIONS AT SMK NEGERI 1 TAMBUSAI

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ABSTRACT

This study aims to determine the influence of parental support and career orientation on the decision-making process regarding further education among students at SMK Negeri 1 Tambusai. This is an associative quantitative study. The study population consists of all 308 twelfth-grade students at SMK Negeri 1 Tambusai. The sampling technique used was random sampling, meaning the entire population was included in the study sample. Questionnaires were used as instruments to measure parental support, career orientation, and decisions regarding further education. Data analysis employed multiple linear regression. The results indicate a significant influence of parental support and career orientation on the decisions regarding further education among students at SMK Negeri 1 Tambusai, with a linearity test significance value (sig) of 0.000 (< 0.05). The calculated F-value of 19,531.925 indicates that both independent variables simultaneously influence the dependent variable, and the significance level (sig) of 0.000 is less than 0.05; thus, the hypothesis stating the existence of a simultaneous influence between the variables is supported. This means that the higher the level of parental support and the better the students' career orientation, the more mature and appropriate their decisions regarding further education will be.

Informasi Artikel

Kata Kunci:

dukungan orang tua, orientasi karier, pengambilan keputusan studi lanjut, siswa SMK

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh dukungan orang tua dan orientasi karier terhadap pengambilan keputusan studi lanjut siswa SMK Negeri 1 Tambusai. Penelitian ini merupakan kuantitatif asosiatif. Populasi penelitian adalah seluruh siswa kelas XII SMK Negeri 1 Tambusai yang berjumlah 308 siswa. Teknik pengambilan sampel menggunakan random sampling, sehingga seluruh populasi dijadikan sampel penelitian. Instrumen dukungan orang tua, orientasi karier, dan pengambilan keputusan studi lanjut menggunakan angket. Analisis data menggunakan regresi linear berganda. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan antara dukungan orang tua dan orientasi karier terhadap pengambilan keputusan studi lanjut siswa SMK Negeri 1 Tambusai dengan nilai uji linearitas sig sebesar 0,000 (< 0,05). Nilai F hitung sebesar 19531,925 menunjukkan bahwa kedua variabel independen secara simultan berpengaruh terhadap variabel dependen dan nilai sig 0,000 < 0,05 dengan demikian hipotesis yang menyatakan adanya pengaruh simultan antara variabel. Hal ini berarti bahwa semakin tinggi dukungan orang tua dan semakin baik orientasi karier yang dimiliki siswa, maka semakin matang dan tepat pengambilan keputusan studi lanjut yang dilakukan siswa.

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1. Pendahuluan

Vocational secondary education (SMK) plays a strategic role in preparing human resources who are work-ready and capable of adapting to the demands of the labor market. In the era of globalization and industrial transformation, students' decisions to continue their studies or directly enter the workforce have become important variables influencing career pathways, social mobility, and family welfare. The decision to pursue further education is not made suddenly; rather, the process is influenced by various internal factors such as motivation, interests, and self-efficacy, as well as external factors such as family support, the school environment, and labor market opportunities. Among these external factors, parental support and students' career orientation stand out as two elements frequently associated with students' tendencies to choose higher education or employment after graduating from vocational school. Parental support includes emotional, informational, and instrumental support (for example, financial assistance or access to higher education information). This support can strengthen students' confidence in their abilities and provide access to the information and networks necessary for continuing their studies. Conversely, a lack of support or certain pressures from parents may lead to confusion or delays in making decisions regarding further education. Students' career orientation, which includes understanding career choices, readiness in decision-making, and alignment between interests and employment or educational opportunities, also plays an important role in the decision-making process. This is in line with Donald Super's career development theory, which states that career orientation is part of an individual's developmental process in forming a self-concept related to occupational choices. According to Super, individuals with a clear self-concept tend to be more capable of planning and making mature career decisions (Super, 1990).

In addition, from the perspective of John Holland's career typology theory, the compatibility between individual interests and the work environment (person-environment fit) becomes an important factor in determining career choices. Students who understand their interests and abilities will find it easier to determine appropriate future steps, both in employment and education (Holland, 1997). Vocational school students with clear career orientations tend to be more proactive in seeking information about continuing their studies, setting goals, and designing the steps necessary to achieve them. In contrast, students who do not yet possess mature career orientations tend to experience confusion, making them more susceptible to

environmental factors, social pressures, or the choices of others without considering compatibility with their own potential.

The phenomenon in many vocational schools shows increasing variability in decisions regarding further education: some graduates choose to work due to economic conditions or attractive internship opportunities, while others choose to continue to higher education for competency development and career mobility. Data and previous studies also indicate that vocational students' interest in pursuing higher education fluctuates; this is influenced by perceptions of the relevance of vocational curricula, educational costs, and job prospects after graduation. In the context of SMK Negeri 1 Tambusai, preliminary observations show heterogeneity in students' decisions regarding further study: some departments show a high proportion of students choosing to work immediately, while other departments demonstrate greater interest in pursuing higher education. This condition raises academic and practical questions regarding the role of parental support and career orientation in explaining these differences. In addition, the availability of career guidance services in schools is often limited, making the role of family and individual orientation increasingly significant in the decision-making process. Dependence on information from peers or informal sources has the potential to result in immature decisions that are not aligned with students' long-term potential.

Theoretically, the relationship between parental support, career orientation, and decision-making regarding further education can be explained through career development frameworks and social support theories that emphasize the role of the family environment in shaping educational aspirations and actions. Empirically, several recent international and national studies have found positive relationships between parental support and career decision-making maturity, as well as between strong career orientation and the tendency to pursue further education. However, there is an important research gap: few studies have examined the simultaneous influence of parental support and career orientation on decisions regarding further education, particularly among vocational school students in regions such as Tambusai. The absence of strong local evidence complicates the formulation of contextual school policy interventions and career learning programs. Therefore, this study is proposed to examine the influence of parental support and career orientation on decision-making regarding further education among students at SMK Negeri 1 Tambusai. The results are expected to provide

empirical contributions to the development of school career guidance programs, parental involvement in educational orientation, and vocational education policy recommendations that are more responsive to the needs of students and local communities.

Various studies indicate that parental support and career orientation significantly influence students' decision-making. A study by Simbolon & Rasyid (2021) emphasized that supportive parenting styles can reduce difficulties in career decision-making. Astuti & Rahayuningsih (2022) also highlighted how overparenting can actually create confusion and indecision among university students, indicating that parental support should be accompanied by opportunities for autonomy. Research by Sukma & Rasyid (2024) confirmed that parental involvement is closely related to the career maturity of senior high school and vocational school students, while the study "Interest of Vocational School Students in Continuing Higher Education" (ESCs Unmul, 2024) showed that family support and career information are major determining factors in decisions to pursue further study. This reinforces the relevance of parental support and career orientation within the context of SMK Negeri 1 Tambusai. In addition, research by Wati et al. (2023) found that career decision-making readiness can be improved through clear career orientation from secondary school. This fact strengthens the argument that mature career orientation is directly related to choices regarding further education.

Ideally, Super's career development theory and Lent, Brown, & Hackett's Social Cognitive Career Theory (SCCT) explain that parental social support and mature career orientation will result in more adaptive career decisions. However, empirical facts show significant differences between theory and reality. Many vocational school students still experience career confusion, limited access to information, and socio-economic pressures that hinder rational decisions regarding further study. Research conducted by Astuti & Rahayuningsih (2022) revealed that although parental support exists, it is often not aligned with students' interests and career orientations, thereby creating internal conflict. In Indonesia, research by Sukma & Rasyid (2024) showed that parental involvement in supporting children's career exploration remains weak due to limited insight and access to information. Thus, there is a research gap in understanding how the combination of parental support and career orientation simultaneously interacts to influence decisions regarding further study, particularly in the local context of SMK Negeri 1 Tambusai. Furthermore, there are still few national studies focusing on vocational school students in non-urban areas. Most research is concentrated in

urban schools with better access to information. This creates a gap in the literature and provides strong justification for conducting research at SMK Negeri 1 Tambusai.

The real conditions in the field show various problems faced by vocational school students in making decisions regarding further education. Many students do not yet possess mature career orientations, as indicated by their limited knowledge about university majors that align with their competencies. Some students even make decisions based on peer influence rather than rational considerations of interests and job prospects. A study by Bella et al. (2022) found that a lack of self-efficacy in career planning contributes to low clarity regarding further study directions. Similar phenomena were also found in national research by Alam Passalowongi et al. (2025), which showed that vocational school students in rural areas tend to receive insufficient career guidance, causing many of them to choose work despite having academic potential to continue their studies. Another fact revealed by research conducted by Eka Wulandari et al. (2024) is that vocational school students face financial constraints, parental pressure to work immediately, and limited information regarding higher education pathways. This is reinforced by findings from Irfani et al. (2025), showing that most vocational school students in rural areas face dilemmas between family economic needs and the desire to pursue further education.

Thus, it is evident that there is a gap between theories emphasizing the importance of parental support and career orientation in decisions regarding further education and the realities in the field, which are still characterized by limited information, economic pressures, and weak career guidance services. This gap strengthens the urgency for more contextual research at SMK Negeri 1 Tambusai. Parental support and career orientation have direct influences on the dependent variable, namely students' decisions regarding further education. Theoretically, parental support can increase students' confidence in making academic decisions. Research by Simbolon & Rasyid (2021) showed that emotional and informational parental support can reduce the level of difficulty in career decision-making. This is in line with research by Sukma & Rasyid (2024), which found that active parental involvement contributes to students' career maturity. Career orientation has also been proven to significantly influence the clarity of students' future study directions. Research by Wati et al. (2023) emphasized that students with mature career orientations possess greater readiness in choosing educational pathways after graduation. Another study by Bella et al. (2022) also emphasized that high career decision-making self-efficacy mediates the relationship between career orientation and

decisions regarding further study. In Indonesia, research by Irfani et al. (2025) showed that strong career orientation helps vocational school students align their interests with job prospects, resulting in more students continuing to higher education. Conversely, Eka Wulandari et al. (2024) found that weak career orientation causes many students to make decisions based not on academic potential, but rather on environmental pressures or economic needs.

Field phenomena also indicate various challenges faced by vocational school students in determining decisions regarding further education. Based on preliminary interviews and observations, many students still lack mature career orientations. This is evident from their limited understanding of university majors that are relevant to their competencies and personal interests. The information possessed by students is often incomplete, and some even incorrectly map their potential to available higher education options. Preliminary interview results with one student at SMK Negeri 1 Tambusai, namely M. Yazid Fahri, a twelfth-grade student majoring in Light Vehicle Engineering (TKRO), showed that he still experienced confusion in determining his choice regarding further study. He stated that he had an interest in continuing his education but did not yet clearly understand which major suited his abilities. In addition, he admitted that he more often followed the opinions of peers rather than conducting personal analysis regarding his potential and career prospects. This condition was worsened by the lack of information he obtained from his surrounding environment. From the family perspective, M. Yazid Fahri's

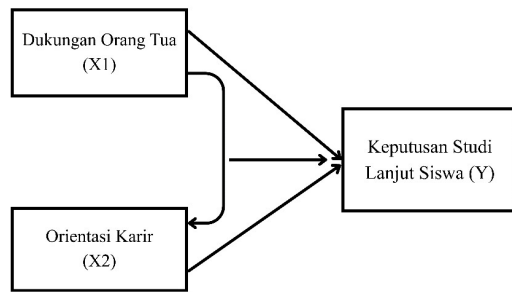
2. Metode Penelitian

The type of research used in this study is quantitative research with an associative approach. Quantitative research was chosen because the data collected consist of numerical data obtained from questionnaire responses, which are then analyzed using statistical techniques. The associative approach was employed because the purpose of this study is to determine the relationship and influence between the independent variables, namely parental support and career orientation, on the dependent variable, namely students' decisions to pursue further education at SMK Negeri 1 Tambusai. In other words, this study not only describes the condition of the variables descriptively, but also examines the extent to which the independent variables contribute to the dependent variable. According to Sugiyono (2019), associative research is research that aims to determine the relationship between two or more variables, making it relevant for answering the research problems in this study.

father, Mr. Repi, stated that he supported whatever decision his son made but admitted having limited knowledge regarding higher education pathways, tuition costs, and relevant job opportunities. The support provided was more moral in nature, but it was not yet fully capable of serving as an informational resource that could help his child make decisions regarding further study. This situation illustrates that parental support that is not yet optimal in informational aspects remains an important obstacle in students' career decision-making processes.

Based on the findings from these interviews and observations, it is reinforced that career orientation issues and parental support remain determining factors in the immaturity of students' decisions regarding further education. Peer influence, lack of career guidance, and limited understanding of higher education pathways are factors that significantly affect students' unpreparedness in choosing their future. These facts are consistent with findings from previous studies and further emphasize the urgency of more in-depth research regarding the influence of parental support and career orientation on vocational school students' decisions regarding further education, particularly at SMK Negeri 1 Tambusai. Thus, it can be concluded that parental support and career orientation are not only related but also significantly influence students' decisions regarding further education. Their roles complement each other: parental support provides external resources and motivation, while career orientation facilitates clarity of direction and internal readiness in decision-making.

The research design used in this study is an associative quantitative research design with a multiple regression model. This design was chosen because the study aims to determine the influence of two independent variables, namely parental support (X1) and career orientation (X2), on one dependent variable, namely students' decisions regarding further education (Y). In this design, the relationships among variables are tested both partially (X1 on Y and X2 on Y) and simultaneously (X1 and X2 together on Y). Through this research design, the researcher can determine the extent of the contribution of parental support and career orientation to students' decisions to continue their studies, as well as identify which variable has the dominant influence. The following is an overview of the sequence of activities that will be used in this study.



Gambar 1. Desain Penelitian

This research was conducted at SMK Negeri 1 Tambusai, located on Jalan Lintas Dalu-Dalu, Pasir Pangaraian KM 02, Talikumain Village, Tambusai District, Rokan Hulu Regency, Riau Province. The study was carried out on January 20, 2026, involving twelfth-grade students. Population is the entire set of elements that become the overall area or generalization of subjects to be measured and studied (Sugiyono, 2019). SMK Negeri 1 Tambusai consists of several majors, namely Plantation Agribusiness (ATP), Fashion Design and Production (DPB), Visual Communication Design (DKV), Light Vehicle Engineering (TKR), Computer and Network Engineering (TKJ), and Motorcycle Engineering (TSM). The population used in this study consisted of twelfth-grade students at SMK Negeri 1 Tambusai, with a total population of 308 students. The instrument used in this study was a questionnaire (Arikunto, 2019:168). The questionnaire scores in this study were presented using a closed-ended questionnaire with a Likert scale, in which each statement was provided with answer choices ranging from Strongly Agree (SA) to Strongly Disagree (SD). The normality test was conducted to determine whether the residual variables or disturbance variables in the regression model were normally distributed. The linearity test aimed to determine whether there was a linear relationship between the independent variables and the dependent variable, namely whether an increase in the independent variable score was followed by an increase in the dependent variable score.

3. Hasil dan Pembahasan

Before being used in the actual study, the research instruments were first tested on 20 February 2026 involving 30 students. The purpose of the pilot test was to determine the validity and reliability of the instruments. The results are explained as follows: Validity is derived from the word validity, which refers to the degree of accuracy of an instrument in measuring what it is intended to measure. To determine the validity of the instrument, correlation calculations using the Product Moment formula were applied. The validity test was conducted by comparing the calculated r-value (r-count) with the r-table value. In this study, the r-table value was 0.355 ($df = N-1 = 30-1 = 29$) at a significance level of 0.05. The decision-making criteria were as follows: (1) If the calculated r-value was greater than the r-table value (r-count > r-table), the statement item was considered valid. (2) If the calculated r-value was smaller than the r-table value (r-count < r-table), the statement item was considered invalid or rejected. Based on the results of the validity test for the parental support instrument, it was found that all 24 statement items had calculated r-values greater than the r-table value of 0.113. The calculated r-values ranged from 0.584 to 0.833. Since all calculated r-values were greater than the r-table value (0.113), all statement items were declared valid, from item 1 to item 24. Based on the results, the career orientation variable showed that all 12 statement items had calculated r-values greater than the r-table value of 0.113. The calculated r-values ranged from 0.611 to 0.770. Since all calculated r-values were greater than the r-table value, all statement items were declared valid. Based on the validity test results for the further study decision-making instrument, it was found that all 15 statement items had calculated r-values greater than the r-table value of 0.113. The calculated r-values ranged from 0.610 to 0.772. Since all calculated r-values were greater than the r-table value (0.113), all statement items were declared valid..

a. Results of the Instrument Reliability Test

The reliability test was conducted only on the questionnaire items that had previously been declared valid based on the validity test results. An instrument is considered to have good reliability if its reliability coefficient is at a level of 0.70 or higher. The reliability testing in this study used the Cronbach's Alpha formula with the assistance of SPSS version 23.0 for Windows.

Tabel 11. Hasil uji reliabilitas

No	Variabel	Cronbach's Alpha	Keterangan
1.	Dukungan Orang Tua (X1)	0,956	Reliabel
2.	Orientasi Karier (X2)	0,899	Reliabel
3.	Pengambilan Keputusan Studi Lanjut	0,922	Reliabel

Based on the results of the reliability test conducted using the Cronbach's Alpha formula, the reliability coefficient values for each variable were obtained. The Parental Support variable (X1) had a Cronbach's Alpha value of 0.956, the Career Orientation variable (X2) had a value of 0.899, and the Further Study Decision-Making variable had a value of 0.922. All Cronbach's Alpha values were above 0.70, indicating that all three variables had a very high level of reliability.

1. Results of Descriptive Analysis

The results of the descriptive analysis were intended to determine the extent of respondents' scores regarding parental support, career orientation, and further study decision-making among students of SMK Negeri 1 Tambusai. The results are explained as follows.

Tabel 12. Hasil Analisis Deskriptif

Based on the results of the descriptive statistical analysis of 308 respondents, an overview of the minimum score, maximum score, mean, and standard deviation for each research variable was obtained. For the Parental Support variable, the minimum score was 26.00 and the maximum score was 95.00, with a mean value of 60.6948 and a standard deviation of 18.95214. This indicates that, in general, the level of parental support was in the moderate category, with a relatively wide data distribution. For the Career Orientation variable, the minimum score was 13.00 and the maximum score was 48.00. The mean value was 30.1591 with a standard deviation of 9.21958. These data indicate that students' career orientation tended to be at a moderate level with a relatively moderate variation in the data. Meanwhile, for the Further Study Decision-Making variable, the minimum score was 16.00 and the maximum score was 59.00, with a mean value of 37.9123 and a standard deviation of 11.59533. This indicates that students' ability to make decisions regarding further study was also in the moderate category, with a fairly good level of data distribution. Overall, based on the mean values of each variable, it can be concluded that parental support, career orientation, and students' further study decision-making were at a moderate level. In addition, the total number of respondents analyzed (valid N listwise) was 308 respondents.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Dukungan Orang Tua	308	26.00	95.00	60.6948	18.95214
Orientasi Karier	308	13.00	48.00	30.1591	9.21958
Pengambilan Keputusan Studi Lanjut	308	16.00	59.00	37.9123	11.59533
Valid (listwise)	N308				

below.

Table 13. Results of the Parental Support Categorization

No	Interval	Kategori	Frekuensi	Presentase
1.	> 20,94	Rendah	49	15,9%
2.	20,94–39,38	Sedang	210	68,2%
3.	> 39,38	Tinggi	49	15,9%
	Total		308	100%

No	Interval	Kategori	Frekuensi	Presentase
1.	>41,74	Rendah	49	15,9%
2.	41,74-79,65	Sedang	209	67,9%
3.	> 79,65	Tinggi	50	16,2%
	Total		308	100%

a. Parental Support

The statistical description of the research data, including the Parental Support variable, is presented in detail in Table 13

Based on the results of the categorization analysis, it was found that the majority of respondents were in the moderate category, namely 209 students or 67.9% of the total respondents.

Meanwhile, 49 students (15.9%) were in the low category, and 50 students (16.2%) were in the high category.

These findings indicate that, in general, the level of parental support received by students was in the moderate category. This suggests that most students received fairly adequate parental support, both in the form of attention, motivation, and guidance related to education and future planning.

b. Career Orientation (X2)

The statistical description of the research data, including the Career Orientation variable, is presented in detail in Table 14 below.

Table 14. Results of Career Orientation Categorization

The categorization results for the career orientation variable showed that 210 students, or 68.2% of respondents, were in the moderate category. A total of 49 students (15.9%) were in the low category, while another 49 students (15.9%) were in the high category. Based on these results, it can be concluded that, in general, students' career orientation was at a moderate level. This condition indicates that most students already possessed a sufficient understanding of and planning for their careers, although some students still required reinforcement in terms of career planning and clarity of future career direction.

c. Further Study Decision-Making (Y)

The statistical description of the research data, including the variable of students' Further Study Decision-Making, is presented in detail in Table 15 below.

Tabel 15. Hasil Kategorisasi Pengambilan Keputusan Studi Lanjut

No	Interval	Kategori	Frekuensi	Presentase
4.	>26,32	Rendah	50	16,2%
5.	26,32–49,51	Sedang	208	67,5%
6.	> 49,51	Tinggi	50	16,2%
	Total		308	100%

the further study decision-making variable, the majority of

respondents, namely 208 students or 67.5%, were in the moderate category. Furthermore, 50 students (16.2%) were in the low category, and another 50 students (16.2%) were in the high category. These results indicate that, in general, students' ability to make decisions regarding further study was at a moderate level. This means that most students already possessed a sufficient ability to consider and determine their choices for further education, although improvements are still needed in terms of confidence and independence in decision-making.

1. Results of Prerequisite Tests

a. Normality Test

The normality test in this study used the Kolmogorov-Smirnov method by examining the significance value of the residual variables. If the significance value was greater than 0.05, the data were considered to be normally distributed. Conversely, if the significance value was less than 0.05, the data were considered not normally distributed. A summary of the test results is presented in Table 16 below.

Table 16. Results of the Normality Test

No	Variabel	P	sig.	Keterangan
1.	Dukunagan Orang Tua	0,131	0,05	Normal
2.	Orientasi Karier	0,161	0,05	Normal
3.	Pengambilan Keputusan Studi Lanjut	0,79	0,05	Normal

Based on the statistical analysis of the normality test conducted using the Kolmogorov-Smirnov Test, as shown in the table, the variables of Parental Support (X1), Career Orientation (X2), and Further Study Decision-Making (Y) obtained normality test results with significance values of $p > 0.05$, indicating that the data were normally distributed.

b. Linearity Test

The linearity test was conducted using the F-test to determine the relationship between the independent variables (X) and the

dependent variable (Y). The relationship between the two variables is considered linear if the significance value (sig) is greater than 0.05. The results of the linearity test are presented in Table 17 below.

Table 17. Results of the Linearity Test

Pengaruh Fungsional	<i>p</i>	<i>Sig.</i>	Keterangan
Dukungan Orang Tua(X1)* Pengambilan Keputusan Studi Lanjut(Y)	0,00	0,05	Linier
Orientasi Karier(X2)* Pengambilan Keputusan Studi Lanjut(Y)	0,00	0,05	Linier

Based on the results of the linearity test, it was found that the relationship between Parental Support (X1) and Further Study Decision-Making (Y) obtained a significance value (p) of 0.00. This value was smaller than the significance level of 0.05, so it can be concluded that there was a significant and linear relationship between the two variables.

Furthermore, the relationship between Career Orientation (X2) and Further Study Decision-Making (Y) also showed a significance value (p) of 0.00, which was smaller than 0.05. Thus, the relationship between these two variables was also considered significant and linear.

Based on these results, it can be concluded that the variables of Parental Support (X1) and Career Orientation (X2) had linear relationships with the Further Study Decision-Making variable (Y), thereby fulfilling one of the requirements for conducting further regression analysis.

c. Multicollinearity Test

The multicollinearity test was conducted to determine whether there was a high correlation among the independent variables in the regression model of this study. The test was carried out by examining the Tolerance and Variance Inflation Factor (VIF) values. The results of the multicollinearity test for the variables of Parental Support and Career Orientation on Students' Further Study Decision-Making are presented in the following

table.

Table 18. Results of the Multicollinearity Test

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Dukungan Orang tua	.026	38.438
2	Orientasi karir	0.26	38.438
a. Dependent Variabel: Pengambilan Keputusan Studi Lanjut Siswa			

Based on the results of the multicollinearity test, it was found that the variables of Parental Support and Career Orientation each had a Tolerance value of 0.026 and a VIF value of 38.438. In general, a regression model is considered free from multicollinearity if the Tolerance value is greater than 0.10 and the VIF value is less than 10. However, in this study, the Tolerance value was less than 0.10 and the VIF value was greater than 10. This indicates the presence of high multicollinearity between the Parental Support and Career Orientation variables. In other words, the two independent variables had a very strong relationship with one another, so special attention is needed in interpreting the regression results.

4. Results of Hypothesis Testing

a. Multiple Linear Regression Test

The multiple linear regression test was conducted to determine the simultaneous influence of the Parental Support and Career Orientation variables on Students' Further Study Decision-Making. This test aimed to examine the extent to which the two independent variables together were able to

explain variations in the dependent variable. The results of the multiple linear regression test are presented in the following table.

Table 19. Results of Multiple Linear Regression Analysis

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	40956.853	2	20478.427	19531.925	.000 ^b
	Residual	319.780	305	1.048		
	Total	41276.633	307			
a. Dependent Variable: Pengambilan Keputusan Studi Lanjut Siswa						
b. Predictors: (Constant), Orientasi Karir, Dukungan Orang Tua						

Based on the results of the multiple linear regression test in the ANOVA table, an F value of 19531.925 was obtained with a significance level (Sig.) of 0.000. This significance value was smaller than 0.05 (0.000 < 0.05), so it can be concluded that the regression model used in this study was significant. This indicates that the variables of Parental Support and Career Orientation simultaneously influenced Students' Further Study Decision-Making. Therefore, the hypothesis stating that there is a simultaneous influence of the independent variables on the dependent variable can be accepted. In addition, based on the Sum of Squares value, it was found that the variation explained by the regression model was 40956.853, while the remaining unexplained variation (Residual) was 319.780. This indicates that the model had a very strong ability to explain variations in the Further Study Decision-Making variable. Based on the results of the hypothesis testing, it can be concluded that the variables of Parental Support and Career Orientation

simultaneously had a significant influence on Students' Further Study Decision-Making. This was evidenced by the results of the multiple linear regression test, which showed a significance value of 0.000 (< 0.05), meaning that the research hypothesis stating the simultaneous influence of the independent variables on the dependent variable was accepted.

The regression model used in this study also demonstrated a high level of suitability, as reflected in the large F-value and the comparison between the variation explained by the model (Regression) and the residual variation (Residual). This indicates that the combination of the Parental Support and Career Orientation variables made a substantial contribution to explaining variations in Students' Further Study Decision-Making. On the other hand, the results of the multicollinearity test showed a very high correlation between the Parental Support and Career Orientation variables, as indicated by the Tolerance and VIF values. This condition indicates the presence of multicollinearity symptoms, so the interpretation of the influence of each independent variable should be carried out carefully. Overall, the findings of this study confirm that parental support as an external factor and career orientation as an internal factor are important determinants in the process of students' further study decision-making. The more optimal the support provided by parents and the clearer the students' career orientation, the more mature the decisions made regarding the continuation of education will be.

4. Discussion

The results of this study, which indicate that all instruments possessed very good validity and reliability, are consistent with various previous studies emphasizing the importance of testing instrument quality before being used in the main research. Valid and reliable instruments serve as the primary foundation for producing accurate and scientifically accountable data.

Research conducted by Herman, Nurfarhanah, and Ardi (2025) regarding the development of student career planning instruments showed that validity and reliability testing are crucial stages in quantitative research. They emphasized that each statement item must be able to represent the construct being measured through item-total correlation testing. The study results indicated that all items with correlation values above the r-table value were declared valid and suitable for data collection. This is consistent with your study, in which all items in the variables of Parental Support, Career Orientation, and Further Study Decision-Making had calculated r-values greater than the r-table value and were therefore declared valid.

Furthermore, Yusof and Jusoh (2023), in their development of a Career Decision-Making instrument, found that instruments

that had undergone an initial pilot study with a limited number of respondents could help researchers refine the items before the main research was conducted. In their study, the instrument was declared reliable with Cronbach's Alpha values above 0.80, indicating good internal consistency. These findings support the results of your study, where the Cronbach's Alpha values for the variables of Parental Support (0.956), Career Orientation (0.899), and Further Study Decision-Making (0.922) were far above the minimum threshold of 0.70, indicating a very high level of reliability.

Research conducted by Humairah Natsir, Harahap, and Rizqia (2025) also showed that the parental support instrument used in their study had a reliability value of $\alpha = 0.927$. This value indicates that the parental support scale had very good consistency in measuring students' perceptions of the support provided by parents. These findings strengthen the results of your study, where the parental support instrument with an Alpha value of 0.956 can be categorized as highly reliable.

In addition, research by Kurniawati et al. (2025) regarding the relationship between parental support and future orientation toward career decision-making also emphasized that instrument quality greatly determines the accuracy of regression analysis. In that study, instruments that had been tested for validity and reliability were used to examine relationships among variables, making the statistical analysis results more trustworthy. This is relevant to your study, which also employed multiple linear regression analysis after ensuring that the instruments met the requirements of validity and reliability.

Another study by Stefana (2025) showed that the parental support and career adaptability scales had reliability values above 0.95. The study emphasized that the higher the reliability value of an instrument, the smaller the possibility of measurement error. This means that research findings become more stable and consistent when the instruments used have high reliability, as demonstrated in your study.

Overall, these previous studies strengthen the findings of this research that validity and reliability testing are very important methodological steps in quantitative research. Instruments that have undergone pilot testing and have been declared valid and reliable will produce accurate data that can be used for further analyses, such as classical assumption testing and multiple linear regression analysis. Therefore, the validity and reliability test results in this study not only meet statistical standards but are also consistent with scientific research practices implemented in various previous studies.

The results of this study indicate that parental support and career orientation have a significant influence on the further study decision-making of students at SMK Negeri 1 Tambusai. These findings are supported by the results of the multiple

linear regression test, which showed a significance value of 0.000 (< 0.05), meaning that the research hypothesis was accepted. This indicates that the variables of Parental Support (X1) and Career Orientation (X2) simultaneously contributed to Further Study Decision-Making (Y).

Descriptively, all three variables were in the moderate category. Parental support was in the moderate category at 67.9%, career orientation at 68.2%, and further study decision-making at 67.5%. These conditions indicate that the majority of students had received sufficient support from their parents and possessed fairly clear career orientations, although not yet at an optimal level. Thus, students' ability to make decisions regarding further study was also at a moderate level, meaning that there is still room for improvement through educational interventions and career guidance.

These findings are consistent with the study by Offando and Sukma (2024), which found that parental support significantly contributed to students' career decision-making. In that study, parental support provided a meaningful contribution to students' ability to determine career choices. This strengthens the findings of the current study that parental support plays an important role in the process of making decisions regarding further education.

Research by Kurniawati et al. (2025) also showed that parental support and future orientation simultaneously serve as significant predictors of students' career decision-making. These results are in line with the findings of this study, which indicate a combined influence of parental support and career orientation on decisions regarding further study. Future orientation in that study had a similar function to career orientation in this study, namely as direction and goals that guide individuals in determining their next educational steps.

Rambe (2024) found a significant positive relationship between parental social support and career planning, with a correlation value of $r = 0.500$ ($p > 0.05$). This indicates that the higher the parental support, the better the students' career planning. These findings support the results of this study that parental support plays a role in shaping students' readiness to determine further study plans.

Christian and Kustanti (2022) also found a positive relationship between parental social support and career decision-making, although the contribution was relatively small. These findings indicate that parental support is one important factor, but it does not stand alone. This is consistent with the results of this study, which suggest the possibility of other factors outside the scope of this research also influencing students' decisions regarding further study.

Research by Chasanah (2019) showed that parental support

significantly influences career decision-making self-efficacy. This self-efficacy becomes an important mediator in increasing students' confidence in making decisions. In the context of this study, strong career orientation may be formed through consistent parental support, thereby strengthening students' readiness in determining educational choices.

Theresia (2025) found that parents' emotional support had a positive influence on career search efficacy. These findings indicate that the emotional aspect of parental support plays an important role in shaping students' psychological readiness. This is relevant to the findings of this study, where parental support categorized at a moderate level was still able to contribute to further study decision-making.

Research by Pratiwi (2025) showed that parental support influences career adaptability through future orientation. This means that career orientation can act as a mediator between parental support and decision-making. These findings explain why this study found a very strong relationship between parental support and career orientation, even to the extent of producing high multicollinearity symptoms.

Theoretically, parental support provides security, motivation, and guidance that help students understand their potential and the available educational opportunities. Meanwhile, career orientation helps students establish long-term goals and strategies to achieve them. When these two factors work together, students become more mature in making decisions regarding further study.

The results of this study also showed high multicollinearity between parental support and career orientation. This can be interpreted as indicating that the two variables are very closely related. Conceptually, this can be understood because parental support often becomes a factor in shaping students' career orientation. In other words, students' career orientation can develop through the guidance, motivation, and support provided by parents.

5. Kesimpulan

Berdasarkan hasil penelitian dan pembahasan yang telah diuraikan pada bab sebelumnya, maka dapat disimpulkan sebagai berikut: Hasil analisis deskriptif menunjukkan bahwa variabel Dukungan Orang Tua, Orientasi Karier, dan Pengambilan Keputusan Studi Lanjut siswa SMK Negeri 1 Tambusai secara umum berada pada kategori sedang. Hal ini menunjukkan bahwa sebagian besar siswa telah memperoleh dukungan orang tua yang cukup, memiliki orientasi karier yang cukup jelas, serta memiliki kemampuan yang cukup dalam mengambil keputusan studi lanjut. Hasil uji prasyarat analisis menunjukkan bahwa data penelitian berdistribusi normal dan memiliki hubungan yang linier antara variabel independen

dengan variabel dependen, sehingga memenuhi syarat untuk dilakukan analisis regresi linear berganda.

Hasil uji multikolinearitas menunjukkan adanya korelasi yang sangat tinggi antara variabel Dukungan Orang Tua dan Orientasi Karier. Hal ini mengindikasikan bahwa kedua variabel tersebut memiliki hubungan yang erat dalam memengaruhi Pengambilan Keputusan Studi Lanjut. Hasil uji regresi linear berganda menunjukkan bahwa Dukungan Orang Tua dan Orientasi Karier secara simultan berpengaruh signifikan terhadap Pengambilan Keputusan Studi Lanjut Siswa, dengan nilai signifikansi sebesar 0,000 ($p > 0,05$). Dengan demikian, hipotesis penelitian yang menyatakan adanya pengaruh kedua variabel independen terhadap variabel dependen dapat diterima. Secara keseluruhan, penelitian ini menegaskan bahwa dukungan orang tua sebagai faktor eksternal dan orientasi karier sebagai faktor internal memiliki peranan penting dalam membentuk kemampuan siswa dalam mengambil keputusan terkait studi lanjut.

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