



Contents lists available at [Journal IICET](https://journal.iicet.org)
JPPi (Jurnal Penelitian Pendidikan Indonesia)
ISSN: 2502-8103 (Print) ISSN: 2477-8524 (Electronic)
Journal homepage: <https://jurnal.iicet.org/index.php/jppi>



Parental influence and self-efficacy for determining children's career interests in era society 5.0

Mudhar Mudhar^{*}, Dimas Ardika Miftah Farid, Elia Firda Mufidah
Universitas PGRI Adi Buana Surabaya, Indonesia

Article Info

Article history:

Received May 15th, 2023
Revised Jun 06th, 2023
Accepted Aug 08th, 2023

Keyword:

Parental influence,
Self-efficacy,
Career interest,
Era society 5.0

ABSTRACT

Media information has provided a variety of knowledge about various kinds of careers. Parents are no longer the only information regarding career opportunities. They can determine the type of career independently based on the knowledge they get from the internet. This study aims to determine the influence of parents and self-efficacy on children's career interests in the 5.0 era. The method used is quantitative with correlation techniques. The subjects in this study involved 458 students from several universities in the city of Surabaya, using multistage random sampling. The data collection instrument used a scale of parental support, a scale of self-efficacy, and a scale of career interest. The analytical technique uses multiple regression to determine whether there is an influence between the variables studied. The results showed that there was no direct effect of parental support on children's career interests. Parental support can influence career interest through self-efficacy. Self-efficacy is also important for individuals to survive or give up on certain tasks or challenges. Various information obtained by students will make them more independent in determining attitudes and choices. Parents are only a motivator so that they are more confident in what they choose.



© 2023 The Authors. Published by IICET.
This is an open access article under the CC BY-NC-SA license
(<https://creativecommons.org/licenses/by-nc-sa/4.0>)

Corresponding Author:

Mudhar Mudhar
Universitas PGRI Adi Buana Surabaya
Email: mudhar@unipasby.ac.id

Introduction

Many parents have beautiful hopes for their children's future, being a successful child is the main hope of parents, and many parents even get involved in choosing their careers. Parents have an important role in various ways, parents can also be an inspiration and can influence the career behavior of children, (Fouad et al., 2008; Sawitri et al., 2013). Parents play an important role in fostering their children's career interest and encouraging exploration around their educational and career paths (Young et al., 2006). Family involvement is the active involvement of family members in activities and behaviors at home and at school for the benefit of their child's learning and development (Fantuzzo et al., 2000). However, there are also research results showing that cultural factors are important factors besides parents (Leung et al., 2011). Parents as the closest environment within the individual become a direct role model for individuals who influence in several ways such as character, interests, patterns of thinking and others. Seeing individual development within the scope of an increasingly growing generation. Many jobs will be replaced by robots due to technological developments or revolutions 4.0 and 5.0, so individuals have challenges in adapting to these conditions.

The era of revolution 4.0 and the era of society 5.0 have provided unlimited knowledge and information to individuals. The development of information technology has brought about a new cultural era. This will greatly affect parenting and how to educate their children. Many researchers have found that parenting or parental education in families is not passed on from one generation to the next (eg: Campbell & Gilmore, 2007; Ghorbani et al., 2021). The development of information technology and science has brought about changes in parenting styles in the family (Swanzen, 2018).

Families, especially parents, are the closest and most involved in interacting with children. Compared to other family factors, especially the role of parents as the most important factor in shaping children's career interests (Wong & Peng, 2011), how many parents serve as role models to determine their child's activities. The process of interaction that occurs in the family and career-specific parental behavior can influence adolescent career development. Parents occupy a higher structure than children, because parents' expectations and encouragement have been shown to influence the child's career development.

On the other hand, career interest is strongly influenced by the wishes and expectations of parents and family (Fouad et al., 2008). This is also evidenced by Sawitri's research which shows that children's career interests match those of their parents (Sawitri & Creed, 2016). Parental feedback about career interest has also been shown to be associated with various potential actions considered to achieve those goals (Young et al., 2006). Research that includes aspects of collectivistic culture (for example: Sawitri et al., 2013; Sawitri & Creed, 2016) only focuses on certain areas in Central Java, excluding other regions in Indonesia.

Schultheiss (2003) shows that vocational development is best understood from a relational perspective of multiple variables. Children's lives cannot be separated from other environmental activities. Career development, career interests, work plans, career exploration, and attitudes toward job success in adolescents are strongly influenced by parents' attitudes (Keller & Whiston, 2008). Psychological support is needed by children to improve optimal academic functioning (Monti et al., 2014). Every interaction between parents and children can contribute to children's educational development (Dumont et al., 2014). Commitment of parental resources to the academic arena of children's lives (Grolnick et al., 1997). In the context of this study, parental support is defined as support or assistance from parents in meeting children's needs to achieve academic functioning.

Parental support involves the emotional aspects of parents in the development of their children's lives. Parental support will provide encouragement and emotional warmth to their children throughout their teenage years. There is sufficient research evidence that the family has an important influence on the career development of adolescents (Sawitri et al., 2013). Parental support has been recognized as an important factor in increasing self-confidence and career planning (Perry et al., 2010). Family support has also been found to be related to career search, self-efficacy and decision making (Nota et al., 2007).

Self-efficacy is a judgment or cognitive judgment about future expectations and behavior, which is somewhat different from the variable trait concepts such as personality or interests. Bandura (1971) defines self-efficacy as an assessment of one's own ability to organize and carry out the activities necessary to achieve the expected results. It has nothing to do with the skills a person has but is an assessment of what a person can do, and with the skills they have. Self-efficacy is a person's belief in what he can do, not what he should do. Self-efficacy is based on the perception of a person's ability to obtain results from his actions (Schunk, 2012).

In contrast to the notion of self-confidence, self-efficacy shows the notion of self-confidence, especially in certain domains (Pajares, 2002). Bandura (1971) defines self-efficacy as a specific domain, and therefore must be measured against certain types of behavior. although some evidence suggests that perceived self-efficacy can be generalized to different tasks (Ferry et al., 2000) (Ferry et al., 2000). Self-efficacy has certain goals and expectations, and little can be generalized to anything else. Self-efficacy can affect the choice of activities (Schunk, 2012).

Bandura (1971) states that self-efficacy can be obtained, can be learned, and can even be developed from events that can provide positive inspiration, for example, can be obtained from successful experiences, achievement achievements, and perhaps also from the experiences of other people, verbal persuasion and conditions. physiological or psychological. In a negative cognitive condition, or experiencing a problem, a person also has a tendency to doubt his ability to be able to solve the problem at hand or the problem that will come. This suggests that self-efficacy plays a role in reducing anxiety. Many children really idolize the work of their parents, in this case parents are the inspiration in determining their child's career interests, but in many cases there are also many children who do not want to have a career like their parents' job. The rapid development of information technology has an impact on the amount of information obtained directly by children, so that children are more confident in determining their future careers because they get a lot of information on career choices. Bandura (1997) says that self-efficacy is the belief in its ability to produce the

desired product from its activities. This research is to determine the influence of parents and self-efficacy in determining children's career interests in the era of society 5.0.

Method

The research method used in this study is a quantitative method, namely the correlation technique. The analytical technique uses multiple regression to determine whether there is influence between the variables studied. The subjects in this study involved 458 students from several universities in the city of Surabaya.

The population is new students at several tertiary institutions in Surabaya which are scattered in the areas of West Surabaya, North Surabaya, East Surabaya, South Surabaya and Central Surabaya. The sampling method is multistage random sampling, namely by randomizing the departments in each region, then randomizing the sample.

The instruments used in this study were the parental support scale, self-efficacy scale, and career interest scale. The scale is arranged based on a Likert scale, the answer choices are strongly agree, agree, undecided, disagree, and strongly disagree. The favourable items for strongly agree scored 5, agreed scored 4, undecided scored 3, disagreed scored 2, and strongly disagreed scored 1. Meanwhile for unfavorable items for strongly agreed scored 1, agreed scored 2, undecided doubt score 3, disagree score 4, and strongly disagree score 5.

Parental Support Scale

This scale was developed based on the opinion of Cohen & Hoberman (1983) that the forms of family support are tangible support, appraisal support, and self-esteem support. The results of the validity and reliability tests are as follows (Table 1).

Self-Efficacy Scale

This scale refers to the theory of Bandura (1997a) which consists of 3 aspects or domains, namely: level (level), strength (strength), and generality (generality). The results of the validity and reliability tests are as follows (Table 2).

Career Interest Scale

The scale was developed based on Holland's (1997), that interest can be seen from the affective aspect (happy-unhappy, like-dislike) and psychomotor aspects or tendencies to do. The results of the validity and reliability tests are as follows (Table 3).

Table 1. Validity and Reliability Parental Support Scale

Aspect	Item	Loading Factor	Cronbach Alpha
Appraisal Support	App4	0.857	0.930
	App7	0.758	
	App10	0.836	
	App18	0.864	
	App21	0.795	
Self Esteem Support	Sel3	0.833	0.620
	Sel6	0.851	
	Sel9	0.846	
	Sel12	0.819	
	Sel14	0.794	
	Sel17	0.920	
	Sel20	0.856	
Tangible Support	Tan2	0.801	0.840
	Tan5	0.739	
	Tan11	0.804	
	Tan13	0.895	
	Tan16	0.848	
	Tan19	0.857	

Examples statements: 1) Nothing is difficult for me; 2) I am able to solve the problems that I face.

Table 2. Validity and Reliability Self-Efficacy Scale

Aspect	Item	Loading Factor	Cronbach Alpha
Generality	Gen7	0.876	0.730
	Gen9	0.773	
	Gen10	0.801	
	Gen12	0.860	
	Gen14	0.869	
Level	Lev4	0.841	0.560
	Lev11	0.877	
	Lev13	0.892	
	Lev16	0.794	
	Lev17	0.756	
Strength	Str3	0.650	0.740
	Str5	0.695	
	Str8	0.864	
	Str15	0.882	
	Str18	0.859	
	Str19	0.837	

Examples statements: 1) My parents always encourage me; 2) My parents always respect the decisions I make.

Table 3. Validity and Reliability Career Interest Scale

Aspect	Item	Loading Factor	Cronbach Alpha
Affective	Afe2	0.682	0.920
	Afe5	0.625	
	Afe7	0.718	
	Afe9	0.740	
	Afe10	0.847	
	Afe11	0.733	
	Afe12	0.735	
Psychomotor	Psm1	0.618	0.510
	Psm3	0.693	
	Psm4	0.801	
	Psm6	0.784	
	Psm8	0.736	

Examples statements: 1) I want to be a teacher or coach; 2) I like or enjoy helping people.

Results and Discussions

The results of the analysis obtained are 2 kinds, namely the direct and indirect influence of the variables in the study. Direct influence, namely: The influence of parental support on career interest; The effect of parental support on self-efficacy; and the effect of self-efficacy on career interest. Indirect influence, namely: The influence of parental support on career interest through self-efficacy.

Table 4. Immediate Effects

Variable	Reg. Weights	Standardized Reg. Weights	S.E.	C.R.	P
PS→CI	-0.030	-0.015	0.133	-0.223	0.824
PS→SE	0.781	0.464	0.111	7.065	0.000**
SE→CI	0.401	0.335	0.106	3.803	0.000**

** significant at $p \leq 0.01$

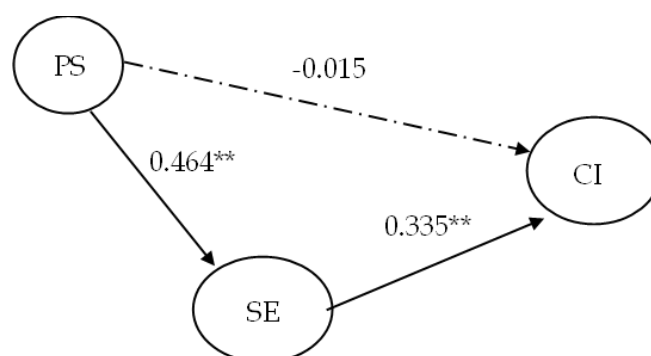
PS = parental support

CI = career interest

SE = *self-efficacy*

Table 5. Indirect Effects

Variabel	r	Sobel Test	p
PS→SE→CI	0.155	2.521	0.011*

**Figure 1.** Empirical Model of Research Results

There are 4 conclusions from the results of the analysis in table 4 and table 5, namely: 1) PS→CI: There is no direct effect of parental support on career interest; 2) PS→SE: There is a significant direct effect of parental support on self-efficacy; 3) SE→CI: There is a significant direct effect of self-efficacy on career interest; 4) PS→SE→CI: There is a significant influence of parental support on career interest through self-efficacy.

The results of the research on the effect of parental support on students' career interest show a regression coefficient of -0.015 with a p of 0.824 ($p > 0.050$), so it can be concluded that there is no significant direct effect of parental support on students' career interest. This result is certainly not in line with the theoretical studies that have been described. Basically, parents play a very important role in the development of children as they grow up and learn how to live life through interaction with their environment. One of the major roles that parents play is in imparting knowledge to their children to prepare for the journey of a lifetime. Hopes for children's success are realized by providing encouragement and support so that their children are successful in the academic field, which in turn is successful in their careers.

At the beginning of the first year, students on campus need to explore the development of their career interests (Ramos-Sandoval & Ramos-Diaz, 2020). The rapid development of information technology has had a major impact on the order of people's lives. The ease and availability of data makes it easy to get information very quickly. Everything that happens in the other hemisphere can be known directly. The digital era will provide convenience in career exploration (Yusran et al., 2021).

Career exploration is often divided into two types: self-exploration and environmental exploration. Self-exploration refers to activities directed at achieving self-understanding of what the individual wants in terms of work activities, career paths, career requirements and skill demands through reflection and introspection. Environmental exploration refers to obtaining information regarding the external environment and career opportunities through activities such as attending career fairs and talking to current job holders (Lee et al., 2023).

In line with the career selection process, there will be many explorations that will be carried out by students independently, both regarding abilities, fields of study, and jobs that might be their choice. Someone will know himself (for example: interests, talents, and abilities) that he has through an exploration process (Hartono & Soedarmadji, 2012). Supported by the development of science and technology has formed a new socio-cultural order. In turn, many sources of information will be obtained from existing information media, no longer relying on parents, and no longer being the sole reference for determining careers. Available sources of career information will be used by students for career exploration and development (Chin et al., 2020), those who can search for information independently will use this information in taking a stand (Oladunjoye et al., 2018).

Judging from the attitude and upbringing of parents, that parents have provided broad autonomy support to choose according to intrinsic pleasure without pressure, educational choices are fully supported by their own will (Bonneville-Roussy et al., 2020). In addition, work choices and life choices are not only social and moral responsibilities, but also individual choices (Mirza, 2022; Nyamwange, 2016), that autonomy can provide confidence in taking attitudes and decisions (Alonso-Stuyck et al., 2018). Also supported by the existence of information media as a means to obtain career information that will foster career independence

(Dami & Waluwandja, 2017). The importance of independence, including career independence, inspires many people to conduct research on career independence, and studies from Styorini(2018) show that this information will increase student career independence.

The role of parents in children's career interest in career interest is not directly, but through the self-efficacy variable as a mediating variable. Self-efficacy studies do not stand alone, meaning that many self-efficacy variables are studied as mediating variables. Research on careers, especially those based on social cognitive career theory (SCCT) Lent et al. (1994) always places self-efficacy as a mediating variable in the relationship between the independent variables and the dependent variable. Bandura (1996) also suggests that self-efficacy mediates the relationship between knowledge and action, and influences a person's motivation and behavior, their interest in certain tasks, and the expected results of that behavior. In addition, Lim & Lee (2023). also said that self-efficacy mediates career decisions.

The results showed that the coefficient of indirect influence of parental support through the self-efficacy variable on career interest was 0.155 with a p of 0.011 which means $p < 0.05$. Thus it can be concluded that there is a significant influence between parental support on career interest through self-efficacy. If we look back at the results of the analysis of the direct influence of parental support on career interest, it shows that there is no direct effect of parental support on career interest. Comparing the results of this analysis shows that the self-efficacy variable is a mediator variable (full mediation).

Self-efficacy can affect an individual's intention to persist or give up on a particular task or challenge, and therefore self-efficacy influences future behavior by increasing or decreasing enthusiasm for new and challenging tasks. Belief or self-efficacy is described as a specific task or domain, and may differ significantly from one task to another. This is where the role of the environment, especially parents, is to provide motivation and confidence to their children.

The direct influence of people's support on self-efficacy is very strong, parents' expectations can influence self-efficacy, and self-efficacy itself influences career exploration (Jasmon et al., 2020), parents play an important role in shaping adolescent beliefs. Social cognitive career theory, (Kleine et al. (2021) highlights self-efficacy from a cognitive perspective, that self-efficacy is mostly related to actions and support from family in strengthening self-confidence and supporting academic achievement and career interest. Parents who express confidence in their children's abilities will make it easier for their children to adjust to campus life.

Conclusions

The era of information technology has provided many changes in attitudes, behavior and views. Children acquire a lot of knowledge and information from various digital media so that parents are no longer the center of information for their children. This makes children more independent in determining attitudes and career choices. The role of parents does not mean that there are no benefits, parents can still be a motivator for them. The role of parents cannot directly influence or determine their children's career interests, but the influence of parental support is on increasing children's self-efficacy, providing motivation and certain directions so that children can be more confident in their abilities.

References

- Alonso-Stuyck, P., Zacarés, J. J., & Ferreres, A. (2018). Emotional Separation, Autonomy in Decision-Making, and Psychosocial Adjustment in Adolescence: A Proposed Typology. *Journal of Child and Family Studies*, 27(5), 1373–1383. <https://doi.org/10.1007/s10826-017-0980-5>
- Bandura, A. (1971). *Social Learning Theory*. General Learning Press.
- Bandura, A. (1997a). Self-efficacy: Toward a Unifying Theory of Behavioral Change. *Psychological Review*, 84(2), 191–215. <https://doi.org/10.1007/978-3-319-75361-4>
- Bandura, A. (1997b). *Self Efficacy: The Exercise of Control*. W.H. Freeman and Company.
- Bonneville-Roussy, A., Hruska, E., & Trower, H. (2020). Teaching Music to Support Students: How Autonomy-Supportive Music Teachers Increase Students' Well-Being. *Journal of Research in Music Education*, 68(1), 97–119. <https://doi.org/10.1177/0022429419897611>
- Campbell, J., & Gilmore, L. (2007). Intergenerational continuities and discontinuities in parenting styles. *Australian Journal of Psychology*, 59(3), 140–150. <https://doi.org/10.1080/00049530701449471>
- Chin, M. Y., Blackburn Cohen, C. A., & Hora, M. T. (2020). Examining US business undergraduates' use of career information sources during career exploration. *Education and Training*, 62(1), 15–30. <https://doi.org/10.1108/ET-05-2019-0103>
- Cohen, S., & Hoberman, H. (1983). Positive events and social supports as buffers of life change stress. *Journal*

- of *Applied Social Psychology*, 13(2), 99-125. <https://doi.org/10.1111/j.1559-1816.1983.tb02325.x>
- Dami, Z. A., & Waluwandja, P. A. (2017). Pengaruh layanan informasi karir terhadap kemandirian pemilihan karir. *Jurnal Cakrawala*, VI(12), 1145–1156. <https://doi.org/https://www.researchgate.net/publication/330184127>
- Fantuzzo, J., Tighe, E., & Childs, S. (2000). Family Involvement Questionnaire: A multivariate assessment of family participation in early childhood education. *Journal of Educational Psychology*, 92, 367–376. <https://doi.org/10.1037/0022-0663.92.2.367>
- Ferry, T. R., Fouad, N. A., & Smith, P. L. (2000). The Role of Family Context in a Social Cognitive Model for Career-Related Choice Behavior: A Math and Science Perspective. *Journal of Vocational Behavior*, 57, 348–364. <https://doi.org/10.1006/jvbe.1999.1743>
- Fouad, N. A., Kantamneni, N., Smothers, M. K., Chen, Y. L., Fitzpatrick, M., & Terry, S. (2008). Asian American career development: A qualitative analysis. *Journal of Vocational Behavior*, 72, 43–59. <https://doi.org/10.1016/j.jvb.2007.10.002>
- Ghorbani, S., Gharraee, B., Hosseini, F., Maghami Sharif, Z., & Aghebati, A. (2021). Changing parenting style between two generations and its impacts on the severity of behavioral and emotional symptoms. *Asia-Pacific Psychiatry*. <https://doi.org/10.1111/appy.12448>
- Grolnick, W. S., Benjet, C., Kurowski, C. O., & Apostoleris, N. H. (1997). Predictors of Parent Involvement in Children's Schooling. *Journal of Educational Psychology*, 89(3), 538–548. <https://doi.org/10.1037/0022-0663.89.3.538>
- Hartono, & Soedarmadji, B. (2012). *Psikologi Konseling*. Kencana Prenada Media Group.
- Holland, J. L. (1997). *Making vocational choices: A theory of vocational personalities and work environments (3rd ed.)*. Psychological Assessment Resources.
- Jasmon, A., Masturah, F., Nugraha, N. S., Syakurah, R. A., Afifah, A., & Siburian, R. (2020). Parental influences on medical students' self-efficacy and career exploration in collectivist culture. *Journal of Education and Health Promotion*, 9(222), 1–6. <https://doi.org/10.4103/jehp.jehp>
- Keller, B. K., & Whiston, S. C. (2008). The role of parental influences on young adolescents' career development. *Journal of Career Assessment*, 16(2), 198–217. <https://doi.org/10.1177/1069072707313206>
- Kleine, A. K., Schmitt, A., & Wisse, B. (2021). Students' career exploration: A meta-analysis. *Journal of Vocational Behavior*, 131(February), 103645. <https://doi.org/10.1016/j.jvb.2021.103645>
- Lee, S. D., Aquino, A., Kuncel, N. R., & Hansen, J. I. C. (2023). Personality predictors of career exploration: A meta-analysis. *Career Development Quarterly*, 71(1), 41–55. <https://doi.org/10.1002/cdq.12315>
- Lent, R. W., & Brown, S. D. (1996). Social Cognitive Approach to Career Development: An Overview. *Career Development Quarterly*, 44(4), 310–321. <https://doi.org/10.1002/j.2161-0045.1996.tb00448.x>
- Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal Of Vocational Behavior*, 45, 79–122. <https://doi.org/10.1006/jvbe.1994.1027>
- Leung, S. A., Hou, Z. J., Gati, I., & Li, X. (2011). Effects of parental expectations and cultural-values orientation on career decision-making difficulties of Chinese University students. *Journal of Vocational Behavior*, 78(1), 11–20. <https://doi.org/10.1016/j.jvb.2010.08.004>
- Mirza, V. (2022). Autonomy and responsibility: Women's life and career choices in urban Japan. *Contemporary Japan*, 34(1). <https://doi.org/10.1080/18692729.2021.2022572>
- Monti, J. D., Pomerantz, E. M., & Roisman, G. I. (2014). Can parents' involvement in children's education offset the effects of early insensitivity on academic functioning? *Journal of Educational Psychology*, 106(3), 859–869. <https://doi.org/10.1037/a0035906>
- Nota, L., Ferrari, L., Solberg, V. S. H., & Soresi, S. (2007). Career search self-efficacy, family support, and career indecision with Italian youth. *Journal of Career Assessment*, 15(2), 181–193. <https://doi.org/10.1177/1069072706298019>
- Nyamwange, J. (2016). Influence of Student ' s Interest on Career Choice among First Year University Students in Public and Private Universities in Kisii County , Kenya. *Journal of Education and Practice*, 7(4), 96–102. <https://doi.org/https://eric.ed.gov/?id=EJ1092415>
- Oladunjoye, M. T., Omiunu, O. G., & Yomi-Owojori, T. O. (2018). Information behavior of students towards the use of library information resources in Universities in Oyo State, Nigeria. *Library Philosophy and Practice*, 16(2), 198–217. <https://doi.org/10.1177/1069072707313206>
- Pajares, F. (2002). Gender and Perceived Self-Efficacy in Self-Regulated Learning. *Theory Into Practice*, 41.
- Perry, J. C., Liu, X., & Pabian, Y. (2010). School Engagement as a Mediator of Academic Performance Among Urban Youth: The Role of Career Preparation, Parental Career Support, and Teacher Support. *The Counseling Psychologist*, 38(2), 269–295. <https://doi.org/10.1177/0011000009349272>
- Ramos-Sandoval, R., & Ramos-Diaz, J. (2020). Barriers and supports in engineering career development: An exploration of first-year students. *Advances in Science, Technology and Engineering Systems*, 5(6), 920–925.

- <https://doi.org/10.25046/aj0506109>
- Sawitri, D. R., & Creed, P. A. (2016). Collectivism and Perceived Congruence With Parents as Antecedents to Career Aspirations: A Social Cognitive Perspective. *Journal of Career Development*, 44(6), 530–543. <https://doi.org/10.1177/0894845316668576>
- Sawitri, D. R., Creed, P. A., & Zimmer-gembeck, M. J. (2013). Parental influences and adolescent career behaviours in a collectivist cultural setting. *International Journal for Educational and Vocational Guidance*, 14(2), 161–180. <https://doi.org/10.1007/s10775-013-9247-x>
- Schultheiss, D. E. P. (2003). A relational approach to career counseling: Theoretical integration and practical application. *Journal of Counseling and Development*, 81(3), 301–310. <https://doi.org/10.1002/j.1556-6678.2003.tb00257.x>
- Schunk, D. H. (2012). Learning theories An Educational Perspective. In *Printice Hall Inc., New Jersey* (6th ed., Vol. 53, Issue 9). Pearson.
- Styorini, I. N. (2018). Layanan Informasi Karir Sebagai Prediktor Kemandirian Pemilihan Karir. *Ciencias: Jurnal Penelitian Dan Pengembangan Pendidikan*, 1(1), 13–25. <https://doi.org/https://ejournal.upg45ntt.ac.id/ciencias/article/view/18>
- Swanzen, R. (2018). Facing the Generation Chasm: the Parenting and Teaching of Generations Y and Z. *International Journal of Child, Youth and Family Studies*, 9(2), 125–150. <https://doi.org/10.18357/ijcyfs92201818216>
- Wong, C. W. P., & Peng, K. Z. (2011). An exploratory study on the relationship between parents' career interests and the career interests of young adults. *Int J Educ Vocat Guidance*, 11, 39–53. <https://doi.org/10.1007/s10775-011-9190-7>
- Young, R. A., Marshall, S., Domene, J. F., Arato-Bolivar, J., Hayoun, R., Marshall, E., Zaidman-Zait, A., & Valach, L. (2006). Relationships, communication, and career in the parent-adolescent projects of families with and without challenges. *Journal of Vocational Behavior*, 68(1), 1–23. <https://doi.org/10.1016/j.jvb.2005.05.001>
- Yusran, N. A., Puad, M. H. M., & Omar, M. K. (2021). Role of career exploration in influencing career choice among pre-university student. *Pertanika Journal of Social Sciences and Humanities*, 29, 77–99. <https://doi.org/10.47836/pjssh.29.s1.05>