

The Relationship Between Family Social Support and Career Adaptability in Final Year Students of Mercu Buana University Yogyakarta

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ABSTRACT

Final year students need career adaptability when entering the workforce. This ability will help students adjust and solve challenges in the world of work. This study aims to determine the relationship between family social support and career adaptability in final year students at Mercu Buana University Yogyakarta. The sampling technique used in this study was purposive sampling. The number of samples was 125 students with the criteria that they were final semester students and were performing final project / thesis courses. This study uses the Family Social Support Scale and Career Adaptability. Based on the results of the Pearson product moment correlation test, $r = 0.531$ was obtained with $\text{sig} = 0.000$ ($p < 0.05$). This means that there is a significant positive relationship between family social support and career adaptability in students. So that if family social support increases, the ability of career adaptability in final year students will also increase.

Keywords: *family social support, career adaptability, final year students*

Introduction

The change from school to work is one of the important steps in college graduates to employment, as this will determine future career success (Koen et al., 2012). But in reality, education also does not guarantee individuals to get a good and decent career. The Central Bureau of Statistics (BPS) noted that Open Unemployment in Indonesia in August 2021 was 9.10 million people, of which 848,657 (9.32%) people were college graduates. According to Annur (2022) Indonesia is currently facing a number of major problems, namely, unemployment, poverty, state debt, and corruption. Responding to the problem of the unemployment rate, Ida Fauziyah as the Minister of Manpower (Menaker) said that the large number of unemployed college graduates was due to the absence of a *link and match* between universities and the job market (Kasih, 2023). Therefore, college graduates should prepare their abilities and skills for their careers.

Self-readiness is needed for final year students to face changes and challenges in entering the world of work (Arnett, 2015; Wagner, 2008). Apart from *skill* readiness, final year students must also prepare mentally to adapt to the work environment. Mental readiness is needed, where technological developments are currently very rapid and individuals must be able to quickly adapt and adjust to various changes that exist (Rosulin & Paramita, 2016). Final year

students need adaptability when entering the world of work, to help them adjust and solve the challenges faced when entering the field of work later. Career adaptability has four aspects, namely aspects of care, control, curiosity, and confidence.

One of the factors that can affect career adaptability is social support from the family, where the character of the family is very important and the family is the beginning of each individual's relationship where the growth and development process occurs (Patton & Lokan, 2001). Family social support is a measure of the functioning of the relationship between individuals and their families in the form of providing help from the family which is grouped into four aspects, namely emotional, appraisal, instrumental, and informational support (House, 1988, in Macdonald, 1998).

Family encouragement of final year students to recognize, provide, positive opportunities in life planning, and look forward to positive opportunities in life contribute to supporting the development of career adaptability of final year students (Krumboltz, 2009, in Soresi et al., 2014). Family social support can help final year students to state specific careers and improve career decision-making skills (Garcia et al., 2015). In addition, family social support is also a psychological, material, and social network resource that can facilitate final year students in facing the change from the world of college to the world of work (Matsuda et al., 2014) and help individuals to control stress in facing challenges in the world of work (Koen et al., 2012).

There were several previous studies that looked at the relationship between social support and career adaptability with college graduates aged 19-57 years in western countries (Ghosh & Fouad, 2017), and adolescents aged 15-18 years who were active students from 10 high schools in Grogol Petamburan District, West Jakarta (Angelika & Gunawan, 2016). Both of these studies examined social support in general, so there were no limitations on the source of social support, while social support is one of the important things to consider (Tardy, 1985).

Most of the previous studies related to both family social support and career adaptability variables were conducted in western countries. As is known, cultural differences can affect individual career adaptability (Savickas & Porfeli, 2012). This is considering that career issues are important things to talk about in Indonesia related to how a person prepares to face the world of work and obtain the desired career goals (Sulistiani & Handoyo, 2018).

Based on some of the differences in the research above, this study focuses on social support sourced from the family, because psychological support from the family is what is needed by final year students to be able to adapt in their careers, The purpose of this study is to determine whether there is a relationship between family social support and career adaptability in final year students of Universitas Mercu Buana Yogyakarta.

Methods

This research uses a quantitative approach. The sample of this study were final year students of Universitas Mercu Buana Yogyakarta who were working on a proposal / thesis seminar. The sampling technique used is *non-probability sampling* with *purposive sampling* method.

The data collection method in this study used two scales, namely *The Scales of Perceived Support scale* and the *Career Adapt-Abilities Scale*. The Family Social Support Scale was measured using *The Scales of Perceived Support* scale created by Sylvania (2021) based on four aspects of family social support from House (1988, in Macdonald, 1998), namely aspects of emotional support, appraisal support, instrumental support and informational support. The reliability coefficient value of this scale is 0.964. Alternative answers provided are Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). The number of items on *The Scales of Perceived Support* used in this study was 38 items.

Career adaptability is measured using the *Career Adapt-Abilities Scale* developed by Savickas and Porfeli (2012) which has been adapted into Indonesian by Sulistiani et al., (2018) with a reliability coefficient value of 0.931. Researchers used the *Career Adapt-Abilities Scale* created by Sylvania (2021). The career adaptability scale consists of four alternative answers, namely Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). The number of *Career Adapt-Abilities Scale* items used in this study was 22 items. Hypothesis testing analysis using Pearson's product moment correlation technique.

Results

The subjects of this study were final year students of Universitas Mercu Buana Yogyakarta with a total of 126 people aged 20-25 years. Based on the demographic data shown in table 1, there were 49 people (38.9%) male and 77 people (61.1%) female. The research sample consists of 6 faculties at Universitas Mercu Buana Yogyakarta, namely the Faculty of Agroindustry (6.3%), Economics (14.3%), Psychology (43.7%), Information Technology (19%), Teacher Training (3.2%) and Communication Science (13.5%).

Table 1. Demographic Data of Participants

Aspects	Category	Frequency (n=126)	Percentage
Gender	Male	49	38,9%
	Female	77	61,1%
Age	20 years	9	7,1%
	21 years old	32	25,4%
	22 years old	56	44,4%

	23 years old	19	15,1%
	24 years old	7	5,6%
	25 years	3	2,4%
Faculty	Agroindustry	8	6,3%
	Economy	18	14,3%
	Psychology	55	43,7%
	Information Technology	24	19%
	Vocational	4	3,2%
	Communication Science	17	13,5%
Semester	7	57	45,2%
	8	10	7,9%
	9	55	43,7%
	10	1	0,8%
	11	3	2,4%

Table 2 Categorization of Family Social Support

Category	Interval	N	Percentage
High	$X \geq 114$	97	77,0%
Medium	$76 \leq X < 114$	29	23,0%
Low	$X < 76$	-	-
Total		126	100%

The results of the categorization of overall family social support above show that the majority of subjects in the study had a high level of family social support, namely 97 people (77.0%), while the rest were in the medium category, namely 29 people (23.0%), and there were no participants in the low category.

Table 3 Career Adaptability Categorization

Category	Interval	N	Percentage
High	$X \geq 66$	97	77,0%
Medium	$44 \leq X < 66$	29	23,0%
Low	$X < 44$	-	-
Total		126	100%

The results of the overall career adaptability categorization above show that 97 people (77.0%) are in the high category, while 29 people (23.0%) are in the low category, and there are no people in the low category. This means that the majority of the subjects of this study have a high level of career adaptability.

Based on the results of hypothesis testing, it can be seen that the correlation coefficient of family social support and career adaptability has a correlation coefficient of $r = 0.531$, $p = 0.000$ ($p < 0.05$). Therefore, it can be concluded that the hypothesis of this study is accepted, namely that there is a positive relationship between family social support and career adaptability. Meanwhile, the coefficient of determination *R square* obtained is 0.273 which indicates that the family social support variable has a contribution of 27.3% to the career adaptability variable.

Discussion

The results obtained after conducting product moment analysis are obtained the correlation coefficient value (r_{xy}) = 0.531 with $p = 0.000$ ($p < 0.05$) which shows that the hypothesis obtained in this study is accepted, namely there is a positive correlation between family social support and career adaptability in final year students. The positive relationship is shown by the higher the family social support owned, the higher the career adaptability. Conversely, the lower the family's social support, the lower the career adaptability.

The results of this study are in line with the theory of Koen et al, (2012) which says that final year students who get family social support will be able to formulate careers specifically and manage stress in facing the challenges of the diverse world of work after graduating from college. then, Tian & Fan's research (2014) says that the importance of social support from families can encourage final year students to be actively involved in career preparation. Thus, final year students who receive support from their families will be more confident in their ability to overcome challenges that arise in their career life (Butterfield et al, 2010).

Other results show that the coefficient of determination *R square* obtained is 0.273 which indicates that the family social support variable has a contribution of 27.3% to the career adaptability variable and the rest is influenced by other factors such as age, gender, socio-economic status, education, and work experience (Patton and Lokan, 2001). Nevertheless, the percentage of 27.3% in family social support is considered quite important in influencing the level of career adaptability in final year students.

Conclusions

Based on the results of the research analysis, it can be concluded that there is a positive relationship between family social support and career adaptability in final year students at Mercu Buana University Yogyakarta. That is, the higher the family's social support, the higher the career adaptability, on the contrary, if the lower the family's social support, the lower the career adaptability in final year students. The hypothesis proposed by this study is accepted.

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