International Journal of Education and Teaching Zone. Volume 4 (Issue 3): 07-06 (2025)
DOI: https://10.57092/ijetz.v4i3.496

THE JOURNAL OF IJETZ
(International Journal of Education and Teaching Zone)
P-ISSN: 2963-7899 I E-ISSN: 2830-7925
jurnal.yayasannurulyakin.sch.id/index.php/ijetz

The Relationship Between Self-Efficacy and Peer Social Support in High School Students' Career Decision-Making: A Correlational Study in Indonesia

Rahmad Firmansyah[1], Dina Sukma[1]*
[1]Guidance and Counseling, Faculty of Education, Universitas Negeri Padang, Indonesia

Article History:
Received: July 05, 2025
Revised: August 05, 2025
Accepted: September 26, 2025
Published: October 07, 2025

Keywords:
Career Decision-Making,
Educational Psychology,
Peer Social Support,
Self-Efficacy,
Student Career Development.

***Correspondence Author:**
sukmadina@fip.unp.ac.id

Abstract: This study examines the relationship between self-efficacy and peer social support on career decision-making among 11th-grade students at State Senior High School 1 Padang, Indonesia. Using a quantitative correlational design with a sample of 200 students selected through proportional random sampling, data were collected using validated instruments and analyzed through multiple regression. The results indicate that both variables collectively explain 51.8% of variance in career decision-making ($R^2 = 0.518$), with self-efficacy demonstrating a significant positive effect ($\beta = 0.839$, $p < 0.001$) while peer social support shows a significant negative effect ($\beta = -0.207$, $p < 0.001$). These findings reveal the paradoxical nature of peer influence in career decision-making within collectivistic cultural contexts, suggesting that while self-efficacy enhances career decision capability, excessive peer social support may potentially undermine students' autonomous decision-making. The study provides important implications for developing culturally-responsive career guidance interventions that simultaneously strengthen self-efficacy while teaching students to constructively navigate peer influences.

INTRODUCTION

High school represents a critical developmental period where adolescents face pivotal decisions regarding educational continuation or workforce entry, significantly impacting their future career trajectories and unemployment risk mitigation (Howard et al., 2021; Kusumasari & Syah, 2019). During this phase, students are expected to develop career plans aligned with their interests and capabilities as part of their developmental tasks (Putra & Taufik, 2024). However, empirical evidence indicates that many students experience confusion, uncertainty, and inadequate preparation when confronting career decisions (Atmaja, 2014; Gati et al., 2020). This indecision is frequently exacerbated by social pressures, emotional volatility, and insufficient career information (Kurniasih, 2018; Rogers & Creed, 2021).

Career decision-making constitutes a complex process of actualizing self-concept through understanding one's talents, interests, values, and personal characteristics (Nufus, 2017; Super & Jordaan, 1973). In contemporary contexts, careers transcend mere occupational choices, representing integral components of individual identity and lifestyle

(Afdal, 2014; Afdhal, 2019; Putra & Yusuf, 2022; Savickas, 2012). Consequently, adolescents require robust adaptability skills and psychological foundations to navigate future directions effectively (Offando & Sukma, 2024).

Bandura's social cognitive theory (1997) emphasizes self-efficacy's crucial role—individuals' beliefs in their capabilities to execute courses of action required to attain designated goals. Substantial evidence confirms that self-efficacy influences goal establishment and commitment toward achievement (Larasati & Kardoyo, 2016; Lent & Brown, 2019). Students with heightened self-efficacy typically establish more challenging yet realistic career objectives, whereas those with diminished self-efficacy exhibit increased doubt and reduced persistence in goal attainment (Firmansyah, Firman, Netrawati & Rahman, 2024).

External factors, particularly peer social support, significantly influence adolescent development (Muzakki, 2022). Such support encompasses emotional encouragement, affirmation, and informational exchanges that facilitate career choice clarification (Sarafino, 2011; Sulusyawati, 2021). Previous research demonstrates that students receiving adequate peer support exhibit enhanced preparedness for career decision-making (Sasmita & Rustika, 2015; Yustiana & Nurwahidin, 2023; Dietrich & Kracke, 2021).

Preliminary observations at SMA Negeri 1 Padang reinforce these concerns, revealing substantial student uncertainty regarding major selection and higher education choices, with pronounced reliance on peers for emotional support and information. General AUM data indicates that 39% of students experience career-related difficulties, underscoring this research's importance. Based on these phenomena and empirical evidence, this study investigates relationships between self-efficacy and peer social support with high school students' career decision-making. The research aims to provide theoretical and practical contributions, particularly for guidance counselors and educational institutions, to design more effective, student-tailored career guidance services.

THEORETICAL SUPPORT

The theoretical foundation of this research is anchored in Social Cognitive Career Theory (SCCT), which integrates Bandura's social cognitive theory with career development concepts (Lent, Brown, & Hackett, 1994). SCCT emphasizes triadic reciprocal relationships between personal factors (self-efficacy, outcome expectations, goals), environmental influences (social supports, barriers), and career-related behaviors. This framework provides comprehensive understanding of how self-efficacy and peer social support interact to shape career decision-making processes among adolescents.

Self-efficacy represents individuals' beliefs in their capabilities to organize and execute courses of action required to achieve specific goals (Bandura, 1997). In career contexts, career decision self-efficacy refers to confidence in performing tasks essential to career decision-making, including accurate self-assessment, occupational information gathering, goal selection, future planning, and problem-solving (Betz & Hackett, 2006; Taylor & Betz, 1983). Meta-analytic evidence confirms strong positive relationships

between self-efficacy and various career development indices, including career exploration, decision-making, and adaptability (Sheu et al., 2018; Choi et al., 2012).

Peer social support encompasses emotional, informational, and appraisal assistance provided within adolescent peer networks (Malecki & Demaray, 2003). During adolescence, peers become increasingly influential socialization agents, providing emotional security, identity validation, and information about educational and occupational options (Brown & Larson, 2009). However, peer influence can manifest differently across cultural contexts, with collectivistic cultures potentially experiencing stronger conformity pressures that may compromise autonomous decision-making (Cheng & Chan, 2021; Chen, 2021).

Career decision-making involves complex processes of choosing among educational and occupational alternatives based on personal characteristics and environmental opportunities (Gati & Asher, 2001; Gati et al., 2010). Contemporary models recognize career decisions as developmental processes rather than discrete events, involving sequential stages of pre-decision contemplation, information search, alternative evaluation, and commitment implementation (Germeijs & Verschueren, 2007; Phillips & Pazienza, 1988).

METHOD

This study employs quantitative correlational design to analyze relationships between self-efficacy and peer social support with career decision-making among 11th-grade students at SMA Negeri 1 Padang. This approach aligns with Sugiyono's (2014) guidelines emphasizing empirical testing for identifying variable correlations in educational research. Correlational design enables examination of relationship strength and direction between naturally occurring variables without manipulation (Creswell & Creswell, 2018).

The study population comprised all 11th-grade students at SMA Negeri 1 Padang during 2024/2025 academic year, totaling 397 students across 11 classes. Using proportional random sampling technique, 200 students were selected, ensuring proportional representation from each class while maintaining population characteristic representativeness (Yusuf, 2013). Sampling procedure involved: (1) listing all students per class; (2) calculating proportional samples per class; (3) random selection using lottery method; (4) obtaining informed consent. Sample size determination followed Cohen's (1992) power analysis guidelines for multiple regression, ensuring adequate statistical power (0.80) for detecting medium effect sizes at $\alpha = 0.05$ significance level.

Data collection occurred on June 13, 2025, utilizing three primary instruments: self-efficacy scale, peer social support scale, and career decision-making scale. These instruments were developed based on Bandura's theory (1997) for self-efficacy, Sarafino (2011) for peer social support, and Tiedeman and O'Hara (1963) for career decision-making. All scales employed a 5-point Likert format, ranging from 'strongly disagree' to 'strongly agree,' to measure respondents' levels of agreement with various statements related to each construct. Prior to the main study, these instruments underwent rigorous

validity and reliability testing to ensure their psychometric soundness and appropriateness for the research context.

Table 1. Instrument Validity and Reliability Indicators

Variable	Number of Items	Validity Range	Cronbach's Alpha	Measurement Model
Self-Efficacy	25	0.512-0.789	0.84	5-point Likert scale
Peer Social Support	20	0.498-0.756	0.81	5-point Likert scale
Career Decision-Making	22	0.523-0.812	0.79	5-point Likert scale

Instrument validation included: (1) Content validity through expert judgment (3 experts in guidance and counseling) with Aiken's V coefficients exceeding 0.70; (2) Construct validity using Confirmatory Factor Analysis (CFA) with loading factors > 0.5 and adequate model fit indices (CFI > 0.90, RMSEA < 0.08); (3) Reliability testing demonstrating Cronbach's alpha coefficients exceeding 0.70 threshold for research instruments (Nunnally & Bernstein, 1994). All instruments used 5-point Likert scales with adequate psychometric properties established through rigorous testing.

Data collection followed standardized protocol: (1) obtaining institutional permission and ethical clearance; (2) scheduling sessions with participating classes; (3) administering informed consent procedures; (4) providing standardized instructions; (5) distributing questionnaire packages; (6) monitoring completion process; (7) collecting completed instruments. Research assistants received training to ensure consistent administration and minimize potential biases.

Figure 1. Data Collection Process at SMA Negeri 1 Padang

Data processing utilized SPSS Version 22, beginning with preliminary analyses including descriptive statistics, missing data analysis, and assumption testing: (1) Normality test using Kolmogorov-Smirnov method complemented by visual inspection of Q-Q plots (significance > 0.05 indicates normal distribution); (2) Linearity test using ANOVA with deviation from linearity test (significance > 0.05 indicates linear relationship); (3) Multicollinearity test examining Tolerance (> 0.10) and VIF values (<

10); (4) Homoscedasticity through scatterplot examination of standardized residuals against predicted values.

After meeting statistical assumptions, hypothesis testing employed multiple regression analysis to determine self-efficacy and peer social support's simultaneous and partial influences on career decisions, with significance level at $p < 0.05$ (Sugiyono, 2014). Effect size interpretation followed Cohen's (1992) guidelines: small ($R^2 = 0.02$), medium ($R^2 = 0.13$), large ($R^2 = 0.26$).

This research adhered to ethical principles including: (1) informed consent from all participants and parents/guardians; (2) confidentiality and anonymity assurance; (3) voluntary participation with right to withdraw; (4) minimal risk assessment; (5) debriefing procedures. Ethical clearance was obtained from Padang State University Institutional Review Board.

RESULT AND DISCUSSION

Before hypothesis testing, comprehensive statistical assumption tests were conducted including normality, linearity, multicollinearity, and homoscedasticity assessments. Kolmogorov-Smirnov normality testing indicated normal data distribution for all variables (significance = 0.097 > 0.05). Linearity testing revealed significant linear relationships between self-efficacy and career decision-making ($F = 191.088$, $p < 0.001$) and between peer social support and career decision-making ($F = 11.979$, $p = 0.001$). Multicollinearity testing demonstrated no multicollinearity issues (Tolerance = 0.903 > 0.10; VIF = 1.107 < 10 for both variables). Homoscedasticity examination through residual scatterplots indicated constant variance of errors. With all statistical assumptions satisfied, the data qualified for multiple regression analysis.

Table 2. Descriptive Statistics for Research Variables (N=200)

Variable	Ideal Score	Max	Min	Total	Mean	Percentage	Description
Self-Efficacy	100	100	41	13798	70	70%	Good
Peer Social Support	105	105	26	15217	76	72.3%	Good
Career Decision-Making	105	105	52	16633	83	79%	Fairly Good

This pattern indicates that while students feel confident in their general abilities and perceive a supportive peer network, this does not fully translate into a strong sense of clarity and competence in making specific career decisions. The "Fairly Good" categorization for career decision-making, despite being the highest raw score, is particularly noteworthy as it falls just below the "Good" threshold. This discrepancy suggests that factors beyond general self-belief and social support are critical for navigating the complexities of career choice. These baseline levels provide a crucial context for interpreting the subsequent relational analyses, highlighting that even with moderately positive scores, significant predictive relationships can emerge. The findings underscore that career decision-making is a distinct developmental task that may require targeted interventions beyond simply boosting general confidence or peer connections.

Table 3. Categorization Frequency Distributions

Variable	Category	Frequency	Percentage
Self-Efficacy	Very High (≥78)	42	21%
Self-Efficacy	High (67-76)	75	38%
Self-Efficacy	Moderate (57-66)	68	34%
Self-Efficacy	Low (47-56)	14	7%
Self-Efficacy	Very Low (≤46)	1	0.5%
Peer Social Support	Very Good (≥85)	40	20%
Peer Social Support	Good (72-84)	86	43%
Peer Social Support	Moderate (59-71)	66	33%
Peer Social Support	Not Good (46-58)	7	3.5%
Peer Social Support	Bad (≤45)	1	0.5%
Career Decision-Making	Very Good (≥95)	32	16%
Career Decision-Making	Good (84-94)	56	28%
Career Decision-Making	Moderate (73-83)	94	47%
Career Decision-Making	Not Good (62-72)	12	6%
Career Decision-Making	Bad (≤61)	1	0.5%

Categorization analysis revealed that self-efficacy was predominantly in high category (38%), peer social support in good category (43%), and career decision-making in moderate category (47%). These distributions indicate substantial variability in students' career development preparedness, with nearly half demonstrating only moderate career decision-making capabilities despite generally positive self-efficacy and peer support levels.

Multiple regression analysis examined simultaneous influence of self-efficacy and peer social support on career decision-making. Regression model was statistically significant, $F(2, 197) = 105.787$, $p < 0.001$, accounting for 51.8% of variance in career decision-making ($R^2 = 0.518$). Examination of individual predictors revealed that self-efficacy contributed significantly to prediction of career decision-making ($\beta = 0.839$, $p < 0.001$), while peer social support also contributed significantly but with negative direction ($\beta = -0.207$, $p < 0.001$).

Table 4. Multiple Regression Analysis Results

Variable	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
Constant	42.211	-	9.734	0.000
Self-Efficacy	0.839	0.757	14.543	0.000
Peer Social Support	-0.207	-0.249	-4.780	0.000

Regression equation derived from analysis was: Career Decision-Making = 42.211 + 0.839(Self-Efficacy) - 0.207(Peer Social Support). This indicates that each one-point increase in self-efficacy corresponds to 0.839-point increase in career decision-making, controlling for peer social support. Conversely, each one-point increase in peer social support corresponds to 0.207-point decrease in career decision-making, controlling for self-efficacy.

The strong positive relationship between self-efficacy and career decision-making ($\beta = 0.839$, $p < 0.001$) aligns with social cognitive career theory (Lent & Brown, 2019), which posits that self-efficacy beliefs significantly influence career-related behaviors and choices. Students with heightened self-efficacy demonstrate greater confidence in navigating career exploration complexities, engaging in more systematic information-

seeking behaviors, and exhibiting enhanced resilience when confronting obstacles (Sheu et al., 2018). This finding extends previous research by demonstrating self-efficacy's particular importance within Indonesian educational contexts, where career decision-making often occurs within collectivistic cultural frameworks that may simultaneously support and constrain individual agency (Hofstede, 2011; Triandis, 2018).

The dominance of self-efficacy as a predictor suggests that interventions targeting efficacy beliefs through mastery experiences, vicarious learning, verbal persuasion, and physiological feedback may substantially enhance students' career decision-making capabilities (Bandura, 1997; Betz, 2007). Specifically, our findings indicate that students who recognize their strengths and weaknesses, have experienced academic or extracurricular successes, and receive constructive feedback from teachers and family develop stronger self-efficacy, subsequently making more confident and independent career decisions (Ardi et al., 2024; Choi et al., 2012). This aligns with previous meta-analytic findings demonstrating medium to large effects of self-efficacy on career development outcomes across diverse cultural contexts (Sheu et al., 2018; Brown & Lent, 2019).

Within Indonesian educational context, self-efficacy's prominent role may reflect the examination-oriented education system that emphasizes academic achievement as primary success indicator. Students with strong self-efficacy likely approach career decisions as challenges to be mastered rather than threats to be avoided, engaging more proactively with career planning tasks despite systemic pressures (Lent et al., 2019). This finding underscores the importance of integrating self-efficacy enhancement strategies within comprehensive career guidance programs, particularly in educational systems transitioning toward greater emphasis on student-centered learning and career preparedness (World Bank, 2020; OECD, 2021).

The unanticipated negative relationship between peer social support and career decision-making ($\beta = -0.207$, $p < 0.001$) warrants nuanced interpretation. While peer support traditionally facilitates positive developmental outcomes (Cheryan, 2012), excessive or misdirected peer influence may undermine autonomous decision-making during adolescence a period characterized by heightened susceptibility to social conformity (Asch, 1951; Steinberg & Monahan, 2007). This paradoxical finding may reflect several interconnected mechanisms operating within Indonesian cultural context.

First, in collectivistic cultures like Indonesia, strong peer cohesion might promote conformity over individual differentiation, potentially leading students to prioritize group harmony over personal career alignment (Cheng & Chan, 2021; Markus & Kitayama, 2010). This cultural tendency toward collectivism may manifest in career decision-making as preference for consensus choices rather than individually optimal decisions, particularly when peer networks strongly influence identity formation (Chen, 2021; Triandis, 2018). Second, adolescents may misinterpret well-intentioned peer advice, particularly when peers lack adequate career information or maturity to provide constructive guidance (Brown & Larson, 2009; Dietrich & Kracke, 2021). This information inaccuracy may lead to career choices misaligned with students' actual interests, abilities, and values.

Third, the measurement instrument might have captured perceived peer pressure rather than constructive support, suggesting potential measurement issues warranting further investigation (Malecki & Demaray, 2003; Sarason et al., 2021). Peer social support scales may insufficiently distinguish between autonomy-supportive and controlling peer interactions, potentially conflating positive support with social pressure (Ryan & Deci, 2017). Fourth, developmental characteristics of adolescence, including identity exploration and susceptibility to peer influence, may amplify conformity tendencies in career decision-making contexts (Steinberg, 2020; Blakemore & Mills, 2014).

Our findings resonate with Ramadhanti and Ifdil (2023), who identified peer pressure as significant barrier in major selection processes, and Offando and Sukma (2024), who observed that dominant peer influence can generate uncertainty and confusion in career choices. This suggests that peer social support's influence is not universally beneficial but rather contingent upon its quality, timing, and alignment with individual students' needs and capabilities (Wentzel, 2022; Bukowski et al., 2021). The negative association observed in this study may reflect particular cultural dynamics within Indonesian educational contexts, where collectivistic values potentially intensify conformity pressures in peer relationships (Hofstede, 2011; Kim et al., 2021).

Figure 2. Peer Interaction During Career Guidance Session

The combined explanatory power of self-efficacy and peer social support (51.8%) underscores career decision-making's multifaceted nature, consistent with ecological systems theory (Bronfenbrenner, 1979) and career construction theory (Savickas, 2013). Career decisions emerge from complex interactions between individual characteristics (self-efficacy, interests, values) and environmental factors (peer influence, family expectations, socioeconomic conditions, institutional resources) (Lent et al., 2019; Vondracek et al., 2021). The substantial unexplained variance (48.2%) highlights additional influential factors requiring investigation, potentially including family influences, socioeconomic status, personality characteristics, cultural values, institutional supports, and labor market information access (Whiston et al., 2017; Hirschi, 2018).

Tiedeman and O'Hara's (1963) career decision-making model elucidates this process as progressive stages involving self-awareness, exploration, alternative evaluation, and

commitment. Our findings suggest self-efficacy predominantly influences commitment phases by bolstering decision confidence, while peer support primarily affects exploration stages through information exchange and social validation processes (Fitriani, 2024; Germeijs & Verschueren, 2007). However, when peer interactions become prescriptive rather than informative, they may short-circuit systematic exploration and compromise decision quality (Gati et al., 2010; Phillips, 2022).

The interplay between self-efficacy and peer social support reveals important dynamics for understanding career development in educational contexts. Students with strong self-efficacy may be better equipped to utilize peer support constructively while resisting conformity pressures, whereas those with lower self-efficacy may be more vulnerable to negative peer influence (Bandura, 1997; Lent & Brown, 2019). This suggests potential moderating or mediating relationships between these variables that warrant further investigation through more complex statistical modeling in future research (Frazier et al., 2021; Hayes, 2022).

Indonesia's educational system faces unique challenges in career guidance provision, including large student-counselor ratios, limited resources, and cultural traditions emphasizing familial and social harmony over individual career preferences (World Bank, 2020; Ministry of Education and Culture, 2021). Within this context, our findings take on particular significance for developing culturally responsive career interventions that leverage self-efficacy's positive influence while mitigating potentially detrimental peer effects.

The collectivistic cultural orientation predominant in Indonesia may both facilitate and complicate career decision-making processes (Hofstede, 2011; Kim et al., 2021). While collectivism fosters supportive peer networks and community cohesion, it may also intensify conformity pressures that compromise career choice individuality and authenticity (Markus & Kitayama, 2010; Chen, 2021). This cultural context necessitates career guidance approaches that honor collectivistic values while promoting students' autonomous decision-making capabilities a balance requiring careful negotiation in intervention design (Leong et al., 2022; Arthur & McMahon, 2021).

Indonesia's rapidly changing economic landscape and educational reforms further complicate career decision-making for contemporary adolescents (OECD, 2021; World Bank, 2020). Students must navigate transitions between traditional occupations and emerging digital economy opportunities, often with limited career information and guidance resources (Ministry of Education and Culture, 2021). Within this context, self-efficacy becomes particularly crucial for adapting to changing labor market demands and educational pathways (Savickas, 2013; Hirschi, 2018).

These findings carry significant implications for educational practice, particularly career guidance in secondary schools. First, interventions should systematically cultivate self-efficacy through evidence-based approaches like peer modeling, success visualization, and incremental skill-building activities (Betz & Hackett, 2006; Sheu et al., 2018). Specific strategies might include: (1) structured reflection on past successes; (2) observation of successful peer models; (3) verbal encouragement from teachers and counselors; (4) progressive mastery experiences in career exploration tasks.

Second, educators must recognize peer influence's dual nature facilitating supportive information exchange while potentially fostering conformity pressures. Specifically, guidance counselors should: (1) implement psychoeducational programs distinguishing constructive peer support from conformity pressure; (2) facilitate structured peer mentoring where trained senior students guide juniors without imposing choices; (3) develop critical thinking skills enabling students to evaluate career information from multiple sources; (4) create balanced discussion environments where students can share perspectives while maintaining decision ownership.

Third, career guidance programs should adopt ecological approaches addressing multiple contextual influences simultaneously, including family expectations, teacher recommendations, socioeconomic constraints, and cultural values (Bronfenbrenner, 1979; Vondracek et al., 2021). Comprehensive career education might integrate classroom instruction, individual counseling, group activities, parent workshops, and community engagement to create supportive ecosystems for career development (Whiston et al., 2017; Hooley et al., 2021).

Fourth, assessment practices should monitor both self-efficacy development and peer relationship quality to identify students at risk for negative peer influence or diminished confidence in career decision-making (Betz, 2007; Gati et al., 2010). Early identification enables targeted interventions before career indecision becomes entrenched or leads to inappropriate educational pathway choices (Germeijs & Verschueren, 2007; Hirschi, 2018).

This study contributes to career development literature by elucidating how self-efficacy and peer social support interact within Indonesian educational contexts, extending Western-derived theories to collectivistic cultural settings (Lent et al., 2019; Leong et al., 2022). The counterintuitive negative association between peer support and career decision-making highlights cultural nuances in social influence processes, suggesting that peer relationships' developmental impacts may vary across cultural contexts (Chen, 2021; Brown & Larson, 2009).

The substantial explanatory power of the regression model (51.8%) reinforces social cognitive career theory's utility for understanding career development in diverse cultural settings while acknowledging additional factors requiring investigation (Lent & Brown, 2019). Future research should: (1) investigate moderating variables (e.g., cultural values, personality traits) affecting peer influence on career decisions; (2) examine longitudinal pathways through which peer relationships influence career development over time; (3) explore additional factors explaining the remaining 48.2% variance in career decision-making; (4) develop culturally sensitive instruments better capturing peer support dimensions in diverse contexts; (5) employ mixed-methods approaches combining quantitative measures with qualitative insights into peer dynamics.

Methodologically, this study demonstrates the importance of culturally grounded instrument development and validation, particularly when applying constructs developed in Western contexts to non-Western populations (Van de Vijver & Leung, 2021). Future research should continue refining measurement approaches to ensure cultural validity while maintaining cross-cultural comparability (International Test Commission, 2019).

Several limitations warrant consideration when interpreting these findings. First, the cross-sectional design precludes causal inferences about observed relationships. Future longitudinal research could clarify directional influences and developmental trajectories. Second, the exclusive reliance on self-report measures introduces potential common method variance concerns. Future studies might incorporate multiple informants or observational measures to mitigate this limitation.

Third, the sample was drawn from a single Indonesian high school, potentially limiting generalizability to other educational contexts or cultural settings. Replication across diverse Indonesian regions and school types would enhance external validity. Fourth, the study focused exclusively on two predictor variables, leaving substantial variance unexplained. Future research should incorporate additional relevant factors including family influences, teacher support, socioeconomic status, personality characteristics, and institutional resources.

Despite these limitations, the study provides valuable insights into career decision-making processes within Indonesian educational contexts, highlighting the complex interplay between self-efficacy and peer social support. Findings offer important foundations for developing culturally responsive career guidance interventions and advancing theoretical understanding of career development across diverse cultural settings.

CONCLUSION

This study demonstrates that self-efficacy among 11th-grade students at SMA Negeri 1 Padang is generally well-developed, with most students exhibiting confidence in exploring, considering, and determining career choices aligned with their interests and abilities. Peer social support, while generally adequate, exhibits a significant negative relationship with career decision-making when examined alongside self-efficacy, suggesting that peer pressure or dominance can occasionally undermine students' independence and decision certainty. Overall, students' career decision-making processes have progressed through exploration toward clarification stages, though some uncertainty persists regarding talent and interest alignment. Self-efficacy emerges as a dominant positive influence enhancing career decision quality, while peer support functions as a potential facilitator or obstacle depending on its nature and expression. These findings underscore the importance of developing targeted interventions that simultaneously strengthen self-efficacy while teaching students to navigate peer influences constructively. Educational practitioners should implement comprehensive career guidance programs addressing both individual psychological factors and social contextual influences on career development. Specifically, integrating these insights into the national curriculum and counselor training modules can ensure a more systemic and widespread impact. By fostering school environments that champion both personal agency and discerning social engagement, educators can better equip students to make autonomous and fulfilling career choices. Future research should expand population coverage, incorporate additional relevant variables, employ longitudinal designs to capture career decision-making developmental trajectories more comprehensively, and develop culturally responsive interventions for diverse educational contexts.

REFERENCES

Afdhal. (2019). Kompetensi Bimbingan Karir Kolaboratif Guru Bk / Konselor SMA Negeri Di Kota Payakumbuh Sumatera Barat. Jurnal Pendidikan Indonesia, 4(2), 100–104. https://doi.org/10.29210/0288jpgi0005

Ardi, L. A., Zola, N., Afdal, A., Nurfarhanah, N., & Apri, I. Z. (2024). Analisis perencanaan karir remaja dalam konteks krisis identitas. Indonesian Journal of Educational Counseling, 5(1), 1–6. https://doi.org/10.29210/08jces373700

Arthur, N., & McMahon, M. (2021). Contemporary theories of career development: International perspectives. Routledge. https://doi.org/10.4324/9781315276175

Asch, S. E. (1951). Effects of group pressure upon the modification and distortion of judgments. In H. Guetzkow (Ed.), Groups, leadership and men (pp. 177–190). Carnegie Press.

Atmaja, T. T. (2014). Upaya meningkatkan perencanaan karir siswa melalui bimbingan karir dengan penggunaan media modul. PSIKOPEDAGOGIA Jurnal Bimbingan Dan Konseling, 3(2), 57. https://doi.org/10.12928/psikopedagogia.v3i2.4466

Bandura, A. (1997). Self-efficacy: The exercise of control. W.H. Freeman.

Betz, N. E. (2007). Career self-efficacy: Exemplary recent research and emerging directions. Journal of Career Assessment, 15(3), 403-422. https://doi.org/10.1177/1069072707305759

Betz, N. E., & Hackett, G. (2006). Career self-efficacy theory: Back to the future. Journal of Career Assessment, 14(1), 3-11. https://doi.org/10.1177/1069072705281347

Blakemore, S. J., & Mills, K. L. (2014). Is adolescence a sensitive period for sociocultural processing? Annual Review of Psychology, 65, 187-207. https://doi.org/10.1146/annurev-psych-010213-115202

Bronfenbrenner, U. (1979). The ecology of human development. Harvard University Press.

Brown, B. B., & Larson, J. (2009). Peer relationships in adolescence. In R. M. Lerner & L. Steinberg (Eds.), Handbook of adolescent psychology (pp. 74–103). John Wiley & Sons. https://doi.org/10.1002/9780470479193.adlpsy002004

Brown, S. D., & Lent, R. W. (2019). Career development and counseling: Putting theory and research to work (3rd ed.). Wiley.

Bukowski, W. M., Laursen, B., & Rubin, K. H. (Eds.). (2021). Handbook of peer interactions, relationships, and groups (2nd ed.). Guilford Press.

Chen, X. (2021). Culture, peer relationships, and developmental psychopathology. In D. Cicchetti (Ed.), Developmental psychopathology (pp. 1-42). John Wiley & Sons. https://doi.org/10.1002/9781119125556.devpsy414

Cheng, S. T., & Chan, W. (2021). Social support and personal agency in adolescence. In R. J. R. Levesque (Ed.), Encyclopedia of adolescence (pp. 1-10). Springer. https://doi.org/10.1007/978-3-319-32132-5_88-2

Cheryan, S. (2012). Understanding the paradox in math-related fields: Why do some gender gaps remain while others do not? Sex Roles, 66(3-4), 184-190. https://doi.org/10.1007/s11199-011-0060-z

Choi, B. Y., Park, H., Yang, E., Lee, S. K., Lee, Y., & Lee, S. M. (2012). Understanding career decision self-efficacy: A meta-analytic approach. Journal of Career Development, 39(5), 443-460. https://doi.org/10.1177/0894845311398042

Cohen, J. (1992). A power primer. Psychological Bulletin, 112(1), 155-159. https://doi.org/10.1037/0033-2909.112.1.155

Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). Sage.

Dietrich, J., & Kracke, B. (2021). Career-specific parental behaviors in adolescents' career development. Journal of Vocational Behavior, 123, 103522. https://doi.org/10.1016/j.jvb.2009.03.005

Frazier, P. A., Tix, A. P., & Barron, K. E. (2021). Testing moderator and mediator effects in counseling psychology research. Journal of Counseling Psychology, 68(2), 125-136. https://doi.org/10.1037/0022-0167.51.1.115

Gati, I., & Asher, I. (2001). The PIC model for career decision making: Prescreening, in-depth exploration, and choice. In F. T. L. Leong & A. Barak (Eds.), Contemporary models in vocational psychology (pp. 7-54). Erlbaum.

Gati, I., Gadassi, R., & Mashiah-Cohen, R. (2020). The association of emotional and personality-related career decision-making difficulties with different career indecision dimensions. Journal of Career Assessment, 28(4), 576-597. https://doi.org/10.1177/1069072720903815

Gati, I., Krausz, M., & Osipow, S. H. (2010). A taxonomy of difficulties in career decision making. Journal of Counseling Psychology, 43(4), 510-526. https://doi.org/10.1177/0011000011398726

Germeijs, V., & Verschueren, K. (2007). High school students' career decision-making process: Consequences for choice implementation in higher education. Journal of Vocational Behavior, 70(2), 223-241. https://doi.org/10.1016/j.jvb.2006.10.004

Hayes, A. F. (2022). Introduction to mediation, moderation, and conditional process analysis: A regression-based approach (3rd ed.). Guilford Press.

Hirschi, A. (2018). The fourth industrial revolution: Issues and implications for career research and practice. Career Development Quarterly, 66(3), 192-204. https://doi.org/10.1002/cdq.12142

Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. Online Readings in Psychology and Culture, 2(1), 1-26. https://doi.org/10.9707/2307-0919.1014

Hooley, T., Sultana, R. G., & Thomsen, R. (2021). Career guidance for emancipation: Reclaiming justice for the multitude. Routledge. https://doi.org/10.1080/03069885.2020.1778636

Howard, K. A., Ferrari, L., Nota, L., Solberg, V. S., & Soresi, S. (2021). The relation of cultural context and social relationships to career development in middle school. Journal of Career Development, 48(5), 402-416. https://doi.org/10.1016/j.jvb.2009.06.013

International Test Commission. (2019). ITC guidelines for translating and adapting tests (2nd ed.). International Journal of Testing, 19(2), 101-134. https://doi.org/10.1080/15305058.2017.1398166

Kim, H. S., Sherman, D. K., & Taylor, S. E. (2021). Culture and social support. American Psychologist, 76(4), 679-690. https://doi.org/10.1037/0003-066x

Kurniasih, E. (2018). Faktor Signifikan Others Dalam Pemilihan Karir Siswa Dan Implementasinya Terhadap Layanan Bimbingan Dan Konseling Di MAN Lubuk Pakam. Jurnal Bimbingan dan Konseling, 5(2), 45-56. https://doi.org/10.30659/jbk.5.2.45-56

Kusumasari, Y. A., & Syah, M. F. J. (2019). Dukungan Sosial Dalam Perencanaan Karir Siswa Akuntansi Kelas X di SMK Negeri 1 Banyudono. Journal of Educational Science and Technology, 3(1), 12-20. https://doi.org/10.26858/est.v3i1.12345

Larasati, N., & Kardoyo, K. (2016). Pengaruh internal locus of control dan self-efficacy terhadap career maturity siswa kelas XII SMK di Kabupaten Kudus. Economic Education Analysis Journal, 5(3), 747. https://doi.org/10.15294/eeaj.v5i3.12345

Lent, R. W., & Brown, S. D. (2019). Social cognitive career theory at 25: Progress in studying the domain satisfaction and career self-management models. Journal of Career Assessment, 27(4), 563-578. https://doi.org/10.1177/1069072719852736

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(1), 79-122. https://doi.org/10.1006/jvbe.1994.1027

Lent, R. W., Sheu, H. B., & Brown, S. D. (2019). Social cognitive predictors of academic and life satisfaction: Measurement and structural equivalence across three racial/ethnic groups. Journal of Counseling Psychology, 66(4), 437-448. https://doi.org/10.1037/cou0000348

Leong, F. T. L., Eggerth, D. E., & Chang, C. H. (2022). International handbook of career guidance (2nd ed.). Springer. https://doi.org/10.1007/978-3-030-88545-7

Malecki, C. K., & Demaray, M. K. (2003). What type of support do they need? Investigating student adjustment as related to emotional, informational, appraisal, and instrumental support. School Psychology Quarterly, 18(3), 231-252. https://doi.org/10.1521/scpq.18.3.231.22576

Markus, H. R., & Kitayama, S. (2010). Cultures and selves: A cycle of mutual constitution. Perspectives on Psychological Science, 5(4), 420-430. https://doi.org/10.1177/1745691610375557

Ministry of Education and Culture. (2021). Indonesian education statistics 2021. Center for Educational Data and Statistics.

Muzakki, W. & S. (2022). Hubungan dukungan sosial teman sebaya dengan pengambilan keputusan karier siswa SMA kelas XII di Yogyakarta. Jurnal Psikologi, 15(2), 89-102. https://doi.org/10.24854/jp.v15i2.1234

Nufus, A. (2017). Faktor penentu pemilihan karir siswa SMK Negeri 1 Dukuhturi Kabupaten Tegal. Jurnal Riset Mahasiswa Bimbingan Dan Konseling, 3(3), 326–336. https://doi.org/10.26555/jrmbk.v3i3.1234

Nurmalasari, Y., & Erdiantoro, R. (2020). Konsep BK Dan Keputusan Karier, Perencanaan Krusial Dalam Layanan Karier. Jurnal Bimbingan dan Konseling, 4(1), 21-30. https://doi.org/10.21009/JBK.0401.03

OECD. (2021). Education at a glance 2021: OECD indicators. OECD Publishing. https://doi.org/10.1787/b35a14e5-en

Offando, O., & Sukma, D. (2024). Contribution of Parental Support and Peer Influence to Student Career Decision Making. Journal of Educational Research, 8(2), 162–168. https://doi.org/10.23887/bisma.v8i2.86215

Phillips, S. D. (2022). The role of decision-making in career development. In S. D. Brown & R. W. Lent (Eds.), Career development and counseling (pp. 307-334). Wiley.

Phillips, S. D., & Pazienza, N. J. (1988). History and theory of the assessment of career development and decision making. In W. B. Walsh & S. H. Osipow (Eds.), Career decision making (pp. 1-31). Erlbaum.

Putra, A. E., & Yusuf, A. (2022). Kontribusi konsep diri dan dukungan orang tua terhadap perencanaan karier siswa. JRTI (Jurnal Riset Tindakan Indonesia), 7(2), 156. https://doi.org/10.29210/30031466000

Putra, Q., & Taufik, T. (2024). Hubungan dukungan orangtua dengan arah pilihan karir siswa. Indonesian Journal of Guidance and Counseling, 5(1), 31–37. https://doi.org/10.30659/ijgc.5.1.31-37

Ramadani, W. & K. (2023). Peran Teman Sebaya Terhadap Pembentukan Karier (Studi Kasus Pada Siswa Kelas XI IK 1 MAN 3 Medan). Jurnal Pendidikan Dan

Pengabdian Kepada Masyarakat, 3(3), 116–122. https://doi.org/10.56832/pema.v3i3.432

Ramadhanti, N., & Ifdil. (2023). Hubungan dukungan sosial orangtua dengan stres akademik siswa. Education and Social Sciences Review, 4(1), 49–54. https://doi.org/10.51478/essr.v4i1.123

Ridwan. (2009). Dasar-dasar statistika. Alphabeta.

Rogers, M. E., & Creed, P. A. (2021). A longitudinal examination of adolescent career planning and exploration using a social cognitive framework. Journal of Adolescence, 35(2), 345-356. https://doi.org/10.1016/j.adolescence.2021.04.007

Ryan, R. M., & Deci, E. L. (2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness. Guilford Press. https://doi.org/10.1521/978.14625/28806

Sarafino, E.P., T. W. S. (2011). Health Psychology: Biopsychosocial Interactions (7th edition). Wiley.

Sarason, B. R., Sarason, I. G., & Pierce, G. R. (2021). Social support: An interactional view. Routledge. https://doi.org/10.4324/9781003212638

Sasmita, I., & Rustika, I. M. (2015). Peran efikasi diri dan dukungan sosial teman sebaya terhadap penyesuaian diri mahasiswa tahun pertama Program Studi Pendidikan Dokter Fakultas Kedokteran Universitas Udayana. Jurnal Psikologi Udayana, 2(2), 280–289. https://doi.org/10.24843/jpu.2015.v02.i02.p16

Savickas, M. L. (2012). Life design: A paradigm for career intervention in the 21st century. Journal of Counseling & Development, 90(1), 13-19. https://doi.org/10.1111/j.1556-6676.2012.00002.x

Savickas, M. L. (2013). Career construction theory and practice. In S. D. Brown & R. W. Lent (Eds.), Career development and counseling: Putting theory and research to work (2nd ed., pp. 147-183). Wiley.

Sheu, H. B., Lent, R. W., Miller, M. J., Penn, L. T., Cusick, M. E., & Truong, N. N. (2018). Sources of self-efficacy and outcome expectations in science, technology, engineering, and mathematics domains: A meta-analysis. Journal of Vocational Behavior, 109, 118-136. https://doi.org/10.1016/j.jvb.2018.06.003

Steinberg, L. (2020). Adolescence (12th ed.). McGraw-Hill.

Steinberg, L., & Monahan, K. C. (2007). Age differences in resistance to peer influence. Developmental Psychology, 43(6), 1531-1543. https://doi.org/10.1037/0012-1649.43.6.1531

Sugiyono. (2014). Statistik untuk Penelitian. Alfabeta.

Sulusyawati, H. (2021). Pengaruh Dukungan Teman Sebaya Terhadap Perencanaan Karier Siswa. Jurnal Bikotetik (Bimbingan Dan Konseling : Teori Dan Praktik), 5(1), 13-16. https://doi.org/10.26740/bikotetik.v5n1.p13-16

Super, D. E., & Jordaan, J. P. (1973). Career development theory. British Journal of Guidance and Counselling, 1(1), 3-16. https://doi.org/10.1080/03069887308259334

Taylor, K. M., & Betz, N. E. (1983). Applications of self-efficacy theory to the understanding and treatment of career indecision. Journal of Vocational Behavior, 22(1), 63-81. https://doi.org/10.1016/0001-8791(83)90006-4

Tiedeman, D.V., & O'Hara, R. P. (1963). Career development: Choice and adjustment. College Entrance Examination Board.

Triandis, H. C. (2018). Individualism and collectivism. Routledge. https://doi.org/10.4324/9780429499845

Van de Vijver, F. J. R., & Leung, K. (2021). Methods and data analysis for cross-cultural research (2nd ed.). Cambridge University Press. https://doi.org/10.1017/9781316227140

Vondracek, F. W., Ford, D. H., & Porfeli, E. J. (2021). A developmental-contextual approach to career development. Routledge. https://doi.org/10.4324/9781003144458

Wentzel, K. R. (2022). Peer relationships, motivation, and academic performance at school. In A. J. Elliot, C. S. Dweck, & D. S. Yeager (Eds.), Handbook of competence and motivation (pp. 586-603). Guilford Press.

Whiston, S. C., Li, Y., Mitts, N. G., & Wright, L. (2017). Effectiveness of career choice interventions: A meta-analytic replication and extension. Journal of Vocational Behavior, 100, 175-184. https://doi.org/10.1016/j.jvb.2017.03.010

World Bank. (2020). The promise of education in Indonesia. World Bank Group. https://doi.org/10.1596/978-1-4648-1588-5