

## Career Awareness and Peer Social Support Woth Career Decision Making in College Students

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**ABSTRACT:** Indonesia is in the era of the industrial revolution 4.0 which causes a variety of new types of jobs to emerge. This condition makes students need to make the right career decision. This study aims to analyze the relationship between career awareness and peer social support with career decision making in college students. A quantitative approach was used in this study, involving 385 undergraduate students in Surabaya as samples, which were selected using the quota sampling technique. Data were collected through measurement scales that have been tested for validity and reliability, including the career decision-making scale, career awareness scale, and peer social support scale. Data analysis used multiple regression analysis. The results showed a positive and significant correlation between career awareness and student career decision making. However, peer social support had no relationship with students' career decision-making, indicating that students tend to rely on themselves in making career decisions. The findings provide practical implications for universities and counseling guidance services to increase students' career awareness to support appropriate career decision-making amid the growing needs of the job market.

**KEYWORD:** Career Awareness, Peer Social Support, Career Decision Making

### I. INTRODUCTION

Indonesia is entering the era of the Industrial Revolution 4.0, characterized by the widespread integration of digital technology, automation, and connectivity in the manufacturing industry (Kholida, 2022). This has triggered a transformation of the work landscape, giving birth to a rapid variety of new employment opportunities (Andrean, 2020). The World Economic Forum (WEF) predicts 69 million new jobs in Indonesia by 2023, as the complexity of the job market continues to increase (Hendrarto, 2023). Binus University (2019) also mentioned some examples of new jobs that have emerged, such as social media specialists, content writers, video makers, graphic designers, and data analysts. Data from the Office of Communication and Informatics (2024) further reinforces this phenomenon, namely in the era of digitalization, various new jobs have emerged, such as content writers, software developers, content creators, social media specialists, digital marketers, SEO specialists, UI/UX designers, web developers, data scientists, and graphic designers. The emergence of these new jobs signifies a significant shift in the digital work landscape.

Along with the increasing types of jobs that are developing, individuals need to make the right career decisions in order to be in line with the needs of the existing labor market, considering that career or work is one of the important aspects of human life (Nasir and Lin, 2012). A career, which is a series of life experiences related to a person's position, role and related activities during the individual's working life span (Rahmat, et al, 2014), is also a source of human happiness, so it needs to be decided appropriately so that it does not become a problem in the individual's future life (Lydiasari, 2019).

Reported through IDN Times media (Arnesya, 2023) mistakes in making career decisions can cause careers to become stuck and difficult to develop, even in certain situations can also trigger prolonged stress because they feel empty and have an impact on overall happiness and quality of life. This is in line with research conducted by (Ahmed, et al, 2017) which states that choosing an inappropriate career can cause frustration, fatigue and waste of resources. This is because individuals will spend time, effort and energy on something that is not in accordance with their interests, potentially experiencing extreme fatigue and even burnout.

The results of the researcher's interviews with five HRDs from PT Mash Moshem Indonesia, PT Mazuta Group, PT Mambruk Cikong Indonesia, PT Sutindo Group, and CCSI, informed that candidates were often found with a fairly diverse and serious turnover background. The results of further investigation by these HRDs, it turns out that generally these candidates have difficulty deciding on a career that suits their competence so that they repeatedly change jobs to find a job that suits their competence. As a result, these candidates are unable to work optimally, feel dissatisfied with their work and their career opportunities are difficult to develop.

The fact that many students do not have stable career decisions is illustrated in research conducted by Arjanggi (2017) at Sultan Agung Islamic University, which states that 44.7% of adolescents have difficulty making career decisions. Similar results were recorded in Putri's research (2017) at Andalas University, which stated that 50.1% of students experienced career

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decisionmaking difficulties in the salient category, 40.4% in the moderate category and 9.5% were in the negligible category. Similarly, Ferdinan's research (2020) states that 22.33% of fourth-year students at the Department of Accounting & Management, Faculty of Economics and Business, Diponegoro University, Semarang have low career decision-making skills, because in general they feel unsure of their goals after graduating from college, and experience confusion in making career choices. Similar facts were also shown in research by Selviana, et al (2020) that 33% of students at Lampung University did not know what to do after graduating from college and 20% did not recognize their interests and talents and were confused about choosing a job.

A survey conducted by the Career and Alumni Development Section of Universitas 17 Agustus 1945 Surabaya in 2023, stated that as many as 56.7% of prospective graduates felt confused about what to do after graduating from college related to their career choices. The results of interviews that researchers conducted with ten students also mentioned that students did not know what career they would pursue in the future, so that the impact was that these students were hampered in preparing for the world of work because they could not determine their career choices. Student respondents who were interviewed stated that they experienced confusion in determining a career and did not know what career to pursue after graduating from college. Some respondents were even confused in choosing the right career.

Students are in a crucial transition phase in determining their career direction. This is because the developmental task of students is to start thinking about and preparing themselves to enter the world of work so that students need to start making clear career decisions. Making clear career decisions during college not only encourages the achievement of students' self-regulatory goals but also plays an important role in maintaining psychological health and well-being. Santrock (2008) states that in order to fulfill their developmental tasks, students begin to explore career options, form a career identity, make more concrete decisions, and increase their confidence in career decision-making.

One of the factors that can influence career decision making is career awareness (Ibrahim, 2014; Haibo, et al, 2018; McRoberts, 2024) which according to Her (1979) is awareness of oneself and awareness of various jobs. Students who have career awareness will have knowledge about the scope of their career as a whole and direct themselves towards career identities or roles that exist in the career world so that they become easier to decide what career to take later after graduation. Someone who does not have a clear understanding of their desired career choice shows a lack of career awareness. This lack of awareness can have an impact on the inability to make appropriate career decisions, which in turn can result in losses of time, finances, and failure in education due to lack of motivation to learn (Selviana, et al, 2020). The results of Randi's (2003) research show that career awareness needs to be developed since children are in elementary school.

Individual career decision making can also be influenced by peer social support (Muzakki, et al, 2022; Amsanah, 2018; Aminurrohimi, et al, 2014; Zulfa, et al, 2018; Dian, 2021; Kristiono, 2018). Interaction with peers allows students to communicate with each other and share opinions on future career issues, as well as gather career information from various sources including peers and use this information to make career decisions (Suwanto, 2018). Dian (2021) states that for some students, peers are like storytelling friends when parents cannot provide definite choices or advice for their career continuation. When students will be more together with peers as a group where the group can be a valuable source of additional information and support during the career decision-making process (Kristiono, 2018) and (Muzakki, et al, 2022). This is in line with the results of research by Firmansyah, et al (2024) that there is a significant relationship between self-efficacy and peer social support for student career decision making.

This research is more focused on testing the relationship between career awareness and peer social support with career decision making. If career awareness and peer social support are proven to have a relationship with career decision making, then career awareness and peer social support can be developed as alternative solutions to facilitate career decision making in students.

Based on the description above, the hypotheses of this study are a) there is a correlation between career awareness and peer social support with career decision making in college students; b) there is a positive correlation between career awareness and career decision making in college students; and c) there is a positive correlation between peer social support and career decision making in college students.

## II. METHOD

The population in this study were active students in Surabaya City, totaling 273,229. This figure is based on data from the Central Bureau of Statistics of East Java Province. The research sample was 385 students selected using the quota sampling technique using the Krejcie and Morgan table reference. The research method uses a quantitative approach with a Likert scale as a data collection technique. Data collection is done by distributing career awareness scales, peer social support scales and career decision making scales that have gone through a trial process. Data collection after the trial was carried out online by distributing google forms and distributing the scale directly to students.

## III. RESULTS

The data that have been obtained in the study of the relationship between career awareness and peer social support with career decision making will be analyzed using multiple regression analysis techniques processed using the SPSS Series 20 IBM for Windows program. Before conducting multiple regression analysis, it is necessary to carry out several assumption tests, namely the Normality Test of Distribution, Linearity Test of Relationship, Multicollinearity Test and Heteroscedasticity Test.

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The normality test in this study was carried out on the career decision making variable (Y) which aims to determine whether the career decision making variable data was normally distributed or not which could be seen from the Z value in theogrovsmirnov column with the help of the SPSS Series 20 IBM for Windows Program. The results of the normality test on the career decision-making variable obtained a significant level of 0.060. The results of the normality test can be seen in table 1.

**Table 1. Normality Test Results**

<i>Kolmogorov-Smirnov</i>			
Z	df	p	Description
0,045	385	0,060	Normal ( $p > 0,05$ )

**Source:** Statistical Output Program SPSS Series 20 IBM for Windows

The results of the linearity test between career awareness and career decision making show a p of 0.067 ( $p > 0.05$ ) with an F of 1.343, meaning that career awareness and career decision making have a linear relationship. The results of the linearity test between peer social support and career decision making show a p value of 0.000 ( $p < 0.05$ ) with an F of 2.044, meaning that peer social support and career decision making have a non-linear relationship. The results of the linearity test can be seen in table 2.

**Table 2. Linearity Test Results**

Variable	F Deviation from Linearity	p	Description
Career awareness with Career Decision Making	1,343	0,067	Linear ( $p > 0,05$ )
Peer Social Support with Career Decision Making	2,044	0,000	Tidak Linear ( $p < 0,05$ )

**Source:** Statistical Output Program SPSS Series 20 IBM for Windows

The results of the multicollinearity test for career awareness and peer social support show a tolerance value of  $0.849 > 0.10$  and a VIF value of  $1.178 < 10$ , meaning that there is no multicollinearity between the career awareness and peer social support variables. Multicollinearity test results can be seen in table 3.

**Table 3. Multicollinearity Test Results**

<i>Collinearity Statistic</i>		
Tolerance	VIF	Description
0,849 ( $> 0,10$ )	1,178 ( $< 10$ )	No multicollinearity

**Source:** Statistical Output Program SPSS Series 20 IBM for Windows

The results of the heteroscedasticity test on the variables of career awareness and peer social support with ABS\_RES obtained a significance of 0.920 ( $p > 0.05$ ) on the career awareness variable and obtained a significance of 0.551 ( $p > 0.05$ ) on the peer social support variable. This shows that there is no heteroscedasticity in these two variables. Based on the results of the assumption test, the research data obtained will use multiple linear regression analysis. The results of the heteroscedasticity test can be seen in table 4.

**Table 4. Heteroscedasticity Test Results**

Variable	p	Description
Career awareness with ABS_RES	0,920 ( $p > 0,05$ )	No heteroscedasticity
Peer Social Group Support with ABS_RES	0,551 ( $p > 0,05$ )	No heteroscedasticity

**Source:** Statistical Output Program SPSS Series 20 IBM for Windows

The first hypothesis in this study is that career awareness and peer social support are jointly correlated with career decision making. The results of hypothesis testing show the calculated F value of career awareness and peer social support with career decision making of 162.243 and a significance of 0.000 ( $p < 0.01$ ). The significance value of 0.000 ( $p < 0.01$ ) indicates that the hypothesis of career awareness and peer social support together correlate with career decision making is accepted. This means that students who have career awareness and get good peer social support can make better decisions. The results of the first hypothesis test can be seen in table 5.

**Table 5. First Hypothesis Test Results**

Model	F	p	Description
Career awareness and Peer Social Support with Career Decision Making	162,243	0,000	Significant ( $p < 0,01$ ) Hypothesis Accepted

**Source:** Statistical Output Program SPSS Series 20 IBM for Windows

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The second hypothesis in this study is that there is a positive correlation between career awareness and career decision making in college students. The results of hypothesis testing show that the correlation value of career awareness with career decision making is 16.350 with a significance of 0.000 ( $p < 0.01$ ). The significance value of 0.000 ( $p < 0.01$ ) indicates that the hypothesis that there is a positive correlation between career awareness and career decision making in students is accepted. This means that students who have good career awareness can make the right career decisions. The positive value on the correlation number indicates that the relationship between career awareness and career decision making is unidirectional. This means that the higher the career awareness, the more appropriate the career decisions taken. The results of the first hypothesis test can be seen in table 6.

**Table 6. Second Hypothesis Test Results**

Model	t	p	Keterangan
<i>Career awareness with Career Decision Making</i>	0,677	0,000	Significant ( $p < 0,01$ ) Hypothesis Accepted

Source: Statistical Output Program SPSS Series 20 IBM for Windows

The third hypothesis in this study is that there is a correlation between peer social support and career decision making. The results of hypothesis testing show that the correlation value of peer social support with career decision making is 0.608 with a significance of 0.544 ( $p > 0.05$ ). The significance value of 0.054 ( $p > 0.05$ ) indicates that the hypothesis that there is a correlation between peer social support and career decision making is rejected. This means that students who get social support from peers do not directly affect career decision making in students. The results of the first hypothesis test can be seen in table 7.

**Table 7. Third Hypothesis Test Results**

Model	t	p	Description
Peer Social Support with Career Decision Making	0,608	0,544	Not Significant ( $p > 0.05$ ) Hypothesis Rejected

Source: Statistical Output of SPSS Program Series 20 IBM for Windows

The results of the calculation of effective contribution show that each independent variable has an effective contribution to the dependent variable. The effective contribution score of career awareness to career decision making is 0.4490. This means that career awareness has a contribution of 44.90% to career decision making. The effective contribution score of peer social support to career decision making is 0.0704. This means that peer social support has a contribution of 7.04% to career decision making. The effective contribution score of career awareness and peer social support with career decision making is 0.456. This means that career awareness and peer social support have a contribution of 45.60% to career decision making. The results of the calculation of effective contribution can be seen in table 8.

**Table 8. Effective Contribution of Each X Variable to Y Variable**

Variable	SE	SE(%)	R <sup>2</sup>
<i>Career awareness</i>	0,4490	44,90%	0,456 (45,60%)
<i>Peer Social Support</i>	0,0704	7,04%	

Source: Statistical Output of SPSS Program Series 20 IBM for Windows

## IV. DISCUSSION

Students who have career awareness and also get social peer support, can make the right career decisions. Students who understand themselves, learn career choices, and get support from peers can make career decisions that are more informed and in accordance with their interests, talents, and potential.

Students' understanding of their interests, talents, strengths and weaknesses can be strengthened by emotional support from peers. Support such as affection and care can create a safe and comfortable environment for students to explore themselves and discover their potential. Students will learn about various career options and requirements will be helped by information support from peers. Peers can share information about their experiences during internships, provide career advice, and help individuals find reliable sources of information. Students will also match themselves with career options and can do so more effectively with the help of peer assessment support. Peers can provide objective feedback about an individual's personality, interests and abilities, and help individuals see themselves from a different perspective. Peers can also assist individuals in finding information through the internet, attending career events, or meeting with professionals in various fields that match their career choices. These results are in line with research conducted by Zhang and Huang (2018) that peer social support can influence students' career exploration, which then affects their career decisions through increased career awareness.

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The results of the empirical mean value of career decision making are 78.39 and the theoretical mean value is 63. These results indicate that the empirical mean value of career decision making is greater than the theoretical mean value, meaning that students who are the subjects of this study have career decision making abilities in the high category. The results also show that the effective contribution score of career awareness and peer social support with career decision making is 0.456, meaning that career awareness and peer social support have a contribution of 45.60% to career decision making in students and the rest is influenced by other factors. This effective contribution score further strengthens the first hypothesis which states that career awareness and peer social support are jointly correlated with career decision making in college students.

Career awareness has a significant relationship with career decision making in college students, meaning that the higher the career awareness, the more appropriate the career decisions taken. Students are a group of individuals who are preparing for their future through the learning process in college. Students will understand their interests, talents, strengths and weaknesses then seek information about various career options and understand the consequences and impacts of each choice. Good self-understanding will help students explore careers that suit them. Students will also conduct a job analysis, where they learn about various career options, requirements and skills needed. A good understanding of the job will help students crystallize suitable career choices. Students who already have self-understanding and career understanding will organize and adjust to various career choices. Students will also make various efforts to obtain the skills needed by attending training, seminars or workshops related to improving the skills needed in the world of work to try to match themselves with career choices and consider requirements. The ability of students to match themselves with career choices will make it easier for them to choose the right career. Students with a good understanding of self and work will help students clarify and solidify their career choices. This is in line with the opinion expressed by Astuti, et al (2020) that career awareness plays an important role in encouraging individuals to understand and accept their shortcomings and strengths. Azzachra, et al (2021) and Rahman (2018) also explain that career awareness allows individuals to recognize and understand the various career options available, as well as consider various factors in making the right career decisions. The results of research conducted by Ibrahim (2014) also state that career awareness has a significant relationship with career decisions. Individuals who have career awareness are able to make career decisions, while individuals who do not have career awareness will have difficulty in making career decisions. Research conducted by Gati and Kulcsár (2021), also reinforces that after individuals have career awareness, individuals can step on career exploration, career planning, and career decision making towards the job that best suits them. Another study conducted by Randi, et al (2023) on elementary school students also showed that career awareness is an important part of an individual's early career development stage in preparing for career planning and making appropriate career decisions.

The empirical mean value of the career awareness variable is 63.84 and the theoretical mean is 69. These results show that the empirical mean value of the career awareness variable is smaller than the theoretical mean value. This result informs that not many students who are the subjects of research have career awareness. Although the empirical mean is lower than the theoretical mean, the effective contribution of the career awareness variable to student career decision making is greater (44.90%) than the peer social support variable (7.04%). This further strengthens the accepted hypothesis that students who have career awareness will make appropriate career decisions.

The rejection of the third hypothesis shows that peer social support has no effect on career decision making by students. Students who are the subjects of this study are dominated by students with an age range of 17-24 years. According to Hurlock (1980), students at this age are in the transition period from adolescence to early adult development or called the emerging adulthood stage. Students at this stage begin to think about and prepare themselves to enter the world of work. Students will try various experiences, such as internships or part-time jobs, to find suitable interests and talents. Hurlock (1980) also said that at this stage students learn to make decisions and solve problems independently. Arnett (2000) also argues that at this stage of emerging adulthood students are in the process of achieving autonomy and independence, so students will tend to be more self-oriented and want to make career decisions based on their abilities and not based on support from peers. According to Chickering and Reisser (1993) the main task of students at that age is to explore self-identity, this more self-focused developmental task makes peer support less influential on career decision making. This is in line with research conducted by Setiawan and Nusantoro (2020) that students who have independence and autonomy will determine their career choices based on their own desires or aspirations. The same results are also found in research conducted by Fikri and Rizal (2018) that students with high autonomy will make career decisions based on their own desires.

The results showed that the effective contribution of peer social support variables to career decision making was 7.04%. The empirical mean value of the social support variable is 70.56 and the theoretical mean is 57. These results show that the empirical mean value of peer social support is greater than the theoretical mean value, meaning that peer social support is in the high category. The results of the effective contribution and the comparison of the empirical mean and the theoretical mean inform that students who are research subjects get high peer social support, it's just that students rely more on themselves in making career decisions.

## V. CONCLUSION

Based on the research results, the main objective of this study was to examine the relationship between career awareness, peer social support, and career decision making among 385 university students in Surabaya City. The results showed that career awareness and peer social support are jointly positively correlated with students' career decision making. Furthermore, career



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awareness has a positive and significant relationship with career decision making, but peer social support does not show a significant relationship. This can be explained by the developmental stage of emerging adulthood, where students tend to be more self-oriented and want to make career decisions based on their own abilities, rather than based on peer support. The results also indicate that career awareness has a greater influence on career decision-making than peer social support, with other factors such as self-determination, emotional stability, self-efficacy, emotion regulation, future orientation, and parental support also playing a role in students' career decision-making process.

Based on the results of the study, the researcher provides several suggestions. For students, it is important to foster career awareness since college in order to make the right career decisions, for example by conducting self-introduction, studying career choices, and improving the skills needed through workshops or webinars. Universities also need to play a more active role in increasing students' career awareness, such as organizing training, seminars, field work practice, and career guidance services. Further research can investigate other factors that influence students' career decision-making, such as self-efficacy, selfdetermination, emotional stability, family support, and emotion regulation, and use different research approaches, such as experiments.

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