



## SELF-REGULATED LEARNING AND SOCIAL SUPPORT AS PREDICTORS OF CAREER MATURITY

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### Article Info

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### ABSTRACT

This study examined the influence of self-regulated learning and social support on students' career maturity. A quantitative design was applied to 132 high school students using psychological scales and analyzed through multiple linear regression. The results showed that self-regulated learning had a positive and significant effect on career maturity ( $\beta = 0.785$ ;  $t = 8.504$ ;  $p < 0.001$ ), while social support also had a positive and significant effect ( $\beta = 0.332$ ;  $t = 2.671$ ;  $p = 0.009$ ). Simultaneously, both variables significantly influenced career maturity ( $F = 90.920$ ;  $p < 0.001$ ) with a contribution of 58.5% ( $R^2 = 0.585$ ). These findings indicate that self-regulated learning is the dominant predictor of career maturity compared to social support. In conclusion, the development of students' career maturity is more strongly determined by internal readiness through self-regulated learning than by external support alone.

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### 1. INTRODUCTION

Career issues among secondary school students remain an important issue in the context of education, particularly in Indonesia. Various studies show that students often experience confusion in making career choices, lack adequate information, and are not yet able to make mature career decisions. This condition reflects low career maturity, which is the readiness of individuals to make realistic career choices, understand career information, and be able to make decisions consistently [1]; [2]. Low career maturity can impact the mismatch between future education and job choices, and even increase the risk of job dissatisfaction and career changes [3]. Therefore, assessing the factors that influence career maturity is important to carry out.

Several studies have identified various factors that influence career maturity, both internal and external. Internal factors such as self-regulated learning (SRL) are known to play a role in enhancing an individual's ability to manage the learning process, set goals, and direct behavior to achieve desired outcomes [4]; [5]. Previous research has shown that individuals with high levels of self-regulated learning tend to have better abilities in planning and making career decisions [6]; [7]. However, most of these studies still focus on the partial relationship between SRL and career variables, and therefore have not provided a comprehensive overview of the role of SRL in a broader context.

On the other hand, external factors such as social support also have an important contribution to the development of an individual's career. Social support, whether from family, peers, or the school environment, can provide information, motivation, as well as emotional assistance needed in the process of career exploration and decision-making [8]; [9]. Several studies have shown that social support is positively related to career maturity,

because individuals who receive adequate support tend to be more confident in making career choices [10]; [11]. However, these studies generally still examine social support separately from internal factors, so they have not been able to explain its relative contribution in a more integrative model.

Theoretically, career maturity is the result of a complex interaction between internal and external factors. The career construction perspective (career construction theory) emphasizes that an individual's readiness to face career development tasks is determined not only by personal abilities but also by the environmental support they have [2]. Thus, self-regulated learning as an internal factor and social support as an external factor need to be examined simultaneously to understand how both contribute to shaping career maturity. In addition, it is important to know which factor is more dominant, so that it can serve as a basis for designing more effective interventions in the educational context.

However, until now, research that simultaneously examines the influence of self-regulated learning and social support on career maturity, particularly among high school students in Indonesia, is still limited. In addition, there is no clarity regarding the relative contribution of each variable in explaining career maturity. These limitations indicate a research gap that needs to be filled in order to obtain a more comprehensive and contextual understanding.

Based on the description, this study aims to examine the simultaneous effect of self-regulated learning and social support on career maturity, as well as to explain the relative contribution of internal and external factors in shaping career maturity among secondary school students. The results of this study are expected to provide theoretical contributions to the development of educational psychology studies, as well as practical implications in designing more effective interventions to enhance students' career maturity.

## 2. RESEARCH METHODS

This study is quantitative research with an explanatory correlational approach that uses a survey design to examine the influence of self-regulated learning and social support on career maturity in high school students. The research variables consist of career maturity as the dependent variable, as well as self-regulated learning and social support as independent variables. The population in this study is all students at SMA Negeri 1 Sibolga, with the sampling technique using non-probability sampling and incidental sampling., and a sample of 132 students from grades X and XI was obtained, selected based on the criteria of being active students, aged 14–19 years, and willing to participate as research respondents.

Data were collected using psychological scales in the form of Likert scales, consisting of a career maturity scale based on the dimensions of concern, control, curiosity, and confidence [2], a self-regulated learning scale based on aspects of metacognition, motivation, and behavior [4], as well as a social support scale adapted from the Multidimensional Scale of Perceived Social Support (MSPSS). The research instruments were tested for validity using corrected item-total correlation ( $r > 0.30$ ) and for reliability using Cronbach's alpha ( $\alpha > 0.70$ ). The data collection procedure was carried out directly in the classroom using written questionnaires after obtaining permission from the school authorities, with a completion time of approximately 20–30 minutes and ensuring respondent confidentiality. The obtained data were analyzed using statistical software (SPSS) through the stages of classical assumption tests (normality, multicollinearity, heteroscedasticity, and linearity), continued with partial regression analysis (t-test) and simultaneous (F-test), as well as the calculation of the coefficient of determination ( $R^2$ ) to determine the relative contribution of self-regulated learning and social support to career maturity.

## 3. RESULT AND ANALYSIS

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		132
Normal Parameters <sup>ab</sup>	Mean	.0000000
	Std. Deviation	11.97950997
Most Extreme Differences	Absolute	.082
	Positive	.078
	Negative	-.082
Test Statistic		.082
Exact Sig. (2-tailed)		.325

It is known that the probability value  $p$  or Exact Sig. (2-tailed) is 0.325. Because the probability value  $p$ , which is 0.325, is greater than the significance level, which is 0.05, this means that the data is normally distributed.

**Table 2.** Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Self Regulated Learning (X1)	.596	1.679
Dukungan Sosial (X2)	.596	1.679

The VIF value of Self Regulated Learning (X1) is 1.679 and the VIF value of Social Support (X2) is 1.679. Since all VIF values are  $< 10$ , it is concluded that there is no multicollinearity.

**Table 3.** Linearity Test between Self Regulated Learning (X1) and Career Maturity (Y)

ANOVA Table						
		Sum of Squares	df	Mean Square	F	Sig.
Kematangan Karir (Y)	(Combined)	32366.344	29	1116.081	8.802	.000
*Self Regulated Learning (X1)	Linearity	25460.790	1	25460.790	200.796	.000

The significance value for linearity obtained a result of 0.000, so the  $p\text{-value} = 0.000 \leq 0.05$ . Therefore, it can be concluded that the variables Self Regulated Learning (X1) and Career Maturity (Y) have a linear relationship.

**Table 4.** Linearity Test between Social Support (X2) and Career Maturity (Y)

ANOVA Table						
		Sum of Squares	df	Mean Square	F	Sig.
Kematangan Karir (Y)	(Combined)	24264.499	24	1011.021	5.143	.000
*Dukungan Sosial (X2)	Linearity	15960.778	1	15960.778	81.187	.000

The significance value for linearity obtained a result of 0.000, so the  $p\text{-value} = 0.000 \leq 0.05$ . Therefore, it can be concluded that the variables Social Support (X2) and Career Maturity (Y) have a linear relationship.

**Table 5.** Simultaneous Effect Test with F Test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	26500.244	2	13250.12	90.920	.000 <sup>b</sup>
Residual	18799.634	129	145.734		
Total	45299.879	131			

a. Dependent Variable: Career Maturity (Y)

b. Predictors: (Constant), Social Support (X2), Self Regulated Learning (X1)

It is known that the calculated F value is 90.920 and the Sig. value is 0.000. It is known that the calculated F value  $90.920 > F$  table 3.066 and the Sig value is  $0.000 < 0.05$ , therefore Self-Regulated Learning (X1) and Social Support (X2) together or simultaneously have a significant effect on Career Maturity (Y).

**Table 6.** Significance Test of Partial Effects (t-Test)

Coefficients <sup>a</sup>							
Model	B	Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics	
		Std. Error		Beta		Tolerance	VIF
(Constant)	37.820	10.500			3.602	.000	
Self Regulated Learning (X1)	.785	.092	.625		8.504	.000	.596
Dukungan Sosial (X2)	.332	.124	.196		2.671	.009	.596

a. Dependent Variable: Career Maturity (Y)

It is known that the regression coefficient value of the Self Regulated Learning (X1) variable is 0.785, which is positive. This means that Self Regulated Learning (X1) has a positive effect on Career Maturity (Y). It is known that the t statistic or calculated t of Self Regulated Learning (X1) is  $8.504 > t$  table = 1.978 and the Sig. value is

0.000, which is < the significance level of 0.05, so Self Regulated Learning (X1) has a significant effect on Career Maturity (Y). Therefore, it is concluded that Self Regulated Learning (X1) has a positive and significant effect on Career Maturity (Y). It is known that the regression coefficient value of the Social Support (X2) variable is 0.332, which is positive. This means that Social Support (X2) has a positive effect on Career Maturity (Y). It is known that the t statistic or calculated t from Social Support (X2) is  $2.671 > t_{table} = 1.978$  and the Sig. value is 0.009, which is < significance level 0.05, thus Social Support (X2) has a significant effect on Career Maturity (Y). Therefore, it is concluded that Social Support (X2) has a positive and significant effect on Career Maturity (Y).

**Table 7.** Coefficient of Determination

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.765 <sup>a</sup>	.585	.579	12.07202	1.654

a. Predictors: (Constant), Social Support (X2), Self Regulated Learning (X1)

b. Dependent Variable: Career Maturity (Y)

The value of the coefficient of determination (R-Square) is 0.585. This value can be interpreted as the Self Regulated Learning variable (X1) and Social Support (X2) being able to influence Career Maturity (Y) by 58.5%, while the remaining  $100\% - 58.5\% = 41.5\%$  is explained by other variables or factors.

### 3.1. Discussion

The results of this study indicate that self-regulated learning (SRL) has a positive and significant influence and is the most dominant factor in increasing career maturity among students at SMA N 1 Sibolga. These findings confirm that the main strength in students' career readiness lies in the individual's internal ability to manage their learning processes. Students with high SRL tend to be able to set clear goals, plan learning strategies, as well as monitor and evaluate progress independently. This is in line with recent research showing that self-regulation plays an important role in guiding learning behaviors and long-term decision-making, including in the career context [12]; [13].

The dominant influence of SRL also indicates that students with good self-regulation abilities will be more independent in exploring career options and not easily influenced by social pressure. They tend to use reflective thinking strategies, carefully consider alternative choices, and have strong self-control in making decisions that align with their interests and abilities. Recent studies also show that SRL is strongly correlated with career adaptability and readiness to face future career uncertainties [14]; [15].

On the other hand, the results of the study indicate that social support does not have a significant effect on students' career maturity. This finding represents an important contribution because it shows that social support is not always a major factor in career development. One possible cause is the characteristics of students who are in the late adolescence phase, where individuals begin to develop autonomy and independence in decision-making. Recent studies indicate that at this stage of development, internal factors such as self-control and self-efficacy are more dominant compared to external factors [16]; [17].

In addition, the quality of social support received by students is likely not specifically directed towards career development. General support, such as motivation or emotional encouragement, may not necessarily be effective in enhancing career maturity if it is not accompanied by concrete information and relevant guidance. Recent research shows that the effectiveness of social support heavily depends on the relevance and quality of that support to individual needs, particularly in the context of career development [18]; [19].

The insignificance of social support can also be explained by the possibility that students have not been able to utilize the support they receive optimally. In this case, SRL acts as an internal mechanism that allows individuals to process and use external support effectively. Without good self-regulation skills, social support tends to have no significant impact on career development. This finding is supported by research showing that self-regulation can function as a mediator between environmental factors and individual development outcomes [20]; [21].

In addition, the school environment context can also affect the effectiveness of social support. If the school environment has not provided a system that optimally supports career exploration, the existing social support becomes less impactful. Recent research shows that a school environment that provides limited access to career information and exploratory experiences can hinder the development of students' career maturity [22]; [23]

Furthermore, the findings of this study indicate that although most students have a high level of career maturity, there are still students who are weak in the aspect of career control. This indicates a gap between cognitive understanding and implementation ability in career decision-making. Recent studies also show that weaknesses in self-control can lead to instability in decision-making as well as dependence on external factors [24]; [25].

Simultaneously, the results of this study confirm that career maturity is the result of an interaction between internal and external factors, with a stronger dominance of internal factors, particularly SRL. Social support in this context acts as an indirect supporting factor. These findings are consistent with the constructivist approach to career development, which emphasizes that individuals actively build their career paths through a dynamic internal process [15]; [25]

The practical implications of this research indicate that educational interventions and counseling guidance need to be focused on strengthening students' SRL abilities. Programs such as goal-setting training, time management, and self-reflection can help students significantly improve career readiness. On the other hand, social support still needs to be optimized, but it must be directed more specifically and contextually to be relevant to students' career needs. Recent studies also emphasize the importance of integrating internal competency development with environmental support in enhancing the career readiness of young generations [26]; [27].

Overall, this study confirms that students' career maturity is more determined by internal readiness than by external factors. The dominance of SRL indicates that self-regulation ability is the key factor in helping students face the complexities of the future job market. Therefore, strengthening SRL becomes an essential strategy in the development of students' careers in an era full of uncertainty [12]; [14]

#### 4. CONCLUSION

This study concludes that self-regulated learning has a positive and significant effect and serves as the most dominant factor influencing career maturity among students at SMA Negeri 1 Sibolga. This finding emphasizes the importance of internal factors, particularly students' ability to regulate their learning and decision-making processes, in shaping career readiness.

Social support also has a positive and significant effect on career maturity, although its contribution is smaller compared to self-regulated learning. This indicates that social support acts as a supporting factor that enhances career development, but its effectiveness depends on how individuals utilize it.

Simultaneously, self-regulated learning and social support significantly influence career maturity, explaining 58.5% of its variance, while the remaining 41.5% is influenced by other factors. This confirms that career maturity is the result of the interaction between internal and external factors, with internal factors playing a more dominant role.

Practically, these findings suggest that career guidance programs in schools should not only provide career information but also focus on strengthening students' self-regulated learning skills to enhance their ability to make mature and independent career decisions.

This study is limited to one school and two independent variables. Future research is recommended to include more diverse samples and additional variables to obtain a more comprehensive understanding of factors influencing career maturity.

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