

THE EFFECTIVENESS OF DONALD E SUPER'S CAREER APPROACH TOWARDS STUDENTS' CAREER DECISION MANAGEMENT AS SEEN IN THE PARENTAL PATTERN

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Abstract : *This study is motivated by the relatively low ability of students to effectively manage and make appropriate career decisions, which is often associated with limited self-understanding and inadequate career planning. The present study aims to examine the effectiveness of career guidance services based on the career development theory of Donald E. Super in improving students' career decision-making management, with consideration of parental parenting patterns as a contextual factor, at MAS Muhammadiyah 1 Medan. A quantitative approach with a pretest–posttest experimental design was employed. The sample consisted of 64 students selected through purposive random sampling. The intervention involved structured career guidance services grounded in Super's career development approach. Data were collected using a career decision-making management questionnaire and analyzed using descriptive statistics and paired sample t-test. The findings indicate a significant improvement in students' career decision-making management following the intervention. The hypothesis testing results revealed a significance value of 0.000 ($p < 0.05$), confirming a statistically significant effect of Super's career development approach on students' career decision-making management. These findings suggest that the application of Super's approach is effective in enhancing students' career decision-making maturity, particularly when aligned with supportive parenting patterns.*

Keyword : Career guidance; Career decision-making; Donald E. Super theory; Parenting patterns; Career maturity.

Abstrak : Penelitian ini dimotivasi oleh kemampuan siswa yang relatif rendah dalam mengelola dan mengambil keputusan karir yang tepat, yang seringkali dikaitkan dengan pemahaman diri yang terbatas dan perencanaan karir yang tidak memadai. Penelitian ini bertujuan untuk menguji efektivitas layanan bimbingan karir berdasarkan teori pengembangan karir Donald E. Super dalam meningkatkan manajemen pengambilan keputusan karir siswa, dengan mempertimbangkan pola pengasuhan orang tua sebagai faktor kontekstual, di MAS Muhammadiyah 1 Medan. Pendekatan kuantitatif dengan desain eksperimental pretest–posttest digunakan. Sampel terdiri dari 64 siswa yang dipilih melalui purposive random sampling. Intervensi melibatkan layanan bimbingan karir terstruktur yang berlandaskan pendekatan pengembangan karir Super. Data dikumpulkan menggunakan kuesioner manajemen pengambilan keputusan karir dan dianalisis menggunakan statistik deskriptif dan uji t sampel berpasangan. Temuan menunjukkan peningkatan yang signifikan dalam manajemen pengambilan keputusan karir siswa setelah intervensi. Hasil pengujian hipotesis menunjukkan nilai signifikansi 0,000 ($p < 0,05$), yang mengkonfirmasi pengaruh signifikan secara statistik dari pendekatan pengembangan karir Super terhadap manajemen pengambilan keputusan karir siswa. Temuan ini menunjukkan bahwa penerapan pendekatan Super efektif dalam meningkatkan kematangan pengambilan keputusan karir siswa, terutama bila diselaraskan dengan pola pengasuhan yang mendukung.

Kata Kunci : Bimbingan karir; Pengambilan keputusan karir; Teori Donald E. Super; Pola pengasuhan; Kematangan karir

How To Cite : .(2026). *The Effectiveness Of Donald E Super's Career Approach Towards Students' Career Decision Management As Seen In The Parental Pattern*. *Biblio Couns: Jurnal Kajian Konseling dan Pendidikan*, 9 (2), 163-172



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INTRODUCTION

Education is a deliberate and systematic effort to create learning environments and instructional processes that enable learners to actively develop their potential. This development encompasses not only intellectual growth but also spiritual strength, self-regulation, personality, moral integrity, and the essential skills required for individual, social, and national life (UNESCO, 2015). In the context of Indonesia, this definition is aligned with Undang-Undang Nomor 20 Tahun 2003, which states that national education functions to develop learners' capabilities and to shape the character and civilization of a dignified nation in order to educate the life of the nation (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003).

Furthermore, national education aims to foster individuals who are faithful and devoted to God Almighty, healthy, knowledgeable, competent, creative, independent, and responsible citizens. This perspective reflects a holistic approach to education, emphasizing not only cognitive development but also character formation and the cultivation of 21st-century competencies necessary to navigate complex global challenges (OECD, 2019; Schleicher, 2018).

Despite the substantial body of research grounded in Super's Career Development Theory, contemporary intervention studies have predominantly concentrated on enhancing students' career maturity, career adaptability, career exploration, or career planning through conventional career guidance programs, psychoeducational interventions, and career information services (Hirschi, 2018; Savickas, 2013). More recent empirical evidence likewise emphasizes the effectiveness of career interventions in improving career adaptability, vocational identity, and career readiness but pays comparatively less attention to the contextual mechanisms through which these interventions operate (Rudolph et al., 2021; Santilli et al., 2022; Tolentino & al., 2024). As career development is increasingly recognized as a dynamic interaction between individual characteristics and environmental contexts, scholars have argued that family influences, cultural expectations, and social environments should be incorporated into career intervention models rather than treated as peripheral variables (Guan et al., 2023; Nota et al., 2020). Nevertheless, parenting style has generally been examined as an antecedent or predictor of career outcomes instead of being integrated into intervention-based research as a contextual factor that may moderate the effectiveness of career guidance grounded in Super's developmental perspective. Consequently, empirical evidence explaining how Super-based career interventions interact with parenting styles to influence students' career decision management remains scarce, particularly within collectivist societies and faith-based educational settings where parental involvement substantially shapes

adolescents' educational and occupational aspirations (Dietrich & Kracke, 2020; Guan et al., 2023).

This empirical and theoretical gap becomes particularly significant in the context of MAS Muhammadiyah 1 Medan, an Islamic senior secondary school where educational values are closely intertwined with religious principles and family expectations. Preliminary observations and interviews with school counselors indicated that a considerable proportion of Grade XII students experience uncertainty regarding post-secondary educational pathways and future occupations. Many students demonstrate limited career exploration, insufficient understanding of their own interests, competencies, and personal values, and frequently rely on parental preferences, peer influence, or perceived employment opportunities when making career-related decisions. Such conditions reflect inadequate career decision management despite the routine implementation of school career guidance services. Existing counseling practices remain predominantly information-oriented, emphasizing the dissemination of higher education and occupational information rather than facilitating systematic self-exploration, career planning, and developmental decision-making consistent with Super's life-span, life-space framework (Savickas, 2013; Super, 1990). Furthermore, current guidance practices have not explicitly accommodated variations in parenting style, despite growing evidence suggesting that authoritative, authoritarian, permissive, and uninvolved parenting differentially influence adolescents' career self-efficacy, vocational identity, career adaptability, and decision-making competence (Guan et al., 2023; Howard & al., 2019; Leung et al., 2021). These findings indicate a clear discrepancy between students' developmental career needs and the existing implementation of career guidance within the school.

Accordingly, the present study offers several important theoretical and practical contributions. First, unlike previous intervention studies derived from Super's Career Development Theory that predominantly assessed improvements in career maturity or career adaptability, this research specifically positions career decision management as the principal outcome, emphasizing students' capacity to integrate self-knowledge, occupational information, personal values, and future aspirations into rational, confident, and developmentally appropriate career decisions. This perspective extends the application of Super's developmental framework from measuring career readiness toward understanding the quality of career decision-making processes. Second, this study incorporates parenting style as a contextual variable within the intervention framework, thereby extending Super's theory through an ecological perspective that recognizes career development as the result of continuous interactions between individual development and family environments. This integration addresses recent calls for more context-sensitive career intervention research capable of explaining why identical counseling interventions may produce different outcomes across students with diverse family backgrounds (Guan et al., 2023; Nota et al., 2020; Rudolph et al., 2021). Third, this study contributes empirical evidence from an Indonesian Islamic senior secondary school, a socio-cultural context that remains substantially underrepresented in the international career development literature. In Indonesia, career decision-making is strongly influenced by collectivist cultural values, parental authority, and religious considerations, yet these

contextual dimensions have rarely been integrated into intervention studies based on Super's Career Development Theory. Therefore, the findings are expected not only to broaden the cross-cultural applicability of Super's developmental perspective but also to provide an evidence-based career guidance model that is culturally responsive, family-sensitive, and relevant to the needs of Indonesian secondary schools in preparing students for increasingly complex educational and occupational transitions (Lesmana, 2026).

Career development constitutes a fundamental aspect of an individual's life, as it provides a foundation for determining future direction and life goals (Saputra, 2025). Effective career decision-making is therefore essential for students in planning their future, particularly in selecting further educational pathways and preparing for entry into the workforce (Savickas, 2013; Super, 1990). During adolescence, career-related issues are closely associated with future planning, especially in determining educational trajectories that significantly influence long-term career outcomes (Ginzberg, 1984).

However, empirical observations indicate that many students lack a clear sense of direction regarding their post-school pathways (Wigunawati et al., 2025). This condition reflects a gap between developmental expectations and actual readiness, as adolescents are expected to begin formulating career plans aligned with their interests and potentials at this stage (Savickas, 2013). The complexity of the career planning process often becomes a barrier, leading many students to delay decision-making and avoid structured career planning (Gati & Asher, 2001; Osipow, 1999).

In this context, career guidance services play a pivotal role in assisting students to develop self-understanding, explore educational and occupational alternatives, and enhance their capacity for independent career decision-making (Savickas, 2013). Career guidance constitutes a core component of school counseling programs, providing systematic support in the form of information, direction, and professional assistance to students. Through these services, students are guided to plan, develop, and align their career choices with their individual potential, interests, talents, and personal values (Niles & Harris-Bowlsbey, 2017).

Career guidance services delivered by school counselors are directed toward clarifying students' goals, enhancing career readiness, and providing clear direction for their future (Widiyanti, 2019). Ideally, students demonstrate a high level of career readiness, supported by an understanding of their interests, talents, values, and access to relevant educational and occupational information (Super, 1990). However, empirical realities indicate that many students exhibit low levels of career maturity, experience confusion regarding post-graduation pathways, and lack sufficient information and structured guidance to make informed decisions (Osipow, 1999).

From the perspective of Super's career development theory, high school students are expected to reach an adequate level of career maturity. Career maturity involves readiness to understand one's potential, explore the environment, and make decisions based on personal interests, abilities, and values (Super, 1990). This theoretical approach offers a strategic framework for assisting students in career decision-making. It emphasizes that career development is a lifelong process shaped by the individual's self-concept and interactions with the surrounding environment, including family influences (Savickas, 2013). Consequently, parenting styles play a

crucial role in shaping students' career readiness and decision-making capacity (Baumrind, 1991).

Although numerous studies have examined student career decision-making, highlighting internal factors such as self-concept and external factors such as family support, research specifically investigating the effectiveness of Super's approach in career decision management while considering the influence of parenting styles remains limited. Therefore, this study is essential to examine the effectiveness of this approach in supporting students' career decision-making from the perspective of parenting styles. The findings are expected to contribute to the development of career guidance models that are more relevant to students' needs and aligned with the socio-cultural context of Indonesia.

METHOD

This study employed a quantitative approach using a pretest–posttest experimental design to examine the effectiveness of the intervention (Prasetya, 2022). Such a design is appropriate for identifying changes in participants' conditions before and after treatment, thereby enabling the evaluation of causal effects (Creswell & Creswell, 2018). The population consisted of all students at MAS Muhammadiyah 1 Medan, totaling 179 individuals. The sample was determined using purposive random sampling, a technique that selects participants based on specific criteria relevant to the research objectives (Sugiyono, 2013). The sample size was calculated using the Slovin formula, resulting in 64 students as research participants. The selected participants were involved in career guidance services based on the career development theory of Super. The intervention was designed to enhance students' career preparation and decision-making abilities by facilitating self-understanding, exploration of career options, and alignment between personal potential and career choices. Data were collected using a career decision-making questionnaire administered before and after the intervention. Data analysis was conducted using statistical procedures to evaluate differences in students' career preparation levels between pretest and posttest conditions. The analysis included descriptive statistics, validity testing, reliability testing, and hypothesis testing using the paired sample *t*-test (Field, 2024). All data were processed using IBM SPSS Statistics to ensure the accuracy and reliability of the results.

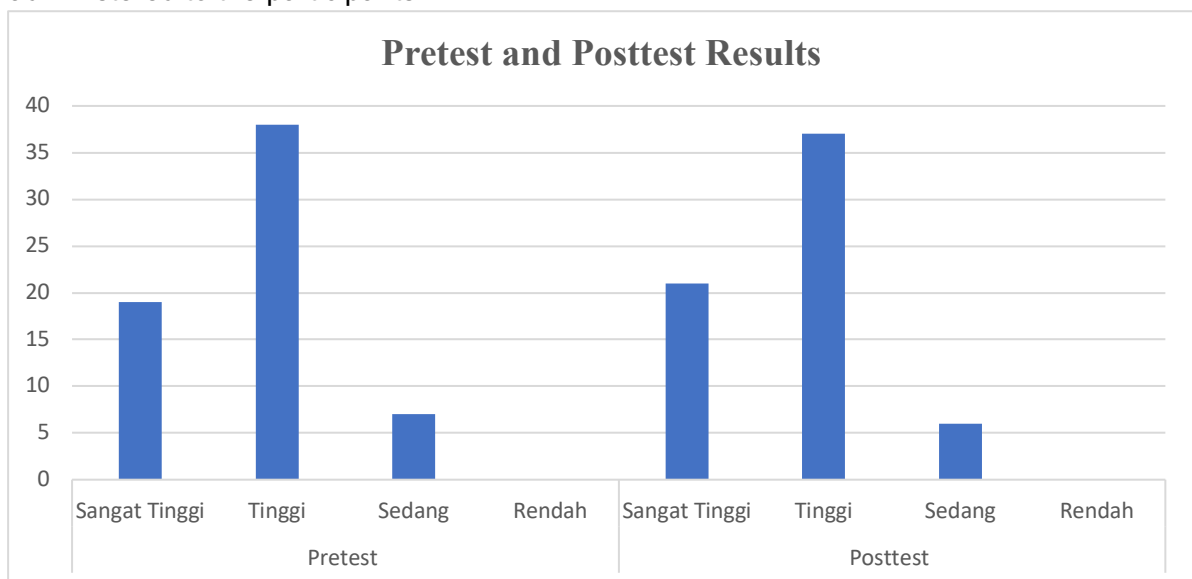
RESULT AND DISCUSSION

According to the career development theory proposed by Donald E. Super, career planning involves a continuous process in which individuals seek information, develop self-understanding, and consider various occupational aspects. All learning experiences acquired by students contribute to the formation of their career plans. For secondary school students, career planning represents a long-term framework that guides decisions regarding further education, such as the selection of study programs at the university level. Empirical findings

also suggest that effective career planning can reduce the likelihood of inappropriate career choices in the future (Krumboltz et al., 1976).

Based on this theoretical and empirical foundation, this study was conducted at MAS Muhammadiyah 1 Medan to examine students' career decision-making management through the application of Super's career development approach. The intervention was implemented in the form of structured career guidance services aligned with the principles of Super's theory.

The improvement strategies applied in this study are consistent with these theoretical assumptions, particularly through the provision of career guidance services based on Super's approach. These efforts are expected to enhance students' career readiness and expand their opportunities for future success. Following the implementation of the intervention, data analysis revealed that career guidance services based on Super's approach had a significant effect on students' career decision-making management, particularly when viewed from the perspective of parenting patterns. This effect was measured using a structured questionnaire administered to the participants.



Gambar 1. Research Results Graphic Career Guidance Services with Donald E Super's Career Approach

The findings above show that there has been an increase in career decision management among students at MAS MUHAMMADIYAH 1 MEDAN school.

Table 2. Normality test using the Kolmogorov-Smirnov test

One-Sample Kolmogorov-Smirnov Test				
		Pre_01	Pre_02	Posttest
N		64	64	64
Normal Parameters ^{a,b}	Mean	4.6956	106.9844	107.6406
	Std. Deviation	.14260	17.67025	17.26030
Most Extreme Differences	Absolute	.098	.086	.084
	Positive	.096	.086	.084
	Negative	-.098	-.074	-.076
Test Statistic		.098	.086	.084
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}	.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the graphical analysis and the calculation of mean scores, it was found that students' career decision-making management improved after the implementation of career guidance services based on the approach of Donald E. Super. This increase indicates that the applied approach has a positive effect on students' ability to make informed career decisions. Furthermore, hypothesis testing was conducted using the paired sample t-test to determine the significance of differences between pretest and posttest scores. The results of the analysis are presented as follows:

Table 2. Uji Paired Samples Test

		Paired Differences							
				Std. Error Mean	95% Confidence Interval of the Difference				
		Mean	Std. Deviation		Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest1 - Posttest	2.93750	3.83737	.47967	1.97895	3.89605	6.124	63	.000
Pair 2	Pretest2 - Posttest	-.65625	.77797	.09725	-.85058	-.46192	-6.748	63	.000

Based on the comparative analysis of pretest and posttest scores, no decrease was observed in students' career decision-making management following the implementation of career guidance services based on the approach of Donald E. Super. On the contrary, the majority of students demonstrated an increase in posttest scores compared to their pretest results. This finding indicates that the intervention contributed positively to students' ability to manage and make career-related decisions. Furthermore, hypothesis testing was conducted using a parametric statistical approach through the paired sample t-test. The results revealed that the significance value (Sig. 2-tailed) was 0.000, which is lower than the established significance level of 0.05 ($p < 0.05$). Therefore, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected, indicating a statistically significant difference between students' career decision-making management before and after the intervention. These findings confirm that the career guidance approach based on Super's theory has a significant effect on improving students' career decision-making management at MAS Muhammadiyah 1 Medan.

Based on these findings, it can be concluded that the implementation of the career development approach proposed by Donald E. Super is effective in enhancing students' career decision-making management. This approach emphasizes the importance of self-concept development, career exploration, and career planning aligned with individual developmental stages, thereby enabling students to make more mature and well-directed career decisions.

From the perspective of parental parenting patterns, the results indicate that, despite variations in students' family backgrounds, appropriately designed career guidance services consistently produce positive outcomes in students' career development. The provision of structured and developmentally oriented guidance enhances students' self-confidence in understanding their personal potential and in making career choices that are congruent with their interests and abilities.

Theoretical implications of this study contribute to the enrichment of career development literature, particularly by providing empirical support for the applicability of Super's theory in the context of secondary education. The findings reinforce the assumption that career development is a dynamic process influenced by self-concept and developmental stages, while also highlighting that external factors, such as parenting patterns, do not diminish the

effectiveness of well-designed guidance interventions. This suggests that Super's framework remains relevant across diverse socio-cultural backgrounds (Wastuti & Hasibuan, 2025).

Practical implications indicate that school counselors and educators should integrate structured career guidance programs grounded in developmental theories into regular counseling services. The results emphasize the need for systematic interventions that focus on self-exploration, career information, and decision-making skills. Additionally, schools are encouraged to involve parents in the career guidance process to create a more supportive environment for students' career development. Such efforts can assist students in becoming more adaptive, confident, and prepared to navigate future educational and occupational pathways.

Conclusion

This study aimed to examine the effectiveness of career guidance services based on the career development approach of Donald E. Super in improving students' career decision-making management at MAS Muhammadiyah 1 Medan. A quantitative approach with a pretest–posttest experimental design was employed, involving 64 students who participated in structured career guidance interventions. The findings indicate a significant improvement in students' career decision-making management following the intervention, as reflected in the higher mean scores obtained in the posttest compared to the pretest. Furthermore, the results of the paired sample t-test confirmed a statistically significant effect of the intervention on students' career decision-making management. In conclusion, career guidance services grounded in Super's career development approach are effective in enhancing students' ability to manage and make informed career decisions. These findings underscore the importance of integrating theoretically grounded and developmentally appropriate career guidance programs within school counseling practices to better support students in planning their future educational and career pathways.

Acknowledgment

The authors would like to express their sincere gratitude to all parties who contributed to the completion of this study. Special appreciation is extended to the school management, teachers, and students of MAS Muhammadiyah 1 Medan for their cooperation and active participation throughout the research process. The authors also gratefully acknowledge the support of the Guidance and Counseling Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara (UMSU), for their academic assistance and institutional support. In addition, the authors appreciate the valuable contributions of colleagues and reviewers in improving the quality of this work.

Author Contributions Statement

All authors contributed significantly to this study. Conceptualization and research design were carried out by the authors collaboratively. Data collection and investigation were conducted by the primary author. Data analysis and interpretation were performed jointly by all authors. The manuscript was drafted by the primary author and critically reviewed, revised, and approved by all authors. All authors have read and agreed to the final version of the manuscript.

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