The Relationship Between Self-Concept and Parents' Occupations in the Career Choices of Islamic Guidance and Counseling Study Program Students

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Abstract: All students have career choices. This study aims to determine the relationship between self-concept and parental occupation in the students' career choices. This research method uses a quantitative method with a descriptive type. The population is final year BKI students with a sampling technique using random sampling technique, totaling 82 people. The instrument used is a questionnaire. The results of the study show that BKI Study Program students have a self-concept, as many as 75.61% are intellectual, 62.20% are able to socialize well, 79.27% are not easily angered or are able to control emotions well in socializing. Based on parental occupations, the majority are entrepreneurs as many as 43.90%. The most common career choices for students are one and two, namely: 54.88% want to be entrepreneurs and 12.20% as counselors. In conclusion, the choice of career students as entrepreneurs is very rational because they are intellectual and able to socialize well. This study has implications for the importance of preparing students with entrepreneurship courses and strengthening the Counselor profession.

Keywords: Self-concept, Parents' Occupation, Career Choice

INTRODUCTION

Career choice is one of the most important decisions in a person's life, as it will impact quality of life, personal satisfaction, and contribution to society. This process is influenced not only by internal factors but also by external factors. Self-concept and parental occupation are two important factors that play a significant role in shaping students' career choices.

Career choice is a complex process involving the identification of interests, values, talents, and life goals. According to Super (1980), career development is a lifelong process involving a series of developmental tasks. The exploration stage, which typically occurs during college, is a critical time when individuals begin to consider and identify appropriate career options. BKI students, who are preparing to become counselors, educators, or social activists, face unique challenges in determining their professional paths.

Self-concept, or an individual's view of who they are, is a highly influential internal factor. Self-concept encompasses physical, psychological, and social aspects. Super's (1980) theory, in his *Self-Concept Theory of Career Development,* suggests that individuals choose careers that allow them to express themselves. For example, someone with a positive self-concept tends to be more confident in exploring various career options and making decisions. Conversely, a negative self-concept can

lead to confusion and uncertainty in determining a career path. Several recent studies (Chung & Lee, 2021; Fesharaki, 2022) indicate that a strong self-concept is closely related to clarity of career goals and future job satisfaction.

In addition to internal factors, the family environment, particularly parents' occupations, has a significant influence. Krumboltz's (1994) *Social Learning Theory of Career Decision Making* emphasizes that individuals learn about work and careers through observation and interaction with their environment. Parents' occupations can serve as role models, providing both positive and negative examples.

For example, a child who sees their parents successful and happy in their teaching profession may be motivated to choose a similar career. Conversely, if parents frequently complain about their jobs, this can influence the child's view of the profession. Research by Arnett (2019) and Hirschi & Hirschi (2020) highlights how socioeconomic background, often related to the type of parental employment, influences children's career aspirations and educational choices.

There is an interactive relationship between these three variables. Students' self-concept, shaped in part by family experiences and interactions, influences how they view their parents' occupations and, ultimately, their career choices. For example, students with a strong self-concept may be more willing to challenge family expectations regarding certain careers. On the other hand, parents' occupations can indirectly influence children's self-concepts, whether through financial support, instilled values, or role models.

Therefore, this study is important to identify how self-concept and parental occupation jointly influence BKI students' career choices. The results are expected to provide lecturers, counselors, and parents with a deeper understanding so they can provide more effective guidance to students in determining their professional paths.Career choice is one of the most important decisions in a person's life, as it will impact quality of life, personal satisfaction, and contribution to society. This process is influenced not only by internal factors but also by external factors. Self-concept and parental occupation are two important factors that play a significant role in shaping students' career choices.

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METHOD

This study uses a quantitative method, a descriptive survey design, namely research activities with a non-experimental approach carried out through descriptive observation. The study was conducted in such a way and attempted to review the phenomenon being studied as descriptively as possible (Notoatmodjo, 2012) . In this study, the researcher used a random sampling system, namely taking samples from the population randomly within the population. The population of BKI UIN Imam Bonjol Padang students was 420 people, so in determining the size of the sample did not use statistical calculations. Margono (2017) said that determining the size of the sample is not absolute, meaning there is no provision for how many percent of a sample must be taken. Therefore, the researcher took a sample of 20% of the population so that the total sample became 82 respondents.

The research variables consist of self-concept, parental occupation, and career choice. The data analysis technique used was variate data analysis with three variables (Sudaryono, 2017).

RESULTS AND DISCUSSION
Self-Concept

The following are details of the research results on self-concept.students of the Islamic Guidance and Counseling study program are presented in the following table .

Table 1. Student Self - Concept Variables in Intellectual Indicators

No	Intellectual	F	Percentage
1	Very clever	1	1.22%
2	Clever	62	75.61%
3	Less Smart	18	21.95%
4	Not Smart	1	1.22%
Total		82	100.00%

Based on the results of the study, it was found that the results of the self-concept variable with intellectual indicators with details of 1.22% very smart, 75.61% smart, 21.95% less smart and 1.22% less smart. Indicators in social life with details of 7.32% very many friends, 62.20% many friends, 20.73% enough friends, 7.32% few friends and 2.44% few friends. Indicators of self-control with details of 20.73% quick to anger, 19.51% not easily angry and 59.76% easily angry.

A total of 62 students (75.61%) were in the "smart" category. According to the revised Bloom's taxonomy by Anderson & Krathwohl (2020–2022), this group tends to be able to master higher-order thinking skills such as analysis, evaluation, and creativity. Therefore, a good

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intellectual or intelligence indicator above 50% is one of the important criteria in realizing career choices (Dani et al., 2022; Rizki Utami, 2024) . With good knowledge, students can understand what criteria are needed to realize career choices. If there are things that are not yet understood, lack of mastery of a profession, and those related to internal and external (Hariyanto Kuat, Tri Suprap et al., 2024) .

Table 2. Student Self - Concep there are Social Indicators

No	Social	F	Percentage
1	Very Many Friends	6	7.32%
2	Many Friends	51	62.20%
3	Quite a Few Friends	17	20.73%
4	Few Friends	6	7.32%
5	Very Few Friends	2	2.44%
Total		82	100.00%

Indicators of social life or socializing show that of the 82 respondents, more than 50% are able to socialize well, namely by having many friends or friendships in the good category, meaning being able to adapt easily with other people, communicating well with other people, having mutualism so that friendships last, having the same feeling or frequency so that it creates a feeling of comfort (Erawati & Souwakil, 2023 ; Atqakum et al., 2022) .

The majority of students are in the "many friends" category (62.20%).This indicates that most students have extensive social networks. This suggests that students tend to have good social skills, are sociable, and are able to build positive social relationships with others.Students with "enough friends" numbered 20.73%.This group shows that there are still students who are at the middle social level, where they have social connections but perhaps not as extensive as the majority group.

The number of students with "very many friends" (7.32%) and "few friends" (7.32%) was the same.Interestingly, there is a small group of students who are very extroverted with a wide social network, and there is also a group who are relatively introverted or less socially active.Students with "very few friends" (2.44%) were the smallest group.Although small in number, this group needs special attention because limited social relations can impact the development of self-concept, self-confidence, and involvement in academic and non-academic environments.

Furthermore, research by García-Martínez et al. (2022) confirms that self-concept plays a crucial role in building students' confidence to face new challenges, including the transition to the workplace. Students with a positive social self-concept are better able to present themselves confidently in interviews, work collaboratively in teams, and develop the soft skills needed in the professional world. Social support from peers during college also serves as a buffer against career stress and anxiety (Ruihua et al., 2025), thus better preparing students for the dynamics of the workplace.

Table 3. Student Self - Conceptp there is an Emotion Indicator

No	Emotion	F	Percentage
1	Easy to get angry	17	20.73%
2	Not Easily Angry	65	79.27%
Total		82	100.00%

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The results of the study showed that of the 82 respondents, 17 (20.73%) were categorized as quick-tempered, while 65 (79.27%) were categorized as less easily angered. The majority of students categorized as less easily angered can be assumed to have better emotional control. In the context of career selection, the ability to manage emotions is a crucial factor. Individuals who can control their anger tend to be more adaptable when dealing with work pressure, able to build harmonious relationships, and more flexible in dealing with changes in the work environment.

This aligns with the concept of "emotional intelligence" (Goleman, 1995), which states that emotional intelligence plays a significant role in career success, even more dominant than cognitive ability alone. Students who are less easily angered have a greater chance of choosing and persisting in careers that require teamwork, interpersonal communication, and public service (e.g., education, counseling, nursing, or management).

Meanwhile, students who are quick-tempered (20.73%) are likely to face obstacles in career selection and development, especially in professions that require high emotional stability. However, this group is not always hampered; In some fields that emphasize individuality and self-expression (e.g., art, technology, or entrepreneurship), a quick reaction time can be a productivity boost if properly directed.

Students who are unable to manage their emotions well are more susceptible to excessive stress, which will ultimately affect their future work productivity. Conversely, students who are able to control their anger will be better prepared to face the dynamics of demanding work. Benefits gained from being able to control themselves include harmonious and lasting relationships with others, making more objective and rational decisions, being strong in facing work pressures, being wise in managing stress, and so on (Nawawi et al., 2023; Ikaningtyas, 2022). Factors causing high anger irritability include hormonal instability, lack of sleep which is a habit among students, still being young, immature thinking, and stress (Kadek Herlovina Surinda, 2023; Setyo Nugroho & Jaryanto, 2024; Marthalena Date Doni & Pedhu, 2022).

Self-control, or emotional management, is the ability to recognize, manage, understand, and use one's own emotions and those of others wisely for positive purposes, such as building positive relationships, making informed decisions, and calmly facing challenges. Recent meta-analytic research confirms that emotional regulation strategies play a crucial role in protecting against academic burnout and influencing readiness to face professional challenges (Springer, 2024).

Thus, the distribution of emotions among college students suggests that most students possess strong psychological capital for the workplace. However, specific interventions, such as career counseling programs or emotional management training, are needed to help students prone to anger adapt to the demands of a career after graduation.

Parents' Job

The findings regarding the occupations of the parents of BKI students are known, as illustrated in the following table:

Table 4. Percentage of Parental Occupation Variable

No	Type of Employment	F	Percentage
1	Farmer	29	35.37%
2	Driver	3	3.66%
3	Self-Employed	36	43.90%
4	Laborer	7	8.54%
5	Civil Servant	5	6.10%

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6	Fisherman	1	1.22%
7	Lawyer	1	1.22%
Total		82	100.00%

This variable describes the various types of work carried out by parents to meet family needs, including formal and informal work. The following details the occupational choices of 82 respondents: farmers (35.37%), drivers (3.66%), self-employed (43.9%) , laborers (8.54%), civil servants (6.10%), fishermen (1.22%), and lawyers (1.22%). Based on the explanation above, the most common profession is self-employment.

When viewed through Super's theory, parental occupation plays a role in shaping students' self-concept, which then influences their career choices. Children of entrepreneurs tend to value independence and creativity as key elements of their self-concept, while children of civil servants identify stability and prestige as core values. In other words, parents' careers provide a "mirror" for students in constructing their own career identities.

According to Holland's theory, the work environment presented by parents provides early exposure to certain career types. Children of farmers, for example, are more familiar with " realistic" work environments, while children of lawyers tend to gravitate toward social/enterprising environments. This suggests that parental occupations serve as a vehicle for shaping children's career interests.

Through perspectiveGinzberg's theory states that students are at a realistic stage where family economic factors are crucial. Those from families with informal jobs (farmers, laborers, drivers) are more encouraged to choose careers that offer stability and economic advancement. Conversely, students from civil servant or professional families have more freedom to choose careers that align with their interests because they are not burdened by excessive economic pressures.

In addition, according toKrumboltz argues that parents' occupations provide powerful learning experiences through observation, role modeling, and work values. Students learn how their parents approach work, assess successes or difficulties, and then form beliefs about desirable careers or, conversely, careers to avoid.

Parents' work is part of parental social support in the form of assistance and attention provided by parents in the form of instrumental support such as providing all the needs and requirements of children that will support their activities and overcome all problems (Puspitasari et al., 2022; Safinah et al., 2023 ; Nathania Ruth & Hendro Wibowo, 2023; Handayani & Kurniawati, 2023) .

Thus, it can be concluded that parental employment is not only a source of income, but also a psychological, social, and economic factor that strongly influences students' career orientation. This influence operates through the formation of self-concept, familiarity with the work environment, realistic consideration of economic conditions, social learning experiences, and access to career opportunities. Students from families with informal employment are generally more oriented toward careers that can increase economic stability, while students from formal or professional families are more free to pursue fields that suit their interests.

Career Options

The following are details of the research results regarding the career choices of students in the Islamic Guidance and Counseling study program, which are presented in the following table .

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Table 5. Career Options for BKI Study Program Students

No	Types of Career Options	F	Percentage
1	Entrepreneur	45	54.88%
2	Counselor	10	12.20%
3	Teacher	8	9.76%
4	Lecturer	3	3.66%
5	Athlete	2	2.44%
6	Makeup Artist	1	1.22%
7	Staff	3	3.66%
8	Artist	8	9.76%
9	Undecided	1	1.22%
10	Therapist	1	1.22%
Total		82	100.00%

A total of 82 respondents with details of career choices, namely entrepreneurs 54.88%, counselors 12.02%, teachers 9.76%, lecturers 3.66%, athletes 2.444%, make-up artists 1.22%, office workers 23.66%, artists 9.76%, therapists 1.22% and undecided 1.22%.

The career choices of students today coincide with the age of Gen Z (Zoomers generation). The characteristics of Gen Z are having an open mind and they grow up in an environment of rapid social change, easily interacting with various groups makes Gen Z more inclusive and open to differences, growing up with internet access so that information from any part of the world opens their views, especially they are very adept at using digital platforms to learn, communicate, seek entertainment to become a place for their creativity that generates income and is very multitasking productively and stays focused (Noventa & Dewangga, 2024 ; Nurkhasannah & Putri, 2025) . This is the reason why students prefer entrepreneurship.

Easy steps to choose entrepreneurship include freedom in determining ideas, without being tied to anyone, flexible time, opening up space to develop one's potential and easily gaining large profits (Fitriani et al., 2024; Ali, 2021; Utami Nasution, 2022; Kriswahyudi, 2022).

Entrepreneurship is not an easy thing to decide, because entrepreneurship has a very high risk factor. It takes tough individuals with various entrepreneurial characters to be successful in entrepreneurship. In this case, it is not enough to teach technical skills, but it is important to develop social skills (Dewi & Endah Rahayu, 2020; Soelaiman et al., 2022; Salsabila & Rohman, 2023; Mawarzani et al., 2024; Firman Santosa et al., 2025)

Self-Concept with Career Choice

The self-concept found in this study is the existence of self-confidence as evidenced by high intellectual which will be a broad insight in recognizing career choices that suit one's abilities, having many friends is a benchmark for being able to socialize (Maya et al., 2023; Suci Intan Sari & Rusyid Affandi, 2024) , easy to get along with anyone and psychologically lies in self-control. This Psychological Aspect has not shown maturity, this is normal because the respondents are still in their teens (Primadini Yunanda Harumi & Marheni, 2018) .

Application to BKI Students: based on the researcher's findings, self-concept is very relevant in determining career choices based on career interests, choices, and educational success which

have been influenced by thoughts, beliefs, and personal and environmental factors (Masriah & Nursalim Malay, 2018; Bahar & Adiguzel, 2016)

Parental Occupation with Career Choices

Parents' jobs motivate their children to succeed in the future. Seeing their parents happy with their jobs is a consideration for their children in determining their career choices (Arnita, 2018; Hardi Cosinia et al., 2024) . Many children also avoid their parents' jobs because they are not sufficient to support their family, especially if one of their children wants to continue their education (Pratama et al., 2022) (Rezi Purnama et al., 2022) (Berliana Ramandita & Wininsih, 2023) .Parents' occupations influence children's career choices, which are reinforced by the climate created within the family.

Through encouragement from parents with advice such as continuing the business that parents have started, so that children understand enough, such aswhich their parents have been running for a long time and making small improvements according to market conditions and following digital trends (Fitri Alviana & Roro Nanik Setyowati, 2023; Yuniar & Winingsih, 2022)

Self-Concept and Parental Occupation in Career Choice

Students' ability to recognize themselves and their parents' occupations provides a picture of their children's future, influencing their readiness and ability to determine their careers. Of course, parental support also enhances students' ability to make career decisions. The greater the support provided by parents, the greater the students' ability to make career decisions (Putri Simbolon & Rasyid, 2021; Putra & Yusuf, 2022; Fara Wibasari & Ratna Sari, 2023) .

Various internal and external factors are interrelated. Interests and talents are also dominant internal factors, while the influence of parents' occupations is a significant external factor. Information about the world of work, peer influence, and advice from teachers also play a significant role in the career choice process. This is supported by Holland's theory, which states that individuals tend to choose careers that suit their personality types (Hariyanto, Hariyanto Kuat, Tri Suprap et al., 2024; Tosubu et al., 2024; Sukma & Rasyid, 2024).

CONCLUSION

The results of the study indicate that self-concept, parental occupation, and student career choices are interrelated. The implication in this study is that counselors and parents are actively involved in career guidance. Parents can increase social support by holding activities that build collaboration between children and counselors on campus comprehensively providing career guidance according to the direction of student interests and talents such as developing social skills that support the career decision-making process for students. For further researchers, they can try to create a more comprehensive conceptual model to understand the dynamics between parental involvement, social support, and career decision-making. Research can expand the scope by conducting comparative studies between study programs, faculties, and universities.

AUTHOR CONTRIBUTION

Afnibar: Conceptualization; Data curation; Formal analysis; Funding acquisition; Investigation; Methodology; **Kiki Elfia**; Project administration, Data curation, Writing Original draft preparation. **Aulia Rahmi**, Visualization, Investigation, dan Validation. **Ayunil Ummi and Meri Susanti**: Writing - Reviewing and Editing.

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