



THE 3RD INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING
“INVENTING GUIDANCE AND COUNSELING'S ADAPTABILITY TOWARD NEW
FORCE IN COUNSELING AND PSYCHOTHERAPY”

PARENTAL INFLUENCE AND CAREER GUIDANCE IN THE DIGITAL ERA

Mareta Aurnisa¹, Nova Elisa², Crisfatika Yulianti³, Ovinaya Shebil Kuncoro⁴, Gadis Cahayani⁵, Maysa Nurarisanty⁶

¹State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,
24010014050@mhs.unesa.ac.id

²State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,
24010014056@mhs.unesa.ac.id

³State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,,
24010014115@mhs.unesa.ac.id

⁴State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,
24010014265@mhs.unesa.ac.id

⁵State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,
24010014157@mhs.unesa.ac.id

⁶State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,
24010014248@mhs.unesa.ac.id

ABSTRACT

Choosing a career path in the digital era can be quite a challenge for the younger generation. Of course, parents play a very influential role in determining their children's future, as parenting styles and parental support can boost self-confidence. Guidance counselors have the task of educating parents on appropriate parenting styles. In addition, Guidance counselors also provide a platform for students to explore themselves and discover their true identity in terms of future achievements and careers. A qualitative approach through interviews and data analysis shows that the importance of collaboration between parents and Guidance counselors in planning children's futures in this digital era needs to be taken into consideration so that children can develop optimally.

Keywords: career path; digital era; guidance counselor; parenting styles; self-confidence

INTRODUCTION

In the digital era, competition to reach higher levels is very intense, with many young people vying to optimize their skills to obtain career opportunities that match their talents and interests. However, many young people still find it difficult to determine a career that suits their talents and interests. Worse still, some have no interest in pursuing the best career possible. In such circumstances, guidance counselors need to highlight and provide appropriate guidance and counseling services. The services provided by guidance counselors have a significant influence in helping students recognize their potential, enabling them to make the most of their abilities, which will impact their future opportunities, while also making it easier for them to adapt to changes in the workplace (Rahman & Yusuf, 2022).

Appropriate guidance counseling services can help students make effective decisions about their education and career paths. According to studies, internal and external factors that can influence personal development, including career development, include self-confidence, interests, personality, expectations, and social environment (peers and surrounding people) (Chen et al., 2021; OECD, 2021). These things have a strong influence when students think about their future while they are in school. Therefore, digital-based guidance services are an interesting development, because online platforms are becoming increasingly popular and accessible, thereby supporting students' career planning in line with the times (Prasetyo & Nugraha, 2023).

Guidance and counseling in schools are designed to help students discover and understand their potential and maximize it for their career needs. Guidance and counseling services can be provided individually or in groups, where guidance counselors can provide information about the world of work, higher education, and career competency requirements (Putri & Sari, 2022). However, there are many challenges and obstacles in students' career planning. Some students place too much pressure on themselves to live up to expectations and external gratification, which can lead to stress and impair their potential.

In the current digital era, counseling services can be offered via online platforms to give students information about occupations and possibilities that fit their skills (Santoso, 2021). Parental engagement is also quite important when it comes to choosing a career. In order to give their children the proper direction and support for the future, parents are essential. This may affect their motivation to work and their capacity to adjust to expectations that may not align with their skills, which may result in less than ideal performance (OECD, 2021).

METHOD

This study employed a qualitative descriptive method to examine how different parenting ideologies impact students' decision-making in the digital era and the role guidance and counseling educators play in offering career-related support. The qualitative framework was employed to give a comprehensive explanation of the phenomenon being investigated. A survey of the literature was used to obtain information on parenting, careers, guidance, and the use of technology in education. Books, scholarly publications, and reliable websites published during the last five years were cited. Numerous criteria, such as topic relevance, publication date, academic reliability, and freshness, were taken into consideration while choosing the sources.

The analytical process was divided into three steps. Finding results pertaining to both internal and external factors, such as parental influence, school support, social environments, technology, hobbies, skills, and self-efficacy, was the first stage in the data reduction process. In the second stage, the data was grouped thematically according to counseling, guiding, and the usage of digital tools in guidance services. In the last stage, the data was analyzed, issues with incorporating technology into instructional strategies were noted, and strategies to enhance cooperation between parents, teachers, and students were suggested.

RESULT AND DISCUSSION

a. Parenting Styles' Effects

Finding balance is thought to be more crucial to excellent parenting than merely granting every wish of a child. Balanced parenting, according to Baumrind (2013), entails neither giving kids too much freedom without supervision nor enforcing too many restrictions without a good cause. While offering guidance through good communication when children encounter difficulties, parents should let their children explore in accordance with their interests and requirements. In this way, children can learn to take responsibility for their education, make decisions, and face the various obstacles in everyday life. Parental support and encouragement can help boost children's self-confidence and security as they prepare for their future.

b. Parental Expectations in the Digital

Age is a double-edged sword: although reasonable support inspires pupils, high expectations lead to stress and diminish their independence (Bhakti & Safitri, 2017; Nur Mega, 2023). Children require room to explore careers on their own in a time when employment information is freely available; restrictive parenting can result in bad decisions (Sakura Alwina, 2023). To match expectations with children's actual potential, guidance counselors (guidance and counseling) and parents must work together. In order to ensure that expectations are reasonable, guidance and counseling teachers serve as a link between students' realities and family expectations (Burke & Mann, 2024). Through counseling, they assist students in making well-informed professional options by helping them understand their strengths, limitations, interests, and abilities. They also offer self-development tactics that are specific to each student's needs and the expectations of the modern world. In order to provide pupils with a solid foundation for researching opportunities and developing self-confidence, guidance and counseling teachers in the digital age use technology platforms for thorough career information.

c. The Role Guidance and Counseling

The role of guidance and counseling teachers is crucial in assisting students by providing guidance services that identify their abilities, interests, talents, and digital competencies. Guidance and counseling teachers not only act as information agents regarding students' career opportunities, but also contribute to their personal development, often referred to as important soft skills, such as leadership, good communication, adaptability, and digital literacy (Ummah, 2013; Barokah and Pudjiarti, 2024). Their role is to act as facilitators, motivators, and mediators for students and parents, although many challenges remain, or limited digital competency among guidance and counseling teachers can hinder the use of technology in student career guidance (Kurniawati, 2021). Overall, not all students have equal

access to technological devices such as mobile phones, laptops, and most importantly, adequate internet access (Hasanah, 2024). This is often the case in remote areas or with low-income households. People with low means may be able to access job information, acquire digital skills, and actively engage in digital learning as a result of being exposed to digital-based advice services. Guidance and counseling teachers have an obligation to develop personally through lifelong learning, primarily through improving their skills with digital platforms, managing online counseling, ensuring the security of student data, and developing strategies relevant to students' needs in the digital age and technological advancements. This ensures that guiding services remain effective and flexible to the changing conditions of this technological era (Yulianti et al., 2024).

d. Utilization of Technology in Career Decision-Making

Students' access to professional-related data has increased with the advancement of technology today. This includes the rise of various digital platforms and learning opportunities outside the school environment, such as online education, as well as the emergence of various websites and applications related to professional and career networking that provide assistance and additional opportunities for them to explore and plan their future careers (Sintani and Nurlianti, 2024).

Through online learning, technology can support the development of both hard and soft abilities. Nevertheless, it is indisputable that other issues, such as poor literacy rates, unequal access to digital resources, and the dissemination of incorrect information, must be addressed. To ensure that students can use technology effectively and sensibly when making professional decisions, issues such as literacy must be addressed. It is also essential to comprehend the psychoeducational sciences in relation to issues such as digital literacy. These abilities are not enough to adequately support students, even though they can give them resources and help them navigate their education and jobs (Soeprijanto et al., 2022). Naturally, by recognizing their actual needs knowledge or skills, interests, aptitudes, shortcomings, and strengths students can also develop self-awareness. By combining their understanding of digital literacy with self-awareness, students can develop greater judgment while looking for strategies or information and relating it to their potential.

A targeted, long-term approach is needed to foster digital literacy. One option is to include digital literacy resources in the curriculum and give teachers the necessary training so they can assist students. Supporting the learning process also requires the availability of infrastructure and related services, such as a stable internet connection and suitable technology devices (SMERU, 2022). In order for students to not only acquire technological skills but also apply them to future career planning and growth, institutions or programs designed specifically to help students prepare for the digital-based sector are also badly needed. Because many issues cannot be adequately addressed without policy backing and the active involvement of the government and educational institutions, initiatives that depend just on individual initiative are usually less successful.

CONCLUSION

Parents have a significant impact on their children's employment choices in this age of rapidly advancing technology. In order to better assist and comprehend their children's needs, parents must be

more adaptable and modify their parenting style in light of the many opportunities and dangers found in the virtual world. This assistance can be given in a variety of ways, such as boosting self-esteem, boosting confidence, and assisting children in recognizing and realizing their potential when making professional options. When it comes to offering guidance and counseling services, schools are just as vital as families. These programs assist students in discovering their passions and skills, expanding their knowledge of other career options, and using digital technology as a responsible and pertinent source of information. When parents and counselors collaborate well, pupils will be better equipped to handle the demands of the job. Students are able to make more precise and knowledgeable career selections as a result of our partnership, and they have a clear way to adjust to changes in the digital workforce.

REFERENCES

- Anatasya, E., Rahmawati, L. C., & Herlambang, Y. T. (2024). Peran orang tua dalam pengawasan penggunaan teknologi digital pada anak. *Jurnal Sadewa: Publikasi Ilmu Pendidikan, Pembelajaran Dan Ilmu Sosial*, 2(1), 301-314.
- Asri Khoeriyah, Sunawan, & Awalya. (2022). *The Effects of Authoritative Parenting on Career Exploration: A Mediation Analysis of Career Decision Self-Efficacy*. *Jurnal Bimbingan Konseling*, 11(4).
- Baumrind, D. (2013). The influence of parenting style on adolescent competence and substance use. In *Adolescents and Their Families* (pp. 22-61). Routledge.
- Burke, A., & Mann, A. (2024). Digital technologies in career guidance for youth: Opportunities and challenges.
- Cheung, F., et al. (2024). *Career Self-Efficacy as a Mediator between Career-Specific Parental Behaviors and School Career Support on Career Doubt*. *BMC Psychology*, 12, Article 39.
- Damas, R. R., & Kurniawati, F. (2025). *Parental Involvement on Career Decision-Making among Students in Collectivist Cultures: A Systematic Literature Review on High School and Undergraduate Students in Asian Countries*. *Jurnal Kependidikan*, 11(1), 87-99.
- Gustina, A., Liu, J. S., Indartono, S., Endarwati, M. L., & Darmawati, A. (2024). *Connecting the Dots: How Parent Support Shapes Career Readiness through Psychological Capital*. *SA Journal of Human Resource Management*, 22, a2540.
- Hasanah, N. A., Warsih, D., Muslimah, H., Azmi, I., & Chusni, M. (2024). Pengaruh layanan pembelajaran dalam bimbingan dan konseling terhadap prestasi akademik peserta didik SMP. *Jurnal Konseling Komprehensif: Kajian Teori Dan Praktik Bimbingan Dan Konseling*, 11, 49-61.
- Li, S., Pan, Q., & Nie, Y. et al. (2022). *The impact of career-related parental behaviors on career decision-making self-efficacy and ambivalence—A latent growth model*. *Journal of Adolescence*, 94, 981-995.
- Pratama, M. F., & Muttaqin, D. (2024). *Career Decision-Making Self-Efficacy as Mediator of Parental Career Support and Vocational Identity*. *Journal of Educational, Health and Community Psychology*, 13(4), 1748-1767.

- Sintani, L., & Nurlianti, N. (2024). *Pemanfaatan Teknologi dalam Bimbingan Karir*. Jurnal Inovasi Pendidikan, 12(1), 45-56. (lokal, tapi baru) — tetap bisa dipakai untuk konteks Indonesia.
- SMERU Research Institute, T., Pathways at University of Oxford, D., UNESCAP. 2022. Digital Skills Landscape in Indonesia. Technical Report. The SMERU Research Institute. Jakarta.
- Soeprijanto, S., Diamah, A., & Rusmono, R. (2022). The effect of digital literacy, self-awareness, and career planning on engineering and vocational teacher education students' learning achievement. *JOTSE*, 12(1), 172-190.
- Nasution, A. Z. I., Daharnis, & Ifdil. (2024). *Penerapan Teknologi Informasi dalam Bimbingan Karir: Implikasi terhadap Kematangan Karir Siswa SMA*. Jurnal Edukasi: Jurnal Bimbingan Konseling, 10(2), 239-254.
- Yulianti, Y., Hatijah, E. R., Faradila, S. A., & Husna, N. (2024). Tantangan dan peluang profesi guru guidance and conseling di era digital. *Menara Ilmu: Jurnal Penelitian Dan Kajian Ilmiah*, 18(2).