



Deaf Students' Perceptions of Career Guidance, Parental Social Support, and Career Planning at the Upper Secondary Education Level in Padang City

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Abstract

Career planning is a crucial stage in students' career development, including for deaf students who face limited access to information and communication during the process of preparing to enter the workforce. To enable deaf students to plan their careers realistically and in line with their potential, adaptive career guidance and adequate social support from parents are essential. This study aims to describe perceptions regarding career guidance, perceptions regarding parental social support, and career planning. This study employs a quantitative approach with a descriptive design, involving 8 deaf students selected through saturation sampling. Data were analyzed using descriptive statistical techniques to obtain an overview of the trends of each variable. The results indicate that, overall, the findings show that deaf students have relatively positive perceptions of both career guidance and parental social support (from both fathers and mothers), which aligns with their level of career planning. This study underscores the importance of optimizing career guidance and parental involvement in supporting career planning readiness for deaf students. This study contributes to enriching the discussion on career guidance tailored to the needs of deaf students in their professional lives.

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INTRODUCTION

The world of career is a process undergone by every individual in their life. Career issues become one of the primary concerns that need attention in designing someone's future. For this reason, an individual's understanding of careers serves as a foundation and preparation for entering the professional world (Wahyu et al., 2023). Career knowledge can be acquired through the educational process. Through this, it is expected that education takes responsibility for introducing the world of careers. Career orientation needs to be known by everyone, including all students in the educational system, without exception, for children with special needs, specifically deaf students, who face barriers in accessing career information and communication (Nisya et al., 2023).

Currently, most deaf students do not understand their interests and talents or how to improve those skills. Education plays a role in developing the cognitive abilities and skills of these deaf students so they can grow optimally. Based on the 2019 BPS Susenas data, approximately 0.79% of the child population in Indonesia consists of children with disabilities, which includes deaf students (Dewany et al., 2022).

Padang City, as one of the educational centers in West Sumatra, has a number of inclusive schools that provide education for students with special needs, including deaf students at the senior high school level (SLTA), specifically at SMK N 4 Padang and SMK N 6 Padang. However, based on preliminary observations and information from educational practitioners, career guidance services for deaf students at this level are not yet fully optimal and tend not to be systematically integrated with the students' individual needs. Furthermore, limited access to career information that suits the characteristics of deaf students, along with a lack of adaptive communication media, poses a particular challenge in preparing their career planning.

Furthermore, educational research in several provinces indicates that there are more than 128,000 deaf students still in school, showing their presence within the national education system. However, the challenges do not end with education; employment data show that out of approximately 17.74 million people with disabilities of working age in Indonesia, only about 7.8 million are categorized as part of the labor force, with about 7.57 million of them currently working (Chilton et al., 2025a).

This indicates that the labor force participation rate for people with disabilities is only around 44%, which is much lower than the national average. Thus, approximately 56% of people with disabilities of working age are outside the labor force (unemployed and not actively seeking work) (Karunia & Jatmiko, 2021). These findings emphasize that the main issue is not just the unemployment rate, but also the low participation in the workforce.

This figure is still considered low compared to career opportunities for deaf students in developed countries. Data from the National Deaf Center (NDC) as of 2026 shows a historic high where 57.7% of deaf adults in the United States are employed, an achievement above the participation rate in Indonesia (Ayu et al., 2022). This difference is not solely caused by individual factors but is influenced by more inclusive educational support systems, the availability of professionals, and policies responsive to the

communication and learning needs of deaf students (Syarifah, 2023). Therefore, concern and collaboration among various parties—including the government, schools, educators, and families—are required to create educational systems and policies capable of increasing participation and career sustainability for deaf students in Indonesia (Afdal et al., 2014).

On the other hand, parental involvement in supporting the career development of deaf students in Padang City, observed from interviews at SMK N 6 Padang, shows variation in terms of emotional, informational, and instrumental support. Some parents still face limited understanding in directing their children's career choices according to their existing potential and opportunities. This condition indicates an urgent need to empirically examine how deaf students perceive career guidance and parental social support, as well as the implications for their career planning.

Deaf students' perceptions of career guidance in schools show diverse tendencies, especially regarding service accessibility, career information, and communication delivery methods. Initial observations and research findings show that some deaf students consider career guidance services helpful in identifying job options, but there are still limitations in delivering adaptive information (Pardi et al., 2025). The interaction between guidance counselors and deaf students is not yet fully optimal in facilitating in-depth career exploration. Therefore, it is important to empirically examine the perceptions of deaf students to obtain a more contextual picture of the effectiveness of career guidance services and the social support provided.

Research results (Suliani & Laili, 2023) show that there is a relationship between the perception of career guidance and motivation to work. Consistent with previous views, research results from Anandari (2013) explain that the social environment is a potential source of support for children with special needs because they interact with society within education. This statement strengthens research findings that social support is related to several important outcomes, including academic achievement, motivation, and the success of career planning (Amria et al., 2023).

For this reason, the perception of deaf students regarding the career guidance process is closely related to the career planning of children with special needs (Aini et al., 2024). Career guidance can assist deaf students in choosing study programs and provide direction for entering the workforce, so that deaf students have good career planning maturity (Afdal, 2017). However, career planning is not only aided by career guidance; external factors such as social support from the environment also play a role (Alon et al., 2023; Chang & Wang, 2025).

In addition to providing physical (material) assistance, parental social support acts as a contributor in providing information and exchanging opinions regarding the jobs the individual is interested in. Several studies emphasize the importance of students' perceptions of the quality of career guidance and social support they receive, as these perceptions influence motivation, readiness, and career planning behavior (Wijayanti et al., 2020). Padang City was chosen as the research location because it represents a relevant real-world context for developing needs-based career guidance services for deaf

students. Nevertheless, empirical studies specifically linking deaf students' perceptions of career guidance and parental social support with career planning are still limited, especially at the SLTA level (Johnson et al., 2022). Therefore, this study aims to describe deaf students' perceptions of career guidance at the SLTA level, deaf students' perceptions of parental social support, and the direction of deaf students' career planning.

METHOD

This study employs a quantitative approach with a descriptive design, aimed at providing an empirical description of deaf students' perceptions regarding career guidance, parental social support, and career planning. This approach was chosen as it is suitable for obtaining a comprehensive overview of all deaf students at the senior high school (SLTA) level.

The sampling technique utilizes saturated sampling (*total sampling*), with the consideration that the entire population is included as respondents to ensure the data obtained is more representative. The participants of this study are 8 deaf students enrolled at the SLTA level in Padang City for the 2025/2026 academic year. All participants come from SMKN 4 Padang (3 students) and SMKN 6 Padang (5 students).

The research instrument consists of a questionnaire developed based on the variable indicators of career guidance perception, parental social support, and career planning. The questionnaire uses a Likert scale with five response alternatives. Before being utilized, the instrument underwent content validity testing through expert judgment to ensure the alignment of items with the measured constructs. Additionally, limited reliability testing was conducted—considering the small sample size—using an internal consistency approach as an initial indication of the instrument's reliability.

The data analysis technique employs descriptive statistics, specifically percentages and score categories, to describe the trends of each variable. The results of the analysis are then interpreted to provide an overview of deaf students' perceptions of career guidance, parental social support, and the direction of their career planning.

Data collection was conducted on September 29, 2025, using three primary instruments: deaf students' perceptions of career guidance, deaf students' perceptions of parental social support, and career planning. The research sub-variables for perceptions of career guidance and parental social support refer to the following aspects: cognitive, affective, and conative/behavioral (Allport, 1954; Walgito, 2010). Meanwhile, the career planning sub-variables refer to the indicators: self-understanding, environmental understanding, and efforts to match self-characteristics with the environment (Lent & Brown, 2020), all of which were validated through expert judgment.

The research was conducted through several structured stages: First, an orientation session was held in collaboration with the school's Guidance and Counseling teachers to explain the research objectives and ethical considerations to the participants. This session ensured the understanding and voluntary participation of the deaf students, while guaranteeing data confidentiality and anonymity. In the second stage, the questionnaires were distributed to the deaf students in the Guidance and Counseling room. The

researcher and the counseling teachers were present to supervise the process and assist the researcher in communicating with the students to clarify any questions they found ambiguous.

RESULTS AND DISCUSSION

The data analysis results of this study aim to describe deaf students' perceptions of career guidance, parental social support, and career planning at the senior high school (SLTA) level in Padang City. Data obtained from the distribution of questionnaires were analyzed using descriptive statistical techniques, including mean, median, standard deviation, and frequency distribution based on assessment categories. The data obtained were subsequently analyzed descriptively. The description of the research data is presented in Table 1.

Table 1. Descriptive Statistics for Research Variables (N=8)

Variable	Ideal Score	Max	Min	Total	Mean	%	Description
Deaf Students' Perception of Career Guidance	150	126	73	832	104	87,5%	Very Appropriate
Deaf Students' Perception of Paternal Social Support	150	130	66	820	103	75%	Very Appropriate
Deaf Students' Perception of Maternal Social Support	150	140	92	919	115	100%	Very Appropriate
Career Planning	135	123	64	723	90	75%	Very High

This result pattern indicates that most deaf students have a positive view of the implementation of career guidance at school. The career guidance services provided have been able to meet the students' needs, although a small portion of students fall into the "appropriate" category, requiring further attention, while the overall result is "Very Appropriate." Consistent with this, findings on the perceptions of deaf students show they receive good social support from their fathers—in emotional, informational, and instrumental forms—placing it in the "Very Appropriate" category.

The results of such support play an important role in helping students increase self-confidence and prepare for career planning. Nonetheless, there is still a small number of students in the "appropriate" and "sufficiently appropriate" categories, indicating the need for increased paternal involvement to provide more optimal support for the child's career development.

For maternal social support, the results for deaf students are highly optimal across emotional, informational, and instrumental support, falling into the "Very Appropriate" category. This support contributes significantly to helping students understand their potential, increasing self-confidence, and preparing for more mature career planning. This

condition shows that maternal involvement is a crucial factor in supporting the successful career development of deaf students.

Compared to paternal social support, maternal involvement tends to be stronger and more consistent. Meanwhile, paternal support, although in a high category, still shows variation among students. Therefore, an increase in paternal involvement is needed so that the support provided is more optimal and balanced in supporting the career planning readiness of deaf students.

Regarding career planning results, this pattern indicates that most deaf students possess readiness in planning their careers—in terms of understanding self-potential, knowledge of the world of work, and the ability to determine career direction—placing them in the “Very High” category. This high level of career planning shows that students have been able to internalize various information and support received, both from career guidance services at school and from the family environment. These results demonstrate that career guidance factors and social support are vital to assisting the career planning readiness of deaf students.

Table 2. Categorization Frequency Distribution

Variable	Category	Frequency	%
Deaf Students' Perception of Career Guidance	Very Appropriate (≥ 74)	7	88
	Appropriate (63-73)	1	13
	Sufficiently Appropriate (52-62)	0	0
	Not Appropriate (41-51)	0	0
	Very Inappropriate (30-40)	0	0
Perception of Paternal Social Support	Very Appropriate (> 82)	6	75
	Appropriate (69-81)	1	12,5
	Sufficiently Appropriate (56-68)	1	12,5
	Not Appropriate (43-55)	0	0
	Very Inappropriate (30-42)	0	0
Perception of Maternal Social Support	Very Appropriate (> 70)	8	100
	Appropriate (60-69)	0	0
	Sufficiently Appropriate (50-59)	0	0
	Not Appropriate (40-49)	0	0
	Very Inappropriate (30-39)	0	0
Career Planning	Very High (> 75)	6	75
	High (63-74)	2	25
	Moderate (51-62)	0	0
	Low (39-50)	0	0
	Very Low (27-38)	0	0

Categorization analysis reveals that deaf students' perceptions of career guidance are largely in the “very appropriate” category at 88%, paternal social support in the “very

appropriate” category at 75%, maternal social support in the “very appropriate” category at 100%, and career planning in the “very high” category at 75%. This distribution shows substantial variability in the career planning readiness of deaf students, demonstrating very high career planning abilities aligned with highly positive perceptions of career guidance and parental social support.

Integratively, the research results show that deaf students' career planning develops through the interaction between internal factors (self-understanding), external factors (environment and social support), and education (Fitriana et al., 2021). Positive perceptions of career guidance provide a systematic exploration structure, while parental social support provides emotional stability and practical facilities (Nurfarhanah, 2024).

Specifically, our findings show that students who recognize their strengths and weaknesses, have experienced academic or extracurricular success, and receive constructive feedback from teachers and families develop stronger career planning, thereby making career decisions more confidently and independently (Kang, 2023; King et al., 2021). This is consistent with previous findings showing moderate to large effects of career guidance on career development outcomes across various cultural contexts (Sheu et al., 2018).

In the context of Indonesian education, the vital role of career guidance may reflect an education system oriented toward academic knowledge and information as a primary indicator of success. Deaf students with strong career guidance services tend to approach mature career planning (Johnson et al., 2022). These findings underscore the importance of integrating comprehensive career guidance enhancement strategies, particularly in education systems transitioning toward a greater emphasis on student-centered learning and career planning direction for deaf students (Chilton et al., 2025a).

Similarly, parental social support also significantly influences this. This is supported by a study by Umami et al. (2022), which found that parental support leads to greater career readiness compared to those who do not receive it; thus, the role of parental social support is essential in planning one's career (Husna & Taufik, 2017). Additionally, parental expectations and involvement have a significant influence on the successful educational and career transition of deaf students. Students with high support and expectations from parents tend to have greater opportunities to continue their education and determine their career path.

This finding aligns with research results showing that parental social support, especially from mothers, is in a very high category and is more consistent than that from fathers. This indicates a more intense interaction between mothers and deaf students, leading to better career understanding (Sheu et al., 2016). Career planning emerges from the complex interaction between individual characteristics (self-efficacy, interests, values) and environmental factors (peer influence, family expectations, socio-economic conditions, institutional resources). These findings indicate a mutually supportive link between school career guidance and parental social support in shaping deaf students' career planning (Cheng & Deng, 2026; Punch & Duncan, 2022).

Career guidance acts as an information provider and facilitator in helping deaf students recognize their potential and understand the world of work, while parental support functions as reinforcement, providing emotional encouragement in career planning. The combination of these two factors allows deaf students to have better readiness in planning their future careers (Pardi et al., 2025).

In line with this, Hariko & Anggriana (2019) state that providing career guidance through several services can assist in career planning, including: group guidance services, information services discussing topics related to career planning, and career orientation services (Lestari, 2024) content mastery services focusing on vocational skills, and services for developing decision-making abilities.

These results are consistent with the “trait and factor” approach, which emphasizes the fit between individual potential and career choice, as well as social support theory, which states that the family environment plays a critical role in individual development (Putri et al., 2025). Therefore, strengthening career guidance services that are adaptive and collaborative with parents becomes an important strategy in increasing planning readiness (Mulyani & Marlina, 2017).

These findings carry significant implications for educational practices that can optimize services such as career information, career orientation, content mastery focused on vocational skills, and capability development (content mastery) so that deaf students can determine realistic career goals and steps according to their capacities (Tannenbaum-Baruchi et al., 2025). It is important to implement guidance and counseling not just as information providers but as integrated service systems that help children with special needs know themselves, build career readiness, obtain family support, and receive gradual, measurable direction according to their needs (Abdullah, 2025; Fuentes et al., 2021).

This study contributes to career development literature by explaining how perceptions of career guidance and parental social support for deaf students interact within the context of career planning in the Indonesian education world (Sheu et al., 2016). Integratively, these research findings show that deaf students' career planning is not only influenced by school services (X1) but also heavily depends on parental social support (X2) as a primary contextual factor. A limitation lies in the relatively small sample size and the use of self-report instruments, so findings should be interpreted cautiously. Future research is suggested to involve broader samples, use longitudinal designs, and include other variables such as career self-efficacy, inclusive school support, and work readiness. Consistent with current developments in career research, further studies also need to develop and test career guidance intervention models that are adaptive and responsive to the needs of deaf students within the context of inclusive education.

CONCLUSION

This study demonstrates that deaf students' perceptions of career guidance, their perceptions of parental social support, and their career planning are all evaluated as excellent, with a visible trend of interrelatedness between these variables. These findings

indicate that the quality of adaptive career guidance and positively perceived social support serve as the essential foundation for building career readiness among deaf students.

Conceptually, the results of this research confirm that career planning is influenced not only by the internal readiness of deaf students but also by the quality of career guidance services and social support perceived positively. Therefore, optimizing career planning for deaf students requires continuous synergy between guidance and counseling teachers and parents to create an environment that supports self-exploration, understanding of the work environment, and realistic career decision-making.

This study is limited by its relatively small sample size and its focus on a single region, meaning the generalizability of the findings remains restricted. Additionally, since this research only utilizes a quantitative descriptive approach, it is not yet able to explain causal relationships or explore the subjective experiences of students in depth. Consequently, future research is encouraged to involve larger sample sizes and cover a broader geographical area to ensure more representative results.

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