

# Parenting Style and Students' Career Maturity: The Mediating Role of Future Time Perspective

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## ABSTRACT

Career maturity is a crucial component in preparing vocational students for successful school-to-work transitions. However, the role of parenting styles and psychological factors such as future time perspective (FTP) in shaping career maturity remains insufficiently understood, particularly in vocational education contexts. This study aimed to examine the direct effects of maternal and paternal parenting styles on students' career maturity and to investigate the mediating role of FTP. This study employed a quantitative ex post facto design involving 307 students from nine vocational high schools in Enrekang Regency, Indonesia. Data were collected using the Parental Authority Questionnaire (PAQ), Career Maturity Inventory (CMI), and Future Time Perspective Scale (FTPS). Path analysis was conducted to assess direct and indirect relationships among variables. The results revealed that maternal parenting style ( $\beta = 0.45, p < 0.01$ ) and paternal parenting style ( $\beta = 0.61, p < 0.01$ ) significantly predicted career maturity. FTP also had a significant direct effect on career maturity ( $\beta = 0.44, p < 0.01$ ). Mediation analysis indicated that FTP significantly mediated the relationship between parenting styles and career maturity (maternal:  $\beta = 0.139, p < 0.01$ ; paternal:  $\beta = 0.136, p < 0.01$ ), suggesting both direct and indirect effects. These findings highlight the importance of supportive parenting and future-oriented thinking in enhancing students' career readiness. Schools are encouraged to integrate career guidance programs that involve parents and strengthen students' future time perspective to support effective career development.

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## 1. INTRODUCTION

Vocational high school (SMK) students are required to develop strong career readiness as they transition more quickly than general education students into the labor market. Rapid technological change, industrial digitalization, and increasing competition demand that vocational learners possess the ability to formulate realistic career plans and adapt to emerging work environments (Nurjanah & Subhan, 2020). Without sufficient preparation, students may experience mismatches between their

vocational specialization and labor market requirements, leading to poor decision-making, reduced motivation, and long-term dissatisfaction with career outcomes (Pratiwi et al., 2023). Career maturity therefore becomes a crucial developmental task, particularly for vocational students who face earlier career choices and more immediate entry into skilled occupations.

Career maturity is conceptualized as an individual's readiness to complete age-appropriate career development tasks, including exploration, decision-making, and future planning (Arends, 2019). Super's Life-Span, Life-Space Theory positions career maturity as a developmental construct shaped by personal experiences and sociocultural contexts, emphasizing that individuals progress through predictable stages of career growth (Bela Janare Putra, 2021). Savickas expands this framework through Career Construction Theory, highlighting adaptability, self-awareness, and meaning-making as essential components of successful career development. These theoretical perspectives collectively suggest that career maturity involves not only the acquisition of knowledge about the world of work but also the development of attitudes and competencies that enable purposeful career decisions. For vocational students, such readiness supports realistic specialization choices and increases the likelihood of successful school-to-work transitions (Ginevra, Nota, & Ferrari, 2015).

Future Time Perspective (FTP) is defined as an individual's cognitive and motivational orientation toward the future, influencing how goals are constructed, valued, and pursued (Zimbardo & Boyd, 1999). Students with a strong FTP demonstrate greater persistence, clearer long-term planning, and more adaptive decision-making, enabling them to connect present actions with future career goals (Grashinta, Istiqomah, & Wiroko, 2018). Research shows that a clear FTP enhances career exploration, improves self-regulation, and supports commitment to vocational pathways (Cheng et al., 2016; Patton & Creed, 2022). Conversely, a weak FTP creates difficulties in setting goals, anticipating consequences, and evaluating alternative career paths, which may hinder career maturity and readiness for work (Günther & Schmitt, 2024). For SMK students, whose specialization choices occur earlier than those of general high school students, FTP serves as a psychological mechanism that strengthens their ability to plan, prepare, and engage meaningfully in career decision-making processes.

Parenting style represents one of the most influential family factors shaping adolescents' educational and career development. Baumrind's classic typology—authoritative, authoritarian, and permissive parenting—provides a framework for understanding how variations in parental warmth, structure, and discipline affect motivation, autonomy, and long-term planning (Darmagita & Susanto, 2022). Authoritative parenting, characterized by balanced demands and responsiveness, has consistently been linked to higher levels of self-regulation, confidence, and goal-setting behaviors in adolescents. Studies also find that supportive and structured parenting strengthens future orientation and enhances decision-making related to careers (Krisphianti & Nurwulansari, 2022). Moreover, parental involvement plays a significant role in shaping career aspirations, providing informational and emotional support, and reinforcing students' engagement with vocational exploration activities (Ginevra, Nota, & Ferrari, 2015). Mothers and fathers often contribute differently: mothers typically provide emotional and communicative support, while fathers more frequently emphasize expectations, structure, and achievement (Lamb & Lewis, 2015). These distinctions suggest that examining maternal and paternal influences separately may yield a more accurate understanding of career development.

Despite the growing literature on adolescent career development, several gaps remain. First, although many studies highlight the importance of parenting, few explicitly differentiate the effects of maternal and paternal parenting styles on career maturity, even though the two roles may provide distinct forms of guidance and support (Jackson & Lambert, 2023). Second, while existing research suggests that FTP is positively associated with career maturity, its role as a mediator between parenting styles and career maturity remains insufficiently explored, particularly within vocational school contexts where career decisions have more immediate implications (Chen et al., 2023). Third, limited research has been conducted in rural or agrarian regions such as Enrekang Regency, where lower parental education levels and socio-economic conditions may influence parenting practices and students' access to career-related resources. These gaps highlight the need for a more nuanced

investigation into how parenting styles strengthen or weaken students' future orientation and career readiness.

To address these gaps, this study examines the relationships between parenting styles (maternal and paternal), Future Time Perspective (FTP), and career maturity among vocational high school students in Enrekang Regency. Specifically, the study aims to: (1) analyze the direct effect of maternal parenting style on career maturity; (2) analyze the direct effect of paternal parenting style on career maturity; (3) examine the direct effect of FTP on career maturity; and (4) test the mediating role of FTP in the relationship between parenting styles and career maturity. Based on theoretical foundations and previous empirical findings, the study proposes that both maternal and paternal parenting styles positively predict career maturity and that FTP enhances and mediates this relationship. The significance of this research lies in its contribution to understanding how distinct parental roles shape vocational development and how psychological factors such as FTP reinforce readiness for career decision-making. The findings are expected to inform school-based counseling programs, parental engagement strategies, and educational interventions aimed at strengthening career preparedness among vocational students, particularly in regions with limited educational resources.

## 2. METHODS

This study employed a quantitative ex post facto design to examine naturally occurring relationships among parenting styles, future time perspective (FTP), and career maturity. The use of this design is justified by the developmental nature of career maturity, which cannot be experimentally manipulated. Career maturity is conceptualized as an individual's readiness to complete age-appropriate career development tasks—such as exploration, decision-making, and future planning—reflecting the theoretical foundations established by Super and later expanded by Savickas. Super's Life-Span, Life-Space Theory frames career maturity as a developmental construct shaped across stages of life through sociocultural and experiential influences, whereas Savickas' Career Construction Theory emphasizes adaptability, self-awareness, and meaning-making as essential in navigating vocational development. These perspectives underscore the relevance of assessing career maturity within its natural educational and family context, supporting the suitability of an ex post facto design for this research.

### 2.1 Participant

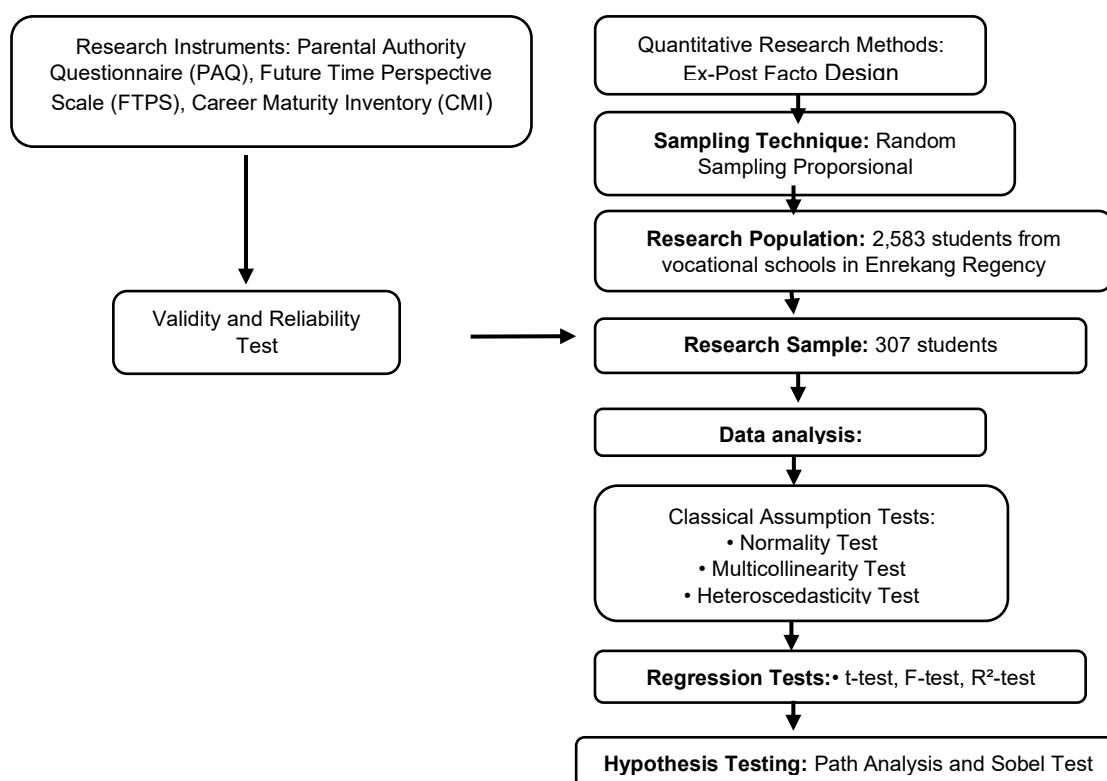
The population consisted of 2,583 students from nine vocational high schools (SMKs) in Enrekang Regency. A sample of 307 students was determined using the Isaac and Michael table at a 5% margin of error. Proportionate random sampling was applied to ensure that each school contributed participants proportionally to its size. The vocational school context is particularly relevant because, as noted by Ginevra, Nota, and Ferrari (2015), career maturity plays a central role in facilitating school-to-work transitions for students who face early specialization and workforce entry.

### 2.2 Procedure

Data collection was conducted through coordination with school administrators. Students were informed of the study's purpose, confidentiality, and voluntary nature before completing the instruments. Informed consent was obtained. The ex post facto design was chosen because parenting style, FTP, and career maturity are naturally developed constructs shaped by individual experiences and environmental factors and cannot be manipulated. Ethical approval was obtained from the institutional review board at the university. Data were collected through coordination with school administrators. Before participating, students were informed about the purpose of the study, confidentiality procedures, and voluntary participation. Informed consent was obtained. The ex post facto design was selected because parenting style, FTP, and career maturity develop naturally within

family and school environments and cannot be manipulated experimentally. Ethical approval was provided by the institutional review board (IRB) at the authors' institution.

The research design employed is ex post facto, as the variables of parenting style, future time perspective, and career maturity have naturally developed and cannot be experimentally manipulated. A longitudinal design was also not feasible due to limitations in research time and access to participants over an extended period. Therefore, the ex post facto design was selected as the most appropriate approach for analyzing the relationships between variables based on existing conditions. In the path analysis, demographic variables such as socioeconomic status (SES), parental education, and gender were controlled, as these factors may potentially influence students' career maturity. Before conducting the path analysis, the data underwent classical assumption testing. The normality test, conducted using the Kolmogorov-Smirnov method, yielded a p-value  $> 0.05$ , indicating that the data distribution is normal. Multicollinearity was assessed using the Variance Inflation Factor (VIF), with all values falling below 10, suggesting no issues with multicollinearity. Additionally, a heteroscedasticity test was performed, and the results revealed a random distribution of residuals, thus confirming that the model meets the assumption of homoscedasticity. The research procedure is illustrated in the diagram below (Figure 1):



**Figure 1:** Research Procedure

### 2.3 Design and Data Analysis

This study employs a quantitative approach with an ex post facto design, wherein the researcher does not directly intervene with the variables but instead analyzes causal relationships based on naturally occurring conditions. This design aligns with the nature of the variables under investigation, which cannot be experimentally manipulated. Data analysis is conducted using path analysis to assess both direct and indirect relationships among the variables, supplemented by the Sobel test to ensure the significance of mediation effects. The combination of these methods provides a comprehensive understanding of the mediating role of future time perspective in the relationship between parental caregiving styles and students' career maturity.

### 2.4 Sampling Procedure

Based on the student population of 2,583 from Vocational High Schools (SMKs) in Enrekang Regency, the sample size was determined using Isaac and Michael's sample size table. For a population of 2,600 students, a sample size of 307 students was deemed necessary with a 5% margin of error. The first step in determining the sample involved collecting the names of students from each school. Proportional random sampling was then applied, ensuring that each individual had an equal chance of being selected, with the sample drawn in proportion to the number of students from each school. The formula used to calculate the sample size by strata is as follows:

$$n_i = \frac{N_i}{N} \times n$$

$n_i$  = Sample size by stratum

$N_i$  = Population size within stratum

$N$  = Total population size

$n$  = Total sample size

### 2.5 Instruments

This study utilized three psychological scales. First, the Parental Authority Questionnaire (PAQ), which comprises 26 items, with 7 items assessing authoritarian parenting style, 9 items assessing authoritative parenting style, and 10 items assessing permissive parenting style. An example item from this scale is "My parents set clear rules and expect me to follow them" (authoritarian style). The construct validity of the PAQ was confirmed through Exploratory Factor Analysis (EFA), with item-total correlations ranging from 0.41 to 0.78, and exhibiting excellent internal reliability ( $\alpha = 0.89$ ).

Second, the Career Maturity Inventory (CMI) was used to measure career maturity, consisting of 22 items encompassing four dimensions: career attitudes (5 items), knowledge about the world of work (6 items), involvement in career planning (5 items), and career decision-making (6 items). An example item is "I have a clear plan for the job I want to pursue after graduation." Content validity was developed based on career maturity theory, while construct validity was confirmed through EFA, with item-total correlations ranging from 0.41 to 0.78, and demonstrating excellent internal reliability ( $\alpha = 0.90$ ).

Third, the Future Time Perspective Scale (FTPS) consists of 24 items, divided into four dimensions: speed (7 items), extension (6 items), value (5 items), and connectivity (6 items). An example item from this scale is "I often think about the long-term goals I want to achieve in the future." The construct validity of the FTPS was supported by factor analysis, with item-total correlations ranging from 0.41 to 0.78, and excellent internal reliability ( $\alpha = 0.89$ ).

All scales utilized a 5-point Likert scale, ranging from "Strongly Disagree" (1) to "Strongly Agree" (5), allowing for the measurement of respondents' level of agreement with each statement. The collected data were analyzed through classical assumption testing, including normality tests, multicollinearity tests, and heteroscedasticity tests. This was followed by hypothesis testing using partial t-tests,

simultaneous F-tests, and simultaneous R<sup>2</sup> determination tests. Path analysis, regression, and Sobel tests were then conducted using SPSS software (version 25.0). Regression analysis was performed in two models: the first model assessed the effect of parental authority (mother/father) on career maturity, while the second model examined the impact of future time perspective on career maturity. The second regression model further investigated the indirect effects of parental authority (mother/father) on career maturity through the mediation of students' future time perspective.

### 3. FINDINGS AND DISCUSSION

#### 3.1 Findings

The results of the data analysis present descriptive statistics (mean and standard deviation) for maternal parenting style, paternal parenting style, future time perspective (FTP), and career maturity, as displayed in Table 1.

**Table 1:** Presents the descriptive statistics (M, SD) for all variables

| Variable                 | N   | Mean  | SD     |
|--------------------------|-----|-------|--------|
| Mother's Parenting Style | 307 | 92.34 | 14.451 |
| Father's Parenting Style | 307 | 90.16 | 16.244 |
| FTP                      | 307 | 90.37 | 10.984 |
| Career Maturity          | 307 | 80.89 | 12.693 |

All variables exhibited relatively low variability, as evidenced by the standard deviations (SD) being smaller than the respective means. To support the claim of normal distribution, a Shapiro–Wilk test was conducted, which confirmed that all variables followed a normal distribution ( $p > 0.05$ ). Multiple regression analysis was performed to examine the predictive effects of maternal parenting style, paternal parenting style, and Future Time Perspective (FTP) on career maturity. The results indicated both direct and indirect significant effects of parenting styles and FTP on career maturity. Based on the regression analysis results (Table 2), the findings revealed:

1. Maternal parenting style positively predicted career maturity,  $\beta = 0.45$ ,  $p = 0.002$ ; paternal parenting style also had a significant effect,  $\beta = 0.61$ ,  $p < 0.001$ .
2. A direct relationship was observed between Future Time Perspective (FTP) and career maturity,  $\beta = 0.44$ , 95% CI [0.32, 0.56],  $p < 0.001$ .
3. Sobel's test confirmed significant mediation: maternal parenting style ( $\beta = 0.12$ ,  $SE = 0.048$ ,  $Z = 5.17$ ,  $p < 0.001$ ) and paternal parenting style ( $\beta = 0.14$ ,  $SE = 0.055$ ,  $Z = 4.61$ ,  $p < 0.001$ ). The indirect effect was ( $\beta = 0.14$ ), ( $Z_{sobel} = 4.61$ ), ( $p < 0.01$ ).

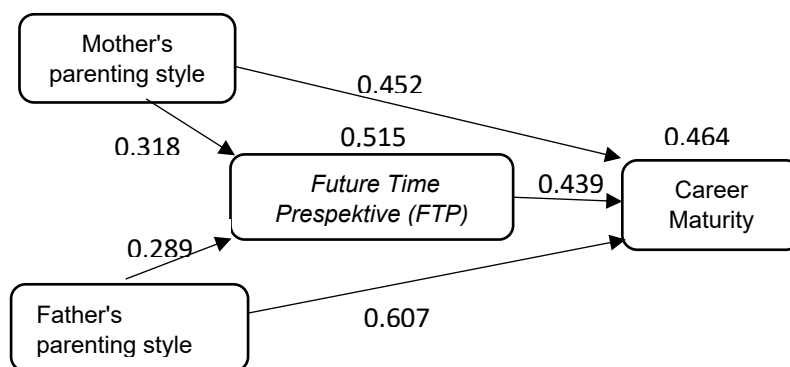
**Table 2.** Regression Results

| Predictor                  | Mother |       |       |       | Father |       |       |       |
|----------------------------|--------|-------|-------|-------|--------|-------|-------|-------|
|                            | (β)    | t     | p     | R     | (β)    | t     | p     | R     |
| Criteria – FTP             | 0.318  | 5.074 | <0.01 | 0.389 | 0.289  | 3.569 | <0.01 | 0.259 |
| Criteria – Career Maturity | 0.452  | 8.703 | <0.01 | 0.681 | 0.607  | 9.983 | <0.01 | 0.704 |
| M – FTP                    | 0.439  | 9.615 | <0.01 | –     | –      | –     | –     | –     |

**Table 3.** Mediation Results

| Mediation Path                          | Mother |       |       |       | Father |       |       |       |
|---|--------|-------|-------|-------|--------|-------|-------|-------|
|   | (β)    | SE    | Z     | p     | (β)    | SE    | Z     | p     |
| Parenting Style – FTP – Career Maturity | 0.139  | 0.048 | 5.173 | <0.01 | 0.136  | 0.055 | 4.617 | <0.01 |

The path analysis model can be seen in Figure 2 below:



**Figure 2.** Path Analysis Model of Parenting Styles of Mother and Father

### 3.2 Discussion

This study demonstrates that both maternal and paternal parenting styles serve as significant predictors in shaping students' career maturity. Additionally, Future Time Perspective (FTP) was found to have a significant direct effect on career maturity. Moreover, FTP functions as a critical mediator, bridging the relationship between parenting styles and career maturity, thereby enhancing the positive impact of parenting on students' readiness to plan their future. These findings underscore the pivotal role that both parental involvement and the ability to conceptualize the future play in fostering career readiness, aligning with existing research that highlights the dynamic interaction between parental influence and psychological factors in the developmental process. The role of FTP as a mediator suggests that fostering a strong future-oriented mindset in students could amplify the beneficial effects of parental guidance, contributing to their career decision-making and goal-setting processes. The evidence points to the importance of an integrated approach to career development, where both family

support and individual cognitive factors align to ensure a well-rounded developmental experience for students.

### 3.2.1 The Influence of Parenting Styles on Career Maturity

Parental parenting styles play a critical role in shaping students' autonomy, responsibility, and decision-making skills. Baumrind's theory (as cited in Darmagita & Susanto, 2022) emphasizes that authoritative parenting, which balances demandingness with responsiveness, is more effective in fostering career maturity compared to permissive or authoritarian styles. In this study, both maternal and paternal parenting styles were found to have a significant impact on the career maturity of vocational high school (SMK) students. The separate analysis of the roles of mothers and fathers represents an important contribution to the literature, revealing that each parent plays a unique role in shaping career maturity. Mothers generally provide emotional support, while fathers tend to emphasize structure and academic or career expectations (Lamb & Lewis, 2015)

These findings align with those of Matejevic, dkk (2015), who assert that parental support and guidance boost students' confidence in making career decisions. From a practical perspective, the implications of this research highlight the importance of schools designing career guidance programs that actively involve parents. Such programs could help parents develop supportive communication strategies, empowering them to strengthen their role in fostering their children's career maturity. By actively engaging both parents in the career development process, schools can create a more robust support system that positively influences students' readiness for future career planning and decision-making.

### 3.2.2 The Impact of Future Time Perspective on Career Maturity

Future Time Perspective (FTP) is defined as an individual's outlook on the future, including their ability to plan, motivate themselves, and take strategic steps toward long-term goals (Zimbardo & Boyd, 1999). This study found that FTP has a direct and significant influence on career maturity. Students with a strong FTP tend to be more proactive, possess realistic expectations, and demonstrate perseverance in pursuing their career goals (Savickas et al., 2009). These findings align with the work of Lens et al. (2015), who discovered that a positive future orientation correlates with long-term career interests and readiness to face workplace challenges.

The implications of these findings suggest that vocational schools should develop programs that help students build a positive FTP. For instance, by providing counseling services and career planning workshops that assist students in setting realistic goals, visualizing their futures, and developing skills relevant to their desired fields.

### 3.2.3 Future Time Perspective as a Mediator

The mediation analysis results indicate that FTP serves as a mediator between parenting styles and career maturity. In other words, effective parenting not only directly influences career maturity but also indirectly strengthens students' FTP. This aligns with Nurmi's theoretical framework (2004), which emphasizes that children's future orientation is shaped within the family context, including through parenting styles that foster responsibility and independence. The important contribution of this study is its demonstration of how parenting styles enhance FTP, which in turn strengthens students' ability to plan and make career decisions. This perspective is also supported by Schunk & Mullen, (2022), who underline that parents who allow their children to explore career options help them build a clearer vision for the future. Thus, interventions aimed at strengthening FTP can have a multiplier effect on students' career readiness.

### 3.2.4 Practical Implications

The findings of this study carry several practical implications. First, schools can integrate FTP training into their career guidance curriculum, such as through dedicated modules on future planning and career decision-making. Second, workshops for parents should be organized to emphasize the importance of authoritative parenting in fostering independence and decision-making skills in children. Third, collaboration among counselors, teachers, and parents must be enhanced to ensure comprehensive support for students' career development. By doing so, the synergy between family and school roles can significantly enhance students' preparedness for the workforce.

### 3.2.5 Limitations and Future Research

This study presents several limitations that warrant consideration. First, the sample was drawn exclusively from students within a single region, which limits the generalizability of the findings to a broader population. The geographical, social, and cultural conditions in other regions may yield different results. Second, the research focused solely on the roles of fathers and mothers, without considering the contributions of other family members, such as siblings or guardians, who may also play a significant role in influencing students' career development. Third, the research employed a quantitative approach, which, while valuable, did not fully explore the subjective experiences of students regarding parenting styles, future time perspective, and career maturity.

For future research, it is recommended to expand the study's population by including students from diverse regions and varying socio-economic backgrounds. Furthermore, it is essential to explore the roles of other family members in supporting students' career development. The use of a mixed-methods approach, combining both quantitative and qualitative techniques, would provide a more comprehensive understanding. Such an approach would enrich the literature by exploring family dynamics more broadly and identifying effective strategies for strengthening FTP and enhancing career maturity among students.

## 4. CONCLUSION

The present study demonstrates that both maternal and paternal authoritative parenting styles play a significant role in enhancing students' career maturity, with Future Time Perspective (FTP) acting as a key mediating mechanism. Students who experience supportive, structured, and autonomy-promoting parenting are more likely to develop a strong future orientation, which in turn improves their readiness to explore career options, plan effectively, and make informed decisions. These findings highlight the practical importance of actively involving parents—especially within vocational school settings—in supporting adolescents' career development. Accordingly, schools and counselors should incorporate parent-focused guidance, foster constructive communication within families, and implement targeted interventions to strengthen students' FTP, such as future-planning workshops, goal-setting programs, and career exploration activities. At the policy level, educational authorities are encouraged to prioritize comprehensive career guidance frameworks that formally integrate parental involvement and psychological skill development, particularly future orientation. Strengthening collaboration among schools, families, and local education stakeholders will better prepare students for the transition from education to the workforce and promote more informed, adaptive, and sustainable career pathways.

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