

The Effect of Self-Regulated Learning (SRL) on Career Maturity with Family Support as a Mediation

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Abstract. This study aims to analyze the influence of self-regulated learning on career maturity of Royal Kisaran University students and examine the role of family support as a mediator variable in this relationship. The study used a quantitative approach with a non-experimental design. The study population was active final-semester students of Royal Kisaran University with a sample of 200 respondents selected using a purposive sampling technique. Data collection was conducted through an online questionnaire using the Self-Regulated Learning Scale, Career Adapt-Abilities Scale (CAAS), and Perceived Social Support–Family Scale (PSS-Fa) scales that have been adapted to the Indonesian context. Data analysis was performed using covariance-based SEM with the JASP 0.19.3.0 program. The results showed that self-regulated learning had a positive and significant effect on career maturity ($\beta = 0.471$; $p < 0.001$), while family support had a positive and significant effect on self-regulated learning ($\beta = 0.492$; $p < 0.001$), and career maturity ($\beta = 0.487$; $p < 0.001$). Furthermore, there was an indirect effect of self-regulated learning on career maturity through family support as a mediator ($\beta = 0.239$; $p < 0.001$). These findings indicate that self-regulation skills in learning and family support play a crucial role in enhancing students' readiness for the world of work. Therefore, strengthening learning independence and optimizing family support are strategic factors in developing students' career maturity.

Keywords: self-regulated learning, family support, career maturity, students,

1 Introduction

In the context of Royal Kisaran University students, a study of the influence of self-regulated learning on career maturity is crucial, particularly considering the role of family support as a mediating variable. Understanding the relationship between personal and social environmental factors is expected to provide a more comprehensive picture of the factors influencing students' readiness to plan and face the world of work. Furthermore, the results of this study can serve as a basis for educational institutions and families in designing more effective and sustainable learning strategies, academic guidance, and career mentoring.

Career maturity is an individual's readiness to face career development tasks appropriate to their age. This includes the ability to understand themselves, explore

career information, and make rational and responsible career decisions. Savickas (2001) views career maturity as part of career adaptability, namely an individual's readiness to face developmental tasks, transitions, and career challenges throughout life. Patton & Lokan (2001) also explain that career maturity relates to an individual's readiness to make realistic career decisions through self-understanding, a positive attitude toward career planning, and the ability to explore career alternatives. Individuals with good career maturity generally have clear career goals and psychological readiness to plan their future work in a more focused manner.

Career maturity is influenced by interacting internal and external factors. Savickas (2001) states that internal factors such as self-concept, interests, personality, self-efficacy, and developmental stage play a role in an individual's readiness to make career decisions. Super & Super (2001) add that a positive self-concept helps individuals understand their potential and career direction realistically. Externally, family, educational environment, peers, and socioeconomic conditions also influence the development of career maturity. Brown (2004) emphasizes that the family, as the primary socializing agent, plays a crucial role in shaping career aspirations and decisions, while the educational environment provides information and experiences that support career readiness.

From a career adaptability perspective, Savickas & Porfeli (2012) outlined four main aspects of career maturity: concern, control, curiosity, and confidence. Concern relates to concern for one's future career and careful planning, control reflects the ability to make decisions and take responsibility for career choices, curiosity indicates a drive to explore oneself and career opportunities, and confidence relates to an individual's confidence in facing career challenges. These four aspects emphasize that career maturity involves not only cognitive readiness but also attitudes, motivation, and an individual's ability to adapt to the dynamics of the workplace.

One personal factor thought to play a crucial role in career maturity is self-regulated learning (SRL). Zimmerman (2002) defines SRL as the process by which individuals actively direct their thoughts, feelings, and behaviors to achieve predetermined learning goals. Pintrich (2004) adds that SRL involves the active process of setting goals, monitoring learning progress, and controlling cognition, motivation, and behavior according to the demands of the learning context. Thus, SRL positions students as active agents responsible for the success of their learning process.

Self-regulated learning is influenced by both personal and environmental factors. Zimmerman (2000) emphasized the role of motivation, self-efficacy, and metacognitive abilities in developing learning regulation. Pintrich (2004) also stated that learning goal orientation determines an individual's learning strategies, while Schraw & Dennison (1994) emphasized the importance of metacognition in planning, monitoring, and evaluating thought processes. In addition to personal factors, family support, the role of educators, and a conducive learning climate also contribute to the development of self-regulated learning, as a supportive environment can increase an individual's self-confidence, independence, and consistency in managing the learning process.

Family support, as part of social support, plays a crucial role in an individual's academic and career development. House (1981) suggested that family support encom-

passes emotional, instrumental, informational, and appraisal support. Sarafino (1998) explained that attention, caring, affection, and practical assistance from family can improve an individual's psychological well-being and help them cope with life's stresses. Friedman (2003) also emphasized that positive family support contributes to an individual's psychological health and quality of life, including readiness to face academic and career demands.

College students are generally in the early adulthood stage (18–25 years old), which, according to Santrock (2018), is characterized by increased independence, responsibility, and identity exploration, including in education and career. Erikson (1968) referred to this phase as the intimacy versus isolation stage, where individuals begin to build meaningful relationships while maintaining their identity. From a cognitive perspective, Piaget (1970) explained that individuals have achieved formal and reflective thinking skills, enabling them to plan for the future and evaluate alternative career options. Therefore, family support remains necessary to help individuals navigate academic demands and the transition to the workforce (Hurlock, 2005).

Various empirical studies have shown a positive relationship between self-regulated learning, family support, and career maturity. Research by Astuti (2019) indicates that self-regulated learning positively influences students' career maturity. Aziz & Aisyah Putri Siswanto (2018) also found a positive relationship between self-regulated learning and career maturity, indicating that students with good learning regulation tend to be more mature in making educational and career choices. Furthermore, research by Azhari et al. (2023) and Srifianti et al. (2019) shows that family support contributes to increased self-regulated learning, particularly in terms of motivation and study time management. Research by Sahda & Daliman (2020) also confirms that family support is positively related to students' career maturity, as emotional, informational, and instrumental support helps individuals develop clarity of career goals and psychological readiness for decision-making.

Based on this description, this study aims to analyze the influence of self-regulated learning on the career maturity of Royal Kisaran University students and examine the role of family support as a mediating variable. This research is expected to provide theoretical contributions to the development of educational and career psychology studies, particularly regarding the interaction of personal and social factors in shaping career maturity. Practically, the research findings are expected to serve as a reference for students, families, and educational institutions in improving work readiness, optimizing independent learning, and supporting students' career achievement in a more focused and optimal manner.

2 Research Methods

This research employed a quantitative approach, a research method that emphasizes the analysis of numerical data through statistical techniques to objectively test relationships between variables (Azwar, 2022). This research falls into the non-experimental category because the researcher did not provide special treatment to the subjects, but rather observed the variables as they were. The quantitative approach

aims to test theories through statistically analyzed variable measurements (Creswell in Supratiknya, 2015) and is based on the positivist paradigm, which examines specific populations or samples through data collection using standardized instruments and statistical analysis (Sugiyono, 2018). This research was conducted at Royal University in Kisaran, North Sumatra.

One characteristic of quantitative research is that it reduces phenomena to observable and measurable variables. Variables are attributes or characteristics of individuals or organizations whose values can vary and are systematically measured, often referred to in research as constructs (Creswell in Supratiknya, 2015). This study involved three variables: the independent variable (Self-Regulated Learning) as the independent variable that influences other variables, the dependent variable (Career Maturity) as the dependent variable that is influenced, and the mediator variable (Family Support) which acts as an intermediary in explaining how Self-Regulated Learning influences career maturity.

To ensure that each variable can be clearly measured, operational definitions are used, which explain the concrete ways researchers observe, measure, and identify each variable so that abstract concepts can be analyzed empirically. The research instrument used was the Self-Regulated Learning Scale developed (Zimmerman, 2000) and adapted by (Rusdi, 2025) to measure self-regulation skills in learning. Career maturity was measured using the Career Adapt-Abilities Scale (CAAS) developed (Savickas & Porfeli, 2012) and adapted to the Indonesian context by (Sulistiani et al., 2019), which measures career adaptability through four main dimensions. Family support as a mediator variable was measured using the Perceived Social Support–Family Scale (PSS-Fa) developed by (Procidano & Heller, 1983) and adapted to the Indonesian cultural context by (Kurniawan et al., 2025).

The study population was students at Royal Kisaran University, North Sumatra. The subjects were active final-semester students selected using purposive sampling based on specific criteria relevant to the research objectives (Sugiyono, 2018). The study sample size of 200 respondents met the recommended sample size for quantitative research, particularly for multivariate analysis such as Structural Equation Modeling (SEM), which requires a relatively large sample size for more stable and representative results (Azwar in Dewi Anggita et al., 2019).

Data collection was conducted through online questionnaires using Google Forms, structured interviews, systematic observation, and analysis of relevant documents. The data obtained were assessed to meet the principles of validity and reliability to accurately and consistently describe the empirical conditions (Suryabrata in Saut & Anggita, 2023). Furthermore, the data were analyzed using JASP version 0.19.3.0 to examine the relationships between variables and the role of mediator variables in this study.

3 Research Result

Table 1. Results of Path Analysis Between Latent Variables

Path coefficients							95% Confidence Interval	
			Std. estimate	Std. error	z-value	p	Lower	Upper
Family Support	→	Kematangan Karir	0.487	0.041	11.895	< .001	0.407	0.567
Self Regulated Learning	→	Kematangan Karir	0.471	0.041	11.437	< .001	0.390	0.552
Family Support	→	Self-Regulated Learning	0.492	0.050	9.764	< .001	0.393	0.590

Note. Estimator is ML.

Table 2. Results of Path Analysis Between SRL and Career Maturity Through Family Support

Indirect effects										
					95% Confidence Interval					
					Std. estimate	Std. error	z- value	p	Lower	Upper
Self Regulated Learning	→	Family Support	→	Kematangan Karira	0.239	0.031	7.847	< .001	0.180	0.299

Note. Estimator is ML.

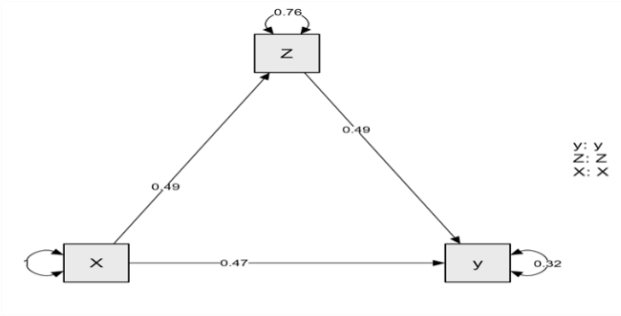


Fig. 1. Path Analysis Between Latent Variables

The results of the study indicate a positive and significant relationship between the variables, as presented in Table 1, Table 2, and Figure 1. The relationship between self-regulated learning and career maturity has a standardized coefficient of 0.471 ($p < 0.001$), indicating that an individual's ability to self-regulate their learning process, such as setting goals, managing learning strategies, and evaluating learning outcomes, contributes to increased career maturity.

The relationship between family support and self-regulated learning also shows a standardized coefficient of 0.492 ($p < 0.001$), indicating that family support plays a significant role in enhancing self-regulation in learning.

Family support has a standardized coefficient of 0.487 ($p < 0.001$), indicating that the higher the level of family support an individual receives, the higher their level of

career maturity. Family support plays a role in providing motivation, direction, and emotional support that assist individuals in the career planning and readiness process.

In addition, an indirect effect of self-regulated learning on career maturity through family support was found with a standardized coefficient of 0.239 ($p < 0.001$), which confirms that family support functions as a mediator variable in this relationship. Overall, the results of this study indicate that family support and self-regulated learning have important contributions to students' career maturity, both directly and through mediation mechanisms.

Table 3. Results of Path Analysis Between Indicators

<i>Path coefficients</i>								
			Std. estimate	Std. error	z-value	p	95% Confidence Interval	
							Lower	Upper
Emotional	→	Concern	0.018	0.085	0.211	0.833	-0.149	0.185
Instrumental	→	Concern	0.049	0.085	0.581	0.561	-0.117	0.215
Informational	→	Concern	0.082	0.088	0.941	0.347	-0.089	0.254
Appraisal	→	Concern	0.007	0.075	0.087	0.930	-0.141	0.154
Metacognition	→	Concern	0.736	0.092	7.976	< .001	0.555	0.917
Motivation	→	Concern	-0.045	0.088	-	0.610	-0.216	0.127
Behavior	→	Concern	-0.070	0.089	-	0.431	-0.243	0.104
Emotional	→	Control	0.065	0.088	0.744	0.457	-0.107	0.237
Instrumental	→	Control	0.020	0.087	0.228	0.820	-0.151	0.190
Informational	→	Control	0.247	0.090	2.757	0.006	0.071	0.423
Appraisal	→	Control	-0.105	0.077	-	0.176	-0.257	0.047
Metacognition	→	Control	0.400	0.099	4.030	< .001	0.205	0.594
Motivation	→	Control	0.083	0.090	0.928	0.353	-0.093	0.260
Behavior	→	Control	0.101	0.091	1.105	0.269	-0.078	0.279
Emotional	→	Curiosity	0.194	0.044	4.450	< .001	0.109	0.280
Instrumental	→	Curiosity	0.269	0.043	6.243	< .001	0.185	0.354
Informational	→	Curiosity	0.385	0.044	8.654	< .001	0.298	0.472
Appraisal	→	Curiosity	0.205	0.039	5.303	< .001	0.129	0.281
Metacognition	→	Curiosity	0.061	0.050	1.216	0.224	-0.037	0.159
Motivation	→	Curiosity	-0.076	0.045	-	0.089	-0.164	0.012
Behavior	→	Curiosity	-0.039	0.045	-	0.385	-0.128	0.049
Emotional	→	Confident	-0.015	0.085	-	0.860	-0.181	0.151
Instrumental	→	Confident	-0.001	0.084	0.017	0.986	-0.166	0.163
Informational	→	Confident	0.324	0.086	3.750	< .001	0.155	0.493
Appraisal	→	Confident	-0.062	0.075	-	0.410	-0.209	0.085
Metacognition	→	Confident	0.469	0.095	4.922	< .001	0.282	0.656
Motivation	→	Confident	0.067	0.087	0.766	0.444	-0.104	0.237
Behavior	→	Confident	0.044	0.088	0.502	0.616	-0.128	0.217
Metacognition	→	Emotional	0.277	0.116	2.377	0.017	0.048	0.505
Motivation	→	Emotional	0.157	0.110	1.428	0.153	-0.059	0.373
Behavior	→	Emotional	0.083	0.111	0.745	0.456	-0.135	0.300
Metacognition	→	Instrumental	0.433	0.119	3.641	< .001	0.200	0.666
Motivation	→	Instrumental	-0.022	0.114	-	0.850	-0.246	0.203
Behavior	→	Instrumental	0.014	0.115	0.125	0.900	-0.211	0.240
Metacognition	→	Informational	0.596	0.110	5.416	< .001	0.380	0.812
Motivation	→	Informational	0.037	0.108	0.344	0.730	-0.175	0.249
Behavior	→	Informational	-0.137	0.109	-	0.209	-0.350	0.076
Metacognition	→	Appraisal	0.301	0.120	2.505	0.012	0.066	0.537
Motivation	→	Appraisal	0.091	0.114	0.796	0.426	-0.133	0.315
Behavior	→	Appraisal	0.057	0.115	0.491	0.623	-0.169	0.282

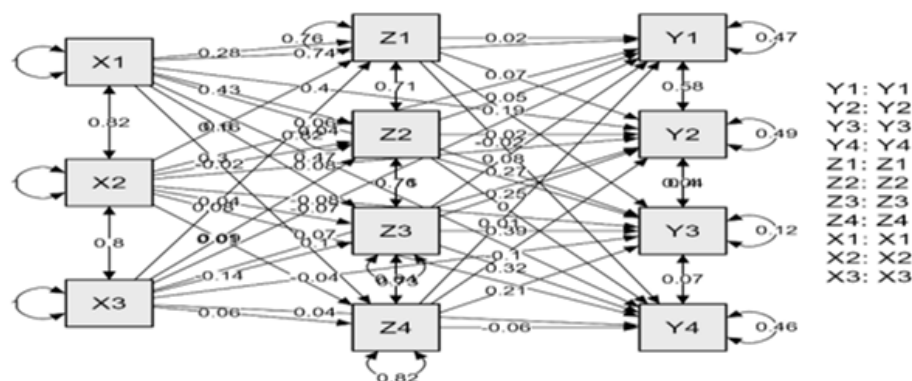


Fig. 2. Results of Path Analysis Between Indicators

The analysis results show that not all pathways between variables have a significant influence on the career adaptability dimension. For the concern dimension, only the metacognition-concern pathway showed a positive and significant influence ($\beta = 0.736$; $p < 0.001$), while social support dimensions such as emotional, instrumental, informational, and appraisal support, as well as other self-regulated learning dimensions such as motivation and learning behavior, did not show a significant influence ($p > 0.05$). For the control dimension, a significant influence was seen in the informational support-control pathway ($\beta = 0.247$; $p = 0.006$) and metacognition-control pathway ($\beta = 0.400$; $p < 0.001$). These findings indicate that information obtained from the social environment and an individual's metacognitive abilities play a role in increasing control over career planning and decision-making, while other social support dimensions, as well as motivation and learning behavior, did not show a significant influence.

Furthermore, in the curiosity dimension, all forms of social support, namely emotional, instrumental, informational, and appraisal support, showed a positive and significant influence ($p < 0.001$), indicating that optimal social support can increase individual curiosity in career exploration. However, self-regulated learning dimensions such as metacognition, motivation, and behavior did not show a significant influence on curiosity. In the confidence dimension, a significant influence was only seen in the path of informational support to confidence ($\beta = 0.324$; $p < 0.001$) and metacognition to confidence ($\beta = 0.469$; $p < 0.001$), indicating that adequate information and metacognitive abilities play a role in increasing individual confidence in facing career choices.

In addition, metacognition also had a significant influence on all forms of social support (emotional, instrumental, informational, and appraisal support), while motivation and learning behavior did not show a significant influence. Overall, these findings confirm that metacognitive aspects have a dominant role in increasing career adaptability, both directly and through social support.

4 Discussion

The findings of this study indicate that self-regulated learning has a positive and significant influence on the career maturity of Royal Kisaran University students ($\beta = 0.471$; $p < 0.001$). This indicates that students' ability to plan, monitor, and evaluate their learning process independently plays a crucial role in enhancing their readiness for the world of work. Students with strong learning self-regulation tend to be better able to set career goals, make rational decisions, and adapt to professional demands. Metacognitive aspects are a dominant factor driving career concern, so strengthening learning self-regulation skills through a conducive academic and social environment is crucial to optimally support the development of students' career maturity.

Furthermore, this study also shows that family support has a positive and significant influence on students' self-regulated learning ($\beta = 0.492$; $p < 0.001$). Family support in the form of attention, motivation, guidance, and the provision of learning facilities has been shown to help students manage their learning process independently, increase self-confidence, and strengthen academic and career readiness. Family support acts as a protective factor, enabling students to develop independent learning while simultaneously enhancing their readiness to face academic and professional demands. These findings underscore the importance of family involvement in supporting students' learning processes, enabling optimal development of self-regulation skills.

The study also showed that family support had a positive and significant effect on students' career maturity ($\beta = 0.487$; $p < 0.001$). Family support, particularly in the form of career information, motivation, guidance, and emotional support, was shown to help students increase their career exploration (curiosity), confidence in decision-making (confidence), and readiness to plan for their future careers. Metacognitive skills also strengthened career self-confidence, while descriptively, students' career maturity levels were high. These findings demonstrate that the family plays a crucial role as the primary social environment in shaping students' readiness to face the world of work and developing more focused career maturity.

Furthermore, this study found an indirect effect of self-regulated learning on career maturity through family support as a mediator ($\beta = 0.239$; $p < 0.001$). This indicates that self-regulated learning skills not only directly impact career readiness but are also strengthened by students' perceived family support. Family support, particularly in the form of information, motivation, guidance, and emotional support, helps students increase control in career planning and decision-making, particularly through strengthening metacognitive skills. Descriptively, self-regulated learning, family support, and career maturity were all in the high category, indicating a synergy between personal and social factors in supporting students' readiness for the world of work.

Overall, the findings of this study confirm that self-regulated learning and family support play a significant role in shaping the career maturity of Royal Kisaran University students, both directly and indirectly. Self-regulated learning has been shown to enhance students' career readiness, while family support strengthens independent learning skills and readiness to plan for future careers. The synergy between personal and social environmental factors shows that strengthening self-regulation learning

abilities and optimizing family support are important strategies in improving academic readiness, career adaptation, and students' transition to the world of work more optimally.

5 Conclusion

The findings of this study indicate that self-regulated learning has a positive and significant influence on the career maturity of Royal Kisaran University students ($\beta = 0.471$; $p < 0.001$). This indicates that students' ability to plan, monitor, and evaluate their learning process independently plays a crucial role in enhancing their readiness for the world of work, including setting career goals, making decisions, and adapting to professional demands. Metacognitive aspects, in particular, are a dominant factor in increasing career concern. These findings confirm that strengthening self-regulating learning skills through a conducive academic and social environment is essential for students to develop optimal career maturity.

Furthermore, this study shows that family support has a positive and significant influence on self-regulated learning ($\beta = 0.492$; $p < 0.001$) and career maturity ($\beta = 0.487$; $p < 0.001$). The greater the family support received by students, the better their self-regulating learning skills and the higher their career maturity. Family support in the form of attention, motivation, guidance, career information, and emotional support has been shown to help students increase their career exploration (curiosity), confidence in decision-making (confidence), and readiness to plan for their future careers. This indicates that the family plays a crucial role in the social environment that supports both academic readiness and career development.

Overall, this study also found an indirect effect of self-regulated learning on career maturity through family support as a mediator ($\beta = 0.239$; $p < 0.001$). This suggests that self-regulated learning skills not only directly impact career readiness but are also strengthened by perceived family support. High levels of self-regulated learning skills, family support, and career maturity in students indicate a synergy between personal factors and the social environment in supporting academic readiness and the transition to the workforce. Therefore, strengthening self-regulated learning skills and optimizing family support are crucial factors in optimally enhancing students' career readiness.

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