

# The Relationship of Peer Conformity and Student Career Planning

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## Abstract

High school students are in the adolescent phase of development. During this phase, one of the most important developmental tasks is planning for their future careers. However, the career planning process is often influenced by various environmental factors, one of which is peer conformity. This study aims to examine the relationship between peer conformity and students' career planning. The research employed a quantitative correlational approach, with a sample of 238 students drawn from a total population of 654 students in Grade X Phase E and Grade XI Phase F at SMA Negeri 13 Padang, selected using stratified random sampling. Data were collected using Likert-scale instruments to measure peer conformity and career planning, both of which were developed and tested for validity and reliability. The data were analyzed using descriptive statistics and Pearson correlation with SPSS 25.0. The results revealed that both peer conformity and students' career planning were categorized as high. A strong and significant positive relationship was found between peer conformity and career planning ( $r = 0.678$ ;  $p < 0.01$ ). The implication is that school guidance and counseling services can utilize peer group interactions as a strategy to enhance the effectiveness of students' career planning.

**Keywords:** Conformity; Peers; Career Planning; Students; Guidance and Counseling.



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## Introduction

High school students are in the developmental phase of adolescence. This phase is an important period in carrying out career planning as one of his developmental tasks (Havigurst in Setyowati, 2018). If students do not have good career planning, then students will have difficulty in undergoing their choice of further study (Liza & Rusandi, 2016). The reality in the field, many teenagers in the development process are not able to do career planning and have obstacles related to careers (Rohma, 2023).

Environmental factors play a significant role in student career planning, one of which is peer conformity (Winkel, 1984). The statement is confirmed by Khoiriyah and Bawono (2024) that students tend to conform because they assume others have more experience and information than they do regarding careers. Conformity is behavior exemplified by individuals as a form of effort to adjust to their friends or group with the reason that the individual is accepted by the group (Sri Endang Ayu, 2020). The results of the conformity process can have a positive or negative impact

depending on the values brought by the social group, the condition of the group, and the values brought by the individual himself (Mardison, 2016). Thus, it is necessary to conduct further studies related to the relationship between peer conformity and student career planning.

The relationship between these two variables refers to the Social Learning Theory developed by Albert Bandura (1977). This theory explains that individuals learn through the process of observation of other people's behavior and its consequences. Based on this theory, it is shown that individuals tend to observe the behavior of others which is included in terms of career planning. The environment around the individual is one of the sources to gain insights and information, including career. This is in line with the two variables that will be studied where conformity is a social factor in the learning process of students to plan their careers.

Specifically, each variable refers to a relevant theory. The peer conformity variable refers to a theory Sears et al. (2004) that explains aspects of conformity consisting of cohesiveness, agreement, and obedience. These aspects can be directed towards the positive, as research Laursen and Veenstra (2023) confirms that individuals can have a positive impact from conformity. Meanwhile, the variable of career planning refers to the theory Parsons (1909), that career selection should be based on a clear understanding of oneself, a broad insight into the conditions and conditions of success to be achieved, and a clear and rational reason for the relationship between the two factors. The basis of such planning is indispensable in running a career, Parsons' theory is reinforced by the statement in research by Serbian and Albay (2017) that a career is a combination of individual activities during the working life, progress, training, responsibilities, promotions, and others that expect momentum from various achievements. Therefore, good and correct planning is needed.

Previous research has examined career planning and the role of peers in the process. As a survey related to the factors that hinder student career planning carried out by Aminurrohim et al. (2014) the influence of peers or playmates is included in the high category, which is 72%. Other inventions based on the research conducted Ardillah and Hayati (2022) showed that there was a strong relationship of peer conformity with career decision-making by 55.3% and the remaining 44.7% were influenced by other factors. Supported by research by (Irma, 2023) in examining the influence of peer support on career planning, it shows that the value of the correlation coefficient is in the range of 0.20-0.399, which is  $r = 0.358$  which means that peer support can be a predictor for career planning.

Based on the findings of the research results that have been presented above, it shows that there is a relationship between social relationships such as conformity and career planning. However, most tend to highlight conformity as a form of negative social pressure that hinders a student's career planning. Therefore, it is necessary to conduct further studies related to the relationship between peer conformity and student career planning seen from the perspective of conformity that has a positive impact and supports student career planning. In the context of adolescents, conformity is an unavoidable dynamic, but it can be strategically managed through guidance and counseling services to support more mature career planning. The research focuses on the overall career planning process, from the exploration of interests to the adjustment of abilities to job opportunities.

## Method

The study was conducted with a correlation quantitative approach to look at the relationship between peer conformity (X) and student career planning (Y). The research data was obtained from

the administration of instruments to SMA Negeri 13 Padang students who are actively participating in the intensive learning process. The research topic related to career planning and peer conformity is important to be researched at SMA Negeri 13 Padang, this is because based on the results of AUM (*Alat Ungkap Masalah*) data collection before the main research was conducted, the highest problems experienced by students are in the field of KDP (*Karier dan Pekerjaan*), followed by social and social problems. Students consist of classes X Phase E and XI Phase F with a population of 654 students, there are no students from class XII Phase F because they have completed their education in high school. The sample was obtained using a stratified random sampling technique with a total of 238 students as respondents.

Data collection was carried out using a Likert scale instrument that measures the level of student career planning and peer conformity that is positively valued. The level of conformity of students' peers was revealed based on the results of the answer score by measuring aspects of conformity, namely cohesiveness, agreement, and obedience. Meanwhile, the level of career planning is seen based on aspects of career planning, namely the use of self-understanding as the basis for determining career plans, the use of information in the world of work in preparing career plans, and assessment of personal and job suitability in career decision-making.

The instrument is built based on aspects developed into several indicators to reveal the level of each variable. In the conformity variable, the cohesiveness aspect is seen based on the level of self-adjustment and attention to the group, the agreement aspect is seen based on the level of trust in the group and the similarity of opinions, the obedience aspect is seen based on the level of pressure from the group and the encouragement to meet the expectations of others. Meanwhile, in the career planning variable, the aspect of using self-understanding as the basis for determining a career plan is seen based on the level of activeness in exploring interests and developing talents, the aspect of utilizing information in the world of work in preparing a career plan is seen based on the level of activeness in seeking information needed for the world of work and the ability to assess the benefits provided by the world of work, and aspects of assessing personal suitability and work in Career decision-making is seen as an effort to identify jobs that are relevant to the ability as well as the adjustment of abilities to a particular job.

Scale instruments are developed with reference to relevant theories, and have been tested for validity and reliability. The tested was applied to 30 respondents, so that  $df = 30 - 2$  then the result was 28. So, the  $r$  table for the significance level of 5% is  $= 0.3610$ . An item is declared valid if  $r$  counts  $> 0.3610$ . Based on the results of the validity test, a selection was carried out at a level that resulted in 27 items of peer conformity instrument statements and 33 items of career planning instrument statements. Meanwhile, the reliability test was assessed by comparing the value of  $r$  alpha to Cronbach Alpha with a significance level of 0.60. The instrument is declared reliable if the alpha  $r$  value is  $> 0.60$ . The results of the reliability test on peer conformity were 0.908 and career planning was 0.920. Thus, it can be concluded that the instruments of each variable are declared to have passed the reliability test.

Data analysis techniques include descriptive statistical methods to see the picture of students' level of conformity and career planning, as well as Pearson product moment correlation tests to test the relationship between the two variables. To ascertain the results of the relationship between the two variables that may be influenced by other factors, a partial correlation test was carried out by considering the role of gender in the relationship between the two variables as a control variable.

The control of gender variables is based on the Genderlect theory from Deborah Tannen (1990) which explains that there are differences in the communication patterns of men and women. These differences in communication patterns have the potential to affect the way students obtain, process,

and discuss information related to career planning, so gender needs to be controlled in the analysis of relationships between variables. These differences also need to be considered in ascertaining correlation results caused by certain gender dominance.

## Results and Discussion

Based on the administration of research instruments to students in grades X E and XI F SMA Negeri 13 Padang which became samples, research results were obtained that explained the level of peer conformity, student career planning, and the relationship between peer conformity and student career planning.

To represent the respondent's answers from the results of the descriptive presentation, it is necessary to know the categorization of each respondent's answer interval score. Each category level can be grouped within the same interval distance. By calculating the interval distance of each category, it is grouped proportionally as in the following table:

**Table 1. Respondent Answer Interval Score Categories**

| Peer Conformity |                | Career Planning |                |
|-----------------|----------------|-----------------|----------------|
| Categories      | Interval Score | Categories      | Interval Score |
| Very Low        | 27 – 48        | Very Low        | 33 – 59        |
| Low             | 49 – 69        | Low             | 60 – 85        |
| Medium          | 70 – 90        | Medium          | 86 – 111       |
| Height          | 91 – 111       | Height          | 112 – 137      |
| Very High       | 112 – 135      | Very High       | 138 – 165      |

**Source:** Research data, processed by researchers (2025)

Table 1 shows the category level of each variable at a given interval. So, in descriptive testing, the level of the overall variable category can be determined based on the interval score found above. The results of the research in this article are as follows:

### 1. Peer Conformity Levels

Peer conformity research data was obtained from the results of the administration of instruments to 238 students of SMA Negeri 13 Padang. The peer conformity instrument consists of 27 statement items that include indicators to measure the level of conformity of students' peers, including self-adjustment, attention to the group, trust in the group, common opinion, pressure in the form of rewards and punishments, encouragement to meet the expectations of others. An overview of the level of conformity of students' peers can be seen in the following table:

**Table 2. Peer Conformity Description**

| Description        | Score  |
|--------------------|--------|
| Mean               | 98,008 |
| Median             | 97,000 |
| Mode               | 92,000 |
| Standard Deviation | 11,983 |
| Minimal            | 76,000 |

|                       |         |
|-----------------------|---------|
| Maximum               | 130,000 |
| Total                 | 23.326  |
| Number of Respondents | 238     |

**Source:** Research data, processed by researchers (2025)

Based on Table 2. above, it shows a high level of peer conformity, which is 98,008 which is in the interval of 91 – 111. In addition, a minimum score of 76 indicates that there are no respondents' answers that are included in the low or very low category. The standard deviation of the peer conformity score has a score of 11.983 which indicates a moderate level of variation among students.

The high level of conformity of students' peers shows that students tend to adapt to the behavior of others, so that they become more or less the same or identical in order to achieve certain goals (Sears, 2005). This can affect individual interaction patterns, activities, and decision-making in peer groups, especially related to career planning. This is in accordance with Sartika & Yandri (2024) explained that adolescent behavior is influenced by peer conformity. These findings imply that the role of peers needs to be directed and mentored in the realm of education.

## 2. Student Career Planning Level

The level of career planning of SMA Negeri 13 Padang students can be known based on the results of research conducted on 238 students who also filled in peer conformity instruments. The career planning instrument consists of 33 statement items that include indicators that measure the level of career planning, including finding interests, developing talents, finding information needed for the world of work, assessing the benefits provided by the world of work, identifying jobs that are relevant to skills, and adjusting abilities for certain jobs. A description of the student's career planning level can be seen from the following table:

**Table 3. Description of Student Career Planning**

| Description           | Score   |
|-----------------------|---------|
| Mean                  | 134,265 |
| Median                | 135,000 |
| Mode                  | 149,000 |
| Standard Deviation    | 15,007  |
| Minimal               | 99,000  |
| Maximum               | 165,000 |
| Total                 | 31.955  |
| Number of Respondents | 238     |

**Source:** Research data, processed by researchers (2025)

Based on Table 3. above, the results of the descriptive analysis of career planning, overall an average score of 134,265 was obtained which was in the interval of 112 – 137, this shows that the level of student career planning is in the high category. Meanwhile, the mode is in the very high category, namely in the interval of 138 – 165. The standard deviation of overall career planning scores shows that there is a fairly high diversity among learners in planning their career future.

### 3. Test Analysis Requirements

The analysis requirements test needs to be carried out before conducting the analysis using techniques in the parametric group, one of which is the Pearson product moment correlation test. Among the test requirements of the analysis carried out are:

#### a. Normality Test

The normality test is carried out with the aim of finding out whether the data is normally distributed or not. The data obtained was normality test using the Kolmogorov-Smirnov in the SPSS 25.0 program. The data can be found to be normally distributed if the significance value is  $> 0.05$ .

The results of the normality test from the respondents' answers that had been processed using the SPSS program were obtained with a significance value of 0.060. Where  $0.060 > 0.05$ , thus the data is distributed normally.

#### b. Linearity Test

The Linearity Test is carried out with the aim of determining the relationship between free variables and linear bound variables. The data obtained can be carried out a linearity test using the ANOVA Test with the SPSS 25.0 program. The data can be known to be linear or not if the significance value of Deviation from Linearity  $> 0.05$ .

The results of the ANOVA Test conducted on respondents' answer data showed a significance value of Deviation from Linearity, which was 0.399. This value means that the relationship between the two variables is linear.

#### c. Homogeneity Test.

Homogeneity test is a test that is carried out to find out that two or more sample data groups come from a population that has the same variance (homogeneous). The analysis was carried out using the Levene's Test with gender categories as a factor. The data can be known to be homogeneous if the significance value is  $> 0.05$ .

The results of Levene's Test showed a significance value Based on Mean on the peer conformity variable of 0.119 and a significance value Based on Mean on the career planning variable of 0.219. Both values have a value of more than 0.05 which indicates homogeneous variance.

All test results of the analysis requirements can be seen in full in the table below:

**Table 4. Summary of Test Results Analysis Requirements**

| Test Requirements | Test Method                      | Sig.                   | Criteria      | Verdict     |
|-------------------|----------------------------------|------------------------|---------------|-------------|
| Normality         | Kolmogorov–Smirnov               | 0,060                  | Sig. $> 0.05$ | Normal      |
| Linearity         | ANOVA (Deviation from Linearity) | 0,399                  | Sig. $> 0.05$ | Linear      |
| Homogeneity       | Levene's Test (Based on Mean)    | 0.119 (X)<br>0.219 (Y) | Sig. $> 0.05$ | Homogeneous |

**Source:** Research data, processed by researchers (2025)

#### Remarks:

X = Peer Conformity

Y = Career Planning

#### 4. Hypothesis Testing

The hypothesis proposed in this study is to test the significant positive relationship between peer conformity to student career planning and whether there is a difference in the relationship between peer conformity and student career planning as a whole and after gender control is performed. The relationship testing of the two variables was carried out using the Pearson product moment correlation analysis technique and to find out whether there was a difference in the relationship between peer conformity and the overall career planning of students and after gender control was carried out, a partial correlation test was performed.

Pearson product moment correlation is used because the data obtained is in the form of intervals, which allows testing the linear relationship between two variables. The steps in the Pearson product moment correlation analysis are as follows (Yusuf, 2017):

- a. The largest  $r$  value is  $+1$  and the smallest  $r$  is  $-1$ .  $r = +1$  indicates a perfect positive relationship, whereas  $r = -1$  indicates a perfect negative relationship.
- b.  $r$  has no units or dimensions. The  $+$  or  $-$  sign only indicates the direction of the relationship. The interpretation of the value of  $r$  is as follows:

**Table 5. Criteria for Correlation Test Data Processing Results**

| Value $r$               | Interpretation         |
|-------------------------|------------------------|
| $0.00 \leq r \leq 0.20$ | No correlation         |
| $0.20 \leq r \leq 0.40$ | Low correlation        |
| $0.40 \leq r \leq 0.70$ | Sufficient correlation |
| $0.70 \leq r \leq 0.90$ | High correlation       |
| $0.90 \leq r \leq 1.00$ | Very high correlation  |

**Source:** Adapted from Sarwono (2006)

The results of respondents' responses to peer conformity instruments and student career planning were tested for the correlation between peer conformity and career planning. The two variables analyzed using the Pearson product moment correlation technique using SPSS 25.0 can be seen in the following table:

**Table 6. Pearson product moment correlation test results**

|                        | Peer Conformity     | Career Planning |
|------------------------|---------------------|-----------------|
| <b>Peer Conformity</b> | Pearson Correlation | 1               |
|                        | Sig. (2-tailed)     | .678**          |
|                        | N                   | 238             |
| <b>Career Planning</b> | Pearson Correlation | .678**          |
|                        | Sig. (2-tailed)     | .000            |
|                        | N                   | 238             |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Source:** Research data, processed by researchers (2025)

Based on the significance values contained in table 5. indicates 0.000 on both variables. The value of the correlation coefficient ( $r$ ) of 0.678 indicates that the relationship between these two variables is in the strong category. The significance of the correlation test was 0.000 ( $p < 0.01$ ), which means that the relationship was statistically significant at a 95% of trusted level.

The meaning of this positive relationship is that the higher the level of conformity students have with their peers, the higher their tendency to have good career planning. This means that in the context of high school students, peers play a role as one of the sources of influence that shape or direct career-related decisions, either directly or indirectly.

These inventions suggest that conformity does not always have negative connotations. In this case, conformity can actually be an element that supports the student's career development, as long as the friendship environment provides a constructive influence. Positive conformity in peer groups can have a positive effect when students often do positive activities that suit their interests and talents, so such positive compatibility gives rise to the desire to be better than their peers (Meilani & Tobing, 2023). This confirms the Social Learning Theory by Bandura and Walters (1977) about career development which places the role of social interaction as one of the important factors in career planning. The theory explains that individuals learn through the process of observation (observational learning) of other people's behavior and its consequences. In this case, students tend to imitate peers who exhibit behaviors or career decisions that appear to be successful or socially accepted. Furthermore, these results also reflect the psychosocial dynamics of adolescents, where recognition and acceptance from peer groups are one of the main needs.

The theory of peer conformity explained by Sears et al. (2004) explaining the aspects of career planning consists of cohesiveness, agreement, and obedience. This theory is in line with the social conditions of SMA Negeri 13 Padang students who have a high level of conformity, students tend to adjust to group values and norms, can be encouraged to follow positive standards or expectations that are formed together, including in terms of career orientation. Positive conformity in students' social relationships is motivated by the prevailing culture in society. The social and cultural patterns of the people in Padang are influenced by social values that are upheld in culture such as tolerance and cooperation. This value is embedded in the Minangkabau culture which is the majority ethnic group of the Padang people (Sjofjan & Azeharie, 2018).

Based on the instruments that have been developed, it is based on the theory Parsons (1909) that career selection should be based on a clear understanding of oneself, a broad insight into the conditions and conditions of success to be achieved, and a clear and rational reason for the relationship between the two factors. This theory is relevant to research conducted because it can reveal the cognitive aspects, decisions and steps of students towards careers. The results of the study show that more than half of SMA Negeri 13 Padang students already have good enough skills in planning their future careers, which include awareness of interests and talents, information about the world of work, and readiness to make decisions.

Next, to see the relationship between X and Y by controlling for gender influence. The step taken is to separate the data by gender (male and female). Then a correlation test was conducted for each gender group. The correlation results between the male and female groups were compared to see if there was a difference in relationships. The following are the results of the partial correlation test taking into account gender factors:

**Table 7. Partial Correlation Test Results with SPSS 25.0**

| Variable   | R     | Sig.  | Remarks     |
|--|-------|-------|-------------|
| <b>Peer Conformity – Career Planning (without control)</b> | 0,678 | 0,000 | Significant |
| <b>Peer Conformity – Career Planning (gender control)</b>  | 0,680 | 0,000 | Significant |

**Source:** Research data, processed by researchers (2025)

The results of the analysis showed that there was a significant positive relationship between peer conformity and student career planning with a correlation coefficient value of  $r = 0.678$  and a significance value of  $p < 0.05$ .

After the gender variables were controlled, the correlation coefficient between peer conformity and career planning remained significant with a value of  $r = 0.680$ . This shows that the relationship between peer conformity and student career planning is not significantly influenced by gender differences, so gender does not play a role as a disruptive variable in the relationship between the two variables.

The results of the findings of this study can also be compared with previous research that has been presented in the introduction of this article. It was explained through the results of the research conducted by Aminurrohm et al. (2014) that the factors that inhibit student career planning were influenced by the factor of peers or playmates with a high category, which was 72%. These findings are in contrast to the results of the research conducted by the researchers, where peers have a positive correlation with career planning. This difference is due to the fact that in the study the peer factor is related to negative things. Thus, it can be concluded that if conformity in peers brings positive values, then this can improve the quality of career planning. On the other hand, if peer relationships bring negative values, this can be an obstacle to career planning.

Meanwhile, the research conducted by Ardillah & Hayati (2022) showed that there was a strong relationship between peer conformity and career decision-making at 55.3% and the remaining 44.7% were influenced by other factors. The results of the study show that peer conformity is a factor that needs to be considered in career planning. Supported by research by Irma (2023) in examining the influence of peer support on career planning, it shows that the value of the correlation coefficient is in the range of 0.20-0.399, which is  $r = 0.358$  which means that peer support can be a predictor for career planning. Although the study showed a relationship between peer conformity and career planning, it is not yet known whether it is influenced by other variables that may affect correlation outcomes. Therefore, in this study, a follow-up analysis was carried out by looking at the role of gender factors in the relationship between these variables.

Based on the direct experience of researchers in the research process in the field, there are several limitations faced and can be something to be considered for future researchers in perfecting research. Some of the limitations in this study are in the process of data collection, the information provided by respondents through the peer conformity scale and the student career planning scale sometimes does not show the actual opinion of the respondents, this happens because there is a possibility of different thinking, assumptions and understandings of each respondent, as well as other factors such as honesty factors in filling in the instruments shared. In the data analysis process, this study uses an observational quantitative approach, so that it is only able to identify the relationship between variables without being able to determine the magnitude of the causal influence between all variables. To gain a deeper understanding of causal influences, advanced research can consider looking at influences through regression analysis.

## 5. Research Implications

### a. Theoretical Implications

This research provides theoretical implications in the development of guidance and counseling studies, particularly in understanding the relationship between peer conformity

and student career planning. The findings of this study reinforce the perspective that conformity does not always have a negative impact, but in certain contexts it can play a supporting role in rational and planned career decision-making.

In addition, by controlling for gender variables, this study shows that the relationship between peer conformity and career planning is relatively consistent, thus enriching the theoretical discourse on the role of gender in the adolescent career planning process which has so far shown mixed findings.

#### b. Practical Implications

The results of this study have practical implications for various parties in the context of education, especially the implementation of guidance and counseling services in schools. For guidance and counseling teachers, the research findings suggest that peer conformity is related to students' career planning and that these relationships need to be understood with gender differences in mind. The difference in communication patterns between male and female students, as described in the Genderlect theory (Tannen, 1990), has the potential to influence how students receive peer influence, discuss educational options, and process career information. Therefore, guidance and counseling teachers need to manage peer group dynamics in a gender-sensitive manner so that the conformity that emerges leads to rational and planned career decision-making.

In service practice, peer influence can be harnessed through structured information services. Zahri et al. (2020) stated that information services in career guidance can be carried out through classical guidance, field trips, sociodramas, and meetings with alumni. In addition, individualized counseling services are still needed, especially for students who are confused in determining their career direction due to peer pressure. Research by Hartati and Karneli (2020) shows that individual counseling has a positive impact on career planning, especially for students who tend to follow the choice of friends without careful personal consideration.

Group counseling services also have a strategic role in increasing students' career planning readiness. Sugiati and Fitri (2020) explained that group counseling can be a forum to form positive conformity, such as providing mutual support and exchanging career information. In addition, placement and distribution services need to be strengthened to help students adjust their potential to the educational and employment options available. Rahmaniah (2013) stated that this service has a significant influence on students' career planning, especially in helping students identify career paths that suit their abilities and interests.

For the school, the results of this research can be the basis for providing facilities and policies that support the implementation of career guidance services in a comprehensive manner and sensitive to the differences in student characteristics. For students, the findings of this study are expected to raise awareness of the importance of managing peer influence critically in career planning, without neglecting self-understanding and rational consideration. Meanwhile, for future researchers, the results of this study can be a foothold to develop follow-up studies involving other control variables or more complex analytical approaches in understanding the dynamics of conformity and career planning.

## Conclusion

The results of this study show that there is a strong and significant positive relationship between peer conformity and student career planning at SMA Negeri 13 Padang. Thus, the hypothesis in this

study is accepted. The positive relationship between these two variables shows that the higher the level of student conformity to a constructive peer group, the better their tendency to plan for their future career. Adaptive conformity acts as a social driver that can be strategically directed in guidance and counseling services to support adolescent career development.

Previous research has shown mixed results in looking at the relationship between peer conformity and student career planning and has not considered gender factors in the relationship between these two variables. The results of this study clarify that conformity is not only related to or a factor that inhibits career planning, but can be a positive influence if the friendship group brings positive values and supports career planning. In addition, the control of gender variables showed that the relationship was relatively consistent, so that gender differences did not act as a disruptive variable in the context of this study.

These findings provide important implications for education practitioners and school counselors to be able to make positive use of peer group dynamics. The application of group-based intervention strategies, such as peer counseling or collaborative activities, can be an effective approach in fostering students' career readiness from an early age.

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