CAREER MATURITY LEVELS AMONG HIGH SCHOOL STUDENTS IN CILACAP

Tatang Agus Pradana[1], Linda Dwi Sholikhah[2]

[1,2]Universitas Nahdlatul Ulama Al Ghazali Cilacap
Corresponding Email: tatangagus0891@gmail.com

Abstract

The career choices made by individuals have a significant impact on their overall happiness and well-being. Hence, making accurate and informed career decisions is crucial during the journey of life. The process of career decision-making typically begins during late adolescence or early adulthood, with education playing a vital role in preparing individuals for this important milestone. This quantitative study employed survey techniques and exploratory descriptive analysis using SPSS to examine the career maturity levels of high school students in Cilacap. A career questionnaire was distributed to the participants via Google Forms. The findings revealed that the students exhibited low levels of career maturity attitudes. Further details and discussions on this topic are presented in the manuscript.

Keywords: holland career personality development, career maturity

Introduction

Choosing and determining a career is a crucial aspect of human life that significantly impacts happiness and overall well-being. It encompasses the positions and experiences one encounters throughout their work life. The decision-making process regarding career choices typically begins during late adolescence or early adulthood, where education plays a pivotal role in preparing individuals to make informed career decisions. Given the significance of careers in people's lives, especially for students, there is a need for adequate preparation and assistance in planning a successful future through sustainable education and career guidance.

Transitioning from the realm of education to the professional world can be challenging for many young individuals. The difficulty lies not only in finding the right job but also in adjusting and developing oneself afterwards. According to John Holland's theory, job stereotypes are intertwined with personality aspects, and descriptions of individual work align with descriptions of individual personality traits. Holland's theory identifies six main career types: Realistic, Intellectual, Artistic, Social, Enterprising, and Conventional.

One prevalent career-related issue today is the lack of career maturity among students. Career maturity refers to an individual's readiness to make career choices and effectively handle educational and career-related tasks appropriate for their developmental stage. Having good career maturity is crucial for students as it better equips them to make informed career choices in the future.

However, current observations indicate that student career maturity levels remain relatively low. Previous research supports this notion, revealing that nearly 74% of students have not met the necessary aspects of career maturity. Additionally, other studies

have shown that a low level of career maturity was found in 16% of students, while 65% were categorized as having a moderate level, and only 19% demonstrated a high level of career maturity.

Moreover, additional studies have shown consistent findings regarding student career maturity. For instance, a study conducted on 380 vocational school students in Bandung revealed that a majority of the students had not yet reached a level of career maturity and lacked clarity about their future prospects (Prahesti, 2018). Similarly, other research has indicated that vocational students generally have a low level of career maturity, which is characterized by a lack of career planning and access to relevant information (Kusuma et al., 2015). This aligns with findings that female students tend to exhibit higher career maturity levels compared to their male counterparts, and vocational students tend to have higher career maturity levels compared to high school students (Marpaung et al., 2016).

Considering the results of previous studies regarding student career maturity and recognizing the significance of this issue, the objective of the present study is to assess the understanding and level of career maturity among high school students in Cilacap.

Method

The research methodology employed in this study is a survey research method. This approach involves collecting quantitative data through a survey, following the guidelines and procedures outlined by Creswell and Clark (Creswell, 2015). Survey research is considered suitable for quantitatively describing specific aspects of a particular population, allowing the findings to be generalized to a larger population (Pinsonneault & Kraemer, 1993). Given the context of the Covid-19 pandemic, survey research is appropriate for investigating student career maturity.

The research instrument utilized in this study is the Holland Code test from Personalittesting info, obtained from the Interest Item Pool (IPP). The adaptation of this scale followed established procedures and guidelines for counseling assessment, including forward translation, translation review, back translation, expert judgment, pretesting, and revision (Lenz et al., 2017). The validity of each item in the instrument was verified, with validity values ranging from 0.350 to 0.570, while the reliability of the instrument was determined to be 0.9

To gather data, a questionnaire in the form of a Google Form was used, ensuring easy accessibility for high school students. The survey aimed to assess the overall career maturity of students. Descriptive statistics, aided by SPSS, were employed to analyze the collected data. The population of interest comprised individuals who met the researcher's criteria and were selected as both objects and subjects of the study, with subsequent conclusions drawn based on the analysis (Sugiyono, 2016). Random sampling was employed, and a total of 69 high school students participated as the sample for this study.

Result and Discussion

The implementation of the research by distributing instruments to high school students using the Google form obtained the results of 69 respondents, the results of the distribution of instruments are shown in table 1.1.

Table 1.1 Student career maturity before using the Holland Type Carrier application.

No	Interval	Frequency	Percentage %	Criteria
1	1 – 48	0	0	Very low
2	49 -97	40	58%	Low
3	98 – 146	12	18%	Moderate
4	147 – 195	17	24%	High
5	195 – 245	0	0	Very high
Amount		69	100%	

The table presents the percentage results of the pretest conducted to assess the level of student career maturity. The findings indicate that among the sampled students, 58% fall into the "low" category, indicating a low level of career maturity.

Out of the total 69 respondents, there were 14 male students and 55 female students. Regarding age, the respondents were divided into two groups: 38 students were 16 years old, while 31 students were 17 years old. Table 1.2 provides an overview of the distribution of student career maturity.

Table 1.2 Descriptive Analysis

Gender

		Frequency	Percent	Valid percent	Cumulative Percent
	Man	14	20.3	20.3	20.3
	Woman	55	79.7	79.7	100
	Total	69	100.0	100.0	

Age

		Frequency	Percent	Valid percent	Cumulative Percent
Valid	16	38	55.1	55.1	55.1
	17	31	44.9	44.9	100.0
	Total	69	100.0	100.0	

Table 1.3 Career Maturity in terms of Age and Gender.

Gender * Student Career Maturity

	Very low	Low	Currently	Height	Very high	Total
Man	0	8	3	3	0	14
Woman	0	32	18	5	0	55
Total	0	40	21	8	0	69

Age * Student Career Maturity						
17	0	28	15	1	0	44
16	0	12	6	7	0	25
Total		40	21	8	0	69

In terms of gender, among the male respondents, 8 were classified as low, 3 as moderate, and 3 as high in terms of career maturity. Among the female respondents, 32 were classified as low, 18 as moderate, and 3 as high. Therefore, it can be concluded that the overall career maturity of students based on gender is 58% low. Furthermore, in terms of age groups, among the 17-year-old respondents, 28 were classified as low, 15 as moderate, and 1 as high in terms of career maturity. Among the 16-year-old respondents, 12 were classified as low, 6 as moderate, and 7 as high. Thus, the career maturity of students in terms of age groups also reflects a 58% low level.

The findings of this study align with previous research indicating a low level of career maturity among students (Zikri, 2015; Septiani, Fatimah, Supriatna, 2021). Considering the persistently low level of career maturity, it is crucial to address this issue through various methods or approaches, such as the career portfolio method, in order to help students, align their interests, talents, and appropriate majors for their future studies. Students' career maturity significantly impacts their career choices, and low career maturity may lead to misguided decision-making and inappropriate career choices that do not align with their potential.

Additionally, the study results indicate that both male and female students have a similarly low level of career maturity. This contrasts with previous research suggesting that female students tend to exhibit higher career maturity compared to male students (Marpaung, 2016). However, regardless of gender differences, it remains imperative to consider career maturity as it plays a crucial role in students' future endeavors and their ability to make informed career decisions.

Conclusion

The findings of this study indicate that high school students in Cilacap have a low level of career maturity, and there is no significant difference between male and female students in terms of career maturity. It is important to note that this research has certain limitations. Firstly, the number of respondents may not be representative of all high schools in Cilacap, thereby affecting the generalizability of the findings. Additionally, this study solely focuses on assessing the level of student career maturity without exploring the psychological factors that may influence it. Future research could investigate the correlation between psychological attributes and student career maturity. Moreover, further studies can explore the effectiveness of individual and group counseling interventions in enhancing student career maturity.

Acknowledgments

Author Contributions Statement

TAP acts as a preliminary reviewer, research urgency and analyzes data. LDS plays the role of reviewer of discussions and assists in the dissemination of instruments in the field.

References

Amalianita & Putri. (2020). Perspektif Holland Theory serta Aplikasinya dalam Bimbingan dan Konseling Karir. *JRTI (Jurnal Riset Tindakan Indonesia)*. Volume 4 Nomor 2

Amti, Erman dan Prayitno. 2004. *Layanan Bimbingan dan Konseling Kelompok*. Padang: Jurusan Bimbingan dan Konseling Fakultas Ilmu Pendidikan Universitas Negeri Padang.

Brown, Duane & Associates. (2002). *Career Choice and Development*. San Francisco: Jossey Bass, John Wiley & Sons, Inc

Choi S, Hutchison B, Lemberger ME, Pope M. A (2012). Longitudinal Study of the Developmental Trajectories of Parental Attachment and Career Maturity of South Korean Adolescents. *The Career Development Quarterly*;, 60 (2), 163-177.

Creswell JW. (2015). Penelitian Kualitatif & Desain Riset. Yogyakarta : Pustaka Pelajar.

Foutch, H., McHugh, E. R., Bertoch, S. C., & Reardon, R. C. (2014). Creating and using a database on Holland's theory and practical tools. *Journal of Career Assessment*, 22(1).

Hendrianti Nurul Puteri, Dewinda Herio Rizki. *Konsep Diri Dan Dukungan Sosial Keluarga Terhadap Kematangan Karir Pada Siswa Kelas XII SMK*. Vol.10, No.1. hal 78-87.

Holland, J. 1997. *Making Vocational Choices : A Theory Of Vocational Personalities and Work Environments 3rd edition*. Florida : Psychological Assessment Resources, Inc.

Hurtado Rúa, S. M., Stead, G. B., & Poklar, A. E. (2019). Five-Factor Personality Traits and RIASEC Interest Types: A Multivariate Meta-Analysis. *Journal of Career Assessment*, 27(3).

M. Prahesti. (2018). "Hubungan Antara Locus of Control Internal dengan Kematangan Karir pada Siswa SMK Kelas XII*," j. Univ. Mercu Buana*, vol. 6, pp. 12–17,. 8.

Nulhusni, dkk (2021). Analisis Teori Holland dalam Bimbingan dan Konseling Karir. *Indonesian Journal of School Counseling* (2021), 6 (2).

Nunik Widiasuti. (2017). Aspirasi Karier siswa berdasarkan status sosial ekonomi dan gender. *Indonesia jurnal of education counseling*, Vol 1, No 2.

Savickas, ML. (1984). Career maturity: The construct and its measurement. *Vocational Guidance Quarterly*;, *32*(4), 222–231.

Septiani, Fatimah S, Supriatna E. (2021). Gambaran Kematangan Karir Siswa SMA Negeri 1 CIBEBER. *Fokus*. 4 (6). 465-475

Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.

T. Ayu Kusuma, A. Tjalla, and E. Setyowati. (2015). "Hubungan Antara Dukungan Sosial dan Motivasi Berprestasi Siswa Kelas VII di Madrasah Tsanawiyah Negeri 8 Jakarta Barat," *j. FIP UNJ*, Vol. 10, pp. 96–110,

Zikri R. (2015) Hubungan Regulasi Diri Dengan Kematangan Karir Siswa SMK N 1 Kota Solok. *Thesis*, Universitas Andalas.