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Profiles of Adolescent Students Career Maturity Indonesia University of Education

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Abstract:

The study is to measure the level of students career maturity. It is based on the phenomena occurred in the life of adolescents related to their career development. The phenomena occur related to adolescent career are their confusion in choosing proper career, their low awareness of their career and readiness. This study used descriptive qualitative research method embracing cross sectional research design. The participants of the study are tenth grader of senior high school students of SMA Negeri 11 Bandung in academic year of 2016/2017, using cluster random sampling technique in selecting the participants. The data is collected through Guttman Model Questionnaire, taking form in non-test instrument, adapted from Career Maturity Inventory (CMI) developed by Savickas. The Study reveals the profiles of adolescent students career maturity of Senior High School students of SMA Negeri 11 Kota Bandung in four aspects, those are concern (89,90%), curiosity (79,70%), confident (60%), and consultation (78,85%).

Keywords: Profile of adolescent students career maturity

1. Background

Students at senior high school (SMA) have entered adolescence which is a short and difficult period in the development of human life. At this time the individual experiences the independence ambivalence. That shows dependence to the parents and the other adults; but on the other hand the individual needs self-recognition as an independent individual (Supriatna, 2009, p 17). Yusuf (2010, p.35) states that teens are required to fulfill their duties in the development of their careers, namely: 1) adolescents can choose a job that suits their abilities, and 2) prepare themselves to have the knowledge and skills to enter the job. If they are not supported in fulfilling the task of choosing and determining a career, it will certainly have an impact on the emergence of difficulties. Hirschi (Angella, 2012, p.6) says that preparing for a vocational future is one of the tasks of adolescent development, so it is important to assist teenagers in preparing their careers.

In fact, career development as one of the tasks of adolescent development has not been fully optimized. The result of preliminary study of career maturity profile of year X SMA Negeri 11 Bandung consisting of 273 students from total 334 students or about 81,74% is in mature category, 60 students from total 334 students or about 17,96% are in less mature category, and as many as 1 student or about 0.30% of students are in least mature category. These conditions show quite a variety of student career maturity. Therefore, it is necessary to arrange career guidance programs that can help them in developing the ability to make career choices.

Savickas (2011) states that adolescent tend to make career choices and know more about careers by using opportunities and resources from their environment. This opinion reinforces the suggestion of Herr & Creamer (Manrihu, 1992, p. 36) which states that career maturity is the goal of career development. Thus, the measurement of career maturity is considered necessary as an attempt to assess personal readiness to make decisions (to participate in various career-specific development experiences), serve as a diagnostic instrument in determining treatment, and evaluate the level of strategy aimed at assisting the achievement of vocational goals.

Meanwhile, when examining several studies with a focus on career maturity, it revealed some mixed results. One of them is a study conducted by Sisca in 2015 towards high school adolescents in Jakarta. The study targeted adolescents with an age range of 15-18 years with a total of 332 respondents. The study shows that the level of adolescent career maturity is generally in the high category. This is shown by teenagers beginning to have a concern for their careers, seeking information about a career that is in demand, not hesitating in choosing a career, and having responsibility in choosing a career (Sisca, 2015, pp. 118). However, there is also a surprising result showing that there is a significant difference in adolescent career maturity caused by residential areas / environments, levels of education, age, and gender.

Still in the same year that is 2015, Widyatama conducted a study about the maturity of psychology students in one of the private university in Bandung. The results showed that 54% of respondents are still at low career maturity level, and as many as 46% of respondents already have a high level of career maturity. The various levels of student career maturity are thought to be due to several factors such as interest factors, experience, and career exploration skills that students have (Widyatama, 2015, pp. 587).

In 2014, Ozkamali and his colleagues undertook a study focusing on the study of career maturity relationships and high school students' career beliefs in Turkey. The purpose of the study was to explain the relationship between career chancellor and irrational career belief. The study involved 351 high school students. The results showed negative and moderate correlation of career maturity to irrational career belief. While regression analysis results showed that irrational career belief is a significant predictor of student career maturity. The result shows that irrational career beliefs account for 12% of the total variance of student career maturity, while there is no significant difference in terms of career maturity when viewed from gender.

Next is a study conducted by Jawarneh in 2016. The study aims to reveal the maturity of a student career in Jordan. The study involved as many as 284 students at Jordanian universities. The study found that in general, the level of student career maturity is at a high level in self-understanding, career decisions, and the implementation of his career. However, there is a difference in career maturity when viewed from gender and education level. Career maturity refers to individual readiness in making educational choices, precision in making choices, and awareness in making realistic and consistent career choices (Jawarneh, 2016, pp. 110). Based on these finding, it is implied that career maturity is a positive attitude that students must have in their readiness to make career choices in accordance with the stages of development based on the demands of the environment in which he resides.

Long before in 2002, Ki-Hak Lee also conducted research with a focus on career maturity reviews. The research aimed to see the comparison of career maturity of high school students in Korean and American culture cross-cultural. The study used the instrument of Career Attitude Maturity Inventory (CAMI) in the form of Likert scale by first doing the language transfer either construct or instrument content. The result found there was a cultural leap (culture-bound) at the level of maturity of his career. The findings are discussed in the perspective of the development of cultural aspects and the development of students' career maturity (Ki-Hak Lee, 2001, p. 43).

Meanwhile, in 1992 Kelly conducted research on career maturity with the subject of gifted students (gifted) who have entered the phase of adolescence. The results found a positive relationship between academic achievement and career maturity achieved by gifted students (Kelly, 1992, p. 36). Kelly in his research placed academic and gender achievement as an independent variable. While independent variables as the maturity of his career are shown with career identity, career information needs, barriers career, and career aspirations. The result suggests that gifted student groups have smaller career barriers compared to regular student groups. This happens for two reasons. First, gifted student groups are better to express their career information needs compared to regular student groups. Second, gifted group of students have a broader ability to accommodate their career aspirations compared to regular student groups. Implications of these findings on the development of career education and guidance identified programs.

Based on some of the research findings and opinions expressed above, it is implied that in the development of adolescent career maturity is not fully optimized. This is indicated by the still varying levels of adolescent career maturity, especially adolescents who are at high school level. If the problem is left unattended without proper handling, it will have an impact on the career development of learners in the future.

2. Research Methods

This study used a cross-sectional design, a study conducted at one particular time (Rangkuti, 2007, pp. 20). This study was conducted on the subject of research that is at the stage of adolescent development and one-time data collection.

The approach used in this research is quantitative approach, descriptive method. This research is aimed to know the level of career maturity of students of class X SMA Negeri 11 Bandung academic year 2016/2017. The study population is all students of class X SMA Negeri 11 Bandung Year 2016/2017 academic year. Sampling of this research using cluster random sampling method, that is using Group as a sample unit of non-individual research. The consideration is that when the cluster has been selected all cluster members must enter the sample, otherwise the cluster random sampling is more effective for large groups (Fraenkel&Wallen, 2007). The number of samples in this study amounted to 317 students. Divided into 9 classes in SMA Negeri 11 Bandung.

The instrument of career maturity used is the adaptation of Career Maturity Inventory (CMI) developed by Savickas (2011) based on the dimensions or aspects of career maturity, those are concern for future career, curiosity, confidence, and consultation. Instrument maturity career adaptation results have been weighed its feasibility both by language experts and expert's guidance and counseling. This instrument is self-administrated questionnaire, that is the questionnaire filled by the respondent. The instrument of maturation of this career maturity is a closed instrument or questionnaire that the statement is presented in such a way that the student or respondent is asked to choose one answer that suits his / her characteristics by giving a checklist (√). The developed career maturity tool developed in the form of Guttman scale is a questionnaire with a choice of answers that are clear and consistent with "Yes" and "No" answers. Quoting Riduwan's opinion (2003, p. 43) on the Guttman scale, the highest score is (1) and the lowest score is (0).

Data analysis techniques used is descriptive statistics to measure the subjective well-being of learners. The data obtained from the dissemination of subjective welfare instruments is then processed by determining three categories of subjective well-being of learners, that is high, medium, and low categories that are converted by using ideal pass limits.

3. Research Results and Discussion

Based on the findings of the research results, students' career maturity is generally at a good level of achievement. That is, students have a career maturity that has been in both categories for each aspect, both aspects of concern (concern), curiosity, confidence, and consultation. It illustrates that the students already have readiness in making career decisions by being able to pay attention to each feature or indicator of each aspect that is:

1. Aspects of *concern* for future careers. Students able to take future job / career decisions, think about future work, have future job goals, do something for the future, have special attention to the future, and future career confidence
2. Aspects of *curiosity*. It is characterized by curiosity, interest, choice, participation, clarity, and perseverance.
3. Aspects of *confidence*. It is characterized by self-chosen, understand the requirements of work, have self preparation, confidence, and realistic.
4. Aspects of *consultation*. It is characterized by digging information, communicating, accepting other people's opinions, and motivating the search for future information.

Meanwhile, when the researcher viewed based on categorization of career maturity, the result is varied. In detail the distribution of student career maturity frequency of 317 respondents can be seen in Table 1 below.

Category	Score Range	f	Percentage (%)
Mature	≥ 25	250	78,86
Less Mature	12 – 24	67	21,14
Least Mature	<12	0	0
Total		317	100

Table 1: Frequency Distribution of General Student Career Maturity

The achievement of career maturity level of each aspect are first are for *concern* aspect 89.90%, for *curiosity* aspect 79.70%, for *confidence* aspect 60%, and for *consultation* aspect 79,85%. Level of career maturity achievement of each aspect is presented in this following Graph 1 below.

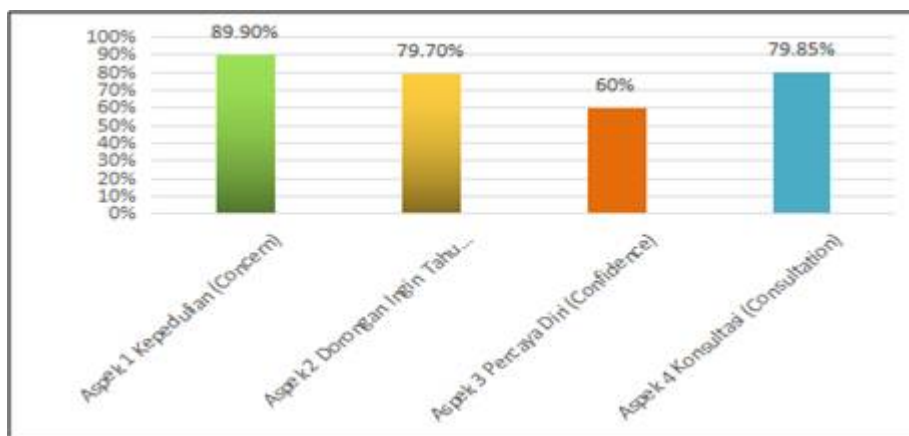


Figure 1: Level of Career Maturity Achievement of Each Aspect

The finding shows the variation in the frequency of the students in each category, in other words, the students has not reached the optimum level of career maturity or has not reached the best level of career maturity. These finding provides an understanding that high school students who are teenagers bear the developmental tasks in preparing themselves into adult life. One of the tasks of teenage development is reaching the maturity of his career. Career maturity refers to individual readiness in making educational choices, precision in making choices, and awareness in making realistic and consistent career choices (Savickas, 2011).

Gati, Krausz and Osipow (Gati, 2001, pp. 332) explain that difficulty making decisions, lack of readiness, lack of information and inconsistent information cause students difficulty to reach maturity of his career. Super in (Savickas, 2011) explains that individuals are said to be mature or ready to make career decisions if the knowledge they have for making career decisions is supported by adequate information about the work based on the searches that have been done. In the Super view, career maturity has four dimensions: career planning, career exploration, decision making, and world of work information (Watkins & Campbell, 2000).

Students with high career maturity certainly meet the criteria in the dimensions of career maturity such as career planning, career exploration, decision making, and self-regulation (Angella, 2012, pp. 6). The existence of these dimensions according to Super allows a student to have high academic achievement as well. Later in its development, career maturity was considered only applicable for children and adolescents, so then in 1979 Savickas perfected the concept of Super career maturity. The concept of career maturity is defined by Savickas as a readiness to tackle predictable tasks to prepare and contribute to the work and to cope with unexpected adjustments that arise in work and working conditions.

The confusion of students to determine the choice of cross-interest programs during their time in school indicates that ideal career maturity has not fully achieved.

Creed, Patton, and Prideaux (Udoro, 2010), in their research journal in 2006 revealed that as many as 50% of students experienced confusion in choosing options. One of the factors is the wide range of educational options and types of jobs available, and the need to know the values of life and what goals are required in these career choices. In addition, the limited exploration and experience of career role models so that the interests and aspirations of students relating to a particular career field are often stereotyped, limited, and fluid. Limited information on various jobs that exist in the community would make students think to choose according to what they know.

While Shetzer and Stone (Winkel, 1991, pp. 531-537) state that differences in adolescent career development are influenced by two factors: internal factors and external factors. Internal factors (factors within the self) that affect the development of adolescent career such as life values, intelligence level, special talents, interests, traits, knowledge, physical state.

Super explains that the essential element in a person's career development is self-concept or self-image related to the chosen jobs later and the vocational self-concept that is part of the overall picture of oneself. Previous research data provide a strong indication that vocational self-image develops during physical growth and cognitive development; this development takes place through the observation of persons holding certain positions, through identification with working adults, through living experience, and through the influence received from the environment. Awareness of the similarities and differences between self and all others, finally formed a vocational self-image. This self-image cultivates an internal drive that directs a person to an area of office that makes it possible to achieve success and to be satisfied (vocational satisfaction).

This causes a person to manifest a self-image in a certain position in the workplace that is most likely to express oneself. For example: a young man who sees himself as highly capable, dedicated, and self-sacrificing, and raised in a family that has scored several doctors and gained a positive impression of a doctor's development, eventually forming a self-image that envisioned himself as an accomplished and genuine doctor.

In terms of internal factors, in 1992 Kelly conducted research on career maturity with gifted students as subjects who have entered the teenage phase. The results found a positive relationship between academic achievement and career maturity achieved by gifted students (Kelly, 1992, p. 36). Kelly in his research placed academic and gender achievement as an independent variable. While independent variables as the maturity of his career are shown with career identity, career information needs, barriers career, and career aspirations. The result suggests that gifted student groups have smaller career barriers compared to regular student groups. This happens for two reasons. First, gifted student groups are better able to express their career information needs compared to regular student groups. Second, gifted group of students have a broader ability to accommodate their career aspirations compared to regular student groups. Implications of these findings on the development of career education and guidance identified programs.

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Meanwhile, internal factors such as self-understanding, career decision making, and gender centric - participate in the career maturity level of students presented in the results of studies conducted by Jawarneh in 2016 (Jawarneh, 2016, pp. 110). Based on these findings, the implication of career maturity is a positive attitude that must be owned by students in their readiness to make career decisions in accordance with its development that is built on the environment of where they are.

While external factors (factors outside the self) that affect the career development of adolescents, among others: social and cultural environment, socio-economic conditions of countries or regions, family social economic status, the influence of family members and core family, school education, and demands that attached to the position or course of study. First is the difference of social and cultural environment, in this case is the school environment perceived by students. Although students are both in high school and almost the same age, but they have different school environments and peer groups. As stated by Yusuf (2010, p.35) students have a developmental environment that will affect their development including career development. The developmental environment concerns the family environment, schools, peer groups and communities.

This opinion is corroborated by research by Ki-Hak Lee comparing the maturity of high school students' career in Korean and cross-cultural cultures. The result shows there is a cultural-bound at the maturity level of his career. The findings are discussed in the perspective of the development of cultural aspects and the development of students' career maturity (Ki-Hak Lee, 2001, p. 43).

In its development, Savickas (2015, p.7) stated that career maturity is indicated by: (a) becoming concerned about the future of vocational, (b) increasing personal control over one's vocational future, (c) displaying curiosity by exploring possible self and future scenarios, and (d) strengthening the confidence to pursue one's aspirations. From those indicators, he constructed a career maturity gauge by measuring four aspects of career maturity, (a) awareness of future careers, (b) curiosity, (c) confidence, and (d) consultation.

4. Conclusion

Based on the findings of the study resulted in general conclusion of student career maturity is at the level of good achievement. That is, students have a good career maturity for each aspect, those are aspects of *concern*, *curiosity*, *confidence*, and *consultation*. It illustrates that students already have readiness in making career decisions by being able to pay attention to each feature or indicator of each aspect with the level of achievement of:

1. Aspect of *concern* for future careers are characterized by students being able to take future job / career decisions, thinking about future work, having future job goals, doing for the future, having special attention to the future, and having future career confidence, has an achievement rate of 89.90%.
2. Aspect of *curiosity* that is characterized by curiosity, interest, choice, participation, clarity, and perseverance, has an achievement rate of 79.70%.
3. Aspect of *confidence* that characterized by self-selection, understanding of work requirements, self-preparation, self-confidence, and realistic, has achievement of 60%.
4. Aspect of consultation that is characterized by digging information, communicating, accepting opinions of others, and motivation to seek future information, has a level of achievement of 78.85%.

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