

Career maturity among high school students in Bandung during Covid-19 pandemic

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Abstract

Choosing and preparing for a career is part of the task of adolescent development that must be fulfilled. Career problems that are found in general during adolescence tend to lead to the determination of the type of education and the choice of the type of work in the future. Career maturity is a person's readiness in determining career choices. Adolescents with a high level of career maturity can determine the determination of career preferences well. This research was conducted to reveal how the career maturity picture of high school students in the city of Bandung. The study was conducted to implement a quantitative approach with a survey method. The research sample used was 165 high school students in class XI SMA Negeri 16 Bandung in the 2021/2022 academic year. The results of the study show that the career maturity of class XI students of SMAN 16 Bandung, in general, are at a fairly mature stage, meaning that they have an understanding and attitude that is at a moderate level about career maturity, which is characterized by achievements in cognitive and affective aspects that are not optimal.

Keywords: career guidance, career maturity, youth

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INTRODUCTION

Adolescence is a stage that will determine the span of human life, because this period is a stage of change or exchange from children to adults. adolescence is the right time to plan a career, because adolescents begin to consider their future seriously (Hurlock, 1980). Adolescence has long been considered important in career development, because during adolescence, characteristics such as personality, talents, interests, and desired outcomes, are identified and crystallized in careers as one's future aspirations (Choi et al., 2012; Lim & You, 2017). Adolescents examine the differences in choosing a preferred job with a dream.

Choosing and planning a career is part of a developmental task that must be fulfilled by an individual during adolescence, because adolescents are asked to carry out more tasks in accordance with the demands of their social environment (Avati & Cahyadi, 2016; Herin & Sawitri, 2017; Prahesty & Mulyana, 2013; Ratnaningsih et al., 2016; Saifuddin et al., 2017; Yulianti et al., 2015). Career problems that generally occur in adolescence tend to lead to the determination of the type of education and the choice of the type of work in the future (Juwitaningrum, 2013; Leksana et al., 2013; Lestari, 2017). The achievement of this adolescent developmental task will be more complicated if adolescents do not balance it with mature knowledge and knowledge about career information.

Career maturity is a reflection of the views and knowledge possessed by adolescents in making a career choice decision (Allen & Bradley, 2015; Bahrinsyah, 2018; Harlow & Bowman, 2016; Hendrik et al., 2014; Heo & Kim, 2016). Adolescents with a high career maturity category can determine career preferences well, on the other hand, adolescents without career maturity are certainly difficult for them to determine a determination in future career choices (Ayuni,

2015; Jawarneh, 2016; Listiyowati, Andayani & Karyanta, 2012; Qudsiyah, 2012; Wibowo & Mulawarman, 2018). Career choices that are not mature and lack direction will make teenagers in a prolonged state of turmoil. Supriatna (Sugiyarlin & Supriatna, 2019) said that career maturity is one of the important aspects in supporting one's career development in the future. A person's ability to choose a career will affect success (Wahyuni, Yusuf, & Efendi, 2018, p. 37). A person can be said to be successful in his career if he feels proud of his work in accordance with expectations (Trisnowati, 2016, p. 44). Career planning is really needed in achieving a good career.

According to Super (Patton & McMahon, 2014; Wahyuni, Nurdin, & Nurbaity, 2018), adolescent career development is in the exploration phase of the tentative stage. At this stage, it is characterized by starting to consider the dimensions of expectations, desires, abilities, norms and opportunities comprehensively. Career choices at this tentative stage begin to try to get out of the dream, either through consultation, work, or other activities. Sharf and Manrihu (Riyadi, 2017; Suherman, 2013) interpret this stage as a career development task for adolescents, a tentative sub-stage, namely the crystallization of career preferences.

Career choices made by adolescents tend to be unreal, because their choices tend not to be based on skills, norms, social conditions, and available opportunities. Teenagers make their career choices sometimes according to their parents' wishes or following their friends' choices, taking into account the popularity of a job or their parents' perceptions so that in their efforts to achieve the expected career maturity they often encounter obstacles (Eliana, Supriyantini, & Tuapattinaja, 2016; Hasan, Rahardjo, & Zamroni, 2007; Ismail, et al., 2018; Mahardijaya, 2019). This shows that adolescents tend to not have the maturity of understanding and knowledge in making career choices, because adolescents do not have independence in making decisions. Such circumstances are a sign that the career maturity of adolescents is still low.

Most of the problems faced by teenagers today are still the same, namely: (a) lack of understanding of their potential, so that teenagers feel doubtful in making choices of majors, both at school and college, (b) lack of understanding how to choose majors, both at school or even in tertiary institutions, (c) lack of insight and interpretation of majors at school and in tertiary institutions, (d) do not yet have solid preparations regarding further studies and the work they will choose in the future (Nurlela & Budiamin, 2017; Rosdi, Talib, & Wahab, 2016; Suwanto, 2016). This statement is supported by several research results. Jusman, Suarni, and Jahada's research (2017) shows that 61.1% of students do not have a plan after graduating from school, 55.6% of students have difficulty choosing a job, and 69.4% of students have difficulty choosing a major in college. Subrata (Juwitaningrum, 2013; Budisiwi, 2013) conducted a survey, the results showed that 85% of students are uncertain about their future careers, 80% of students have not yet determined their future careers carefully, and students face problems in determining and designing career correctly by 75%.

Based on some of the research findings above, career maturity in its development is still not so optimal. This can be seen from the various levels of youth career maturity, especially teenagers at the high school level. If this problem is ignored, it will have an impact on the career development of students in the future. Anshar, Anwar and Omsa (Ratnawati & Kuswardani, 2012) argue that it is necessary to have certain knowledge, skills, and attitudes for adolescents, especially students to face challenges outside the school world. Career preparation and workbased learning experiences are very important for adolescents because they can be helped in developing aspirations and making informed choices about careers (Dodd, Odom, & Boleman, 2014; Gehlawat, 2019).

Various research findings yield some clues for counseling interventions, in which counselors can be involved in meeting the career decision-making needs of adolescents, especially for high school students. Counselors can develop and plan systematic interventions that may be an integrated component of the curriculum to provide adolescents with abundant

opportunities and learning experiences to develop more mature career decision-making attitudes and competencies (Sirohi, 2013). Taking into account the gap between theory and phenomena that occur in the field, an effective guidance program needs to be designed to develop youth career maturity, especially high school students.

RESEARCH METHOD

The approach used in this research is a quantitative approach with a survey method. This study took the subject of some students of class XI SMA Negeri 16 Bandung in the academic year 2021/2022 as many as 165 respondents. The research sample was taken using cluster random sampling.

Data collection techniques are carried out through the use of career maturity questionnaires which are compiled based on the synthesis of several experts. The previous career maturity questionnaire has been tested for validity and reliability so that the career maturity questionnaire is adequate to be applied.

RESULTS AND DISCUSSION

Based on the results of the study, it can be seen that the career maturity of class XI students at SMA Negeri 16 Bandung in the 2021/2022 academic year is at a fairly mature level, meaning that students have knowledge and attitudes that are in the moderate category about career maturity, which is indicated by the achievement of cognitive and cognitive aspects. affective but not optimal. A more detailed picture of the career maturity of students in class XI SMA Negeri 16 Bandung in the 2021/2022 academic year can be seen from Figure 1.

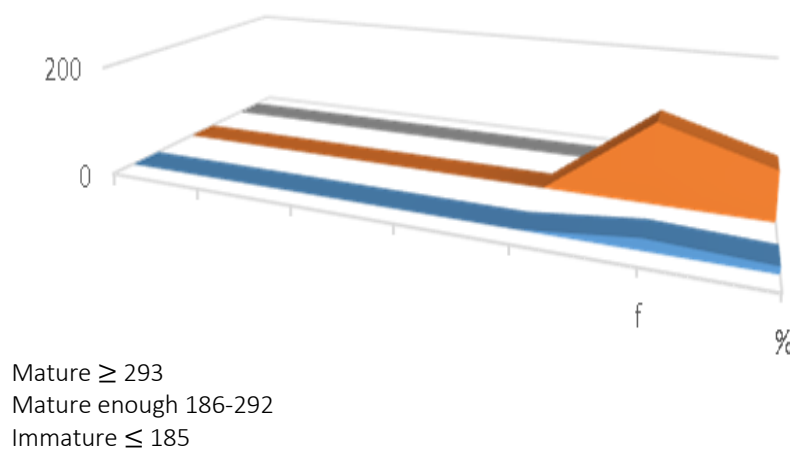


Figure 1. Overall results on career maturity among students

Based on Figure 1, it can be seen that the career maturity of class XI students of SMA Negeri 16 Bandung in the 2021/2022 academic year is at a mature level with a total of 20 people (21.1%), a fairly mature level of 143 people (86.7%), and students who have an immature category as many as 2 people (1.2%).

In Figure 2, it can be seen that the career maturity of students also tends to be at a fairly mature level as many as 190 people (90.3%), 10 people (6.1%) in the mature category and 6 people (3.6%) in the mature category. immature. Fairly mature in the cognitive aspect indicates that students are able to use their reasoning power even though they are not optimal in providing self-assessment, looking for job information, solving problems, decision making, planning decisions, and selecting goals in their careers.

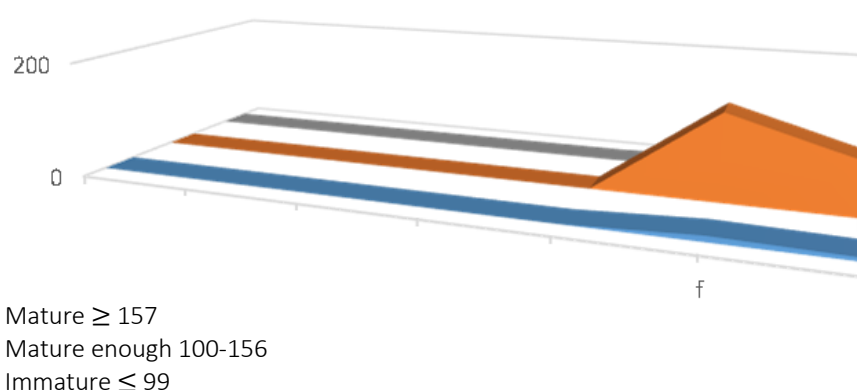


Figure 2. Cognitive results on career maturity among students

In Figure 3, career maturity based on affective aspects shows that class XI students of SMA Negeri 16 Bandung are at the mature level as many as 41 people (24.8%) and the immature category as many as 124 people (75.2%). In this affective aspect, students have inherent values and beliefs but are not optimal in orientation, involvement, independence, compromise, and career decision making.

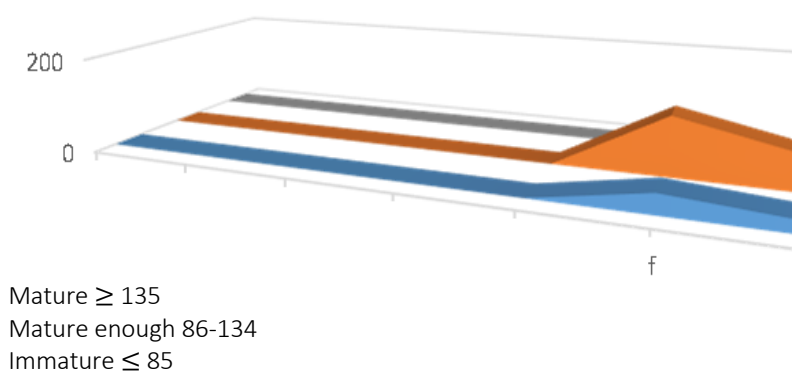


Figure 3. Affective results on career maturity among students

Based on the results of the career maturity questionnaire analysis given to class XI students at SMA Negeri 16 Bandung in the 2021/2022 academic year, it can be seen that the career maturity of students is at a fairly mature level with a percentage of 86.7%, which is 143 people, which means that they have a moderate level of understanding and attitude about career maturity. The cognitive and affective aspects of students' career maturity are also at a fairly mature level, which means they have the ability to reason, have attitudes and beliefs that are not yet optimal in determining their future careers.

Students with career maturity who are quite mature according to Crite (in Levinson, 1998, p. 475) are shown by mastery of self-understanding, understanding of work, skills to determine work but have not been able to understand the right job for themselves, and skills to plan the stages of achieving success. desired career but have not been able to set career goals.

Career maturity plays a crucial role in one's career success. Career maturity describes the attitudes and knowledge mastered by students in determining career possibilities (Hendrik, Wibowo, & Tadjri, 2014: 33). High school students who have high career maturity are able to make good career preference decisions, on the other hand students with low career maturity will

find it difficult for them to make career choices in the future. Immature and unplanned choices will make students in a continuous error.

According to Super (Paton & McMahan, 2014, p. 71), career maturity is an individual's readiness in overcoming the developmental tasks he takes because of the desire of people towards individuals who have completed that stage of development. This readiness is affective and cognitive. Affective traits include career planning, career exploration and career decision realism. Cognitive traits include knowledge and application of career decision making, knowledge of the world of work, and job preferences.

Savickas (Sirohi, 2013, p. 381) defines career maturity as a constellation of physical, psychological, and social characteristics that are included in the cognitive and affective domains, this is the core of a development program to determine career attitudes and includes measuring progress individual careers related to developmental tasks that are in line with his career. Refers broadly to individual readiness in determining appropriate career decisions based on age and facing career development tasks.

According to Crites (Hidayat & Alsa, 2018, p.162), career maturity is the level of individual readiness, consisting of their attitudes and competencies in making career decisions from exploration to a declining career stage. Determining and preparing the right career requires career maturity that includes self-understanding, understanding of the type of work, skills to determine work, and skills to plan the stages of achieving the desired career.

Based on the exposure of experts, it can be concluded that career maturity is the individual's readiness to overcome career development tasks, by showing the behaviors needed in planning, exploring, selecting and determining the right career decisions based on cognitive and affective aspects. The cognitive aspect is characterized by the following indicators: self-assessment, job information, problem solving, decision making, decision planning, and goal selection. The affective aspect is characterized by orientation, involvement, independence, compromise, and decision making.

CONCLUSION

Based on the results of the career maturity questionnaire analysis given to class XI students at SMA Negeri 16 Bandung in the 2021/2022 academic year, it can be concluded that the career maturity of students is at a fairly mature level with a percentage of 86.7%, which is as many as 143 people, which means, they have an understanding and attitude that is in the medium category about career maturity. From the two aspects of career maturity, it can be concluded that students are in a fairly mature category both from the cognitive and affective aspects. The cognitive aspect with a percentage of 90.3% is 149 people, and the affective percentage is 75.2% as many as 124 students.

One of the successful career is determined by careful career preparation. Career preparation is not enough to be planned once, but must be carried out many times. Career planning is not a complicated procedure or a burden, but must be viewed as a procedure that instills meaning in the career path. This process will help teenagers in achieving career goals. Career maturity is an important part of supporting one's career development in the future. A person's ability to choose a career will affect success. Career planning is really needed in achieving a good career. The element of education that is considered strategic in facilitating the improvement of various vocational and soft-skills is the career guidance program. Career guidance is a service provided to counselees so that they are able to know and know their personalities, find out further studies and the world of work, and improve their future that is in line with the desired picture of their life. There are two main goals to be achieved in career guidance. First, it accommodates the counselee to know and acknowledge his own uniqueness and abilities. Second, accommodate counselees to know and align themselves with the uniqueness and needs of the world of work.

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