

Exploration of Students' Career Maturity in Faculty of Ushuluddin at UIN (Universitas Islam Negeri) Imam Bonjol Padang

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Abstract

Career maturity plays an important role in planning work for students. Study of career maturity exploration in students is still rarely found. This study is aimed to analyze the picture of students' career maturity at Universitas Islam Negeri (UIN) Imam Bonjol Padang in Counseling Guidance Department. The population of this study was all students of Counseling Guidance Department a Universitas Islam Negeri (UIN) Imam Bonjol Padang with the total of 456 students, and the sample consists of 235 students selected through simple random sampling technique. The results showed that 3% of students had very low career maturity, 6% were in low career maturity, 35% were in middle level of maturity, 49% were in high career maturity, and 8% were in very high career maturity.

Key words: Students' Career Maturity, Students of Counseling Guidance Department

Introduction

Higher education is a means for the formation of Human Resources which is expected to be able to compete in the industrial revolution era 4.0 in obtaining careers that are in accordance with their competencies. Students in Higher Education have an average age of 18-22 years and in the category of late adolescents, where at this time adolescents are more stable, know themselves well, understand the direction of life and realize their life goals (Kartono in Haryanto, 2010). Recent research from neuroscience suggests that brain development does not stop until the mid-20s and 30s, especially in social reasoning, planning, problem solving and understanding (Helps in Wallis, 2014). In terms of psychosocial development, adolescents face educational and work issues. However, immaturity in thinking can affect the maturity of late teens in determining their careers. In the career model theory proposed by Super (in Wijaya 2012) states that career development is a stage of exploration that begins at the age of 15-24 years old. Career development is a sustainable development process and presents characteristics that can be specifically identified and are characteristics that are important for adolescence (Zunker, 2008). According to Crites (in Coertse & Schepers, 2004) career maturity is very important for one's career choice. Immature individuals cannot make optimal career choices.

However, in reality, there are many students who have finished their studies get jobs that are inappropriate with their fields including the graduate level of UIN Imam Bonjol Padang. According to Jatmika and Linda (2015) one of the difficulties of students in determining their work is to be confused in determining where they should work. One of the causes of student confusion in finding a job is career maturity. A person who has a good career maturity tends to be able to make a career plan and prepare himself entering his career (Super in Dewi, Hardjono, & Nugroho, 2013). Few studies were found on career maturity in students. Most of the research on career maturity is done in high school students. Thus students should have good career stability. Therefore research on career maturity in students is important. This study explored the description of career maturity in students at UIN Imam Bonjol Padang. There are several strong reasons that underlie this research. The first relates to students themselves. Career maturity is very important for students. With career maturity, students tend to be independent, it does not depend on other people's opinions about work. He has his own planning where and what must be done to start his career (Putranto, 2015). With good career maturity, students tend to have strong self-efficacy, they believe in the strengths that they have

(Partino, 2006; Safaria, 2016). Also, they have high achievement motivation (Dewi et al., 2013; Safaria 2016); Positive self-esteem (Dewi, 2016).

Furthermore, it departs from the research conducted by Marpaung (2016) which states that vocational students have better career maturity than high school. The results of this study indicate that someone who is in an educational institution whose plan of work that is clear tends to shape better career maturity. This is rational because the department that has a clear job description such as the department of education, medicine, its students already have a picture of what jobs are suitable for them to pursue after graduating later, for example medical majors will become doctors. However, the department that is still general, whose job description after graduation is still unclear, it will be confused to determine what work to do after graduation. This case that happened at Tarbiyah Faculty whose scientific orientation is still general, for example, there is someone who has graduated from the Department of Guidance and Counseling who works at the Bank. In conclusion it becomes interesting and necessary to see how the description of career maturity in students studying at this faculty.

Aside from being important for the students themselves, career maturity also affects departments or study programs. With career challenges, students have learned about the concrete steps they must take to get their careers, both those who are still in college and graduated. This is in line with the opinion of Seligman (in Aquila, 2012), said that the importance of career maturity for life such as increasing competence, career goals and realize a career related to independent attitude, careful planning, commitment, motivation and self-efficacy. Hence, maturity can shorten the waiting period for students to find work after graduating from the university. A short waiting time is a positive for the department or study program. In addition to shortening the waiting period, career maturity will be good if possessed by students and make their perceptions positively for the department (Partino, 2006).

This study is aimed to provide an overview of career maturity in students at UIN Imam Bonjol Padang who are currently pursuing undergraduate education, because they are currently at the stage of career exploration. The results of this career maturity research were expected to provide benefits in the form of information for the development of students in preparing careers after graduating later.

Research Methodology

This research uses descriptive quantitative method. The population of this study was the students in the last semester of the Department of Guidance and Counseling at UIN Imam Bonjol Padang. There are 456 students. To determine the number of samples, this research used convenience sampling techniques, that is based on convenience for researchers to get these participants (Howitt and Cramer, 2011), the number of samples obtained 235 students. The instrument used in this study is the scale of career maturity which consists of 31 questions. The career maturity scale is based on career maturity dimensions, namely Career Planning, Career Exploration, Decision Making and World of Work. The validation value of the scale of career maturity is 0.59 while the reliability test results are 0.91.

Results and Discussion

Based on the results of the study obtained an overview of the career maturity of students in the last semester of the Guidance and Counseling Study Program at the Tarbiyah Faculty of UIN Imam Bonjol Padang, the following results were obtained.

Table 1. Career Maturity Score of Students at UIN Imam Bonjol Padang

Category	F	%
Not Mature	7	3%
Less Mature	13	6%
Adequate Mature	82	35%
Mature	114	49%
Very Mature	19	8%

The data from table 1 shows that the guidance and counseling students' career maturity level at UIN Imam Bonjol Padang in the very high category. It can be proven that, there were 19 students in the very high category of career maturity, for the high category there were 114 students, then for the sufficient category there were 82 students and low and very low categories there were 13 and 7 students respectively. This shows that most students have good career maturity.

To be more specific, the career maturity of students is also seen from five indicators, namely: **career planning, career exploration, decision making, information on the world of work and knowledge of work** that are preferred.

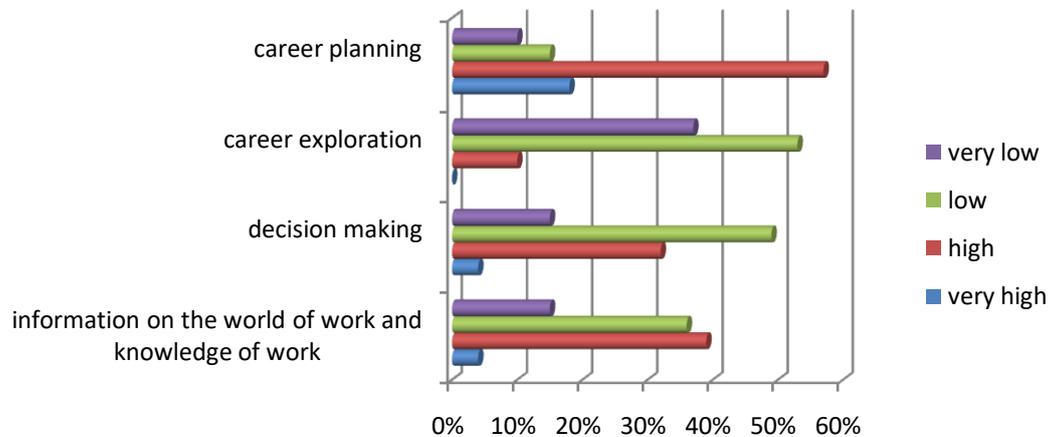


Figure 1. Percentage Diagram of Students' Career Maturity Dimensions

From the diagram above, it can be seen, the highest percentage of career maturity is career planning, which is 75%, indicating that in general students already have career planning, but career exploration has the lowest percentage, it is only 10%, for dimensions of career decision making which is 36% and for knowledge of the world of work is 43%.

Conclusion

Based on the exposure of the results of research and discussions that have been carried out on the career maturity of Guidance and Counseling students at UIN Imam Bonjol Padang, it can be concluded that 125 students (44%) had low career opportunities and 133 students (56%) had high career maturity, this indicates that students have already carried out career planning, but students have not attempted to explore the career they have planned and lack of knowledge about the career they are aiming for, this certainly affects their career after completing higher education.

It is also suggested for students related to the lack of knowledge about their intended career should seek information about the career that they will pursue after completing their study, try to work an internship to gain experience and hone skills in accordance with the competencies they have and gain knowledge outside the lecture world. In addition, competition in the era of revolution 4.0 does not only see the level of intelligence but also various skills and attitudes that are possessed, responsibility and desire to learn should always be experienced in work in order to become the capital for starting a career after graduating from the University.

For the university, it can provide facilities in the form of career counseling, training or seminars on goal-setting to all classes, providing a better description of early careers for students' career maturity. Since there are also students who still feel less confident in their abilities and confusion in making choices. With the support of the university, it can create excellent graduates who are able to compete in the world of work.

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