

Adolescent's Career Maturity

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Abstract

Career maturity is one of the important aspects of supporting one's career development in the future. Guidance and counseling are an integral part of the education process. One of the development tasks of the adolescent is insight and career preparation. This is related to one of the tasks of adolescent development that must be achieved, recognizing the abilities, talents, interests, and direction of career trends. Career maturity in adolescence is important to support career development in the future. After graduation, they will be forced to decide whether to enroll in higher education or to find a job. Work is an important aspect and part of human desires. Fresh graduate bachelors will step into the next stage of life, as a prospective new worker. The research method uses a survey that describes aspects of adolescent career maturity. The survey was conducted on 150 high school students taken randomly. The research results obtained are profiles of high school students who have a low level of career maturity. Seeing the importance of career maturity in adolescence, the focus of this study is to obtain a career maturity profile as a reference to build career programs that can develop the career maturity of high school students. Career maturity program can be arranged based on the needs of students to develop skills in choosing a career. The program to be prepared, it is suggested to help to understand self-characteristics, also to provide decision-making skills for the choice of majors and careers after graduating from high school according to their interests and abilities.

Keywords: adolescent, career maturity, career program

1. INTRODUCTION

Career maturity is one important aspect of supporting one's career development in the future. A person's ability to choose a career will influence success. A person can be said to be successful in a career if someone feels proud of his work in accordance with expectations. In achieving a good career, mature career planning is needed (Supriatna, 2009).

Adolescence is an important period in determining decisions related to their lives in the future, such as the decision to continue education, work or other options needed (Hurlock, 1980). High school students are included in the category of adolescents aged 15-18 years which is a period of transition from childhood to adulthood, characterized by the process of finding self-identity (Yusuf, 2008). In general, high school students experience confusion about self-acceptance and the demands of parents and the environment. On the other hand, they must choose and make effective decisions to plan their careers in the future.

Career development at the age of 15-24 years is included in the exploration phase, where adolescents develop a new awareness of themselves and the world of work and begin to try new roles related to the selection of further studies and careers. Super argues that the success and readiness of

adolescents to fulfill organized tasks contained in each stage of career development is referred to as career maturity. A person's career maturity is also influenced by age (Gonzales, 2008). Suitability with age, which is meant in this definition, is based on the theory of Life-Span, Life-Space of Super, which says that each individual at a certain age level has a role to play in accordance with the stages of development.

In 2015, research by Galliot & Graham explained the ability of adolescents to make career choices and found that the ability to make career choices was a problem experienced by almost every individual. When adolescents prepare for advanced study and career choices, teens often experience many problems. The importance of self-understanding, ability to make career choices and attitudes towards careers will determine one's career maturity (Crites, 1981). Career maturity is needed in choosing and planning the right career, including self-knowledge, knowledge of work, ability to choose a job, and have the ability to plan steps towards the expected career department

The focus of the problem in this study is the inability of students to prepare majors and careers in the future. Based on the research of the Indonesian Career Center Network (ICCN) in 2017, it is known that 87% of Indonesian students admit that the majors taken are not in accordance with their interests. And 71.7% of workers, have professions that are not

in accordance with their education. High school students are confused, especially in choosing a major in college and planning a career in the future. Confusion in the understanding of the role of the environment as one of the factors that influence the ability to make career choices (Zhao & Zhang, 2012; Wong, C. S., Wong, P. M., & Peng, K. Z. 2011; Brown, 2002). If students are able to plan their careers well, then at the next stage, students can explore careers, make decisions and realize their decisions to prepare for a better future. If students have not reached career maturity, then they will have difficulty making career choices in the future.

For high school students, determining the career in the future is important. Accuracy in choosing the next major in accordance with their potential and interests will determine what work they will undergo, and influence the subsequent career development. Career maturity in adolescence is important to support career development in the future. High school guidance and counseling programs aim to develop students' skills in career maturity.

2. THEORETICAL FRAMEWORK

Career maturity as the ability to deal with the requirements of the particular situation within the context of a person's stage of development (Andersen, P. & Vandehy, M., 2012). Super in (Greenhaus & Callanan, 2006) states that *"individuals are mature or ready to make appropriate choices when they have engaged in planful exploration and have appropriate occupational knowledge, self-knowledge and decision-making knowledge"*.

Aspects of career maturity according to Donald E. Super (Sharf, 1992, p. 155-159) is:

- a. Career planning is information-searching activities and how much individual involvement in the process (Sharf, 1992, p.155-159). This condition is supported by the knowledge of various elements at each job. This indicator is aware of insight and career preparation, understanding the consideration of alternative career choices and having career planning in the future. This aspect is related to planning through attitude towards the future. Individuals have self-confidence, the ability to be able to learn from experience, realize that they must make educational and work choices, and prepare to make those choices.
- b. Career Exploration is the ability of individuals to search for career information from various career sources, such as parents, siblings, friends, teachers, counselors, and so on (Sharf, 1992, p. 155-159). The aspect of career exploration is related to how much career information students get from sharing these resources. The indicator of this aspect is collecting career information from various sources and utilizing career information that has been obtained.
- c. Informational competence is related to planning through attitude towards the future. Individuals have self-confidence (Sharf, 1992, p. 155-159). Individuals search for information about requirements, tasks, factors, and reasons that influence job choices and know the risks of

the work chosen. Indicators in this aspect are understanding of the tasks of the desired work, understanding the requirements of the desired work, knowing the factors and reasons that influence the choice of work that is in demand and being able to identify the risks that may arise from the work that is in demand.

- d. Decision making is the ability of students to use their knowledge and thoughts in making career planning (Sharf, 1992, p. 155-159). This concept is based on the demands of students to make career decisions, assuming that if students know how other people make career decisions, they are expected to be able to make career decisions that are right for themselves.
- e. Realization of career decisions is a comparison between individual abilities and job career choices realistically (Sharf, 1992, p. 155-159). This aspect is among others: having a good understanding of the strengths and weaknesses related to the desired work, being able to see the factors that support and hinder the desired career, able to take advantage of making realistic career decisions. Reality is a commitment to choose a realistic career, the choice of a career that considers the objective conditions of self-characteristics, opportunities, and environmental demands.

3. METHOD

In this research, to reveal the maturity profile of high school students, researchers used the survey method. Survey research design is procedures in quantitative research in which investigator administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviours, or characteristics of the population (Creswell, 2012, p. 376). There are five statements that must be chosen by students that describe the characteristics of the five aspects of career maturity. The population of the research is 620 high school students in Bandung. The sampling technique is used random sampling by taking 150 students. The analysis technique used is presentative descriptive statistics.

4. RESULTS AND DISCUSSION

Based on survey data, it can be interpreted that the aspects of career maturity adolescent profile of high school students are:

4.1 Career Planning

In the career planning aspect, an individual is said to be mature in career when they can do career planning well which means that individuals also have hope for happiness in the future. Career planning is a dynamic process, adaptable to changes in the students' experience as they build their professional knowledge, experience, and identity (Waddel & Maggie, 2005). Fundamental element in career planning is self-discovery, where the individual went through self-

evaluation, a process where he/she check their own personal values, in context with his/her learned expertise and with the professional environment around them.

Based on the survey results to reveal the profile of career planning of high school students, it was found that 28% (42 students) already have a choice of college majors and know the type of work to be chosen. In this case, it can be seen that students already have the awareness to plan the continuation of studies and careers related to their readiness to make it happen. As many as 52% (78 students) already have a choice of college majors but aren't sure of the choice. In this case, it appears that students already have the awareness to plan for the continuation of study and career, but they need guidance to convince them to make it happen. As many as 20% (30 students) do not have a choice of college majors and do not know the type of work to choose. In this case, the students do not have awareness and have not been able to plan the continuation of their studies and career. They need guidance that helps them to participate in career planning activities. Counsellor can help students develop skills in preparing for careers such as learning about career information, talking to adults about career plans, taking courses and training that will help determine their careers, and participate in extracurricular activities at school. One of the learning methods in career planning program is direct experience. In this method, the participants were asked to experience the activity of exploring their selves and their career.

4.2 Career Exploration

In the aspect of career exploration, an individual is said to be mature in career when they can actively use various sources to obtain information about the world of work in general and information about the continuation of studies in particular. Individuals strive to use potential opportunities and sources of information in their environments such as parents, friends, and teachers. Career exploration refers to all of the activities that individuals engage in for the purpose of promoting career development, choice, or adjustment (Gore, Bobek, Robbins, & Shayne, 2006).

Based on the survey results to reveal the career exploration profile of high school students, it was found that 36% (54 students) already know their own interests and talents. Their ability to find and obtain various information about the continuation of studies and the world of work has developed. As many as 64% (96 students) do not know their own interest and talents. Their ability to find and obtain various information about the continuation of studies and the world of work has undeveloped. They need guidance that helps them to participate in career exploration activities that can support their career maturity. Counselors can help them to develop skills to obtain relevant information to make career decisions, develop interests and abilities and relate them to job opportunities.

4.3 Informational Competence

In the aspect of informational competence, an individual is said to be mature in career when they have broad and good

insight into understanding and knowledge enough to use job information for themselves and begin to make choices about the continuation of the studies and work in the future. Based on Bandura's self-efficacy theory, Solberg (1998) states that individuals with high self-efficacy will actively collect information which is beneficial to their choice of career, will build networks and improve the self-capabilities.

Based on the survey results to reveal the profile of informational competence of high school students, it was found that 44% (66 students) already had the types of jobs and job opportunities in the future. As many as 56% (84 students) do not have the types of jobs and job opportunities in the future. Counselors can help them to develop skills to open insights about the information on continuation of study, work and employment opportunities in the future. Information that can be given is about the tasks of the work that is in demand, the equipment or equipment needed from the work that is in demand, the requirements of both the physical and the competencies of the desired work, and the risks that arise from the work that is in demand.

4.4 Decision Making

In the aspect of decision making, an individual is said to be mature in career when they know what things should be considered in majors choices and careers to be taken in the future according to their interests and abilities. Decision making is the ability of students to use their knowledge and thoughts in making career planning (Sharf, 1992, p. 155-159).

Based on the survey results to reveal the profile of decision making for high school students, it was found that 42% (63 students) were sure of a choice of majors after graduating from high school that supported future job and career choices. As many as 56% (84 students) is confused about the choice of majors after graduating from high school. This means that individuals are not ready to use the work information that has been obtained to plan and make decisions about the continuation of their studies and careers in the future. The counselor can help them to develop skills in recognizing the principles and ways of decision making. Students can have independence, make a choice of continuation of study and work that suits their interests and abilities. Students also have the readiness to make decisions and solve problems.

4.5 Reality Orientation

In the aspect of the reality orientation, an individual is said to be mature in career when they realize his own characteristics and develops themselves according to the opportunities and demands of the environment. This will support students' decisions in choosing majors and careers to be taken in the future.

Based on the results of the survey to reveal the profile of the reality orientation of high school students, it was found that 24% (36 students) participated in several activities for self-development related to the ability to develop themselves in accordance with the strengths and weaknesses of conscious ones. As many as 76% (114 students) are not interested in

participating in several activities related to self-development. This shows that students have not yet realized the opportunity to develop themselves to support their career decisions. Realization of career decisions is a comparison between individual abilities and job career choices realistically (Sharf, 1992, p. 155-159). Counselors can help them to develop their abilities in deciding the choice of continuing study programs and careers based on their reality or suitability.

5. CONCLUSION

Based on the results of the research, it can be concluded that career maturity in adolescence is important to support career development in the future. Skills in making decisions are the main objectives of career maturity. Career decisions are the determination of career choices. Career choices are choices of activities that support or are relevant to a student's future career. Thus, making a career decision means the process of determining the choice of activities that support or are relevant to future careers that occur throughout the life span of students (Supriatna, 2009). Counselor must be oriented towards mentoring adolescent career development processes (Winkel & Hastuti, 2010).

Career maturity program can be arranged based on the needs of students to develop skills in choosing a career. The program to be prepared, it is suggested to help to understand self-characteristics, also to provide decision-making skills for the choice of majors and careers after graduating from high school according to their interests and abilities. This is related to one of the tasks of adolescent development that must be achieved, recognizing abilities, talents, interests, and direction of career trends and art appreciation.

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