

Career Maturity Intervention Model for Vocational High School Students In Bandung

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Abstract—Vocational High School is a school that has a curriculum whose graduates have specific skills that can be applied directly in the world of work according to their field. But in reality, many SMK graduates are not absorbed in the world of work, even SMK graduates are the biggest contributor to the Open Unemployment Rate (TPT) in West Java. This is because one of them is not ready for SMK graduates to enter the world of work. This readiness is not only related to the readiness of the skills demanded by job providers, but more importantly because not many graduates know the real demands of the world of work. In addition to the skills that must be improved, another important thing is Career Maturity. Based on the results of the research team in phase 1, it is evident that the profile of the career maturity level of vocational students is generally at medium and low levels. From this profile, an intervention design in the form of training was made to improve the Career Maturity of SMK students. Career Maturity intervention design is designed by integrating Islamic values as the basis for strengthening behavior change. Based on calculations using the Paired Sample t-test, the results obtained that the value of Sig. (2-tailed) $0.018 < 0.05$, it means that the provision of Career Maturity training is effective in increasing the Career Maturity of Vocational High School Students. The output of this research is a Career Maturity Intervention Model for Vocational High School students in Bandung. As the research sample, the students of State Vocational High School 5 Bandung.

Keywords—*career maturity training, intervention design trial, SMK*

I. INTRODUCTION

Education is very important in human life. Education is a fairly long process that allows humans to develop fully, so education is a must for anyone because education is an important foundation for the process of individual development. Education not only teaches things that are knowledge, but also teaches manners, culture, ways of socializing that will shape individuals into adults, both in thought, knowledge, and behavior. Therefore, education is the key to shaping one's character, even determining the character of the nation. Education is a prerequisite for getting a job. One

of the state's efforts in fulfilling human resources is by optimizing the function of secondary schools, which in this case are high-quality Vocational High Schools. Vocational High School, according to Law number 20 of 2003 article 15, is a secondary education that prepares students especially to work in certain fields. One of the characteristics of vocational education is to direct and prepare students to enter the workforce and emphasizes mastery of knowledge, skills, attitudes, and values needed by the world of work. Thus, the graduates of Vocational High Schools (SMK) should be better prepared to enter the world of work compared to other high schools. However, in reality, this is not the case, based on data from the Central Statistics Agency (BPS) one of the contributors to the Open Unemployment Rate (TPT) in West Java based on secondary education graduates comes from Vocational High Schools (SMK) [1]. This is of course a concern for all of us, especially education managers, especially SMKs because this is not in line with the expectations and goals of SMK itself. The problem must be found at the root of the problem. One of the reasons for this high TPT is the quality of graduates who do not match the qualifications required by job providers. This quality is not only a matter of skill alone but also psychological readiness. On average they are not ready to work and do not understand what to do in the face of actual work.

Based on the results of the first stage of the study, it was found that the level of Career Maturity of SMKN students in Bandung was in the medium and low stages, with the following details: there were 597 SMK students (75%), the level of career maturity was at the medium level, 108 SMK students (13.6%) are at the low level and 91 SMK students (11.4%) are at the high level. Therefore, it can be said that the majority of SMKN students in Bandung have Career Maturity which is at a medium and low level. While the results per aspect are: Career Planning Aspects, Career Exploration Aspects, Career Decision Making Aspects and Information Aspects of the World of Work are also at medium and low levels. All aspects are at medium and low levels, therefore in designing the design, it refers to these 4 (four) aspects.

In this study, the design will be tested, is the Career Maturity training effective in increasing the Career Maturity of SMKN students in Bandung? This is done to prepare graduates to be ready to work, especially personal or self-preparedness in facing the demands of the world of work, then one of them is by conducting interventions that can be given in the form of training to strengthen students' Career Maturity and develop soft skills related to readiness to enter the world of work.

After obtaining an overview of the effectiveness of Career Maturity Interventions in the form of Career Maturity training for SMKN students in Bandung, the results will be evaluated on the strengths and weaknesses of the process, resulting in a Career Maturity intervention model for SMKN students in Bandung. By having a solid Career Maturity, it is hoped that students will be more confident and ready to face the real world of work.

II. METHODS

The research design is a Comparative Study or a comparative study of Career Maturity before and after the intervention. Career Maturity here is related to how vocational students have career planning, the extent to which they explore their careers, how they make decisions, and the last is the extent to which they seek information about the world of work that is in line with the skills they are engaged in.

Considering this research is a trial design intervention in the form of Career Maturity training to get an idea of the Intervention Model in the form of Career Maturity Training for SMKN Students in Bandung, it will be tested on several SMKN students in Bandung, by randomly attracting several students from several SMKNs in Bandung. However, because at the time of this research it was constrained by pandemic conditions, where the government decided to limit crowd activity, therefore one of the SMKNs that represented SMKN conditions, in general, was based on phase 1 research. The SMKN in the selected sample group was SMKN 5 Bandung, with several participants. as many as 20 students.

In this study, the Career Maturity measurement tool used was compiled by researchers based on the concept of Donald Super's Career Maturity theory by developing Career Maturity aspects including career planning, career exploration, decision making, and the world of work information [2,3]. The Career Maturity Scale uses a scale rating system. Meanwhile, the data processing technique was carried out using inferential statistics to see the differences in Career Maturity before and after the intervention, using the Paired Sample t-test statistic [4].

III. RESULTS AND DISCUSSION

In this study, the intervention model was in the form of providing Career Maturity Training Modules for SMKN students in Bandung. This training is carried out fully online, considering the pandemic conditions are still not over and also following the Announcement of the President of the Government of the Republic of Indonesia and the Decree of the Governor of West Java no. 443/Kep.431-Hukham/2021

concerning PPKM (Enforcement of Community Activities) levels 4, 3, and 2 of Corona Virus Disease in the West Java Region [2].

This training aims to add insight and improve the Career Maturity of SMKN students in Bandung. Through increasing knowledge and attitudes about career planning, career exploration, decision making, and the world of work information and providing insight into these 4 (four) aspects in preparing SMK students to face the world of work [3].

Based on the Paired Sample t-test, the following results were obtained (see in Table 1):

TABLE I. PAIRED SAMPLE T-TEST

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test for Student Career Maturity of SMKN 5 Bandung	117.50	20	13.847	3.096
	Post-Test of Student Career Maturity of SMKN 5 Bandung	122.05	20	17.282	3.864

Based on table 1, it can be seen that the mean value of the Career Maturity Pre-test is smaller than the mean value of the Career Maturity Post-test so that the average difference between the pre-test and post-test measurements can be seen. The results of the Career Maturity post-test have a mean value of 122.05 which is greater than the Career Maturity pre-test, which is 117.50.

TABLE II. PAIRED SAMPEL CORRELATIONS

		Paired Differences				df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	t		
Pair 1	Pre-Test for Student Career Maturity of SMKN 5 Bandung - Post-Test of Student Career Maturity of SMKN 5 Bandung	-4.550	7.864	1.758	-2.588	19	.018

Based on table 2, it can be seen that the value of sig. (2-tailed) is 0.018. If the value of Sig. (2-tailed) < 0.05, then H0 is rejected and H1 is accepted. So that in this study the value of Sig. (2-tailed) 0.018 < 0.05, which means that there is an average difference between the results of the Pre-Test and the Post-Test of Career Maturity. Thus there is the influence of the Intervention Method in increasing the Career Maturity of the students of SMKN 5 Bandung. With the difference in the mean value of the Pre-Test with the Post-Test, which is 4.55.

A. *Mean and Average Difference of Pre-Test and Post-Test Scores for Each Aspect in Career Maturity*

TABLE III. PAIRED SAMPELS STATISTICS

		Mean	N	Std. Deviation	Std. Error Mean	Mean Paired Differences
Pair 1	Pre Test Y1	48.90	20	7.283	1.629	-2.750
	Post Test Y1	51.65	20	8.462	1.892	
Pair 2	Pre Test Y2	17.20	20	3.037	.679	-.300
	Post Test Y2	17.50	20	3.137	.702	
Pair 3	Pre Test Y3	19.70	20	2.774	.620	-.850
	Post Test Y3	20.55	20	3.471	.776	
Pair 4	Pre Test Y4	31.70	20	5.602	1.253	-.650
	Post Test Y4	32.35	20	4.749	1.062	

Based on table 3, the career planning aspect has the highest difference in pre-test scores and post-test scores compared to other career maturity aspects, which is 2.75 with a pre-test mean value of 48.90 and a post-test mean value of 51.65.

The **decision-making aspect** has the second-highest difference in pre-test and post-test scores after career planning, which is 0.85. With a pre-test mean value of 19.70 and a post-test mean value of 20.55.

The **information aspect of the world of work** has the third-highest difference in the pre-test and post-test scores, which is 0.65. With a pre-test mean value of 31.70 and a post-test mean value of 32.35.

The **career exploration aspect** has the lowest difference in pre-test and post-test scores among other aspects, which is 0.3 with a pre-test mean value of 17.20 and a post-test mean value of 17.50.

Then, the development of Career Maturity training is effective in improving students' Career Maturity aspects. With the difference in the results of the highest increase is the aspect of career planning, followed by aspects of decision making, information aspects of the world of work, and the last aspect of career exploration. So it can be concluded that there are differences in the results of the development of Career Maturity training in class XII students of SMKN 5 Bandung, Department of Building Modeling & Information Design (DPIB).

Based on the calculation, it can be concluded that providing Career Maturity training to SMKN 5 students, is effective in increasing their Career Maturity. According to Super, Career Maturity is an individual's success in completing a typical career development task at this stage of career development [5]. Therefore, each stage of career development has its characteristics. For vocational school students, they are in the exploration phase of career development, where the development task is to find various information and activities to determine the next career in this case is the career to be pursued [3,4]. In this exploration stage, individuals are expected to be able to carry out any activity as an experience and get various career information, in this phase career choices

become subject to change and individuals continue to explore in search of the right career and according to their interests.

Career Maturity itself refers to the Super concept which includes 4 (four) activities according to the stages of development, namely career planning, career exploration, decision making, and information on the world of work [2,3,5]. The four activities can continue to be carried out which in the end will get the right decision for his future career. The four activities must continue to be carried out so that teenagers are rich in information and experience which will eventually become a steady career at the next stage [3].

This study is intended to stimulate vocational students to increase their Career Maturity so that they are more stable in determining careers in the next phase. Through career planning activities, career exploration, decision making, and information on the world of work, this training can increase their Career Maturity, so that they are more confident, know themselves and their potential in carrying out their career tasks in the future.

Among the four activities, through the training, the biggest influence on career planning. By being given training on how to plan a career, by looking at their strengths and weaknesses, how to optimize their abilities and how to plan a future career, they are more confident and brave to choose what interests them, start looking for career exploration activities, where and to whom. they ask and what information they need. After career planning, they feel more confident in making decisions about the next steps to be taken after they graduate, they choose a career according to their field and they know what to do in finding information about the world of work. The last is that they also know what resources are around to get information about the work they choose. Meanwhile, the aspect with the smallest change is career exploration, therefore there will be revisions or additions to the form of activity in the Career Maturity module to make career exploration activities more effective .

IV. CONCLUSIONS AND LIMITATION

Based on Career Maturity training, for SMK students, by emphasizing aspects of Career Maturity, inviting self-knowledge, recognizing potential, recognizing positive things

in oneself, and directing in career planning activities, career exploration, decision making, and seeking information on the world of work by using an Islamic approach, the results of the training are effective in increasing the Career Maturity of SMKN students in Bandung. Thus, the Career Maturity training module which is designed as a form of Career Maturity intervention for SMK students can be continued, with a slight revision to career exploration activities by providing career examples and figures who can serve as models for participants.

It is recommended that this training module can be used and applied to other SMKN so that with a more stable Career Maturity, SMK students are expected to be ready to face the world of work with confidence, believe in their abilities, and continue to explore themselves through various efforts made to continue to hone their abilities. The next suggestion is to improve the module on career exploration activities so that training is more effective to get information from various sources about his career.

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