

Career Choice Maturity of High School Students

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Abstract—One of high unemployment rate causes in Indonesia is the lack of students career maturity. This study aims to find out the differences in career maturity of high school students based on gender in Padang. This study used a comparative descriptive approach. The subject of this study were 339 students of class XI of high schools in Padang consisting of 101 male students and 238 female students. The instrument used was questionnaire. The technique of data analysis was percentage analysis and multiple regression by using t-test to obtain differences in students' career maturity. The results of this study indicate that there are significant differences in the career maturity of high school students in Padang. Female students have a higher career maturity than male students.

Keywords—Career Choice Maturity, Gender

I. INTRODUCTION

Nowadays, self-preparation for work is one of the tasks in this development era [1]. In getting a job or starting an educational career, it is important to consider. In Indonesian society who think that the higher a person's career, the higher the social status will become, as a result of the higher the economic status of that person. High school is a decisive period of success in the development of adulthood because, high school for students is a time to think about the future of a career [1]. In this period, physical changes and developments were so striking. High school students include individuals entering adolescence who are 15-18 years old. Adolescence is a transition period between childhood and adulthood, which involves physical, cognitive, and psychosocial changes [2].

It is said that the maturity of the career choice direction is the success and readiness of adolescents to fulfill the organized tasks contained in every career development [3]. While it is also argued that the maturity of career choice is a range of work activities that are interconnected, where a person advances his life by involving various behaviors, abilities, attitudes, aspirations, ideals as a life span of his own [4].

In addition, the maturity of the career choice direction is a continuous development process and presents characteristics that can be identified specifically and these are important for career development [5]. Whereas from the perspective of CIP (Cognitive Information Processing), the maturity of career choice direction is defined as the ability to make independent career decisions and take responsibility based on the integration of thinking from the best available information about yourself and the world of work. The maturity of the career choice direction is a picture of one's activities based on self-understanding and understanding of the environment to enter a system of life in a particular society that is constantly changing its development [5]. Meanwhile, career maturity is an individual's attitude in making career decisions by the level of consistency of career choices in a certain period [6].

In adolescence, there are several developmental tasks that must be completed, one of the development tasks that must be achieved by high school students is to choose and prepare for careers and jobs. Mastery of career skills is needed because the teenagers have

thought about the desired needs in achieving life. High school students begin to think about their future in earnest. At the end of adolescence, interest in careers is often a source of thought [7]. Teenagers learn to distinguish between preferred work choices and the job they aspire to.

However, high school students did not easily complete their career development tasks. Students often have problems related to the continuation of study or work after graduation. Problems that often arise include confusion in choosing a study program, choosing a department in a college, determining goals or not even understanding their talents and interests, and feeling anxious to get a job after graduating from high school [9]. Confusion that is often experienced by students include when they will choose a job after graduating from high school, and the feeling of anxiety in facing the future and the world of work.

Early adolescent needs to acquire important knowledge and skills for exploration and planning as well as opportunities to engage in activities that are further from home and free from family and also the nature of the school itself. High school students are a typical formal choice moment in an individual's life, when individuals are faced with outside pressure to take long-term decisions and commitments, as reflected in the choice of subjects, secondary school curriculum, special secondary schools or technical vocational schools entered, or do you continue your education.

High school students who are in the developmental stage of adolescence are faced with a number of developmental tasks. One of the tasks of this development stage is preparing to enter the workforce. The preparation they can do when they are in school is to make career planning, regarding the work that will be held in the post-adult period. Various factors will determine the planning of one's career choice maturity direction both from within and from outside.

Furthermore, students can prepare themselves well to get suitable jobs, they need to get guidance regarding the career trends to be developed, including strengthening orientation and career information, orientation and information on the world of work and orientation and information on higher education [10]

The maturity of career choice today is an important part of one's life, even most of the time, energy and thought are devoted to matters relating to careers. The maturity of career choice is limited often associated with work and positions that ultimately provide income. Even though a career is not that simple, a career is more than just getting a job and a position. Careers have a long-term perspective and are related to life goals. Careers are closely related to one's personal development and become an important part of life's success. Given its strategic value, careers need to be planned well.

In this regard, the maturity of the direction of career choice as a form of development, basically work is a self concept [11]. This means that people have a self-concept and try to apply the self-concept by choosing a job, in this case making a career choice is a matter of matching. Maturity of career choice direction is a process related to efforts, consider, determine, strive for and create jobs that are suitable for each individual, which makes it possible to

express himself and the maturity of the career choice with the potential possessed by developing, strengthening, and fostering a career before being decided to live in the world of work. Decisions about job choices, positions and careers that someone aspires to have a close relationship with the education that is pursued and must be completed.

Basically, education is part of the beginning of one's career. Education is also a major element of one's efforts in preparing to enter certain types of work. The suitability of the work with his situation, it is believed to bring them to be able to live a better life in the future. More specifically for high school students, decisions about the type of education chosen have direct implications for employment, occupation or career aspired after completing their studies at the level of education they take. Thus it can be said that the accuracy in making decisions about the choice of further education that will be undertaken has direct implications for the direction of job choice after completing his studies.

The maturity of the career choice direction in high school students is indicated by their readiness in making decisions and being able to consider the risks of the decisions taken. The attitude shown is readiness in planning a career and exploring careers and knowledge about making decisions and knowledge about the world of work. One of the development tasks that must be achieved by high school students is to achieve maturity in career choices that will be further developed [12].

However, on the other hand, high school students do not easily complete their career development tasks. Many students are confused in choosing a study program, do not understand their talents and interests, are not able to make decisions correctly, do not have future aspirations, and parents pressure that requires them to choose a department or field of study at school and college. The phenomenon above illustrates that high school students have not achieved the tasks of career development, it means that they have not reached the maturity of the career choice direction. Career choice maturity refers to one's success in completing development tasks at a certain stage [13]. In other words, individuals who successfully complete development tasks at each stage tend to reach a greater level of maturity at the next stage.

One of the factors that influence career maturity is gender [14]. Women have a faster development stage than men, so it is considered as one of the things that affect women's thinking in a matter [15]. It is stated that the higher of a woman age, the higher maturity of her career will be [14].

In this study the researcher intends to conduct comparative research with the aim of comparing the level of career maturity of students based on gender. The result showed that 48% of male students and 61% of women experience problems in career choice and planning [16]. It is suggested that women tend to be more mature in careers than men [17]. While, it is found that the career maturity of male students was higher than female students [18]. Therefore, in this study the researcher intends to see the difference in career maturity in some State High Schools in Padang city.

II. METHOD

This study used a quantitative approach to the type of comparative research. Comparative research is a study in which the variables in this study are independent variables and the sample involved can be more than one group, or implementation at different times [19]. Sampling in this study used a random sampling technique, with 344 high school students in Padang. The data in this study were collected through a career maturity scale containing 31 statement items consisting of favorable and unfavorable statements with two alternative answers Yes or No

with the score moving on the numbers 1 and 0. Career maturity scale is arranged based on the dimensions of career maturity according to Thompson, Lindeman, Super, Jordaan, and Myers (1981) namely Career Planning, Career Exploration, Decision Making, and World of Work. Data analysis was carried out after first testing, the variable differences between two groups. When the data difference test is carried out, it is necessary to have some structural requirements, including the data obtained are normally distributed and the difference in the variance between the two data groups is the same [20].

III. RESULT AND DISCUSSION

Based on the analysis of career maturity data based on gender, it is found that the female students have a higher mean value at 25.50, while the mean value in male was 21.63 with a significance level ($p > 0.05$).

Based on data analysis, it can be concluded that there is a significant difference in the career maturity of State High Schools students in Padang City based on gender. This shows that the research hypothesis is accepted. There are several categories in career maturity in the sample of this study, namely low and high.

Table 1. Students' career maturity based on gender

Category	Gender	Total
High	Male	132
	Female	176
Low	Male	8
	Female	2

The table above describes the career maturity level. It shows that mean value of male students as many as 132 students is in higher category, besides that 8 male students are in the low category. While, for 176 female students have a high career maturity category and 2 female students have a low career maturity level.

Based on the results of the study, there were significant differences between career maturity of male and female students of high school in Padang. The results of this study, in contrast to the results of previous studies which stated that there was no difference in career maturity between men and women. It can be proven that gender is an important predictor associated with career maturity [21][22][23]. Gender and age are two variables that significantly contribute to predicting career maturity [24]. The results of this study prove that the career maturity of female students is higher than the career maturity of male students. Several previous studies support the results of this study [25] [26] [27] [28] [29].

Furthermore, it is also found that there were differences in career maturity based on gender where female students were more mature than male students [30]. Female are more opened to information in relation to their career knowledge [31]. Besides, it is said that women are more interested in careers than men [32]. Women have high accuracy as a result they are diligent in their duties, more familiar with the work to be done, more to know themselves, and to know their abilities [33]. Complex interactions of the influence of other factors and individual career planning may contribute to differences in career maturity that occur between women and men [25].

IV. CONCLUSION

This study is aimed to determine the differences in career maturity of high school students in Padang based on gender. The results showed that there were significant differences between career maturity in male and female students. In addition, gender as

an internal factor and it is possible that there are external factors that influence students' career maturity such as school characteristics. Career maturity of high school students who are in the high category needs to be maintained by carrying out comprehensive career guidance activities, while for 10 students who get a low career maturity score it is necessary to provide an intervention program that is useful to improve students' career maturity.

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