Mapping the Career Maturity of Vocational High School (SMK) Students in Singaraja-Indonesia

Kadek Rihendra Dantes[1]

Abstract

This research is descriptive quantitative research that aims to map career maturity in Vocational High School (SMK) students in Singaraja City. The data collection method used is a career maturity questionnaire designed in the form of a Google Form so that it can be shared with students online. The data analysis used is a descriptive data analysis of categories to be able to map students in a number of career maturity categories, namely high, medium, and low. The respondents in the study were 382 students. The results showed that the student's career maturity level was moderate with a percentage of 72.09%. In addition, it is seen from the side of (1) knowledge about talents, interests, potentials, and personalities (knowledge of self) with the highest score of 56% in the low category, (2) effective decision making skills with the highest percentage of 55% in the medium category, (3) collect career information with the highest percentage of 75% in the low category, (4) have knowledge of career of interest (integration of knowledge about self and about career) with the highest percentage of 54.8% in the low category, (5) knowing about how to succeed in a career (integration of knowledge about self and about career) with the highest percentage of 48.8 in the high category, and (6) compiling clear steps to achieve career (career planning) with the highest percentage of 49% in the medium category.

Keywords: *Career Maturity, Mapping, Vocational Students.*

Introduction

Choosing the right and appropriate career is an important process for individuals to be able to achieve psychological well-being so efforts to help gain awareness about the career and the opportunities available before making career choices should be intensified (Ismail et al, 2018). Careful career planning is very necessary, especially in adolescents who are in the period of exploring a career (Abidin et al., 2018; Super, 1976). Data from the Central Statistics Agency (BPS) shows that as of August 2021 the Open Unemployment Rate (TPT) of Vocational High Schools reached 11.13%, the TPT of high schools reached 9.09%, and the TPT of Junior High Schools was 6.45%. The data shows the importance for individuals to have career maturity so that they can make the right career decisions and in turn can be ready to work according to their abilities and knowledge (Angelina et al., 2020). Through a search about career maturity in class X students in high schools and vocational schools in the city of Singaraja in January 2022, out of 766 responses via Google Form it can be mapped that as many as 74.5% of students do not consider the difference between attending high school and attending vocational school, as many as 35.2% do not have ideals about future work, as many as 35.8% do not have clear information about steps to achieve the desired job, As many as 39.9% of students reported that they did not know whether the learning they were currently obtaining matched the direction of the field of work they aspired to. Based on these preliminary data, it can be concluded descriptively that a number of students, both in high school and vocational schools still do not have sufficient understanding and knowledge about their future career goals.

Crites (1973) states that to be able to choose and plan the right career, career maturity is needed, which includes knowledge of oneself, knowledge of the job, the ability to choose a job, and the ability to plan the steps towards the expected career. Career maturity can make each individual (in this case students) think systematically and realistically about the life to be lived in determining career choices that suit him (Levinson et al., 1998; Sharf, 2010; Grashinta et al., 2018; Qamaria, 2021). All knowledge and broad insight in determining career choices are needed to establish the level of career maturity in students (Amalia et al., 2020).

---

[1] Faculty of Engineering, Universiti Pendidikan Ganesha, Bali, Indonesia, Email: rihendra-dantes@undiksha.ac.id, (corresponding autor)

The development of individual career maturity has actually begun early on (Bi & Wang, 2023; Coertse & Schepers, 2004; Damodar, et al., 2024; Wahyuni et al., 2018; Westbrook, et al., 2018; Zhao & Liu, 2023). Individual career planning and decision-making must begin when students are in school because

school is a place to develop talents, abilities, potentials, interests, and personalities, and the student's time in high school is an important time to develop career awareness, make career planning, and start deciding about career issues (Lau et al., 2019). Based on the phenomenon in the field and the importance of career advancement in students, this research focuses on efforts to map the condition of career maturity when students are at the vocational high school level. By mapping the career maturity of students at the vocational high school level, it is hoped that the picture obtained can provide a foundation for interested and responsible parties to be able to design an approach or program so that student career maturity can be optimal.

Literature Review

Career maturity is the readiness to make the right choices when engaging in planned exploration and having the right job knowledge, self-knowledge, and decision-making knowledge (Mubiana, 2010; Dodd, 2014). Affective readiness consists of career planning and career exploration while cognitive readiness consists of decision-making ability and insight into the world of work (Brooks, 1990; Brown, 2003; Fitriyah et al., 2018). According to Savickas (1990), career maturity is an individual's readiness to choose a career and make career decisions that are realistic, well known, and age-appropriate. Career maturity can be concluded is the readiness of the individual with regard to the mastery of his career development tasks to make career decisions supported by cognitive and affective aspects.

Super divides the duties of career development there are 5, namely (1) Crystallization of career preference (age 14-18 years), (2) Specification of career preference (age 18-21 years), (3) Implementation of career preference (age 21-24 years), (4) Stabilization of a career (age 24-35 years), (5) Consolidation of status and advancement (age 35 years and above) (Coertse & Schepers, 2004; Gladding (2012); Sterner, 2012). According to Super in Sharf (2010), Coertse & Schepers (2004) the stages of career development are as follows (1) Growth Stage (14-15 years), (2) Exploration Stage (15-24 years), (3) Establishment Stage (25-44 years), (4) Maintenance Stage (45-64 years), (5) Decline Stage (65 years and above).

Langley's Career Maturity Dimension in Coertse & Schepers (2004) integrates approaches on career maturity by Super, Crites, and Westbrook and concludes a number of components of career maturity as below. (1) Knowledge of self has information about oneself which includes needs, values, rules of life, and work interests. (2) Decision-making has decision-making skills and applies them to make effective decisions about career selection. (3) Career information collects career information and makes it knowledge about the world of work. (4) Integration of knowledge about self and about the integrating knowledge about self and about the world of work to support decisions about careers. (5) Career planning applies the knowledge gained in planning a career.

Through their study, Wout & Dyk (2016) identified a number of factors that affect career maturity, namely: (1) Self-efficacy: related to the achievement of an effort made, previous learning, the ability to manage anxiety, the presence of encouragement and support, resilience, self-confidence, and competencies possessed. (2) Resiliency: a strong sense of commitment, control, and challenge. (3) Life skills: ability to manage problems, identify opportunities, sensitivity in decision making, skills to establish interpersonal relationships, determine goals and plans ahead. (4) External factors: including socioeconomic status, culture, political context, social support, education, and so on.
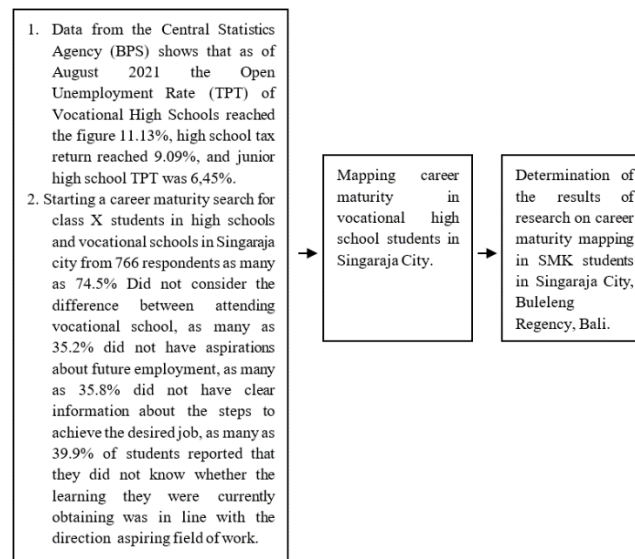
1. Data from the Central Statistics Agency (BPS) shows that as of August 2021 the Open Unemployment Rate (TPT) of Vocational High Schools reached the figure 11.13%, high school tax return reached 9.09%, and junior high school TPT was 6,45%. 2. Starting a career maturity search for class X students in high schools and vocational schools in Singaraja city from 766 respondents as many as 74.5% Did not consider the difference between attending vocational school, as many as 35.2% did not have aspirations about future employment, as many as 35.8% did not have clear information about the steps to achieve the desired job, as many as 39.9% of students reported that they did not know whether the learning they were currently obtaining was in line with the direction aspiring field of work.	Mapping career maturity in vocational high school students in Singaraja City.	Determination of the results of research on career maturity mapping in SMK students in Singaraja City, Buleleng Regency, Bali.

Figure 1. Conceptual Framework

Research Methodology

This research uses a descriptive quantitative approach. In descriptive studies, researchers used quantitative strategies by disseminating questionnaires to collect data. This research is categorically descriptive because the data variables can be grouped into several categories, such as high, medium, low.

Data Collection

This research was conducted in 2022. The data collection technique used in this study was a questionnaire designed in the form of a Google Form that was distributed online to research samples. Questionnaire is a data collection technique that is carried out by providing a set of questions or written statements to respondents to be answered in writing as well (Sugiyono, 2014). The questionnaire used in this study was in the form of a scale about the Career Maturity of Vocational School Students compiled by researchers. This scale aims to map career maturity in SMK students in Singaraja City. This questionnaire includes the components of career maturity concluded by Langley in Coertse & Schepers (2004), namely (1) Knowledge of self, (2) Decision-making, (3) Career information, (4) Integration of knowledge about self and about the career, (5) Career planning. The response will be measured using the Likert scale, i.e. Highly Appropriate (SS), Appropriate (S), Non-Appropriate (TS), Highly Inappropriate (STS).

Data Analysis

The data obtained were analyzed by category descriptive data analysis techniques. The categories of research subjects are arranged based on a normal distribution with tier or ordinal categorization. The purpose of this categorization is to place individuals into groups whose positions are tiered according to a continuum based on the attributes measured, for example from the low to the high (Azwar, 2009). In this study, the subject's score data was categorized into three categories, namely high, medium, and low (Azwar, 2009). Through this categorization, groups of students with career maturity will be mapped in each category, both high, medium, and low.

Research Findings and Discussions

Career Maturity Mapping

The data from the career maturity mapping is attached to the attachment based on descriptive analysis

processed using excel, which can be known the average (mean) of 70.71 and the Standard Deviation of 7. Based on the calculation results, the tendency of the career maturity mapping variables obtained is as follows.

Table 1. Career Maturity Mapping

No.	Frequency	Percentage	Category
1	41	14%	High
2	217	72%	Moderate
3	43	14%	Low
Total		100%	

From the table above, it can be seen that students' career maturity is in the moderate category of 72%, in the low category of 14% and in the high category of 14%. So it can be depicted in a pie chart as follows:
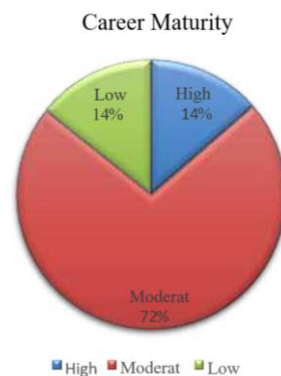
Figure 2. Carrer Maturity Circle Chart

Based on the diagram figure 2, the highest score is 72%, indicating that career maturity can be categorized as moderate.

Knowledge of Talents, Interests, Potentials, and Personalities (Knowledge of Self)

The data from the career maturity mapping attached to the appendix based on descriptive analysis processed using excel can be known to mean 63.7. Based on the tests obtained the calculation of knowledge about aptitude, interests, potential, and personality obtained is as follows.

Table 2. Knowledge Of Talents, Interests, Potentials, And Personalities

No	Frequency	Percentage	Category
1	24	8	High
2	107	35.7	Moderate
3	169	56.3	Low

From the table above, the variable tendencies of knowledge about talents, interests, potentials, and personalities are in the moderate category at 36%, in the low category at 56% and in the high category at 8%. So that it can be depicted in a circle chart as follows:
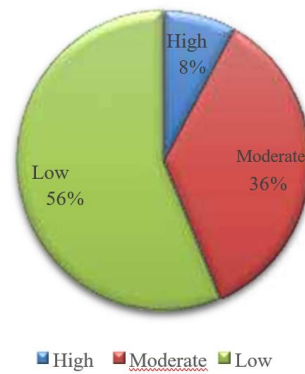
Figure 3. Knowledge of Talents, Interests, Potentials, and Personalities.

Based on the diagram figure 3 shows the highest score is this 56% indicates that the behavior Knowledge of talents, interests, potentials, and personalities can be categorized as Low.

Effective Decision-Making Skills (Decision Making)

The data from the career maturity mapping results are attached to the appendix based on descriptive analysis processed using excel can be known to mean 70,125. Based on the tests obtained the calculation of effective decision-making skills obtained is as follows.

Table 3. Effective Decision-Making Skills

No	Frequency	Percentage	Category
1	64	21.3	High
2	165	55	Moderate
3	71	23.7	Low

Table 3 shows the tendency of the variables above can be seen in the medium category by 55%, in the low category by 24% and in the high category by 21%. So that it can be depicted in Figure 4 as follows:
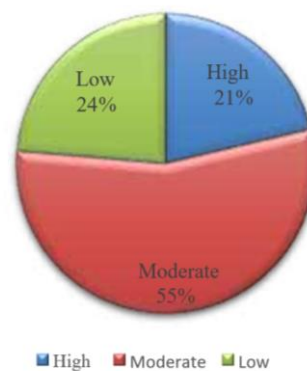

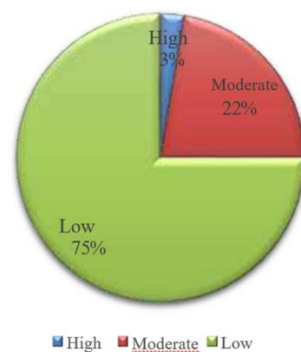**Figure 4. Effective Decision-Making Skills**

Collecting Career Information

The data from the career maturity mapping results are attached to the appendix based on descriptive analysis processed using excel can be known to mean 70,125. Based on the obtained tests the calculations of collecting information about the career obtained are as follows.

2024
Volume: 3, No: 4, pp. 2827 – 2835
ISSN: 2752-6798 (Print) | ISSN 2752-6801 (Online)
https://ecohumanism.co.uk/joe/ecohumanism
DOI: https://doi.org/10.62754/joe.v3i4.3798

Table 4. Collecting Career Information

No	Frequency	Percentage	Category
1	8	2.7	High
2	67	22.3	Moderate
3	225	75	Low

From the table above, the tendency of the variables above can be seen in the medium category by 22%, in the low category by 75% and in the high category by 3%. So that it can be depicted in a circle chart as follows:

Figure 5. Collecting Information About Career

Based on the diagram figure 5 shows the highest score is 75% this indicates that the behavior of effective decision-making skills can be categorized as Low.

Integration of Knowledge About Self and About Career

The data from the career maturity mapping attached to the appendix based on descriptive analysis processed using excel can be known the average (mean) of 72.5. Based on the tests obtained the calculation of having knowledge about the career of interest obtained is as follows

Table 5. Integration of Knowledge About Self and About Career

No	Frequency	Percentage	Category
1	73	24.2	High
2	165	54.8	Moderate
3	63	30	Low

From the table above, the tendency of the variables above can be seen in the medium category by 55%, in the low category by 21% and in the high category by 24%. So that it can be depicted in a circle chart as follows:
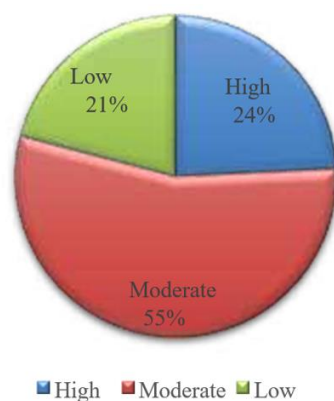
Figure 6. Knowledge of Careers of Interest

Based on the diagram figure 6 shows the highest score is 55% this indicates that having knowledge about the career of interest can be categorized as moderate.
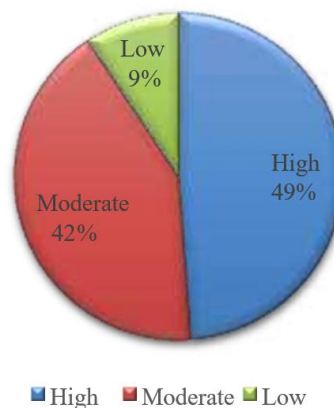
Know about how to succeed in a career (Integration of knowledge about self and about career)

The data from the career maturity mapping attached to the appendix based on descriptive analysis processed using excel can be known to mean 77.8. Based on the obtained tests the calculation of knowing about the ways to succeed in the career obtained is as follows.

Table 6. Knowing About How to Succeed in A Career

No	Frequency	Percentage	Category
1	147	48.8	High
2	126	41.9	Moderate
3	28	9.3	Low

From the table above, the tendency of the variables above can be seen in the medium category by 42%, in the low category by 9% and in the high category by 49%. So that it can be depicted in a circle chart as follows:

Figure 7. Knowing How to Succeed in A Career

Based on the diagram figure 7 shows the highest score is this 49% indicates that collecting information about a career could be categorized as high.

Develop Clear Steps to Achieve a Career (Career Planning)

The data from the career maturity mapping attached to the appendix based on descriptive analysis processed using excel can be known to mean 68.8. Based on the tests obtained calculations draw up clear steps to achieve a career. obtained are as follows.

Table 7. Devise Clear Steps to Achieve a Career

No	Frequency	Percentage	Category
1	50	16.7	High
2	147	49.2	Moderate
3	102	34.1	Low

From the table above, the tendency of the variables above can be seen in the medium category by 49%, in the low category by 34% and in the high category by 17%. So that it can be depicted in a circle chart as follows:
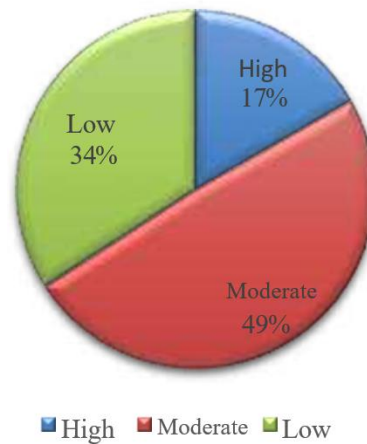

Figure 8. Putting Together Clear Steps to Achieve a Career

Based on the diagram figure 8 shows the highest score is 49% this indicates that the aspect of having knowledge about the career of interest is categorized as moderate.

Discussion

According to Hurlock in Sulusyawati et al. (2017) high school students begin to think seriously about the future and individuals need to plan and direct their careers from an early age. This is done so that the individual knows where his career is going and what needs to be done to achieve the career he wants. As many as 72% of vocational high school students in Singaraja city have career maturity that is in the moderate category. This shows that students are still in the process of being able to mature their readiness to determine and pursue future careers. When viewed from a number of dimensions of career maturity, as many as 56% of students have knowledge about talents, interests, potentials, and personalities that are in the low category. This means that most students still do not recognize their talents, interests, potentials, and personalities, especially those relevant to their future career planning. The low category also dominates in 75% of students with regard to the information gathering component about careers. Most students do not seem to have the desire and need to find and get adequate information about the type of job as well as career opportunities later in life. This condition is an important note for the school and family or parents so that children can understand the concept of career as early as possible and everything that needs to be prepared so that in the future they do not experience obstacles in determining their future. On other components, such as effective decision-making skills, knowledge of careers and how to succeed in a career, as well as structuring clear steps to achieve a career, in most students all of those components are in the moderate category. With adequate stimulation and facilitation, it is hoped that these components can develop in students.

Conclusion

Based on the results of the study, it is known that of the 382 SMK students in Singaraja City, 72% have career maturity in the medium category, 14% are in the high category, and 14% are in the low category. Meanwhile, from the knowledge component about talents, interests, potentials, and personalities, as well as the information collection component about careers, most of them are in the low category (56% and 75%). In the other components, namely effective decision-making skills, knowledge of the career in demand, knowledge of the career, and how to succeed in a career, as well as drawing up clear steps to achieve a career, most students fall into the moderate category.

The advice for the school is to further intensify the role of teachers including Guidance and Counseling teachers in providing guidance and counseling services in the career field for students, as well as make information about careers an integrated part of learning.

References

Abidin, M. H. Z., Amata, S., Subhan, M., Mahmud, M. I., Ali, S. & Bakar, A. Y. A. (2018). Career maturity among gifted and talented students in Malaysia. Int. J. Eng. Technol., vol. 7, no. 2, pp. 74–75. doi: 10.14419/ijet.v7i2.10.10959.

Amalia, R. U., Sugiharto, D. Y. P. & Sunawan, S. (2020). Psychoeducational Group With Problem Solving And Self-Management Techniques To Improve Career Maturity. J. Bimbing. Konseling, vol. 19, no. 3, pp. 175–181.

Angelina, P., Kasman, R., & Dewi, R. S. (2020). Model bimbingan dan konseling karier untuk mengatasi pengangguran di Kota Bogor. Ta'dibuna J. Pendidik. Islam, vol. 9, no. 2, p. 178. doi: 10.32832/tadibuna.v9i2.3442.

Azwar, S. (2009). Reliabilitas dan Validitas. Yogyakarta: Pustaka Pelajar.

Bi, X. & Wang, S. (2023). The relationship between family communication quality and the career maturity of adolescents: The role of time perspective. Psychology Research and Behavior Management, 16.

Brooks, L. (1990). Recent developments in theory building. In D. Brown and L. Brooks (Eds.). Career choice and development: Applying contemporary theories to practice (2nd ed). SanFrancisco: Jossey-Bass.Brown, D. (2003). Career information, career counseling and career development. ABD: Pearson Education, Inc.

Coertse, S. & Schepers, J. M. (2004). Some personality and cognitive correlates of career maturity. SA J. Ind. Psychol., vol. 30, no. 2, pp. 56–73, 2004.

Crites, J. O. (1973). Career Maturity. NCME Meas. Educ., vol. 4, no. 2, pp. 2–8.

Damodar, P. Shetty, A., Dsouza, M.P., Prakash, A., & Gudi, N. (2024). Crafting careers through theory-driven interventions: A scoping review of the utility of social cognitive career theory and career maturity inventory. International Journal of Adolescence and Youth, 29(1), 1-22, doi: https://doi.org/10.1080/02673843.2024.2308081

Dodd, C. F., Odom, S. F., & Boleman, C. T. (2014). The Career Maturity of 4-H Healthy Lifestyles Program Participants," J. Youth Dev., vol. 9, no. 3, pp. 28–39. doi: 10.5195/jyd.2014.48.

Fitriyah, F., Wibowo, M. E., & Jafar, M. (2018). Jurnal Bimbingan Konseling The Effectiveness of Counseling Group Solution Focused Career to Increase Career Maturity Students of SMA Negeri 4 Pamekasan," J. Bimbing. Konseling, vol. 7, no. 39, pp. 81–87.

Gladding, S. T. (2012). Konseling profesi yang menyeluruh. Jakarta: Indeks.

Grashinta, A., Istiqomah, A. P., & Wiroko, E. P. (2018). Pengaruh Future Time Perspective Terhadap Kematangan Karir Pada Mahasiswa. J. Psikol. Pendidik. dan Konseling J. Kaji. Psikol. Pendidik. dan Bimbing. Konseling, vol. 4, no. 1, p. 25. doi: 10.26858/jpkk.v4i1.4981.

Ismail, M.S., Abdullah, S. S., Mohamad, M. Z., & Khairudin, W. M. K. F. W. (2018). Student's Career Maturity: Implications on Career Counselling. Int. J. Acad. Res. Bus. Soc. Sci., vol. 8, no. 4. doi: 10.6007/ijarbss/v8-i4/4072.

Lau, P. L., Chung, Y. B., & Wang, L. (2019). Effects of a Career Exploration Intervention on Students' Career Maturity and Self-Concept. J. Career Dev., vol. 48, no. 4. doi: 10.1177/0894845319853385.

Levinson, E. M., Ohlers, D. L., Caswell, S., & Kiewra, K. (1998). Six Approaches to the Assessment of Career Maturity. J. Couns. Dev., vol. 76, no. 4, pp. 475–482. doi: 10.1002/j.1556-6676.1998.tb02707.x.

Mubiana, P. B. (2010). Career Maturity, Career Knowledge, and Self Knowledge Among Psychology Honours Students: An Exploratory Study. University of Pretoria.\

Qamaria, R. S. & Astuti, F. (2021). Adopting a Cognitive Information Processing Approach To Increase Students' Career Maturity. Cakrawala Pendidik., vol. 40, no. 3, pp. 593–603. doi: 10.21831/cp.v40i3.30209.

Savickas, M. I. (1990). Developing Career Choice Readiness. Paper. Presented at Annual Meeting of American Association for Counseling and Development, 16-19 March 1990.

Sharf, R. S. (2010). Applying Career Development Theory to Counseling. California: University of Delaware: Brooks/Cole Cengage Learning.

Sterner, W. R. (2012). Integrating Existentialism and Super's Life-Span, Life-Space Approach. Career Dev. Q., vol. 60, no. 2, 2012, doi: 10.1002/j.2161-0045.2012.00013.x.

Sugiyono. (2014). Metode Penelitian Kuantitatif, Kualitatif dan R&D. CV Alfabeta.

Sulusyawati, H., Yusuf, A. M., & Daharnis. (2017). Perencanaan karier siswa di SMA ditinjau dari status sosial ekonomi, jenis kelamin, dan jurusan. J. Bikotetik, vol. 01, no. 3, pp. 0–36, 2017, doi: https://doi.org/10.26740/bikotetik.v1n1.p8-14.

Super, D. E. (1976). Career Education and the Meanings of Work. Monographs on Career Education. Washington: U.S. Government Printing Office.

Wahyuni, C. L., Nurdin, S., & Nurbaity. (2018). Kematangan Karir Siswa SMA Negeri 1 Bandar Dua Pidie Jaya. Ilm. Mhs. Bimbing. dan Konseling, vol. 3, no. 4, pp. 10–18.

Westbrook, B.W., Sanford, E.E., Merwin, G., Fleenor, J., & Gilleland, K. (2018). Career maturity in grade 9: Can students who make appropriate career choice for others also make appropriate career choices for themselves? Measurement and Evaluation in Counceling and Development, 21(2), 64-74, doi: https://doi.org/10.1080/07481756.1988.12022884

Wout, C. V., & Dyk, G. V. (2016). Factors influencing career maturity in the South African National Defence Force: A diagnostic approach. J. Psychol. Africa, vol. 26, no. 1, pp. 29–34.

Zhao, J. & Liu, X. (2023). A study on the current status and suggestions of students' character development education in secondary vocational school. Cogent Education, 10 (2), doi: https://doi.org/10.1080/2331186X.2023.2287890.