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CAREER MATURITY ANALYSIS OF FINAL YEAR STUDENTS

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Abstract

Career maturity is an individual's readiness to make career decisions supported by strong information about work, based on the exploration that has been done. The problem behind this research is the low level of maturity of final year students in Semarang City. This can be seen from BPS (2022) which shows the unemployment rate fluctuates. This research uses quantitative methods. The data collection process was carried out by distributing questionnaires through google form to all Semarang City final year students who were completing their thesis, with a sample of 125 students as respondents. The data analysis technique that will be used is by using SPSS 26 for windows software. The results of this study indicate that self efficacy and internal locus of control have a significant effect on career maturity because they have a sig value < 0,05. While self-concept, family support, and emotional intelligence have no significant effect on career maturity because the sig value > 0.05. The coefficient of determination (R²) has an adjusted R square value of 0.662, which shows that the variables of self efficacy, internal locus of control, self-concept, family social support, emotional intelligence are 6.62% of career maturity.

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INTRODUCTION

Students generally aged between 18-24 years old are in the exploration stage. The tasks of the exploration stage are trial and error, tentative, and transitional. The exploration stage is characterized by individuals focusing on clarifying what they want to do. Learning about entering a job, how they do part-time work and whether they want more education. It is important for oneself to know their talents and abilities related to the career that will be chosen (Efendy, M., & Haryanti, A., 2020). Because the roles and responsibilities as students are not only achievements in the academic field, but also show behavior to adjust to the goal of becoming an adult. When a person reaches adolescence, they begin to gather information about themselves, their talents, interests, and future plans to realize their goals, (Setyawati, R., Mahfud, T., & Kusuma, B. J., 2022).

A career in the current era of globalization is a challenge for prospective workers such as students. The level of job interest in Indonesia will increase, while business opportunities that allow a person to work according to their educational foundation are still lacking, so that the generation of college graduates tends to be slow and ultimately increases the number of unemployed with the bachelor's label. Seeing the fierce competition, there is no good reason for students not to prepare for career maturity as well as expected (Rachmawati, Y. E. 2012; Rifki, P. N., & Anisah, L., 2021).

Career is one of the important things in the life of a person who will be faced with career choices in order to sustain, maintain and improve their welfare. The right career choice is expected to make someone able to fulfill the needs of life for themselves and their families (Vita Safinah, Marsofiyati Marsofiyati, & Nadya Fadillah Fidhyallah.,2023). Low career maturity can be fatal when choosing the wrong job or working that is not in accordance with potential. In terms of planning and readiness in career maturity, of course, final year students have the potential that is expected to help final year students, so that they can compete and immediately have a job after graduation.

To find out the problems of career maturity of final year undergraduate students in Semarang City, researchers conducted a random pre-survey of 35 students from various universities in Semarang City, as in Table 1

Table 1. Results of a Pre-Survey of 35 Final Year Students in Semarang City

Questions	Yes	No
Knowing exactly the work goals after graduation (self efficacy)	37%	63%
Already have abilities that are in accordance with the world of work (internal locus of control)	32%	68%
I know my own personality (self-concept)	40%	60%
Able to control emotions in any situation (emotional intelligence)	47%	54%
Confident in my own abilities and potential (family social support)	35%	65%

Source: Data processed, 2022

From the results of the pre-survey, it can be concluded that the career maturity of the final year students in Semarang City. They still lack confidence in their competencies. Some respondents stated that their main goal after graduation is to get a job, regardless of whether the job is in line with their educational background or not. In addition, the students' self-confidence is still weak.

Most students who are not sure of their abilities, this uncertainty is an internal factor (Putri, G. Y., 2022). This uncertainty can be interpreted as self-efficacy, which can be called self-belief. According to Dewi Wahyuningsih, D., Setyo Nugroho, I., Donosuko, F., Widhiastuti, A., & Ocean Ladaina, D. (2023) in the process of achieving career maturity, an adolescent needs to have confidence in himself, believe in his extraordinary personality traits, believe in his intellectual potential, and believe in the advantages he has that distinguish him from other teenagers, and be able to accept these differences. The higher the self-confidence, the higher the inspiration and the harder the effort. But again, assuming the lower it is, the lower the inspiration and effort.

The statement of Abidin, J., & Fitriyah, U. (2017) which asserts that internal locus of control and self-concept are two personality traits that can affect career maturity, strengthens this assumption. According to Sinuraya, J. C., Pranandari, K., & Sartika, S. (2022), people who accept that they are responsible for what happens to them. Internal locus of control if described in lecture life, a student can get a satisfactory passing grade because the student masters the course. For example, students who are good at calculating and getting satisfactory grades, because students master that field.

In the selection process, another influencing factor is self-concept. According to Efendy, M., & Haryanti, A. (2020), self-concept is all ideas, thoughts, beliefs and comprehensive attitudes about oneself which are complex in nature, namely physical, social, emotional, values and life principles and are psychological, social and physical in nature which can affect one's behavior. Self-concept is very important for students because it relates to how well students feel about themselves and how they can understand their talents and capacities. A student with positive self-confidence can make good plans for the future and pursue good career choices (Subekti, A. R., 2022).

These realities and conditions can cause problems that are perceived as tensions, burdens or challenges for graduates. Overcoming these problems requires great intelligence and self-confidence to achieve real success in choosing a career. Emotional intelligence is also needed in this situation because intelligence alone is not enough. Rifki, P. N., & Anisah, L. (2021) say emotional intelligence is the ability of individuals to understand and appreciate feelings (sympathy) from themselves and others, monitor and manage these feelings effectively to awaken themselves, prevent lack of attention, control, motivation, and the ability to build associations with others. Many individuals are academically intelligent but lack self-control. Many individuals who are academically intelligent but lack emotional intelligence fail to succeed in the workplace. In addition, problem solving and career decision-making are also influenced by family social support, namely the extent to which parents and children have a common interest, a common family view of a particular job.

This social support has several links such as family, close friends, siblings, life partners, work colleagues, and neighbors near the house, (Vita Safinah, Marsofiyati Marsofiyati, & Nadya Fadillah Fidhyallah.,2023). Factors owned by the family play a very important role for individuals because the family is the first environment for individuals. Where the family has a role in personal growth and development for the self. Families who play an active role in providing attention, support and appreciation for other family members, because the family support provided can affect how a person lives life.

METHOD

The type of research to be used is quantitative research, research that collects data using a questionnaire. The data collection process was carried out by distributing questionnaires via google form to all final year Semarang City students who were

completing their thesis. In this study using non-probability sampling method, namely non-random sampling or self-determined by the researcher. The number of samples obtained in this study amounted to 125 students. The data analysis process was carried out using SPSS 26 software, where the technique used was multiple regression. Before conducting multiple regression tests, first test the instrument by conducting validity and reliability tests. After that, proceed with the classic assumption test and model test.

RESULTS AND DISCUSSION

Result

This study examines the influence of self efficacy variables, internal locus of control, self-concept, family social support and emotional intelligence on career maturity. Based on the results of the distribution of respondent data, the characteristics of respondents in this study can be seen in Table 2. Based on Table 2, it is known that respondents with male gender are 59 people (47.2%) and 66 women (52.8%). Based on the origin of the University, among others, UPGRIS 32 (25.6%), Udinus 8 (6.4%) and Unwahas 7 (5.6%). Based on the year of entry, dominated by the class of 2018 and 2019.

Table 2. Characteristics of Respondents

Characteristics	Total	Percentage
Gender		
Men	59	47,2%
Women	66	52,8%
University		
UPGRIS	32	25,6%
UDINUS	8	6,4%
USM	10	8%
UNWAHAS	7	5,6%
UNNES	19	15,2%
UIN WALISONGO	10	8%
UNDIP	11	8,8%
ITB SEMARANG	6	4,8%
UNIMUS	4	3,2%
UNISULA	6	4,8%
POLTEKKES SEMARANG	3	2,4%
STEKOM	3	2,4%
AKPOL SEMARANG	3	2,4%
POLINES	2	1,6%
UNISBANK	1	0,8%
College cohort		

2017	2	1,6%
2018	51	44,4%
2019	51	44,4%
2020	19	8%
2021	2	1,6%

Source: Data processed, 2022

The data processing process in this study begins with validity and reliability tests, followed by a classic assumption test. The validity test shows the results of the validity test rcount of each statement for all variables $> r_{table}$, namely 0.1757. While the sig. value for all statement items is < 0.05 . And reliability shows the value of Cronbach's alpha > 0.6 the results are all valid and reliable using SPSS software. After conducting the instrument test, the classical assumption test is then carried out which includes normality test, multicollinearity test, heteroscedasticity test, multiple linear regression test and R^2 test. The normality test was carried out with the Kolmogorov-Smirnov test and the results can be seen in Table 3. Normality test is one of the statistical tests that is often used in research. This test is used to determine whether the data obtained from a population or sample has a normal distribution or not. A normal distribution is a symmetrical and bell-shaped distribution of data. If the data does not have a normal distribution, then the statistical analysis performed is inaccurate and can lead to incorrect conclusions. Therefore, the normality test is very important in statistics.

Table 3. Normality with One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		125
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.29287879
Most Extreme Differences	Absolute	.065
	Positive	.053
	Negative	-.065
Test Statistic		.065
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Source: Data processed, 2022

Table 3 shows the KS test shows Asymp. Sig. (2-tailed) is 0.200, the significant level is more than 0.05, meaning that it is stated that it has a normal distribution and distribution, this study meets the requirements of the normality test. After normality testing is declared good, then multicollinearity testing is next. Multicollinearity test is conducted to test whether there is a correlation between independent variables in the

regression model. Multicollinearity means that there is a perfect linear relationship between some or all of the variables that explain the regression model. The presence or absence of multicollinearity can be seen from the correlation coefficient of each independent variable. Multicollinearity test on five independent variables in the study, by looking at the VIF value as in Table 4.

Table 4. Multicollinearity Test Results

Variabel	Tolerance	VIF
<i>Self Efficacy</i>	,598	1,1672
<i>Locus Of Control Internal</i>	,599	1,671
Self-Concept	,641	1,560
Family Social Support	,661	1,512
Emotional Intelligence	,569	1,756

Source: Data processed, 2022

Based on Table 4, it is known that the tolerance value on each independent variable does not occur multicollinearity. The evidence is shown by the tolerance value of each independent variable of more than 0.10 and the VIF value of less than 10. Therefore, all independent variables are declared independent of each other and not bound to each other. Furthermore, heteroscedasticity testing is carried out based on the distribution of points on the graph, as in Figure 1. The heteroscedasticity test is carried out with the aim of testing whether there is an inequality of variance or residuals from one observation to another. The heteroscedasticity test is carried out to determine whether in a regression model there is an inconvenience in the variance of the residuals from one observation to another. If the distribution is random, the model is declared to fulfill the assumption of heteroscedasticity.

Figure 1 Heteroscedasticity Test Results

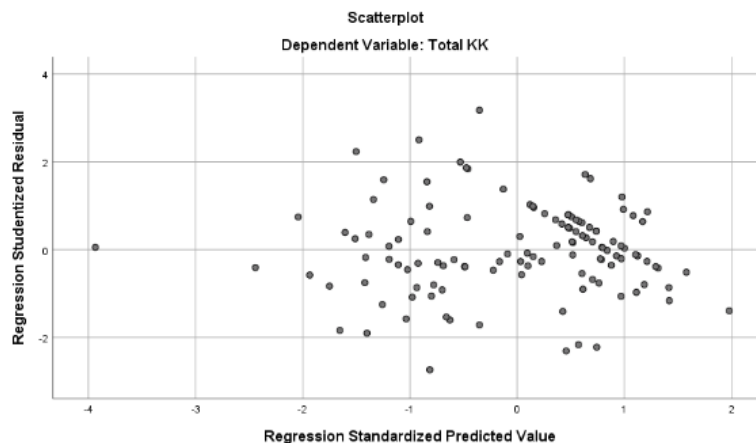


Figure 1 shows that the dots on the graph do not make a clear pattern, where the dots spread above and below and around 0 on the Y axis randomly and do not make a clear pattern. Based on this, it indicates that heteroscedasticity does not occur. After the entire series of classical assumption tests have been carried out, then multiple linear regression testing can be carried out to find out how the influence of the independent variable on the dependent variable using SPSS. The test results are shown in table 5.

Table 5. Multiple Linear Regression Test

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	-.301	.307		-.978	.330
	<i>Self efficacy</i>	.541	.073	.502	7.435	.000
	<i>Locus of control internal</i>	.325	.077	.284	4.206	.000
	Self-concept	.022	.070	.020	.308	.759
	Family social support	.103	.064	.103	1.611	.110
	Emotional intelligence	.128	.074	.120	1.738	.085

Source: Data processed, 2022

From Table 5, the regression equation can be arranged as follows:

$$Y = -0.301 + 0.541X_1 + 0.325X_2 + 0.022X_3 + 0.103X_4 + 0.128X_5.$$

The magnitude of the regression coefficient of the independent variable is positive, meaning that if the variable increases. A positive coefficient means that there is a positive relationship between the independent variable and the dependent variable.

The t test was conducted to test the hypotheses of self-efficacy, internal locus of control, self-concept, family social support and emotional intelligence on career maturity individually with a significant 0.05. From Table 5, it can be seen that the self efficacy variable, internal locus of control has a significant value <0.05 so it can be concluded that it has a positive and significant effect on career maturity in students in Semarang City. While self-concept, family social support and emotional intelligence have a value > 0.05 so that it is rejected and conclude that it does not have a significant effect on career maturity in college students in Semarang City. The results of calculating the coefficient of determination can be seen in Table 6.

Table 6. The coefficient of determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.822 ^a	.676	.662	.298968402192598

Source: Data processed, 2022

From table 6, it is known that the adjusted R Square value is 0.662, which shows that the variables of self-efficacy, internal locus of control, self-concept, family social support and emotional intelligence have an influence of 66.2% on career maturity, while the other 33.8% is influenced by other variables not examined in this study.

DISCUSSION

The effect of self efficacy on career maturity

The results of this study indicate that self efficacy is said to be good, because the self efficacy variable has a significance value of 0.000 <0.05. So this means can be a positive and significant effect of the self efficacy variable on career maturity. This can be caused by Semarang City students believing in themselves to achieve targets can be seen from the results of respondents. Of the 9 statement items (Even if I am given a difficult task, I am confident that I can realize and complete it on time) has a high score of 56% and the statement item with the lowest score of 38% (Regardless of the number of activities or activities I do, I am confident that I can carry out the work). The self-confidence of students in Semarang City is high and ready to start a career. Self-efficacy will be formed if the self-belief from within the student is high, it will affect the self-confidence. Therefore, it is necessary to create good character in everyday life.

The effect of internal locus of control on career maturity

The results of this study indicate that the internal locus of control is said to be good, because the internal locus of control variable has a significance value of 0.000 <0.05. So this means can be a positive and significant effect of the internal locus of control variable on career maturity. This can be caused by Semarang City students independently handling how themselves in their efforts to achieve a goal, it can be seen from the results of respondents. Of the 9 statement items show that the internal locus of control that exists in the final student has been said to be good, this is evidenced in the statement item (To find out what I want, I need to work hard) has a high score of 55.2% and the statement item with the lowest score of 29.6% (delaying work is my habit). The confidence that

students in Semarang City have in themselves and their ability to control their personal lives for what they achieve is necessary.

The influence of self-concept on career maturity

In the results of this study, it is said to be low. It can be seen that the self-concept has a significance of $0.759 > 0.05$. So this means that there is no effect of the self-concept variable on career maturity. This study indicates that the overall view of the totality of oneself is still low to take risks in a career. The results of this study are not in line with previous research. Judging from the 9 statement items with the lowest average of 28.8% (I don't know where to look for a job in the future). This can lead to bad thoughts about his own self-assessment. While the highest score statement is 60.8% (I hope to be a child who can make my family proud), meaning that every student has the opportunity to make himself correct mistakes to instill confidence.

The effect of family social support on career maturity

The results of this study indicate that family social support is very low. This is shown in the significance value of $0.110 > 0.05$. So this means that there is no effect of the family social support variable on career maturity. Of the 12 statement items with the highest score of 60% (My parents' presence makes me comfortable) and the lowest score of 27.2% (My family knows when my heart is sad). The family is the first and most important environment for children and also the first source of education. Basically, choosing a profession and making career decisions according to the desires of the heart also requires social support from the family to solve these problems. This means that the higher the family background, the greater the value of confidence in choosing the profession.

The influence of emotional intelligence on career maturity

The results of this research study indicate that emotional intelligence is very low. This can be proven to have a significance value of $0.085 > 0.05$. So this means that there is no effect of the emotional intelligence variable on career maturity. Of the 15 statement items, the highest score was 51.2% (Task success is the most important thing to me) and the lowest score was 24.8% (I cannot use my time better to achieve my goals). Emotional intelligence can determine a person's potential to learn practical skills and support performance. Well-controlled thoughts and feelings create their own patterns within us.

CONCLUSIONS AND SUGGESTIONS

Based on the discussion previously described, it can be concluded that this study has several variables that have a significant effect such as self efficacy and internal locus of control. As for the variables of self-concept, social support, and emotional intelligence, the variables have no significant effect. This is not the same as previous research. Some of these variables change from time to time, there is a need for effectiveness to improve self-concept, social support, and emotional intelligence. Students can increase their self-efficacy by increasing knowledge and competence in order to achieve the desired career. Students are able to have the view that the best career is not obtained through luck or destiny, but rather the effort and hard work that comes from within. For this reason, students are expected to have an internal locus of control level. Students are advised to be able to strengthen mentally in undergoing every problem that exists. Family social support can provide a sense of security both physically and psychologically. This support is in the form of providing verbal and non-verbal information or advice, feeling valued and loved by the family, father, mother, and people in the house. The existence of family support will make the state of self much better. Students are expected to have higher emotional intelligence so that they can reach a high level of career maturity as well. Improvement can be done by learning to understand and control emotions within, always thinking positively in the face of bad events or situations in life. Thus students are able to have emotional intelligence, and are able to overcome problems with the smallest possible loss.

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