



FAKTOR YANG MEMPENGARUHI KEMATANGAN KARIR PESERTA DIDIK KELAS XI SMA PGRI 2 PADANG DAN MODEL LAYANAN DALAM BIMBINGAN DAN KONSELING

Resi Gusri Warni¹, Yasrial Candra², Septya Suarja³

^{1,2,3}STKIP PGRI Sumatera Barat, Guidance and Counseling

Email: gusriwarniresi@gmail.com, chandrayasrial@gmail.com, Septya.suarja@gmail.com

ABSTRACT

This research is motivated by the existence of class XI students who have not been able to make career planning, explore careers, and make career decision realization. The purpose of this study was to describe 1) internal factors that affect the career maturity of class XI students of SMA PGRI 2 Padang. 2) External factors that affect the career maturity of students in class XI SMA PGRI 2 Padang. 3) Design of BK program based on factors that influence career maturity. This research was conducted using descriptive quantitative. The study population was 87 students who were selected by a total sampling technique with 87 participants. The instrument used was a questionnaire. Whereas for data analysis using percentage classification. Based on the results of research on the factors that affect the career maturity of students in class XI SMA PGRI 2 Padang seen from: 1) Internal factors that affect the career maturity of students are in many categories. 2) External factors that affect the career maturity of students are in the many categories. 3) The service model provided is group guidance and information services using modeling techniques. Based on the research results, it is recommended that counseling teachers hold workshops or exhibitions about existing careers in the future to increase the knowledge of students about the careers they are interested in.

Keywords: *Students, Career, Maturity*

INTRODUCTION

SMA is a secondary education level that prioritizes the preparation of students to continue higher education with specialization (Depdiknas, 2004). Education plays an important role in the survival of a nation because education is a vehicle for improving the quality of human resources.

The era of globalization of education is a necessity so that it cannot be separated from everyday life. In the human life span, there are stages of development that must be passed, starting from birth to death. One of these stages is adolescence, high school students in general aged 16-19, at this stage individuals experience many changes both physically and psychologically so that they affect their behavior. This means that high school students have a duty to choose and prepare to plan a career and further study in the future. During high school, especially high school students need to make sure the choice is to enter a college or further study after they graduate. In this case, the knowledge of students about the picture of themselves plays an important role. Therefore, students should have a wide and varied knowledge of self-images, strengths and weaknesses, as well as an area of interest in order to be able to adjust the actual picture that exists in them to make it easier for students to choose a continuation of study and a career. will be practiced later.

Hasan (2006) states that career maturity is the attitude and competence that plays a role in career decision making. Super argues that the success and readiness of adolescents to fulfill organized tasks that are contained in every stage of career development is referred to as career maturity (Gonzales, 2008). Seligman (Nafeesa, Azhar, Suryani, 2015) career maturity

is the success of an individual to adjust and make the right career decisions and according to the stage of his career development is called career maturity.

Savickas (Nafeesa, Azhar, Suryani, 2015) explains that "individuals are said to be mature or ready to make career decisions if the knowledge they have to make career decisions is supported by adequate information about the work based on the exploration that has been carried out."

We can see the career maturity of these students from their mental, physical, skills and soft skills in their daily lives. This career maturity will help students in facing guidelines in the world of higher education later, if students do not have readiness for career maturity, they will certainly be hampered from continuing higher education or entering the world of work which is increasingly increasing according to the times. .

Many factors can affect career maturity, both from within the students themselves and from outside. The level of career maturity possessed by students is actually determined by the students themselves. The other factors that exist outside of the self are only assupporters, but still to be aware.

According to Winkel (Rahma, 2010) the factors that influence career maturity are internal factors, namely interests, talents, knowledge, personality, and values. Meanwhile, external factors include family conditions, school education and community conditions. Furthermore Munadir (Aminurrohman, Saraswati, & Kurniawan, 2014) mentions four categories of factors that influence a person's career maturity, namely (1) genetic factors, (2) environmental conditions, (3) learning factors, and (4) skills in facing tasks. . Genetic factors are inborn in the form of physical form and condition and abilities. Environmental conditions are a factor that influences work decision making, and educational and training opportunities. Learning factors are factors that influence people's behavior and decisions, including behavior in career choices because everyone has a unique learning experience. Task skills are the result of interactions or learning experiences, genetic traits, special abilities (talents), and the environment.

Based on some facts that occur, high school students have problems in career maturity, namely not being able to prepare and plan their careers properly. Career maturity problems can cause mistakes in making career decisions for high school students. Individuals who do not have career maturity can result in time, financial loss, and learning failures can occur, this happens because they are not motivated to learn. When examined, the problems faced by students are mostly the same, including: (a) students generally do not understand their own potential, so they are hesitant in determining the majors or fields of study in the desired tertiary institution, (b) lack of knowledge how to choose a study program, (c) students' insights and understanding of the majors in school (Science, Social Sciences and Language) and in higher education, (d) students do not have careful planning regarding education or work to be selected later.

Based on observations with class XI students in July 2019 at SMA PGRI 2 Padang, it can be seen that the problems that occur at school, there are students who play games while studying. If this is left alone, it will have a negative impact on schools, especially for students because of this students who do not understand career maturity will be hampered from entering the world of higher education and that readiness is influenced by determining factors. And there are still many students whose majors are not their own choice so that students find it difficult to understand suitable jobs after graduating from school later.

Based on interviews that researchers have conducted with several class XI students at SMA PGRI 2 Padang, it was found that a number of career maturity problems were experienced by them, including: 1) they do not have accurate knowledge and understanding of their own potential that can support their future careers. ; 2) the study program that is

entered is not your choice; 3) do not have a solid understanding of the continuation of studies after graduation; 4) do not understand the type of work that matches their own abilities; 5) are still confused about choosing a continuation of study and the type of work that suits their interest and ability; and 6) feel pessimistic that after graduating will continue the study accordingly with the expected. (7) likes to play games during study hours.

Based on interviews that researchers have conducted with supervisors, that class XI students have not been able to make career plans, explore careers, and make career decision realization. This was conveyed by the supervising teacher because the supervising teacher realized that he had not conveyed it in the guidance. The career material that has been delivered by the supervisor is a general description of careers, the information needed to apply for a job and determine the right job. Students that the researchers met also conveyed that there were still difficulties regarding these three things.

Departing from this background, the authors are interested in researching and examining more deeply with regard to career maturity with the research title "Factors Affecting Career Maturity of Class XI Students and Service Models in Guidance and Counseling i SMA PGRI 2 Padang ".

Based on the formulation of the problem that has been stated, the purpose of this study is to describe the factors that affect the career maturity of students in terms of internal factors. Factors that affect the career maturity of students are seen from external factors and the BK service model based on factors that affect the career maturity of students.

METHODS

The method used in this research is descriptive quantitative research method. Arikunto (Putra, 2015) states that quantitative descriptive research is not intended to test certain hypotheses, but only describes what it is about a variable. Arikunto (Putra, 2015) with quantitative research, many are required to use numbers, starting from the collection of interpretive data on the data, as well as the appearance of the results. The population and sample in this study were students of class XI at SMA PGRI 2 Padang, totaling 87 people. The research data were obtained through a questionnaire and processed using the percentage technique.

RESULTS AND DISCUSSION

This section will present a discussion based on analysis, interpretation, research findings regarding the factors that influence career maturity as follows:

1. Discussion and Research Results Internal Factors Affecting Career Maturity

Based on the results of the study showed that the factors affecting the career maturity of students were 8 students (9.20%) were in the very large category, as many as 48 students (55.17%) who had internal factors were in the many category 22 students (25.29%) who have internal factors are in the category quite a lot, as many as 9 students (10.43%) who have internal factors are in the small category and no students who have internal factors are in the category. very few categories So, the internal factors that affect career maturity are in the Many category with a percentage of 55.17%. This means that most students have many internal factors.

Havighurst (Herin & Sawitri, 2017), stated that one of the tasks of adolescents in the development stage is to prepare for the future, including careers. Super (Herin & Sawitri, 2017) said that career choices made by someone are closely related to career maturity. A person's career maturity is also influenced by age, according to Gonzales (Rustanto, 2017), according to the age referred to in this definition, is based on the Life-Span theory, Life-Space from Super, which says that every individual at a certain age level has a role that must

carried out in accordance with the stages of development. Career maturity is defined as the success of a person in completing tasks typical of career development for a particular stage of development.

Based on research conducted by Sudjani (Herin & Sawitri, 2017) regarding the factors that affect the career maturity of public vocational high school students in Bandung, it shows that the family environment is the largest percentage that determines the career maturity of vocational high school students compared to other aspects, namely society. , insight into the world of work, efforts to find information, teacher involvement in schools, infrastructure support and attitudes towards the conception of work. According to (Sersiana, 2013) a person's career maturity is influenced by internal factors (factors that arise from within) and external factors (factors that arise from environmental influences) of the individual.

Furthermore, the indicator will be explained:

- a. Internal factors that affect career maturity seen from the interest factor are in the Many category with a percentage of 36.78%. This means that most students have many interest factors. Based on the results of the study, it was revealed that the interest factor that influenced the career maturity of students was that students read books repeatedly according to the interests that students felt stable in the ideals they had chosen so that the focus was on the career planning they had made. Students also collect information about their preferred careers. Students also understand the main tasks in their career field. Students also understand the requirements that must be met in the field of work related to the career they are interested in.
- b. Internal factors that affect career maturity seen from the talent factor are in the category quite a lot with a percentage of 35.63%. This means that most students have quite a lot of talent factors. Based on the results of the research, it was revealed that the talent factor which quite a lot affects the career maturity of students is that students use their spare time to practice skills in accordance with the career planning they have set, students also have the ability to make the right decisions about the career development they choose. Students also take part in activities in the school that are related to their potential. Students also use their spare time to practice skills according to the career planning they have defined.
- c. Internal factors that affect career maturity seen from the personality factors are in the Many category with a percentage of 50.57%. This means that most students have many personality factors. Based on the results of the study, it was revealed that the personality factors that greatly affect the career maturity of students are that students think about their future careers. Students believe in the intelligence they have to continue their education. Students are happy and open when communicating with others. Students also make the best use of their time for the success of their careers. Students also have self-motivation in learning to realize the goals they have.
- d. Internal factors that affect career maturity seen from the knowledge factor are in many categories with a percentage of 37.93%. This means that most students have a lot of knowledge factors. Based on the results of the study, it was revealed that the knowledge factor that greatly affects the career maturity of students is that students collect information about their preferred careers. Students also know the tools they need in planning the work they choose. Students are also able to find the right solution in solving problems related to their career planning. Students also have knowledge about the careers they have set. Students have planned what they will do after graduating from school.
- e. Internal factors that affect career maturity seen from the value factor are in the Many category with a percentage of 50.57%. This means that most students have a lot of value factors. Based on the results of the study, it was revealed that the value factors that greatly

affect the career maturity of students are that students have a target to succeed in the career field they have chosen. Students also respect other people when conveying ideas or opinions. Students provide opportunities to friends who want to convey their opinion ideas related to their career. Students will work responsibly with the tasks to achieve the career success they have planned.

Tyas (Pratama & Suhanan, 2014), revealed that the internal factors that influence the career maturity of students are life values, intelligence level, special talents, interests, personality traits / characteristics, and knowledge. External factors that affect student career maturity are the socio-cultural environment in which students are raised, family socioeconomic status, family influence, school education, association with peers and the demands attached to work.

Setyowati (Pratama & Suhanan, 2014) stated that career maturity is the conformity between real individual career behavior and expected career behavior at a certain age at each stage. The suitability of individual behavior to stimuli from a career-related environment, namely a series of individual attitudes and competencies related to the level of education, experience and work activities during a person's life span with a series of continuous educational and work activities, thus an individual's career involves a series of choices. from a variety of opportunities that are expected to be appropriate at certain ages related to the stage of career development.

At the end of adolescence, interest in career begins to become clearer, Thomas (Listyowati, Andayani & Karyanta, 2012) explains that at that time teenagers learn to distinguish between their preferred job choices and the work they aspire to. According to Ginzberg (Listyowati, Andayani & Karyanta, 2012) before adulthood the assessment begins based on the ability of the time and costs required, so it is very natural if the desired work is done at that time differently so far.

According to Listyowati, Andayani & Karyanta, (2012) The change in ideals is more due to the change in interest in adolescents, the change in interest occurs because the frequent age development of individuals begins to recognize various things that affect interest in certain fields, in this case related to career that you want to live.

According to Levinson (Listyowati, Andayani & Karyanta, 2012) that the specific characteristics of an individual affect one's career maturity. special characteristics in other words lead to violence that exists in individuals which can differ from one individual to another. Talent is one form of violence that exists in individuals because the talents of one individual are not necessarily the same as another.

Based on the explanation above, it can be concluded that the internal factors that most influence the career maturity of students are personality and value factors, namely 50.57%. Personality factor in question is personality affects the direction of student career choices. Where this personality is based on experiences in life and the environment. While the value factor in question is the values held by students in life which are obtained from parents, teachers, friends and the external environment. The acquisition of this value is obtained through interactions by students.

1. Discussion and Research Results External Factors Affecting Career Maturity

Based on the results of the research, it shows that the factors that influence the career maturity of students are 9 students (10.34%) who are in the very large category, as many as 46 students (52.87%) who have external factors are in the many category, as many as 46 students (52.87%). 25 students (28.74%) who had external factors were in the category quite a lot, as many as 7 students (8.05%) who had external factors were in the small category and no students who had external factors were in the category. very few categories. External

factors that influence career maturity are in the many categories with a percentage of 52.87%. This means that most students have many external factors.

Lavinson, Ohler, Caswell, and Kiewra (Pratama & Suranan, 2014) define career maturity as an individual's ability to make realistic and stable career choices by being aware of what is needed in making career choices. Career maturity according to Savickas (Pratama & Suranan, 2014) is the readiness of individuals to make information, career decisions in accordance with efforts to complete developmental tasks related to careers.

Ilfiandra (Juwintaningum, 2013) classifies the factors that influence career maturity into several groups as follows: 1) Bio-social factors, namely more specific information, planning, acceptance, responsibility in career planning, career choice orientation related to bio factors. -Social such as age and intelligence. 2) Environmental factors, namely the individual career maturity index has a positive correlation with the level of parents' work, school curriculum, cultural stimulation, and family cohesiveness.

Furthermore, the indicator will be explained:

- a. External factors that affect career maturity seen from family factors are in quite a lot category with a percentage of 39.08%. This means that most students have quite a lot of family factors. Based on the results of the study, it was revealed that family factors that quite a lot influence the career maturity of students are that students get support from their parents to continue their education at the college they want. Students also communicate with their parents about their career planning. Students also get support from their parents about the activities they participate in at school. Students are also able to work with discipline and responsibility in complying with the existing rules in their family.
- b. External factors that affect career maturity seen from the learning process factor are in the many category with a percentage of 44.83%. This means that most students have many learning process factors. Based on the results of the study, it was revealed that the learning process factors that greatly affect the career maturity of students are that students get career direction from teachers who can help them do a good job. Students also study harder so that they can enter the college they are interested in. Students also master skills related to the career they are pursuing. Students also like to read books related to their preferred career. Students also often ask the teacher when they have difficulty understanding the material presented by the teacher.
- c. External factors that affect career maturity seen from the condition of the community are in the category of quite a lot with a percentage of 54.02%. This means that most students have quite a lot of community condition factors. Based on the results of the study, it was revealed that the community condition factors that quite influenced the career maturity of students were that students were sure to work after getting career directions from the surrounding community. Students also attend events related to their planned careers in society. Students are more responsible in carrying out tasks after participating in activities in the community. Students are given the trust by the surrounding community to determine the steps after graduating from school.

Winkel (Malik, 2015) divides the factors that affect career development as internal and external factors. These two factors greatly influence both directly and indirectly on career maturity. Shertzer and Stone (Malik, 2015) External factors that influence individual career development are:

- 1) Family socioeconomic status. Socio-economic status has an effect on career maturity considering that the requirements for a position require a certain level of education and the level of education is strongly influenced by the socioeconomic level of the family. According to Winkel (Malik, 2015) school education is the views communicated to

- students by advisors and teaching staff regarding the values contained in work, high and low social status, positions and suitability of positions for boys or girls.
- 2) Support and family expectations. The support and expectations of parents, relatives and close relatives really help individuals in their career maturity.
 - 3) Friendship. Association with peers has an influence on individual career maturity. The circumstances, characteristics, attitudes, goals and values of peer groups influence a person's career decisions.
 - 4) Socio-cultural environment. Individuals who are in society will not be separated from their views, including in career choices, individuals will choose careers that are considered good by society.
 - 5) The economic condition of a country or region. A country or region has differences in socio-economic and cultural conditions with other countries or regions. These socio-economic conditions affect the community in career decisions that will support their lives now and in the future. For example, for someone who comes from a low socio-economic condition and lives in an underdeveloped area, job opportunities in that area are very limited and less varied. This will affect the career choice of individuals in the area.

According to Nurillah (2017) regarding the factors that influence career development, in general it can be divided into two groups. The following is a summary of these factors: a) environmental factors (external factors) such as family, race, socio-economic level, technology effects, labor market.

Based on the explanation above, it can be concluded that the external factor that most influences the career maturity of students is the factor of community conditions, namely 54.02%. The condition of the community in question is the majority of the types of work that exist in the community in which students live. In addition, the direction given by the community to students also affects the career maturity of students. In addition to the direction of the community, the habits and activities that exist in the community also have an influence on the career maturity of students.

4.Guidance and Counseling Service Model Based On Factors Affecting Students' Career Maturity

According to Azzet (2013:11), guidance and counseling are efforts to provide assistance to students so that they can understand themselves so that they are able to direct themselves and act properly in accordance with their mental development. This effort is carried out systematically and continuously. The purpose of guidance and counseling is to help individuals develop themselves optimally in accordance with their developmental stage and predisposition (such as basic abilities and talents), various existing backgrounds (such as family background, education, socioeconomic status), and according to with the positive demands of the environment (Prayetno et al, 2009: 114).

Based on the model of guidance and counseling services designed based on the results of this study, basic services and responsive services are provided. The basic services provided are in the form of information services and group guidance services.

a. Information Services

According to Ifdil (Efendi, 2013), information service is the delivery of various information to service targets so that individuals can process and utilize this information for the sake of their life and development. Tri Hariastuti (Efendi, 2013) argues that "the understanding obtained through information services is used as reference material in improving activities and learning achievement, developing goals, organizing daily life and making decisions.

Based on the research results, the information service model provided is about the career stages that students will go through. This information service is provided through

the media in the form of pictures and videos so that students are not monotonous in receiving information. In addition to the career stages that will be conveyed by students, through this service, the counseling teacher explains the path or path that must be taken by students to achieve their goals or work that they want.

- b. Group Tutoring Services According to Gibson (Korohama, 2017), group guidance services refer to group activities that focus on providing information or experiences through planned and organized group activities. Its content may include educational, occupational, personal, social information, which aims to provide accurate information that can help them make more informed life plans and decisions. This service can be a way to help students understand, plan a career that will lead to career maturity in accordance with their vocational development tasks.

Based on the research results, the topic discussed in group guidance was "planning for the future". The technique used in the implementation of group guidance is modeling techniques. Modeling is a technique popularized by Albert Bandura. According to Bandura (Korohama, 2017) modeling is a process where individuals learn from watching other people. Modeling has also been referred to as imitation, identification, observational learning, and representative learning. Modeling can produce three types of responses, namely clients can acquire new behavior patterns by watching other people, called learning effect observations, modeling can strengthen or weaken the inhibition of client behavior after learning, called effects as inhibitors (when strengthened) or disinhibitory effects (when weakening) and the behavior model can serve as cues that signal the client to respond, which is called the response facilitation effect.

Researcher's reference in designing this group guidance service is based on research conducted by Korohama (2017) with the results of the research that there is an increase in career maturity or in other words a group guidance model with effective modeling techniques to increase student career maturity. Thus, the group guidance model that is applied makes a positive contribution to guidance and counseling services in schools.

CONCLUSION

Based on the results of research on the factors that influence career maturity in Class XI SMA PGRI 2 Padang, the following conclusions can be drawn:

1. Internal factors that affect career maturity fall into many categories.
2. Internal factors that affect career maturity fall into many categories.
3. The service model provided is group guidance and information services using modeling techniques.

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