The Relationship Between Self-Concept and Career Choice Maturity of Students Based on Gender

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Article Info

ABSTRACT

This study examines the relationship between students' self-concept and career maturity in terms of gender factors in which aspects of one's role, behaviour, expression and identity and the influence of self-concept components on career choice maturity are linked. This study uses quantitative research with a correlational type. The population of this study was class XII students with a sample of 100 students (50 female students and 50 male students) using Cluster Random Sampling as a sample. Data collection techniques used the self-concept scale from Rogers' theory and career choice maturity from Donald E. Super's career theory. Data analysis used descriptive analysis, product moment correlation analysis, and analysis of linear regression equations. The results showed that the self-concept of female and male students knew their self-concept, including perceptions of physical appearance and behaviour, behaviour based on goals, inspiration and values to be achieved, assessment of achievement according to the ideal self, ability to behave according to the environment, ability to master, respect for oneself, likewise, with the career choice maturity of female students and male students who are in the high category. Based on the correlation test results on variable X (Self-Concept) and Y (Career Choice Maturity) variables of female and male students, it can be concluded that there is a relationship between self-concept and career choice maturity of females 0.68% higher than male students. The self-concept component influences the maturity of career choices for both female and male students. The findings in this study are the effect of the self-concept component on the career choice maturity of female students 2.3% higher than male students, where female students are influenced by self-image and self-identity. In contrast, male students are influenced by their ideal self and self-esteem.

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Introduction

During adolescence, students experience a pivotal phase of transition between childhood and adulthood, marked by profound changes in their physical, behavioral, cognitive, biological, and emotional aspects. Notably, the youth group constitutes the largest demographic segment within a country. There are three important developmental tasks in adolescents, namely the formation of career identities, the selection of life values and the formation of sexual identities (Papalia, D. E, Olds, S.W & Feldman, 2009). Furthermore, according to Havighurts There are nine adolescent development tasks, including those regarding careers (Jannah, 2017,Saputro, 2018). According to Mighwar, teenagers think school is part of an effort to prepare for a career seriously. Career development is an attitude of career maturity that every student has to have a clear picture of the developmental tasks and responsibilities to be carried out (Almaida & Febriyanti, 2019). The construction of career maturity was originally introduced by Super in 1957, claiming that career maturity

represents "a place reached on the continuum of vocational development from exploration to decline (Purwandika & Ayriza, 2020). According to explains that career maturity is a behaviour displayed by individuals to carry out career development tasks by the stage of career development that the individual is currently going through (Álvarez González, 2008).

Career maturity is an important aspect that every student must own because this is related to determining the future that will be achieved (Efendy & Haryanti, 2020). One's career has major consequences for oneself and is the essence of the basis and purpose of one's life. Therefore, determining career choices is an important point in the journey of human life. Furthermore also stated that adolescents could make mature career decisions for a while if they have gained knowledge about educational and employment alternatives (Coertse & Schepers, 2004). Mabel & Nagarenitha (2016) explains that the conceptualization of career maturity is based on the assumption that career readiness is related to a person's stage in vocational development. In line with the opinion, *career maturity* is defined as the level of professional knowledge in determining a career (Supreet & Mamta, 2018).

Career maturity is characterized by the ability to decide what to choose. According to (Mustaffa Tekke & Faiz Adam Ghani, 2013), career maturity is an important factor that must be owned by every individual, especially for students who are involved in preparing themselves for the world of work Age, gender (Gender), socioeconomic status, as well as differences in race and culture, is related to career maturity, one of the factors that influence career maturity is gender. Women have a faster developmental stage than men, so it is considered as one that can influence the way women think in certain matters. The older the woman, the higher her career maturity (Mardhiyah & Indianti, 2019).

During the teenage years, especially at the high school level, the maturity of career choices should ideally be owned by each student as a reference in determining the next step after graduating from the grey and white period. According to explains that individuals who have reached the level of career maturity are believed to be able to formulate more career choices by their awareness and readiness (Atli, 2017). So that obstacles from within and outside are expected to be detected as early as possible by students. Mabiana (2010) argues that the appropriate stage of readiness in forming career maturity means that the person has the right cognitive ability to handle various career challenges that may arise during their lifetime. This reinforces that career maturity is a useful construct for measuring students' career development level (Kim & Oh, 2013). This data reinforces that career maturity is crucial for students' future career choices.

The current facts in the field at school are different many class XII students need clarification about making career choices. Various problems also arise when students want to determine where a career will go, related to the choice of further studies or when going straight into the world of work. Based on research conducted on 380 high school students in Bandung, it was found that the highest school students had yet to be able to determine their future (Lailatunnikma & Nastiti, 2021). Then, according to interviews with counselling teachers at Al-Islam Krian High School, the results of a survey of 10 students, it turns out that some students choose a university without considering their abilities, talents and interests.

This phenomenon is also experienced by class XII students at SMA Negeri 2 Gowa. Based on the results of an interview with the Guidance and Counseling Coordinator on February 15 2022, it was explained that from 2018 to 2020, there was an increase in the number of students who chose not to register at universities that passed through the SNMPTN route. Apart from that, the results of the scale distributed on February 23, 2022, also show that most students are immature in choosing a career. Of the 22 sample students, 14 needed help understanding how to choose a job; even 22 needed to learn about advanced schools and careers according to their aspirations. Students seem unable to assess and need help to obtain something clear about themselves. Students experience distrust of their abilities. The low career maturity of students can cause losses in determining success in the future if students need to understand the obstacles from within and outside the students. Atli explains that individuals who have reached a certain level of career maturity are believed to be able to formulate more career choices by their awareness and readiness. So that obstacles from within and outside are expected to be detected as early as possible by students. The maturity process of a good career choice is marked by good self-acceptance. This is reflected in the self-concept of each student (Purwandika & Ayriza, 2020).

In self-concept, a view of oneself is needed to know one's abilities in facing various challenges in the future because if adolescents fail to overcome conflict and their identity, they will sink into confusion, unable to make choices and decisions, especially regarding work, and sexual orientation. , and role in life as a whole. Oyserman, D., Elmore, K., & Smith (2012) argued that self-concept is a cognitive structure consisting of attitudes, materials, and ways of thinking focused on achieving goals and protecting the human rights of the individuals concerned. (Mercer, 2011) also revealed that self-concept is an individual's perception of himself based on competence and evaluation within the individual. Leary, M. R. & Tangney (2012) explains that each individual's self-concept can view himself as an object of his thoughts in blaming, considering, describing and assessing certain things to interact with himself, other people and the environment. Forming a self-concept in adolescence towards adulthood is a period towards the real world of work or career. From a demographic perspective, especially gender, women have a self-concept that comes from their physical condition and

popularity, while men's comes from their aggressiveness and strength. In other words, women will rely on their feminine image, and men will rely on their male image in forming their self-concept (Syahraeni, 2020).

Research conducted Purwandika & Ayriza (2020) shows a significant influence between self-concept and career maturity in students. Based on simple regression data, this study shows that self-concept behaviour can significantly predict the career maturity behaviour of public high school students in Pacitan Regency. Other research also conducted by (Almaida & Febriyanti, 2019), entitled The Relationship between Self-Concept and Career Maturity in Class XI Students of the Pharmasi Foundation SMK Semarang, showed that there was a significant positive relationship between self-concept and career maturity in class XI students of the Pharmasi Foundation SMK Semarang. In addition, research was conducted (Purwandika & Ayriza, 2020), which examined the influence of self-concept and career maturity.

This study empirically examines the relationship between self-concept and the maturity of students' career choices in terms of the gender factor, where aspects related to one's role, behaviour, expression and identity and the influence of self-concept components on the maturity of career choices are linked. This was done because, so far, the same research has not focused specifically on gender or sex. Therefore the hypothesis put forward in this study is that there is a relationship between self-concept and the maturity of career choices of XII grade students at SMAN 2 Gowa seen from the gender factor (male and female), and there is an influence of self-concept components on the maturity of career choices.

Method

This study uses a quantitative approach with quantitative correlational research, which describes a general approach focusing on interpreting covariations among naturally occurring variables. This study has two variables: the self-concept variable (X) and the career choice maturity variable (Y). The research design used is a bivariate correlation, a statistic that researchers can use to explain the relationship between two variables, namely self-concept and career choice maturity. The independent variable of this study is self-concept (X), which is formed of five components: self-image, ideal self, self-esteem, self-role, and self-identity. To measure variable X (self-concept of class XII students at SMAN 2 Gowa, researchers used a measuring tool in the form of a self-concept scale using a Likert scale, and there were 27 statements. The dependent variable of this study was career choice maturity (Y) which consisted of four aspects, namely: (1) career planning, (2) career exploration, (3) career information, and (4) decision making. To measure the Y variable, the researcher used a measuring tool of a student's career choice maturity scale using a Likert scale, and there were 26 statements.

The population in this study were all class XII students at SMA Negeri 2 Gowa totalling 396 students. The sample used in this research was 100 students (50 girls and 50 boys) from 10 class XII. Samples were randomly selected according to the Cluster Random Sampling sampling technique. The data collection technique used was a self-concept scale based on Rogers' self-concept components, namely self-image, ideal self, self-esteem, self-role and self-identity and a career choice maturity scale adapted from Elia Rosa's thesis and guided by the Super career maturity aspect. Based on the validity test results using SPSS with the provisions of the r table for 30 samples, namely 0.361. Test the validity of the items using the SPSS for Windows statistical test with the condition that if count≥ table, then the instrument is declared valid.

Based on the results of the reliability test using SPSS For Windows, the following values are obtained:

Table 1. Self-Concept Instrument Reliability Test Results

Cronbach's Alpha	N of Items
,890	30

Table 2. Reliability Test Results for Career Choice Maturity Instruments

Cronbach's Alpha	N of Items
,906	30

Tables 1 and 2 show that Cronbach's Alpha values are 0.890 and 0.906. This value is greater than the coefficient value of 0.60. Therefore, these two research instruments are declared reliable. Data analysis techniques in this study used descriptive analysis, product moment correlation analysis and regression equation analysis.

This study used descriptive analysis to describe self-concept and the maturity of students' career choices based on gender. The correlational analysis is used to find the relationship between self-concept and the maturity of students' career choices based on gender. Before carrying out product-moment correlation analysis, the data analysis technique has several requirements tests that must be carried out, namely the normality test and the linearity test. Analysis of the linear regression equation is an equation model that explains the relationship of one dependent variable/response (Y) with two or more independent variables/predictors (X1, X2,…Xn).

Results and Discussions

Research Variable Descriptive Analysis

Table 3. The tendency of self-concept scale scores

No.	Category	Female Student	Male Student
1.	Low	0	0
2.	Currently	0	5
3.	Tall	50	45
Total		50	50

Source: Results of scale data processing

On the table 3. The tendency for the scores on the self-concept scale distribution of female students to be in the high category (score 81 and above) with an acquisition of 100%. Meanwhile, the trend of scores on the results of the self-concept scale distribution of male students is in the high category (score 81 and above) with an acquisition of 90%, and in the medium category (scores 54, 80.5). Based on the results of these percentages, the self-concept of class XII students of SMA Negeri 2 Gowa tends to be in the high category.

Table 4. The trend of career choice maturity scores

No.	Category	Female Student	Male Student
1.	Low	0	0
2.	Currently	1	2
3.	Tall	49	48
Total		50	50

Source: Results of scale data processing

In Table 4, the trend of the results of the distribution of maturity scale scores for female students' career choices is in the high category (score 78 and above) with an acquisition of 98% and in the medium category (52-77.5) with an acquisition of 2%. Meanwhile, the trend of scores on the results of the scale distribution of male students is in the high category (score 78 and above) with an acquisition of 96%, and in the medium category (score 52-77.5) with an acquisition of 4%. Based on the results of these percentages, the career choice maturity of female and male students in class XII SMA Negeri 2 Gowa tends to be in the high category.

Correlational Analysis

Table 5. Results of the correlation test for female students

		Self concept	Career Maturity
Female Self-Concept	Pearson Correlation	1	.429**
	Sig. (2-tailed)		.000
	N	50	50
Maturity of Women's Career Choices	Pearson Correlation	.429**	1
	Sig. (2-tailed)	.000	
	N	50	50

**. Correlation is significant at the 0.01 level (2-tailed).
Source: SPSS Output For Windows

Based on Table 5, the Pearson correlation coefficient for self-concept and maturity career choice variables for female students is 0.429 with a significant p-value (sig) of 0.000. With the interpretation criterion, if the significance value is > 0.05, then H0 is accepted, and if the significance value is > 0.05, then H0 is rejected because 0.000 > 0.05. Thus, H0 is rejected, and H1 is accepted, which means a positive relationship exists between self-concept and the maturity of female students' career choices.

Table 6. The results of the male student correlation test

		Self concept	Career Maturity
Male Self-Concept	Pearson Correlation	1	.421**
	Sig. (2-tailed)		.002
	N	50	50
Maturity of Male Career Choices	Pearson Correlation	.421**	1
	Sig. (2-tailed)	.002	
	N	50	50

**. Correlation is significant at the 0.01 level (2-tailed).
Source: SPSS Output For Windows

Based on the table 6. The Pearson correlation coefficient for self-concept and maturity career choice variables for male students is 0.421 with a significant p-value (sig) of 0.002. With the interpretation criterion that if the significance value is > 0.05, then H0 is accepted, and if the significance value is > 0.05, then H0 is rejected. Thus H0 is rejected, and H1 is accepted because 0.002 > 0.05, which means that there is a positive relationship between self-concept and the maturity of male students' career choices.

Regression Equation Analysis

Table 7. The magnitude of the influence of self-concept components on the maturity of career choices

	Female	Male
R	.547a	.448a
R Square	.224	.201
Adjusted R Square	.127	.110
Std. Error of the Estimate	3.621	3.221

The value of the correlation/relationship (R) On the table 7. for female students is 0.547. From the output, the coefficient of determination (R Square) is 0.224 and the correlation/relationship (R) value for male students is 0.448.

Table 8. Regression coefficient of female students

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	45.909	3.400		7.892	.000
Female Self-Image	.432	.068	.066	5.073	.000
The Female Ideal Self	.176	.462	-.057	-.382	.704
Female Self-Esteem	.236	.443	-.079	-.532	.597
The Role of Women	.722	.569	.193	.969	.211
Women's Identity	.209	.045	.048	3.384	.000

a. Dependent Variable: Maturity of Women's Career Choices

Based on the table 8, of the five components of female students' self-concept, only two had a statistically significant effect on the maturity of career choices: self-image and self-identity (p-value <0.05).

Table 9. Regression coefficient of male students

Model	**Coefficients**a				
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	37.225	17.912		5.362	.000
Female Self-Image	.127	.380	.191	.390	.172
The Female Ideal Self	.323	.054	.051	4.871	.000
Female Self-Esteem	.247	.045	.039	3.420	.003
The Role of Women	.971	.548	-.244	1.771	.084
Women's Identity	.663	.417	-.215	.589	.119

a. Dependent Variable: Male Career Choice Maturity

Based on the table 9. of the five self-concept components, only two had a statistically significant effect on career choice maturity: self-ideal and self-esteem (p-value <0.05).

Research Variable Descriptive Analysis

Based on the research results at SMA Negeri 2 Gowa with a population of all class XII students and 100 student samples, data on the self-concept and maturity of students' career choices were obtained by filling out the scale. In this study, a high self-concept means that students are more able to physically, psychologically, and socially accept their condition. Conversely, low self-concept indicates a gap between students' real and ideal selves, so they are always worried about their physical, psychological and social well-being. This is consistent with the results of research (Istiana, 2017) that one of the personality factors that play an important role in the level of career maturity development is self-concept.

Viewed from the aspect of female self-concept, 50 female students (100%) tend to score in the high category. Furthermore, in the aspect of self-concept of male students, out of 50 male students, as many as 45 (90%) students tend to score in the high category, and 5 (10%) male students are in the medium category. From the descriptive analysis, it means that female and male students can accept their condition both physically, psychologically, and socially. Furthermore, based on the five self-concept indicators in the study, namely, the self-image of class XII female students at SMA Negeri 2 Gowa is in the high category. Meanwhile, for male students, 41 students (82%) were in the high category, and nine students (18%) were in the medium category. This shows that students have perceptions and can identify their bodies' size and shape, function, appearance and potential. Students who can build a positive self-image will be more able and unafraid to face challenges, become more optimistic and confident in their abilities, not compare themselves with others and be more confident in making choices (Hidayah & Savira, 2020). The ideal self-indicator for class XII female students at SMA Negeri 2 Gowa shows that out of 50 students, 48 students (96%) are in the high category, and two students (4%) are in the medium category. Meanwhile, for male students, out of 50 students, 47 students (94%) were in the high category, and three students (6%) were in the medium category. This shows that class XII students have perceptions of the person they most want to be in all areas of life (Dewi, 2021).

The self-esteem indicator for class XII female students at SMA Negeri 2 Gowa shows that 48 students (96%) are in the high category, and two students (4%) are in the medium category. Meanwhile, for male students, out of 50 students, 41 students (82%) were in the high category, and nine students (18%) were in the medium category. This means that the majority of class XII students are able to assess their own competence and that they are able to face life's challenges, so they deserve happiness. The role of class XII female students at SMA Negeri 2 Gowa showed that out of 50 students, 47 students (94%) were in the high category, and three students (6%) were in the medium category. Meanwhile, for male students, out of 50 students, 41 students (82%) were in the high category, and nine students (18%) were in the medium category. This means that students are able to know and understand themselves, adapt to the environment and have high self-confidence so that they can see the advantages and disadvantages of recognizing their abilities and talents. Finally, the self-identity of class XII female students at SMA Negeri 2 Gowa is in the high category. Meanwhile, for male students, out of 50 students, 37 students (74%) are in the high category, and 13 students (26%) are in the medium category. This shows that the majority of students have self-awareness from observation and self-assessment because to achieve career maturity, individuals must have aspirations regarding careers or jobs that are in accordance with their abilities and potential and are realistic about existing conditions (Munawir, Yusuf, Effendi, & Afdal, 2018).

In this study, high career choice maturity is characterized by students' ability to make decisions about something in their life. Conversely, low career choice maturity indicates that students do not feel the need to find out about career information to be occupied, students are not able to identify career fields that match their interests and talents, and students do not know what things need to be considered when making career decisions. Viewed from the maturity aspect of women's career choices, as many as 49 students (98%) tend to score in the high category, and one student (2%) is in the medium category. Furthermore, regarding the maturity of male students' career choices, 48 (96%) students tend to score in the high category and 2 (4%) male students in the medium category. That the majority of students attend courses or tutoring, students engage in conversations about careers with adults, students seek information about careers, and students have expectations about their future careers. Atli (Purwandika & Ayriza, 2020) explains that individuals who have reached a certain level of career maturity are believed to be able to formulate more career choices according to their awareness and readiness.

Based on the maturity aspect of Super's career choice, the results of the analysis are: the career planning of class XII female students at SMA Negeri 2 Gowa is in the high category. Meanwhile, for male students, out of 50 students, 47 students (96%) were in the high category, and three students (6%) were in the medium category. This shows that the majority of students are aware of themselves, opportunities, barriers, choices and consequences and can identify career-related goals. Furthermore, an exploration of the careers of class XII female and male students at SMA Negeri 2 Gowa showed that 47 students (96%) were in the high category,

and three students (6%) were in the medium category. This means that students are able to dig up all the information they need about the world of work from various sources, including parents, friends, teachers, counsellors, books, and films. In the career information aspect of class XII female and male students at SMA Negeri 2 Gowa, there were 49 students (98%) in the high category and one student (2%) in the medium category. This shows that students have knowledge of work assignments, work equipment, and physical requirements of the career field they are interested in. The decision-making of class XII female students at SMA Negeri 2 Gowa was 46 students (92%) in the high category and four students (8%) in the medium category. Meanwhile, for male students, 45 students (90%) were in the high category, and five students (10%) were in the medium category. This shows that students know everything that must be considered in making educational and career choices, then making job choices according to their abilities.

Correlational Analysis

The results of the hypothesis test (Table. 3) show that the correlation value between variable X (self-concept) and variable Y (career choice maturity) of female students is 0.429, and for male students, the results of the hypothesis test (Table. 4) show a correlation value of 0.421. Based on the provisions of the correlation test, namely, if the correlation coefficient value is negative, then there is a relationship in the inverse direction between variable X and variable Y. Conversely if the correlation coefficient value is positive, then there is a unidirectional relationship between variable X and variable Y.

Based on these provisions, the working hypothesis (H1) in this study is accepted, namely that there is a positive relationship between self-concept and the maturity of career choices of class XII female and male students at SMA Negeri 2 Gowa with the acquisition of a correlation coefficient of 0.429 for females and 0.421 for males -man. This shows a unidirectional relationship between variables X and Y, where in this study, the higher the self-concept the students have, the higher the maturity of their career choices. Conversely, the lower the student's self-concept, the lower the career choice maturity of class XII students at SMA Negeri 2 Gowa. The analysis above shows that the relationship between self-concept and career choice maturity of female students is 0.68% higher than male students. These results align with research conducted (Prasasti & Laksmiwati, 2017), finding that differences in the maturity of career choices for both female and male students show differences in their self-concept. The results of this study are also in line with research (Rosa, 2017) and (Almaida & Febriyanti, 2019), which show that students' self-concept has a positive and significant relationship with career maturity.

Regression Equation Test Analysis

Based on the results of the regression test of the self-concept component of female students on the maturity of career choices, the results of the coefficient of determination (R Square) are 0.224, which implies that the effect of the independent variable component (Self-Concept) on the dependent variable (Career choice Maturity) is 22.4%. Meanwhile, in the regression equation test to determine whether there is an influence of each component partially/ individually on Y, it shows that of the five components of female students' self-concept, only two have a statistically significant effect on the maturity of career choices, namely self-image and self-identity (value $p < 0.05$). These results align with Bhatnagar's opinion (in Prasasti, 2017) that women try to find meaning and identity for themselves and bring self-confidence and happiness through a career. Self-identity, self-confidence and happiness are also what female students want to achieve.

Meanwhile, for male students, the coefficient of determination (R Square) is 0.201, which implies that the effect of the independent variable component (Self-Concept) on the dependent variable (Career Choice Maturity) is 20.1%. Whereas in the regression equation test to determine whether there is an influence of each component partially/ individually on Y, it shows that only two have a statistically significant effect on the maturity of career choices, namely self-ideal and self-esteem (p-value < 0.05). This is in line with Hasan's opinion (Rosalin & Agustina, 2020), which states that during childhood development, boys wish to choose suitable careers in the future. The maturity of career choices is influenced by several factors, one of which is Savickas' self-esteem (Purnasari & Abdullah, 2018). The findings in this study are the effect of the self-concept component on the career choice maturity of female students 2.3% higher than male students, where female students are influenced by self-image and self-identity while male students are influenced by ideal self and pride.

Conclusions

From the results of the study, it was concluded that the self-concept of female and male students in the class indicated that the majority of students knew their self-concept, including perceptions of physical appearance and behaviour, behaviour based on goals, inspiration and values to achieve, assessments of achievement according to the ideal self, the ability to behave according to the environment, the ability to master, respect for oneself. Likewise, the maturity of the career choices of female and male students is in the high category because most students take courses or tutor, engage in career talks with adults, seek information about careers, and have expectations about their careers in future. Based on the results of the correlation test on the X variable (Self-Concept) and the Y variable (Career Choice Maturity) of female and male students, it can be

concluded that there is a relationship between the X and Y variables with the result that the relationship between self-concept and career choice maturity of female students is higher 0.68 % of male students. The self-concept component influences the maturity of career choices for both female and male students. The findings in this study are that the effect of the self-concept component on the career choice maturity of female students is 2.3% higher than male students. In contrast, female students are influenced by self-image and self-identity. In contrast, male students are influenced by their ideal selves and pride.

Acknowledgments

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