

The Relationship between Emotional Maturity and Self-Efficacy With Career Maturity in Class XI Students of SMAN 1 Jakarta

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Abstract

This research is a quantitative study which aims to examine the relationship between emotional maturity and self-efficacy and career maturity in class XI students at SMAN 1 Jakarta. The research population was 290 students of class The instrument of this research uses 3 scales, namely the Career Maturity scale, emotional maturity and self-efficacy with bivariate and multivariate correlation analysis techniques processed using SPSS 15.0 For Windows. The results of bivariate correlation data analysis on emotional maturity and career maturity obtained $r = 0.301$, $p = 0.000$ where $p < 0.01$. So (Ha1) which reads "There is a relationship between emotional maturity and career maturity in class XI students at SMAN 1 Jakarta" is accepted." The results of bivariate correlation data analysis on self-efficacy and career maturity obtained $r = 0.242$, $p = 0.002$ where $p < 0.01$. So (Ha2) which reads "There is a relationship between self-efficacy and career maturity in class XI students at SMAN 1 Jakarta" is accepted." The multivariate correlation coefficient of emotional maturity and self-efficacy with career maturity in class So Ha3) which states "there is a relationship between emotional maturity and self-efficacy and career maturity in class students at SMAN 1 Jakarta" is accepted.

Keywords Emotional maturity, self-efficacy, career maturity

INTRODUCTION

Career planning is a common topic among high school students. They begin contemplating their future careers as early as their first year in high school. Emotional maturity, self-efficacy, and career maturity are interrelated factors that play significant roles in this process. According to Shertzer and Stone (as cited in Winkel & Hastuti, 2013), internal factors influencing career maturity include personality traits. These traits, which are associated with emotional maturity, define a person's unique characteristics such as cheerfulness, friendliness, meticulousness, openness, and flexibility.

Self-efficacy is another factor impacting career maturity. According to Stipek (as cited in Rachmawati, 2012), self-efficacy is the belief that "I can," while helplessness is the belief that "I cannot." Students with high self-efficacy believe they can learn the material presented to them and have confidence in their ability to perform well.

In SMAN 1 Jakarta, some students are still uncertain about their educational and career paths after graduation. Many are unsure about which majors to choose or lack parental support for their career decisions. This phenomenon underscores the importance of emotional maturity and self-efficacy in career planning.

Based on these observations, the researcher aims to investigate the relationship between emotional maturity, self-efficacy, and career maturity among 11th-grade students at SMAN 1 Jakarta.



Research Objectives

1. To determine the relationship between emotional maturity and career maturity among 11th-grade students at SMAN 1 Jakarta.
2. To determine the relationship between self-efficacy and career maturity among 11th-grade students at SMAN 1 Jakarta.
3. To determine the relationship between emotional maturity, self-efficacy, and career maturity among 11th-grade students at SMAN 1 Jakarta.

LITERATURE REVIEW

Career Maturity

Donald Super (as cited in Winkel & Hastuti, 2013) defines career maturity as the successful completion of career development tasks appropriate for a certain developmental stage. Career maturity involves the ability to make plans, willingness to take responsibility, and awareness of internal and external factors that should be considered when making career choices or committing to a particular career path.

Super (as cited in Savickas, 2001) identifies four aspects of career maturity:

1. Planning: Students recognize the need to make educational choices and prepare for those decisions.
2. Exploration: Students seek information about the world of work and specific career fields.
3. Informational Competence: Students develop competencies and start crystallizing their choices in specific career fields.
4. Decision Making: Students understand what needs to be considered when making educational and career choices.

Shertzer and Stone (as cited in Winkel & Hastuti, 2013) identify both internal and external factors influencing career maturity. Internal factors include life values, intelligence levels, special talents, interests, personality traits, knowledge, and physical condition. External factors encompass societal influences, the socio-economic status of the country or region, family socio-economic status, the influence of extended family members, school education, peer interactions, and the demands of specific study programs.

Emotional Maturity

Hurlock (as cited in Asih & Pratiwi, 2010) defines emotional maturity as the ability to manage emotions appropriately, expressing them at the right time and place in socially acceptable ways. Walgito (as cited in Asih & Pratiwi, 2010) identifies characteristics of emotional maturity such as self-acceptance, lack of impulsiveness, emotional control, objective thinking, and responsibility.

Self-Efficacy

Alwisol (2014) defines self-efficacy as the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations. Bandura (as cited in Ghufon & Risnawati, 2016) describes three dimensions of self-efficacy:

1. Level: This dimension relates to the difficulty level of tasks that individuals believe they can accomplish.
2. Strength: This dimension pertains to the confidence level individuals have in their abilities.
3. Generality: This dimension involves the extent of behaviors over which individuals feel they have control.

Conceptual Framework

Career maturity is influenced by various internal and external factors, including emotional maturity. According to Muawanah, Suroso, and Praktiko (2012), students with mature emotions can manage emotional impulses, understand and direct their emotions towards positive actions, do not depend on others, are aware and responsible for their decisions, accept their strengths and weaknesses, and possess a balanced physical and psychological self-perception. Shertzer and Stone (as cited in Winkel & Hastuti, 2013) assert that personality traits contribute to a student's distinctiveness, which in turn affects career maturity.

Self-efficacy is another critical factor influencing career maturity. Rachmawati's (2012) research found a significant relationship between self-efficacy and career maturity, a finding supported by Safaria (2016), who observed a strong positive correlation between self-efficacy and career maturity. Safaria's study builds on previous research by Taylor and Betz (as cited in Safaria, 2016), which indicates that individuals with low self-efficacy tend to hesitate in making future career decisions.

Emotional maturity, self-efficacy, and career maturity are interconnected. The explanations above suggest that both emotional maturity and self-efficacy are internal factors within students that influence their career maturity.

Hypotheses

- Ha1: There is a relationship between emotional maturity and career maturity among 11th-grade students at SMAN 1 Jakarta.
- Ha2: There is a relationship between self-efficacy and career maturity among 11th-grade students at SMAN 1 Jakarta.
- Ha3: There is a relationship between emotional maturity, self-efficacy, and career maturity among 11th-grade students at SMAN 1 Jakarta.

METHOD

Research Design

This study employs a quantitative research design, specifically using a correlational approach to examine the relationships between emotional maturity, self-efficacy, and career maturity among 11th-grade students at SMAN 1 Jakarta. The goal is to determine the strength and direction of the relationships between these variables.



Participants

The participants in this study are 400 11th-grade students from SMAN 1 Jakarta. The sampling technique used is purposive sampling, which involves selecting participants based on specific characteristics relevant to the research objectives. The criteria for inclusion are that the students must be in the 11th grade and willing to participate in the study.

Instruments

1. Career Maturity Scale (CMS): This scale measures the level of career maturity in students. It assesses aspects such as career planning, career exploration, informational competence, and decision-making. The scale consists of items rated on a Likert scale, where higher scores indicate higher career maturity.
2. Emotional Maturity Scale (EMS): This scale evaluates the emotional maturity of the students. It includes items that measure self-acceptance, emotional control, lack of impulsiveness, objective thinking, and responsibility. The scale is rated on a Likert scale, with higher scores representing higher emotional maturity.
3. Self-Efficacy Scale (SES): This scale assesses the self-efficacy of the students. It includes items that measure the level of confidence in performing tasks, the strength of belief in one's capabilities, and the generality of these beliefs across different domains. The scale is rated on a Likert scale, with higher scores indicating higher self-efficacy.

Procedure

1. Preparation: The researcher obtained permission from the school administration and informed consent from the participants and their parents. The purpose of the study and the procedures involved were explained to ensure voluntary participation.
2. Data Collection: The questionnaires were distributed to the participants during school hours. The students were given instructions on how to complete the scales and were assured of the confidentiality of their responses. The completed questionnaires were collected by the researcher.
3. Data Analysis: The data were analyzed using statistical software. Descriptive statistics were used to summarize the data, and inferential statistics, specifically Pearson correlation and multiple regression analyses, were used to test the hypotheses. The significance level was set at $p < 0.05$.

Data Analysis

1. Descriptive Statistics: Descriptive statistics, including means, standard deviations, and frequencies, were calculated to summarize the demographic characteristics of the participants and the scores on the CMS, EMS, and SES.
2. Pearson Correlation Analysis: Pearson correlation analysis was used to examine the relationships between emotional maturity, self-efficacy, and career maturity. This analysis provided the correlation coefficients (r) and p -values to determine the significance of the relationships.

3. **Multiple Regression Analysis:** Multiple regression analysis was used to examine the combined effect of emotional maturity and self-efficacy on career maturity. This analysis provided the regression coefficients (β), R-squared (R^2), and p-values to determine the significance and explanatory power of the model.

Ethical Considerations

1. **Informed Consent:** Participants and their parents provided informed consent before participating in the study. They were informed about the study's purpose, procedures, potential risks, and benefits.
2. **Confidentiality:** The confidentiality of the participants' responses was ensured. Data were anonymized and stored securely to prevent unauthorized access.
3. **Voluntary Participation:** Participation in the study was voluntary, and participants were free to withdraw at any time without any negative consequences.

Limitations

1. **Sample Size:** The study is limited to 400 students from one school, which may not be representative of all 11th-grade students in Jakarta.
2. **Self-Report Measures:** The use of self-report measures may introduce bias, as participants may respond in socially desirable ways.
3. **Cross-Sectional Design:** Cross-sectional design limits the ability to draw causal conclusions about the relationships between the variables.

Implications for Future Research

Future research could include a larger and more diverse sample to increase generalizability. Longitudinal studies could provide insights into the causal relationships between emotional maturity, self-efficacy, and career maturity. Additionally, qualitative studies could explore the underlying mechanisms and contextual factors influencing these relationships.

RESULTS AND DISCUSSION

The correlation coefficient (r) between emotional maturity and career maturity among 11th-grade students at SMAN 1 Jakarta was found to be $r = 0.301$ with $p = 0.000$, $p < 0.05$. Although this indicates a low level of correlation according to Sugiyono (2015), it still shows a positive relationship between emotional maturity and career maturity. Therefore, the null hypothesis (H_01) is rejected, and the alternative hypothesis (H_a1) is accepted, indicating that students with high emotional maturity also have high career maturity, and vice versa.

For the second hypothesis, the correlation between self-efficacy and career maturity among 11th-grade students at SMAN 1 Jakarta was found to be $r = 0.242$ with $p = 0.002$, $p < 0.05$. This result, despite indicating a low level of correlation, still shows a positive relationship. Hence, the null hypothesis (H_02) is rejected, and the alternative hypothesis (H_a2) is accepted, indicating that students with high self-efficacy also have high career maturity, and vice versa.



The third hypothesis, tested using multivariate correlation analysis, found that the correlation coefficient (R) between emotional maturity, self-efficacy, and career maturity was 0.329 with $p = 0.000$, $p < 0.05$. This result indicates a significant relationship, leading to the rejection of the null hypothesis (H03) and acceptance of the alternative hypothesis (Ha3). This means that students with high emotional maturity and self-efficacy also have high career maturity, and vice versa.

The bivariate correlation analysis showed that the null hypothesis (H01), which posited no relationship between emotional maturity and career maturity among 11th-grade students at SMAN 1 Jakarta, was rejected. The alternative hypothesis (Ha1), positing a positive relationship, was accepted. This means that students with high emotional maturity have high career maturity, and those with low emotional maturity have low career maturity. This finding aligns with Shertzer and Stone (as cited in Winkel & Hastuti, 2013), who identified internal factors, including personality traits, that influence career maturity. Personality traits that contribute to emotional maturity include cheerfulness, friendliness, meticulousness, openness, and flexibility.

The second hypothesis test using bivariate correlation analysis found that the null hypothesis (H02), which posited no relationship between self-efficacy and career maturity among 11th-grade students at SMAN 1 Jakarta, was rejected. The alternative hypothesis (Ha2), positing a positive relationship, was accepted. This indicates a positive correlation between self-efficacy and career maturity among students. Thus, the higher the self-efficacy, the higher the career maturity. This finding is supported by Schunk (as cited in Rachmawati, 2012), who found that self-efficacy influences students' choice of school activities and their persistence in those activities.

The third hypothesis test using multivariate correlation analysis found that the null hypothesis (H03), which posited no relationship between emotional maturity, self-efficacy, and career maturity among 11th-grade students at SMAN 1 Jakarta, was rejected. The alternative hypothesis (Ha3), positing a positive relationship, was accepted. This finding indicates a significant relationship between emotional maturity, self-efficacy, and career maturity. Students with high emotional maturity and self-efficacy also have high career maturity, and vice versa. Emotional maturity, self-efficacy, and career maturity are interrelated factors, with emotional maturity and self-efficacy being internal factors within students.

CLOSING

Conclusion

1. There is a positive relationship between emotional maturity and career maturity among 11th-grade students at SMAN 1 Jakarta.
2. There is a positive relationship between self-efficacy and career maturity among 11th-grade students at SMAN 1 Jakarta.
3. There is a positive relationship between emotional maturity, self-efficacy, and career maturity among 11th-grade students at SMAN 1 Jakarta.

Theoretical Recommendations

For educational psychology and developmental psychology, this study can inspire further research on factors influencing career maturity, such as special talents, interests, personality traits, and peer support. Future research could also explore these variables in different educational levels to obtain varied results.

Practical Recommendations

Given the high levels of emotional maturity and self-efficacy among 11th-grade students at SMAN 1 Jakarta, students are encouraged to maintain their emotional maturity by accepting themselves, avoiding impulsiveness, controlling their emotions, thinking objectively, and taking responsibility. Students should also maintain their self-efficacy by believing in their abilities, choosing behaviors based on task difficulty, and having strong confidence in their capabilities. Additionally, students should maintain their career maturity by recognizing the need to make career choices, preparing for those choices, seeking information about the world of work, and making informed decisions based on their interests and abilities.

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