The Relationship between Career Maturity and Anxiety in Facing the World of Work in Final Year Students at University

Fanny Permatasari[1], Sri Oktavianita[2], Anastasia Simamora[3]
Faculty of Psychology, Master of Professional Psychology, Persada Indonesia University YAI
E-mail: fannypermatasari169@gmail.com[1], srioktavianita1825@gmail.com[2],
mamora.anastasia@gmail.com[3]

Abstract

This research uses a quantitative approach with a correlation method involving 103 respondents using convenience sampling. The data obtained was processed using Pearson's Parametric Test of Correlation calculations in IBM SPSS Statistics 20. The results of this study show a contribution value of -0.617, which means there is a negative relationship between career maturity and anxiety about facing the world of work. This can be interpreted as the higher the career maturity, the lower the anxiety in facing the world of work. On the other hand, the lower the career maturity, the higher the anxiety about facing the world of work. This research also found that factors such as social support, work experience, and education level play a significant role in influencing an individual's career maturity and anxiety level. The implications of these findings suggest the need for more intensive career guidance programs and psychological support for individuals newly entering the workforce to reduce their anxiety levels. Thus, developing career maturity not only impacts individuals' readiness to face work challenges, but also contributes to their psychological well-being.

Keywords	career maturity, job anxiety, social support

INTRODUCTION

According to Fadlila (in Hadi, 2011) with such intense competition, each individual tries to improve their quality, especially in their education. In line with this, it also has an impact on increasing unemployment. One of the things that can make it difficult for individuals to obtain work is due to the limited employment opportunities in Indonesia. Based on data reported by the Central Statistics Agency (BPS) in disnaker.bulelengkab.go.id (2019), there are around 5% of the total workforce who are higher education graduates. As a result, there are problems among young people, such as final year students, who have difficulty accessing information about employment opportunities. Thus, they have five times greater difficulty finding work than unemployed adults. There are several factors that cause many university graduates to be unemployed, such as low soft skills, applying for jobs that do not match their educational background and abilities, demanding too much of a salary when applying for a job, which can be a burden on the company. This phenomenon of large numbers of unemployed and difficulty in getting work can cause anxiety for everyone, especially final year students, especially those currently undergoing at least semester 8 (VIII).

Based on the results of an initial research survey with interviews with 8 final year students from University One of the students stated that before layoffs occurred due to the impact of the Covid-19 pandemic, there were still many fresh graduates who were unemployed. In line with this, final year students feel anxious about getting a job. Apart from that, one of the students experienced anxiety in terms of physical and mental reactions. Signs

of anxiety include the heart beating too fast, worry, dizziness and other physical symptoms (Santo & Alfian, 2021).

Career is a person's entire life in realizing himself to be able to achieve his goals. To achieve this goal, an individual must have strengths such as mastery of abilities and aspects that can support career success (Sitompul, 2018). Jatmika (2015) which shows that 5.1% of students have very low career maturity, 10% are in low career maturity, 66.9% are in medium career maturity, and 17.8% are in high career maturity. tall. According to Komalasari (in Khairunnisak, 2019), one of the successes that a student hopes for is success in future career preparation, namely being able to enter the world of work in accordance with his field of expertise. Kurniati (in Muslim and Budiwati, 2012) states that one important indicator that humans are able to plan for the future is by planning their career. To be able to choose and plan a career appropriately, career maturity is required. Final year students are expected to be ready to enter the world of work, which actually shows that they are not at a high level of career maturity.

Based on the background explained above, the author is interested in conducting research on the relationship between career maturity and anxiety about facing the world of work in final year students at University X.

LITERATURE REVIEW
Career Maturity

According to career development theory, namely Super (in Tifani, 2015), career maturity is something that must be possessed by each individual, because that individual will be faced with situations in the job decision making process in the future.

Pinasti (in Marpaung, 2016) states that measuring the extent to which an individual is able to overcome career development tasks can be measured through the level of career maturity. According to Savickas (in Pratama & Suharnan, 2014) career maturity is an individual's readiness to make information and career decisions in accordance with efforts to complete career-related developmental tasks.

Anxiety Facing the World of Work

Anxiety appears as a physiological response to anticipate various problems that might come as a disturbance if they arise too much (Prabowo & Sihombing, 2010). Anxiety is also defined as a normal reaction to situations that are very stressful in a person's life, especially in the world of work (Hooda & Saini, 2017).

Jones (2020) states that anxiety about facing the world of work can reduce work performance, such as being afraid of speaking in public, being afraid of interacting with superiors in a company, being afraid of taking on new challenges and being afraid so that you feel restless and anxious.

Final-year students

Hulukati and Djibran (2018) explained that students are aged 18-24 years, which is included in the early adult development phase. Based on this, it can be understood that this

age is the age for a student who has entered the early adult development phase and is expected to be able to plan the career he chooses in the future.

Every student who is active in their studies definitely wants a bachelor's degree as their final goal, but to get this, students must complete their studies by completing their thesis or final assignment as one of the graduation requirements. Students who have entered their final semester can be called final year students (Pambudhi, Suarni & Rudin, 2021).

METHOD

Quantitative research design with correlational method, using convenience sampling method. Use of a Likert scale (career maturity scale, anxiety scale facing the world of work). The research uses a reliability test with Cronbach's alpha coefficient. The normality test and correlation test will be measured using the Pearson's Parametric Test of Correlation data analysis technique, which is capable of analyzing parametric data with interval statistical correlation tests. Data calculations in this research used the computerized program IBM SPSS Statistics 20.

RESULTS AND DISCUSSION

Research respondents were active final year students who had entered at least the 8th semester at University X (18-25 years old) who had never worked. The total number of respondents in the study was 103 people.

Normality test

The research used the Kolmogrov Smirnov test, normality test results show that the two variables, both career maturity and anxiety about facing the world of work, have normally distributed data with a significance > 0.05, namely the Sig value. 0.583.

		Unstandardized Residual
N		103
Normal Parameters	Mean	0E-7
	Std. Deviation	7,05665437
	Absolute	,076
Most Extreme Differences	Positive	,049
	Negative	-,076
Kolmogrov Smirnov Z		,776
Asymp. Sig. (2-tailed)		,583

Source: IBM SPSS Statistics 20

Correlation Test

Pearson correlation test results obtained the results of the correlation test between career maturity and facing the world of work. A correlation coefficient value of -0.617 was obtained, this means that there is a very significant negative relationship between career maturity and anxiety about facing the world of work in final year students at University X.

		KKTOTAL	KMDKTOTAL
KKTOTAL	Pearson Correlation	1	-,617**
	Sig. (2-tailed)		,000
	N	103	103
KMDKTOTAL	Pearson Correlation	-,617**	1
	Sig. (2-tailed)	,000	
	N	103	103

Linearity Test

The linearity test obtained a significance score *deviation from linearity* of 0.01 (< 0.05), meaning these two variables do not have a linear relationship.

			Sum of Squares	Df	Mean Square	F	Sig
KMDKTOTAL	Between Groups	(Combined)	6044,950	36	167,915	5,130	,000
		Linearity	3125,877	1	3125,877	95,506	,000
		Deviation from Linearity	2919,073	35	83,402	2,548	,001
KKTOTAL	Within Groups		1740,023	66	32,730		
	Total		8205,107	102			

Source: IBM SPSS Statistics 20

Test Coefficient of Determination

The coefficient of determination test results obtained an r square result of 0.381. This can be interpreted as meaning that the magnitude of the relationship between the two variables is 38.1% while the rest is influenced by other factors.

	R	R Squared	Adjusted R Square	Std. Error of the Estimate
KKTOTAL*KDKTOTAL	-,617	,381	,375	7,092

Source: IBM SPSS Statistics 20

In this study, the total number of respondents used was 103 people. In the description of the respondent's profile, the subjects selected must have the characteristics of active final year students who have at least completed the 8th semester and are aged 18 - 25 years because in this study the researcher wants to see the development of career maturity that occurs in one of the stages of career maturity, namely the exploration stage. The career exploration stage is a process of individual self-development. At this stage, individuals can begin to assess themselves, search for what career suits them, plan their future using information from themselves and the work environment. Individuals will develop self-understanding, identify suitable job options, and be able to determine their future goals. Individuals will also determine their choices through their ability to make decisions by choosing between suitable job alternatives (Super, in Coertse & Schepers, 2004).

Super (in Abdullah, 2017) defines career maturity as the ability to plan career choices, increase awareness about different careers, and take responsibility for making career choice decisions. Reporting from the University of Southern California Career Center (2018), career maturity can be formed by carrying out a self-assessment, namely identifying values, skills and personality. Second, exploration, namely looking for various information about careers or jobs. Third, provide the opportunity to do an internship to get an idea of the world of work. Fourth, carry out implementations such as interviews, seek extensive connections and create or improve curriculum vitae. Individuals can be said to have reached career maturity if they are ready to make decisions regarding their career choices appropriately, and individuals must also be responsible for the consequences of these decisions (Tentama, 2020).

Crites (in Walker, 2010) divides career maturity into two dimensions, namely affective and cognitive. The affective dimension refers to individuals' attitudes and feelings regarding career planning and whether they pursue their career choices when entering the world of work, such as looking for various information about the world of work. This can allow individuals to reduce confusion regarding the process of making career decisions and explore their abilities with suitable jobs according to their talents and interests. Meanwhile, the cognitive dimension refers to making career decisions. The first stage in the career decision making process is to become more aware of the choices that must be made in the near future and continuing into the future. Foresight becomes known in how a person chooses a job and develops his career.

The results of the analysis show that there is a negative relationship between career maturity and anxiety about facing the world of work. The correlation test which was carried out using Pearson correlation with IBM SPSS Statistics 20 software, showed negative results between the two variables with a correlation value of -0.617. This research has a negative

relationship. This means that if career maturity is high, then anxiety about facing the world of work will be low. And conversely, if career maturity is low, then anxiety about facing the world of work will be high. Career maturity will have an impact on a person's readiness to make career choices, including further studies. According to Lestari (in Azhari, 2016) that with good abilities, it can reduce the level of anxiety for individuals.

Anxiety in facing the world of work is an assessment of individuals in achieving goals related to the world of work that are uncertain, thus causing conflict within the self which can result in disruption of thought patterns such as worry in facing the world of work, disruption of behavior such as avoiding all things related to the world. work, as well as disruption of physiological responses such as heart palpitations and sweating when dealing with the world of work (Sari, 2014).

The coefficient of determination test results in this study were found to be 0.381. This means that these results indicate that the independent variable in this study, namely career maturity, only has a relative influence of 38.1% on anxiety about facing the world of work among final year students at University X. Meanwhile, 61.9% is influenced by factors other than maturity. career. There are many other factors that can influence anxiety about facing the world of work. Adler and Rodman (in Ghufron, 2010) classify the factors that influence anxiety in facing the world of work, namely past negative experiences and irrational thoughts which include catastrophic failure, namely the assumption from within a person that something bad will happen to him. Individuals experience anxiety, feelings of inadequacy and are not able to overcome a problem.

In this research, it shows that the total number of people who have high career maturity states that women are higher than men. This is confirmed by research by Ohler, Levinson, & Damiani (in Violina, 2015) which states that the career maturity level of female students is higher than that of male students. The insignificant difference in the career maturity of female and male students could be caused by several factors that influence career maturity such as self-identity, age, education, and so on.

Likewise with anxiety about facing the world of work, the total number of people who have anxiety about facing the world of work states that women are higher than men. Research from Rana and Mahmood (2010) explains that women have a higher emotional level than men. In line with this, Beck (in Sari, Mudjiran, & Alizamar, 2017) states that women tend to experience anxiety twice as often as men because hormonally, women are quicker to show empathy. In addition, women have a more active level of "error-related negativity" than men, so women are more afraid of making mistakes and are more sensitive to situations where they think they are wrong.

According to Donald E. Super (in Malik, 2015) final year students (VIII) with an age range of 22 to 25 years are at the trial little commitment stage. This stage is the stage closest to actual work activities. At this stage, individuals are able to make more mature plans to achieve their career goals. And at this stage it is also a period for students to gather information about themselves and the world of work through an effective exploration process to realize and make the right career choice. Therefore, research shows that the total

number of people who have high career maturity are students who are currently in their 8th semester.

In accordance with research, it shows that the total number of people who have high anxiety about facing the world of work are students who are currently in their 8th semester. The anxiety that occurs when facing the world of work is usually experienced by students as it is a world that is foreign and new to them. According to Juliarti (in Risnia & Sugiasih, 2019) this anxiety is caused by several factors such as uncertainty about getting a job, lots of competition, or thinking about the demands of getting a job immediately. Final year students such as those in semester 8 must have a good mentality to enter the world of work. If he is not able to prepare himself well, he will tend to feel anxious when facing the world of work.

Based on the results of data analysis, it can be seen that final year students at University This means that the level of career maturity of final year students at University X is generally classified as moderate.

Furthermore, the results of data analysis can show that final year students at university . This means that the level of anxiety facing the world of work among final year students at University X is generally classified as moderate.

This can be concluded from the results of descriptive analysis of career maturity variables and anxiety about facing the world of work in final year students are both categorized in the medium category.

CONCLUSION

Based on the results of data analysis carried out by researchers using questionnaire calculations that have been distributed with the title "The Relationship between Career Maturity and Anxiety in Facing the World of Work in Final Year Students at University X", it can be concluded that there is a negative relationship between career maturity and anxiety in facing the world of work. for final year students at university.

The results of research conducted on 103 respondents, testing the correlation between career maturity and anxiety about facing the world of work, showed a value of $r = -0.617$ with $p = 0.000 (< 0.05)$ which means that there is a relationship between career maturity and anxiety about facing the world of work. final year students at University X where the higher their career maturity, the lower their anxiety about facing the world of work. Vice versa, if career maturity is low, the higher the anxiety about facing the world of work. Meanwhile, the test results for the coefficient of determination for these two variables were 0.381 or 38.1%, while the remainder was caused by several other factors.

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