Factors Influencing Students' Career Maturity in Vocational and General High School

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Sections Info	ABSTRACT
	Career maturity is a continual process of development that demonstrates notably recognised attributes required for career advancement. However, internal and environmental variables determine career maturity. This study explores the aspects of career maturity in high school students by collecting the literature. The following criteria were used to choose articles for inclusion: 1) articles describing career maturity in general high school or vocational high school; 2) articles published in English or Indonesian; 3) entire passages in published works; 4) published during the previous ten years. Results mentioned students at vocational high schools typically have more components than students in general high schools. Social attachment, adversity intelligence, emotional intelligence, career interest, motivation, and career aspirations are maturity elements that show in vocational students. Meanwhile, self-determination, self-esteem, self-actualisation, self-confidence, and psychological well-being, on the other hand, are characteristics that impact the professional maturity of general high school students. Since most of these elements are internal to students, it is critical for general high school students to recognise self-reinforcement and self-understanding.

INTRODUCTION

The idea of career maturity arose from the development of Super's theory of career behavior. Career maturity is an individual's readiness to confront biological and social developmental responsibilities and society's expectations of those who have achieved that level. Career maturity is an understanding of the ability to make career choices that are appropriate for the individual, which includes awareness of the factors required in making realistic and consistent job selections and career choices (Ismail et al., 2018). Career maturity is a normative concept that refers to the extent to which teenagers can make preliminary career selections and are aware of educational and vocational options (Qonitatin & Kustanti, 2021).

The establishing phase occurs between 16 and 25 and is the most critical period in career development. Five professional development actions that every individual should complete are established (Lee et al., 2015), (1) career preferences crystallization (14-18 years) consists of creating and planning students' destination's direction. In general, information from others and role models is used. It is unrealistic and inventive in the early phases. The student feels confused and has limited resources for a career; (2) specifications of career preferences (18-21 years) have characteristics that establish the direction of work goals and take action steps; (3) implementation of career preferences (21-24 years) is obtaining the necessary knowledge or training to reach the goal and get a job in the relevant field; (4) career stabilization (24-35 years) means deciding on a job or choosing to leave the current job; (5) the consolidation stage (above 35 years) means people tend to grow in advanced professional careers.

In some cases, career maturity is only partially established in teenage high school. Low career maturity is defined by several criteria, including a lack of career planning, a lack of career exploration, insufficient knowledge related to career decision-making, insufficient knowledge about the world of work, and insufficient knowledge about preferred work groups based on their abilities (Lee et al., 2015). Teenagers develop less vocational maturity owing to various factors, including a lack of understanding or worry about the decisions they will soon confront (Churnia et al., 2021). This issue causes high school students to lack poor career maturity, resulting in perplexity following graduation or completion of their formal schooling.

Internal and environmental variables determine career maturity. Personality attribute is an intrinsic component of professional development. Personality influences how a person behaves in a variety of settings. A person's personality can impact professional decisions, work performance, career choice, and job happiness. On the other side, external elements such as social support from one's surroundings, family, closest friends, and lovers can impact one's career maturity (Churnia et al., 2021). Social support is a relationship between people who believe that someone loves, cares for, and values them to help people who are going through difficult times. To reach the ideal career maturity, high schools can build a program of counselling or guidance for their students (Hwang et al., 2018; Lau et al., 2021; Wati et al., 2021).

Career maturity is a continual process of development that demonstrates notably recognised attributes required for career advancement. Self-awareness, job knowledge, the capacity to pick a profession, and the ability to choose the stages toward the desired career all contribute to high career maturity. Individual inability in this circumstance implies a lack of career maturity (Kurniawan et al., 2020). Students with low professional maturity might make mistakes in career selections, resulting in time, money losses and learning failure due to a lack of willingness to study. Environmental influences, such as the type of education (general or vocational high school), can also influence individual professional maturity (Qonitatin & Kustanti, 2021; Srianturi & Supriatna, 2020).

Science and Social Sciences are possible academic programs in regular high school. The major in general high school begins in the eleventh grade. Meanwhile, the offered study programs at vocational high schools are more particular, such as mechanical engineering, electrical engineering, computer engineering, and others. The vocational high school major has been in place since the ninth grade. As a result, vocational high school students take longer to learn and research the topic they are interested in. Previous studies found that vocational students have higher levels of career maturity than regular high school pupils (Srianturi & Supriatna, 2020).

Furthermore, the regular high school curriculum prepares students for college. Meanwhile, graduates of vocational high schools are expected to learn skills and generate jobs. Nonetheless, current vocational high school graduates have the same possibility to continue their studies in secondary schools and colleges (Hidayat & Prabowo, 2019). The reason behind that is that professional work needs potential employees to have a high level of education. Individuals with a college education will have a better chance of finding employment. It is assumed that the better the individual's education, the greater the chance of getting the desired position affects the individual career subsequently. As a result, general and vocational graduates should continue their studies at the university level. In addition, despite having an excellent educational background, unemployment difficulties in Indonesia continue to worsen.

This is depicted in the Table 1 using data from Indonesia's Central Statistics Bureau from 2019 to 2021.

Table 1. Unemployment statistics based on the highest education.

Highest Education	2019	2020	2021
Primary school	965.641	1.006.744	1.219.494
Junior high school	1.235.199	1.251.352	1.515.089
General high school	**1.690.527**	**1.748.843**	**2.305.093**
Vocational high school	**1.397.281**	**1.443.522**	**2.089.137**
Vocational College	274.377	267.583	254.457
University	855.854	824.912	999.543

According to Table 1, unemployment in public high and vocational high schools will continue to rise from 2019 to 2021. In 2021, general high school unemployment will be substantially greater than vocational high school unemployment, even though the ratio of general high school students to vocational high school students has been balanced yearly since 2013. Table 1 shows that the unemployment rate for vocational high school graduates is lower than that of ordinary high school graduates. The objective is that while vocational high school graduates will be unable to continue their studies in college, they will have the skills to work and will be able to begin working immediately.

Students with vocational high school diplomas have a low unemployment rate because they are equipped with knowledge and skill in specific subjects based on their majors and are better able to adjust to the world of work (Churnia et al., 2021; Hidayat & Prabowo, 2019). When students are in the eleventh grade, they receive job experience known as fieldwork, which lasts around three to six months. The fieldwork program at vocational high school gives students job experience, which increases the chance of learning about their chosen careers.

Numerous studies have been conducted on career maturity factors in vocational and ordinary high schools. However, this has resulted in knowledge gaps regarding the unique career maturity characteristics found in both types of schools. To the extent of the researcher's knowledge, identification of these gaps has not been conducted in Indonesia; hence, a literature search is required to determine this. The conclusions addressing the elements influencing students' career maturity will provide an overview of the training or specific programmes that schools might employ to promote career maturity.

RESEARCH METHOD
Inclusion and Exclusion Criteria
One type of literature review is to describe the phenomenon found in research articles (Newman & Gough, 2020). To reach the aim of the study, this research includes some inclusion and exclusion criterias (Xiao & Watson, 2019). The following criteria were used to choose articles for inclusion: 1) articles describing career maturity in general high school or vocational high school; 2) articles published in English or Indonesian; 3) entire passages in published works; 4) published during the previous ten years. Exclusion criteria for articles include not reputable journals and unfinished article composition.

Articles Flow

The Publish or Perish application was searched using the Google Scholar database with the terms 'career maturity of general high school students and 'career maturity of vocational high school students.' The articles that appear are then arranged to no articles have the same title. Furthermore, the articles are ordered depending on the established inclusion and exclusion criteria. Articles that feature the abstract will be removed. As a result, the articles will be examined. Using flow in Figure 1, the researcher found 156 articles that mention career maturity in vocational high school and 109 articles about career maturity in general high school. All articles are still not filtered, and the researcher needs to check the content to extract the leading articles.
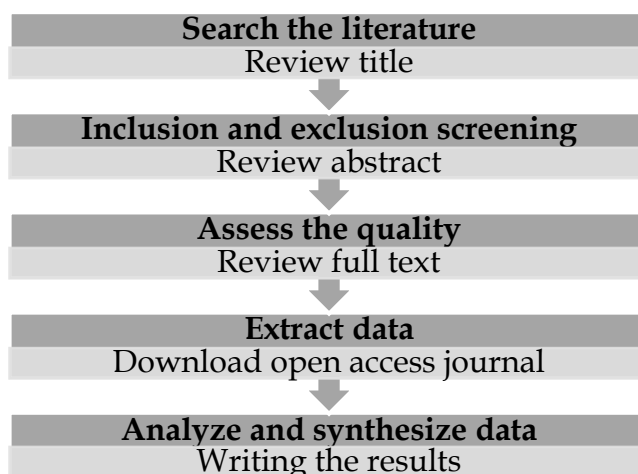
Search the literature
Review title

Inclusion and exclusion screening
Review abstract

Assess the quality
Review full text

Extract data
Download open access journal

Analyze and synthesize data
Writing the results

Figure 1. The articles' flow.

Article Extraction
The articles that have been obtained are then extracted. Article extraction is based on the author, the year the article was published, the number of samples utilized, the measurement equipment used, the study's findings, and the article database. The result of extraction would be the main findings of the literature review.

RESULTS AND DISCUSSION
Table 2 shows the differentiation of career maturity between vocational and general high school, which consists of several psychological factors. Students in vocational high school tend to have more characteristics than in general high school. Meanwhile, some elements appear in both general and vocational high schools to influence career maturity.

Career Maturity in Vocational High School
Social attachment
Adolescent career development is influenced by social attachment: the more significant the attachment results, the more mature the career (Lee et al., 2015). Social attachment is the comfort, care, or help an individual receives from another person or group. Further, teenage perceptions of social connection will influence job choices indirectly through the mediating impact of career decision confidence. Individuals who obtained solid social support were shown to think more favorably, have higher self-esteem, and be more optimistic than those who received low social support.

Additionally, a robust social bond improves one's capacity to make career decisions. The relationship between social attachment and professional growth may be significant for a better understanding of career development complexity. The better interactions students have with their teachers; the more mature their careers will be (Li et al., 2021). The teacher role is the most significant, while improved connections with parents and friends can help with career maturity. Students with a good relationship and attachment with their parents are autonomous and capable of making professional decisions. The compatibility of career options with students' abilities and talents is connected to parental support and attachment. According to the findings of a study, connection to mothers and independence from parents is associated with vocational decision-making in female students (Lee et al., 2015; Li et al., 2021). Attachment to parents is linked to a high skill level in career explortion.

Table 2. The factors of career maturity in high school students.

References	Factors
Vocational High School	
Lee et al. (2015); Li et al. (2021)	Social attachment
Kurniawan et al. (2020); Collie et al. (2017)	Adversity intelligence
Fatin et al. (2020); Sahin (2017); Sahu et al. (2017); Kurniawati (2021)	Emotional intelligence
Maknun et al. (2020); Srianturi & Supriatna (2020); Longobardi et al. (2019)	Career interest
Alberth (2018); Aprielieva et al. (2021)	Motivation
Mayra & Purwanto (2020); Tzu-Ling (2019)	Career aspirations
General High School	
Woodman et al. (2020)	Self-determination
Munir & Tarigan (2017)	Self-esteem
Bae (2017), (2022)	Academic achievement
Tus (2020)	Self-confidence
Dwan & Ownsworth (2019); Ram et al. (2020); Nugrahaini & Sawitri (2015)	Psychological well-being
Both	
Fatin et al. (2020); Munir & Tarigan (2017); Pandang et al. (2019)	Self-efficacy
Zulfiani & Khaerani (2020)	Family support
Istiana (2017); Wiguno et al. (2020); Abdinoor & Ibrahim (2019)	Self-concept
Bahtiar et al. (2017); Hosseini et al. (2016)	Locus of control

Adversity intelligence
Adversity intelligence contributed significantly by 23.0% against career maturity (Kurniawan et al., 2020). Adversity intelligence helps students take risks to achieve a career requiring a high fighting spirit, perseverance, and endurance in facing obstacles. Adversity intelligence can be defined as the ability of individuals to respond to the difficulties they experienced, such as the ability to confront and overcome them (Collie et al., 2017).

Control, which examines the level of control felt over challenging experiences, is one of four characteristics of adversity intelligence. The second factor is the genesis and confession of guilt. Individuals with low adversity intelligence are more likely to experience unnatural shame for their troubles. The third component is reached, which describes how adversity will impact other parts of life, and endurance, which examines

two related things: how long the trouble will stay and how long the source of the issue will last. Further, competitiveness, productivity, creativity, motivation, taking chances, improvement, persistence, learning, embracing change, tenacity, stress, pressure, and setbacks all impact adversity intelligence (Collie et al., 2017; Kurniawan et al., 2020).

Emotional intelligence
Emotional intelligence is one factor which related to career maturity empirically (Kurniawati, 2021; Sahu et al., 2017). Confusion in facing career obstacles may be connected to emotional stability, where feelings vocational school students experience as teenagers are undergoing a development related to emotional strength and management. When a person has the emotional stability, he will be able to deal with obstacles in the career decision-making process much better. According to research, the capacity of individuals to comprehend and control emotions, often known as emotional intelligence (EI), is associated with professional decisions. Individuals with a high EI understand their feelings better and can integrate their emotional experiences into their ideas and actions. Thus they are more confident while making professional decisions (Fatin et al., 2020).

EI is the capacity to notice, analyze, control, and manage emotions. Every individual needs great emotional intelligence since the better a person's emotional intelligence, the more probable he is to receive higher social welfare and emotional well-being, personal progress, and other psychological advantages in his professional development. EI is classified into two constructs: trait EI and ability EI (Sahin, 2017). The feature of EI exemplifies the broader idea of intelligence, which includes traits, social skills, and behavior. Meanwhile, EI is a collection of talents that can comprehend, access, generate, interpret, and control emotions.

Career interest
High school career interests are related to college or university preferences. There are two types of factors that influence the selection of study programs in college. The first group consists of internal student aspects such as passions, personality, and self-concept. The second group comprises external student influences such as parents, classmates, socioeconomic surroundings, culture, and aptitude and interest test recommendations. Another essential aspect influencing students' decision-making in a study program is employment potential (Maknun et al., 2020). Career orientation affects the selection of study programs in postsecondary institutions. This is the individual's attitude toward higher education and precise work, self-awareness, opportunity consideration, investigation of appropriate sources of knowledge, and future planning. Individuals' preparedness to make choices or professional selections. This is based on the premise that professional decisions are made at various stages of life.

The process of career orientation begins at a young age and finishes with resignation from employment. Students in high school and vocational school are involved in career orientation development (Srianturi & Supriatna, 2020). They are showing an interest in work by beginning to consider the future actively. Many boys and girls evaluate several forms of the profession, such as law and medicine, during their youth and early adolescence. However, their judgment is frequently based on media preconceptions. As kids reach maturity, people begin to evaluate jobs in terms of competence, time, and expense (Longobardi et al., 2019).

Motivation

Intrinsically motivated learners are individuals that learn for the sake of enjoyment and happiness. In other words, intrinsic motivation refers to performing something for the sake of the activity itself (Alberth, 2018). As a result, an intrinsically motivated student attends class because it is intriguing and pleasurable to learn more about specific subjects, rather than extrinsic factors such as excellent grades, prizes, or the avoidance of harmful consequences. Moreover, extrinsic motivation refers to a wide range of behaviors conducted to get results other than those inherent in the activity. Both motivations, extrinsic and intrinsic, are related to career maturity (Alberth, 2018; Aprielieva et al., 2021).

Career aspirations

Aspiration could be defined as a sincere desire or goal for the better. The career aspirations of high school students consider the main focus to be how they can perform the task as wanted, on time, and satisfy the assignment's expectations so that it has results rather than the value received (Mayra & Purwanto, 2020; Tzu-Ling, 2019). Students have become more confident in themselves since having aspirations, and of course, they are prepared for the future and hope to attain their goals. Aspiration may be a sincere desire or ambition for a better outcome.

Career Maturity in General High School
Self-determination

Previous research showed that self-determination plays a role in increasing career maturity. This suggests that the higher the importance of self-determination in high school students, the better their career decisions. Students with self-determination tend to use adaptive ways more often in career decisions (Woodman et al., 2020).

Self-esteem

Several research mentions the relationship between self-esteem and career maturity. Self-esteem and career maturity have a positive relationship (Munir & Tarigan, 2017). Students with high self-esteem are better able to handle the adaptation process while establishing professional interests and making job-related decisions. Furthermore, teens with high self-esteem will rate themselves favorably, making them feel desirable, practical, and relevant. Teenagers' self-esteem will influence their conduct. Teens with high self-esteem tend to be positive, while teenagers with low self-esteem tend to be negative.

Academic achievement

Numerous previous research has indicated that academic success is a significant predictor of vocational maturity (Bae, 2017, 2022). Academic success is directly associated with employment choice, and good academic achievement permits a diverse range of professional options. Students with excellent academic success typically have a high sense of self-efficacy and are actively interested in pursuing a job. Academic accomplishment may drive job exploration, and as a result, it may assist students in making the most suitable career decision by evaluating their aptitudes and employment options.

Self-confidence

Self-confidence is the conviction in one's skills as a personal quality and being optimistic, objective, responsible, sensible, and practical. Confidence is a strong sense of self-reliance. Confident people have a good attitude, which allows them to make a favorable judgment of themselves and their surroundings or circumstance (Tus, 2020). Students who are conscience can use their emotional intelligence to advance their careers.

Psychological well-being

Psychological well-being (PWB) is an individual's appraisal of his mental health, which includes a good attitude toward themselves and others, the capacity to create an environment suited to their requirements and a clear purpose for his life (Dwan & Ownsworth, 2019; Ram et al., 2020). PWB affects how far an individual can complete developmental activities. At the same time, teens in high school, in particular, have various developmental tasks that must be completed, one of which is to prepare for their future job. Teens are capable of preparing for a profession and mastering the task of suitable career growth stages and career maturity (Nugrahaini & Sawitri, 2015).

Career Maturity in Vocational and General High School
Self-efficacy

Self-efficacy in career decision-making refers to an individual's faith in his capacity to execute activities linked to career decision-making (Fatin et al., 2020). Self-efficacy affects adolescent activity selection, purpose, effort, and perseverance. To put it another way, self-efficacy influences learning and academic accomplishment—low self-efficacy in career decision-making processes due to ambiguity in career decision-making and difficulties forming a distinctiveness (Munir & Tarigan, 2017; Pandang et al., 2019). Low self-efficacy might prevent an individual from expressing interest in a vocation because she believes she lacks the necessary abilities. They are also less able to compete for the job, have less experience, and are unsure of how to overcome barriers to obtaining a job with success (Duru, 2022).

Family support

Parents have a significant influence on their people's career choices during their teens. Since family is the first circle that substantially impacts many areas of adolescent development, it is one of the elements influencing adolescent career adaptability. Family is the earliest and most straightforward source of information that influences adolescent desire and skill preparation for a particular vocation (Zulfiani & Khaerani, 2020). Family support in job choice takes the form of giving facilities, the ability to discuss issues during interactions, and being a model or ideal figure.

Self-concept

Self-concept is the individual's overall perspective of himself, whether physical, emotional, social, or spiritual. Self-concept refers to people's ideas, thoughts, and beliefs about themselves and how they interact with others. Individuals with a good self-concept do better in terms of interpersonal ability, intellectual capacity, and environmental mastery (Istiana, 2017). Maladaptive social relationships can lead to a negative self-concept. Furthermore, self-concept is an individual's perception of himself. The concept of the authentic self, which is an image of the self, and the concept of the

ideal self, which is a picture of the individual with the desired personality, are the two components of self-concept.

It has been noticed that most people believe that careers are the responsibility of adults rather than teens, yet the truth is that the foundation of a profession is set in adolescents (Wiguno et al., 2020). This is the stage at which pupils with a strong self-concept have a better sense of their future professional aspirations and academic courses they wish to pursue. It is crucial for students to know their self-concept, whether there is any link to their professional choice-making abilities, and whether they are clear between self-concept and career maturity (Abdinoor & Ibrahim, 2019).

Locus of control

Previous research found that locus of control substantially impacted career maturity. Furthermore, most students still have uncertainties and dread failing to complete the tasks provided when they work later. Most students still need to figure out their ability to do the assignment assigned afterwards. Students with an internal locus of control will always seek information about the problem (Bahtiar et al., 2017). When confronted with career planning, career exploration, career decision-making, job market information, and understanding of the profession that interests them, these students will actively seek information relating to it, indicating that they have a high level of career maturity. Furthermore, they will diligently prepare for their profession after graduating high school and have a high career maturity (Hosseini et al., 2016).

CONCLUSION

The career maturity of high school students differs depending on the type of school, whether vocational or general. Students at vocational high schools typically have more components than students in general high schools. Social attachment, adversity intelligence, emotional intelligence, career interest, motivation, and career aspirations are maturity elements that show in vocational students. These variables are connected to the vocational high school learning paradigm, which emphasises technical talents and prepares students to work after graduation. On the other hand, self-determination, self-esteem, self-actualisation, self-confidence, and psychological well-being are characteristics that impact the professional maturity of general high school students. Since most of these elements are internal to students, it is critical for general high school students to recognise self-reinforcement and self-understanding. To summarise, self-efficacy, family support, self-concept, and locus of control are four elements that determine professional maturity in regular and vocational high schools. The implications of this research for schools are that they can select the best curriculum for the maturation of their students' careers. However, this research also had limitations, including a search technique that did not consider the breadth of the journal employed. Future scholars might evaluate the journal's reach within the subject of education and widen their search for worldwide resources in general.

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