



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

Gita Aulia Nurani^{1,2}

¹National Chung Cheng University, Chiay² Taiwan

²Muhammadiyah University of Surakarta, Indonesia



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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.

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