THE EFFECT OF SELF-CONCEPT AND FAMILY SUPPORT ON STUDENT CAREER MATURITY

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Abstract: Career maturity includes things that cannot be separated in the development stage. Students who do not have career maturity will cause obstacles in the development process. Low career maturity results in doubts in determining a career, including both in determining employment and education. Students with a healthy self-concept will have career maturity or career goals. Students who receive family support will have positive thoughts even in difficult situations until they reach career maturity. The family has an important role in providing support for family members, including in terms of increasing understanding of their careers. This study aims to analyze the relationship between self-concept and family support on students’ career maturity. The type of research used is library research, collecting data using books, journals and research sources related to the relationship between self-concept and family support on student career maturity. In order for students to achieve career maturity, the counseling teacher or counselor has the role of providing counseling service assistance that suits the needs of students.

Keywords: Self-concept, Family Support, Career Maturity.

Abstrak: Kematangan karir termasuk hal yang tidak dapat dipisahkan dalam tahap perkembangan. siswa yang tidak memiliki kematangan karir akan menimbulkan hambatan dalam proses perkembangannya. Kematangan karir yang rendah mengakibatkan keraguan dalam menentukan karir, termasuk juga dalam menentukan pekerjaan maupun pendidikan. Siswa dengan konsep diri yang sehat akan memiliki kematangan karir atau tujuan karir. Siswa yang mendapat dukungan keluarga akan memiliki pikiran positif meskipun dalam situasi yang sulit hingga mencapai kematangan karir. Keluarga memiliki peran penting dalam memberikan dukungan bagi anggota keluarganya, termasuk dalam hal meningkatkan pemahaman terhadap karirnya. Penelitian ini bertujuan untuk menganalisis hubungan antara konsep diri dan dukungan keluarga terhadap kematangan karir mahasiswa. Jenis penelitian yang digunakan adalah penelitian keputusan, mengumpulkan data dengan menggunakan buku-buku, jurnal dan sumber-sumber penelitian yang berkaitan dengan hubungan konsep diri dan dukungan keluarga terhadap kematangan karir siswa. Agar siswa dapat mencapai kematangan karir, maka guru BK atau konselor berperan memberikan bantuan layanan konseling yang sesuai dengan kebutuhan siswa.

Kata kunci: Konsep Diri, Dukungan Keluarga, Kematangan Karir.
I. Introduction

To get ready for future employment, adolescents need to be able to advance their careers. The career must then be planned out and determined to achieve in the future, both in education and employment. According to Marlina, Ahmad, and Pandang, a career is an attitude, behavior, and activity characterized by the readiness and capacity to succeed in a job or school. Gonzalez asserts that a person’s career is a continuous process throughout their life. As a result, one of the objectives for developmental activities is career maturity. According to Hasan, job maturity is a person’s experience and aptitude that influence job decisions. For individuals to be qualified and have skills, they need capacity and mature preparation to face increasingly tight challenges in finding job openings. So, students must achieve good career maturity starting in adolescence to make the right career decisions.

According to Umam, one aspect of career maturity is the readiness to make career choices. Hirschi states that students’ low career maturity will result in no choice, unclear career information, doubts about making career choices, and a lack of self-understanding of work, so they cannot develop their careers appropriately. According to Anggraini, career maturity is a situation where individuals can understand and know their abilities about themselves, choose a career that makes it easier to master specific career fields. Low career maturity results in uncertainty about the choice of decisions, including employment and information related to education. Student confidence in careers measures student career maturity.

Students can be mature in a career if they have a career. When career maturity is achieved according to the stage of development, it will help the next stage of development. Knowledge of oneself or self-concept is a determinant of career maturity. Individual career maturity is a measure of the self-concept of each individual.
individual. Nugraheni states that career maturity is influenced by ability, interest, personality, peers, socioeconomic conditions, parents, and schools.

Faulia states that when students choose what to do in the future, it will form a positive self-concept towards career maturity and trigger realistic self-development, self-confidence, and satisfaction with the chosen career. Aspects of self-concept include physical, social, moral, and family. Meanwhile, according to Hurlock, self-concept factors include age maturity, gender peers, family relationships, self-appearance, ideals, and creativity.

Students must determine career choices through discussions with parents regarding preparing for careers that will support them. Family support, such as appreciation, is suitable for individuals to be more confident in the career they want to achieve. In addition to material support, parents can provide information and become a discussion forum about various matters, including career decisions. Dhian’s research shows that students need more career readiness after graduation, such as working or continuing education. Determining the future through work-related decisions includes aspects of achieving career maturity.

Based on the observations made by the writer, it is found that students are still deciding what to do after graduating from school; students undergo education that does not lead to their aspirered jobs, interests, and talents. Thus, it becomes an obstacle to students’ developmental tasks in preparing for careers. Some students do not maximize the career guidance and information services provided at school, so they feel uncertain about their career choices and fear choosing the wrong major. In addition, students need to get approval from their families to continue their education. As a result, students feel inferior in their career decisions.

The author employs methods for studying literature. The literature study gathers data by reading and analyzing theories from diverse literature that address the influence of self-concept and family support on student career maturation. According to Mestika, the four steps of a literature study include gathering the required resources, assembling a bibliography, arranging and looking for sources, and conducting research.

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II. Self-Concept

Mental health and personality determine a person’s self-concept. A healthy student self-concept will bring career maturity and ideals as desired. A positive self-concept can direct students in career decisions, but a low self-concept creates a pessimistic attitude or lack of confidence\(^{19}\). A negative self-concept is a negative view of oneself, believing oneself weak, incompetent, failed, helpless, unable to do anything, incomparable and unattractive\(^{20}\).

One’s self-concept influences career maturity which means that if students gain career maturity, their self-concept develops. Self-concept is a factor that shapes student behavior and attitudes. Therefore, career behavior and attitudes will show the condition of the student’s self-concept\(^{21}\). Understanding self-concept is essential to knowing self-characteristics and understanding the shortcomings and strengths so that students can prepare for careers maturely. Pratama & Suharman state that self-concept is an individual’s picture of self, both psychological, social, and physical, obtained through interaction and experience\(^{22}\). Individuals with a positive self-concept will have a more optimistic, confident personality and a positive attitude. Individuals will see positive things that can be done for future career success.

Description of Family Support

Families have an important role in getting support for other family members because family support affects how individuals live. Individuals who receive social support will have positive thoughts under challenging conditions until they reach career maturity\(^{23}\). Parents provide support based on their wishes, expectations, and career views during the career exploration period. Strong family support helps students in planning their future careers. The family is an interpersonal system united by strong bonds of affection, consent and discipline, control and concern for the choice of actions of family members\(^{24}\). Family support related to career maturity is provided by selecting secondary schools supported by tutoring and extracurricular activities.

This further improves ability and achievement in the desired career field with the tutoring or extracurricular activities a student is involved in. Therefore, participating in these activities can support students’ interests in achieving career maturity\(^{25}\). Family support in the form of interactions between family members in

\(^{19}\) Agustina, Yuni., & Ibrahim, Yulidar. *Vocational Cadets Self-Concept about the Majors They Occupy and Their Implications in Counseling Services*. Jurnal Neo Konseling, 2019, 1(4); pp. 1-6.


\(^{25}\) Rahma, U., & Rahayu, E. W. *Peran dukungan sosial keluarga dalam membentuk kematangan*
form of social support of attention, material, and non-material, giving advice, empathy, and information can help overcome these problems. Family members have interpersonal relationships which influence vocational students to achieve career maturity. According to Palos & Robot, individual decisions in choosing a career are influenced by family support26.

Description of Career Maturity

A career is an ability that can be developed in order to get a job or make life more advanced with achievement criteria. According to Castro et al., a career is a process that continues to run in order to develop continuously27. Internal and external factors influence the career maturity process. Afdal states that students at the Vocational High School level should be able to determine and arrange careers, have information about work, and have a future related to education. Self-concept is one of the aspects that influence career maturity or self-image. Internal factors include (self-concept, personality, intellectual, nature), and (needs, willingness, values, interests, attitudes, and talents) as part of the overall picture of the human self28.

Based on the research results by Herin & Sawitri shows that career maturity in vocational students has a relationship with parental support. Individuals with career maturity can develop the capacity to make decisions effectively and consistently29. Students are able to prepare for a career and arrange their future career planning30. Ratnaningsih states that individuals reach career maturity if they can choose their career based on their interest, explore themselves, have knowledge about career choices, and start planning careers31. Individual career maturity is essential so that students do not experience obstacles in developmental tasks and must be under their abilities and interests, which can facilitate students in achieving career decisions and student self-concept32.

III. The Effect of Self-Concept and Family Support on Student Career Maturity

According to Pratama and Suharman, student self-concept affects professional maturity33. According to Rasyid & Mansur, it is crucial for students to have a self-
concept while choosing their professional pathways since this will help them identify their flaws and strengths and help them choose the right job options. According to Nashriyah’s research, social support from family and career maturity are significantly positively correlated.

The findings of Pratama and Suhaman’s study also demonstrate that high school students’ self-concept influences career maturity. According to Rasyid & Mansur, developing one’s self-concept and knowing one’s skills and weaknesses as a career alternative are essential steps in career preparation. The career development of students is still influenced by parents. To develop professionally, students require parental guidance, financial and emotional support, and both.

Offering counseling and assistance to students is one way to increase their professional maturity. According to Pratiwi and Netrawati, counseling teachers or counselors offer counseling service assistance that satisfies student needs and helps students reach professional maturity. Counseling guidance teachers and counselors offer top-notch services to enhance social, professional, and academic achievement. According to research by Kamil and Daniati, career information services significantly boost professional maturity.

IV. Conclusion

Career maturity is something that takes work to achieve. If career maturity is not obtained, it will hinder the next stage of development. Knowledge of self-concept is a determinant of career maturity. Individual careers are a reflection of the self-concept that individuals have. Individuals who receive family support will have positive thoughts about difficult conditions until they reach career maturity. So the counseling guidance teacher or counselor plays a role in providing counseling service assistance that follows the needs of students in order to achieve proper career maturity.

BIBLIOGRAPHY

