Final-Year Students in Terms of Career Maturity and Employability

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Abstract: After completing their education at university, students will face a world that is much different from campus world. How mature these students are to start their career and their readiness to face the world of work are important things to research. This research was carried out with a quantitative approach to see the connection between these two variables. This research was conducted on 184 final-year students at the UNJANI Faculty of Psychology using Sample Random Sampling techniques. The measurements used are the Career Maturity Inventory-Form C questionnaire proposed by Crites & Savickas (2011) and the Employability questionnaire, which is an adaptation of the measuring tool created by Pool & Sewell (2007). Data processing is JASP 0.14.1.0 for Windows which uses Cronbach's Alpha coefficient, so the reliability test results of the measuring instrument are 0.924 and employability 0.975. The research results show that there is a low positive connection between Career Maturity and Employability ($r = 0.147*$, $p < 0.05$), meaning that there is a positive connection between Career Maturity and Employability. However, if the subject has high Career Maturity, it does not necessarily mean that his Employability is high as well. Currently, students with high Career Maturity are at 27.17%, medium ones are at 61.41% and low ones are at 11.41%. As for Employability, 16.4% of students are found to have high Employability, 69% are medium and 14.6% are low.

Keywords: Career maturity; Employability, Students

INTRODUCTION

In order to succeed in the world of work, prospective workers must prepare themselves with the competencies needed by the world of work. It is still commonly heard that university graduates face difficulties competing to get their dream job. Many factors contribute to high unemployment numbers such as the proliferation of schools or universities, the lack of understanding from graduates about their respective scientific fields, low economic growth, overqualified skills, and the lack of special skills needed.
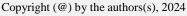
From the very beginning, students must have the awareness that they will someday face the world of work. Hence, students must begin working on their attitudes and self-competence in order to be more mature in planning their careers. Career Maturity (Johny, 2019) explains the basic competencies when an individual makes career choices. Crites (in Listyowati, 2012) states that Career Maturity is an individual's ability to make the right career decisions, including awareness of what is needed. Students need Career Maturity by planning, exploring, gaining knowledge about the world of work and making decisions.

If students do not fulfill their basic competencies, which are Career Maturity, they may make inappropriate career choices. This can lead to dissatisfaction with the work done and the feeling of not loving their job, which eventually will lead to lower work productivity and creativity (Johny, 2019).

Career Maturity must be possessed by all students. Before graduating from college, students can determine their career choices so that they can learn the skills needed to get the job. Therefore, students need to recognize their desired jobs; such as the tasks and skills needed, consider their abilities in accordance with the qualifications in the desired job, make careful plans in building their skills as to get the jobs.

It is important for students to start learning and discovering their interests and talents early and to prepare themselves as well, so that after graduating from college they can immediately make decision about the kind of

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the job they want and will soon be ready to work. Pool & Sewell (2007) define Employability as the ability to have the skills, knowledge, understanding and personality that allows a person to choose and feel comfortable with their work so that they become satisfied and ultimately successful.

Before graduating from college, students are expected to be able to make important decisions in their own career planning and measure their current self-abilities. Students with Career Maturity must have an awareness of being responsible for all choices and actions they take, students must be able to think realistically about the expected career orientation with self-competence that needs to be prepared.

Career Maturity is related to the ability of students to reduce stress in working which they will face in the future, to do work professionally and to feel satisfied with the job (Hee Jong Kim, 2020). Tanthie's research in 2015, there is a significant influence between Career Calling on Employability in final-year students of the 2015 Faculty of Psychology, UNJANI. Turns out that 38% of Career Calling has an influence on Employability. Another study conducted by Wina Alfionita (2020) showed a positive connection between Self Directed Learning (SDL) and Employability in final-year students of UNJANI.

Getting an overview of the final-year students' condition from Career Maturity and Employability aspects needs to be done to get a clear overview of students thus can provide benefits for students and higher educational institutions.

METHOD

The methods in this research are as follows

2.1 Research Design

The approach used in this research is inductive approach, starts from the field findings which then are turned into research variables. The method used is quantitative method to process data statistically.

2.2 Research Location

The research location is S1 Psychology Study Program, Faculty of Psychology, Jendral Achmad Yani University (UNJANI) Cimahi.

2.3 Research Population and Sample

The population is the students of S1 Psychology Study Program, consisting of 225 active students who currently are in their final year or who are working on a thesis as the final project. The sampling technique used is Probability Sampling technique; from a total of 225 final-year students there are 185 students who are willing to fill in the questionnaire.

2.4 Measurement and Data Collection Tools

To measure Career Maturity, the instruments used are the Career Maturity Inventory-Form C questionnaire proposed by Crites & Savickas (2011) and the Employability questionnaire adapted from Dacre Pool, L. and Sewell, P (2007). The questionnaire was created with google form and distributed to all final-year students at the Faculty of Psychology, UNJANI.

2.5 Data Analysis

The data processing of this study used JASP 0.14.1.0 for windows with the Cronbach Alpha coefficient.

2.6 Research Procedures

From the validity test results, it was found that all items were valid; the reliability score of the Career Maturity measuring instrument was 0.924 and 0.975 for Employability. Data testing was done by using the Spearman Rank correlation coefficient.

RESULTS AND DISCUSSION

The overview of final-year students from Career Maturity and Employability aspects.

Table 1. Career Maturity Categories

Career Maturity Categorisation (Mean=35.9)			
Categorisation	Range	Frequency	Percentage
High	>40	50	27,17%
Medium	39.5-32.4	113	61,41%
Low	<32.4	21	11,41%
Total		184	100%

From Table 1, it is known that the final-year students of the Faculty of Psychology of UNJANI who have high Career Maturity are at 27.17%. 61.41% are at moderate level while 11.41% are at low level. This shows that most of these final-year students are on moderate Career Maturity level, meaning that they are not fully confident in the career decisions making or they have not even decided on what type of career they will choose therefore they don't have much preparation before entering the world of work.

Table 2. Employability Categories

Categorisation	Range	Frequency	Percentage
Employability Categorisation (Mean=57,26)			
High	>64	30	16,4%
Medium	51-63	127	69%
Low	51	27	14,6%
Total		184	100%

Table 2 illustrates that students with high employability are at 16.4%, moderate employability are at 69% and low employability are at 14.6%. This means that most of these final-year students are not fully prepared to face challenges and to choose career in the future. They still have not prepared themselves much for the challenges they will face after college.

The research on final-year students from Career Maturity and Employability aspects by using the calculation of the Spearman Rank correlation test and JASP 0.14.1.0 gives these following results listed in Table 3.

Table 3. Correlation *Career Maturity* and *Employability*

			Spearman's rho	Sig
Correlation between Career Maturity and Employability				
Total Career Maturity	-	*Total Employability*	0.147	<.05

From table 3 we can conclude that regarding the correlation between Career Maturity and Employability among respondents, a significant value (p) of 0.0147 (p < 0.05) is obtained. As a result, there is a significant positive connection between Career Maturity and Employability in final-year students of the Faculty of Psychology, UNJANI. This means that there is a slight correlation between Career Maturity possessed by students and the extent of Employability they have had so far to prepare themselves to enter the world of work. However, the correlation value is fairly low, meaning that the level of Career Maturity will not always be in line with Employability level.

Table 4 *Career Maturity Demographic Data*

Demographic Data		Frequency	*Mean*	*Career Maturity*		
				High	Medium	Low
Gender	M	58 (31%)	35.5	21 (36%)	31 (53%)	6 (10%)
	F	126 (68%)	36.7	29 (23%)	82 (65%)	15 (11%)

In table 4 above, it can be seen that male students have 35.5 as their average Career Maturity score and as many as 53% are classified in the medium category. Male students with high Career Maturity are at 36% and 10% of them are on low Career Maturity level. For female students, the average score is 36.7 and as many as 65% are classified as moderate. There are 23% of female students who have high Career Maturity and 11% of them who are low. It is obvious that that there is no significant difference between Career Maturity in male students and female students.

Table 5. Employability Demographic Data

Demographic Data		Frequency	*Mean*	*Employability*		
				High	Medium	Low
Gender	M	58 (31%)	58.1	13 (22%)	37 (64%)	7 (12%)
	F	126 (68%)	56.9	17 (13%)	88 (70%)	22 (17%)

From table 5. Male students' average Employability score is 58.1 with 64% of male students have moderate Employability, 22% high and 12% low. Meanwhile, female students have an average of 56.9 and 70% of them have moderate Employability, 13% high and 17% low. In this case, it means that there is no significant difference between Employability in male and female students.

The correlation test results show a low positive connection between Career Maturity and Employability. This means having high Career Maturity is not always related to an increase in high Employability. Otherwise, subjects with low Career Maturity do not always have low Employability.

Many factors affect the state of students' Career Maturity and Employability possessed by students. How is the attitude that students have towards their future in the career field? How is their attitude towards one particular career choice and the extent of competence that has been possessed or that will be prepared to face the world of work? Has the field of study that is majored also indeed made students ready and competent to enter the world of work? Then how do students prepare themselves, build their skills, and try to apply their abilities in the real world of work? This can also be influenced by the personality of the students themselves, the family environmental conditions, friends and college and the extent to which the field of study pursued provides great career opportunities and attracts students.

Career Maturity means that students already have career choices, develop abilities that are in line with the next career choice and that everything has been put through careful consideration. In this study, UNJANI Faculty of Psychology students who have moderate Career Maturity characteristics also show moderate Employability results. The students can make their own career decisions and have the ability to consider many things and the process of making these career decisions such as the ability to see their potential, suitability of interests with expected careers and being able to see available job opportunities in accordance with their career planning.

The results of the analysis of final-year students of the Faculty of Psychology UNJANI, students who have moderate or sufficient Career Maturity feel that they still need to learn more about soft skills or attitudes needed to be able to turn themselves into individuals with Career Maturity. It can be interpreted that students are able to make plans for the career they want but are not fully able to make definite decisions about whether the career they want is in accordance with their interests and potential. Students in the medium category have many plans or career choices they want. This is because students actively ask other parties who are considered to be more experienced about the world of work. However, the large number of career choices makes it difficult for students to decide which career suits them.

While students with moderate Employability are able to make career plans and consider the good and bad effects of the career decisions they will make, students actively seek out information about the opportunities in the job they want. The difficulties they face do not make these students give up; they are even more active in discussing so that they can still have preparations in facing the world of work.

Research conducted by Johnny, J. O., & Yanuvianti, M. (2019) shows the results that individuals, who have high Career Maturity, spend a lot of time and make plans and even implement these plans, such as discussing career plans with parties who are considered to be able to provide an overview and suggestions regarding the chosen career. Students already know the general aspects of work such as expected working conditions, education or training required, the amount of salary earned, promotion and working time.

Students who are included in the high Career Maturity category bring up confident behavior in making their own career decisions, know the types of jobs that are in accordance with the field of study they are pursuing and have no difficulty in choosing one job even though they have many choices. Students also have more ability to think realistically about their career planning. Students are able to recognize their potential and work in accordance with the field of study they are pursuing, and students also know how the work of the job they want works.

Students in low Career Maturity category means that they still have difficulties in deciding on the expected job, they are likely to change their desired job choices at times. They tend to know less about job requirements and have difficulty in preparing themselves or adjusting to the work they want to do. When students ask for suggestions from other parties, it actually makes it more difficult for them to decide and they have no idea what type of work suits their potential.

Students with high Employability are described as having an awareness of the career development that must be achieved at their age; students will begin to prepare themselves as prospective workers by finding out job opportunities according to their competence and potential. Students also have an understanding of how to apply the scientific field in the world of work, as well as to build themselves with some adequate skills to support their abilities in the world of work.

As for students who have moderate Employability, they are able to make career plans and consider the good and bad effects of the career decisions they will make, they actively seek out information about the opportunities in the job they want. The difficulties they face do not make these students give up; they are even more active in discussing so that they can still have preparations in facing the world of work. It's just that it's not that easy to prepare yourself to meet the demands of the world of work.

Lastly, students who are classified as having a low level of Employability tend not to have knowledge and planning of their desired careers. They still do not have the understanding of the application of the knowledge they are pursuing in the world of work when the time comes.

CONCLUSIONS

From the results of the analysis, it can be concluded that:
1. There is a correlation between Career Maturity and Employability in final-year students at the Faculty of Psychology, UNJANI.
2. The correlation between Career Maturity and Employability is low, meaning that high Career Maturity level does not always mean high Employability level.
3. The majority of Career Maturity possessed by final-year students at the Faculty of Psychology UNJANI is in the moderate category, which is 61.41% of all respondents. In this case, students can make their own career decisions and have the ability to consider many things, but are still not aligned with the efforts to build the soft skills needed to achieve future career plans.
4. Most of the Employability of final-year students of the Faculty of Psychology UNJANI is in the moderate category, as many as 69.02%. Students have tried to prepare themselves to enter the world of work, but students still need guidance and direction to be able to master the demands of the world of work.
5. For further research, it can also be examined regarding the interest in choosing a college major as well as the support received so far by students from parents, lecturers and universities.

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