

The Relationship between Self Concepts and Career Maturity Viewed from Students' Gender at Panca Budi Medan, Indonesia

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Abstract: Students with high quality are the students who have personal integrity characters that can be accountable intellectually, economically, socially and culturally. Career maturity is very important owned by the individuals. Adolescence is a period that has a special understanding because at this time adolescents do not have the certainty of status. Adolescence is also the most beautiful and most memorable time of life. Based on the results of this study, the proposed hypothesis is accepted. There is no difference in career maturity between male and female students, as indicated by t-test = 0.621 and $p > 0.05$. The contribution which is given by the self-concept variable to maturity Career is equal to 74.1%. Based on the results of this research, it can be seen that there are 25.9%, the influence of other factors in this study is not seen, including the economic status, race ethnicity and locus of control In general, the senior high school students of Panca Budi Medan has positive self-concept, because the empirical average value is greater than the hypothetical average value, as well as with a relatively high career maturity, because the empirical average value is greater.

Keywords: self-concept; career maturity; gender; students

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I. INTRODUCTION

Students are one of the most important parts in determining the quality of a nation, students who have good qualities will be a pillar of a nation change towards a better direction. Students with high quality are the students who have personal integrity characters that can be accountable intellectually, economically, socially and culturally. Every living person must have a life span in any aspect, one of them is about career maturity. In Super theory (2001) there is a concept called career maturity. Career maturity is an important and central theme in the theory of life span career development.

High school students are at the age of 15-19 years; this period is classified as adolescence. Adolescence is the period of voting, which is seen from one of the teenager's developmental tasks of choosing and preparing to run a job (Hurlock, 2007), One of the tasks of the teenage development is choosing and preparing for a career. The quality of career selection is determined by the level of career maturity. Adolescence is a good time to prepare for a career, because teenagers start thinking about the future in earnest (Hurlock, 2007). According to the career development theory proposed by Super (2001), adolescence is a great time to plan the future and make career choices wisely, so that adolescents can prepare to enter the career, so the quality of career selection is determined by the level of career maturity. Furthermore, it is described by Super (in Winkel et al., 2006) that career maturity is the cognitive and affective readiness of the individual to overcome the developmental tasks confronted to him, due to his biological and social development and the expectations of those in the society who have achieved the stages of development, as well as the individual readiness to fulfill career development tasks appropriate to the age and stages of his development.

Career maturity is very important owned by the individuals, especially the students of Class XII. According to the career development theory proposed by the Super (in Winkel, 2006), high school is a time for students to gather information about themselves and about the workplace through an effective, exploration process, with the aim of crystallizing and making wise career choices. Havighust (in Hurlock, 2007), added that choosing and preparing for a career is one of the tasks of adolescent development, so the task of this development needs to be well resolved, as it may affect the future of the individual. In fact, many students choose a educational major regardless of their ability, interests, and personality. They tend to follow the choice of parents, friends, on the basis of job popularity or identification in the elderly. Mistakes in the choice of education can lead to time, financial and failure losses, this is because they are not motivated to learn. Because selection and career preparation is one of the most important developmental tasks for teenagers and can affect a person's entire future, then when a teenager successfully completes a developmental task can make him/her

happy. Conversely, if a person fails, this can make unhappiness, rejection of society, and difficulties with the task of further development (Havighust, in Hurlock 2007).

Career Maturity is influenced by many factors both from within and outside the students themselves. External factors consist of family, socio-economic background, gender, peers, school environment, reality factor, and educational process (Seligman, 1994). Meanwhile, the internal factors consist of intelligence and talent, interests, personality, in the form of self-concept, self-esteem, and locus of control.

Coertse and Schepers (2004) argue that individual personality plays an important role in career maturity. One of the personality factors associated with career maturity is self-concept. In addition to self-concept, gender factors also affect the career maturity. From some of the above studies indicate that gender is a fairly relevant factor that affects the career maturity, Pound (1998) conducted a study on the career maturity of 500 male students and 500 randomly selected female students from six secondary schools in western New York and trying to predict the career maturity of racial and gender subgroups by using the attitude scale of Vocational Development Inventory (now CMI) he found that there is no difference in career maturity seen from gender.

II. LITERATURE REVIEW

2.1 Understanding of Adolescence

Adolescence is a period that has a special understanding because at this time adolescents do not have the certainty of status. Adolescence is also the most beautiful and most memorable time of life. Sarwono 2010 defines teenagers as individuals who are susceptible to physical and mental development. According to Harlock (1997) in general, teenagers are divided into two parts: early adolescence and late adolescence. The early adolescence lasts around the age of 13-16 years, and the final adolescence takes place from the age of 16-18 years, the legally determined age. According to Piaget (in Harlock, 1997) who says that psychologically, adolescence is a time when individuals integrate with the adult society, the age at which children no longer feel below the level of older people but at the same level, at least in rights issue. This peculiar intellectual transformation of the adolescent's way of thinking enabled him/her to achieve integration in social relationships with adults, which is in fact a common characteristic of this period of development.

Based on the explanation above, it can be concluded that adolescence is the transition phase from children to adolescence that takes place at the age of 12-21 years, where there are divisions of adolescence that is early adolescence (12-15 years), middle adolescence (age 15- 18 years) and late adolescence (18-21 years).

2.2 Understanding of Career

Careers are often equated with task, position, job, occupation, vocation, and vocational. However, career actually has a broader meaning of these terms. Surya (2004) asserts that career is closely related to work, but has a broader meaning than the work. Careers can be achieved through work that is planned and developed optimally and appropriately, but work cannot always support career achievement. Thus, work is an important phase in career development. Meanwhile, career development itself requires a long process and run early and influenced by various factors of human life.

Gibson and Mitchell (1995) explain that a career is the sum total of one's life experience and lifestyle. Conceptually, careers are closely related to work, career development, career education, career counseling, career counseling, employment information, positions, and occupational education. Further it is explained that between among career education, career development, and career counseling are terms that are interconnected. Therefore, one without the other will be ineffective and meaningless. Career educations are all activities and experiences planned to prepare a person to enter the workforce, career development is an aspect of the totality of development that is based on learning about, preparation for, entering the world of work. While career counseling is an activity intended to stimulate and facilitate career development throughout his life. These activities include assisting in career planning, career decision making, and career adjustment. Thus, career education will stimulate career development, while career counseling will provide direction towards education and career development.

Hoyt (Gibson and Mitchell, 1995) explains that a career is the totality of one's occupation/job experience in a lifetime. Meanwhile, Munandar (1996) state that career closely related to work in terms of deciding career is not a momentary event, but a long process and is part of the process of individual development.

2.3 Understanding of Self Concept

Self-concept is the individual's view of his self-image. Cooley (in Rakhmad, 1996) mentions this phenomenon as *looking glass self*. Burn (1993) states that self-concept is an individual's impression of self as a whole, or about self-image in the eyes of others.

Self-concept is the way the individual views himself as a whole, whether physical, emotional, social, and spiritual. Self-concept is all ideas, thoughts, and beliefs that individuals know about themselves and

influence the individuals in dealing with others (Stuart & Sundeen, 1998). Individuals with positive self-concept can function more effectively as seen from interpersonal ability, intellectual ability and environmental mastery. Negative self-concept can be seen from maladaptive social relations (Keliat, 1992).

Burns (1993) defines self-concept as the individual's feelings, views, and judgments which are derived from the interaction with the environment. According to Hurlock (2007) self concept is an individual view of himself. Self-concept consists of two components, namely the concept of the real self which is a picture of the self, and the concept of the ideal self which is the picture of the individual about the desired personality.

Self-concept according to Calhoun and Accocella (1987) is a view of oneself. This view of self is a mental process that has three dimensions, namely knowledge, hope, and self-assessment. The individual's knowledge of himself and his image means that in the cognitive aspects of the individual concerned there is information about his or her state, such as name, age, gender, occupation, and ethnicity. The second dimension is individual expectations in the future. This dimension is also called the ideal self, the force that drives the individual to the future. The last dimension, self-assessment, is a comparison between the self-expectations with the self-standards that will produce self-esteem.

2.4 Gender

There is a stereotype about sex (gender), where the work of men and women has made a difference in career maturity between them. The division of work is divided into 2, namely traditional and non-traditional occupations. Women are usually more developed in traditional occupations, which are practical work, but still match their interests and talents such as teaching, nurses, and secretaries in which the women are more dominant, while men tend to have self-efficacy that is high enough to be able to choose and develop on both lines. Men tend to be more interested in jobs that require competence, mastery, and autonomy to gain power and high achievement in where they work. This situation makes the difference between men and women on the maturity of their careers. Individuals who opt for career appropriately are individuals who have career maturity, one indication that the individual has matured in his career is when he has full confidence in himself for his ability to reach a career. Viewed from the gender variables, women tend to be more mature in career planning; this is because women are more able to face barriers and interaction and socialization skills which are higher than men (Seligman, 1997).

III. RESEARCH METHODS

Research method is an important element in scientific research, because the method used in the research can determine whether the research can be accounted for the results or not (Hadi, 1994). Based on that basis, then this chapter will be discussed about the problem of identification of research variables, operational definition, population and sampling methods, data collection methods and data analysis methods.

3.1. Identification of Research Variables

To test the research hypothesis, first identifying the main variables is needed that will be used in the research.

1. Free Variable = Self Concept
2. Dependent Variables = Career Maturity
3. Moderator Variables = Gender - Man - Women

3.2. Definition of Research Variables Operational

- a) Self Concept is an individual's view or perception about himself that is formed through interaction with the environment. Data about self-concept in this research is revealed by self concept scale based on the aspects mentioned by Berzonsky (in Carolina, 1998), among others are aspects of the physical self, the social self aspect, the self-moral aspect and the psychic self aspects. The higher the self-concept scale is the more positive the self-concept of the subject is, and vice versa.
- b) Career Maturity is an individual's success to accomplish a distinctive career development task at the phase of career development. Data on career maturity in this research is revealed by the scale of career maturity based on the aspects presented by Super (in Seligman, 1994), among others are Career planning, Career exploration, Career decision making, World of word information. The higher the score of career maturity indicates the higher the maturity of the subject's career is and vice versa.
- c) Sex (Gender)
Gender is a distinctive feature or characteristic that distinguishes between men and women. Data on sex is obtained through a list of subjects on a scale that is a list of self-identities.

3.3 Population, Samples and Sampling Techniques

a. Population

Population is the whole element or element that becomes the object of the research. According to Arikunto (2010) the population is a collection or the overall subject of the research, The population in this study are high school students of Class XII of Panca Budi amount to 151 students that consists of 4 classes. XI, IPA 1, there are 34 people, XII IPA 2 there are 34 people, XII IPS 1 there are 41 people and, XII IPS 2 there are 42 people.

b. Sample

Hadi (1995) states that sample is a number of subjects that are part of a population that has the same properties and this sample is directly subject to the research. The results of the research on the sample are expected to be distributed to the entire population. Furthermore, according to Hadi (1995) the main requirement for generalization is that the sample used in the study should be able to reflect the condition of the population. The number of samples in this research is 86 people that consist of 43 female students and 43 male students.

Table. 1 Sample of the Research

Class	Number of Student	Proportion	Females	Males
XII-IPA 1	34 people	$34/151 \times 86 = 19$	12 people	7 people
XII-IPA 2	34 people	$34/151 \times 86 = 19$	8 people	11 people
XII-IPS 1	41 people	$41/151 \times 86 = 24$	11 people	13 people
XII-IPS 2	42 people	$42/151 \times 86 = 25$	12 people	12 people
TOTAL	151 people	86 people	43 people	43 people

c. Sampling Technique

In this research the sampling technique used is Proportional Random Sampling, where all the population has equal opportunity to become the sample professionally.

3.4. Method of collecting data

The data collection in this study uses the scale method. The reason of the researcher uses the scale method is as proposed by Hadi (1995) as follows:

- The subject is the person who knows best about himself.
- What the subject states to the researcher is true and reliable.
- The subject's interpretation of the statements made to him is the same as what the researcher meant.

The data collection method in this research is by using a scale. Scale is a list that contains a number of questions given to the subject in order to reveal the conditions to be known. The scale method in this study is a direct questionnaire that is given directly to the subject. The scales used in this research are:

1) Career Maturity Scale

The career maturity scale in this research consists of four aspects of the Super (in Seligman, 1994), they are Career planning, Career exploration, Career decision making, and World of word information.

2. Self Concept Scale

The self-concept scale in this research is proposed by Berzonsky (in Carolina, 1998) which consists of four aspects, namely the physical aspect, the social self, the self-moral aspect and the psychical aspects of self.

Both scales are arranged with Likert scale models that consist of the statements in *favorable* and *unfavorable* form. By using four alternatives answer options, namely: *Strongly Agree (SS)*, *Agree (S)*, *Disagree (TS)*, *Strongly Disagree (STS)*. The value of each answer for the favorable item is "Strongly Agree (SS)" given a value of 4, the answer "Agree (S)" is assigned a value of 3, the answer "Disagree (TS)" is given a value of 2, and the answer "Strongly Disagree STS" is assigned a value 1. As for the unfavorable aitem, the rating given for the answer" Strongly Agree (SS) "is given a value of 1, the answer" Agree (S) "is assigned a value of 2, the answer" Disagree (TS) "is assigned a value 3, and the answer "Strongly Disagree (STS)" is rated 4.

3.5. Validity and Reliability of Measuring Instrument

a. Validity

Azwar (1996) defines the validity of the test or the validity of the measuring instrument is the degree to which the test measures what is meant to be measured, meaning the degree of a function to measure a test or the degree of accuracy of a test. To examine the validity of measuring instruments in this study, the researchers looked at measuring devices based on the direction of measured content called content validity.

Content validity indicates the extent to which the items viewed from their contents can measure what is meant to be measured. The validity of the contents of the measuring instrument is determined through

professional opinion in the review process so that the items that have been developed measures what is meant to be measured. In addition, the validity analysis used is to view the value of Corrected Item-Total Correlation or so-called *r*-count. Then the value of *r*-count is compared to *r*-table value. Assuming if the value of *r*-count > *r*-table, then the item is *valid*, but if *r*-count < *r*-table then the item is *invalid* or *failed*. The Corrected Item Total Correlation value is obtained by using SPSS program.

b. Reliability

Reliability refers to the consistency, stability, and reliability of the measuring instrument (Azwar, 1996). In principle, a measuring instrument is said to be reliable when it is able to show how far its measurement gives the same relative results when the measurement is resumed on the same subject. Relatively the same means there is a tolerance to small differences between the results of several measurements. If the difference is very large from time to time then the measurement results cannot be trusted and it is said *not reliable*.

The test of reliability scale of this research uses internal consistency approach where the test is imposed once on a group of subjects. Reliability is expressed by the reliability coefficients which the numbers are in the range 0 to 1. The reliability coefficient increasingly close to 1 indicates the reliability is higher. Conversely, the coefficient which is getting closer to the number 0 means the reliability is lower (Azwar, 2000). The reliability estimation technique used is the Alpha Cronbach coefficient technique using SPSS program.

3.6. Data Analysis Method

Data analysis method used to test the hypothesis in this research is by using two methods first is by using Product Moment Correlation to test the relation between the self concept and the career maturity, and secondly is using T-test, to test the difference of career maturity among male students and female students.

Before the data is analyzed with Product Moment and T-Test analysis techniques, then research assumptions is tested first:

- a. Normality test, namely to determine whether the distribution of the research data of each variable has spread normally.
- b. Linearity test, namely to determine whether the data of independent variables have a linear relationship with the dependent variable.
- c. Homogeneity test to see the similarity of nature and character of research subjects.

IV. DISCUSSION

This section will described about the implementation of the research, in the form of orientation of the research phase and all the preparations that have been conducted, the implementation of the research, the research results and the discussion.

4.1 Operational Orientation and Preparation Research

This research is conducted on the students of Panca Budi which is located at Jalan Gatot Subroto Km. 4.5 Medan. Perguruan Panca Budi was established in 1961, and initially there was only one level managed by Panca Budi's High School of Agriculture (SPMA/SPP). The establishment of Perguruan Panca Budi was back grounded by the needs of the students of Chairman of the Foundation Prof. DR. H. Kadirun Yahya who regularly carried out religious activities (Zikrullah) on Panca Budi Campus that arose the desire to send their children in Perguruan Panca Budi. Since the beginning of its establishment in 1961 to 1997, Perguruan Panca Budi developed naturally and socially, as the Foundation's focus at the time was to foster the religious activities. At this time SMA Panca Budi is led by Mr Rusdi Ramli. SE and the number of the teachers at school Paca Budi is 32 people. SMA Panca Budi has an accreditation status with the number 002801 on December 28, 2013 in the academic year 2014/2015 with the predicate A for 90.

The vision of a Perguruan Panca Budi school is to prepare a superior generation of character, faithful, caring for the environment, and competitive. The mission of the school is to carry out the process of teaching and learning activities effectively and optimally, able to communicate well, cultivating the social awareness of the environment, carrying out regular religious activities in accordance with the teachings of their respective religions and supporting the foundation values and implementing the participatory management by involving the school residents, school committees and stakeholders. To support the process of Teaching and Extracurricular Activities, Perguruan Parga Budi has the following facilities:

1. A permanent four floored learning building (69 study rooms)
2. Computer Lab
3. Basic Sciences Lab
4. Library
5. Automotive Workshop

6. Electronics Workshop

Prior to the research, the research preparatory should be conducted first, covering the administrative preparation concerning the permit from the place of the research to carry out the research then preparing a measuring instrument to be used in the research. The measuring tool that will be prepared is the scale of self-concept and career maturity scale.

Before the research is conducted, the researcher first prepares things related to the administration of the research, in this case the research permit from the Faculty of Psychology which is submitted to Panca Budi Medan which is the place of this research.

After the necessary administrative preparations are completed, next the researcher prepares the measuring instrument, namely self-concept scale and career's career scale. Self concept scale in this research is based on the self concept aspects proposed by Berzonsky (in Carolina, 1998) that is Self Physics, Self Social, Self Moral and Self Psycho aspects.

Table. 1 Spread Distribution of Statement Items of Self Concept Scale before Test

No	Self Concept Aspects	Item Numbers		Total
		FAVOURABLE	UNFAVOURABLE	
1	Self Physical	1,3,5,7,9,11,13	2,4,6,8,10,12,14	14
2	Self Social	15,17,19,21,23,25,27	16,18,20,22,24,26,28	14
3	Self Moral	29,31,33,35,37,39,41	30,32,34,36,38,40,42	14
4	Self Psycho	43,45,47,49,51,53,55	44,46,48,50,52,54,56	14
Total				56

Furthermore, the scale of career maturity is based on the aspects proposed by the Super (Ineligman, 1994) that consists of Career planning, Career exploration, Career Decision Making, and World of word information.

Table. 2 Spread Distribution of Statement Items of Career Maturity Scale before Test

No	Aspects of Career Maturity	Item Numbers		Total
		Favourable	Unfavorable	
1	Career Planning	1,3,5,7,9,11	2,4,6,8,10,12	12
2	Career Exploration	13, 15, 17, 19,21,23	14,16,18,20,22,24	12
3	Career Decision Making	25,27,29,31,33	26,28,30,32,34	10
4	World Of Word Information	35,37,39,41,43	36,38,40,42,44	10
Total		22	20	44

The above two scales are arranged using Likert scale consisting of favourable and unfavourable statements, using 4 alternative answer options, namely Strongly Agree (SS), Agree (S), Disagree (TS), Strongly Disagree (STS). The value of each answer for the *favourable* item is *Strongly Agree (SS)* is given value 4, *Agree (S)* is given a value 3, *No Response (TS)* is given a value of 2, and the answer *Strongly Disagree (STS)* is given a value 1. Meanwhile for *unfavourable* item is *Strongly Agree (SS)* which is assigned a value of 1, *Agree (S)* is given a value of 2, *Disagree (TS)* is given a value of 3, and *Strongly Disagree (STS)* is given a value of 4.

4.2 Test Measure of Research Measurements

The implementation of the test on the two measuring scales above was held on April 2, 2015 on the students of Panca budi Medan which amounted to 40 people, then on April 3, 2015 the scanning as well as data processing was conducted to test the validity and reliability of both measuring scale. In this pilot phase, the initial step is to contact the school to assist in spreading the scale to the students, where before the scale is filled out by the students the researcher first gives explanations to the students for the purpose of spreading the scale, as well as providing instructions on the procedure Fill the scale. After the students understand how to fill in, the measuring scale is distributed to 40 students and the time given to fill the scale is approximately 50 minutes. After the students finished filling the scale, then the examination is conducted. Based on the general examination result of the whole answer, it is known that the student has given the answer according to the working instructions. After the scale is collected, an assessment of grain scale is then conducted by making the value format based on the scores on each sheet, then the score which is the subject choice on each item of statement is transferred to a millimeter paper which formatted according to the need for tabulation of data that is the lane for the statement number and the line for the subject number. Based on the result of the self-concept scale test which amounted to 56 grains, it is known that there are 22 items of declaration that are *invalid* and 34 items of *valid*, 22 grains are numbers 1.5,7,9,10,11,21,23, 27,29,33,36,43,45,48,49,50,51,53,54,55 and 56. A *valid* grain of 34 grains, has a correlation coefficient $r_{bt} = 0.309$ to 0.659 more, regarding valid items of self concept scale can be seen in the following table.

Table. 3 Spread Distribution of Statement Items of Self-Concept Scale after Test

No	Self Concept Aspects	Item Numbers				Total
		Favorable		Unfavorable		
		Valid	Invalid	Valid	Invalid	
1	Self Physical	3,13	1,5,7,9,11	2,4,6,8,12,14	10	8
2	Self Social	15,17,19,25	21,23,27	16,18,20,22,24, 26, 28	-	11
3	Self Moral	31,35,37,39,41	29,33	30,32,34,38,40,42	36	11
4	Self Psycho	47	43,45,49,51,53,55	44,46,52,	48,50,54,56	4
Total						34

After testing the validity conducted, the analysis is continued with reliability testing by using Anava Hoyt formula. Based on the results of the analysis, it is known that the scale of self-concept is declared *reliable*, where coefficient $r_{tt} = 0.871$ with $p < 0.010$. From this result the measuring scale of self-concept can be relied upon to be used at other times. Then based on the test of career maturity scale that amount to 44 grains, it is known that there are 8 grains of declaration statements and 36 items of *valid* statements. The eight grains are 1,13,18,24,29,34,37, and 43. The *valid* grains totaling 36, have a correlation coefficient of r_{bt} 0.304 to $r_{bt} = 0.653$. The full description of valid items of the career maturity scale can be seen in the following table:

Table. 4 Spread Distribution of Statement Item of Career Maturity Scale after Test

No	Aspects of Career Maturity	Item number				Total
		Favorable		Unfavorable		
		Valid	Invalid	Valid	Invalid	
1	Career Planning	3,5,7,9,11	1	2,4,6,8,10,12		11
2	Career Exploration	15,17,19,21,23	13	14,16,20,22	18,24-	9
3	Career Decision Making	25,27,31,33	29	26,28,30,32	34	8
4	World Of Word Information	35,39,41	37,43	36,38,40,42,44		8
Total						36

Based on the results of the reliability test using the formula Anava Hoyt, it is known that the career maturity scale is declared reliable, where the coefficient value $r_{tt} = 0.905$ with $p < 0.010$. From this result the career maturity scale can be relied upon to be used at other times.

4.3 Data Analysis and Research Results

There are two methods of data analysis used in this research first by using Product Moment to see the relationship Between Self Concept with Career Maturity, secondly to see the Differences Maturity Career between Students of men and women used Test T. Before the data is analyzed by Product Moment correlation analysis method and Test.T, then the assumption is first tested which includes normality test, linearity test and homogeneity test.

Test Assumption

The distribution normality test is intended to find out whether the variables studied are normally distributed or not. This means that the normality test is needed to answer the question of whether the representative sample requirements are met or not, so that the results can be generalized to the population (Hadi, 2004). The normality test of this distribution uses the Kolmogorov-Smirnov One-Sample Test technique. Based on these analyzes, it is known that the variables of the career maturity and the self-concept have spread following the normal curve shape Ebbing Gauss. As the criterion when $p > 0.005$ then stated normal, on the contrary if $p < 0.005$ the distribution is not normal (Hadi and Parmadingsih, 2000). The following table summarizes the results of the calculation of distribution normality test.

Table. 5 Summary of Calculation Result of Distribution Normality Test

Variable	Kolmogorof-Smirnof Z	P	Description
Career Maturity	0,062	0,200	Normal
Self Concept	0,083	0,200	Normal

Note:

- Mean = Average Value
- SD = Deviation Standard
- P = Opportunity of error occurrence

Table 5 can be interpreted as follows: the assumption result of normality distribution toward the career maturity variable resulted Z value = 0,062 and p = 0.200 ($p > 0.05$). The test results based on the rules show that the items distribution of career maturity is *normal*. This happens also to the self concept that resulted Z value = 0,083 and p = 0,200 ($p > 0,05$). This indicates that the item distribution for self concept is *normal*.

Linearity Relationship Test

Linearity test is intended to know the relationship degree of independent variables to the dependent variable. This means that self-concept can lead to career maturity and this can be visualized by viewing the linearity line that is increasing or decreasing the Y axis value (career maturity) along with the increasing or decreasing X axis value (self concept).

Based on the linearity test, it can be seen whether the independent variable with the dependent variable, can or cannot be analyzed in a correlation way. As a criterion when $p > 0.005$ then it is expressed to have degrees of linear relationship (Hadi and Pamardiningsih, 2000). The results showed that the independent variable (self concept) has a linear relationship to the dependent variable (career maturity).

The linearity assumption test is conducted to find out the linearity of the relationship between the independent variable and the dependent variable. The linearity test can also be used to determine the deviation level from the linearity of the relationship. The rules used in the linearity test relationship is when the linearity value $p < 0.05$ then the relationship is expressed linear, or if the value deviant for linearity $p > 0.05$ then the relationship is expressed linear.

Table. 6 Summary of Calculation Result of Linearity Relationship Test

Correlation	F different	P different	Description
X-Y	241,929	0,000	Linier

Note:

- X = Self Concept
- Y = Career Maturity
- F different = Linearity Coefficient
- P different = Proportion of correction opportunity

In table 6 above obtained the results that the test results linearity assumption between self-concept variables with career maturity has a coefficient of F linearity value = 241,929 and $p = 0.000 < 0.05$ which means the relationship is stated *linear*.

Homogeneity Test

Homogeneity test is conducted to find out the variant of both groups of male and female students is the same. From the homogeneity test results in both groups it is known that both have the same variant. This is shown by the Levene's test F coefficient = 0.045 and $p = 0.832$ which is > 0.05 which means both male and female students have the same variant (no difference).

Table. 7 Homogeneity Test

Variable	Levene's Test F	P	Description
Career Maturity	0,45	0.832	Homogeny
Sex	N	MEAN	SD
Male	43	113,9038	12,717
Female	43	112,1176	13,526

4.4 Calculation Result of Data Analysis

Based on the analysis results by product moment correlation analysis method, it is known that there is a very significantly positive relationship between self-concept with career maturity, where $r_{xy} = 0.861$; $P = 0.000$ where $p < 0, 01$, it means that the more positive self concept is then the higher maturity of his career is, the more negative the self concept is, the lower the maturity of his career is. Based on the results of this study, the proposed hypothesis is *accepted*.

The determinant coefficient (r^2) of the relationship between the independent X variable and the Y dependent variable is equal to $r^2 = 0.741$ which indicates that the career maturity is formed by self-concept of 74.1%. The table below summarizes the results of the r product moment.

Table. 8 Summary of r Product Moment Calculation

Statistic	Coefficient (r_{xy})	Koef.Det. (r^2)	P	BE%	Description
X-Y	0,861	0,741	0.000	74,1%	SS

Note:

- X = Self Concept
- Y = Career Maturity
- r_{xy} = Correlation coefficient between X and Y
- r^2 = Determinant coefficient X against Y
- p = Opportunity of error Occurrence
- BE% = Weight of X effect against Y in %
- Description = Very significant on significance level 1% or $p=0,005$

The result of T test, to see the difference of career maturity between male and female students was obtained the result that there was no difference of career maturity between male students and female students shown by t-test = 0,621 and $p > 0,05$. Thus the hypothesis that “there is a difference in career maturity between male students and female students” is stated *rejected*.

4.5 The Calculation Results of Hypothetical Mean and Empiric Mean

Hypothetical Mean

- a. Career maturity; The number of item grains used in using career maturity of 44 items formatted with Likert scale in 4 alternative answers with 36 valid items, then the hypothetical mean is $\{(36 \times 1) + (36 \times 4)\} : 2 = 90$
- b. Self-concept; The number of items used in expressing self-concept of 56 items formatted with Likert scale with 4 alternative answers with 34 valid items, then the hypothetical mean is $\{(34 \times 1) + (34 \times 4)\} : 2 = 85$.

Empirical Mean

- a. Career maturity; Based on data analysis, as seen from the analysis of distribution normality test known that, the empirical mean of career maturity variable is 113,1977.
- b. Self-concept; Based on the data analysis as seen from the analysis of distribution normality test known that, the empirical mean of self concept variable is 90,5814.

Criteria

- a. Career maturity; For career maturity variable, if hypothetical mean $>$ empirical mean then the research subject is expressed to have a *low* career maturity and if hypothetical mean $<$ empirical mean then the research subject is expressed to have a *high* career maturity
- b. Self-concept; For self concept variable, if hypothetical mean $>$ empirical mean then the research subject is expressed to have *negative* self concept and if hypothetical mean $<$ empirical mean then the research subject is expressed to have *positive* self concept. For more details can be seen in table 9 below;

Table. 9 Calculation Result of Hypothetical Average Value and Empirical Average Value

Variable	Average Value		SD	Description
	Hypothetical	Empirical		
Konsep diri	85	90,5814	16,121	Positive Self Concept
Kematangan karir	90	113,1977	12,994	High Career Maturity
KK ♂	90	112,117	13,526	High
KK ♀	90	113,904	12,717	High

V. DISCUSSION

Based on the results of data analysis using Product Moment Correlation Analysis method, there was found that there was a *very significant positive* relationship between the self-concept with the career maturity where $r_{xy} = 0,861$, and $p < 0,01$. This means that the more positive self-concept is, the higher the maturity of a career is, the more negative the self-concept is then the lower the maturity of a career is. Based on the results of this study, the hypothesis proposed in this study, it is stated *accepted*.

Everyone has a different Image about the world of work. Many assume that competition in the workplace is challenging, but not a few who think that the competition is a scary thing. The job search process cannot be separated from one's efforts in showing his superiority. The results of this research are in line with the research conducted by Helbing (1998), on the adolescents with age range 14-18 years. The results of this research indicate that adolescents who describe themselves as a smart, thorough, diligent, loving business, and well behaved are teenagers who have career maturity

Career maturity is an aspect that the students need to have in order to support a career in the future. Super (2001) argues that the success and readiness of the students to fulfill the organized tasks that exist in each phase of career development is referred to as career maturity.

The career maturity is influenced by many factors, both from inside and outside of the students. The external factors consist of family, socio-economic background, gender, peers, school environment; meanwhile, internal factors consist of intelligence interest, talent, self concept, self esteem and locus of control.

Coertse and Scepers (2004), state that individual personality has an important role in career maturity. One of the personality factors associated with career maturity is self-concept. Super (in Santrock 2003) explains that self-concept plays a major role in career maturity. The students who receive positive feedback will make sure they are strong, capable and able to do for future planning. The research result to see the difference of career maturity among male and female students by using T-Test, the result showed that there is no difference of career maturity between male and female student which is shown by t-test = 0,621 $p > 0,05$. Based on the results of this study, the proposed hypothesis stated *rejected*.

The results of this study are in accordance with the research conducted by Nadiono (in Kerka, 1998), which states that the hypothesis is not proven in this research due to several factors such as age, said the increasing age of a person also increased maturity career planning, education, Important for individual capital to enter the workforce, as well as socioeconomic status. The results of this study contrasted with the opinion expressed by Luzzo (in Akbulut, 2010), who found a higher level of career maturity in women than with men. Similarly, as Seligman, 1997 stated that women tend to be more mature in career planning; this is because women are better able to face the barriers and ability of interaction and the socialization is higher than men. According to the researcher this can happen, because of the different environmental conditions, where in today's age both men and women are given equal opportunities in all aspects of life and in choosing career options, without any obstacles, for example women are allowed to enter in the field Which is dominated by men, so there is no longer a difference between men and women.

Based on the results of this research, it is known that the career maturity is influenced by self-concept of individuals which is equal to 74.1%. From these results, it can be stated that the concept of self developed a person will affect how a person behaves. The adolescents who have a positive self-concept will see the world of work as one of the problems that must be faced, then his behavior will show high confidence and optimism, so the attitude developed is a positive attitude that will ultimately lead to readiness to the world of work.

Meanwhile, from the results of this study, it is known that there is still 25.9% influence of other factors in this research which is not seen, they are economic status, race ethnicity, locus of control. Another result obtained from this study is that the subject of this research has a high self-concept, because the average empirical value is greater than the hypothetical average value, as well as the career maturity is also quite high, because the average empirical value is greater than the hypothetical average value. Viewed from the sex, it turned out that both male students and female students have a *high* career maturity.

VI. CONCLUSION

There is a very significant positive relationship between the career maturity with self-concept. This is seen by the correlation coefficient $r_{xy} = 0.861$ and $p < 0.01$, meaning the more positive self-concept is the higher the maturity of the career is. Based on the results of this study, the proposed hypothesis is accepted. There is no difference in career maturity between male and female students, as indicated by t-test = 0.621 and $p > 0.05$. The contribution which is given by the self-concept variable to maturity Career is equal to 74.1%. Based on the results of this research, it can be seen that there are 25.9%, the influence of other factors in this study is not seen, including the economic status, race ethnicity and locus of control In general, the senior high school students of Panca Budi Medan has positive self-concept, because the empirical average value is greater than the hypothetical average value, as well as with a relatively high career maturity, because the empirical average value is greater than the hypothetical average value, as well as career maturity between the male students and the female students, are equally high.

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