

SELF-CONCEPT AND FAMILY SUPPORT AS THE FOUNDATION OF VOCATIONAL SCHOOL STUDENTS CAREER MATURITY

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ABSTRACT

This research aims to examine how Self-Concept and Family Support impact Career Maturity among 12th-grade students at Public Vocational School. Employing a quantitative survey method, the study involved the entire population of 12th-grade students at the school, totaling 248 individuals. A sample of 71 students was chosen using proportional random sampling with a 10% margin of error, as determined by the Slovin formula. Data analysis was carried out using SmartPLS version 4.0 software, encompassing outer and inner model analyses, along with hypothesis testing for direct effects. The analysis revealed that Self-Concept significantly influences Career Maturity with an original sample score of 0.935, a t-statistic of $4.026 > 1.96$, and a p-value of $0.000 < 0.05$. Similarly, Family Support also has a significant impact on Career Maturity (Y), as indicated by an original sample score of 0.013, a t-statistic of $2.052 > 1.96$, and a p-value of $0.000 < 0.05$. Furthermore, the F scores for the Self-Concept and Family Support variables on Career Maturity were calculated as 1.351 and 0.214, respectively. In conclusion, this study demonstrates that both Self-Concept and Family Support collectively contribute positively and significantly to the Career Maturity of students.

Keyword: Self-Concept, Family Support, Career Maturity of Students.

ABSTRAK

Tujuan penelitian ini untuk menemukan bagaimana Konsep Diri dan Dukungan Keluarga mempengaruhi Kematangan Karir di antara siswa kelas XII di SMK Negeri 50 Jakarta. Metode yang diterapkan adalah survei dengan pendekatan kuantitatif. Populasi yang diteliti meliputi semua siswa kelas XII di SMK Negeri 50 Jakarta berjumlah 248 siswa. Sampel diambil menggunakan teknik *proportional random sampling* dengan menggunakan rumus Slovin dan margin of error 10%, sehingga menghasilkan sampel sebanyak 71 siswa. Analisis data dilakukan menggunakan perangkat lunak SmartPLS versi 4.0, termasuk analisis outer model, inner model, dan pengujian hipotesis untuk efek langsung. Hasil analisis menunjukkan bahwa Konsep Diri berpengaruh secara signifikan terhadap Kematangan Karir dengan skor original sample sebesar 0.935, t-statistik $4.026 > 1.96$, dan nilai p-value $0.000 < 0.05$. Sementara itu, Dukungan Keluarga juga memiliki pengaruh yang signifikan terhadap Kematangan Karir ditunjukkan dengan skor original sample 0.013, t-statistik $2.052 > 1.96$, dan nilai p-value $0.000 < 0.05$. Selain itu, perhitungan F menunjukkan skor F untuk variabel Konsep Diri terhadap Kematangan Karir sebesar 1.351, dan untuk variabel Dukungan Keluarga terhadap Kematangan Karir sebesar 0.214.

Kesimpulan penelitian ini menegaskan bahwa baik Konsep Diri maupun Dukungan Keluarga secara bersamaan berkontribusi secara positif dan signifikan terhadap Kematangan Karir siswa.

Kata kunci: Konsep Diri, Dukungan Keluarga, Kematangan Karir Siswa.

INTRODUCTION

Public Vocational Schools are formal educational institutions that provide vocational training at the secondary level. As mandated by Indonesia Law Number 20 of 2003, Article 15, on the national education system, these schools are responsible for preparing students to enter specific fields in the workforce. To achieve this, public vocational school require students to complete mandatory fieldwork practices, offering them practical experience and benefits. Despite these efforts, the unemployment rate among vocational school graduates in Indonesia remains high due to the scarcity of available job opportunities for all graduates.

According to (Suwanto, 2021) career maturity is a stage where an individual reaches an optimal level of readiness in managing and developing his career. The process of achieving career maturity involves a deep understanding of oneself, including identifying interests, values, and skills. Additionally, it also includes an awareness of long-term career goals and a good understanding of the work environment and available opportunities. Achieving career maturity According to (Partino, 2021) is not only related to personal achievement, but also involves the ability to adapt to changes in the dynamic world of work.

This is the aspect that has piqued the researchers' interest in exploring the topic of career maturity in this study. As a result, the researchers conducted a preliminary survey to gather initial observations on the topic of career maturity among 12th-grade students at Public Vocational School. The survey findings are presented in the tables below:

Table 1. Student graduation data at SMKN 50 Jakarta 2021-2023

Information	Graduate Year		
	2021	2022	2023
Work	124	117	49
Continue Education	55	61	67
Entrepreneur	2	43	11
Not working and looking for work	4	5	84
Not Tracked	0	0	0

Source : SMKN 50 Jakarta (2024)

Based on student graduation data from Public Vocational School in 2021-2023, it shows that graduate students from Public Vocational School who are working in 2023 have experienced a very significant decline, which can even be said to be very low. As of 2021, 124 students will get jobs after graduating. Furthermore, in 2022 as many as 117 students will get jobs after graduating. However, in the 2023 data there has been a decrease to 49 students who work. This is inversely proportional because Vocational High School graduates should be the ones who prepare their students to go directly into the world of work. Therefore, researchers are interested in examining themes related to the causes of students' decline in work as well as career maturity factors in this research.

Thus, researchers think that career maturity can be influenced by self-concept and family support. A positive self-concept, including an understanding of one's abilities, interests and values, can provide the motivation and self-confidence needed to design and pursue career goals. Emotional, financial support and positive role models from family also play an important role. This support not only improves emotional well-being, but also provides continuity in

career development by providing inspiration, guidance and flexibility in dealing with work demands. Thus, a strong self-concept and positive family support create a solid foundation for achieving career maturity.

Previous research by Waskitorini (2023), Fatmasari (2021), and Simbolon (2021) has demonstrated that self-concept significantly influences career maturity. Higher levels of self-concept correlate with greater work readiness. Similarly, family support also impacts self-concept, with increased family support leading to higher levels of career maturity. This conclusion is reinforced by brief interviews indicating that self-concept and family support collectively have a positive effect on work readiness. In summary, greater self-concept and family support result in higher levels of career maturity for individuals.

LITERATURE REVIEW

Career Maturity

Career maturity refers to an individual's perception of their career progression, as highlighted by Partino (2021). This concept is particularly crucial for students, as it directly relates to their preparedness for entering the job market, as emphasized by Purwandika, (2022). According to Rosalin & Agustina (2020), career maturity is evident in the actions individuals take to meet career development tasks corresponding to their current life stage. Sersiana et al. (2022) stress that career maturity reflects an individual's capability in managing vocational development responsibilities. Suwanto (2021) further defines career maturity as the level of professional competency demonstrated in making career-related decisions.

According to (Candra, 2020), there are several indicators of career maturity, including logical and objective considerations, the ability to work together, self-control, critical thinking, responsibility, adaptability, and ambition to progress. Meanwhile, according to Chavan and Carter (Abrorry, 2023), Indicators of career maturity include possessing rational and objective thinking, maintaining a critical mindset, adapting to new environments, striving for advancement, and collaborating effectively. According to Saraswati, (2020), career maturity can be measured by the ability to cooperate and communicate effectively, possessing professionalism with high flexibility to easily adapt to new environments, self-management and critical thinking skills, having high self-awareness to think logically and critically, and having the drive to solve problems as a form of ambition to progress.

Self Concept

Self concept (Tiorena, 2020) defines as how a person sees and understands himself, including physical image, personality, and abilities involving an individual's assessment of his worth and success, creating a basis for appreciation or dissatisfaction with himself. According to (Apriliyanti et al., 2021) self concept forms personal identity, distinguishing individuals from others based on their unique characteristics and experiences. reflects a person's level of confidence and self-esteem, which can influence behavior, life choices, and social interactions.

According to Rahmawati and Pudjiastuti (2021), the indicators of self-concept include aspects such as confidence in handling challenges, a good understanding of oneself in relation to subjective abilities to overcome objective problems, feeling equal to others, being aware of personal feelings and behaviors, and recognizing individual strengths and weaknesses. (Manurung 2020) state that self-concept can be measured by self-acceptance, self-esteem, interest and satisfaction with oneself, self-realization, and social relationships. Meanwhile, according to Hafizah and (Ambiyar 2021), the indicators of self-concept include emotional resilience, self-image, uncertainty and concern about self-image, self-resilience, and self-awareness.

Family Support

Fridman in (Framanta, 2020) defines family support as a process that takes place throughout life with different types of support at various stages of the life cycle. (Wardani, 2022) describes family support as attitudes, actions and family acceptance of family members. According to (Prasetya, 2022) family support is an interpersonal relationship that protects a person from the negative effects of stress. (Puspita, 2022) family members are considered ready to provide assistance if needed, and this support continues throughout life in various ways and different types of support from each family to children or other family members.

According to (Juliati, 2022), the indicators of family support include the willingness to listen and provide supportive responses, the ability of family members to understand and empathize with the feelings, needs, and challenges of individuals, the ability to provide emotional support in difficult situations or life changes, family involvement in important decision-making, and family support for the education and personal development of family members. In (Saputra, 2023) research, the indicators of family support include good communication, emotional involvement, the ability to tackle challenges together, a sense of security and well-being, and involvement in decision-making.

METHOD

The methodology employed in this study involved a quantitative survey approach. The entire population comprised 248 of 12th-grade students from Public Vocational School. A sample size of 71 students was selected using proportional random sampling with a 10% margin of error calculated using the Slovin formula. Data analysis was conducted using SmartPLS version 4.0 software, incorporating techniques such as outer model analysis, inner model analysis, and hypothesis testing for direct effects.

According to (Sawitri, 2020) and (Abrorry, 2023) Factors contributing to career maturity encompass possessing self-awareness regarding the professional sphere, understanding of various industries and occupations, fostering skill enhancement, and formulating career objectives and plans. According to (Pudjiastuti, 2021) Indicators that influence self-concept include, understanding yourself well, being confident in handling challenges, knowing your interests, and being able to improve yourself to be better. According to (Saputra, 2023), indicators that influence family support include having good communication, having emotional involvement, jointly overcoming challenges, a sense of security and well-being, involvement in decision making.

This research will involve two stages of data analysis: the first stage is the outer model measurement test, and the second stage is the inner model structural test. The outer model measurement test aims to evaluate the reliability and construct validity of each indicator. Meanwhile, the inner model structural test is conducted to assess the model's strengths and weaknesses.

RESULTS AND DISCUSSION

Results

Profile Respondent

The research conducted by researchers distributed questionnaires to 71 class XII students from various departments at Public Vocational School. The respondent profiles were divided by researchers based on the student's gender and major. Below are the findings of the researchers' data analysis on respondent profiles, presented in the table provided.

Table 2. Profile of Respondents Based on Gender

Respondent Identity	Category	Amount	Percentage (%)
Gender	Male	26	37%
	Female	45	63%
Total		71	100%

Source : Researchers processed the data. (2024)

Based on the information obtained from the table, it can be stated that the characteristics of 12th-grade students from various majors at Public Vocational School, when examined by gender, show that there are 26 male respondents, accounting for 37% of the total respondents. Meanwhile, there are 45 female respondents, accounting for 63% of the total respondents.

The higher number of female respondents is due to the fact that the number of female students in the 12th grade at Public Vocational School is greater than the number of male students.

Table 3. Respondent Profiles Based on Majors

Respondent Identity	Category		Amount		Percentage (%)
	Major	Class	Class	Total	
Major	OTKP	XII OTKP 1	10	20	28%
		XII OTKP 2	10		
	BDP	XII BDP 1	11	21	29%
		XII BDP 2	10		
	AKL	XII AKL 1	10	20	28%
		XII AKL 2	10		
	MM	X BR	10	10	15%
	Total			71	100%

Source : Researchers processed the data. (2024)

From the data presented in the table, it is evident that largest number of respondents came from the OTKP and AKL department with a total of 20 respondents with a percentage of 56%. Then continued with respondents majoring in BDP with a total of 21 respondents each with a percentage of 29% of the total respondents. Finally, with the MM major, the number of respondents was 10 respondents with a percentage of 15% of the total respondents.

The research carried out by researchers used SmartPLS 4.0 software to carry out descriptive analysis activities related to primary research data that had been collected by previous researchers using surveys via questionnaires with the help of the Google Forms application program. The targets for distributing the research questionnaire were class XII students from the OTKP, BDP, AKL and MM departments with a total sample of 71 respondents. A scale from 1 to 5 on the Likert scale is employed, where 1 represents the lowest score (Strongly Disagree), and 5 represents the highest score (Strongly Agree).

Profile Data Self Concept

Based on the information in the table, it can be concluded that the highest mean score is found in the KD.11 instrument with the statement "Knowing my interests helps me choose a job that provides satisfaction and motivation" with a score of 4.800. Furthermore, the lowest

mean score was on the KD.5 instrument with the statement "I am confident in facing the challenges of determining a career after graduating from school" with a score of 4.625.

It can be explained from the highest statement indicator on the self concept variable that students agree that knowing their interests in choosing the field of work they want can provide a sense of satisfaction and motivation. Additionally, a good understanding of their interests helps students plan careers that better suit their abilities, thereby increasing the chances of success and satisfaction in future work.

Next, from the lowest statement indicators on the self concept variable explains that students need guidance either from subject teachers or from related teachers so that they have clear guidelines and direction. If students do not receive intense guidance from teachers regarding career decisions, it is feared that they will feel confused in choosing an educational and employment path that suits their interests and abilities. This lack of guidance can cause students to make inappropriate decisions, which can ultimately affect their satisfaction and future success.

Table 4. Findings From the Descriptive Analysis of Self-Concept

Statement Instrument	Mean	Minimum Value	Maximum Value	Standard Deviation	Number of Respondents
KD.1	4.725	1	5	0.547	71
KD.3	4.662	1	5	0.651	71
KD.5	4.625	1	5	0.678	71
KD.6	4.650	1	5	0.634	71
KD.7	4.725	1	5	0.547	71
KD.9	4.713	1	5	0.529	71
KD.10	4.787	1	5	0.466	71
KD.11	4.800	1	5	0.400	71
KD.13	4.763	1	5	0.454	71
KD.14	4.787	1	5	0.439	71
KD.15	4.737	1	5	0.468	71

Source : Researchers processed the data. (2024)

Family Support

Based on the information in the table, it can be concluded that the highest mean score is found in the DK.19 instrument with the statement "I involve my family in my decision to find and determine a suitable job for me after graduating from school" with a score of 4.775. Furthermore, the lowest mean score was on the DK.5 instrument with the statement "My family shows feelings of emotional affection towards me when discussing careers after graduating from school" with a score of 4.525.

It can be explained from the highest statement indicator on the family support variable, that there is a strong bond between students and their families. The student saw family as an important source of emotional and moral support, which helped him feel more confident in deciding his future steps. It also reflects cultural values where involving family in major decisions is considered wise and respectful.

Next, from the lowest statement indicators on the family support variable, this lack of emotional involvement can make students feel less supported and less confident in determining their career steps and can reflect less harmonious family relationships or a lack of effective communication within the family.

Table 5. Results of Descriptive Analysis of Family Support

Statement Instrument	Mean	Minimum Value	Maximum Value	Standard Deviation	Number of Respondents
DK.1	4.688	1	5	0.604	71
DK.2	4.662	1	5	0.631	71
DK.3	4.600	1	5	0.735	71
DK.5	4.525	1	5	0.866	71
DK.6	4.562	1	5	0.788	71
DK.7	4.612	1	5	0.766	71
DK.9	4.475	1	5	0.908	71
DK.10	4.725	1	5	0.612	71
DK.11	4.662	1	5	0.706	71
DK.13	4.575	1	5	0.604	71
DK.14	4.662	1	5	0.631	71
DK.15	4.650	1	5	0.634	71
DK.17	4.713	1	5	0.552	71
DK.18	4.725	1	5	0.547	71
DK.19	4.775	1	5	0.499	71

Source : Researchers processed the data. (2024)

Career Maturity

Based on the information in the table, it can be concluded that the highest mean score is found on the KK.14 instrument with the statement "I have made a career plan after graduating from school" with a score of 4,800. Furthermore, the lowest mean score was on the KK.3 instrument with the statement "I know my interests in determining the world of work that I will choose" with a score of 4.625.

It can be explained from the highest statement indicator on the career maturity variable, This shows that there is a strong bond between students and their families. The student saw family as an important source of emotional and moral support, which helped him feel more confident in deciding his future steps. It also reflects cultural values where involving family in major decisions is considered wise and respectful.

Next, from the lowest statement indicators on the career maturity variable, there is still a lack of emotional support and love from families in the important decision-making process for many students. This lack of emotional involvement can make students feel less supported and less confident in determining their career steps, and can reflect less harmonious family relationships or a lack of effective communication within the family.

Table 6. Results of Descriptive Analysis of Career Maturity

Statement Instrument	Mean	Minimum Value	Maximum Value	Standard Deviation	Number of Respondents
KK.1	4.725	1	5	0.524	71
KK.2	4.662	1	5	0.468	71
KK.3	4.625	1	5	0.583	71
KK.7	4.650	1	5	0.421	71

KK.9	4.725	1	5	0.591	71
KK.10	4.713	1	5	0.536	71
KK.13	4.787	1	5	0.524	71
KK.14	4.800	1	5	0.620	71
KK.15	4.763	1	5	0.487	71

Source : Researchers processed the data. (2024)

R-Square

The R-Square test in this study aims to determine the magnitude of the influence exerted by each independent variable on the dependent variable. The criteria used for the R-Square test are as follows: an R-Square value > 0.67 indicates a strong influence, an R-Square value < 0.33 indicates a moderate influence, and an R-Square value < 0.19 indicates a weak influence. Below are the results of the R-Square values that have been tested by the researcher:

Table 7. R-Square (R^2) Calculation Results

	<i>R-Square</i>	<i>R-Square Adjusted</i>	Category
Career Maturity (Y)	0.824	0.850	Strong

Source : Researchers processed the data. (2024)

Based on the R-Square test results in the table, we can see that the value obtained for the career maturity variable is 0.824, which is greater than 0.67. This result indicates that the variable entrepreneurial readiness has a strong influence.

F Test

The F test in this study aims to determine the significance of the influence of the independent variables used together on the dependent variable. The criteria used for the F test are as follows: an F value < 0.02 indicates a small effect, an F value > 0.15 indicates a medium effect, and an F-Square value > 0.35 indicates a large effect. Below are the results of the F values that have been tested by the researcher:

Table 8. F Test Calculation Results

	Self Concept (X1)	Family Support (X2)	Career Maturity (Y)
Self Concept (X1)			1.351
Family Support (X2)			0.214
Career Maturity (Y)			

Source : Researchers processed the data. (2024)

Discussion

Direct Effect

The hypothesis test results were obtained from testing the path coefficient through t-statistics. The T-statistic and P-value can be determined through a T-test. The criterion used in hypothesis testing is that if the T-statistic $> T$ -table or the P-value < 0.05 , with an error margin of 5% on the T-table amounting to 1.96, the hypothesis is considered significant. Below are the results of the path coefficient values that have been tested by the researcher:

Table 9. Results of Hypothesis Testing Using Bootstrapping

	<i>Original sample (O)</i>	<i>Sample mean (M)</i>	<i>Standard deviation (STDEV)</i>	T statistics (O/STDEV)	P values
Self Concept - > Career Maturity	0.935	0.944	0.232	4.026	0.000
Family Support - > Career Maturity	0.013	0.017	0.244	2.052	0.001

Source : Researchers processed the data. (2024)

H1 : There is a significant influence between self-concept on the career maturity of class XII students at SMKN 50 Jakarta

Based on the results of the path coefficient testing, we can see that the original sample value is 0.935. Furthermore, the T-Statistic result has a value of 4.026, which is greater than 1.96, and the P-Value result is 0.000, which is less than 0.05. Therefore, it can be concluded that the overall self-concept of the 12th-grade students at SMKN 50 Jakarta has a significant direct influence on career maturity, and H1 in this study can be accepted.

International research conducted by Kim et al. (2020) and Son (2019) states that self-concept has a positive and significant influence on career maturity among several final-year high school students in Korea. This is consistent with the research conducted by Listyowati et al. (2021) on 12th-grade students at SMAN 2 Klaten. The results of this study show P-Values of 0.000 and 0.007 (both < 0.05) and correlation coefficients (r) of 0.45 and 0.2. These findings indicate that self-concept has a significant positive effect on career maturity. This suggests that a good understanding of oneself can help students make wiser and more accurate career decisions. With a strong self-concept, students are more capable of setting realistic career goals and taking the necessary steps to achieve them, thereby achieving better career maturity.

Similarly, a study by Ashsidyq (2023) found that self-concept has a positive and significant effect on students at SMK Negeri 1 Sidrap. The research results showed a positive influence on the relationship between self-concept and career maturity among students at SMK Negeri 1 Sidrap, reinforced by an F value of 52.508 and a significance value of 0.000, which is less than 0.05. In conclusion, there is a significant influence of self-concept on the career maturity of students at SMK Negeri 1 Sidrap.

H2 : There is a significant influence between family support on the career maturity of class XII students at SMKN 50 Jakarta

Based on the results of the path coefficient test in the bootstrapping hypothesis test table, we can see that the original sample results have a value of 0.013, followed by the T-Statistic results which have a value of 2.052 > 1.96, then the P Value results have a value of 0.000 < 0.05. So the researcher can conclude that the second hypothesis states overall that the family support variable has a direct and significant effect on the career maturity of class XII students at SMKN 50 Jakarta.

The research conducted by Fatmasari (2021) states that family support has a positive and significant influence on career maturity among 11th-grade high school

students in Klaten. This is consistent with the research conducted by Simbolon & Rasyid (2021) on students at SMA Negeri 2 Tenggarong. The analysis results of this study show that there is a positive influence, with self-concept and parental support contributing to career maturity ($R^2 = 0.488$). It also shows that families actively involved in their children's career planning process can have a significant positive impact, helping them face challenges and make better decisions regarding their professional futures.

Research by Sarah et al. (2020) also shows that self-concept significantly influences career maturity. The results indicate a significant positive relationship between self-concept and career maturity, with a significance value of 0.029 ($p < 0.05$). Therefore, the hypothesis in this study can be accepted, stating that the higher the family support received by students, the higher their level of career maturity.

H3 : There is a significant simultaneous influence between Self-Concept and Family Support on the Career Maturity of Class XII Students at SMKN 50 Jakarta

Based on the calculation of path coefficients in the hypothesis testing bootstrapping table, the results are quite satisfactory, showing that the variables Self-Concept (X1) and Family Support (X2) simultaneously have a positive effect on Career Maturity (Y) among 12th-grade students at SMKN 50 Jakarta. Through the F-Square calculation, a score of 1.351 was obtained from the influence of the Self-Concept variable (X1) on Career Maturity (Y), and a score of 0.214 was obtained from the influence of the Family Support variable (X2) on Career Maturity (Y). Thus, it can be concluded that the variables Self-Concept (X1) and Family Support (X2) have a moderate influence on the Career Maturity variable (Y) of 12th-grade students at SMK Negeri 50 Jakarta, so the third hypothesis of this study is also accepted. Furthermore, the results of the coefficient of determination or R-Square value on the Career Maturity variable were found to be 0.824, indicating that 82.4% of the variation in Career Maturity is influenced by the Self-Concept and Family Support variables together, while the remaining 17.6% is influenced by other factors outside the model.

These results align with the research conducted by Fitrianiingsih (2022), where the F test in the ANOVA table showed an F value of 83.804, which is greater than the F table value. This means there is a joint relationship between Self-Concept (X1) and Parental Support (X2) with Career Maturity (Y). These findings indicate that self-concept and family support together have a positive and significant impact on the career maturity of SMKN 50 Jakarta students. This suggests that both play an important role in shaping the students' career readiness, likely influencing their future steps in the workforce.

Consistent with previous studies, research by Yunita & Rahayu (2021) showed that the variance test results yielded an F value of 1.803 and $p = 0.181 > 0.05$, indicating data homogeneity. Meanwhile, in the hypothesis test, the t value was -2.061 and $p = 0.041 < 0.05$, indicating a significant difference. This relates to students living with their parents, comprising 83% of the total respondents. This allows students to consider various aspects and prepare themselves well in making their own career decisions.

CONCLUSION AND RECOMMENDATION

Conclusion

Following extensive discussions outlined in the preceding chapter of this study titled "The Influence of Self-Concept and Family Support on Career Maturity of Class XII Students," the following conclusions can be drawn (1) There exists a direct, positive, and significant correlation between Self-Concept and Career Maturity among Class XII students. A lower level

of self-concept correlates with a decreased level of career maturity among students. (2) There is a direct, positive, and significant impact of family support on the career maturity of Class XII students at SMK Negeri 50 Jakarta. Adequate family support facilitates discussions regarding career pursuits, enabling students to make well-considered career decisions. (3) There is a simultaneous, positive, and significant direct influence between Self-Concept and Family Support on the Career Maturity of Class XII students at Public Vocational School. Consequently, it can be inferred that higher levels of self-concept and family support correspond to elevated levels of career maturity among students.

Recommendation

This research studies have limitations such as small sample sizes, short durations, and low generalizability. Methodological, budgetary, and resource constraints affect quality, and potential biases and lack of replication mean results must be interpreted cautiously. Researchers have high hopes that in the future, this research can provide a role for new knowledge for lecturers and academics within the Faculty of Economics, Jakarta State University with research topics on related variables, namely self-concept, family support, and career maturity. Furthermore, this research can be used as a reference in the implementation of lectures so that activities can be held that can improve students' skills, interests and readiness to face the world of work. These activities can be in the form of seminars or workshops regarding the world of work. So that from this, students can improve their abilities in teaching and directing class.

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