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The Relationship of Self-Efficacy and Self-Esteem withCareer Maturity on the Students of SMA Negeri 15 Medan, Indonesia

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ABSTRACT: This study aims to determine the relationship of self efficacy and self esteem with career maturity and the differences in career maturity in terms of gender. The sample number of this study is 143 people. The sampling technique used is a simple random sampling. The data collection techniques use three scales, consisting of career maturity scale, self efficacy scale and self-esteem scale. The data analysis technique used is Multiple Regression and One Path Anava Test. The results of this study indicate (1) there is a significant positive relationship between self efficacy with career maturity, where the coefficient of $rx1y = 0.625$ with $p = 0,000$ and $r2 = 0.391$, with contribution of 39.1%. (2). There is a significant positive relationship between self-esteem and career maturity, where coefficient $rx2y = 0,534$ with $p = 0,0000$ and $r2 = 0,285$, with contribution of 28,5%. (3). There is a significant positive relationship between self efficacy and self esteem with career maturity, where coefficient $rx12y = 0,670$ with $p = 0,0000$ and $r2 = 0,449$ with contribution equal to 44,9%. (4). There is no difference in career maturity in terms of male and female sex. This result is found by viewing coefficient value $F = 0,111$ with $p = 0,739 > 0,010$.

Keywords: career maturity; self efficacy; self-esteem;gender

I. INTRODUCTION

A career is a process of development that lasts throughout someone's life. Therefore, it is very necessary if the individual can plan a career as early as possible. Preparing for the future, especially career is one of the tasks of teenagers in their developmental stage (Havighurst, in Hurlock, 2002). The selection and preparation for a career is an important developmental task in teenagers, because one's career determines things in life. In teenagers, career development seems to advance rapidly and is an important dynamic in high school education (SMA). In accordance with the career development, high school students are in exploration stage.At this stage, they search for what career suits them, plan for the future by using information from themselves and from work and finally be able to make career decisions.The quality of career decisions is determined by the level of maturity of an individual's career. Career maturity is an aspect that students need to have in order to support their future career; therefore career maturity is needed by students in order to choose and prepare them to enter the career well. Super (in Winkel & Hastuti, 2006) suggests that career maturity is an individual success completing a typical career development task at the stage of career development. Super (in Savickas, 2001) also describes individuals as mature or ready to make career decisions if the knowledge they have for making career decisions is supported by sufficient information about the work based on the exploration that the individual has undertaken. In accordance with the stage of their career development, high school students should have started to plan for the future and his career. However, in reality, there are still students who have not reached the career maturity well. It is marked that there are still students who do not have readiness in career planning, career exploration, not been able to make decisions about the career and not yet looking for information about work.

Based on the results of questions asked to students, there are still many students who are still in doubt about their career. The career problems that the students face are: (a) there are still students who have not yet decided whether to pursue higher education or work, (b) there are still students who are having doubts about the choice of majors that have been taken now as to what they are, (c) there are still students who have doubts and have not decided what majors will be taken in college, because there are still some choices of majors, (d) there are still students who have not been looking for information about the majors/jobs to be selected and not prepare after graduation school.

Based on the previous study above, it can be concluded that there are still students who have not mature career. The low maturity of a career can lead to a mistake in making career decisions because they have no knowledge (skills and potential) and surely knowledge of work. In order the students to decide the right career, they need a good level of career maturity.Career maturity can be affected by several factors. Shertzer and Stone (in Winkel and Hastuti, 2006) classify the factors that affect career maturity into two groups: personal (internal) and environmental (external) factors. Personal factors are values, talents, interests, intelligence, personality, knowledge and physical state. Meanwhile the environmental factors are society, socio-economic state or region, socio-economic, familiy status, the influence of large families and nuclear families, school education and association with peers.

Osipow (in Seligman, 1994) suggests that many factors affecting the career maturity include gender, ethnicity and socioeconomic background, family and environment. In addition, Patton and Creed (2001) also suggestthat the factors affecting one's career maturity are commitment to career, work value, self-esteem, self-efficacy, gender and decision-making ability of career . Self-efficacy has a relevant relationship for studying individual career development.

Self efficacy is a factor affecting one's career maturity. It has a relevant relationship for studying individual career development. Self-efficacy has an important role in influencing the efforts of a person, how big his business and predict the success that will be achieved. Self-efficacy can influence students in choosing their activities including preparing for their careers. Students with low self-efficacy may avoid subjects with many tasks, especially for tasks with many challenges or high difficulty, while students with high self-efficacy have a great desire to work on their tasks (Bandura, 1997).Bandura (1997) also suggests that self efficacy also has a large contribution to one's motivation. Just as in choosing a career, one needs to formulate a goal in other words a target for himself, the extent to which people are fighting for the target, how strong a person is able to overcome the difficulties that arise, and how tough the person can face the failure. Self efficacy is a significant predictor of one's career (Bandura, 2009). Self-efficacy is a belief that the self has the ability to perform the expected action. Individual beliefs about their ability are needed for students to prepare for a career.

Another factor that affects career maturity is self-esteem. In determining a career, high school students are expected to choose and decide career independently. Student independence in making career decisions can mean that the students choose majors and make career decisions not because affected others, such as parents or friends, but because the choice itself in accordance with the interests and abilities it has. As part of the formation of career maturity, self-esteem is the judgment made by the individual by considering the views of others around him about his being (Pravitasari, 2014).

Another factor that also affects the career maturity is gender. There are various views on career maturity between men and women. Women have a stage of development faster than men so it is considered as one that affects the way women think in a matter (Papalia, et al, 2009). Naidoo (1998) states that women have lower career maturity compared with men.

II. RESEARCH METHOD

This research is a quantitative research. This research is conducted in SMA Negeri 15 Medan. The population in this study are the 716 students of Classes X and XI. The sample used in this study is 20% of the total population from 143 people, with simple random sampling technique. The data collection techniques used are three scales, namely:

1. Career Maturity Scale which is based on four dimensions of career maturity revealed by Super (in Levinson et al, 2001), namely career planning, career exploration, career decision making and world of word information.
2. Self-Efficacy Scale, which is based on 3 aspects of self efficacy from Bandura (1997) namely the level of difficulty of task (level), generalityand strength of confidence.
3. Self-Esteem Scale refers to the short-form Self-esteem Inventory (SEI) of Coopersmith (in Darmayanti, 2012) that has been modified by the researcher. This self-esteem scale is based on four aspects of self-esteem: (a) power, (b) significance, (c) virtue and (d) competence.

The data analysis used is a multiple regression technique.

III. RESEARCH RESULT

Based on the analysis, it is known that self efficacy, self esteem and career maturity variables spread following normal distribution that is distributed according to normal curve principle. As a criterion when $p > 0.05$, then the distribution is declared normal. On the contrary if $p < 0.05$, then the distribution is not normal (Hadi,2000).

Table. 1 Summary of Calculation Results of Distribution Normality

No	Variabel	Mean	SD	K-S	p	Note
1	Self efficacy	54,18	5,985	1,209	0,108	Normal
2	Self esteem	50,95	7,510	0,850	0,465	Normal
3	Career maturity	68,83	7,388	0,913	0,376	Normal

Note:

Mean = Averga evalue

SD = Deviation standard

K-S = Coefficent of Kolmogorov-Smirnov

p = Opportunities Error Occurrence

Linearity test is intended to determine the degree of relationship of independent variables to the dependent variable. That is, whether self efficacy and self-esteem have a relationship with career maturity. As a criterion when $p < 0.05$ then it is expressed to have a degree of linear relationship. On the contrary if pdifference> 0,05, then the degree of relationship is not linear (Hadi, 2000).

Table .2
Summary of Calculation Result of Relationship Linearity Test

Linearity	F different	p different	Description
$X_1 - Y$	90,534	0,000	Linier
$X_2 - Y$	56,315	0,000	Linier
$X_{12} - Y$	57,053	0,000	Linier

Note:

X_1 = Self-efficacy

X_2 = Self-esteem

$X_{12} - Y$ = Predictors, self efficacy, self-esteem

Y = Career maturity

FDifference = Linearity coefficient

pDifferent = Proportion of opportunity errors

Homogeneity test of variance is intended to find out whether the subject of research is in some psychological aspects, for example the career maturity data is the same (homogeneous). Based on the homogeneity test of variance, it is known that the subject of research is from homogeneous sample. As a criterion when p> 0.050 then it is stated homogeneous. On the contrary, if pdifferent <0.05, then it is declared not homogeneous (Hadi, 2000).

Table. 3
Summary of Homogeneous Variance Test Calculations

Variable	Homogeneity test	Coefficient	P	Description
Career Maturity	Levene Test	0,639	0,425	H

Based on the results of the analysis with multiple regression method, it is obtained two results in order to test the proporsed 3 hypotheses, the main effect and interaction effect. Here is a table of multiple regression calculations.

Table. 4
Summary of Multiple Regression Calculations

Variable	R	(r^2)	p	BE%	Description
$X_{12} - Y$	0,670	0,449	0,000	44,9	Sig
$X_1 - Y$	0,625	0,391	0,000	39,1	Sig
$X_2 - Y$	0,534	0,285	0,000	28,5	Sig

Note:

X_{12} = Predictor: Self-efficacy, Self-esteem

X_1 = Self-efficacy

X_2 = Self-esteem

Y = Career Maturity

R = Correlation coefficient

r^2 = Predictor determinant coefficient of Y

p = Opportunities for errors

BE% = effective contribution weight of the predictor to Y in percent

SS = Very significant at 1% significance level or $p < 0,010$.

TS   = Not significant at 1% significance level or p> 0,010.

Based on the above table, it can be seen that:

a. There is a significant positive relationship between self efficacy and career maturity, where the coefficient of rx1y = 0.625 with p = 0.000, this means the higher the self efficacy is the higher the career maturity. The determinant coefficient (r2) of the self efficacy relationship with the dependent variable of career maturity is r2 = 0.391. This shows that career maturity is formed by self efficacy with a contribution of 39.1%.

b. There is a significant positive relationship between self-esteem and career maturity, where the coefficient of rx2y = 0.534 with p = 0,000, this means the higher the self-esteem is the higher the maturity of the career. The determinant coefficient (r2) of the relationship between self-esteem and the dependent variable of career maturity is r2 = 0.285. This shows that career maturity is formed by self esteem with a contribution of 28.5%.

c. There is a significant positive relationship between self efficacy and self-esteem with career maturity, where the coefficient rx12y = 0.670 with p = 0.000 means p <0.01. The determinant coefficient (r2) of the relationship between self efficacy predictors and self-esteem with the dependent variable of career maturity is r2 = 0.449. This shows that career maturity is formed by self efficacy and self-esteem with a contribution of 44.9%.

Based on the calculation of Analysis of Variance 1 lane, there is no difference in career maturity in terms of male and female sex. This result is known by viewing the value or coefficient of difference Anava with coefficient F = 0.111 with p = 0,739> 0,010. Based on this result means the proposed hypothesis that reads there are differences in career maturity in terms of gender, otherwise rejected. Anava calculation results can be seen in the following table:

Table. 5

Summary of Analysis Results of 1 Way Variance

Source	JK	Db	RK	F	p	Description
Between Groups	6.114	1	6.114	0.111	0.739	S
Within Groups	7743.86	141	54.921	-	-	-
Total	7749.97	142	-	-	-	-

Note:

JK   = The sum of squares

RK   = Mean of squares

F   = Difference coefficient

p   = Opportunities for errors

S   = Significant

Table. 6

Comparison between Hypothetical Mean and Empirical Mean of Self Efficacy

Variable	SD	Mean		Description
		Hypothetical	Empirical	
Self efficacy	5,985	42,50	54,18	High
Self esteem	7,510	45,00	50,95	Medium
Career maturity	7,388	55,00	68,83	High
Male career maturity	7,645	55,00	68,61	High
Female career maturity	7,198	55,00	69,02	High

Based on the comparison of the above average values (hypothetical mean and empirical mean), it can be stated that the students of SMA Negeri 15 Medan have *high* career maturity both men and women as well as self efficacy. Meanwhile, the self-esteem of SMA Negeri 15 Medan students is categorized as *medium*.

IV. DISCUSSION

Based on the results of data analysis research that has been conducted, the following will be presented the discussion of research results obtained by each variable.

a. The Relationship of Self-efficacy with Career Maturity

The results of this study indicate that there is a significant positive relationship between self efficacy with career maturity, where the coefficient of rx1y = 0.625 with p = 0.000, this means the higher the self efficacy is the higher the maturity of the career. The determinant coefficient (r2) of the self efficacy relationship with the dependent variable of career maturity is r2 = 0.391. This shows that career maturity is formed by self efficacy with a contribution of 39.1%.

This research is consistent with the research conducted by Singh and Shukla (2015) that there is a positive relationship between self efficacy with career maturity. The research conducted by Princess (2013) also shows that self efficacy has a significant positive relationship with career maturity, where self efficacy variable contribution of 38.1% of career maturity. The results of previous studies, such as research conducted by Patton and Creed (2007) in Australian students show that one of the factors that is related to even a strong predictor in affecting career maturity is self efficacy.

This is in line with the opinion of Bandura (2009) who said that self efficacy is a predictor that is quite influential on one's career. People who have high self-efficacy will spend a great effort to overcome obstacles in achieving its goals and will be ready to determine the right career for him compared with individuals who have low self-efficacy. Students with high self-efficacy will be confident in their ability to achieve successful career experiences such as choosing a career, performing well in a job and staying in their careers (Brown, 2002).

b. Relationship of Self-Esteem with Career Maturity

The results of this study indicate that there is a significant positive relationship between self-esteem with career maturity, where the coefficient of $rx2y = 0,534$ with $p = 0,000$, this means that the higher the self-esteem is the higher the maturity of the career. The determinant coefficient $(r2)$ of the relationship between self-esteem and the dependent variable of career maturity is $r2 = 0.285$. This shows that career maturity is formed by self esteem with a contribution of 28.5%.

The research conducted Migunde, et al (2016) shows there is a positive relationship between self-esteem with career maturity. The students with high self-esteem are better equipped to manage the adaptation process in developing career interests and making career-related decisions. Similar results were also found in a study conducted by Adekeye et al (2015), which suggests that there is a positive relationship between self-esteem and career maturity.

This research is also in line with the research conducted by Pravitasari (2014), which also shows there is a positive and significant relationship between self-esteem and career maturity, where the amount of effective contribution given the variable of self-esteem with career maturity is 41.6%. The results of research also conducted by Dewi, et al (2013) also showed that there is a significant positive relationship between self-esteem with career maturity, with effective contribution of self esteem to career maturity in adolescents amounted to 20.295%. The higher the self-esteem is the career maturity in adolescents is also higher. On the contrary, the lower the self-esteem is the lower the career maturity.

This self-esteem of teenagers will determine his behavior (Sarwono and Meinarno, 2009). Teenagers who have high self esteem tend to be positive. Meanwhile, the teenagers who have low self esteem tend to behave negatively. It can allow the teenagers who have little self-esteem to be less active than those who have low self-esteem and are eager in planning and preparing for the future of their careers, as adolescents feel themselves valuable, valuable, and aligned with others. Teenagers are likely to behave towards career goals, such as seeking career information, as well as determining career choices for the future.

c. The Relationship of Self Efficacy and Self-Esteem with Career Maturity

The results of this study indicate that there is a significant positive relationship between self efficacy and self esteem with career maturity, where the coefficient of $rx12y = 0.670$ with $p = 0.000$ means $p < 0.01$. The determinant coefficient $(r2)$ of the relationship between self efficacy predictors and self-esteem with the dependent variable of career maturity is $r2 = 0.449$. This shows that career maturity is formed by self efficacy and self-esteem with a contribution of 44.9%.

The results of this study strengthen research conducted by Sersiana (2013), which shows that there is a relationship between self efficacies with career maturity. Self efficacy plays an important role in career maturity. Increased self-efficacy can help teenagers in deciding and making career decisions appropriately. The higher the self-efficacy of the individual is the harder the individual is trying and the higher the motivation. Conversely, the lower the individual's self-efficacy is the lower the effort made by the individual and the lower the motivation.

The research results which is conducted by Dewi, et al (2013) also shows that there is a relationship between self-esteem with career maturity. The teenagers who have self-esteem will judge themselves positively, so they will feel that they are valuable, valuable, and meaningful (Branden, in Dewi, et al, 2013). This self-esteem of teenagers will determine his behavior (Sarwono and Meinarno, 2009). Teenagers who have high self esteem tend to be positive, meanwhile the teenagers who have low self esteem tend to behave negatively.

d. Differences in Career Maturity Viewed from Gender

Based on the results of this study, it is also known that there is no difference in career maturity in terms of male and female sex. This result is known by viewing the coefficient of F value = 0,111 with p = 0,739> 0,010. Based on this result means the proposed hypothesis that there are differences in career maturity in terms of gender is rejected. These results explain that gender is not a factor that differentiates students' career maturity.

This is in line with research conducted by Salami (2008) which shows that gender is not a predictor of career maturity in students. The similar results were also found in a study conducted by Birol and Kiralp (2010) which showed that there was no difference in career maturity in terms of gender. The results of the study by Migunde (2016) also show that there is no significant gender difference in career maturity. The results of this study contradict the findings in previous studies which show that there is a difference in career maturity between men and women. The absence of differences in career maturity between men and women is due to the fact that students are aware that today, competition in the workplace is very tight and requires that candidates have high education. Male and female students also want to be equally successful in future studies and careers. Therefore, both male and female students have already begun to decide on the continuation of future studies.

Papalia, et al (2009) suggests that individuals who have an educational background in college will have a greater chance of getting a job. This is because the higher the individual education is expected to increasingly affect the greater opportunity to get the job desired and will affect the career of the future.

V. CONCLUSION

Based on the results of data analysis and discussion, there is a significant positive relationship between self efficacy and career maturity, in which career maturity is formed by self efficacy with a contribution of 39.1%.There is a significant positive relationship between self-esteem and career maturity, in which career maturity is formed by self esteem with a contribution of 28.5%.There is a significant positive relationship between self efficacy and self esteem with career maturity, in which career maturity is formed by self efficacy and self esteem with a contribution of 44.9%.There is no difference in career maturity in terms of male and female sex.

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