



GUIDANCE AND COUNSELING STUDENTS' PROFILE BY CAREER MATURITY: REVIEWING FROM ETHICAL DIFFERENCES

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Abstract: The aim of this article is to examine the career maturity profile of University of Bengkulu Guidance and Counselling student. This research is a census study, all the population is used as a sample. There are nine tribes in this study consisting of Serawai, Javanese, Rejang, Minang, Palembang and Lintang, Basemah, Batak, Lembak and Bengkulu, and others. A career maturity questionnaire was employed as the instrument. The descriptive statistical analysis and the Kruskal Wallis Statistical Test were used to analyse the data. The results showed that there was no significant difference between the career maturity profiles of students from different ethnic backgrounds. The results of this study can be used as a basis for developing student career development programs. This research is census research using a questionnaire, with the respondents all students of Guidance and Counselling, University of Bengkulu. After being validated the number of items used for this study was 50 items.

Keywords: career, career maturity, ethnicity.

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INTRODUCTION

Indonesians are a diverse group who live throughout the Indonesian archipelago. According to (Na'im & Hendry Syaputra, 2010), Indonesia has 1,300 diverse ethnic groups. Cultures mingle due to the diversity of distinct ethnic groupings. Despite this cultural mix, each ethnic group retains its distinct qualities and adheres to binding social customs.

Ethnic groupings are social groups that are related by descent and origin. Na'im & Hendry Syaputra (2010) define tribe as an elite ethnic and cultural group that has been passed down from generation to generation. As a result, the tribe believes that a group of citizens is inherited by the following generation.

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On that basis, the Indonesian nation's plurality must be united with a sense of unity to form one nation, called the Indonesian nation. The concept of *Bhinneka Tunggal Ika* is based on ethnic diversity with a single purpose inside the Unitary State of the Republic of Indonesia's unitary structure. In its development history, the Indonesian nation, *Bhinneka Tunggal Ika*, has maintained a heterogeneous society (Tilaar, 2004).

Bengkulu province has a diversity of tribes, each of which has its own characteristics. The Rejang, Lembak, Serawai Pasemah, Bengkulu-Malay, Kaur, and Enggano tribes live in the Bengkulu area (Hendrata, 2013). Bengkulu's ethnic diversity is the nation's potential richness. Each ethnic group in the Bengkulu area has its own distinctive characteristics, including regional languages, customs, and even distribution. (Sulastri, 2019)

Furthermore, precisely like residents of other regions, the concept of career is embedded in people's behavior in Bengkulu province. Because one's profession is such an important element of one's life. As a result, children must be properly prepared and aided in planning and determining their jobs from the start in order to acquire career maturity. Self-awareness, job knowledge, the ability to decide a job, and the ability to plan actions toward the desired career all contribute to career maturity. Career maturity is also defined as a person's success in fulfilling specific career development responsibilities in specific developmental stages. This definition illustrates how, in each period of career development, professional maturity is related to the task of career development.

According to Herr. E.L. & Cramer (1979) career maturity is the relationship between psychological conditions, social relations, physical education, economics, and opportunity factors that combine to form a career in that person and are experiences that support personal choices to enter and undergo education and to pursue certain (vocational) skills and expertise to lead to the achievement of their vocation. Individuals thus must be able to detect their personal qualities and career characteristics and plan their careers consistently in order to improve their career maturity.

Super in (Crites & Savickas, 1996) shows a strong relationship between identity and career commitment as a career maturity variable. Career maturity denotes a stable identity that allows individuals to make career decisions, establish self-perception crystals, and acquire skills. Career maturity is a continual developmental process that exhibits particular definable qualities and characters that are necessary for career advancement. Assertiveness and

independence, knowledge of job information, and skills in planning and decision making are all characteristics of career maturity.

Student Career Maturity

Individuals are involved in a long-term process in achieving career decisions, as defined by the idea of career development. Herr. E.L. & Cramer (1979) states that a person's career development includes a *total constellation* between aspects of psychological conditions, social relations, education, physical, economic, and opportunity factors that combine to form a career, these aspects include experiences that support towards personal choices to enter and undergo education, to pursue certain skills/expertise (vocational) to lead to the attainment of their vocation. The process develops and is filtered through the ability to recognize self-characteristics and career characteristics, solid planning, which leads to career maturity. The direction can be either smooth or harsh and steep. The trajectory might be beneficial or negative, and it can occur with or without career counseling and education. In other words, career development is not an intervention, but the subject of the intervention.

As a result, it can be stated that individuals' maturation toward job choices may only be noticed when they enter the realm of schooling (pre-occupation). In the form of a personal decision to enter a career field and learn and gain a skill, which eventually leads to the maturity of career choice (occupation) in a pleasant work environment.

Super in (Isaacson, 1986) explains the journey and decision-making process of a person, beginning with the steps toward self-improvement. According to Super (Isaacson, 1986) the following are the exact phases. The first is the *growth* phase, which lasts from the time the child is born until he or she is about 15 years old. Where children share a range of potentially distinct beliefs, attitudes, interests, and needs that are included into the self-concept structure. The second stage of *exploration* which occurs between the ages of 15 and 24 years, when people easily consider alternative ways of functioning but have not reached a binding decision. Third, the *establishment* phase comprises individuals aged 25 to 44 years who already have established themselves in career choices and have gone through the intricacies of experience in pursuing a specific career. Fourth, the *maintenance* phase for adults aged 45 to 64 years where they have developed to adjust to their roles. Finally, the *decline* phase is defined as 65 years or older, when people begin their retirement period.

According to the characterization above, students (aged 15-24 years) are in the exploration phase. At this stage, students have begun to differentiate the types of jobs and positions they are looking for, which they will choose and which they will not choose, but they have not made a decision regarding job and position.

This stage of career development is a framework for developing career path behavior, which manifests itself through five vocational developmental tasks. Furthermore, Super highlighted the features of five individual vocational development tasks, including *Crystallization* (14 years old to 18 years old). *Specifications* (ages 18 to 21 years). *Implementation* (age 21 to age 24). *Stabilization* (age 24 years to age 35 years). *Consolidation* (35 years and over). Judging from this career development task, students are at the stage of specification of career development tasks.

A study examines the role of career maturity in traditional college freshmen enrolled in public institutions (Perry et al., 1999). The findings demonstrate that the *My Vocational Situation* instrument is both reliable and valid. Because the results reveal that Goal Commitment and Career Maturity are distinct constructs, the theoretical formulation has to be revisited. A number of important determinants for college perseverance were shown to be positively connected to career maturity (eg, GPA). Persistence, on the other hand, is unaffected by career maturity.

A important concept in adolescent career development is the maturity of career decision orientation. The recognition that making career decisions is a long-term process led to the establishment of the idea of career development, which is linked to career maturity. Career maturity is defined by Herr. E.L. & Cramer (1979) as a notion that illustrates the level of career growth, specifically the developmental tasks achieved by persons on a career development continuum from the exploration stage to the decline stage. R.S.Sharf (1992) identifies various characteristics of career maturity, including vocational orientation, information and preparation regarding preferred occupations, and consistency.

Career maturity also refers to a person's capacity to recognize, select, plan, and carry out career goals. The group or environment can be used to compare the quality of this ability. Individuals must possess the following indicators in order to acquire professional maturity: (1) orientation toward career choices, (2) clear focus and preparation regarding a preferred position/job/position, and (3) consistency of career choices, as connected to

using position stability/job/position. (4) crystallization qualities, which include seven work behavior indexes; and (5) wisdom on professional choices, which relates to the combination of decisions made with abilities, activities, and interests.

Crites in (R.S.Sharf, 1992) further explained that an individual's career maturity entails a variety of skills and knowledge that must be mastered, such as: self-awareness in terms of one's potential; information up to the job, position, profession, and duties can be found here; and the ability to plan steps toward a desired career and find solutions to problems related to their career.

Students must prepare themselves for this developmental task by realistically directing their career choices; in other words, students' professional maturity can be discerned from the direction of their career choices.

Factors Affecting Student Career Maturity

Factors that influence student career maturity are broadly divided into two, namely internal and external factors. These factors will later affect career maturity, both of which will interact and have a positive effect on career choice direction, a process characterized by a gradual shift from a broad spectrum to a specific field and arising as a result of positive interactions between internal and external factors within the individual Winkel, (1997).

1. Internal Factor.

Internal factors can be divided into multiple categories and distinguished from one another. Some of these inherent variables influence an individual's personality's distinctiveness, such as: First, the level of intelligence, students' abilities, playing a role in setting and maintaining goals, making adjustments to achieve those goals, individual evaluations themselves, critical, factual. Second, giftedness refers to a person's exceptional abilities in the cognitive, manual, and artistic domains. Third, interest relates to a person's continual desire to be interested in a specific topic and to enjoy participating in various activities within that field. Fourth, there are the personality qualities that make up one's personality. Fifth, a person's values of life are some of the expectations that are acknowledged and employed as life guidance by that individual. Values are very influential and shape lifestyle. Sixth, knowledge, namely knowledge about the field of study and about yourself Information about the work environment, physical conditions, such as height, weight, gender requirements in each job.

Self-Influence

In their research (Abdinoor & Ibrahim, 2019) examines the effect of decision-making self-efficacy, self-concept and parental support on career maturity. Participants included in this study were 552 high school students 234 threes, 258 fours and 60 students did not identify their class; 379 men and 173 women from Wajir in northern Kenya. The results showed a significant relationship between career maturity, career decision-making self-efficacy, parental support and self-concept. There's also an article that deviates from the most recent research review by focusing on three career development constructs: career maturity, career decision-making self-efficacy, and career indecision (Creed, 2001; Heo & Kim, 2016; Harlow & Bowman, 2016).

Gender Influence

The existence of the influence of gender on career maturity is described in several studies, first there is a study of the impact of gender and academic risky behavior on career maturity attitudes and competencies of rural youth. A two-way multivariate analysis of variance (MANOVA) demonstrated significant main effects for gender and academic risk status on affective career maturity using the Crites Career Maturity Inventory (Rojewski et al., 1995).

A longitudinal study of the career maturity growth curve of Korean youth from grade 4 elementary school to grade 12 is also available. *The Korea Youth Panel Survey*, a national longitudinal study of South Korean youth, had 3,241 male students and 3,029 female students as participants. The effect of gender role stereotypes, as well as socioeconomic status, on the shape of the career maturity growth curve is investigated in this study. The findings revealed that from grade 4 to grade 12, Korean youth's career maturity was increasing. The researchers discovered a negative longitudinal association between sex role stereotypes and career maturity, as well as a gender norms stereotypes interaction effect on career maturity change (Yon et al., 2012).

2. Factor external

External factors, in addition to the aforementioned criteria, have an impact on professional maturity. Things or circumstances from outside the individual that have a direct or indirect influence on the individual are referred to as external factors. These external variables can be classified but not separated, and they all work together to create the overall environment. Career growth comes as a result of a person's decision to pursue a certain career path. External influences, as

previously said, may differ, but they are not all the same. External factors include the following: First, the family's socioeconomic status, as well as other aspects affecting the parents' socioeconomic status, such as their level of education, income, and occupation. Second, academic achievement is defined as a particular level of academic achievement as evidenced by academic achievement scores, college assessments, test scores, transcripts, or other possible academic exam scores. Third, knowledge, namely the level or levels obtained or achieved through educational institutions. Basically, the higher a person's educational degree, the better it is for that individual to obtain a specific job or position inside the organization, as well as receive an award. Fourth, the requirements for each work, as well as each program of study or training that prepares people to be accepted and thrive in specific positions. Finally, the potential of the built environment has a favorable impact on the surrounding community's attitudes, conduct, and general well-being.

Parental Influence

The first research that discusses the influence of parents on career maturity is research done by Lim & You (2019). Overall, this study discovered that parental psychological, academic, and cultural support has a long-term impact on adolescent professional maturity, with self-esteem serving as a crucial mediating factor. These findings show that adolescent parents should foster their children's self-esteem and provide an environment in which they can wisely explore their profession options in a fast-changing culture. Further research from afriyati (2012) regarding how parental behavior has an impact on high school students' professional maturity. The significant practical lesson here is that in order to boost young career preparation, we must not only provide support, but we must also assist them in making confident career decisions based on their values and talents by increasing their self-esteem. Furthermore, the occurrence of gender variations in the developmental pathway to vocational maturity emphasizes the need for these interventions to be tailored. To make healthy adaptations and adapt to new responsibilities and demands of life, adolescents must be able to balance family individuation with familial relationships (Thomason & Winer, 1994).

Socio-cultural influence in career maturity

The state of the surrounding social and cultural environment has an impact on career maturity as well. Several studies have looked at how a person's maturity

is shaped by their social or cultural environment. The study done by Lee (2001) aimed to perform a cross-cultural comparison of professional maturity in Korea and the United States. The first step was to build a Korean version of the Career Attitude Maturity Inventory (CAMI). After that, a three-step technique is used to create an English version that is parallel to the Korean original: translation, back-translation, and field research. Finally, CAMI was allocated to 331 grade 11 high school students from two different cultures (331 from Korea and 266 from the United States). The findings reveal that the career maturity construct is similar in both cultures, regardless of gender. It was discovered, however, that the maturity level for such structures was culturally determined. The findings were reviewed in the context of professional maturity development from a cultural perspective.

It may be inferred that two elements influence career development: internal factors that shape the uniqueness of individual personalities and external influences that affect a person's self either directly or indirectly.

METHOD

The quantitative method is the emphasis of this study, with data collected through the distribution of questionnaires. This study used census research as its method of investigation. Census research is a type of study that looks at an entire demographic group and collects data using a structured questionnaire as the primary data gathering technique (Akbar & Usman, 2009). Based on this information, this study is a census research using a questionnaire, with the respondents being all Guidance and Counseling students in University of Bengkulu.

The validity and reliability of the produced career maturity questionnaire have been tested. There are five components, sixteen indicators, and fifty items in this questionnaire. Using a Likert scale with five answer alternatives (1=very low, 2=low, 3=moderate, 4=high, 5=very high), this questionnaire was utilized to indicate a professional maturity profile. The instrument reliability coefficient is 0.943 which is included in the very strong category or very high reliability (Margono, 2004).

In the career planning aspect (career planfulness), the indicators consist of: learning all information about careers, discussing careers with adults, participating in student activities, attending courses, training or education as a provision for future careers. In the career exploration aspect (*career exploration*), the indicators consist of: seeking career information from

various sources such as parents, siblings, teachers, counselors, books, and films, having knowledge about self-potential like talents, interests, intelligence, personality, intentions, and achievement. In the Information aspect (*information*), the indicators consist of: knowing how other people study their work, knowing the causes of other people changing jobs, and knowing the details of tasks in work in a position. In the aspect of decision making (decision making), the indicators consist of: understanding the ways and steps in making decisions about careers, studying how other people make decisions about careers, and using knowledge and thoughts to make decisions about career plans. In the Orientation aspect (*orientation*), the indicators consist of: having a good understanding of the strengths and weaknesses associated with the desired career choice, being able to see the factors that will support the desired career, seeing the opportunities that exist related to the desired career choice, and being able to choose one alternative job from a variety of diverse jobs.

The questionnaire was subsequently distributed to all Guidance and Counseling students at University of Bengkulu via a Google Form. Samples were taken from all registered Guidance and Counseling students of UNIB. A total of 294 participants took part in the study, including 92 Serawai tribes, 56 Javanese, 29 Rejang people, 22 Minang people, 20 Palembang and Lintang people, 14 Basemah people, 12 Batak people, 21 Bengkulu people and Lembak people, and 28 other tribes.

The data were evaluated using the percentage formula to meet the goals of the first study, where the percentage value is a portion of the students' score divided by the ideal score multiplied by 100 percent. The optimum maximum score is calculated using each indicator's grading rubric (Margono, 2004). The next stage is to determine the category. Categorization was carried out by the degree of tendency of each variable to be formulated into 5 groups based on the average, very high ($M + 1.5SD < X$), high ($M + 0.5SD < X < M + 1.5SD$), moderate ($M - 0.5SD < X < M + 0.5SD$), low ($M - 1.5SD < X < M - 0.5SD$) and very low ($X < M - 1.5SD$) (Azwar, 2012).

In the meantime, the data were examined using non-parametric statistical analysis with the Kruskal Wallis Statistical Test for the second investigation. For independent samples in groups, the Kruskal Wallis test statistic is one of the non-parametric statistical methods accessible. When more than two groups are compared, this test is utilized when the researcher needs to compare two variables measured from different (independent) samples (Junaidi, 2010).

FINDINGS AND DISCUSSIONS

A. Descriptive Profile of Student Career Maturity

Career maturity profiles were obtained using a career maturity questionnaire from 294 Guidance and Counseling students at University of Bengkulu.

Table 1. career maturity description

N	Valid	294
Mean		185.63
Median		185.50
Std. Deviation		22.950
Minimum		122
Maximum		241
Sum		54576

Based on table 1, it can be seen that the highest overall score is 241, the lowest score is 122, the total score is 54576, the average score is 185.63 with the respondent's level of achievement of 185.50% and the standard deviation of 22.950. Respondents' achievement scores for career maturity variables were in the very low category, 7.8%, low 22.4%, moderate 41.2%, high, 21.4%, and very high 7.1%. The results of the categorization of research respondents' data on career maturity variables can be seen in Table 2.

Table 2. career maturity categorization results

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low	23	7.8	7.8	7.8
	Low	66	22.4	22.4	30.3
	Moderate	121	41.2	41.2	71.4
	High	63	21.4	21.4	92.9
	Very High	21	7.1	7.1	100.0
	Total	294	100.0	100.0	

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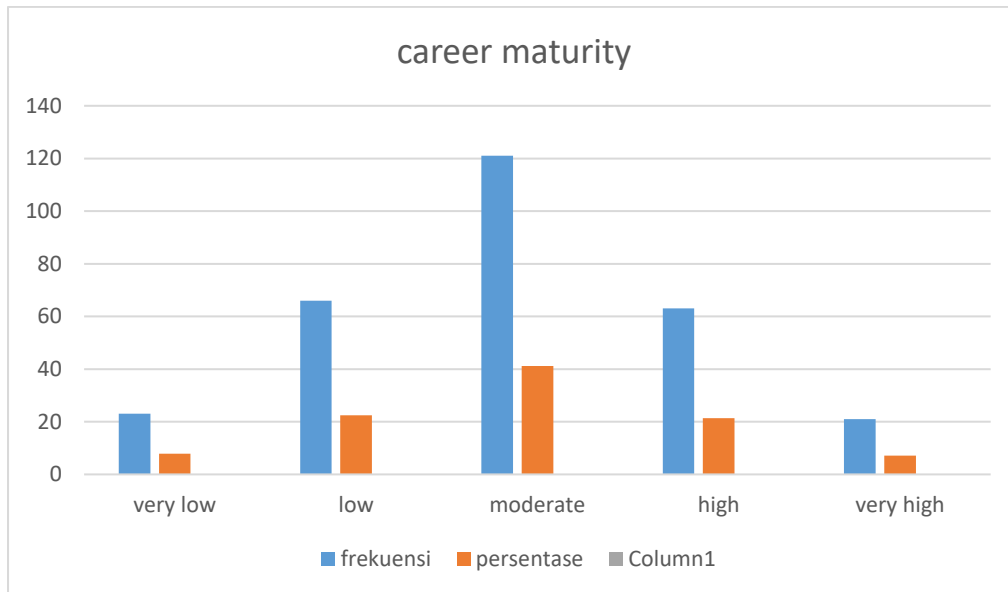


Diagram 1. Categorization of career maturity

1. Career maturity profile by aspect

The career maturity instrument reveals five aspects, namely, career planning, career exploration, Information, decision making, and Orientation.

Table 3. descriptive data per aspect

Aspek	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Career Planning	294	28	60	13693	46.57	6.750
Exploration	294	28	65	14189	48.26	7.205
Information	294	16	40	8218	27.95	3.977
Decision-making	294	19	45	9450	32.14	4.630
Orientation	294	20	40	9026	30.70	3.914

2. Career maturity profile based on ethnicity

The ethnic groups of Guidance and Counseling students at Bengkulu University were divided into 10 ethnic groups, from 294 samples, they were divided into 92 Serawai tribes, 56 Javanese people, 29 Rejang people, 22 Minang people, 20 Palembang and Lintang people, 14 people Basemah tribe, 12 Batak tribes, 21 Bengkulu and Lembak tribes, and 28 other tribes.

Table 4. career maturity by ethnicity

No	Ethnic group	F/%	Category					Total
			Very low	Low	Moderate	High	Very High	
1	Serawai	F	9	17	41	19	6	92
		%	9.8	18.5	44.6	20.7	6.5	
2	Java	F	4	15	19	14	4	56
		%	7.1	26.8	33.9	25.0	7.1	
3	Rejang	F	4	5	12	5	3	29
		%	13.8	17.2	41.4	17.2	10.3	
4	Minang	F	2	5	11	4	0	22
		%	9.1	22.7	50.0	18.2	0	
5	Lembak and Bengkulu	F	1	5	10	3	2	21
		%	4.8	23.8	47.6	14.3	9.5	
6	Palembang and Lintang	F	1	4	10	4	1	20
		%	5.0	20.0	50.0	20.0	5.0	
7	Basemah	F	1	5	6	2	0	14
		%	7.1	35.7	42.9	14.3	0	
8	Batak	F	1	3	3	3	2	12
		%	8.3	25.0	25.0	25.0	16.7	
9	Others	F	0	7	9	9	3	28
		%	0	25.0	32.1	32.1	10.7	

Based on table 4, the highest maturity of *Serawai* ethnic students is in the medium category, with a frequency of 41 and a percentage of 44.6%. The highest maturity of *Javanese* students is in the medium category, with a frequency of 19 and the percentage of 33.9% maturity of students of the highest *Rejang* tribe is in the medium category, with a frequency of 12 and a percentage of 41.4%. The highest maturity level of *Minang* students is in the medium category, with a frequency of 11 and a percentage of 50%. The highest maturity of *Lembak* and *Bengkulu* ethnic students was in the medium category, with a frequency of 10 and a percentage of 47.6%. The highest maturity of *Palembang* and *Lintang* students is in the medium category, with a frequency of 10 and a percentage of 50%. The highest maturity of *Basemah* students is in the medium category, with a frequency of 6 and a percentage of 42.9%. The highest maturity of *Batak* ethnic students is in the low, medium, and high categories, each with a frequency of 3 and a percentage of 25%. The highest maturity of other ethnic students was in the medium and high categories, with a frequency of 9 and a percentage of 32.1%, respectively. For more details, see the diagram below.

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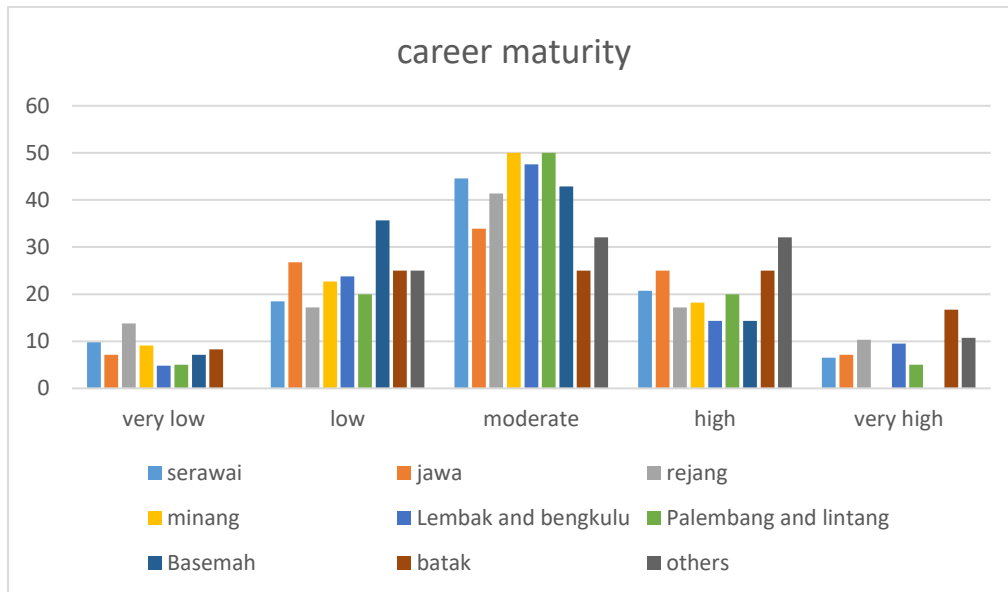


Diagram 2. Career maturity by ethnicity

3. The results of the calculation of the different career maturity profile tests

Table 5. Kruskal-Wallis Test

Ethnic group	N	MEAN RANK
Serawai	92	145.30
Jawa	56	152.81
Rejang	29	137.84
Minang	22	127.23
Lembak and Bengkulu	21	139.76
Palembang and Lintang	20	153.03
Basemah	14	121.36
Batak	12	154.83
Others	28	181.80
Total	294	

Table 6. statistic test results

Kruskal-Wallis H	8.138
df	8
Asymp. Sig.	0.420
a. Kruskal Wallis Test	
b. Grouping Variable: ethnic group	

The hypothesis for this study is, Ho: nine identical populations (career maturity data are not significantly different). Hi: At least one of the nine

populations is not identical (the career maturity data for the nine tribes are significantly different). Basis for decision making using statistical comparisons with statistical tables. If the statistical count < table statistics, then H_0 is accepted. If the arithmetic statistic > table statistic, then H_0 is rejected. Using the count statistics from the output table above, the Kruskal Wallis statistic (the same as the chi-square calculation) is 8.138. Statistical table used here is the chi-square table for comparison. By looking at the chi-square table for $df = k-1 = 9-1 = 8$ and the significant level = 0.05, the statistical value of the table = 15.507. Because the statistic count < statistic table. (8,138 < 15,507), then H_0 is accepted, nine populations are identical (career maturity data are not significantly different). Basis for decision making based on probability: If probability > 0.05, then H_0 is accepted. If probability < 0.50, then H_0 is rejected. It can be seen that the Asymp sig (2-tailed) column for 2-sided testing is 0.420. The probability is above 0.05, then H_0 is accepted. The outcomes of the two tests are the same, namely H_0 is accepted by nine identical populations (career maturity data are not significantly different).

B. DISCUSSION

Every province in Indonesia has a diverse ethnic/ethnic population. As a result, education not only accommodates the advancement of the times, but also allows for the development of local values and knowledge (Sugiyarlin & Supriatna, 2020). Guidance and counseling, as a component of the educational system, have contributed to this. Kartadinata stated that counselors serve as sociopsychological educators as one of the supporters in meaningfully teaching persons (Kartadinata, 2020).

Career maturity, according to Criter, is the level at which individuals have mastered the task of professional growth, including both knowledge and attitude components that follow the stages of career development (Putri Ria Angelina, 2022).

Bengkulu Province is a province on the Indonesian island of Sumatra. This province is home to numerous tribes. The tribes live in ten regencies and cities in Bengkulu province, with Java accounting for 22.6 percent, Rejang accounting for 22.6 percent, Serawai accounting for 18.9 percent, and Lembak accounting for 5.1 percent (Bengkulu, 2010).

The earliest Serawai culture dedicated to personal growth is *Belaeam* (according to). That is, if someone wants to prosper or advance, he must obey his parents' directives as well as the rules of society. The second is *Neman* or

Benasu (hard worker). The word *neman* means "to work harder than before." Third is *Ibau* (want). Looking at the progress of others, there is a desire or commitment to excel in a specific profession. Fourth is *Himat* (save). Since childhood, the Serawai tribe has been taught the need of good economic management. This traditional wisdom is continuously passed down from generation to generation (Dihamri, 2016).

The characteristics of Javanese culture are religious, non-doctrinal, tolerant, accommodating, and optimistic. These characteristics lead to the characteristics, characteristics and tendencies of Javanese society as follows: 1) God Almighty as Sangkan Paraning Dumadi with all His attributes and greatness; 2) idealistic personality, believes in immaterial (intangible) and supernatural (supernatural) things, and is susceptible to mysticism; 3) places nature above official and ritual features; 4) places love as the essential foundation of human interactions; 5) believes in destiny and is likely to give up; and 6) is convergent and universal. 7) contentious and non-sectarian; 8) susceptible to symbolism; 9) pleasant, harmonious, and peaceful; and 10) less competitive and less priority materials (Santoso, 2015).

The Rejang tribe is the oldest tribe in Bengkulu province (Hartini, 2018). The following describes the results of research by Sulusyawati & Melati (2019) regarding factors in career planning for the Rejang tribe. First, the habits of parents in making decisions for their children: children in Rejang culture always depend on their parents to make decisions. These habits have an impact on career planning, because career planning must be based on the abilities, interests and potential of children. Second is the influence of peers. Children in Rejang culture tend to follow their friends without taking a stand, thus making children less independent in making decisions and acting because they always depend on their friends. Third is Procrastination. Some children in Rejang culture tend to procrastinate on the work they are given. Fourth, high desire and enthusiasm to move forward. Children in Rejang culture have a strong desire to advance because many of them originate from farming families. This serves as incentive for them to work hard in order to alter their lives and the fate of their parents. If it were possible, their lives would be different from his parents' (Sulusyawati & Melati, 2019).

If we pay attention to the career maturity profile in this study, we find that there is no significant difference between students with different ethnic backgrounds. When considering developmental tasks and each tribe's

worldview, it is clear that students strive to make the best career decisions possible.

CONCLUSION AND RECOMMENDATION

A person's ability to identify, determine, plan, and implement career goals is described by a collection of behaviours known as career maturity. As a result, five components of professional maturity must be considered: career planning, career exploration, information, decision-making, and orientation. From the findings of this study, there are no significant differences in the professional maturity profiles of students from various ethnic groups.

The findings of this study suggest that instructors collaborate with study programs and BK laboratories to develop career advisory programs so that students may prepare ahead with their career choices. Students need to have good career adaptability so that they can provide the best potential for themselves, their families, the nation, and the country in facing the global challenges that will be faced. Career guidance programs must be tiered and long-term in order for students to have high career adaptability and provide the best potential for themselves, their families, the nation, and the country in tackling the global issues that will be confronted. Further research can explore on how each tribe processes their children's career development in order for them to reach the appropriate career maturity at each stage of development.

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