



Jurnal Bimbingan Konseling

journal homepage: <https://journal.unnes.ac.id/journals/jubk>



The influence of internal locus of control and vocational identity on career maturity

Hanina Yaumil Fitri¹, Edy Purwanto², Sinta Saraswati³

^{1,2,3}Universitas Negeri Semarang, Indonesia

Article Info	Abstract
Keywords: Career maturity, internal locus of control, vocational identity	Career maturity is a main aspect for students in preparing themselves to enter the workforce or continue their education. Regarding this issue, the present study aimed at analyzing influence of internal locus of control and vocational identity on the career maturity of students at SMK Pelayaran AKPELNI Semarang. It employed an ex post facto method used and involved 164 students selected using the proportionate stratified random sampling technique. Their data were collected using the internal locus of control scale, vocational identity and career maturity, then analyzed using multiple linear regression tests. Based on the findings, internal locus of control had a positive effect on career maturity, vocational identity had a positive effect on career maturity, and internal locus of control and vocational identity jointly influenced career maturity by 74% ($R^2 = 0.74$). It urges guidance and counseling to make some improvement in students' career maturity. Future studies should involve diverse schools to enhance generalizability and use qualitative approaches like interviews or case studies to explore factors influencing career maturity, including career adaptability and personal and contextual factors.

*Correspondence address:
 E-mail: hanina2901@students.unnes.ac.id

p-ISSN 2252-6889
 e-ISSN 2502-4450

Introduction

Vocational High School (SMK) students aged around 15-18 years are adolescents who are expected to begin determining their choices and direction in life. Hurlock argues that one of the developmental tasks of adolescents is to prepare themselves to work in line with their talents and abilities (Hurlock, 1980). Once they make it, there will be a happy phase which can lead to success in carrying out subsequent tasks.

Super's career development theory states an individual's readiness to choose the right career is called career maturity (Hertanti & Sugiharto, 2022). Students with high career maturity are often more motivated, are more satisfied with their career choices, and have good decision-making skills (Safitri & Putranti, 2017), while those with low career maturity are more prone to choosing jobs that do not match their interests and talents.

Based on the previous career development tasks, vocational high school students are expected to make career plans to determine career choices appropriately and more maturely. Similarly, research mention that ideally vocational high school graduates have higher or better career maturity than graduates from other high schools because in the learning process they are given skills and training according to their majors, as well as more information about careers and the working world.

Students' career maturity is closely related to successful future careers decisions with which will be carried out throughout their lives (Super, 1980). Savickas argues that career maturity can be said to be a career adjustment, namely individual readiness and use of existing resources to accomplish ongoing career development tasks, job transitions, and job trauma (Savickas, 2005). Another idea by Savickas & Porfeli career maturity is an individual's readiness and ability to make appropriate career decisions and implement those decisions effectively (Savickas & Porfeli, 2011).

Following the preliminary study conducted at SMK Pelayaran AKPELNI Semarang, it was found 30% of students were in the low category indicated by the absence of career planning after graduating from school. Then 40% of students were in the medium category indicated by the desire to continue their education but did not yet know what major they will take and did not yet know the path they must follow. Furthermore, 30% of students were in the high category, indicated by their understanding of continuing general or maritime education.

These results are in line with a study done which concludes that 34 out of 39 students attain low career maturity category (Hertanti & Sugiharto, 2022). Another evidence was also obtained from research conducted at SMK Pelayaran which has a semi-civil service school background, namely at SMK Wishuda Karya Kudus and at SMK Indo Baruna which found that most of the graduates of these vocational schools have low career maturity as evidenced by confusion in determining a career, reluctance to search career information, hesitation in the career planning they had made, and inability to make career decisions (Lefcourt et al., 1981).

Based on Robertson, one of the personality factors that influences career maturity is locus of control (Robertson, 1984). Locus control is an individual's belief about the relationship between behavior and the consequences obtained (Rotter, 1966). Locus of control is divided into two, namely internal and external. Internal locus of control is an individual's belief in everything that happens to him because of factors from within himself, while external locus of control is an external factor that influences individual success (Lefcourt et al., 1981).

Adolescents who attain an internal locus of control believe that they can manage and direct their lives and are responsible for achieving any reinforcement they receive. Internal locus of control enables adolescents to believe that their own efforts and abilities will determine their fate, both success and failure that they will receive later.

Bahri explains that students who have an internal locus of control, when faced with career choices, are proven by their ability to make self-introduction efforts, find out about jobs and educational levels and try to overcome problems related to career choices (Bahri et al., 2021). Then, Pratama and Suharnan studied students at SMA YPM 2 Sukodono Sidoarjo found that students who have an internal locus of control often have higher career maturity than students who have an external locus of control (Pratama & Suharnan, 2015). In addition to the internal locus of control, another factor that influences career maturity is the vocational factor. Research mentions that individuals who are unsure about their career direction are those who do not have a vocational identity and understand the world of work (Keijzer et al., 2020). Vocational identity is a clear picture that a person has of their goals, interests, talents, and personality which will make it easier for them to make decisions correctly and confidently (Ruhansih, 2017).

Savickas explains a clear vocational identity somehow qualifies individuals to achieve and determine career decisions earlier (Savickas, 2011). It happens because when someone has a strong understanding of themselves, including values, interests, and talents, he tends to be more confident in exploring various career options (Fajri et al., 2022).

Unfortunately, individuals with a weak vocational identity will encounter difficulty exploring and determining their career choices. This uncertainty can hinder the decision-making process, resulting in confusion in choosing the right career path for the future (Gazo et al., 2024). This is in line with the explanation that vocational identity does not directly affect career adaptability (ability to adapt to a career), vocational identity requires self-confidence in making career decisions (Kvasková et al., 2023). This study provides another perspective that vocational identity does not directly predict career maturity in the population of subjects studied.

In relation to the description above, this study aims to determine the contribution of internal locus of control and vocational identity to the career maturity of students at SMK Pelayaran AKPELNI Semarang. It is hoped that this study can be a reference for counselors in improving career maturity through guidance and counseling services.

Method

The population in this study were all students at SMK Pelayaran AKPELNI Semarang totaling 278 students. Of these people, 164 respondents became the sample selected using the proportionate stratified random sampling technique.

Several instruments were used to collect the students' data, namely the internal locus of control, the Utrecht-Management of Identity Commitments Scale (U-MICS), a career maturity scale. The internal locus of control was adopted from Levenson's IPC Scale (1973) which covers three aspects, namely internality (8 items), powerful others (8 items), and chance (8 items) (Levenson, 1973). It was answered using 6 answer choices, namely -3 strongly disagree to 3 strongly agree. When the internality aspect achieves the highest score, it indicates that the respondent has a strong internal locus of control. However, if the highest value is in the powerful others or chance aspect, it indicates that the respondent has an external locus of control. The results of the validity test showed that the validity coefficient of this instrument ranged from 0.53 to 0.83, while the alpha reliability was 0.94.

Students' vocational identity data of students were adapted from the Utrecht-Management of Identity Commitments Scale (U-MICS) developed by Marcia which previously has been translated by Muttaqin & Ekowarni (Marcia, 1966; Muttaqin & Ekowarni, 2017). This instrument has 26 items and includes three subscales, namely commitment (10 items), in-depth exploration (10 items), and reconsideration of commitment (6 items). This instrument uses five Likert scale response options ranging from 1 (strongly disagree) to 5 (strongly agree). Based on the validity test, the instrument validity coefficient ranged from 0.33 to 0.74, while the alpha reliability was 0.90.

Career maturity data were collected using a career maturity scale adapted from the Career Maturity Inventory Form C (CMI-C) developed by Savickas & Porfeli covering four aspects, namely concern, curiosity, confidence, and consultation totalling 24 statement items (Savickas & Porfeli, 2011). This instrument uses 2 answer options, namely "agree" and "disagree". There are two types of statements, namely favorable and unfavorable. Each respondent who answers "agree" to the favorable statement item will get a score of 1 and 0 for "disagree", while for unfavorable items 1 for "disagree" and 0 for "agree". The results of the validity test showed that the validity coefficient ranged from 0.34 to 0.76, while the alpha reliability was 0.91.

A correlational research design with multiple linear regression analysis techniques was employed in this study. Meanwhile, the questionnaire data collection process was carried out through Google Form and processed with the help of IBM SPSS 26.0 for Windows software.

Results and Discussion

In relation to the descriptive analysis data, the students' internal locus of control was in the medium category ($M = 53.53$; $SD = 14.40$), vocational identity was in the medium category ($M = 105.49$; $SD = 13.41$), and career maturity was in the medium category ($M = 10.63$; $SD = 3.57$). The following table 1 presents the category levels of all variables.

Table 1. Mean, SD, and Variable Categories

Variable	<i>M</i>	<i>SD</i>	Category
Internal locus of control	53.53	14.40	Medium
Vocational identity	105.49	13.41	Medium
Career maturity	10.63	3.57	Medium

According to the results of the regression test presented in table 2, internal locus of control was found to have an effect on career maturity ($\beta = 0.37$; $t = 10.23 < 0.01$), and vocational identity was found to have an effect on career maturity ($\beta = 0.25$; $t = 12.31$; $p < 0.01$). Furthermore, a correlation coefficient of $R = .87$ was obtained, so the influence of internal locus of control and vocational identity on career maturity was jointly strong. In addition, the R^2 value was 0.74, which informs that the percentage contribution of internal locus of control and vocational identity to students' career maturity is 74%.

Table 2. Multiple Regression Test Results

Predictor	β	<i>t</i>	<i>p</i>
Internal locus of control	.37	10.23	< .01
Vocational identity	.25	12.31	< .01
R		.87	
R^2		.74	
F		207.09	
P		< .01	

The findings indicated an influence of internal locus of control and vocational identity on career maturity, so the hypothesis in this study, there is an influence of internal locus of control and vocational identity on career maturity, has been proven. Students with internal locus of control prefer working hard, being independent, and responsible in facing tasks and planning for the future. This attitude supports students' self-confidence in planning and determining the direction of their careers.

The findings support the results of research conducted by Hertanti & Sugiharto that individuals with a high internal locus of control will show a willingness to work hard to collect information about their careers independently (Hertanti & Sugiharto, 2022). This means that students with a high internal locus of control are more concerned about their career future, actively seek information, and are more confident in determining

strategic steps to achieve their career goals. Therefore, developing a good internal locus of control can improve students' readiness to face changes in the world of work and ensure that they are more mature in making career decisions.

Vocational identity had a positive and significant influence on students' career maturity. This variable can help students recognize their potential and suitability for a field of work. Students with a clear vocational identity usually have broader career exploration and are able to establish a strong career commitment. Dharmadhyaksa & Sami'an (2024) explain that individuals with identity achievement with which individuals previously have explored and determined career choices maturely will be more prepared to face the challenges of the world of work. Conversely, students who are still in the identity diffusion or moratorium stage, who do not yet have a clear picture of their career, tend to have difficulty achieving career maturity.

The above finding supports the results of three researches that a strong vocational identity is closely related to career decision making. Students who have a better understanding of their career interests and values feel more confident in making career decisions (Fajri et al., 2022; Turda, 2024; Zulfahmi & Andriany, 2021). The combination of supportive personality factors and a strong vocational identity resulted in higher career maturity. Students who demonstrated a positive personality profile and a clear vocational identity were better able to plan and direct their career paths effectively. Therefore, the stronger the vocational identity that students have, the better they are at developing vocational factors, such as relevant skills and experiences, thereby increasing their career maturity.

Some implications were made through this study regarding the implementation of guidance and counseling services at school. First, counselors can design more targeted guidance programs according to student characteristics. Second, regarding the finding of the importance of strengthening vocational identity in career counseling, counselors can provide various career exploration programs. Through this approach, students are expected to be able to understand their potential and set clearer and more realistic career goals. Guidance and counseling programs can be enhanced by organizing various trainings to improve students' career maturity. Training on career planning, strategies for facing the world of work, and developing soft skills relevant to the shipping industry can also be provided on an ongoing basis.

As a form of intervention for students with low career maturity levels, individual and group counseling services also need to be improved. Guidance and counseling teachers can assist students in coping with their fears and uncertainties about the future. By doing so, students can be better prepared to face challenges in the world of work and have the right strategy in developing their careers.

Furthermore, collaboration between schools, industries, and alumni can also be strengthened so that students gain real experience related to the world of work. Programs such as internships, career seminars, and mentoring from alumni can be effective strategies in improving students' career maturity. With these various efforts, guidance and counseling at SMK Pelayaran AKPELNI Semarang is expected to be able to provide a real contribution in helping students achieve optimal career readiness according to the characteristics of their locus of control and vocational identity.

Conclusion

In accordance with the findings, it can be concluded that internal locus of control has a positive influence on career maturity, vocational identity has a positive influence on career maturity, and internal locus of control and vocational identity jointly influence career maturity. Future studies are expected to involve various schools with different backgrounds to expand the research findings which are more generalizable. For more, qualitative approaches such as interviews or case studies can be used to dig deeper into the subjective reasons behind students' career decisions and consider several other factors of career maturity, such as by looking at career adaptability, personal factors, contextual factors, and other factors.

References

- Bahri, R. R., Simarmata, S. W., & Batubara, A. (2021). Hubungan Locus of Control dengan Kematangan Karir Siswa. *Jurnal Serunai Bimbingan Dan Konseling*, 9(2), 72–79. <https://doi.org/10.37755/jsbk.v9i2.325>
- Fajri, A., Yustiana, Y. R., & Budiamin, A. (2022). Kecenderungan Status Identitas Vokasional Siswa. *Journal of Education and Counseling (JECO)*, 1(1), 31–37. <https://doi.org/10.32627/jeco.v1i1.32>
- Gazo, A. M., Mahasneh, A. M., & Al-Jobour, F. Q. (2024). Vocational Identity and its Relationship to Psychological Well-Being and Career Thoughts among University Students. *Islamic Guidance and Counseling Journal*, 7(2). <https://doi.org/10.25217/0020247454000>

- Hertanti, R. A., & Sugiharto, D. Y. P. (2022). Hubungan Kohesivitas Keluarga dan Internal Locus of Control terhadap Kematangan Karir Siswa Sekolah Menengah Kejuruan. *Bulletin of Counseling and Psychotherapy*, 4(1), 217–225. <https://doi.org/10.51214/bocp.v4i2.219>
- Hurlock, E. B. . (1980). *Developmental Psychology: A Life-span Approach*. McGraw-Hill.
- Keijzer, R., Admiraal, W., Van der Rijst, R., & Van Schooten, E. (2020). Vocational identity of at-risk emerging adults and its relationship with individual characteristics. *International Journal for Educational and Vocational Guidance*, 20(2), 375–410. <https://doi.org/10.1007/s10775-019-09409-z>
- Kvasková, L., Hlado, P., Palíšek, P., Šašinka, V., Hirschi, A., Ježek, S., & Macek, P. (2023). A Longitudinal Study of Relationships Between Vocational Graduates' Career Adaptability, Career Decision-Making Self-Efficacy, Vocational Identity Clarity, and Life Satisfaction. *Journal of Career Assessment*, 31(1), 27–49. <https://doi.org/10.1177/10690727221084106>.
- Lefcourt, H. M., Miller, R. S., Ware, E. E., & Sherk, D. (1981). Locus of control as a modifier of the relationship between stressors and moods. *Journal of Personality and Social Psychology*, 41(2), 357–369. <https://doi.org/10.1037/0022-3514.41.2.357>
- Levenson, H. (1973). Multidimensional locus of control in psychiatric patients. *Journal of Consulting and Clinical Psychology*, 41(3), 397–404. <https://doi.org/10.1037/h0035357>
- Marcia, J. E. (1966). Development and validation of ego-identity status. *Journal of Personality and Social Psychology*, 3(5), 551–558. <https://doi.org/10.1037/h0023281>
- Muttaqin, D., & Ekowarni, E. (2017). Pembentukan Identitas Remaja di Yogyakarta. *Jurnal Psikologi*, 43(3), 231. <https://doi.org/10.22146/jpsi.12338>
- Pratama, B. D., & Suharnan, S. (2015). Hubungan Antara Konsep Diri Dan Internal Locus Of Control Dengan Kematangan Karir Siswa SMA. *Persona: Jurnal Psikologi Indonesia*, 3(03). <https://doi.org/10.30996/persona.v3i03.411>
- Robertson, S. C. (1984). Theories of Career Development Theories of Career Development, Osipow Samuel H.. Prentice-Hall, Englewood Cliffs, NJ 07630, 320 pp (1983), \$25.95. *American Journal of Occupational Therapy*, 38(8), 549–549. <https://doi.org/10.5014/ajot.38.8.549b>
- Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs: General and Applied*, 80(1), 1–28. <https://doi.org/10.1037/h0092976>
- Ruhansih, D. S. (2017). Efektivitas Strategi Bimbingan Teistik untuk Pengembangan Religiusitas Remaja (Penelitian Kuasi Eksperimen Terhadap Peserta Didik Kelas X SMA Nugraha Bandung Tahun Ajaran 2014/2015). *QUANTA: Jurnal Kajian Bimbingan Dan Konseling Dalam Pendidikan*, 1(1), 1–10. <https://doi.org/10.22460/q.v1i1p1-10.497>
- Safitri, N. E., & Putranti, D. (2017). Assessment Kebutuhan Pedoman Penyusunan Program Bimbingan dan Konseling Komprehensif pada Guru Bimbingan dan Konseling Tingkat SMK di Kota Yogyakarta. *G-COUNS: Jurnal Bimbingan Dan Konseling*, 1(2), 1–12.
- Savickas, M. L. (2005). *Career Development and Counseling: Putting Theory and Research to Work* (S. D. Brown & R. W. Lent, Eds.). John Wiley.
- Savickas, M. L. (2011). New Questions for Vocational Psychology: Premises, Paradigms, and Practices. *Journal of Career Assessment*, 19(3), 251–258. <https://doi.org/10.1177/1069072710395532>
- Savickas, M. L., & Porfeli, E. J. (2011). Revision of the Career Maturity Inventory. *Journal of Career Assessment*, 19(4), 355–374. <https://doi.org/10.1177/1069072711409342>
- Super, D. E. (1980). A life-span, life-space approach to career development. *Journal of Vocational Behavior*, 16(3), 282–298. [https://doi.org/10.1016/0001-8791\(80\)90056-1](https://doi.org/10.1016/0001-8791(80)90056-1)
- Turda, S. (2024). The Relationship Between Personality Factors, Vocational Identity and Career Decision-Making Self-Efficacy. *International Journal for Research in Vocational Education and Training*, 11(1), 55–75. <https://doi.org/10.13152/IJRVET.11.1.3>
- Zulfahmi, A., & Andriany, D. (2021). Kematangan vokasional dengan kecemasan dalam menghadapi dunia kerja pada mahasiswa tingkat akhir. *Cognicia*, 9(2), 64–75. <https://doi.org/10.22219/cognicia.v9i2.15728>