



## Internal Locus of Control and Self-Concept as Factors Affecting the Career Maturity of High School Students

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### Abstract

Determining the choice of jobs or education choices is one of the tasks during the development of the senior high school. For that, high school students are required to understand and master the concepts of career maturity to be able to pick and choose the appropriate career direction. Career maturity is influenced by several factors, including internal locus of control and self-concept. Someone who has an internal locus of control has a perception that the measures themselves would produce a positive thing that makes their work more successful. The self-concept is considered critical to the success of life because when someone feels good about himself and his ability, to predict a person's life will be successful.

**Keywords:** Career Maturity, Internal Locus of Control, Self-Concept.

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## Introduction

The Senior high school period marked by several important characteristics, such as making choices and prepare for careers match their interests and abilities (Desmita 2011; Prasasti and Laksmiwati, 2017; Rogers and Creed, 2011). It is a requirement that must be met by high school students in the community (Agustiani, 2006). High school students are faced with the choice to go to college or work after graduating (Lauer, 2015; Syakir et al., 2016; Walgito, 2010). This decision is something very big and important to their lives (Atli, 2016; Bardick 2006; Coertse and Schepers, 2004; Novakovic and Fouad, 2012; Usinger and Smith, 2010).

The fact that there are students who have completed high school education could not determine the direction of career planning (Ting et al., 2012). The data shows 90% of high school students in Bandung is still confusion in the choice of career (Atmaja, 2014). Similarly, SMA 1 Paguyangan Brebes in Central Java Province showed only 10% of students who have a career maturity in the high category (Athiyah et al., 2014).

As a result of this phenomenon is a quarter of the young generation in Indonesia working in jobs that do not correspond with skill, so do not use themselves with the optimal skills and even worse the younger generation of unemployed (ILO, 2011; Widyastuti and Widyowati, 2015). Most unemployment in Indonesia are high school graduates (Shakir et al., 2016), it was reaffirmed by Section Chief Labor Exchange Muji Wiyono that in the first half of 2017 the unemployment rate amounted to 7.03 million consisting mostly of high school graduates (Krijogja.com, 2017).

Hidayati (2016) also explained that students who study in college as much as 82% choose majors not based on the selection and career preparation in high school. Some students also expressed their major's elections take only based in order to study at universities without considering the potential and opportunities that are owned. Data show in 2010 about 50% of students in Canada failed to finish his term of 5 years, is caused by students who switch majors by reason of their majors themselves are not as expected then looked at the other majors is more interesting (Gaylor and Nicol, 2016).

Individuals who are not ready and is not appropriate in the career election caused by the low career maturity (Atli, 2017). Unpreparedness and improper phenomenon in the selection of high school students experienced career beckon them to have a career maturity in order to choose and determine the direction of his career precisely because career maturity is important in selecting careers (Coertse and Schepers, 2004).

More specifically, the basic skills in the process of selecting a healthy career are when an individual has a career maturity (Atli, 2016; Atli, 2017). Therefore, to understand and master the concepts of career maturity is a requirement for high school students (Leksana, 2015). Essentially are individuals who have a high level of career maturity will have a healthy career choice and had a career confusion in the selection of a lower (Atli, 2016).

Career maturity is the readiness of the individual to complete the task of career development at every stage of career development (Coertse and Schepers, 2004; Dodd et al., 2014; Janeiro, 2010). Super divide stage career development into five stages, namely the growth stage (ages 0-14 years), an exploration stage (age 14-24 years), stage of formation (age 24-44 years), the maintenance phase (ages 44-64 years), and the reduction stage (age 65 until death) (Gladding, 2012; Sterner, 2012). Adolescence can be categorized as the exploratory stage, so that career maturity in adolescence is defined as how well people make a career choice and level of knowledge about education and job selection (Coertse and Schepers, 2004).

Career maturity is influenced by several factors, among others locus of control and self-concept (Atli, 2017). Locus of control is one of the aspects that make up the personality of a person (Cakir, 2017). Locus of control is included in the cognitive aspects of personality that were pioneered by Rotter in 1966 (Algadheeb, 2015; Friedman and Schustack, 2008). Locus of control is the individual's perception of an event (success and failure) related to power control in a person, whether internal or external power control (Sari et al., 2013).

Locus of control has two dimensions, namely the locus of control internal and external locus of control (Arslan and Akin 2014; Zulkaida et al., 2007). Internal locus of control is an individual's belief that the effort and behavior will affect the events themselves and the lives that will be undertaken (Primary and Suharnan, 2014). While an external locus of control is an individual's belief that fate was determined by external factors (Arslan and Akin, 2014).

Individuals are expected to have an internal locus of control in itself because it will have a positive impact for the development of their lives and make their work more successful (Cakir, 2017; Manichander, 2014). In line with this, Friedman and Schustack (2008) mention individuals with an internal locus of control are more oriented to success for these people perceived that his actions would result in something positive. When linked with career maturity, internal locus of control makes the higher a person's career maturity (Widyastutiand Widjowati, 2015).

The second factor affecting the career maturity is the concept of self. The concept of self is the perception, observation, and assessment of themselves and in relation to other people in his life (Yusuf, 2002: 96). The concept itself is something that is essential for the students, because of the belief that every achievement is determined by the effort, skills, and abilities, the students will try to improve the abilities and skills into a career requirement (Primary and Suharnan, 2014). Putri (2016) expresses the concept of self as one of the foundations are very important to the success of life. Lawrence and Vimala (2013) added if a person feels good about himself and his ability, to predict a person's life will be successful.

The self-concept relates to typical job options and positions that will be someone's lap. The results showed that self-concept and career maturity developing in tandem with physical growth and cognitive development (Prasasti and Laksmiwati, 2017).

### Career Maturity

Career Maturity is a term first used by Super in 1957 in career development theory (Coertse and Schepers, 2004). To reach one's career maturity should be able to accomplish the tasks of career development in accordance with the age and developmental stage of his career (Dodd et al., 2014).

Career maturity is the readiness of the individual to complete the task of career development at every stage of career development (Coertse and Schepers, 2004; Dodd et al., 2014; Janeiro, 2010). Career development tasks at every stage of career development can be seen in Table 1.

Table 1. Career Development Tasks at Each Stage Career Development

Stage Development	Career	Career Development Tasks
Growth (0-14 years)		Forming a mental picture of yourself in dealing with others
Exploration		In general, explores the world of work and in particular about careers of

(14-24 years)	interest
Formation (24-44 years)	Strives to be established in the field of work-liked and right, then raise up to fatigue or the highest position in the profession who acted
Maintenance (44-64 years)	Maintaining what has been achieved
decline (65 to death)	Starting escape from work and find another source of satisfaction

Teenagers included in the exploratory stage, so that career maturity in adolescence can be defined as how well people make a career choice and level of knowledge about educational and occupational choice (Coertse and Schepers, 2004). Maturity career has also included an important variable to be associated with the exploration phase (Brown and Lent, 2005; Coertse and Schepers, 2004). In line with this Atli (2017) says that the maturity of a career is a reflection of the individual in the choice of career readiness.

Dodd et al. (2014) mentions career maturity as an individual's ability to make the right career choice and are aware of what is required in making career decisions, as well as the extent to which individual choices are realistic and consistent over time. Career maturity is also known as the extent to which individuals acquire the knowledge and skills needed in the selection of realistic career and career decision in accordance with the task of career development in a stage career development. Atli (2016) adds the concept of career maturity as the ability to plan in the selection of a career, have an awareness of a career, and is responsible for selecting a career.

There are several factors that affect career maturity, Atli (2017) mentions that career maturity is influenced by the internal locus of control and self-concept.

#### **Locus Of Control Internal**

Locus of control is one of the most studied concepts in psychology (Manichander, 2014). Locus of control was first introduced by Julian Rotter in 1966 (Algadheeb, 2015) and is one of the aspects that make up the personality of a person (Cakir, 2017). Locus of control is included in the cognitive aspects of personality (Friedman and Schustack, 2008).

In terms of the term, the locus is the place, while the control is in control. So, literally, the locus of control is a control (Pratama and Suharnan, 2014). Locus of control describes how a person believes life as something that can be controlled or something that controls the lives (Manichander, 2014). Not much different, Cakir (2017) suggested that the locus of control is the level of confidence in the capabilities of the person in control of events in life.

Algadheeb (2015:20) defines the locus of control as follows:

“Is believing in the causes of results which have been achieved, as whether these results were achieved by actions and real performance levels and one's personal characteristics, or they were achieved only because of fate or luck or coincidence that one has nothing to do about it, and through such other things which are out of control and unpredictable”

Forte (2005) argues that the locus of control is a factor of success and failure of a person. Locus of control is also considered as individual perceptions about future events, whether caused by his own actions or external factors and strength beyond one's control (Algadheeb, 2015).

Locus of control has two dimensions Locus of Control Internal and External Locus of Control (Arslan and Akin 2014; Zulkaida et al., 2007). Arslan and Akin (2014: 34) explains the two dimensions are as follows:

“That people who believe that they make choices which affect their life circumstances are considered to have an internal locus of control, while people who believe their circumstances are controlled by external forces are described as having an external locus of control”.

Algadheeb (2015) to add individuals who have an internal locus of control believe the failure or success in life due to their own ability and effort, while individual personality external locus of control believe the success or failure of external factors such as luck or a bad neighborhood.

The Locus of control internal and external locus of control have a highly significant difference (Sari, 2016). Manichander (2014) argues that individuals who have an internal locus of control have a sense of

responsibility for what happened in his life, whereas individuals who have an external locus of control considers the circumstances or events is a matter of luck and no matter what they have done.

Cakir (2017) to add someone who has the internal locus of control have a sense of responsibility for the failures in life, they see success is something that is static, something waiting there, and can be achieved. Individuals who have an external locus of control has the opposite attitude, they assume that the events in his life are influenced by external factors such as the presence of an influential person, luck or coincidence, fate, and believe that something in the world is difficult to predict. Someone with an external locus of control did not connect between something that has been achieved with their own performance.

Individuals are expected to have an internal locus of control in itself because it will have a positive impact for the development of their lives and make their work more successful (Cakir, 2017; Manichander, 2014). In line with this, Friedman and Schustack (2008) mentions individuals with an internal locus of control is more oriented to success for these people perceived that his actions would result in something positive.

Widyastuti and Widyowati (2015) revealed that the internal locus of control makes the maturity of a person's career becomes higher. Some studies also show that there is a positive correlation between internal locus of control with the maturity of careers, including research by Pratama and Suharnan (2014), Widyastuti and Widyowati (2015), Nugraheni (2013), Ariyani (2014), and Zulkaida et al. (2007).

This is very different from the people who have an external locus of control, they have a tendency to laziness to try, assume that for any attempt will not guarantee success (Prestiana and Putri, 2013).

Someone who has an internal locus of control is deemed more successful in the field of employment (Manichander, 2014). Someone who has an internal locus of control has a high achievement motivation and see success is something that is static, something waiting there, and can be reached (Cakir, 2017).

Career maturity in adolescents is defined as how well people make a career choice and level of knowledge about education and job selection (Coertse and Schepers, 2004). Someone who has an internal locus of control in the selection of her career empowering potential in order to obtain the best result in the career decision-making process. Individuals who have an internal locus of control will actively seek information, this shows that there is a link between internal locus of control with the maturity of the career so as to achieve the career maturity required internal locus of control within the individual (Ariyani, 2014)

Someone who has an internal locus of control has confidence that something is happening in their lives are the results of operations and the behavior itself (Pranata and Suharnan, 2014). The same thing was stated by Srimulyani (2013) that a person whose internal locus of control to see the success or failure in life depends on yourself. They have a sense of responsibility for success or failure in life (Cakir, 2017). Ariyani (2014) a person whose internal locus of control believe the skills (skills), ability (ability), and business (Efforts) further determine the achievement in their lives, including the achievement of his career.

Characteristics of a person if they have the internal locus of control is as follows (Aji et al., 2010; Nugraheni, 2013; Pratama and Suharnan, 2014; Srimulyani, 2013):

control, that person has the belief that events in life are the result of internal factors,

independent, that someone in his attempt to achieve a goal or outcome, believe in the ability and skill itself,

responsibility, ie one has to admit everything as a result of the attitude or behavior, as well as trying to fix it in order to achieve better results again,

expectancy, ie someone has a subjective judgment or the conviction that positive consequences will be obtained in certain situations as a rewarding behavior.

### **Self Concept**

The self-concept is the most important element in the process of human growth and development (Lawrence and Vimala, 2013). In general, the self-concept described as one's perception of oneself. These perceptions are formed through experience with the environment (Rinn et al., 2013; Whitley et al., 2014). Agustiani (2006) define self-concept as an idea held by individuals against him that were formed through the experiences gained from interaction with the environment.

The self-concept is the perception, observation, and assessment of themselves and in relation to other people in his life (Yusuf, 2002: 96). In line with this Agarwal et al. (2013) define the self-concept as one's perception of oneself that is formed from the experience and the environment, where a person plays an important role.

The self-concept is something that is essential for the students, because of the belief that every achievement is determined by the effort, skills, and abilities, the students will try to improve the abilities and skills into a career requirement (Pratama and Suherman, 2014). Putri (2016) expresses the self-concept as one of the foundations are very important to the success of life. Lawrence and Vimala (2013) added if a person feels good about himself and his ability, to predict a person's life will be successful.

The self-concept relates to typical job options and positions that will be someone's lap. The results showed that self-concept and career maturity developing in tandem with physical growth and cognitive development (Prasasti and Laksmiwati, 2017).

## Conclusion

The period of senior high school is characterized by several key characteristics, such as making choices and prepare for careers match their interests and abilities. High school students are faced with the choice to go to college or work after completing education. The reality of high school students who have completed their education could not determine the direction of career planning.

Individuals who are not ready and is not appropriate in the career election caused by the low career maturity. The phenomenon suggests that high school students have a career maturity that can pick and choose the appropriate career direction because the career maturity is important in the choice of the career.

The career maturity of individual readiness to complete the task of career development at every stage of career development. Career maturity is influenced by several factors, among others locus of control and self-concept. Locus of control is the individual's perception of an event (success and failure) related to power control in a person, whether internal or external control power. Locus of control has two dimensions, namely the locus of control internal and external locus of control. Internal locus of control is an individual's belief that the effort and behavior will affect the events themselves and the lives that will be undertaken. While an external locus of control is an individual's belief that its fate is determined by outside factors.

Individuals are expected to have an internal locus of control because it will positively impact the development of their lives and make their work more successful. Someone who has the internal locus of control makes the higher a person's career maturity. Very different from the people who have an external locus of control inside, they have a belief that fate was determined by an influential person, luck or coincidence, fate, and the belief that the world is too complicated to predict. They almost do not establish a relationship between the results they achieve by their own actions. There is a tendency to try to lazy behavior, they think that no matter how much effort will not guarantee success.

The second factor affecting the career maturity is the concept of self. The concept of self is the perception, observation, and assessment of themselves and in relation to others in his life. The concept itself is something that is essential for the students, because of the belief that every achievement is determined by the effort, skills, and abilities, the students will try to improve the abilities and skills into a career requirement. The concept itself is one of the foundations are very important to the success of life. If someone feels good about himself and his ability, to predict a person's life will be successful. The self-concept relates to typical job options and positions that will be someone's lap. The results showed that self-concept and career maturity developing in tandem with physical growth and cognitive development.

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