

Correlation between Emotional Maturity and Career Decision Making among Twelfth Grade Students

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Abstract

Indicators of emotional maturity that can influence career decision-making among 12th-grade students include stress management ability, the ability to delay gratification, self-control, and emotional stability. The higher students' score on these indicators indicates their greater opportunity to make appropriate career decisions. The aim of this study is to determine the relationship between emotional maturity and career decision-making among 12th-grade students at State Senior High School 1 Pulau Rakyat Tua. This research employed a descriptive method with a quantitative approach. The findings of this study indicate a correlation between emotional maturity and career decision-making in 12th-grade students at State Senior High School 1 Pulau Rakyat Tua. This relationship is positive, as evidenced by a Pearson correlation value of 0.365. The relationship between these two variables, as indicated by the Pearson correlation, is weak, given that the value does not exceed 0.40 or $0.365 < r$. The absolute value of r is between 0.25 and 0.50. Career decision-making maturity in students contributes to a better understanding of themselves, such as recognizing their interests, talents, and weaknesses. It also involves exploring career opportunities that match their potential, including information about continuing education or employment.

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1. Introduction

Adolescence is typically regarded as a period of self-discovery, during which adolescents usually exhibit an interest in novel experiences and a strong desire to try new things. Over time, adolescents will begin to learn to control their emotions. Emotional maturity can be defined as an individual's capacity to regulate and express emotions in an appropriate manner (Khairani & Putri, 2018). Students who exhibit high levels of emotional maturity tend to be more capable of making important decisions in a rational manner, including decisions about future careers. Consequently, counselors carry an essential role in assisting students in identifying career paths that align with their personal and professional goals (Kanonuhwa, Rungani, & Chimucheka, 2018). The degree of emotional maturity in an individual can be gauged by their ability to distinguish between positive and negative experiences and express them in a constructive manner. As individuals mature, they learn to regulate their emotions (Gerli, Bonesso, & Pizzi, 2015).

For a significant proportion of students, the process of making decisions about their future careers is a major life task. This naturally gives rise to feelings of uncertainty, which in turn result in delays in making decisions about one's future career (Coetzee & Harry, 2014; Ran et al., 2022). In general, decision-making difficulties can be divided into two categories, namely, career indecision and career indecisiveness (Farnia, Nafukho, & Petrides, 2018).

Adolescence represents a period of transition from teenage years to adulthood, during which individuals experience uncertainty in decision-making (Fitri & Rinaldi, 2019). This period is characterized by instability, with considerable variation observed between the early stages of one's career. Adolescence is a period of preparation for the future. However, many students have not yet reached emotional maturity, and lack of serious attention can cause difficulties in decision-making regarding careers (Khasanah, Hotifah, Rachmawati, & Costa, 2022)

Career planning is the process of preparing for the long-term future by determining the desired steps and goals to be achieved. This process necessitates meticulous planning to chart a course of action. Career planning is a strategy designed to assist students in selecting a career field that aligns with their potential, thereby enabling them to achieve success in the world of work (Sudirman & Endriani, 2021). The process of making informed career decisions necessitates the application of rational thinking and a meticulous consideration of interests, talents, values, and future aspirations. Students who exhibit a lack of emotional maturity often encounter difficulties in this regard, as they are more susceptible to the influence of short-term emotional factors. The decision-making process involves the identification of problems, the formulation of initial decisions, the establishment of solution goals, the evaluation of existing alternatives, and the selection of a preferred alternative, which is then implemented (Satar & Yusril, 2019).

Previous research by Sudirman and Endriani indicated a correlation between assertive behavior and career planning among students from Islamic Junior High School, NW Tanak Malik Masbagik, East Lombok, Indonesia, suggests that students exhibiting assertive behavior in their career planning are more likely to perceive a significant relationship with their school environment. The distinction between the preceding research and the present study lies in the research variables, in which the former research employed assertive behavior as the variable of interest (X), whereas the latter utilized emotional maturity as the variable of interest (X). The population of the preceding research was all Islamic Junior High School students, whereas the present study utilized a sample of 12th-grade high school students, with a total of 30 students. In the research of Sumiati, Sobari, and Fatimah (2021), the results indicated that the class IX students of State Junior High School 1 Garut, Indonesia, exhibited a moderate level of emotional maturity and career decision-making. The results were statistically significant ($p < 0.001$) and demonstrated a moderate positive correlation ($r = 0.762$). The findings of Ananda (2017), indicated that twelfth-grade students of State Senior High School 1 Mijen-Demak exhibited a high level of emotional maturity. Additionally, there was a significant relationship between emotional maturity and career decision-making in twelfth-grade students of State Senior High School 1 Mijen-Demak, with a moderate level of relationship, as evidenced by a sig value of 0.000 and an r value of 0.348.

The ability to manage stress, delay gratification, exercise self-control, and demonstrate emotional stability are among the indicators of emotional maturity that can influence the career decision-making of twelfth-grade students. The higher the scores achieved by students in these indicators indicate a greater probability that they will be able to make the appropriate career decisions. Therefore, it is crucial for 12th-grade high school students to cultivate emotional maturity before making decisions regarding their career choices or continuing education. It is imperative that school counseling programs prioritize this aspect, as it is crucial for students to be adequately prepared for this significant life transition (Nasution & Abdillah, 2019). In accordance with Caplin's theory, emotions can be defined as a state in which the body is aroused by conscious changes and behavioral alterations (Caplin, 2004). Adolescent is considered to have emotional maturity when they are able to express love and compassion, deal with reality in a constructive manner, assess life experiences in a positive light, think positively about their personality, maintain a hopeful outlook, engage in prosocial behaviors, and handle hostility in a constructive manner. Emotional maturity is defined as the ability of adolescents to express their emotions in a natural manner with self-control, independence, self-efficacy, and a high level of self-acceptance.

In accordance with Susilowati's theory, career decision-making entails the evaluation of one's skills, interests, values, and personal goals in order to identify a career path that aligns with one's potential. This process often involves extensive research, self-reflection, and a profound understanding of the various career options available. Career decision-making is an innate human talent that must continue to be honed with the deepening of scientific and artistic materials (Susilowati, 2017). Career decision-making in 12th-grade high school students represents a necessary process that can be characterized through several indicators or evidence. This evidence can be demonstrated by students' ability to recognize various types of careers. In this case, students have been exposed to the terms "college," "institute," and "service bond" in relation to continuing their studies. Additionally, students have demonstrated proficiency in career planning, exhibiting the capacity to evaluate career planning by initiating the search for information pertaining to the prerequisites for pursuing higher education or applying for employment. Furthermore, students have exhibited the ability to make informed career decisions by engaging in discourse with their parents regarding their prospective

careers after graduation from high school. Furthermore, students are able to pursue their future careers with a sense of responsibility.

This research is of great importance to students in determining their future lives. A crucial aspect to consider in the urgency of researching the relationship between emotional maturity and students' career decision-making is the transition period from high school to the next stage of life, during which they must make pivotal decisions regarding their future careers. These include continuing their education, finding employment, or pursuing alternative paths. These decisions will have a significant impact on their subsequent life trajectory. Furthermore, the challenges of career decision-making are frequently influenced by emotional factors, such as emotional instability, lack of confidence, or pressure from the surrounding environment. Therefore, good emotional maturity can assist students in making career decisions in a more rational and appropriate manner. This research can provide valuable insight into the extent to which emotional maturity affects students' readiness to enter the workforce or pursue further education. The findings can inform the design of more comprehensive career guidance programs by emphasizing the importance of emotional maturity.

The results of this study can be used for several purposes. First, strengthening understanding of the role of emotional maturity in the career decision-making process in twelfth-grade students so that it can be used as a reference for appropriate intervention or development programs. Second, it provides recommendations for schools, counselors, or related institutions in designing career guidance programs that are integrated with the development of students' emotional maturity (Awwad, 2015). The findings of this study can serve as a foundation for further research on the other influencing factors of career decision-making in students, as well as effective intervention strategies to enhance career maturity. The results can also be utilized by parents or educators to inform them of the significance of supporting students' emotional maturity in relation to making appropriate career decisions. Additionally, the findings can be employed as advocacy material for the government or policymakers in developing integrated career guidance programs or services in schools.

It is imperative that each individual be capable of making decisions autonomously in order to achieve optimal outcomes for their continued survival in the future. The act of decision-making undoubtedly has an impact on the lives of each individual. Consequently, every action undertaken in the process of decision-making carries its consequences. This study integrates elements of emotional maturity and career decision-making, which have not been extensively investigated in this domain. The findings of this study can provide valuable insight into the state of emotional maturity and career decision-making among students in the area, thus serving as a reference for the development of appropriate interventions or programs.

In light of the aforementioned background, the principal objective of this study is to examine the interrelationship between emotional maturity and career decision-making among the twelfth-grade students at State Senior High School 1 Pulau Rakyat Tua. Furthermore, this study seeks to ascertain the factors that shape emotional maturity and career decision-making in students and to offer recommendations for schools and counselors in the design of effective career guidance programs, with due consideration of the role of emotional maturity.

2. Method

This research is a type of correlational research. Correlational research is a type of research that examines problem characteristics in the form of a correlational relationship between two or more variables (Agung & Yuesti, 2017). This research focuses on the possible relationship or correlation between two or more variables without concluding the cause and effect. The objective of this study is to investigate the relationship between emotional maturity and career decision-making among high school students.

According to Sugiyono, research variables are any factor that is identified by the researcher as worthy of study, with the objective of obtaining information and subsequently drawing conclusions (Sugiyono, 2013). Independent variables are those that affect or cause changes and the emergence of dependent variables. In contrast, the dependent variable, also referred to as the output variable or consequence, is the variable that is influenced or the result of the independent variable (Sugiyono, 2013).

In this study, the independent variable (X) was emotional maturity, and the dependent variable (Y) was career decision. The research design employed to examine the relationship between the independent variable (X) and the dependent variable (Y) is presented in Figure 1.

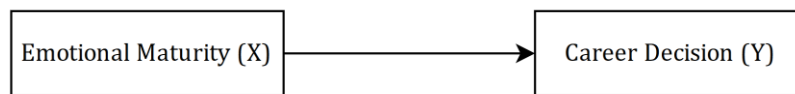


Figure 1. Research Design

This research was conducted at State Senior High School 1 Pulau Rakyat Tua, Pulau Rakyat District, Asahan Regency, North Sumatra, Indonesia, in February 2024. A population is a generalization of an area consisting of objects or subjects that possess specific qualities and characteristics (Sugiyono, 2015). The population under investigation in this study consisted of students in their twelfth grade at State Senior High School 1 Pulau Rakyat Tua. The sample represents a subset of the population in terms of both quantity and characteristics. In this study, a total of 30 students were selected at random to represent the population.

The data collection was performed through a questionnaire. The questionnaires were distributed online via Google Forms. The questionnaire is a data collection technique whereby a series of questions or written statements are presented to respondents for later completion.

The quality of the data used in research testing is contingent upon the reliability and validity of the instruments employed for data collection. In the absence of reliable and valid instruments, research data will be rendered useless. Reliability testing assesses the extent to which measurement results obtained from the same object yield consistent data over time. Tools utilized for reliability testing include Cronbach's Alpha. Alpha values greater than 0.05 indicate reliable and consistent measurement, whereas values below 0.05 indicate unreliable and inconsistent measurement.

Validity and reliability tests were conducted with the objective of determining the degree of validity and consistency of the research instruments employed. The validity test assessment criteria, as determined by SPSS, were as follows:

- If $r_{\text{count}} > r_{\text{table}}$, then the questionnaire item is deemed as valid.
- If $r_{\text{count}} < r_{\text{table}}$, then the questionnaire item is deemed as invalid.

The data analysis technique employed was a normality test, linearity test, and correlation hypothesis test. The results of the career decision-making analysis using SPSS are presented in the form of table.

The data in this study were obtained through the administration of questionnaires and surveys, as well as the examination of pertinent literature. The primary data was derived from the responses of the study's respondents. The respondents were 12th-grade students at State Senior High School 1 Pulau Rakyat Tua, located in the Pulau Rakyat District of Asahan Regency, North Sumatra, Indonesia. The secondary data were obtained from books, scientific works, and data related to the object of the study. The number of respondents was 30. The special characteristics of the research population, namely 12th-grade students at State Senior High School Pulau Rakyat Tua, distinguish them from other school students. These characteristics include the socio-economic background of the community, limited access to information and educational facilities, and strong local culture and traditions, which can shape students' perceptions and priorities in viewing their careers and futures. Furthermore, numerous incidents have been documented at the educational institution in question, involving students engaging in activities such as class skipping, smoking on school grounds, involvement in physical altercations, and acts of vandalism, including graffiti and damage to school property.

3. Results and Discussion

Emotions are complex reactions that link high-level activity with changes accompanied by strong feelings or emotional states. (Caplin, 2004) defines emotion which can cause the body to be aroused with conscious and behavior changes. Adolescent is considered to have emotional maturity when they are able to express love and affection easily, face reality positively, assess life experiences constructively, think positively about their personality, be hopeful, be interested in giving, and in handling hostility constructively, and think openly. Emotional maturity represents the ability of adolescents to express their emotions naturally with self-control, independence, self-efficacy, and a high level of self-acceptance (Diwyarthi et al., 2022).

Many laypersons believe that emotions are limited to anger (Harahap & Sumarto, 2020). When someone is angry, it is often referred to as experiencing emotions. However, different types of emotions can be exhibited by individuals, depending on the stimuli received. Some scholars, such as Watson, suggest that there are three main patterns of emotions: fear, anger, and love. While all three types of emotions are elicited by specific stimuli in specific situations, it is possible for modifications to occur.

The term "emotions" is often used to describe the feelings experienced when someone is angry. However, different types of emotions can be exhibited by individuals depending on the received stimuli. Some scholars, such as Watson, have proposed three main patterns of emotions, including, fear, anger, and love. While all three types of emotions arise in response to specific stimuli in specific situations, modifications to these patterns can occur.

Luella identifies three primary emotions that are particularly prevalent during adolescence (Mudjiran, 2007): (1) Emotion of anger, anger is a particularly common emotion during this developmental period. It can be triggered by a variety of factors, including humiliation, insult, or being cornered by friends. (2) Emotion of fear, fear is a prominent emotion in adolescents, particularly in relation to academic performance, illness, material scarcity, low achievement, unemployment, family discord, and other stressful situations. (3) Emotion of love, love is an emotion that develops throughout childhood and continues to evolve into adulthood. During infancy, love is primarily directed toward parents, but as children mature, their love expands to include others. During the adolescent period, romantic interest typically shifts towards the opposite sex, marking the onset of romantic attraction.

Hurlock posits that emotional patterns in adolescence are analogous to those observed in childhood. Adolescents commonly experience a range of emotions, including anger, fear, jealousy, and curiosity (Hurlock, 1996): (1) Anger, adolescents may express anger through angry outbursts, which can manifest as crying, shouting, grumbling, kicking, jumping up and down, or hitting. (2) Fear, fear can arise through habituation, imitation, and memories of unpleasant experiences. The initial reaction may be panic, then develop into specific behaviors such as running, avoiding, hiding, crying, and avoiding frightening situations. (3) Jealousy, jealousy can be expressed openly or through behaviors that aim to attract attention, similar to children (Schredl & Blagrove, 2021). (4) Curiosity, curiosity is concerns about many new things encountered. (5) Envy, feelings of envy related to the abilities or possessions of others, expressed by a desire to have or take the objects that cause envy. (6) Joy, an expression of joy through smiling, laughing, clapping, jumping up and down, or hugging objects or people that make one happy. (7) Sadness, sadness is commonly expressed by crying and losing interest in normal activities, including eating. (8) Affection, affection is expressed through oral communication, hugging, patting, and kissing the object of affection.

Adolescents who have reached the point of emotional maturity can be identified by certain characteristics. These include emotional independence, which entails taking responsibility for one's own and others' problems (Rosmawati, 2019). Additionally, adolescents at this stage are able to accept themselves and others as they are. This implies that adolescents who have reached the point of emotional maturity are able to give in and not blame themselves for failures that occur. They are also able to display emotional expressions in accordance with existing situations and conditions. Furthermore, they are able to control negative emotions so that there is no misunderstanding and the emergence of impulsive actions (Haniza, 2017).

Meanwhile, the characteristics of adolescents who exhibit emotional immaturity can be observed in their tendency to perceive the negative aspects of a person, their proclivity for impulsivity and emotionality, their limited capacity to accept defeat, their difficulty in accepting themselves and others as they are, and their constant desire to be understood by others without reciprocating that understanding.

Career is derived from the Dutch word *carrière*, which means the development and progress of a person. The term "career" is used to define a person's position and the stage of development and progress in their life. According to Wilson, a career encompasses all work done throughout one's lifetime, regardless of whether it is remunerated. A career is a person's profession, which should be pursued with dedication (Harahap, 2019).

Career decision-making describes the process through which activities are chosen as the resolution of a particular problem. Adolescence is a stage of life that is at the crystallization stage with patterns of alternatives and consequences. Teenagers have more awareness and need to make career choices, take responsibility like adults, and make the transition from school to the world of work (Hamzah, 2019).

In life, humans are faced with various choices, and this also applies to adolescents, who are surrounded by a number of choices. The ability of adolescents to make decisions is of great importance, ranging from everyday decisions to complex decisions. Experts have provided their views on decision-making. Kusrini states that "a decision is an act of choosing a strategy or step in problem-solving" (Kusrini, 2007). Mulyaningtyas and Hadiyanto define a decision as "the end point of a condition, attitude, opinion, or view of a person or group" (Mulyaningtyas & Purnomo, 2007). They also posit that a decision is "the starting point for future steps, views, attitudes, or actions of a person or group."

Decision-making is a form of thinking that results in a decision. Santrock notes that, in comparison to older adolescents, younger adolescents have less ability in decision-making skills (Desmita, 2009). Further, Kusrini defines decision-making as "the act of choosing a strategy or action that is believed to provide the best solution to something" (Kusrini, 2007). Dermawan considers decision-making to be "the process of determining a choice from various options to solve problems and achieve goals" (Dermawan, 2004). Meanwhile, Rakhmat posits that "one of the functions of thinking is to make decisions, where some of those decisions determine our future" (Rakhmat, 2005).

The process of decision-making is one that adolescents engage in in order to select a strategy from various available options. In general, adolescents make decisions pertaining to the problems they encounter. The outcome of decision-making is the decision itself. Consequently, it is anticipated that every decision made by adolescents will be the optimal decision, given that it carries consequences for their future. Consequently, adolescents are expected to engage in careful consideration when making decisions.

The process of career decision-making entails the evaluation of one's skills, interests, values, and personal goals in order to identify a career path that aligns with one's potential. This process necessitates research, self-reflection, and a profound comprehension of the available career options. Career decision-making is an innate human talent that must be continuously refined through the deepening of scientific and artistic materials (Susilowati, 2017). The capacity to make decisions has been present since birth; however, it must be cultivated so that individuals can make more informed decisions for themselves. This is because the consequences of their decisions will be their own responsibility.

In making decisions, it is necessary to be emotionally stable and not easily affected by external factors to a significant degree (Steger, Shin, Shim, & Fitch-Martin, 2019). Many real-world decisions occur in a stressful atmosphere, involving factors such as time and emotional involvement. This means that decision-making is inseparable from one's emotional state, including career decision-making (Agustiani, 2016).

In Khairani's research, it was found that emotional independence was significantly and positively related to high school students' career decision-making abilities. This finding aligns with

Syarafuddin's research, which obtained the results of statistical calculations of self-determination variables with career decision-making abilities of 0.000 (at a significant level of 0.05), indicating that students' self-determination affects their career decision-making process.

Emotional maturity plays a pivotal role in the individual career decision-making process. According to Walgito, individuals who have reached emotional maturity will exhibit positive behaviors, demonstrate composure, and possess the capacity to regulate their emotional responses (Walgito, 2010). This enables them to perceive situations objectively, avoid being provoked by emotions, and be able to think rationally. An emotionally mature person is more likely to make appropriate career decisions, as they are able to evaluate options in a prudent manner.

Desmita further elucidates the role of emotion in career decision-making by emphasizing that many real-world decisions occur in a stressful atmosphere, including factors such as time constraints and emotional involvement. One's emotional state plays a pivotal role in navigating these challenges. Those who have attained emotional maturity are better able to maintain emotional stability, which allows for career decision-making to be conducted with vigilance and objectivity. The capacity for individuals to assume responsibility for career decisions is enhanced when they possess effective control over their emotional responses (Desmita, 2009).

Emotional maturity in the context of career decision-making can be enhanced through the implementation of various strategies for assisting effective management of emotions (Sutoyo, 2014). First, mindfulness practices can assist individuals in becoming more aware of their emotions, thereby enabling them to respond rather than react to situations. Secondly, the development of stress management skills is of paramount importance, as it allows for individuals to maintain composure in the face of career pressures.

Further, the cultivation of empathy and interpersonal communication skills can facilitate emotional maturity (Lu, Sun, & Du, 2015). The capacity to comprehend the emotional states of other people and to communicate in an effective manner is beneficial in decision-making contexts involving social interactions. Furthermore, regular self-reflection can serve as an important strategy for evaluating emotional reactions to career decisions and identifying areas for improvement. The combination of these strategies allows individuals to gradually develop emotional maturity, which in turn facilitates prudent career decision-making.

In developing the research instrument, several steps are required, including emotional maturity and the career decision-making scale. The initial development step of these scales is to compile an instrument grid, which consists of indicators, and develop them into statement items concerning emotional maturity and career decision-making. This is followed by testing the instrument to ensure its ability.

In the previous presentation of data, it was necessary to test the validity and reliability of the research instrument to determine the level of validity and consistency of the instrument. The validity test in the study was used to test the validity of the statement item. A questionnaire is said to be valid if the statements are able to reveal the element that is intended to be measured. Further, it is considered valid if the correlation coefficient $r_{count} > r_{table}$ and vice versa. In this study, two variables were evaluated, with variable X (emotional maturity) comprising 20 statements and variable Y (career decision) comprising 24 statements. These were then tested on 30 respondents. The following presents the results of the validity test of the emotional maturity variable and student career decisions. These results indicate whether the entire statement item is valid by correlating the r_{count} value with the r_{table} . The results of the variable validity test indicate that the statement items have an r_{count} value greater than the r_{table} value of 0.361. Therefore, the 20 statement items pertaining to the emotional maturity variable (X) and the 24 statement items pertaining to career decisions (Y) are valid.

Table 1. Results of the Reliability Test

No	Variable	Cronbach's Alpha	N of Item
1.	Emotional maturity (X)	0.884	20
2.	Career decision making (Y)	0.878	24

The scale proposed by Arikunto (2012) was employed to assess the reliability of the instruments. This scale categorizes the instrument reliability into five classifications, namely deficient, low, medium, high, and very high.

Table 2. Classification of Instrument Reliability

No	Reliability Interval	Classification
1.	0.00<0.20	Deficient
2.	0.20<0.40	Low
3.	0.40<0.60	Moderate
4.	0.60<0.80	High
5.	0.80<1.00	Very High

As illustrated in Table 2, the emotional maturity (X) variable exhibits a reliability of 0.884, exceeding the 0.70 threshold, while the career decisions (Y) variable demonstrates a reliability of 0.878, also exceeding the 0.70 threshold. This indicates that both the emotional maturity (X) and career decisions (Y) variables exhibit a very high-reliability interval.

Furthermore, the analysis of research data necessitates the implementation of a normality test to ascertain whether the data in question is normally distributed. A data set can be deemed to be normally distributed if the associated value is greater than 0.05, whereas if the value is less than 0.05, the data can be considered to be non-normally distributed. The linearity test was then employed, whereby the sig value of the deviation from linearity was greater than 0.05, suggesting a linear relationship between the emotional maturity variable (X) and the career decision variable (Y). Furthermore, the correlation hypothesis test was conducted to determine the level of relationship between variables, expressed by the correlation coefficient (r), and to ascertain whether the relationship between variables X and Y can be positive or negative. The results of the normality test indicated that the sig value of 0.070 was greater than 0.05, thereby suggesting that the residual value can be considered to be normally distributed.

Table 3. Results of the Linearity Test

		Sum of Squares	df	Mean Square	F	Sig.
Career Decision * Emotional Maturity	Between Groups (Combined)	991.933	1470.852	1.323	298	
	Linearity	31.819	1	31.819	.594	.453
	Deviation from Linearity	960.114	1373.855	1.379	273	
	Within Groups	803.533	1553.569			
	Total	1795.467	29			

The results of the linearity test between emotional maturity (X) and career decisions (Y) indicate that the significant value of deviation from linearity is 0.273, which is greater than 0.05. This suggests that there is a linear relationship between emotional maturity and student career decisions.

The correlation hypothesis test indicates a correlation coefficient between emotional maturity and career decisions of 0.365, with a significant level of 0.048. Two variables in a study are said to be correlated if the significant value is less than 0.05 and vice versa. The results of the test indicate a correlation between emotional maturity (X) and career decisions (Y), as evidenced by the significant value of 0.048, which is less than 0.05. Further, from the Pearson correlation coefficient, the relationship between these two variables is characterized as a weak correlation. This is because the value of the Pearson correlation coefficient is less than 0.40, or the absolute value of r is between 0.25 and 0.50, which in this case is 0.365. Furthermore, this relationship can be described as a weak positive correlation, in which as one variable increases, the other variables tend to increase, but only to a limited extent. The comparison of r_{table} and r_{count} was employed to ascertain the significance of the correlation between emotional maturity and student decision-making. With r_{table} of (df = N-2, df = 365-2 = 363), the r_{count} was calculated, resulting in r_{count} of 0.363 > 0.349. This indicates that the hypothesis is accepted, suggesting that there is a fairly significant correlation between emotional maturity and student decision-making.

The results of the research indicate that students with low levels of emotional maturity tend to have low career decision-making abilities. Further, the results also suggest a significant relationship between emotional maturity and decision-making ability. The correlation coefficient (r) is 0.23,

which is statistically significant at the 5% level ($\alpha = 0.05$). Besides, a value of 0.23 is less than the critical value of 0.25, thereby indicating a positive correlation between emotional maturity and student career decisions. The result also showed a significant value of 0.048, which is less than the significance level of 0.05, indicating that the positive relationship is statistically significant. Consequently, it can be posited that an increase in variable X is accompanied by the rise in variable Y, or vice versa. Therefore, a decrease in variable X is followed by a decrease in variable Y. The more significant the positive correlation implies a more pronounced tendency for an increase in one variable to be followed by the rise in the other variable, or vice versa.

This indicates that the emotional maturity of students remains relatively low. This may be attributed to the inadequacy of the guidance and counseling service program at State Senior High School 1 Pulau Rakyat Tua. The twelve-grade students exhibit diminished attention and a lack of curiosity regarding their future or career. Consequently, a closer relationship between students and school counselors is essential to facilitate the counselors' ability to assist and guide students in developing their potential and directing them toward informed career decisions. It can be further concluded that students tend to be reluctant to share their problems with counselors, perceiving them as a place to exchange ideas in order to find a middle ground for the issues experienced by students. This reluctance is likely due to a lack of trust in the counselor, which in turn results in a lack of cooperation between the counselor and the student. Nevertheless, there are not a few students who feel comfortable consulting with counselors at school.

However, if students are provided with more counseling services, it is likely that their level of career decision-making will increase. This can be seen from the results of the positive Pearson correlation of 0.365. The increase in variable X (emotional maturity) will be followed by an increase in variable Y (career decisions) and vice versa.

It is anticipated that specialized career guidance services will be made available to 12th-grade students by counselors, with the objective of supporting students in making informed decisions regarding their future careers. These services should include the provision of effective career guidance and counseling programs at school, which will assist students in exploring their interests, talents, and career opportunities, as well as developing the necessary decision-making skills. Besides, training should also be conducted to improve students' emotional maturity, including stress management, emotional regulation, effective communication, and problem-solving. Finally, it is recommended that parents and the wider community be involved in supporting students' career development. Counselors can also provide information regarding public or private universities and their requirements or guide students in selecting an appropriate path to continue their careers. To fulfill this purpose, school counselors need to collaborate with several universities to facilitate socialization for 12th-grade students of State Senior High School 1 Pulau Rakyat Tua, thus reducing confusion and facilitating students' decision-making regarding their post-high school plans.

4. Conclusion

The results of the research and data analysis indicate a positive relationship between emotional maturity and career decision-making among 12th-grade students at State Senior High School 1 Pulau Rakyat Tua. This is evidenced by a Pearson correlation value of 0.365, which suggests a weak but statistically significant correlation between the two variables. The relationship between the two variables, as indicated by the Pearson correlation coefficient, is a weak correlation. This is because the value of the Pearson correlation coefficient is less than 0.40, or 0.365, and the absolute value of the Pearson correlation coefficient is between 0.25 and 0.50. To enhance the variables of emotional maturity and student career decision-making, it is recommended that effective career guidance and counseling programs be implemented in educational institutions. These programs should facilitate the exploration of interests, talents, and career opportunities, as well as the development of decision-making skills. Additionally, training should be conducted to enhance students' emotional maturity. Maturity-related skills such as stress management, emotion regulation, effective communication, and problem-solving should be taught. Parents and the community should be encouraged to support students' career development. Schools, counselors, and career service providers should collaborate to provide students with comprehensive information and guidance.

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