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## Career Intervention to Enhance Student's Career Maturity

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**ABSTRACT:** Career interventions aim to improve students' career maturity. Career maturity needs to be improved in the era of society 5.0. Most students do not yet have career planning and career readiness. Career intervention programs, including identification of the Indonesian Interest Test (TMI), career counseling, and career workshops. The method used is Participatory Action Research (PAR) with five stages, namely problem identification, action planning, taking action, evaluation, and reflection. There were 24 vocational school students aged 15-18 years. Effectiveness of intervention using pretest and posttest. Analyzed using a different paired sample test. As a result, career planning, career exploration, and decision making were classified as inadequate by 50% (12 people out of 24 participants); Career information and self-knowledge of career are quite adequate at 50% (12 people out of 24 participants). Descriptive statistical results with a mean pre-test value of 47.50 and a mean post test value of 81.25. The mean value is  $81.25 > 47.50$ , meaning that descriptively there is a difference in the average career maturity value before and after the intervention. The correlation results of paired samples show the correlation test pre and post. The correlation coefficient is 0.348 with its significance value of 0.187. Probability 0.05, significance  $0.187 > 0.05$ , meaning there is no relationship between pre test and post test. The results of the paired samples test, known significance value (2-tailed) of  $0.000 < 0.05$  means that there is an average difference between pre-test and post-test career maturity, meaning that there is an effect of intervention on increasing student career maturity. Recommendations need to further improve students' career maturity by optimizing soft skills, digital skills, and social skills involving families, schools, and communities.

**KEYWORDS:** career interventions, career maturity, student's

### INTRODUCTION

Career maturity as the ability to make career decisions independently and responsibly based on integration about oneself and the world of work (Kleine *et al.*, 2021). Career maturity means the extent to which individuals master personal tasks according to their age that are relevant to the stage of development in productive age. It is mentioned that career maturity is if you are willing to make career choices in a directed manner and get alternative knowledge about education and employment prospects (Sivakumar & Sridhar, 2016). Career readiness and social skills in adolescence were found in 47 systematic article reviews with supporting characteristics of being able to recognize strengths and weaknesses (Rasyidi *et al.*, 2021).

Career maturity that places individuals directing their personalities in psychological, social, economic, and cultural contexts. Career maturity from the psychological side as a conscious effort to make choices, independence includes the dynamics of needs, self-esteem, desires, portraits of the way individuals view themselves, and career goals. The role of social ecology in careers is highlighted as individuals who are in the interaction between themselves and the environment, there are variations in social structure in the form of levels, positions, the amount of income and their social contribution. While the cultural side experienced by individuals, related to the distinctive position and uniqueness because it is influenced by career attitudes that are in accordance with their attitudes and habits, does not look at ethnic and religious differences (Sivakumar & Sridhar, 2016).

Furthermore, a survey was also conducted by the WEF, *World Economic Forum* that it is predicted that by 2025 there will be 97 million new career choices and 85 million jobs replaced by machines, and there are 20 jobs that are most needed, namely data analysts and scientists, AI and machine learning specialists, big data specialists, digital marketing and strategy specialists, process automation specialists, business development professionals, digital transformation specialist, information security analysts, software and application developers, internet of things specialist, project manager, business services and administration managers, database and network professionals, robotic engineers, strategic advisors, management and

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organization analysts, fin-tech engineers, mechanics and machinery repairs, organizational development specialist, and risk management specialist (Kompas, 2022).

The choice of new types of careers and jobs is carried out independently as a form of personal responsibility. The career maturity of vocational students can be increased by providing mentoring, counseling, and support to increase knowledge, understanding, and training in making career decisions and collecting information from various fields. Vocational career maturity is needed because students will step up for further studies or take part in the field of work in the era of society 5.0. Students need to be prepared and mature in careers. The era of society 5.0 is expected to reduce the gap between humans with economic problems and other advanced technological developments. Referred to as the era of society is a development of industry 4.0. Where in the industrial era 4.0 is marked by the use of Artificial Intelligence (AI), while the Era of Society 5.0 is marked by the needs of the community in terms of products and capabilities in the use of machines, including penetrating into the educational environment, which will produce graduates to be ready to work in the industrial field, and take part in the community. In the era of society 5.0, humans play a very important role, especially SMK graduates must have good career maturity so that they are better prepared to welcome the era of society 5.0 (Usmaedi, 2021).

Vocational high schools become a place for students of productive age to gain knowledge and face challenges in the realm of career maturity. In fact, which was published in 2014 in the *Educational Psychologist of Integrity Development Flexibility (IDF)*, 87% of Indonesian students felt wrong in choosing a major (Hidayat & Prabowo, 2019). Based on the survey, there is a need for career guidance programs for students in career planning. Students need to be given an understanding and assistance regarding career readiness and maturity, especially at the secondary school level. Some students from the survey results are in addition to work, some want to continue to higher education, or open entrepreneurship.

Career intervention is needed by individuals, especially students who are currently pursuing junior high school and high school education because of its success in being able to facilitate the world of school to the world of work. But in reality, there are still few middle school and high school students who have access to career guidance. The results of the Indonesian youth labor market survey and the impact of dropping out of school at a young age/child labor conducted by ILO-IPEC (2006) stated that in eastern Indonesia, 88% of respondents never received career guidance services, while 80% of those who received career guidance services were useful for finding work (Wibowo, 2015; *Career Guidance Service Guide*, 2011). The purpose of reviewing career interventions to improve student career maturity and determine the effectiveness of career interventions on student career maturity.

## II. METHOD RESEARCH

Participatory Action Research (PAR) method is carried out to identify problems and find solutions to problems. PAR consists of five stages, namely problem identification, action planning, taking action, evaluation, and reflection (Datta et al., 2015). Furthermore, PAR focuses on skill building and implementing ideas through collaborative activities with participants. PAR plays an important role in improving competence as a form of intervention (Datta et al., 2015).

The participants were 24 vocational students aged 15-18 years. The effectiveness of interventions using pretest and posttest. Analysis using the paired sample test difference test. Participants in this activity were representatives of class X, XI, and XII students of State Vocational High School 1 Purwokerto. The identification instrument of the Indonesian Interest Test with the Indonesian Interest Test (TMI) was created by Jelpa Periantalo, consisting of 20 aspects and 99 interests for school specialization, career, and determination of majors. TMI has obtained an Intellectual Property Rights certificate from the Director General of IPR of the Ministry of Law and Human Rights of the Republic of Indonesia in 2015 (Periantalo, 2017).

Data collection was carried out from September to November 2022. Activities that have been carried out, namely a). Interest identification activities with the Indonesian Interest Test psychological scale on October 26, 2022, the number of participants was 24 students representing classes X, XI, and XII., b. Career Counseling individually on October 28, 2022, October 31, 2022, November 2, 2022, November 4, 2022, and workshop on November 8, 2022, the number of participants was 16 students, 8 students were unable to attend because they participated in Field Work Practice (PKL) activities. The data collection procedure is as follows:

1. The first stage, including problem identification and action planning, activities in the form of identifying data about self-identity and organizing the Indonesian Interest Test (TMI) for students of SMK 1 Purwokerto. Students consist of representatives of classes X, XII, and XII and are drawn from representatives of various majors. Personal identity data in the form of name, gender, place of birth, address information, telephone number, religion, school, class, major, self-strength, self-deficiency, hobbies, extracurricular, work interests, physical complaints, psychological complaints, social complaints, life mottos, subject preferences, plans after graduating from vocational school, and career goals.

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2. The second stage, including *taking action* to conduct a career counseling process and extract personal data about career maturity, specifically about: *concern, curiosity, confidence, consultation, planning, exploration support, decision making* and *solutions* about careers in vocational students and teachers. Facilitators conduct an individual career counseling process from students who have done the TMI process and self-identity identification.
3. The third activity, including *evaluation and reflection*, held a career maturity workshop for State Vocational High School 1 Purwokerto students in welcoming the Society Era 5.0. This career intervention is based on research on career maturity. In this workshop, identification is used by measuring and assessing understanding of career maturity. The effectiveness of this intervention program will be used *pretest* and *posttest* measurements using questionnaires prepared based on concepts from Super (1973) which include thinking ahead of anticipation, developing career interests, understanding needs and reflecting identity, choosing jobs that meet the needs of identity, committing to the choices made. The results of the *pretest* and *posttest* were analyzed using the *paired sample* test difference test, which is a test used to determine the difference in paired data after treatment (Ghozali, 2011).

### III. RESULT AND DISCUSSION

The results of the identification of the Indonesian Interest Test and self-identity that vary about: job interests, plans after graduating from SMK, surrounding support, and career goals of participants, summarized as follows:

- a) Job interests, including graphic design, civil servant, office admin, programmer, photographer, diplomat, pharmacist, teacher, accountant, content creator, psychologist, private employee, civil servant, lecturer, etc.
- b) Plans after graduating from State Vocational High School include wanting to continue their studies, study in college, study while working, study and live in boarding schools, official lectures, work, etc.
- c) Surrounding support, including family, friends, parents, teachers, fathers, mothers, brothers, grandmothers, cousins, aunts, friends, etc.
- d) Career goals, including programmers, entrepreneurs, successful people, photography entrepreneurs, education schools, pharmacists, state servants, poster designers, working in companies, bank employees, judges, accountants, teachers, office employees, pharmacists, business people, flight attendants, etc

Career counseling activities are described in five dimensions of career maturity as follows, namely:

#### a. Career Planning

Career planning is needed so that individuals prepare themselves to enter the world of work as well as efforts to design their potential to suit the field of work. The individual makes a plan, prepares for his career plan, what job plan or profession he wants.

DW participants, conveying about their career plans for business or management

"..... After graduating I really want to plan to study business or management, there are plans but sometimes they are still changing, still hesitant in the future."

From these statements shows the dynamics of unpreparedness in planning his career.

#### b. Career Exploration

Individuals strive to do career exploration after doing career planning. There is self-development and the exploration of one's potential responsibly. Placing self-abilities in accordance with career, interests and work / life goals so that they can better adjust to themselves and to their careers in the future or community environment.

SN participants, conveyed about their career exploration in the form of self-exploration by participating in activities at school to develop themselves.

"..... I work as an activist at school, active so that I can learn to teach underclassmen, and I have a desire to study Primary School Teacher Education....."

The statement shows individuals who are active organizations in the school.

#### c. Career Information

Individuals need to understand and seek information about careers. Career guidance can help individuals to obtain information, help self-understanding, understand the world of work, determine steps and strategies to collect and manage information about themselves, their jobs, or adequate and appropriate professional / employment information.

RT participants, conveyed about career information obtained in the form of curiosity in the field of management but did not get the information.

"..... interested in the field of management but the curiosity of information about management is not too great because it is still in grade 11....."

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The statement shows that he has not collected career information about him

### d. Decision Making

The ability of individuals to make decisions, especially deciding on a career. The ability to make meaningful decisions for his future according to interests, abilities, and personality as well as factors supporting his progress, such as family, school, and community.

SN participants, conveyed about decision making regarding their careers who are still experiencing confusion about majoring in college later or choosing to work.

".... Still confused and there is no decision between choosing the list of flight attendants or studying Primary School Teacher Education majors, the decision will be seen from the final grades...."

From this statement, it shows that decision making has not been fully mastered

### Self Knowledge of Career

Self-knowledge about career is adjusted to his future career goals. Understanding or knowledge of himself and job adjustments should make individuals have a clear picture of their career in the form of abilities, skills, excellence, self-strengths and realize that individuals are able to carry out their work and obtain personal satisfaction in career. In other words, his career is in accordance with the values (norms) that are his life principles.

SN participants, conveyed about self-knowledge about their career in the form of their self-awareness about laziness and their willingness to learn maximally

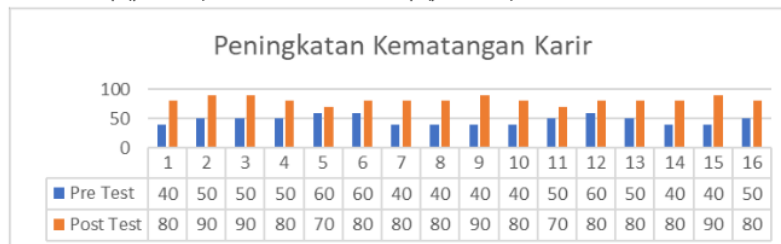
".... The client tries to fight his laziness and tries to learn as much as possible to improve his grades so that the final grade results can determine his career desires...."

From this statement, it shows that the dynamics of self-knowledge about career are quite sufficient.

The results of career counseling implementation activities are as follows:

- From the implementation of observation and career counseling, it shows that data on *career planning* is inadequate by 50% (12 people out of 24 participants).
- From the implementation of observation and career counseling, it shows that data on *career exploration* is inadequate by 50% (12 people out of 24 participants).
- From the implementation of observation and career counseling, it shows that data on *career information* is quite adequate by 50% (12 people from 24 participants).
- From the implementation of observation and career counseling, it shows that data on *decision making* is inadequate by 45.8% (11 people out of 24 participants).
- From the implementation of career observation and counseling, it shows that data on *self-knowledge of career* is quite adequate at 50% (12 people out of 24 participants).

The results of the workshop activity by providing pre test and post test about career maturity, data on increasing career maturity before the workshop (*pre test*) and after the workshop (*post test*) are available in Grafik 1.



Grafik 1. Pre Test and Post Test Results

Descriptive statistics on data before the career maturity workshop and data after being studied, namely *pre-test* data and *post-test* data. The mean pre-test value is 47.50 and the mean post-test value is 81.25. The mean value is  $81.25 > 47.50$ , meaning that descriptively there is a difference in the average career maturity score between the *pre-test* and *post-test*. Participants who participated in the workshop as a research sample were 16 participants. The standard deviation in the *pre-test* was 7.74 and the *post-test* standard deviation was 8.19. The standard deviation error mean pre test data is 1.93 and the standard deviation error mean post test data is 2.54.

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**Table1. Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 Pre Test	16	.348	.187
Post Test			

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 Table 1 *Paired Samples Correlations* shows a correlation test or relationship between the two data, namely *pre test* and *post test*. The correlation coefficient is 0.348 with a significance value of 0.187. Probability 0.05, significance 0.187 > 0.05 then it can be said that there is no relationship between *pre test* and *post test*.

**Table 2. Paired Samples Test**

		Paired Differences					Sig.
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	Lower	Upper	(2-tailed)
Pair 1	Pre Test	Mean					
	Post test	-33.75000	11.47461	-39.86439	-27.63561	-11.765	.000

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 14  
 Table 2. The results of the *Paired Samples Test*, namely the presence or absence of the influence of workshop activities on increasing career maturity in participants. It is known that the significance value (2-tailed) of 0.000 < 0.05 can be concluded that there is an average difference between pre-test and post-test career maturity, meaning that there is an influence of workshops on increasing the career maturity of State Vocational High School 1 Purwokerto students.

The mean paired samples test of -33.75 shows the difference between the pre-test of 47.50 and the mean post-test value of 81.25, 81.25-47.50 = -33.75 . The difference is between -39.86 to -27.63 with a 95% confidence interval of the difference lower and upper. The data shows a negative t count of -11.765. There is a negative sign because the pre-test career maturity value is lower than the post-test career maturity score. This means that a negative t-count value can be positive, so the t-count becomes 11.765. It also proven that the calculated t value is greater than the table t (table t is 2.131, df 0.025), 11.765 > 2.131 It can be concluded that there is an average difference in the career maturity scores of pre-test and post-test, which means that there is a significant influence of the workshop in increasing the career maturity of State Vocational High School 1 Purwokerto students.

Career services are needed by individuals, especially students who are pursuing junior high school and high school education because of their success in being able to facilitate the world of school to the world of work. But in reality, there are still few middle school and high school students who have access to career guidance. The results of the Indonesian youth labor market survey and the impact of dropping out of school at a young age/child labor conducted by ILO-IPEC (2006) stated that in the eastern part of Indonesia, 88% of respondents never received career guidance services, while 80% of those who received career guidance services were useful in finding a job (*Career Guidance Service Guide*, 2011). According to Uhre *et al.*, (2020) career services need to be explored by the environment with the aim of collecting career-related information. Based on the *Career Self Management (CSM)* model, Lent & Brown (2013) career exploration has a positive correlation with environmental support, and has a negative correlation with personal barriers. In addition, career exploration to get successful a career, it is necessary to have the ability to make decisions and have work skills. This relationship is also influenced by age, gender, and cultural background characteristics. This research concludes the relationship between person, self-cognitive, and efficacy in career development practices (Uhre *et al.*, 2020).

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 Welcoming the era of society 5.0, it is necessary to assist people to be ready to grow and process to realize career maturity, this is done to anticipate the increase in the number of unemployed. Various factors have led to a lot of unemployment because the country's economic conditions are unable to provide adequate employment for all the country's young generation. Another problem is the lack of funding for people who want to continue their education. Unemployment is caused by the fact that teenagers are not motivated to find work, they are poorly prepared for their careers. Some SMK class XII

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students with outstanding grades and show great hope for the future, it seems easy to wait for work to come, but in reality teenagers are not actively striving and maximizing their potential (Puebla, 2022).

Active students, especially those who have a desire to enter college, begin to set career-related goals and explore their career paths. However, choosing a career path and building a career-related self-identity is a challenge, for example, the number of choices related to desires according to career interests becomes difficult to make one choice and difficult to commit to the choice (Uhre et al., 2020). Several studies mention psychological factors involved in deciding career choices, one of which was a study on people with disabilities totaling 257 people compared to 258 people without disabilities, found there were psychological factors that focused on the task of mediating the relationship between self-awareness and self-efficacy in decision making. The relationship between the two variables of self-awareness and self-efficacy was lower in participants without disabilities. Psychologically, people with disabilities often get stigma, prejudice, discrimination, marginalization, and self-helplessness, thus influencing future career decisions (Liu et al., 2022).

Career choices in the future one of them by working, this choice of work is a vital need, but work should not only be a means to fill time. There is a need for career counseling because individuals who have career planning have better mental health than jobs without career plans or jobs that are less satisfying. As a result, individuals who are satisfied with their career choices have better physical health and live longer. Although the balance of nutrition, regular exercise, and medical care has been fulfilled. Before career guidance in the form of career counseling, it is necessary to identify individual interests and career identities. Students' career choices and preferences are strongly influenced by the portrait of career planning, potential self-excess, self-limitations. Identify interests to avoid individuals experiencing ambiguity and stress. Some teenagers who are approaching adulthood have difficulty recognizing themselves, knowing their wants and career needs. The majority of adolescents are unaware of the factors that influence job choices due to lack of guidance and lack of identification about career interests, career potential, and ignorance of career knowledge, low experience, and lack of support or advice from parents, friends, teachers and the surrounding environment (Puebla, 2022).

Support in addition to human resources, it is also necessary to support related to soft skills and digital skills. Vocational students who are teenagers ideally after graduating from vocational school or graduating from college have a job that matches their potential. The potential in question includes skills, creativity, attitudes towards work, and the ability to work together, as well as being able to use digital technology effectively. Decision making is a combination of the desired job and career with personal potential. There are three stages that need to be internalized after the individual has identified interests. The first stage is development to learn self-abilities, opportunities, various jobs, education, and activities focused on developing more targeted as an alternative career. The second stage, accommodation, is the internalization of the values that underlie the consideration of choosing career alternatives. The third stage, action, is to start developing alternative career solutions by considering abilities, opportunities, and career variations (Afdal et al., 2019). According to Super in Sharf (2016) on career development theory, vocational students are at the exploration stage. Winkel & Hastuti (2004) mention individual career exploration, one of which is by thinking of various alternatives, but have not taken binding ones and have not taken the decision to set on one career choice (Lika et al., 2022).

Students who in doing career exploration think about the long term and the future are referred to as students who are mature in careers. Career maturity, proven to have crystallized his interests and desires. Crystallization is a time when students formulate job opportunities and understand the relationship between career development and self-concept when determining relevant education and work in the present, present, and future (Lika et al., 2022). Career maturity is a reflection of an individual's career development process to increase capacity in making future career decisions. Research conducted (Arismen & Hakim, 2022) analyzes career interventions and career guidance digitally can affect the development of career maturity of high school students. This study used a systematic literature review research design. The findings of this study mentioned that career interventions have a significant influence on career maturity, especially on aspects of students' career knowledge. Digital career counseling can help students make decisions (Arismen & Hakim, 2022).

Furthermore, career decisions determine career maturity. If individuals step by step carry out career exploration, career maturity will be achieved. Career intervention, one of which is career exploration. The intervention function can be done individually or classically. The results of the research review stated that career interventions were not influenced by gender and socioeconomic status of students, classical interventions can increase confidence in making the right career decisions. Online counseling is an effective breakthrough in helping students build career maturity, but intervention can also be done in the form of workshops through integration into the learning curriculum in schools. The method can serve as a career education service center that can help students find their vocational orientation and prepare for future careers (Arismen & Hakim, 2022). Career maturity in research using longitudinal data, Lim & You's (2019) research examined the direct and indirect effects of parental support on career maturity, mediated with self-esteem and gender variables. The sample was 4187 adolescents. As a result,

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parental support has a different effect on career maturity through self-esteem. Empirically, there are differences in the development of parental support, self-esteem, and career maturity according to gender, meaning that it is necessary to consider sex differences in looking at adolescent career maturity (Lim & You, 2019).

Other research findings from Puebla (2022) stated that there was a significant difference between respondents' assessments in terms of self-awareness of the need to make career decisions and perceptions in making career decisions when grouped according to age and gender. And there was a significant relationship between respondents' self-awareness of the need to make career decisions and career decision making. It is necessary to validate the results of this study and family members, especially parents, become role models who have a major influence on adolescent career choices and maturity (Puebla, 2022).

Adolescence is a critical period where career choices are explored and career decisions are made regarding future employment. Therefore, some experts emphasize the importance of identification, individual counseling, and classical counseling about careers. The impact manifests career maturity which is closely related to the stage of mental development of the individual. It needs successful completion of developmental tasks at each stage in adolescence. In early adolescence, recognizing oneself and one's environment and exploring personal talents and abilities play an important role in career development. According to Super, career maturity is the readiness of developmental tasks faced by individuals in reaching certain stages of development, especially biological/social development stages and social expectations. The stage is planning, practicing, and modifying a career based on an understanding of personal career with an understanding outside the person. Career maturity as an affective attitude involves the personality that adolescents need independently in exploring and planning their careers, based on their cognitive abilities, and the extent to which they implement adolescent decisions. Environmental context, especially parental support is an important aspect in career maturity (Lim & You, 2019).

Adolescent experiences with parents play an important role in adolescent career development and decisions. Parental support for their children's education, including psychological support, academic support, and support for cultural-related activities. The psychological bond of parents with children, the actions of parents to provide support so as to increase academic achievement in school, and the provision of cultural experiences. Another study on internal variables, namely regarding self-esteem showed a significant relationship with career maturity. Previous studies have consistently reported that teens with high levels of self-esteem have higher career maturity. Furthermore, higher self-esteem leads teens to act more concisely with a more focused self-evaluation of the teen's career path. Higher self-esteem helps adolescents have more positive self-ideals which ultimately equip adolescents with more confidence to pursue careers according to their abilities (Lim & You, 2019).

Acculturation research related to culture in high school students in Korea, as many as 335 overseas Chinese students were asked to fill out a questionnaire, the aim was to explore the relationship between parental attachment, basic psychological needs, career identity, and depression. As a result, parental attachment negatively affects depression, basic psychological needs play a role in mediating between parental attachment and depression. In addition, career identity moderates the mediating effect of basic psychological needs between parental attachment and depression. His findings provide a more comprehensive picture of the interaction of various variables in overseas students studying in different countries and backgrounds. Students who attend high school and college students are in the transition period from adolescence to adulthood. In this period it is required to develop the ability to deal with social, psychological, and personal problems. Recently, cases of depression have increased due to the pressure of academic, economic, and career/work problems (Zhao *et al.*, 2022). This career identity, one of which is concretely ready for a career. Preparing for a career is a major developmental task of adolescents (Kleine *et al.*, 2021; Savickas, 2001; Szabo & Parkin, 2001), adolescents are increasingly spending longer periods in education, so they sometimes delay entering the workforce. Career readiness is important because early career experience greatly influences future work experience. Several factors contribute to career maturity, namely career readiness and adaptability, and there are other terms of career preparedness. Career readiness includes cognitive and affective factors resulting in effective decisions. Some literature on career readiness, defined in three things, first synonymous with maturity, namely maturity to make decisions, second, there is planning for career choices, third cognitive information processing is carefully considering choices, self-knowledge, knowledge about work, and decision making. One of the theoretical implications is the ability of adolescents to identify potential obstacles in career, mature adolescents better prepare settlement strategies, seek to develop resources and identify sources of social support (Liu *et al.*, 2022; Marciniak *et al.*, 2022; Savickas, 2001).

Some cases of high school or vocational students who are lazy, and have no motivation and do not know the college requirements or jobs that become their goals. As a result, these students often leave school without cause, behave as they want, are easily influenced by negative things, lack of self-control, are easily discouraged, have the habit of delaying work, and spend time on unproductive activities (Puebla, 2022).

So welcoming the era of society 5.0 requires interests, abilities, personalities, socioeconomic conditions, including culture, and other positive abilities to prepare themselves for career growth and maturity. Teenagers are able to take advantage of



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appropriate technological advances to produce works. Many factors, including intrinsic, extrinsic, and interpersonal aspects affect adolescent career maturity. Intellectual capacity, talent, school, family, personality, self-esteem, values, interests, and environmental influences are all elements that influence a person's choice of profession (Kankam & Onivehu, 2000). Taylor and Books (2006) lists abilities, needs, and interests, as well as stereotypes, status, values, school success, education, family, placement, aspirations affect career maturity. While Mankoe (2007) mentions interests, abilities, personality, job preferences, life satisfaction, job satisfaction, job variables are factors that affect a person's career maturity tendencies (Puebla, 2022). Therefore, interest identification activities, exploration of students' potential, individual career counseling, and organizing workshops contribute to increasing the career maturity of SMK Negeri 1 Purwokerto students in the era of society 5.0.

### IV. CONCLUSIONS

Participants are advised to have more complex data involving participants / subjects of junior high, high school, college students, and the community. It takes counselors who understand about careers, so that the career counseling process runs effectively, information about student careers, information about work needs to be conveyed accurately and precisely. Further counseling sessions are needed to identify and introduce career/work skills, especially when dealing with students with complex problems

Students need to learn to plan, explore themselves, make decisions, get information, and complete career knowledge, especially developing *soft skills* and *digital skills*. Students need to be equipped with the ability, skills, and ability to interact socially in order to connect with peers or a positive environment and support each other for productive activities. The process of exploring students' career potential requires complete data on school achievement and complete information about actual employment. It needs support and appreciation from family, as one of the supporters of student career success, and the importance of establishing closeness between schools, parents, and students. Teachers direct and guide students to prepare for careers and make career decisions towards career maturity. Need career guidance for students both individually and classically, and help accompany youth career development tasks. Further interventions are recommended using more comprehensive sample criteria, program types, and implementation techniques.

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