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## Emotional Maturity Towards Career Decision-Making With Gender as a Moderator Variable Among Students

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### **Abstract**

*Career decisions are a process in which a person selects from several options in planning their future, therefore students must have good emotional maturity. The purpose of this research is to determine the relationship between emotional maturity and career decision-making. This research uses quantitative research with a correlational method. The measurement tool used in the emotional maturity scale was developed based on the aspects proposed by Walgito (2004) and the career decision scale proposed by Pearson. (2004). The sample size in this study consisted of 115 students from the NWDI Ajan vocational school. The data collection method used purposive sampling scale. The research results indicate a significant influence of emotional maturity on career decision-making among students, evidenced by a Pearson correlation value of 0.133 with a significance (2-tailed) of (0.200), meaning  $0.200 > 0.05$ . These research findings show a significant positive correlation between emotional maturity and students' career planning.*

**Keywords:** Emotional Maturity, Career Decision Making, Gender

## Introduction

Adolescence is a transitional period between childhood and adulthood, during which significant changes occur, both biologically and psychologically. Biologically, it can be marked by the growth and development of sexual feelings, while psychologically, it can be marked by attitudes or feelings towards the opposite sex, desires, and emotions that are unstable and unpredictable. Desmita says that adolescence is not only seen from the perspective of education but can also be marked by good achievements in social aspects, where one can learn to become an adult man or woman who is highly regarded by their surrounding society.<sup>1</sup>

Nashukah & Darmawanti state that adolescence is a period that demands the ability to control and express emotions in order to adapt to one's environment<sup>2</sup> Adolescence is the time when one begins to mature and discern right from wrong, understand the opposite sex, and engage socially. It is also the period when adolescents discover their true selves, as bestowed upon them by their creator.<sup>3</sup> Ali & Asrori state that adolescence generally comes with a high level of curiosity, leading them to often want to try new things, daydream, feel restless, and be bold in opposing actions. If they feel belittled or disregarded, they greatly need role models, consistency, sincere communication, and empathy from others.<sup>4</sup>

At a young age, school is a significant aspect of life because education prepares them to be ready to make career decisions. Many high school students find it difficult to make decisions because they do not know their interests and talents, and many

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<sup>1</sup>*Ibid.* hal.13

<sup>2</sup> N, D. P. (2017). The Relationship Between Perceptions of Father Involvement in Parenting and Emotional Maturity in Adolescents. *Journal of Educational Psychology and Development*, Vol. 6 No 1, p.3

<sup>3</sup>Jannah, M. (2017). Adolescents and their developmental tasks in Islam. *Psikoislamedia: Journal of Psychology*, 1(1).

<sup>4</sup>Azmi, N. (2015). The potential of adolescent emotions and their development. *Sosial Horizon: Journal of Social Education*, 2(1), 36-46.

have not yet discovered their own potential, are not used to making decisions on their own even for matters related to their own interests, making them confused when it comes to choosing a major and university. Mistakes in educational choices like the ones mentioned above can lead to failures in the learning process and can also affect decisions in career selection.<sup>5</sup>

Deciding on a career choice is not an easy matter, but it requires careful consideration for future well-being. Career planning is something that concerns the long-term future and must be carefully considered well in advance. According to Sudirman & Endriani, career planning is a method to help students choose the career fields they desire in accordance with their potential and respective fields<sup>6</sup>

Simamora says that career planning is a process in which individuals can identify or take steps or processes to determine where their next career goals lie.<sup>7</sup> That opinion suggests that if teenagers want to make career decisions, they must have emotional independence, meaning they can control their emotions without relying on their parents. Teenagers must be able to express their emotions appropriately without being explosive

Chaplin said that emotional maturity is a condition or state in which a person reaches a level of maturity in their emotional development. <sup>8</sup>Katkovsky & Gorlow state that emotional maturity can be seen in a person's independence, ability to accept the reality they are living, ability to socialize within the community, and ability to

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<sup>5</sup>Widianingrum, D., & Hastjarjo, T. D. (2016). The influence of career guidance on self-efficacy in career decision-making among students. *Gadjah Mada Journal of Psychology (GamaJoP)*, 2(2), 86-100.

<sup>6</sup>Sudirman, S., & Endriani, A. (2021). The Relationship Between Assertive Behavior and Career Planning Among Students of MTs. NW Tanak Maik Masbagik, East Lombok Regency. *Visionary Journal: Research and Development in the Field of Educational Administration*, 8(2).

<sup>7</sup>Simamora, H. (2004). *Human resource management*. Yogyakarta: STIE YKPN. p.34

<sup>8</sup> N, D. P. (2017). The relationship between the perception of father involvement in parenting and emotional maturity in adolescents. *Journal of Educational Psychology and Development*, Vol. 6 No 1, p. 4

control their anger when it rises.<sup>9</sup> Walgito argues that with emotional maturity, individuals are expected to behave well or see things objectively. Someone who has already demonstrated good emotional maturity will be very calm in making decisions. When someone has matured emotionally and can take responsibility for all their actions, especially in making career decisions.<sup>10</sup>

Suniati said in her research. Emotionally mature students tend to make career decisions that are right for them because they can think objectively about the various options available, allowing them to take responsibility for the career decisions they make. The purpose of this research is to determine the relationship between emotional maturity and students' career decisions in continuing their education at the next level<sup>11</sup>

Ega Fitriyanti et al. stated in their research that emotional maturity and career decisions have a positive and moderate relationship. Emotional maturity, when higher, will also lead to more positive career decision-making. However, emotional maturity is not the only aspect that enhances career decision-making, nor is high career decision-making the sole factor in improving emotional maturity.<sup>12</sup>

Based on the results of interviews conducted with the school, they experience difficulties in making career decisions due to a lack of emotional maturity, as students often show inconsistency in determining their future career choices, which occurs in

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<sup>9</sup> Ibid. hal.5

<sup>10</sup>Sobari, T., & Fatimah, S. (2021). The Relationship Between Career Decisions and Emotional Maturity of Ninth Grade Students at SMPN 1 Garut. *FOKUS (Guidance & Counseling Studies in Education)*, 4(1), 13-24.

<sup>11</sup>Sobari, T., & Fatimah, S. (2021). The Relationship Between Career Decisions and Emotional Maturity of Ninth Grade Students at SMPN 1 Garut. *FOKUS (Guidance & Counseling Studies in Education)*, 4(1), 13-24.

<sup>12</sup>Fitriyanti, E., Alam, A. J., & Rauf, W. (2022). The Relationship Between Emotional Maturity and Career Decision-Making of MA and SMK Students at Muhammadiyah Pembangunan Islamic Boarding School. *Scientific Education Journal*, 2(1), 1-8.

both male and female students. This is because not all students can easily make career decisions; many of them have doubts in making career choices.<sup>13</sup>

Gender equality is a right possessed by everyone and does not recognize any class, whether they are from the lower or upper class, and also does not consider gender, whether male or female. Everyone is entitled to gender equality in every aspect of their life. Gender equality means the absence of special or excessive treatment, whether in roles and positions, between men and women.<sup>14</sup>

Gender can also be defined as a social construction or form that is not innate from birth until old age, but is shaped by the surrounding environment, including place, time, cultural region, religious understanding, politics, law, and the economy.<sup>15</sup> Hungo says that gender is the difference between men and women, where the biological differences and their functions or roles cannot be exchanged, so gender is something that cannot be changed at all because it has become a natural gift from God.<sup>16</sup>

Essers & Benschop state in their research that they found gender to have a very positive influence on decision-making. According to them, the decision-making processes carried out by men and women are very different. The decision-making process carried out by women tends to be emotional and requires good consideration and takes quite a long time. Meanwhile, men prioritize logic and rationality and are quick in making decisions.<sup>17</sup>

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<sup>13</sup> Interview with the guidance counselor at SMK NWDI Ajan, May 23, 2024

<sup>14</sup>Lindawati, Y. I., & Chintanawati, S. M. N. (2021). Discourse Analysis: Representation of Women's Struggles in Pursuing Education in the Film Mars (Mimpi Ananda Raih Semesta). *Journal of Sociology Education Undiksha*, 3(1), 51-62.

<sup>15</sup> Utaminingsih, Alifiulahtim. (2017). *Gender and Career Women*. UB Pers: Malang. p.5

<sup>16</sup>Trisnawati, O., & Widiensyah, S. (2022). Gender Equality for Women in Higher Education. *Journal of Sociology and Humanities Education*, 13(2), 339-347.

<sup>17</sup>Essers, C., & Benschop, Y. (2007). Identidades emprendedoras: Mujeres empresarias de origen marroquí o turco en los Países Bajos. *Estudios de organización*, 28(1), 49-69

Oktafiana et al. stated in their research that there is a positive and significant influence of gender moderation on career choice. In their research, men have a higher level of career decision-making compared to women. Because men have more choices for their future in the career world..<sup>18</sup> Santrock says that the roles of men and women in society require men to be obligated to work, therefore men must plan for their future needs, both for themselves and their families.<sup>19</sup> Strengthened by Zulfiani & Khaerani that there is a gender relationship towards career adaptation.<sup>20</sup>

Based on the background, it was found that previous research only examined the relationship between emotional maturity and career decisions. This study adds the gender moderation variable to career decisions because there is an interrelated relationship. Therefore, this research investigates emotional maturity in career decision-making with gender as the student moderator variable

## Research Methods

This research is a quantitative study. Quantitative research can be defined as a process of discovering knowledge using numerical data as a tool to analyze information about what is to be known, where the samples come from individuals who are asked to answer a number of questions or statements about the survey to determine the frequency and percentage of their responses.<sup>21</sup> This research uses a quantitative approach with a correlational research design. Correlational research is intended to determine whether there is a relationship between two or more variables

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<sup>18</sup>Fiana Kiranida, O., Komalasari, G., & Herdi, H. (2022). The Influence of Emotional Intelligence and Gender as Moderators on Self-Efficacy in Career Decision-Making at Public High Schools. *An-Nur BK Student Journal: Different, Meaningful, Noble*, 8(3), 96-104

<sup>19</sup> Santrock., J.W. (2014). *Adolescence (15.ed)*. New York: McGraq-Hill Education.

<sup>20</sup>Zulfiani, H., & Khaerani, N. M. (2021). Interrelación entre la adaptabilidad profesional y el apoyo familiar, género y tipo de escuela. *Jurnal Psikologi Integratif*, 8(2), 80-91.

<sup>21</sup>M.Makhrus Ali, T. H. (2022). Quantitative Research Methodology and Its Application. *Journal Education*, vol2(2), 1-6..

in a study of a group of subjects. The population in this study consists of 115 students at SMK Bajang NWDI Ajan. The sampling technique in this study uses the Purposive Sampling method, which is a sample determination technique based on specific criteria. The subjects needed for this research amount to 100 people.

The emotional maturity scale is constructed based on the aspects of emotional maturity according to Walgito in Guswani and Fajar, namely: Self-acceptance, Non-impulsiveness, Emotional control, Objectivity, and Responsibility<sup>22</sup> The total number of items in this scale is 40 items. Based on the validity test of the instrument, it was found that the emotional maturity variable shows validity with items 1-39 ranging from (0.8-0.9) with a Cronbach's Alpha > 0.6. his career decision scale is derived from the aspects of career decision-making proposed by Pearson. The number of items in the career decision scale is 3, namely: Knowledge and self-understanding, Understanding of the world of work, and Reasoning about the relationship between knowledge and understanding of the world of work.<sup>23</sup> For the career decision variable, the validity results show that items 1-29 range from (0.8-0.9) with a Cronbach's Alpha value > 0.6. The analysis technique used in this study employs Moderated Regression Analysis (MRA) assisted by SPSS version 25.

## **Results and Discussion**

This study aims to determine Emotional Maturity and Career Decision-Making with Gender as a Moderating Variable among Students. The respondents included in the study were students, with a total of 115 individuals.

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<sup>22</sup>Guswani, A.M., & Fajar K. (2011). Aggressive behavior in students viewed from emotional maturity: Pitutur Psychology Journal, Vol. 1, No. 2, pp. 86-92

<sup>23</sup>Winkel, W.S. and Sri Hastuti. 2004. Guidance and Counseling in Educational Institutions. Yogyakarta: Media Abadi.

Table 1. Respondent Characteristics

Variable	Level	Number of respondents	Persentase
Emotional Anxiety	Low	-	-
	Medium	16	16%
	High	84	84%
Career Decision	Low	-	
	Medium	27	27%
	High	73	73%
Gender	Male	57	50%
	Female	58	50%

Based on the characteristics of the respondents from 115 students, with the emotional maturity variable showing that there are 16 students with a percentage of 16% falling into the moderate emotional anxiety category and 84 students with a percentage of 84% falling into the high emotional anxiety category. The career decision variable shows that there are 27 students with a percentage of 27% falling into the moderate career decision category and 73 students with a percentage of 73% falling into the high emotional anxiety category. Meanwhile, the gender variable shows 57 individuals with a percentage of 50% male and 58 individuals with a percentage of 50% female.

The hypothesis testing in this study uses Moderated Regression Analysis (MRA) to test Emotional Maturity and Career Decision-Making Against Gender as a Moderating Variable for Students. Before testing the hypothesis, a normality test of the data was conducted. The normality test uses the Kolmogorov-Smirnov method. For more clarity, please refer to table 2.



Table 2. Normality Test

	Emotional Anxiety	Career Decision
Test statistic	0,2	0,2

Based on the normality test on the emotional maturity variable, the statistic value is 0.2. On the career decision variable, the statistic value is 0.2. According to the criteria, if the statistic result is greater than  $>0.05$ , the data is considered normal. Data analysis in this study used MRA for further clarity, as shown in table 3.

Table 3. Data Analysis Test

Model	t	p	R
Model Summary			0,31
Emotional Anxiety	0,13	$>0,05$	
Moderasi	3,52	$<0,05$	

Dependent ; Career Decision

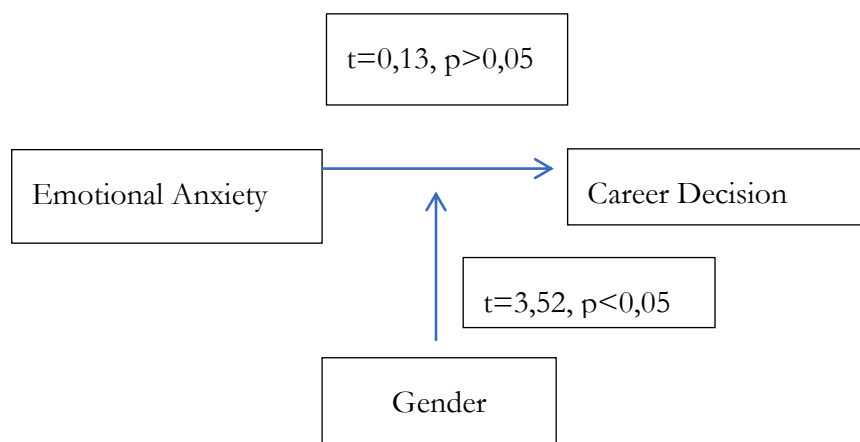


Image 1. Research Design

Based on the model summary results with an R value of 0.31 (31%), it explains that the level (title) and the remaining 69% are influenced by other variables outside the study. In the T-test related to the emotional maturity variable and career

decisions, there is a t-value of 0.13 with  $p > 0.05$ , indicating that emotional maturity partially does not affect career decisions. The T-test related to the gender variable in moderating the relationship between emotional maturity and career decisions shows a t-value of 3.52 with  $p < 0.05$ , indicating that the gender variable strengthens the relationship between emotional maturity and career decisions.

This study aims to explain the relationship between career decisions and emotional maturity in students and how the differences in emotional maturity and career decisions between male and female students. Based on the results of the data analysis tests of the two hypotheses that have been tested, the first hypothesis in this study is accepted, which is based on the significance value of the emotional maturity variable and the career decision variable of  $p = -0.013 < 0.05$ , meaning that these two variables are said to be correlated. The level of correlation between the two variables is 0.892. Based on the correlation value of these two variables, it can be said that the correlation between these two variables is strong with a positive correlation direction.

The results of this study can also be supported by various previous studies that indicate a relationship between career decisions and emotional maturity, one of which is the research conducted by Mamahit in 2016, which found that emotional maturity is related to career decisions. Therefore, it can be said that emotional maturity is very important for someone to improve their career decisions, so that the desired career can be achieved according to their wishes.

Noorderhaven states that many factors influence decision-making, one of which is emotional maturity. This is supported by research conducted by Yuniarti in 2009, which states that emotional maturity is defined as the ability to reflect on emotions, helping to enhance the ability to master or control them. This provides the benefit that the more mature a person's emotions are, the better they can control their thoughts and solve various problems they face, such as decision-making.

The second hypothesis can be determined to be insignificant or rejected, as the average emotional maturity of the students was obtained.  $0.987 > 0.05$ , so the average emotional maturity of male and female students is the same. Based on this

data, it indicates that there is no difference in the level of emotional maturity between males and females. This research finding is supported by Salsabilla Vereyra and Linda Fitria in 2020, who stated that the emotional maturity between male and female students is the same.

From the above explanation, the researcher can conclude that the two variables have a very high correlation. If students have good or high emotional maturity, then their career decisions will also be good, and career choices will not be made carelessly. Career selection must be done seriously and with careful consideration. By making good decisions, it is hoped that students can achieve a better career in the future.

## **Conclusion**

Based on the results of data analysis and previous discussions, it can be concluded that there is a significant relationship between emotional maturity and career decisions of students at SMK Bajang NWDI Ajan, with a strong relationship and a positive direction. The higher a person's emotional maturity, the higher the career decisions of the students. Furthermore, the level of emotional maturity of male and female students does not differ; in other words, the average emotional maturity of male and female students is the same. For future researchers interested in developing studies on emotional maturity, it is recommended to consider other factors that influence emotional maturity or to take into account the characteristics of the sample or other categories.

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