

## Information Services with a Muhasabah Approach to Increasing the Career Maturity of Adolescent

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### Abstract

Adolescent career maturity has an important role in achieving their goals. Teenagers who have a good career understanding can help determine their career choices. Career understanding is obtained by understanding themselves and looking for various information that is used to support career alternatives. This research was conducted at Kartika Padang High School. This research aims to increase the career maturity of teenagers using information services with a muhasabah approach. The research method used was an experiment in the form of a one group pre-test post-test design. The population was 355 people and the sample was 33 people. The instrument for this research is the Adolescent Career Maturity Scale which is proposed using a Likert scale measurement. The data is analyzed using descriptive statistics with the help of SPSS version 25.00. The research results showed that the career maturity of teenagers before being given treatment was in the low category, while after being given treatment was in the high category. There was an increase in teenagers' career maturity before and after being treated with information services using a muhasabah approach. Thus, information services with a muhasabah approach can facilitate optimal youth development to increase youth career maturity. This is evidenced by the increasing planning, exploration and realization of teenagers' career decisions in the future.

**Keywords:** Information Services, Muhasabah, Career Maturity

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## INTRODUCTION

One of the problems often experienced by teenagers, especially at the high school level, is the inability or difficulty of teenagers making career decisions (Fasha, Sinring, & Aryani, 2015; Supriatna & Budiman, 2009). Career planning is a lifelong process, not a short-term process. This is in accordance with what Sukardi (1991) said that career planning is an individual's process of choosing and deciding on the career they want to pursue that lasts a lifetime. Teenagers need to prepare themselves in choosing a career, first what they have to do is understand themselves, namely by knowing the skills they have, talents, interests, ideals and other aspects that support teenagers' self-understanding. Adolescent career choice is a psychological decision made by an individual in determining work/study that is appropriate to suitable, available employment opportunities, adequate living and academic competence as well (Yusuf LN., S., & Nurihsan, A.J, 2006).

There are several career problems for teenagers at school (Supriatna, 2009; Saipul Rizal, 2017), including: (1) not understanding how to choose a study program that suits their abilities and interests, (2) teenagers not having enough information about the world of work, (3) teenagers are still confused about choosing a job, (4) teenagers are still less able to choose a job according to their abilities and interests, (5) teenagers feel anxious about getting a job after finishing school, (6) teenagers don't have a choice of higher education or further education, (7) teenagers do not yet have an idea of the characteristics, requirements, abilities and skills needed for work, as well as job prospects for their future careers.

Initial data found that at Kartika Padang High School there were still teenagers who chose the wrong major, namely without considering their abilities, interests and talents. Some teenagers tend to choose majors following the choices of their parents and friends. This is due to the low career maturity of teenagers in making career decisions. Based on the results of general AUM processing, the results showed that 87.7% of teenagers experienced problems in the field of career and work. Planning and preparing for a better future is not an easy thing that can be done alone. According to Super's career development theory (in Sharf, 1992), adolescents are ready to make the right career choice. Completion of appropriate tasks at each stage is an indication of career maturity. Career maturity is a reflection of an individual's career development process to increase the capacity to make career decisions (Sharf, 2006; Saipul Rizal, 2017; Tekke, Mustafa & Muhammad A. Ghani, 2013; Soni S. 2019). Then, adolescent career maturity is a process of success in completing career development tasks that are typical for a particular stage of development (Winkel, 2006; Utami, Munandar, 2002). Adolescence is a period when individuals are preparing themselves for a career. However, in reality, many teenagers have not yet reached career maturity properly.

Career maturity is an aspect that teenagers need to have to support their future careers. Maturity is an attitude and competency that plays a role in career decision making (Hasan, 2006; Rambe, M.S., Pasaribu, M., & Awaluddin, D, 2024). These attitudes and competencies support making the right career decisions. Career maturity is also a reflection of the career development process of adolescents to increase their capacity to make career decisions (Richard, 1992; Ramadani, D., & Fachrurrazi, M. 2020). Meanwhile, Crites (in Levinson, 1998), defines adolescent career maturity as an individual's ability to make career choices, which includes making career decisions, realistic and consistent choices.

To avoid problems with teenagers' career maturity, school counselors must provide appropriate services with various approaches to teenagers so that they have a positive impact on teenagers' career choices. The choice of information services using the muhasabah approach as an approach to information services in this research is based on the reason that with this approach, teenagers are able to realize and explore and are able to recognize and utilize their personal and moral potential to the maximum. The muhasabah in question is not muhasabah in the dimension of an annual routine which is often carried out as an agenda to prepare teenagers for exams or as an activity in Islamic boarding school or Ramadan Islamic boarding school events. However, muhasabah in question is a process of self-introspection using the techniques of tabayyun, mujjadi, mauizah, and bil-hikmah (Yusuf LN & Nurihsan, 2006; Ardimen, A., Natalia, D. Y., Tas'adi, R., & Dovita, R, 2018) which are integrated and interconnected in the information service process. These efforts need to be made in order to develop the concept of Islamic counseling in an epistemological-empirical manner which is supported by a systematic methodology so that it becomes applicable by integrating and connecting the concept of counseling in general and the concept of Islamic teachings, one of which is muhasabah. The various concepts, theories and phenomena as well as the research results described above, encourage and strengthen researchers to conduct research with a focus on

implementing information services with a muhasabah approach to increase the career maturity of teenagers.

## METHOD

The research used in this research is experimental research, namely using a quasi-experimental method with a static group comparison design (Muri, 2005). Data was collected using the Youth Career Maturity Scale (SKKR) instrument using a Likert scale range with 5 points, namely very suitable to very unsuitable, the instrument revealed six aspects of career maturity, namely: career planning, career exploration, decision making, world of work information, knowledge of preferred occupational group and realization (Sharf, 1995). The data collection method was carried out by providing a questionnaire that had been tested for validity and reliability before being given to respondents. The instrument was tested first on class XII students who were not the research sample. The subjects of this research are Class XII students of SMA Kartika Padang in 2024. The population in this study was 355 people, while the sample was 33 people. The experimental group samples were given treatment in the form of information services with a muhasabah approach, while the control group samples were given treatment in the form of conventional information services. The comparison of career maturity scores before and after treatment was analyzed using the Wilcoxon rank test with the help of the SPSS version 25 program to see the effect of group guidance using a muhasabah approach. The statistical test carried out is Pearson correlation or product moment analysis. The research design used (Yusuf, 2005) is as follows:

E      01 \_\_\_\_\_ X \_\_\_\_\_ 02

K      03 \_\_\_\_\_ - \_\_\_\_\_ 04

Information:

E= Experimental Group

K= Control Group

X= Treatment

## RESULTS AND DISCUSSION

### Categorization of Adolescent Career Maturity

According to (Azwar, 2012) categorization is a score used to get an overview of the distribution of respondents' scales and as a source of information about the state of the variables studied. In this study, the categories used consisted of 4 categories, namely very high, high, low and very low. The career maturity profile of teenagers at SMA Kartika Padang is generally in the low category, then in certain aspects it is in the very high, high and very low categories. This provides an overview of the condition of teenagers' career maturity, to see it more clearly in the following table.

Table 1. Categorization of Adolescent Career Maturity

Category		F	%
Very Tall	≥91	26	7,3
Tall	80-90	111	31,3
Low	53-79	198	55,8
Very Low	≤52	20	5,6
<b>Total</b>		<b>355</b>	<b>100</b>

Based on table 1, it is known that the career maturity profile of teenagers shows that of the 355 teenagers who were the research sample, 198 people (55.8%) were in the low category, 111 people (31.3%) were in the high category, 26 people (7.3%) is in the

very high category and 20 people (5.6%) are in the very low category. If we look at the career maturity profile of teenagers in general, a small number of teenagers already have high and very high career maturity. However, if we look again in detail, it turns out that there are still many teenagers who have low career maturity, especially in the aspect of realizing career decisions. The following describes in more detail the aspects of career maturity that occur among teenagers.

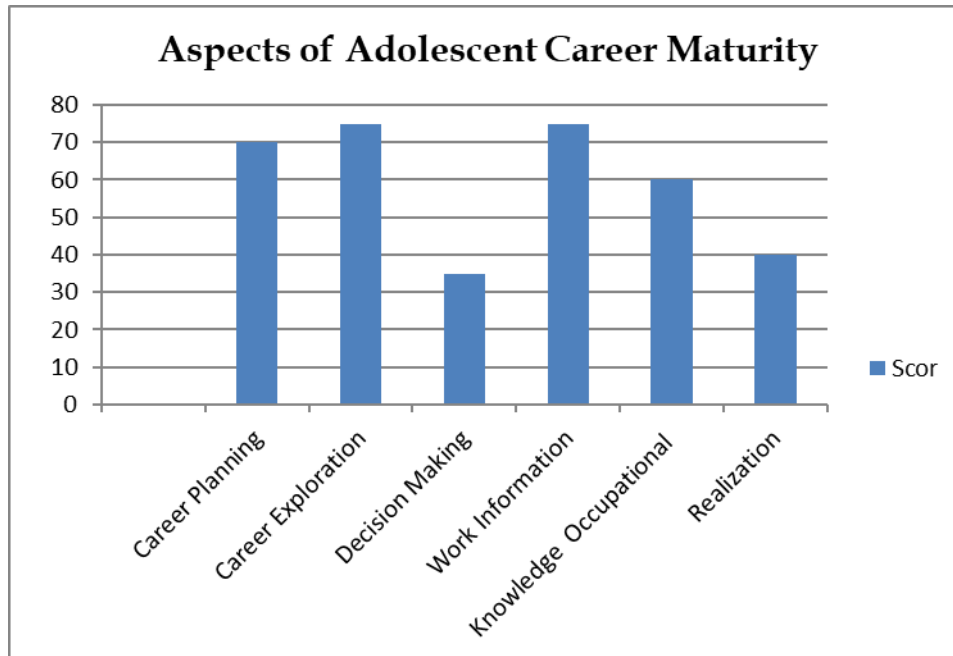


Figure 1. Aspects of Adolescent Career Maturity

The figure shows that the career maturity of Kartika Padang High School teenagers for the decision making aspect is in the lowest category with a score of 35, then the realization aspect with a score of 40, the occupational knowledge aspect with a score of 60, the career planning aspect with a score of 70 and the career exploration and work information aspects has a score of 75. Thus it can be seen that the career maturity of teenagers in several aspects is in the low category which makes teenagers less aware of study programs that suit their talents and interests, confused about choosing a job, teenagers are anxious about getting a job after finishing school, do not have the skills for the future future of his career.

#### Career Maturity Results Before and After Treatment

At the implementation stage of the treatment using information services with a muhasabah approach, the service was provided 9 times, after which the data on career maturity of adolescents in the experimental group and control group was revealed again using the adolescent career maturity scale to determine the effect of the treatment given on adolescent career maturity. The data on adolescent career maturity in the pre-test and post-test before and after being given treatment in the experimental group is presented in the following table.

Table 2. Comparison Results of Pre Test and Post Test for Experimental Class

Category		Pre Test		Post Test	
		F	%	F	%
Very Tall	≥91	3	9,1	10	30,3
Tall	80-90	4	12,1	17	51,5
Low	53-79	19	57,6	4	12,1
Very Low	≤52	7	21,2	2	6,1

<b>Total</b>	<b>33</b>	<b>100</b>	<b>33</b>	<b>100</b>
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Based on the table above, it shows that the pre-test results are 3 people (9.1%) in the very high category, 4 people (12.1%) in the high category, 19 people (57.6%) in the low category and 7 people (21.2%) is in the very low category. Meanwhile, the results of the post test for the information service treatment class with a muhasabah approach had results of 10 people (30.3%) in the very high category, 17 people (51.5%) in the high category, 4 people (12.1%) in the low category and 2 people (6.1%) were in the very low category. Overall, the career maturity of teenagers after the implementation of information services using a muhasabah approach has increased. This is because teenagers have received new information related to teenagers' maturity in understanding and evaluating their future according to the topics that have been discussed. Then the results of the pre-test and post-test for adolescent career maturity using conventional information services in the control class are presented as follows.

Table 3. Comparison Results of Pre Test and Post Test Control Class

Category		Pre Test		Post Test	
		F	%	F	%
Very Tall	≥91	3	9,1	4	12,1
Tall	80-90	3	9,1	8	24,2
Low	53-79	18	54,6	15	45,5
Very Low	≤52	9	27,2	6	18,2
<b>Total</b>		<b>33</b>	<b>100</b>	<b>33</b>	<b>100</b>

Based on the table above, it shows that the pre-test results are 3 people (9.1%) in the very high category, 3 people (9.1%) in the high category, 18 people (54.6%) in the low category and 9 people (27.2%) is in the very low category. Meanwhile, the post test results for the conventional information service treatment class had results of 4 people (12.1%) in the very high category, 8 people (24.2%) in the high category, 15 people (45.5%) in the low and 6 people (18.2%) were in the very low category. From the results of the comparison of the pre-test and post-test in the control class, it can be concluded that there has been an increase in the career maturity of teenagers in the control class, but only in a small part of the total sample. Then the next step taken was the Wilcoxon's signed rank test. The data from the Wilcoxon rank test results in the experimental and control groups at Kartika Padang High School is presented in the following table.

Table 4. Wilcoxon Rank Test Results

School	Group	Z	Sig	Interpretation
Kartika Padang High School	Pretest Experiment	-	,00	There Are Significant Differences
	Posttest Experiment	3,19 2 <sup>b</sup>	1	
	Pretest Control	-	,00	No Difference
	Posttest Control	,874 b	1	

Based on table 4, it is known that there are significant differences in the experimental group after being treated with information services using a muhasabah approach. This can be seen from the sig value. (2-tailed) < 0.05 so Ho is rejected and Ha is accepted, with a Z value of -3.192. This means that there is a significant difference in the career maturity of teenagers after being given information services using a muhasabah

approach. Data on career maturity of teenagers in the control group at Kartika Padang High School did not have any significant differences after being treated with conventional information services. This can be seen from the sig value. (2-tailed) > 0.05 so Ho is accepted and Ha is rejected, with a Z value of -.874b. This means that there is no significant difference in teenagers' career maturity after being treated with conventional information services.

The final step in testing the effectiveness of information services using a muhasabah approach is to carry out a different test of career maturity data for teenagers from the experimental group and the control group at Kartika Padang High School after being given treatment. The difference test was carried out using the Mann Whitney U test. The data from the Mann Whitney U test results for the experimental and control groups at SMA Kartika Padang are presented in the following table.

Table 5. Mann Whitney U Test Results

School	Group	Z	Sig	Interpretation
Kartika Padang High School	Pretest Experiment	-	,00	There Are Significant Differences
	Posttest Control	2,754	0	

Based on table 5, it is known that there are significant differences in the experimental and control groups at Kartika Padang High School after being given treatment. This can be seen from the sig value. (2-tailed) < 0.05 so Ho is rejected and Ha is accepted, with a Z value of -2.754. This means that there is a significant difference in the career maturity of teenagers in the experimental and control groups after being treated with information services using a muhasabah approach. Career understanding is the level of a person's ability regarding the career environment which begins through studying the work environment (Priyatno, 2017; Amti, Erman & Prayitno, 2004; Gunawan, 1987; Prayitno, 2012; Sukardi, 2002) which ultimately results in teenagers being able to create a suitable career choice. suitable based on the teenager's own skills. Adolescents' career understanding is indicated by the level of understanding they understand various data regarding work both visually, psychomotorically and auditorily, which ultimately means that adolescents have good insight into understanding careers and can support the assessment of career alternatives and career decisions (Laila, 2022; Rambe, M.S, & Yarni, N. 2019; Zunker, V.G. 2012; Coertse, S., & Schepers, J. M. 2004).

#### Comparison of Teenagers' Career Maturity Before and After Treatment

Based on the results of the post test in the control class and experimental class, in general the career maturity condition of teenagers in the control class did not increase significantly. Of course, this condition cannot be left alone. An information service is needed to increase the career maturity of teenagers by providing understanding and evaluation regarding capacities and abilities that Allah SWT gave him (Rambe, M.S., Nirwana, H., & Neviyarni, M.S, 2022) so that teenagers' career maturity increases, namely with a muhasabah approach. This is in accordance with the results of the post test in the experimental class showing a significant increase in the career maturity of these teenagers.

The muhasabah approach used by counselors is useful for knowing teenagers' weaknesses and strengths and deepening self-confidence in Allah's abilities so that they can get a good future (Aulia, 2016; Ardimen, A., Natalia, D. Y., Tas'adi, R., & Dovita, R, 2018). Then to see the maturity of teenagers' careers in every aspect after being given information services with a muhasabah approach in the control class as follows:

Table 5. Teenage Career Maturity in Each Aspect

Aspects of Adolescent Career Maturity	Percentage			
	Very Tall	Tall	Low	Very Low
Career Planning	15%	82%	3%	0%
Career Exploration	27%	73%	0%	0%
Decision Making	21%	70%	9%	0%
Work Information	21%	76%	3%	0%
Knowledge Occupational	12%	76%	12%	0%
Realization	15%	73%	12%	0%

The career planning aspect is the search for information and how involved teenagers are in this process. Based on table 5 above, 5 students (15%) received very high score qualifications, 27 students (82%) received high score qualifications, and there was 1 student (3%) who received low score qualifications. The results of this calculation show that there are still 3% of students who have not been able to plan their careers well, such as career planning activities and self-assessment information. These teenagers need to be provided with career information services so that they have the ability to plan careers. Counselors can provide information to teenagers about various things that are considered useful in planning information regarding career planning which is carried out by direct or indirect communication (Walgito, 2005, Nurihsan, A.J., 2006; Tarmizi, 2011; Tohirin, 2007). In this way, teenagers will be able to compile information regarding their future career planning.

In exploring teenagers' careers, there are two indicators, namely the first indicator is the use of information sources which includes the willingness to consult, namely with family, friends, teachers, counselors, institutions, media such as films, TV and the internet. The second indicator is the quality of the consultation, which contains a descriptor of the level of usefulness of the consultation received from family, friends, teachers, counselors, institutions, as well as media such as films, TV and the internet. In this aspect, 9 teenagers (27%) received very high qualifying scores, 24 teenagers (73%) received high qualifying scores. According to the calculation results, there were no teenagers who had low score qualifications, this shows that teenagers from Kartika Padang High School, after being given information services using a muhasabah approach, were able to explore careers, both in the use of information sources such as the ability to consult with family, friends, subject teachers, and guidance and counseling teachers. The career exploration aspect is related to how much career information teenagers obtain from various sources (Sharf, 2006; Ledy O.L., 2014).

Then for the knowledge aspect about making decisions, there were 7 students (21%) who received very high score qualifications, 23 students (70%) got high score qualifications, 3 students (9%) got low score qualifications. From the results of this calculation, 9% of teenagers at Kartika Padang High School were unable to make decisions after being treated with information services using a muhasabah approach. In making decisions there are several indicators (Hasan, B. 2006; Kim, K.N & Oh., S.H. 2013; Ledy O.L., 2014). what teenagers need to understand, the first indicator is defining and implementing decisions which contain study plans, self-confidence and procedures. The second indicator collects self and situation information, namely consideration and self-information. The third indicator is generalization and alternative analysis, namely evaluation. The fourth indicator is selecting the best alternative in which there is a correct alternative and concluding information. Fifth indicator of decision implementation. Counselors can help teenagers make the right career decisions for themselves. Counselors can also provide material about alternatives in making career decisions for teenagers (Walgito, 2005; Nurihsan, A.J., 2006; Tarmizi, 2011; Tohirin, 2007).

Meanwhile, for the aspect of knowledge about the world of work, based on table 5, 7 students (21%) received very high score qualifications, 25 students (76%) received high score qualifications, and 1 student (3%) received low score qualifications. From the results of this calculation, there are 2.2% of Kartika Padang High School students who do not yet know information about the world of work. There are two indicators in information about the world of work, namely the first indicator is knowledge of career development tasks including self-awareness of ideals, talents, intelligence, interests, skills, life values and lifestyle choices (Santrock, John W. 2003) . From the data obtained, it is clear that teenagers already know their own interests and abilities, know how other people learn things related to work and know the reasons why people change jobs. The second indicator is job information which includes types of secondary school, choosing a secondary school, description of the type of job, knowledge of job structure, educational requirements, and knowledge of course information.

Then, for the aspect of knowledge about preferred occupational groups, teenagers are given the opportunity to choose one of several job options, and then asked about matters related to that job. There were 4 students (12%) who got very high score qualifications, 25 students (76%) got high score qualifications, 4 students (12%) got low score qualifications. In the aspect of realizing career decisions, it is a comparison between individual abilities and realistic career choices. There were 5 students (15%) who got very high score qualifications, 24 students (73%) got high score qualifications, 4 students (12%) got low score qualifications. There are factors that many teenagers consider in determining the direction of career choices (Rizkika, 2021). are, 1) ideals according to current career choices, 2) trying to continue education because there is an opportunity to do so, 3) choosing the same further education as friends. The factors that students consider a little are 1) the major they are entering now is in accordance with their interests, 2) choosing their major now because there is a guarantee of working after graduating, 3) choosing their current major according to their talents.

Therefore, teenagers need the help of other people who are more experienced (parents, teachers, school principals, or people older than them) so that teenagers can get the help they really need in order to have maturity in choosing the career they will decide on. In planning teenagers' careers, many of them plan and make decisions without consideration because of the students' own ignorance regarding talents, interests, abilities and so on (Permadi, 2013; Rambe, M.S., Darwis, M., & Halomoan, A.S, 2024 ). In this way, teenagers' career maturity increases after being provided with information services using a muhasabah approach. This approach facilitates optimal and comprehensive development of teenagers in various aspects of personal development, especially improving career planning, career exploration, decision making, world of work information, knowledge of preferred occupational group, realization and optimistic attitude to face his career in the future (Rahman, Y. A. 2014; Marlina, E., Ahmad, M. A., & Pandang, A. 2015; Marjohan, 1997).

In its implementation, the muhasabah approach is integrated and interconnected in the information service process with the steps (1) tabayyun, namely; invite teenagers to introspect and explore themselves; (2) al-hikmah, namely; invite teenagers to put forward concepts or strategies to develop and actualize their potential; (3) mauizah, namely; invite teenagers to come up with concrete examples; and (4) mujahilah, namely; invites teenagers to create dialogical conditions and situations to achieve information service goals (Abdullah, 2016; Al-Ghazali, 2017; Farid, S.A. 2012; Karzon, A.A. 2010). Then the factors that make a teenager's career mature are knowing the future prospects of the job they will choose through teacher consultation or internet media, wanting to ask relatives who have studied about further education according to the major they are currently occupying, Try to improve your achievements so that you will be accepted at the desired college.

The choice of information services using the muhasabah approach as an information service approach is also based on the fact that with this approach teenagers are able to realize and explore and are able to recognize and utilize their personal and moral potential to the maximum. The muhasabah approach is one means of making teenagers return to their natural state. (Santosa, 2017) shows that there are several principles that counselors must understand when carrying out religious-based learning, namely: (1) learning must prioritize religious values which have become basic human nature, (2) learning must be based on literacy, namely the enthusiasm for learning, reading, understanding and studying everything is lifelong, (3) moral-based learning, (4) skills and creativity-based learning, (5) art and beauty-based learning. So this situation makes teenagers more confident in their abilities and more mature in determining their careers.

## **CONCLUSION**

Based on the research that has been conducted, it can be concluded that the career maturity of teenagers in the control class before being given treatment is in the low category, while after being given treatment with conventional information services is in the medium category. Meanwhile, the career maturity of teenagers in the experimental class from the pre-test results was in the low category, while after being given group guidance services using a muhasabah approach it was in the high category. Then there is a significant difference between teenagers' career maturity before and after being given information services using a muhasabah approach. Thus, teenagers' career maturity increases after being provided with information services with a religious approach. Increasing teenagers' career maturity can be influenced by information service activities carried out based on muhasabah steps (tabayyun, al-hikmah, mauizah, mujjadi) by developing human nature to become khalifatul fil ardh so that it can improve teenagers' life skills to achieve their dreams. The research assumptions are that the implementation of progressive leadership characteristics of school principals includes; innovation and creativity need to be improved, collaboration and networking, and a culture of innovation need to be given an example in every culture, interdisciplinary thinking and resources and support need to be taken from outside the school for better quality, adopting educational technology should be done by conducting comparative studies to more advanced schools, and freedom to experiment.

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