



The Influence of Organizational Experience on Career Maturity **Dewi Sukmawati**

¹ *Universitas Muhammadiyah Malang, dewisukma2608@gmail.com*

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ABSTRACT

The background of this research was that there was a tendency about the need of organizational experience to increase the maturity of the student's career. This research aims to know the influence of organization experience toward the career maturity (study at University of Muhammadiyah Malang). This type of research is an explanatory research which is included in the quantitative method with a questionnaire for data collection. The sampling technique used was accidental sampling technique. Data analysis used was using Path Analysis and used the SmartPLS 3.0 program. These results of this study indicate that organization experience has a significant positive effect on the career maturity.

Introduction

Human resources in Indonesia cannot be separated from problems related to the low quality of labor and high unemployment. In the world of work, human resources are needed who have the best creativity, innovation and skills (Azizah et al., 2019). This fact is a threat, especially Indonesia to prepare quality resources so that it can align with rapid development and can open up competitive opportunities (Nurhilah, 2017).

For that, a workforce that has a good and professional background is needed to encourage good performance. Good performance can be obtained if you choose the right career. Students must gain career maturity in order to make the right career choices (ATLI, 2017). Making career decisions requires accurate, easy and innovative career information in order to have a steady career orientation (Watson & Clark, 1992) Making the right career choice, competencies are needed which means that career strengthening is needed. The concept of career maturity is the ability for a person to plan his career choices, have awareness of different careers and be able to take responsibility for making career choices (Super, 1997).

A person who has a high level of career blindness will be able to make healthier career decisions (Patton et al., 2002), a high level of career maturity will be less career uncertainty (Patton & Creed, 2007). Personality is one of the factors influencing individual career decisions and career choices (Crant, 2006). The results of the study (ATLI, 2017) explained that individuals with open personalities have an impact on career maturity. Individuals with open personalities tend to have a lot of knowledge about their needs in choosing a career compared to individuals who are not open (Nauta, 2007). Individuals who have an extroverted personality have a significant influence on career maturity (ATLI, 2017). Extroverted individuals have high communication skills so that it will have an impact on high career maturity because it is easier to get a lot of information about different careers than individuals who are not extroverts (ATLI, 2017).

Open personality which is one of the factors supporting career maturity can be owned by students who have organizational experience. Organizational experience has several aspects. One of them is transparency or openness which means a person's ability to be open to the surrounding environment (Ratminto & Winarsih, 2010). Another aspect of organizational experience is agility, namely the ability to adapt to the surrounding environment. This is in line with the factors that support career maturity, where a person must have high communication with the surrounding environment (ATLI, 2017).

Students with organizational experience are considered better prepared to work than students who have no organizational experience (Azizah et al., 2019). Organizational experience can foster a person's confidence and interest in many new things (Krisnamukti, 2017). Organizational experience is able to improve student soft skills, improve social competence, add insights and relationships so that it will support students to enter the world of work (Azizah et al., 2019).

The existence of phenomena that show cholera from organizational experiences that are able to form students into individuals who have openness or transparency and high communication skills with career maturity that has aspects of open personality and extroverted individuals. So the researcher intends to conduct research that aims to find out the influence of organizational experience on student career maturity,

Literature Review

Organizational Experience

Organizational experience has a very important role for students to be able to think critically about how to solve problems (Putri & Supriyanto, 2020). Organizing not only as a place or a place to accommodate the interests and talents of students but also as a place to advance to the world of work (Septiani, 2017). By capitalizing on value alone is not enough to work in an agency or company, it is necessary to experience and understand in thinking critically (Pertiwi et al., 2014).

Aspects of organizational experience include several things including responsiveness, namely the ability to arrange priorities and agenda activities; accountability, that is, the degree of conformity of performance to external measures, such as morals and values in society; adaptability, that is, whether or not to adapt to the environment; Empathy, which is the level of sensitivity to issues that are developing in the environment and transparency or openness, namely a person's ability to be open with the surroundings (Ratminto & Winarsih, 2010).

To reach career maturity, it takes general leadership (generic skills). There are five general skills needed to be able to work, namely communication skills, problem-solving and critical thinking skills, interpersonal relationship skills, organizational

skills and research skills. These five abilities are obtained by students, one of which is through the experience gained when actively participating in organizing (Maulana, 2006)

Career Maturity

Career maturity is expressed as an individual's readiness to make a decision related to the selection of the right career (Riyadi, 2006). Career maturity is not seen from the behavior associated with the developmental tasks of the actual stage of life but rather how the behavior of individuals in facing the same developmental tasks. This means that career maturity does not emphasize the achievement of tasks based on age, but rather the personal "readiness" possessed by individuals to fulfill their duties from the exploration stage to the declination stage (Nurhilah, 2017).

Super career maturity constructs can be learned from inventories that have been developed with colleagues, namely career development inventory (CDI). In CDI. There are five main aspects of career maturity, namely career planning, career exploration, decision making, world-of-work information and knowledge of the preferred occupational group (Sharf, 1992: 155-159; Patton & Lokan, 2001: 33-34; Riyadi, 2006).

The career maturity of the student as a whole belongs to the category of high or mature. Indications that show that a mature student's career is a positive attitude towards work in the field of art education profession and the high career competence (Nurhilah, 2017).

The hypothesis in this study is:

H1: Organizational experience has a positive influence on student career maturity



Method

The type of research that will be used in this research is the type of explanatory research that is included in the quantitative method. According to Sugiyono (2018) explanatory research is to test a hypothesis, where in the hypothesis explains the relationship between variables. This research also uses survey methods with data collection in the form of questionnaires as a data collection tool.

Variable collection technique using a likert scale of 1-5. The use of the likert scale aims to facilitate measurement because the likert scale has a diversity of scores in terms of statistics Sekaran & Bougie (2017). The sampling technique used in this study is non probability sampling with accidental sampling techniques. Accidental sampling technique is a technique of determining samples based on chance (Sugiyono 2018)

Data analysis techniques using *Partial Least Square* are carried out with several test stages, namely *the measurement model* or *outer model* test and *the structural model* or *inner model* test and hypothesis test by *bootstrapping*. The *outer model* test aims to test the validity and reliability of the construct of each indicator. The *outer model* test phase is carried out with two events, *convergent validity* and *reliability*. *Convergent validity* or validity test is tolerating the item score (*component score*) with *the construct score* which further produces the *loading factor* value. The *loading factor* value can be said to be high if the indicator correlates

more than 0.7 with the measured construct. But for early-stage research, a value of 0.5 to 0.6 can already be said to be enough. For variables can be said to be valid if *the average extracted value (AVE) ≥ 0.5* Ghozali & Latan (2015).

Reliability is a reliability test showing the extent to which measurement results can be trusted and can provide relatively consistent measurement results after several measurements. In this case, *alpha coefficients or cronbachs alpha* and *composite reliability* are used to measure the degree of rehabilitation of research variables. The measurement itself can be said to be reliable if it has an alpha coefficient value greater than 0.6 Ghozali & Latan (2015)

The inner model is measured by looking at the values of R Square and Q Square (*Predictive Relavance*). *The R Square Model* shows how much influence between variables. The R^2 result of 0.67 indicates that the model is good, R^2 of 0.33 indicates that the model is moderate, while the R^2 result of 0.19 indicates that the model is weak. Chinn (1998).

Path Analysis is done by looking at the *Orginial Sample (O)* value to assess the direction of relationships between variables and the value of *T Statistic* to assess the level of significance of relationships between variables, which is done by *bootstrapping* method. It can be said to be positive if the sigifikansi value is above 1.96 with a level signification of 5%. The hypothesis is acceptable (H_0) if the value of *the T-Statistic* > 1.96 and *the P Value value* < 0.05 . While the hypothesis is rejected (H_a) if the value of *the T-Statistic* < 1.96 and *the P Value value* > 0.05 .

Variable Indicators

The indicators of each variable are:

Table 1 Variable Indicators

| Variable | Indicators | Scale |
|-------------------------------|--|--------|
| Organizational Experience (X) | <ol style="list-style-type: none"> 1. Commitment 2. Responsibility 3. Participation in the organization 4. More sensitive and patterned critical thinking 5. Have the ability to communicate and express opinions effectively | Likert |
| Career Maturity (Y) | <ol style="list-style-type: none"> 1. Career planning 2. Career exploration 3. Decision making 4. World of work information 5. Knowledge of preferred occupational group 6. Realization 7. Career orientation | Likert |

Result and Discussion

Data analysis techniques using SmartPLS 3.0 conducted *measurement model* or *outer model* tests and *structural model* or *inner model* tests that will be described below:

Outer Model

Outer model is done with two stages of promotion, namely convergent validity and reliability. Convergent validity can be seen through *the loading factor* value and the AVE value. Reliability can be seen through *Cronbach's alpha* and *composite reliability*.

The Loading Factor value can be seen from the table below:

Table 2 Loading Factor

| Variable | Item | Loading Factor | Evidence |
|---------------------------|-------|----------------|----------|
| Organizational Experience | X1 | 0.832 | Valid |
| | X2 | 0.836 | Valid |
| | X3 | 0.845 | Valid |
| | X4 | 0.912 | Valid |
| | X5 | 0.891 | Valid |
| | X6 | 0.674 | Valid |
| | X7 | 0.651 | Valid |
| | X8 | 0.656 | Valid |
| | X9 | 0.794 | Valid |
| | X10 | 0.847 | Valid |
| | X11 | 0.872 | Valid |
| | X12 | 0.875 | Valid |
| | X13 | 0.902 | Valid |
| | X14 | 0.824 | Valid |
| Career Maturity | Y1 | 0.859 | Valid |
| | Y2 | 0.843 | Valid |
| | Y3 | 0.680 | Valid |
| | Y4 | 0.819 | Valid |
| | Y5 | 0.869 | Valid |
| | Y6 | 0.721 | Valid |
| | Y7 | 0.748 | Valid |
| | Y8 | 0.887 | Valid |
| | Y9 | 0.950 | Valid |
| | Y10 | 0.903 | Valid |
| | Y11 | 0.904 | Valid |
| | Y12 | 0.750 | Valid |
| | Y13 | 0.765 | Valid |
| | Y14 | 0.955 | Valid |
| Y15 | 0.866 | Valid | |
| Y16 | 0.819 | Valid | |

| | | | |
|--|-----|-------|-------|
| | Y17 | 0.790 | Valid |
|--|-----|-------|-------|

The results of the data on this study show if all items have a value above 0.5. Which means that the item is quite valid. While in other items show a *loading factor* value above 0.7 which indicates that the item is very valid. Referring to Ghozali & Latan (2015) which states that *the value of factor loading* is said to be high if the value is above 0.7 and the value of 0.5 or 0.6 is considered sufficient. The AVE value can be seen from the table below:

Table 3 Average Variance Extracted (AVE)

| Variable | Average Variance Extracted (AVE) |
|-------------------------------|----------------------------------|
| Organizational Experience (X) | 0.672 |
| Career Maturity (Y) | 0.697 |

In the table, the AVE value is listed in each variable, which is above 0.5. This means that it can be said that the AVE value on each of these variables has met the specified conditions that are above 0.5. Then it can be said that each indicator has been able to reflect its own variables validly.

Cronbach's alpha and *composite reliability* values can be seen from the table below:

Table 4 Cronbach's alpha and composite reliability

| Variable | Cronbach's Alpha | Composite Reliability | Ket |
|-------------------------------|------------------|-----------------------|----------|
| Organizational Experience (X) | 0.961 | 0.966 | Reliabel |
| Career Maturity (Y) | 0.972 | 0.975 | Reliabel |

Cronbach's alpha and *composite reliability* values are more than 0.6. This indicates that both variables can be said to be reliable.

Inner Model

R Square

The R square calculation aims to see how much the variable is affected by other variables.

R Square values can be seen from the table below:

Table 5 R Square

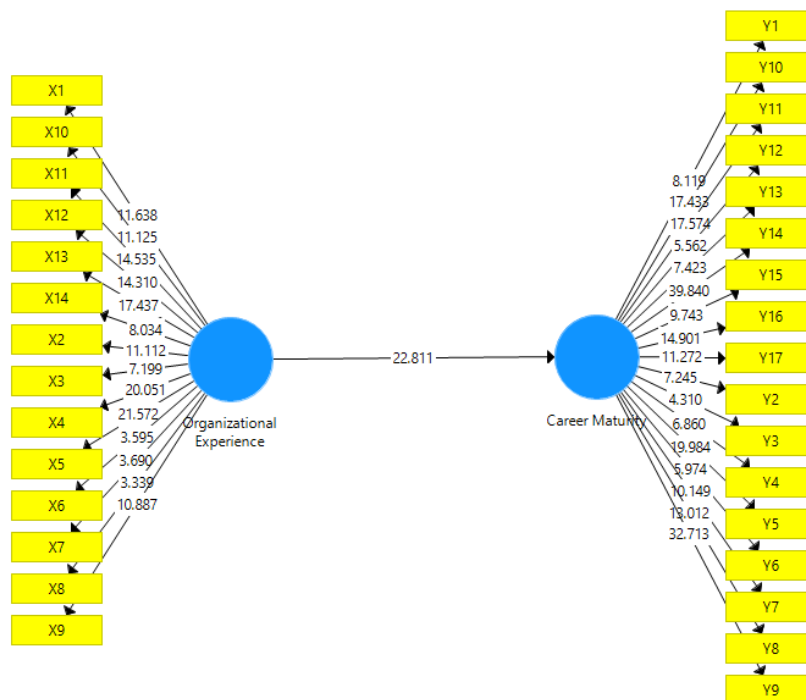
| Variable | R Square | R Square Adjust |
|---------------------|----------|-----------------|
| Career Maturity (Y) | 0.692 | 0.681 |

The R Square value in the variable in the study was 0.692, which means that the career maturity variable shows a value of 0.692 or 69%. The value can be categorized as substantial which means that the ability of independent variables to

influence dependent variables is very strong. This suggests that the high maturity of the career can be explained by the variable of work organizational experience of 69%.

Path Analysis

Path Analysis is purposed to know the relationship between variables with other variables, where the test can be seen through the *Original Sample (O)* value and the *T Statistic* value to assess the level of significance of relationships between variables, which is done by *bootstrapping* method. It can be said to be positive if the sigifikansi value is above 1.96 with a level signification of 5%.



Path Analysis values can be seen from the table below:

Table 6 Path Analysis

| Variable | Original Sample (O) | Sample Mean (M) | Standard Deviation | T Statistic | P Values |
|--|----------------------------|------------------------|---------------------------|--------------------|-----------------|
| Organizational experience -> Career maturity | 0,832 | 0,866 | 0,036 | 22,811 | 0,000 |

Effect of the work environment on job satisfaction (H1))

H_o = Organizational experience affects student career maturity

H_a = Organizational experience has no effect on student career maturity

The results of this study that examined the influence of organizational experience on student career maturity showed that the experience of organizing had a positive and significant effect on the maturity of students' careers so that H_0 was accepted and H_a was rejected. In the table above shows that there is an influence of organizational experience on student career maturity has an *original sample* value of 0,832, *T-Statistic* of 22,811 (>1.96) and *p values* of 0.000 (<0.05) which indicates that organizational experience affects student career maturity. The results of this study indicate that students who have organizational experience will reach higher career maturity. This is supported by several previous studies that show the cholera between organizational experience and student career maturity. Supported by the research (ATLI, 2017) which says that individuals with open personalities have an impact on career maturity. In addition, in the opinion (Azizah et al., 2019) that organizing experience is able to improve student soft skills, improve social competence, add insights and relationships so that it will support students to enter the world of work.

Conclusion

The results of this study showed that the experience of organizing had a positive and significant effect on the career maturity of students. This proves that students who have organizational experience have an open personality and are able to improve their communication skills as in opinions (Ratminto & Winarsih, 2010). With an open or transparent person and being an extroverted person, it means having the ability to easily blend or adapt to the environment. The more relationships you have, the easier it is to get information about different careers. Then it will have a positive influence in increasing student career maturity, where the maturity of this student's career is caused by aspects of openness or transparency and extrovert personal (ATLI, 2017) where this can be obtained by students who have organizational experience so that they are ready to enter the world of work (Azizah et al., 2019). Students with organizational experience are better prepared to enter the world of work because in organizations can help students to improve competence or skills and be able to increase insight and knowledge.

Limitations and future research potential

This study only discusses the influence of organizational experience variables on student career maturity and does not discuss other variables that affect student career maturity. For this reason, research can then conduct research on the influence of organizational experience on student career maturity by adding variables that affect student career maturity.

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