

# An Analysis of Differences in College Students' Career Maturity Based on a Gender Perspective in Islamic Education

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## Abstract

The background of this study is the phenomenon of differences in social roles and gender expectations that have the potential to influence students' career planning and decision-making. The purpose of this study is to analyze differences in the level of career maturity of students from a gender perspective in UIN Sjech M. Djamil Djambek Bukittinggi. The novelty of this research lies in strengthening the study of gender-based student career maturity in state Islamic universities. This research design is comparative quantitative with analysis techniques of normality test, homogeneity test and independent test. The research subjects were 84 male students and 84 female students selected by convenience sampling technique. The research instrument used a career maturity scale that has been tested for validity and reliability. The results revealed that there was no significant difference between the career maturity of male and female students, but visually seen from the data, there was a slight difference in the aspect of career exploration where female students tended to be more proactive. This finding indicates the importance of gender-responsive and progressive career guidance services in the higher education environment.

**Keywords:** Career maturity, gender, students, career planning.

## Background

Student career maturity is a crucial issue in higher education, particularly in facing the increasingly complex demands and dynamics of the workplace. A person's career maturity is the ability to handle the important stages in their professional development that are expected to occur at a certain age. Super defines career maturity as the success of specific career

development tasks at a specific stage<sup>1</sup>. According to Super, career maturity can be identified from several indicators, namely; career planning, career exploration, information about the world of work, knowledge of preferred occupational

<sup>1</sup> Donald E. Super, 'A Life-Span, Life-Space Approach to Career Development', *Journal of Vocational Behavior*, 16.3 (1980), 282–98 <[https://doi.org/10.1016/0001-8791\(80\)90056-1](https://doi.org/10.1016/0001-8791(80)90056-1)>.

groups, the ability to commit to making career decisions, and the realization of career decisions<sup>2</sup>.

In addition, Patton & Lokan stated that the career maturity of adolescents, including students, is influenced by, among other things: age, gender, socio-economic status, learning materials, culture, typical roles, self-direction skills, career doubts, and work experience<sup>34</sup>.

Gender also determines an individual's access to and preferences for career options. Social role theory explains that social expectations regarding gender influence roles and stereotypes in the workplace. For example, women tend to face greater barriers in exploring careers in male-dominated sectors.<sup>5</sup>

Gender Equality in Higher Education highlights that despite efforts to improve gender equality in education, inequalities are still evident in terms of women's access, opportunities, and representation at various levels of education, including higher education<sup>6</sup>. Women tend to face discrimination in public spaces and education which affects their motivation and opportunities<sup>78</sup>

Indonesia's gender development index for access to education shows a higher rate for women than for men. The average length of schooling for women is 8.98 years, while for men it is 8.37 years<sup>9</sup>. Similarly, the expected years of schooling for women are higher (13.20 years) than for men (12.99 years). However, there are challenges in equal access to education, especially in areas where cultural norms limit women's access to higher education<sup>10</sup>.

From a gender perspective, the differences in social roles between men and women often influence how individuals view the future of the environment<sup>11</sup>. Super emphasized that students are at the Exploration stage which involves Crystallization tasks (crystallization of interests)<sup>12</sup>. Students are generally in the Exploration stage (ages 15–24), where they begin to crystallize and refine their career choices<sup>13</sup>. Men are generally faced with the demands of being the primary breadwinner, while women are faced with the dilemma of choosing between domestic and professional roles<sup>14</sup>. This condition has the potential to cause differences<sup>15</sup>.

Several previous studies have shown mixed results regarding differences in career maturity based on gender<sup>16</sup>. Besides that, Lee & Hughey's research revealed that there were no differences between the variables for men and women<sup>17</sup>.

<sup>2</sup> Super.

<sup>3</sup> Patton, W. A., & Creed, P. A. (2001). Developmental Issues in Career Maturity and Career Indecision Status. *The Career Development Quarterly*, 49 (4), 336- 351.

<sup>4</sup> Alriza Rahayu Rahmawati, Yasmansyah Yasmansyah, and Shinta Mayasari, 'Pengaruh Layanan Bimbingan Kelompok Terhadap Kematangan Pilihan Parir', *ALIBKIN Jurnal Bimbingan Konseling*, 8.2 (2020), 1–14.

<sup>5</sup> Sara Bonesso and Laura Cortellazzo, 'A Journey into Women 's Managerial Career Development through the Social Cognitive Career Lens', *European Management Journal*, 43.6 (2025), 980–90 <<https://doi.org/10.1016/j.emj.2024.10.006>>.

<sup>6</sup> Phiona Martin and Antoni Barnard, 'The Experience of Women in Male-Dominated Occupations : A Constructivist Grounded Theory Inquiry', 2013, 1–12 <<https://doi.org/10.4102/sajip.v39i2.1099>>.

<sup>7</sup> Katlin Omair, 'Typology of Career Development for Arab Women Managers in the United Arab Emirates', *Typology of Career Development*, 15.2 (2010), 121–43 <<https://doi.org/10.1108/13620431011040932>>.

<sup>8</sup> Subhan Widiansyah Opy Trisnawati, 'Kesetaraan Gender Terhadap Perempuan Dalam Bidang Pendidikan Di Perguruan Tinggi', *Jurnal Pendidikan Sosiologi dan Humaniora*, 13.2 (2022), 339–47 <<https://doi.org/10.26418/j-psh.v13i2.54606>>.

<sup>9</sup> Badan Pusat Statistik and Kabupaten Bora, Indeks Pembangunan Gender ( IPG ) Kabupaten Bora 2024, 2025.

<sup>10</sup> Statistik and Bora.

<sup>11</sup> Susan M Adams, Dominique M Haughton, and John D Leeth, 'Gender Differences in CEO Compensation: Evidence from the USA', *Women in Management Review*, 22.3 (2007), 208–24 <<https://doi.org/10.1108/09649420710743662>>.

<sup>12</sup> Super.

<sup>13</sup> Super.

<sup>14</sup> Murisal.

<sup>15</sup> Alice H Eagly and Steven J Karau, 'Role Congruity Theory of Prejudice Toward Female Leaders', *Psychological Review*, 109.3 (2002), 573–98 <<https://doi.org/10.1037//0033-295X.109.3.573>>.

<sup>16</sup> Adams, Haughton, and Leeth.

<sup>17</sup> Ni J, Zhang J, Wang Y, Li D, Chen C. Relationship between career maturity, psychological separation, and occupational self-efficacy of postgraduates: moderating effect of registered residence type. *BMC*

Students are expected to understand their potential, recognize career opportunities, and make career decisions that align with their interests, talents, and values. Lestari's (2025) research revealed that female students often excel in the Career Search dimension, while male students slightly excel in Career Decisiveness.<sup>18</sup>

The phenomenon of UIN Sjech M. Djamil Djambek Bukittinggi students shows that the composition of the number of students on campus is dominated by female students, but it is known that alumni reports who continue their studies and work in the workforce are more male alumni. This condition shows that the dynamics of student career maturity require a more in-depth and broad empirical study, so that it is possible to generalize. The comparison of career maturity in higher education from a gender perspective is not widely explored, despite the existence of several studies on student career readiness.

Based on this explanation, it is necessary to conduct research to measure the career maturity index of students and conduct a comparative analysis of the careers maturity of UIN Sjech M. Djamil Djambek Bukittinggi.

## Method

This study uses a quantitative method and follows a comparative research design. The primary goal of this research is to compare the level of career maturity between male and female students. The population of this study was students of UIN Sjech M. Djamil Djambek Bukittinggi. The sampling technique was through conveni totaling 84 male students and 84 female students. The data collection technique used a student career maturity scale questionnaire. The questionnaire was first subjected to theoretical and empirical validation tests. The theoretical

validation test was carried out by validators who are specialists in career guidance and counseling, Prof. Dr. Firman, MS, Dr. Zadrian Ardi, M.Pd., and Dr. Fikri, M.Pd. Once the theory was confirmed, real-world testing was done to verify it. Furthermore, empirical validation was carried out. Based on the results of the empirical validity test conducted using the Pearson Product Moment technique, it was obtained that of the 66 statement items developed in the instrument, 48 items were declared valid because they had a correlation coefficient value of  $r \text{ count} \geq r\text{-table}$  (0.176) at a significance level of 0.05 ( $N = 100$ ). Meanwhile, there were 18 items that did not meet the validity criteria. A reliability test was then carried out, and the results indicated a Cronbach's Alpha value of 0.958, which is greater than 0.80 (table  $r$ ). This was deemed reliable, and the items could be used to collect research data.

Data analysis techniques were carried out by conducting normality tests, homogeneity tests, and independent t-tests. The first step was the normality test. Considering each number  $n = 84$ , it was carried out using Shapiro-Wilk. The data normality test was declared normal when it showed a Sig value  $> 0.05$ . Once the results from the value processing were checked, the significance value for the male group was  $0.08 > 0.05$ , and for the female group it was  $0.115 > 0.05$ . Because of this, it was concluded that the data follows a normal distribution, as shown in Table 1 below :

**Table 1.** Normality Test

	Shapiro-Wilk		
	Statistic	Df	Sig.
Male	.968	84	.082
Female	.971	84	.115

After that, a homogeneity test is done to check if the data is spread out in a similar way or if it's different, which is needed before doing any further comparison tests. The homogeneity test in this study uses Levene's test, with the criterion that if the significance value is  $>0.05$ , there is no difference between the two data groups, or the

Psychol. 2023 Oct 20;11(1):246. doi: 10.1186/s40359-023-01261-9. PMID: 37858276; PMCID: PMC10588217.

<sup>18</sup> Lestari, D. (2025). Profil Kematangan Karier Mahasiswa Ditinjau dari Jenis Kelamin dan Keaktifan Organisasi. *Jurnal Riset Mahasiswa Psikologi.Super*.

data is homogeneous<sup>19</sup>. The results of the homogeneity test show a significance value of  $0.288 < 0.05$ , so the data can be interpreted as there being no difference between the career maturity of men and women or the data is homogeneous, thus fulfilling the requirements of the independent t-test.

**Research Results and Discussion**

1. Career Maturity Index of Male Students

The findings on career maturity of male UIN SMDD Bukittinggi students can be seen in table 2 below:

**Table 2.** Career Maturity of Male Students

Kategori	Interval	F	%
Mature	169-230	36	42,86
Fairly mature	107-168	48	57,14
Less mature	≤ 106	0	0
Sume		84	100

Table 2 shows that the career maturity index for male students is dominated by the moderately mature category (57.14%) (48 students), while the mature category is 42.86% (36 students), and the immature category is 0%. This indicates that the career maturity of male students at UIN SMDD Bukittinggi is generally developing towards optimal levels. Furthermore, the career maturity of male students, as viewed from each indicator, can be seen in Graph 1 below.



**Grafik 1.** Career maturity of male students seen from indicators

The presentation in graph 1 shows that career planning indicators are 73.4%, career exploration is 73.27%, knowledge of career decisions is 72.4%, knowledge of work world information is 77.06%, and realization of career decisions is 72.5%.

The findings explain that the dominant indicator of career maturity for male students is knowledge of the world of work. Male students' knowledge of the world of work tends to be influenced by their interest in pursuing their future field of study. This reinforces Super's assertion that students are in the exploration stage, which involves crystallization tasks<sup>20</sup>. Efforts to narrow down and develop specific interests encourage male students to develop their competencies. Furthermore, the results of this study also confirm that, unlike research presented by Lestari, men's career maturity is slightly superior in terms of career decisiveness<sup>21</sup>. However, when viewed from the career maturity indicator point on the realization of career decisions, male students are still in the fairly mature category. The development of male students' career maturity is still dynamic, as stated by Super, that the phase of student career development is in the exploration phase, making their development increasingly dynamic<sup>22</sup>.

2. Career Maturity Index of Female Students

The findings on career maturity of female students at UIN SMDD Bukittinggi are explained in Table 3 below:

**Table 3.** Career Maturity of Female Students

Kategori	Interval	F	%
Mature	169-230	40	47,62
Fairly mature	107-168	44	52,38
Less mature	≤ 106	0	0
Jumlah		84	100

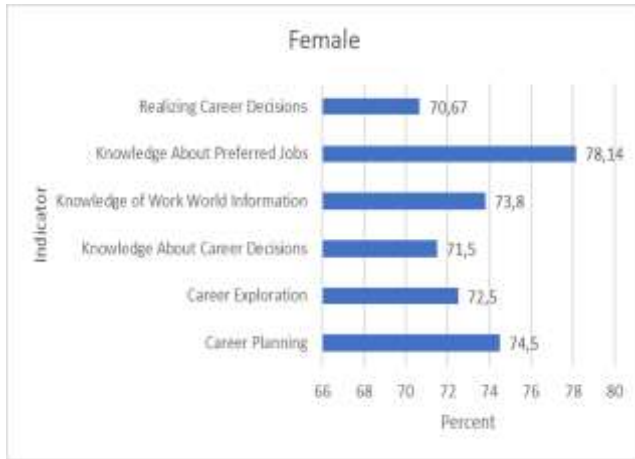
<sup>20</sup> Super.

<sup>21</sup> Ismeralda Putri Hasiani, Anissa Lestari Kadiyono, and Erna Susiati, 'Studi Komparatif Kematangan Karir Pada Mahasiswa Rumpun Sains & Teknologi ( Saintek ) Dan Sosial Humaniora ( Soshum )', 4.4 (2020).

<sup>22</sup> Super.

<sup>19</sup> A.Muri Yusuf, Metode Penelitian Kualitatif, Kuantitatif Dan Gabungan, I (Jakarta: Kencana, 2014) <www.prenadamedia.com>.

Table 3 explains that the moderately mature category (52.38 students) dominates, while the mature category (40 students) dominates. This indicates that the career maturity of female students at UIN SMDD Bukittinggi is generally developing towards optimal levels. Furthermore, the career maturity of female students, reviewed from each indicator, can be seen in Graph 2 below:



**Grafik 2.** Career maturity of female students seen from indicators.

The presentation in Graph 2 shows that career planning indicators are 74.5%, career exploration indicators are 72.27%, knowledge of career decisions is 71.5%, knowledge of world of work information is 73.8%, and realization of career decisions is 70.62%. These findings indicate that career maturity indicators for female students are dominated by career planning indicators. Career planning is an effort to realize interest in pursuing a particular field, influenced by, among other things, the internalization of social boundaries and future preparation. This is confirmed in the Social Cognitive Career Theory (SCCT)<sup>23</sup> Women tend to have different career maturity levels due to internalized social constraints on certain types of work. Lestari

<sup>23</sup> Robert W. Lent and others, 'Social Cognitive Model of Adjustment to Engineering Majors: Longitudinal Test across Gender and Race/Ethnicity', *Journal of Vocational Behavior*, 86.0827470 (2015), 77–85 <<https://doi.org/10.1016/j.jvb.2014.11.004>>.

found that female students often excel in the Career Inquiry dimension (information seeking)<sup>24</sup>. Apart from that, this finding is also in line with the research results of Wijaya (2012) who also stated that women have a high level of accuracy which results in perseverance in their work, and understanding the work they will be doing, understanding themselves better, and knowing the skills they have.<sup>25</sup>

### 3. Comparison of Career Maturity Index of Male and Female Students

To compare career maturity indices between male and female students, several steps need to be followed. These steps include checking whether the data are normally distributed, ensuring that the variances are equal, and then using an independent-samples T-test. Based on the previous explanation, it was found that the data was and homogeneous, so it meets the requirements for a comparison test, namely the independent t-test. The findings of the analysis can be seen in Table 4 below:

**Table 4.** Comparison Test maturity career student men and women

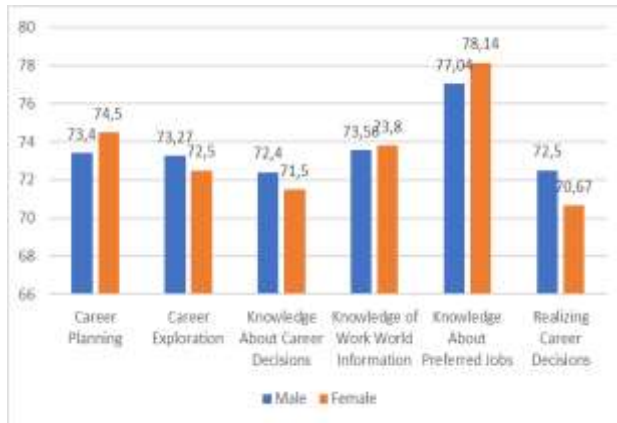
		Levene's Test for Equality of Variances		
		Sid. (2-tailed)		
		F	Sig.	
Kematangan Karir	Equal variances assumed	0,000	1,000	1,000
	Equal variances not assumed			1,000

Based on the results from comparing the two average data sets above, it is known that in the Levene's Test for Equality of Variances column, it has a significance value of 1,000 ( $p > 0.05$ ). This shows that the gap in being ready for a career between men and women is about the same, so when using the t-test to compare the mean values of the two groups, it

<sup>24</sup> Hasiani, Kadiyono, and Susiati.

<sup>25</sup> Wijaya, F. (2012). Hubungan Antara Kematangan Karir dengan Motivasi Belajar pada Siswa Kelas X MAN Cibinong.

is assumed that the variances are the same. In the row where equal variance is assumed, the value is 0.00. If the T-Test result is more than 0.05, the null hypothesis is considered true, which means there is not a significant difference in career maturity between male and female students. You can see the differences in career maturity between male and female students for each indicator in the graph below, which is graph 3:



**Grafik 3.** Comparison of career maturity indicators for male and female students

The comparative findings of the career maturity index of UIN SMDD Bukittinggi students between male and female genders are seen from each indicator, namely; indicators of career planning, career exploration, knowledge of career decisions, knowledge of world of work information, knowledge of preferred jobs, and realization of career decisions tend to be the same or not much different, so it can be interpreted that the career maturity of male and female students is not significantly different. This shows the potential for the development of career maturity of male and female students in line.

The research findings confirm the career development theory as proposed by Super that students are usually in the exploration stage (ages 15–24), where they begin to crystallize their interests and make tentative career choices<sup>26</sup>, thus the career maturity of both male and female students continues to be dynamic over time and

<sup>26</sup> Super.

narrows down the interests they pursue. Savickas also emphasized that student career maturity also develops in students' career adaptability (concern, control, curiosity, and self-confidence)<sup>27</sup>.

This research result matches what Murisal found; students in the Islamic Psychology Study Program UIN Imam Bonjol Padang, did not show any major differences in career maturity between boys and girls<sup>28</sup>. Dini Wulandari's research found that there were no differences in career maturity among the final-year psychology students at Universitas Negeri Padang when looking at gender<sup>29</sup>.

In addition, other studies have shown different things, including research conducted by Marpaung (2016), The results showed that there was a noticeable difference in career maturity between male and female students in Banda Aceh. Female students showed greater career maturity than male students<sup>30</sup>. Likewise, research conducted by Jatmika (2015) also found that the mean value of career maturity for female students was higher than that of male students<sup>31</sup>.

The differences in research results can be seen from the different times and areas of the research objects, therefore there are other factors that may influence career maturity, including Savickas revealing that career maturity needs to pay attention to career adaptability (career concern, control, curiosity, and self-confidence). Recent studies often use this instrument to see

<sup>27</sup> Mark L. Savickas, 'The Theory and Practice of Career Construction.', *Career Development and Counseling: Putting Theory and Research to Work*. (Hoboken, NJ, US: John Wiley & Sons, Inc., 2005), pp. 42–70.

<sup>28</sup> Murisal, 'Kematangan Karir Mahasiswa Psikologi Islam Berdasarkan Gender, Asal Sekolah, Kafaah Journal, 10.2 (2020), 215–26.

<sup>29</sup> Dini Wulandari Anandita, 'Kematangan Karir Pada Mahasiswa Tingkat Akhir Psikologi UNP Ditinjau Dari Jenis Kelamin', 6.4 (2023), 203–7.

<sup>30</sup> Marpaung, D. N., & Yulandari, N. (2016). 'Kematangan karir siswa SMU Banda Aceh ditinjau dari jenis kelamin dan jenis sekolah. Psikoislamedia, 1 (2), 311-324.

<sup>31</sup> Jatmika, D., dan Linda. (2015). 'Gambaran Kematangan Karir pada Mahasiswa Penyelesaian. Psibernetika, 8 (2), 185-203

how men and women respond to changes in the digital job market, such as research by Chandra (2025) which shows no significant differences between men and women. However, other factors indicate that in the digital era, equal access to information makes women view careers in the same way as men<sup>32</sup>. Then, a different emphasis was revealed by Safitri & Prapunoto (2025) who found that the majority of students (regardless of gender) have high career maturity, which is more influenced by self-efficacy than gender<sup>33</sup>.

## Conclusion

This study is meant to closely examine the different levels of career maturity that students at UIN Sjech M have. Djamil Djambek Bukittinggi from a gender perspective. Through a comparative approach, this study attempts to examine whether there is a significant gap in vocational readiness between male and female students in the context of Islamic education..

Data analysis shows that, overall, the career maturity of male and female students ranges from moderately mature to mature. An independent t-test indicates no significant difference in career maturity between male and female students, with a significance level of 1.000 ( $p > 0.05$ ).

However, visually there are slight differences in several indicators: female students tend to excel in the indicator of career planning, while male students show a more prominent tendency in the aspects of knowledge about career decisions, information about the world of work, career exploration, and knowledge about preferred jobs.

This research adds valuable knowledge to the field of career guidance and counseling, especially by focusing more on how gender influences career readiness among students at State Islamic

Religious Universities. The significance of these findings suggests that equal access to information in the digital era has minimized the gender gap in career perceptions. This provides an empirical basis for educational institutions to develop more gender-responsive and progressive career guidance services to optimize the potential of all students without being hindered by social stereotypes.

This study uses a random sampling method, which might make it harder to apply the results to other similar groups. Furthermore, the instrument used focused on a general career maturity scale and did not qualitatively explore other external factors, such as the influence of family environment or specific economic conditions that may influence individual career dynamics.

Based on the study's results, it's recommended that future research should include a broader range of subjects in their studies to get a better understanding of the situation across the entire country. Given that career maturity is influenced by adaptability, it is also recommended to integrate other variables such as career self-efficacy and use mixed research methods to uncover deeper psychological and sociological factors behind students' career planning.

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## Author Contribution Statement

The first author of this article is Titik Wiyul Fitrhi, whose role is to compile this article starting from searching for references, conducting research and summarizing it into a scientific article. The data for this article comes from the results of dissertation research supervised by the supervisor who is also the second author, namely Dr. Nurfahanah, M.Pd., Kons. The role of the second author is a

<sup>32</sup> Chandra, Y. (2025). Faktor-Faktor yang Berpengaruh pada Kematangan Karir Mahasiswa di Era Digital. IMEIJ: Indo-Intellectual Publication.

<sup>33</sup> Safitri, A., & Prapunoto, S. (2025). Self-Efficacy dan Kematangan Karir Mahasiswa Tingkat Akhir. Jurnal Kajian Ilmu Psikologi, 9(7). [DOI: 10.24176/perseptual.v3i1.2240].

contributor, director, consultant and guide for writing the article. Furthermore, the third author, Prof. Dr. Yeni Karneli, M.Pd., Kons and the fourth author Dr. Zadrian Ardi, M.Pd., Kons as expert consultants and directors of the writing of this article to be more qualified.

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### Data Availability Statement

The author obtained the research data from the main data source of the thesis research results and supporting data from literature articles, books and other research documents.

### Declaration of Interests

This article was written purely for the author's purpose, as a thesis draft, as a requirement for the thesis defense examination at the Graduate School of Guidance and Counseling, Padang State University. The author processed the data using SPSS version 23, and translated it using Google Translate and Grammarly.

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