

The Influence Of “Edufair” Psychoeducation To Improve Student Career Maturity At Y Senior High School Of Makassar

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Abstract: A student who is able to choose a course by considering his or her ability, personality, and interests is likely to choose the right course for their self. The purpose of this study is to determine whether there is influence of giving "edufair" psychoeducation to career maturity of senior high school students. It is known by examining the differences in career maturity of students before and after being given psychoeducation about careers established in the "Edufair" psychoeducation program. The populations in the study are the students of XII grade in Y Senior High School of Makassar where they are willing to follow the activity until the end. The numbers of determined samples use random sampling technique, where the numbers of research subjects are 30 students. The used research design is One Group Pretest and Posttest Design. Career maturity is measured to use career maturity scale with instrument validity test result at career maturity scale generating validity index moving from 0,268 - 0,648, and reliability test made with alpha Cronbach formula yield reliability 0,884 at career maturity scale. Furthermore, the statistical test uses a difference test or t test. The results show the value of significance of 0.001, so the value of $p = 0.001 < 0.05$. It shows that there is a significant difference in career maturity before and after the subject gets "Edufair" psychoeducation, so that psychoeducation proved to have an effect on career maturity.

Keywords: psychoeducation, career maturity, senior high school students.

1. BACKGROUND

Good education is one that can provide a picture of life and lead students to develop their potential. Each level of educations has its own stages and goals contained in the curriculum in accordance with the task of the development of his age. Thus, the longer or higher level of education of a person, he will be able to understand life with the challenges of the future even understand yourself and all the potential he has.

The education undertaken by each student will be continued from elementary school to senior high school level. But in

reality, education is often routine, so less directing interest and talent is not felt at the level of high school, students become confused to choose the majors in accordance with the potential what he has for further study in college.

The condition is so much experienced by the students so choose majors in college no longer because of according to interest talent but based on parental orders or the number of friends who choose the department. You can imagine how this prospective student is perplexed because the confused course just is not directed to let alone learn it. It seems that

there needs to be intervention to be done so that this condition is resolved immediately and not protracted. One of them is to do psychoeducation and counseling. However, this needs to be proven whether this method can be effective in solving the problems of prospective students in choosing a career.

Based on the results of preliminary research conducted by researchers in February 2017 at the Faculty of Psychology UNM, it is known that some consider themselves who are exactly not the right direction because it is not appropriate and based on the results of 65 questionnaires, it is known that 63% of senior high school students in Makassar do not yet know the details of the department at the university level, and 47% are still confused to choose the major in the next level of education. The results of this preliminary study are in line with the results of a survey conducted by Subrata (Juwitaningrum, 2013) who shows that career preparation of high school students in Surabaya shows 85% of students of hesitant about their future careers, 80% have not set their future careers steadily, 75% Difficulty in deciding and planning careers well.

Supriatna (2009) states that career problems are often experienced by students include: a. Learners do not understand how to choose courses that match the ability and interests, b. Learners do not have information about the world of work enough, c. Learners are still confused to choose workers, d. Learners are still less able to choose the work in accordance with the abilities and interests, e. Learners feel anxious to get a job after graduation, f. Learners do not have a choice of college or a certain advanced education, if after graduation does not enter the world of work, g. Learners have no idea of the characteristics, requirements, abilities, and skills needed in the job and job prospects for the future of his career.

In their research, Saka, Gati, and Kelly (2008) stated that teenagers who do not have

a clear career option tend to have emotional and personality disorders such as pessimistic, anxiety disorders, and negative self-concept and low self-esteem. Furthermore, Creed and Patton (2003) presented from 166 high school students in Australia, it showed that career maturity was related to the maturity of self-concept in general. Thus, career maturity in adolescents shows the ability of adolescents to meet social expectations and society.

Problem about career is often a problem among learners. Questions are often related to how to prepare for the future, what type of education should be taken to achieve the desired job or career, and how to achieve career or work. These problems tend to worry the learners, and make learners have difficulty in making career planning.

One of the things that affect a person's career maturity is the experience and knowledge about the career options or majors available. Basically, career related problems can be caused by the students who are still very minimal information.

Services or programs careers in Indonesia should understand and meet the needs of students in career development so that have career skills at the time of leaving school. Hoyt (Juwitaningrum, 2013) suggests that there are four main needs: the need for:

- a. Planning a career-oriented post-secondary education.
- b. Gaining general skills in work skills, adaptation, and enhancement so as to adapt to the changing world of work as adults.
- c. Emphasizing on the importance of work values,
- d. Planning ways to occupy yourself in work as part of the overall career development.

Hallen (2002) states that career counseling is a process of continuous relief from a mentor who has been prepared in order to develop all the potential he has optimally by using various media and guidance techniques in a normative care

environment in order To achieve independence In a person so that it can be beneficial both for himself and his environment. Therefore, the existence of career guidance services is expected to help learners in addressing the problem of deciding career to the next stage of education. One form of approach that is educative and pragmatic which is the act of modality conveyed by professionals referred to as psychoeducation. Psychoeducation of career in high school students allegedly can give effect to career maturity of high school students.

Taking into account the background of the problems that have been described, researchers focused on the study of career guidance in an effort to improve student career maturity XII in Y senior high school of Makassar. This research tries to provide solution through career guidance activity entitled "Edufair" covering career guidance seminar program and career information service to student in Y senior high school which is appointed with research title that is Influence Psychoeducation "Edufair" to career maturity of SMA Y students in Makassar.

2. THEORY STUDY

A. Career Maturity

1) Definition of Career Maturity

Super (2001) develops the concept of vocational maturity or career maturity that leads to the readiness and success of a person to fulfill tasks of typical vocational development for certain stages of development, such as the ability to make plans, the willingness to assume responsibility, And awareness of all internal and external factors that must be considered in making the choice of position or establish themselves in a position. Such indications can be further elaborated in each stage of vocational development, especially during

adolescence and adulthood. Furthermore, Brown and Brooks (1996) added that career maturity is also defined as a person's readiness cognitively and affectively to fulfill his career development tasks. Affective readiness consists of career planning and career exploration while cognitive readiness consists of decision-making and insight into the world of work.

Dillard (1985) defines career maturity as a person's attitude in career decision making that is shown by the level of consistency of career choice in a given period. Meanwhile, career maturity according to Luzzo (Levinson, 1998) is an important aspect for a person in meeting the need for knowledge and skills to make smart and realistic career decisions.

2) Factors Affecting Career Maturity

Patton and Creed (Susantoputri, Kristina, and Gunawan, 2014) stated that there are several factors affecting one's career maturity: career commitment, work value, self-esteem, self-efficacy, gender, and career choice. In line with that opinion, Seligman (Pinasti, 2011) also stated that factors affecting one's career maturity are family factors, individual internal factors, and socioeconomic factors. Seligman, then, explains that the individual's internal factors include self-esteem, self-efficacy, self-expectation, locus of control, skills, interests, talents, personality, and age. Meanwhile, Partino (Widjaja, 2010) mapped out the factors affecting one's career maturity: counseling service, perception of study choice, life values, self-efficacy, and academic ability.

Naidoo (1998) said there are several factors affecting individual career maturity, namely:

- a. Educational level One's level of education can have an effect on one's career maturity. McCaffrey, Miller, and Winstoa (Naidoo, 1998) in his research stated that junior, senior, and alumni

students have differences in career maturity. The higher a person's education level, the higher the career maturity he has.

- b. Race ethnicity person from a minority group is often considered to have low career maturity. However, parents who provide support to their children even if they are from minority groups, then the child will still have good maturity.
- c. Locus of control Dhillon and Kaur (2005) in his research stated that someone with good career maturity tends to have an internal locus of control orientation. This is in line with Taganing's (2007) opinion of someone with an internal locus of control, when faced with a career selection, it will make an effort to get to know yourself, find out about the work and educational steps, and try to overcome the problems. This will make the career maturity of individuals to be high.
- d. Gender Women have a lower career maturity score than males because women are more vulnerable in viewing role conflict as an obstacle in the career development process, and less able to make the right career decisions compared to men.
- e. A social economic status person who comes from a lower middle-class social and economic background shows a low value in career maturity. This is characterized by a lack of access to information about jobs, exemplary figures and the assumption of low employment.
- f. Work salience The importance of work affects individuals in making choices, job satisfaction referring to work commitment, as well as career maturity in high school students and students.

3) Career Maturity Dimension

Super (Watkins and Campbell, 2000) describes dimensions of career maturity consisting of:

- a. Career planning
This dimension measures the level of planning through attitudes toward the future when individuals have the confidence, the ability to learn from experience, realize that they have to make educational and work choices, and prepare to make that choice. Low scores on career planning dimensions indicate that individuals do not plan for the future in the world of work and feel no need to introduce themselves or relate to work. High scores on career planning dimensions indicate that individuals participate in career planning activities i.e: learning about career information, talking to adults about career plans, taking courses and training that will help in deciding careers, participating in extracurricular activities and working part time.
- b. Career exploration
This dimension leads to the desire of individuals to seek career information from various career sources, such as on friends, teachers, parents, books, movies, counselors, and others. The dimension of career exploration relates to how much career information a person has acquired from these sources. This dimension is different from the dimensions of career planning i.e.: related career planning about one's planning regarding its future. Meanwhile, career exploration related to resource usage. A low score on the career exploration dimension indicates that a person does not care about information about the field and level of work.
- c. Career decision making
This dimension measures a person's ability to use his or her knowledge and thoughts in decision making. High scores for this dimension indicate a

person has independence, makes a choice of work appropriate to his or her interests and abilities, ability to use decision-making methods and principles to solve problems including choosing education and employment. The low score on the career decision making dimension shows that one does not know what to consider in making a choice.

d. World of work information

This dimension consists of two components according to Super (Sharf, 1992), which is related to developmental tasks, that the individual must know the interests and abilities, know how others learn things related to the job and know the reasons people change jobs. The second component is knowing the job tasks in a position and the behaviors in work. This dimension measures knowledge of the world of work including the types of jobs, ways to gain and success in work, and roles in the world of work. Low scores on the dimensions of the world of work information show that one needs to learn about the types of jobs and career development tasks. Someone is less aware of the work that suits her. High scores indicate that a person with broad insights can use self-employment information and begin to establish the field and level of work.

4) The Impact of Career Maturity

Career maturity will have an impact on a person's readiness to make career choices, including options for advanced study (Widjaja, 2010). In fact, some teenagers are unable to make career choices appropriately and according to the stage of their career development. Erikson (Widjaja, 2010) says that career immaturity is the most important problem facing teenagers.

B. PSYCHOEDUCATION

1) Definition of Psychoeducation

One of the interventions that can be used in various settings and applied individually or in groups is Psychoeducation. Psychoeducation is a form of intervention, both for the family and for someone who is part of psychosocial therapy. Griffith (Walsh, 2010) states that psycho-education is an intervention that can be done on individuals, families, and groups that focus on educating participants about significant challenges in life, helping participants develop resources of social support and support in addressing these challenges, and developing Coping skills to face the challenge.

Lukens and McFarlane (2004) define psychoeducation as a professionally administered treatment integrating psychotherapeutic and educational interventions. This is in line with the opinion of Wijayanti, Wahyuningsih and Widiyanti (2010) who state that psychoeducation or often referred to as personal and social education or personal and social education is a relatively new but important movement in the counseling psychology. Psychoeducation is also a therapy aiming to provide information, provide education to them to improve skills, cognitive and psychomotor skills, and understand and improve the coping of the problem.

2) Purpose of Psychoeducation

The purpose of the psychoeducation program is to increase knowledge, so it is expected to reduce the impact of problems and improve one's function. This goal will be achieved through a series of educational activities about a problem or disorder, how to overcome it, and the ability of a person (Stuart and Laraia, 2001). Psycho-education is based on strength and focus on the present. Psychoeducation, whether individuals or groups, not only provides important information related to the problems of participants but teaches skills that are

considered important for participants to deal with the situation of the problem. Group psycho-education can be applied to different age groups and educational levels (Dixon, 1999; Marsh, 1992, quoted from Lukens & McFarlane, 2004).

Group psycho-emphasizing emphasis on learning and education rather than self-awareness and self-understanding in which the cognitive component has a greater proportion than the affective component (Brown, 2011), but this does not mean that Psychoeducation does not touch the aspect of self-reliance and self-understanding. It is returned to the goals of the psychoeducation itself of children, adolescents, and adults in various settings. Psycho-education of this group can also consist of 1 session or more.

Psychoeducation is usually associated with certain topics, such as bullying, the dangers of drugs, reproductive health, or violence in courtship. Psychoeducation at school is usually a part of Counseling Guidance according to the needs of students, one of which is psychoeducation of the student's career.

3) Psychoeducation components

Stuart and Laraia (2001) explain that in general, the comprehensive programs of psychoeducation are:

- a. The didactic component, in the form of health education, provides information on diseases and mental health systems.
- b. The skills component which provides training on communication, conflict resolution, problem solving, assertiveness, behavior management and stress management.
- c. Emotional components giving ventilation and sharing feelings with emotional support. Mobilization of needed resources, especially in crisis situations.
- d. Social components increased use of formal and non-formal networks. Increasing contact with existing resource networks and support systems in the

community will benefit families and clients.

Griffiths (Walsh, 2010) states that the focuses of psychoeducation are:

- a. Educating participants about challenges
- b. Helping participants develop resources of support and social support in the face of life's challenges.
- c. Developing coping skills to face life challenges.
- d. Developing emotional support.
- e. Reducing the sense of stigma of participants.
- f. Changing the attitude and belief of participants to a disorder (disorder)
- g. Identifying and exploring feelings on an issue.
- h. Developing problem solving skills.
- i. Developing crisis-intervention skills.

4) Scope Psychoeducation "Edufair"

Psychoeducation "Edufair" provides important information related to the problems of high school XII students about careers, also teaches skills that are considered important for high school students XII to face the problems of determining his career. Psychoeducation "Edufair" consists of two activities:

- a. The "Edufair" seminar includes the following materials:
 - 1) Characteristics of adolescents
 - 2) Interest and talent
 - 3) Factors Affecting Career Option
 - 4) Competence of each Department
 - 5) Information of each Department in institute
 - 6) Tips on Achieving institute
 - 7) Preparing for SBMPTN
- b. Information service activities majors at universities in Makassar.

3. RESEARCH METHODS

A. Sample Research

The populations in the study are the students of class XII of SMA Y in Makassar where they are willing to follow the activity until the end. The number of samples is

determined to use a random technique that all students get the same opportunity to be the subject of research. The number of students who are willing to follow the research of 30 research subjects.

B. Research Procedures

This research is carried out through several stages:

1) Preparation stage

Researchers conducted a preliminary survey conducted during February-April 2017. At this stage, the researchers conducted field study on the background research, looking for data and information about first-degree career maturity in UNM, as well as looking for data to some Y high school students in Makassar. The data were obtained through interview technique on several respondents and distributed questionnaires to some high school students and students willing to be respondents. Furthermore, researchers conducted a study of book literature and other supporting references. In addition, researchers also drafted the research design to use, completed the administration such as licensing to the authorities concerned with the needs of the study.

2) Stage of Field Work or Experiment

At this stage, researchers carry out research. The implementation of the research includes the provision of intervention or treatment as well as data collection. The treatments include career guidance that includes (1) career seminars covering the characteristics of youth, interests and talents, factors affecting the career, and the steps that can be taken to make decisions in career selection. Then (2) participants are also given information about the majors at the lecture level along with work orientation in the field. This stage was held in May 2017. The experimental activities were carried out in group settings for one day of meetings. This research use research design that is One

Group Pretest-Posttest Design (Shadish, Cook, & Campbell, 2002), where in this model there is one group that is experiment group (KE). In the experimental group two measurements were taken (1) pretest before treatment was given to obtain the baseline of subject maturity, and (2) posttest after treatment was given. The research design diagram to use as follows:

Table 1. Research Design of One Group Pretest-Posttest Design

<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>
O ₁	X	O ₂

Information: O1: Pretest O2: Posttest X: Treatment

3) Data Analysis Stage

The third stage in this research is data analysis. The researcher is in this stage after a series of experimental processes and then begins performing quantitative data analysis until the interpretation of previously obtained data. In addition, the researchers took the review process of the instruments that have been distributed. The review was conducted after the researchers obtained SPSS data analysis results. This phase was carried out in June 2017 and carried out in conjunction with the process of consultation and research counseling.

This study used a career maturity scale used to reveal how high or large career maturity owned by the subject of research. The data were obtained by analyzing the scores of career maturity scales from Umam (2015), which consist of four dimensions: Plan fulness (career planning), Decision Making, Exploration, and Career information gathering.

Items that support the statement or direction with the statement (favorable) have the following scoring system: very suitable (SS) score 4; According to (S) score 3; Not fit (TS) score 2; Very unsuitable (STS) score 1. As for items that do not support a

statement or not unidirectional with the statement (unfavorable), the scoring system answers as follows: very appropriate (SS) score 1; According to (S) score 2; Not fit (TS) score 3; Very unsuitable (STS) score 4.

Testing the validity of career maturity instruments is done through trial (tryout). Validity test in this research use product moment correlation. Data processing is done by using SPSS (Statistical Packages for Social Science) 17.00. The results of the experiment were analyzed by using SPSS version 17, obtained the result that the validity for the career maturity scale with 54 items, from 15 items invalid got the lowest r -0.023 while from 39 valid items got the highest r 0.648. Therefore, the validity ranges from -0.023 to 0.648.

The reliability of the measuring instrument determines the extent to which measurements with such devices can be trusted. Techniques to use in the reliability test of this research are using Cronbach Alpha formula. It is used because of the score imposed in instruments that range from 1 to 4. Alpha Cronbach formula is used to search for instrument reliability whose score is not 1 and 0 (Arikunto, 2006: 196). Data processing is done by using SPSS (Statistical Packages for Social Science) v.17.00. Based on the results of testing through SPSS version 17 by removing the invalid items obtained results for reliability of career maturity scale obtained reliability coefficient of 0.884.

Data analysis includes all activities classifying, analyzing, interpreting and drawing conclusions from all data collected in action. Data analysis used in this research is quantitative data analysis with parametric analysis technique.

The use of parametric statistics is caused by the data being used in the form of intervals. The parametric statistics work with the assumption that the data to be tested is normally distributed. Researchers will perform data analysis about the maturity of the subject's career by looking at the

presence or absence of the effect of treatments on student career maturity. The effect is known by comparing the pre-post test of the subject. Interpretation of data is done by describing the meaning contained in the numbers. Career maturity is translated from data by calculating mean, mode, and median values. Then the effect of treatment was tested by using the mean difference test (t-test) between pretest and posttest data, which is called dependent sample t-test technique, where the first measurement (pretest) was done before treatments, then the second measurement afterwards (Trihendradi, 2010).

4) Evaluation and reporting stage At this stage

The researcher tried to compile the research report that has been implemented and has been analyzed.

4. RESULTS

A. Descriptive Statistics

Based on the research, results obtained descriptive statistical data presented in Table 1 which shows the results of the analysis of career maturity variables in the experimental group from pretest to posttest. In table 1, the total number of pretest and posttest (raw value) is calculated to see the change of value occurring so that there is an increase or decrease. The table 2 to find descriptive description of subject conditions.

Table 2. Difference in the total value of (raw) pretest-posttest.

Subject	SUM		
	pre	Post	Information
1	115	111	decrease
2	102	100	decrease
3	115	123	Increase
4	114	125	Increase
5	129	130	Increase
6	101	103	Increase
7	124	127	Increase
8	106	123	Decrease
9	90	117	Increase
10	101	107	Increase

11	126	123	Decrease
12	106	116	Increase
13	95	93	Decrease
14	123	110	Decrease
15	109	116	Increase
16	104	112	Increase
17	112	117	Increase
18	121	139	Increase
19	111	115	Increase
20	125	125	Stabil
21	104	115	Increase
22	115	113	Decrease
23	126	129	Increase
24	116	147	Increase
25	123	127	Increase
26	116	119	Increase
27	106	105	Decrease
28	116	140	Increase
29	114	137	Increase
30	98	106	increase

Based on the above data, it can be seen that career counseling can affect the maturity of the subject's career, where there are 21 subjects who experienced an increase in value.

Table 3. Results of descriptive analysis of subject matter maturity

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRET EST	112,1	30	10,097	1,844
POST TEST	119,0	30	12,468	2,276

Based on table 3 it is known that the average score of experiment group career maturity at the time of pretest is 112.10, then, it experienced an increase in the average score of career maturity to 119. It shows a change in the average score of career maturity subject after following career guidance activities of 6.9.

B. Assumption Test

Test Assumptions conducted normality test conducted before testing hypotheses. The normality test was performed to use the one sample Kolmogorov-Smirnov technique with $p > 0.05$. The assumption that the distribution of normal data means the sample research can represent the existing population.

Based on table 4 of normality test results, Kolmogorov-Smirnov value for career maturity in the experimental group is 0.876 at the time of pretest and 0.940 at the time of postes. This means that the data distribution is normal in both conditions.

Table 4. Normality Assumption Test Results

One-Sample Kolmogorov-Smirnov Test

	PRE TEST	POST TEST
N	30	30
Normal Mean	112,10	119,00
Parameters ^{a,b} Std. Deviation	10,097	12,468
Most Extreme Absolute	,108	,097
Differences Positive	,094	,097
Negative	-,108	-,059
Kolmogorov-Smirnov Z	,591	,532
Asymp. Sig. (2-tailed)	,876	,940

a. Test distribution is Normal.

b. Calculated from data.

C. Hypothesis Testing

The researcher analyzed the difference of value in pretest and posttest, t test calculation was done to see the significance of the difference. Data is displayed in table.5 below.

Table 5. Hypothesis Test Results

Paired Samples Correlations

	N	Correlation	Sig.
		n	

Pair 1	PRETEST & POSTTEST	30	,626	,000
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Based on the above data it can be seen that the level of relationship variables before and after training shows a correlation value of 0.626 which indicates a close relationship. Then, 95% confidence level obtained value of significance of 0.001, where the significance value of $0.001 < 0.05$ is meant significantly. It shows that there is a significant difference in the career maturity of the subject before and after receiving career guidance.

5. DISCUSSION

Results of research conducted on student career maturity to found that all indicators of maturity significantly increased. Students who received treatment in the form of Psychoeducation "Edufair" received materials covering the provision of information about the characteristics of adolescents, interests and talents, factors affecting the career, the competence of each department, information in various majors in college, tips on grabbing dream institution, and preparation for SBMPTN. Furthermore, students also obtain information service majors at universities in Makassar. The results of this study are in line with the results of research conducted by Milgram (1991) who career development is a lifelong crystallization process of a job identity, career education being a process of learning with emphasis on information world work, requirements and activities of special work, talents, interests, and job values. Career guidance focuses on the use of the necessary information in the career education process on personal planning and career making career. Therefore, both career education and career guidance, they must be an integral part of the educational curriculum.

The purpose of the psychoeducation program is to increase knowledge and it is

expected to reduce the impact of problems and improve one's function. This goal will be achieved through a series of educational activities about a problem or disorder, how to overcome it, and the ability of a person (Stuart and Laraia, 2001). Psycho-education is based on strength and focused on the present. This is in line with the activities of Psychoeducation "Edufair" where the subject of research is given knowledge about information about career. In addition, Edufair's psychoeducation "also teaches skills that are considered important for the subject to make decisions about his future career (Dixon, 1999; Marsh, 1992, quoted from Lukens and McFarlane, 2004).

Hallen (2002) states that the process of continuous relief from a mentor who has been prepared to someone who needs it in order to develop all the potential what he has optimally by using various media and guidance techniques in a normative upbringing environment in order to achieve independence in a person. It can be beneficial for both himself and his environment. Assistance includes career planning, decision making, problem-solving skills development, career information and self-understanding, understanding positive attitudes toward all types of work, and developing positive living habits (Abubakar, 2011).

Results of Psychoeducation Activities "Edufair" consisting of career seminars and information service majors in Y senior high school of Makassar proved to affect student career maturity. This is evident from the increase in career maturity students before and after joining "Edufair" Career Guidance. This is in line with the opinion of Super (1983: Melien Wu and Chen-Chieh Chang: 2009) states that efforts to improve career maturity should be accompanied by the provision of t which includes two dimensions, namely affective dimensions, and cognitive dimensions Information sharing to use media classical guidance services what is in accordance with these

demands. The affective dimension includes attitudes toward careers and decision-making processes, and on the cognitive dimension includes the decision-making skills and knowledge of careers.

Based on research, it can be seen that the role of psychoeducation about career in school is very important. Educators, especially counseling and counseling teachers, need to understand that the skill levels are needed by people working in various fields. In addition, teachers also need to understand the personality, know the existing value system, and be able to help children connect their image with knowledge about the work. Teacher Counseling and Counseling thereby providing services Career coaching should also master information about the job and constantly have to study the needs of the workforce and the changes that occur in the job.

6. CONCLUSION

Based on the analysis of research results and discussion, it can be concluded that:

- A. Psychoeducation of "Edufair" can have an effect on improving career maturity of high school students.
- B. Educators not only provide information on the majors to choose from, but also need to pay attention to the interests, talents, and characteristics of adolescents.

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