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**THE RELATIONSHIP BETWEEN SELF-CONCEPT AND CAREER CHOICE OF STUDENTS IN CLASS IX JUNIOR HIGH SCHOOL**

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**Abstract**

*The study regarding the correlation between self-concept and career choices of students at Junior High School Semarang IX began with students' confusion in determining their career choices after graduating. Students are expected to know values, interests, skills, intelligence and personality so that students can be creative and find ways to plan their future lives. This encourages students to understand strengths, weaknesses, obstacles and how to overcome problems. The aim of this research is to find out whether there is a correlation between self-concept and career choice? This research applies a quantitative correlational approach with a descriptive research type where the correlation method was chosen because the researcher wanted to see the correlation between students' self-concept and career choices using the cluster random sampling technique, namely a random sampling technique from the population based on the main population classes. Based on the correlation test results, a correlation value of  $0.556 > 0.244$  was calculated. Thus, it can be concluded that there is a significant correlation between self-concept and the career choices of students at Junior High School Semarang.*

**Keywords:** *self-concept, career choice*

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**INTRODUCTION**

Adolescence is a stage of human development that spans between childhood and adulthood. According to the WHO, the youth age group usually covers about 10 to 19 years. It is a time characterized by significant physical, emotional, social and cognitive changes. Physically, adolescents experience rapid growth, body shape changes, and the development of reproductive organs. Hormones play an important role in triggering the process of puberty, which marks the beginning of sexual maturity. In addition, cognitive development in adolescence includes the development of abstract, analytical and reflective thinking skills. In life during adolescence, it will often be faced with problems, one of which is problems related to future careers, where this problem will begin to be faced by adolescents such as choosing the type of education which then

has a relationship with choosing the type of work in the future. For adolescents, decisions related to career choices are major decisions that will have an impact on the future, so it is necessary to accept responsibility for all the causes and consequences that will be taken in deciding on a career (Munandir, 1996). This is also in line with the indicators in one of the Competency Standards for Learner Independence (SKKPD) for junior high school students, namely career insight and readiness. Sukardi (2014: 63) once explained that career decisions are the process of people choosing many options for their future plans. When it comes to making career decisions, high school students find themselves at the crossroads between two main choices. A career is not just a job, not just a profession, but a career is a series of individual jobs during his life (Ria & Hasnidar, 2020). Career selection and decision making is an important issue for junior high school students. This is because it will affect their future career when they are in high school. Social, economic, and cultural factors that change the development of people's needs, attitudes, expectations, and skills that affect the dynamics of professions that are important for the interaction of career progress plans and life. "Career choice is the process of making the most important decision in one's life. The decisions made affect his/her experience in life. Career choice is also an inevitable part of social life, because it is a decision-making process after a person has gone through several stages of life development (Nindya, 2019). The maturity in choosing a career includes (1) the ability to make the right plan, (2) a balanced attitude towards responsibility, and (3) knowing all the internal factors that must be considered in deciding a career" (Winkel 1997: 575).

According to Holland (Santrock, 2003: 485), "there are several factors that go into career decision making, namely: 1) Social class, education is certainly a stepping stone for adolescents from the lower classes. The hierarchy of schools from high school to university programs directs students to certain types of work. 2) Parents and peers, where children see and hear about their parents' careers from an early age. Some parents even take their children to the workplace. Peers also influence the career development of adolescents. In the workplace adolescents whose parents and friends have higher career standards. None of them aspire to a higher career, even if they come from a poor background. 3) School influences Schools, teachers and counselors have a very strong influence on students' career development. Schools are the starting point for a person's first exposure to the world of work. Schools are the only institutions in today's society that can provide the necessary systems for career education, guidance, internships and social relationships. 4). Gender, many women are socialized to take care of the home rather than career or achievement roles, traditionally they do not seriously plan their careers, explore career options in depth or follow gender stereotypical career choices".

Based on this description, it appears that the factor that impacts the success of the professional development program is the maturity of the self-concept. Self-concept is the process of understanding, managing one's thoughts and feelings. Self-concept is important when planning a career. By knowing oneself, individuals can better prepare for future careers because an overview of the self-concept encourages individuals to understand their strengths, weaknesses, problems, and how to find solutions to problems. Developing creativity in an individual's career requires individuals to know their values, interests, skills, intelligence and personality, so that individuals can be creative and find ways in their lives to plan for the future.

In fact, according to (Pribadi et al., 2021) the younger generation tries to approach career problems in an easy way and there is real action when they are young. However, there are still some students who are still confused about their career development even though they have been given career information at school. Confused about which option to choose. Lack of self-image

about skills, interests, talents, etc. is one of the reasons for poor career choices (Aminuddin and Mulyadi, 2019). This of course leads to self-awareness, which is a complete description of individual abilities and characteristics in a property where experience can form a self-concept derived from interactions with the surrounding (Afrizawati et al., 2021). "In this case, self-concept has an important role in directing the behavior of a student where students with a good self-concept will be able to follow existing rules and have goals compared to students who have a low self-concept tend to be difficult to open up, have difficulty accepting criticism from others and feel that they are worthless" (Widya, 2019).

Research results (Pribadi et al., 2021) showed that "the career decision-making process of junior high school students is related to the academic self-concept of the individual. Based on this research, the factor that can influence individual success in making career decisions is the level of maturity of understanding in the individual". The choice of further education is related to a person's understanding of himself, namely his understanding of himself, for example, abilities, pleasures, and future goals.

In line with Pradnyawati and Rustika's research in 2019, internal and external factors affect the maturity of career choices. The interior variable that plays a big role in professional decision making is the perspective on oneself (self-ide), while the external component that can influence the development of career decisions is the improvement provided by the climate. It can be concluded that high school students' career choices will be more mature when they have a better understanding of their parents' expectations and their own self-concept.

Self-concept according to Hurlock (2018: 34) "is a person's understanding and expectations about oneself who is aspired or expected and how he is in reality, both physically and psychologically". In line with that, according to Djaali (2007: 129) argues that self-concept is a reflection of a person's current state of self and not an ideal reflection of himself as that person hopes or wants. This means that self-idea is a positive and pessimistic view that individuals have of themselves, regarding what their identity is, not an idealized view or idealized view or assumption that individuals have of themselves. As according to Santrock (2018: 336) "self-concept is an evaluation of all changes in the self. Teenagers can judge themselves based on their lifestyle, appearance, academics, and others. It can be drawn that the self-concept is a picture, a person's view of himself, including everything he has, both physical and psychological". According to Brooks (in Jalaludin 2013: 40), there are five signs that indicate individuals have a positive self-concept, namely: 1) Is a personal self-confidence to overcome the problems that come 2) People have a sense of equality between one another 3) Individuals can receive praise without disgrace 4) People understand that other people have feelings, desires and behaviors that are not fully recognized by society. 5) People have the ability to improve themselves and try to change things they don't like in their personality. Meanwhile, people with a negative self-image have the following characteristics: 1) sensitive to analysis 2) easy to accept praise 3) rude 4) will generally feel dismissive of others and 5) skeptical of competition. As stated, the self-concept has several dimensions according to Calhoun and Acocella (in Desmita 2011: 166) "The three dimensions of understanding are: the information dimension, namely this information dimension that contains about the self, the expectation dimension of this dimension is what a person wants for himself and the assessment dimension is self-evaluation when making decisions, because sometimes decisions are made without realizing it."

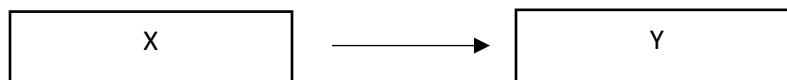
On the basis of the acquisition of the Learner Needs Questionnaire (AKPD) filled out by all 9th grade students, information was obtained that students still have difficulty determining their

career path after graduating from junior high school. Students are confused about whether to continue to high school or vocational school. The efforts made by each student to be able to achieve the coveted career are sometimes complicated. This fact is caused by various problems and conditions both internal and external such as experience, economy and environment that hinder one's ability to achieve the desired goals.

Based on the description above, it is important that students must be able to determine and plan careers in their lives by understanding their strengths and weaknesses, talents and interests. In addition, self-concept also has an important role in successful career selection in the future. So from the existing problems, researchers are interested in examining whether there is a relationship between self-concept and student career selection at Junior high school Semarang.

### METHODS

This study was conducted at Junior High School Semarang with ninth grade students in the 2023/2024 school year. The scientific study entitled "the relationship between self-concept and career selection of ninth grade students at SMP Negeri 6 Semarang". This study applied a correlational quantitative approach with descriptive research type where this correlation method was chosen because the researcher wanted to see the correlation of self-concept and career selection using a correlational quantitative approach where this correlation method was chosen because the researcher wanted to see the correlation of self-concept and career selection of students. The research aims to determine the extent of the correlation between two or more variables (Arikunto, 2010: 247). The following is a research design conducted to understand whether there is a correlation between self-concept and career choice of students in class IX Junior High School Semarang.



Description:

Independent variable: Self-concept (X)

Dependent variable: Career Selection (Y)

The population for this study was all ninth grade students of Junior High School Semarang, totaling 260 with 8 classes. The sample technique that researchers use is cluster random sampling. Sugiyono (2019: 129) "cluster random sampling technique is a sampling technique from a population that is done randomly based on the classes in the population". From the entire population or from 8 classes, namely A, B, C, D, E, F, G, H, 2 classes were taken randomly using a random application, namely random picker to become a sample. Then the sample in this study was selected, namely class IX B and IX D which amounted to 64 students while for the tryout, class IX H which amounted to 34 students.

Table 1. List of population table

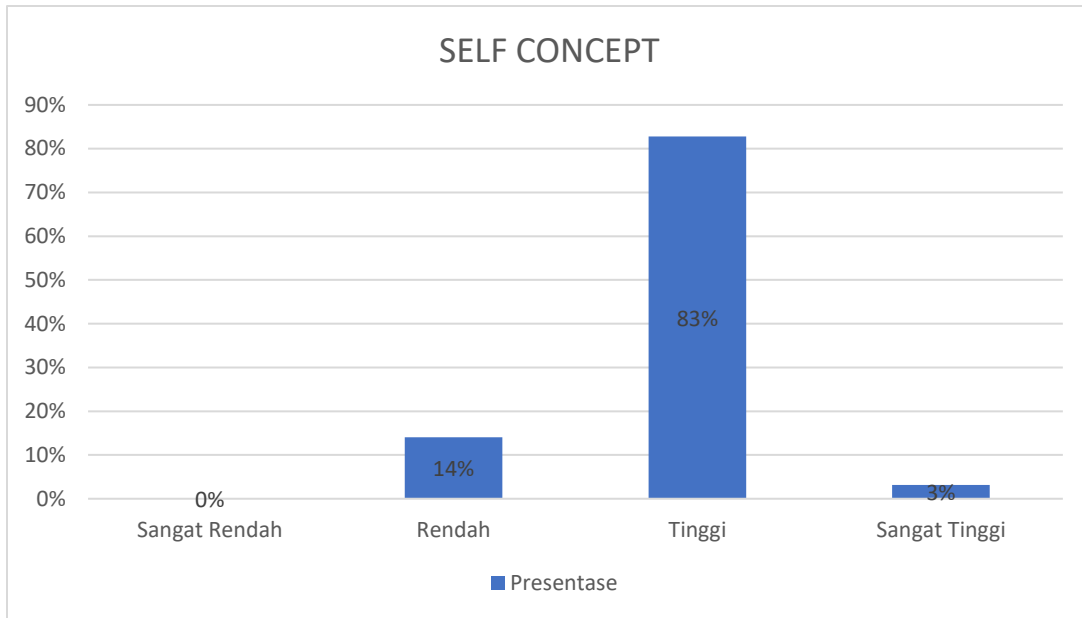
No	Class	Total
1	Class A	32
2	Class B	34
3	Class C	32
4	Class D	32
5	Class E	32
6	Class F	32
7	Class G	32
8	Class H	34
Total		260

The techniques applied to collect data in the study are using psychological scales and Likert scales. Psychological scales are distributed by researchers using google forms and then the results will be scored using a Likert scale which has 4 categories for scoring, namely very suitable (SS), suitable (S), not suitable (TS), and very unsuitable (STS). From this data, it is then used for the requirements test, then after the requirements test is complete, the researcher conducts hypothesis testing to find out the extent of the variable relationship using Pearson product moment by utilizing the SPSS 22 application.

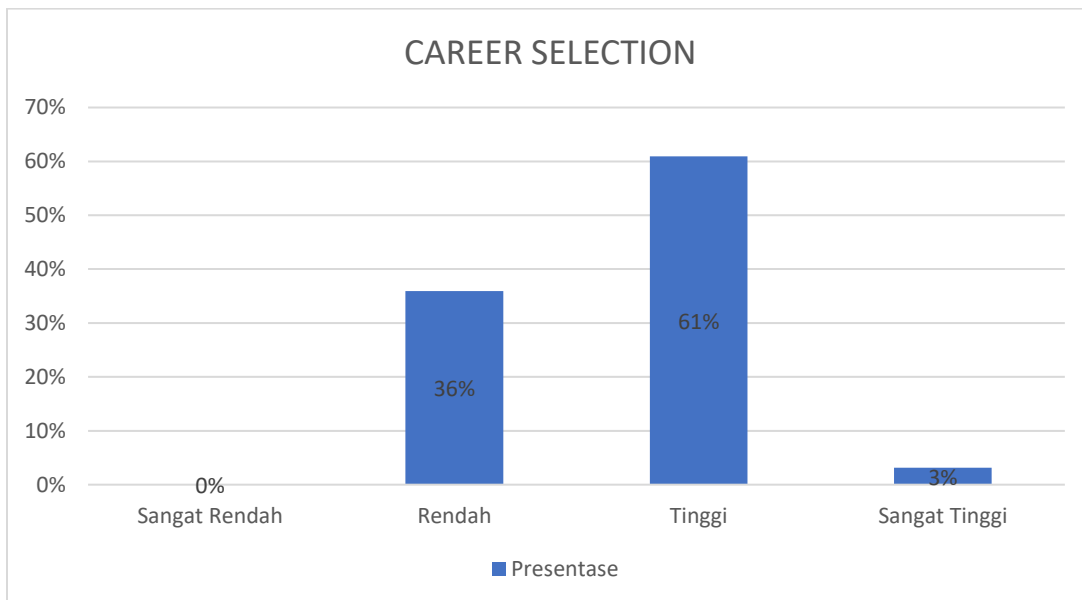
## RESULTS AND DISCUSSION

This chapter will focus on examining the correlation between self-concept and career choice of ninth grade students at Junior High School Semarang. This study considers two variables consisting of the independent variable and the dependent variable. The independent variable in this study is self-concept, while the dependent variable in this study is career choice. The results showed that the self-concept of ninth grade students of Junior High School Semarang is in the high classification at 83% and the career choice variable is also in the high category at 61%.

### Picture Graph of Self-Concept



### Career Selection Chart



There are several requirements that must be tested first, including the normality test which functions to see that the data obtained is normal or abnormal by applying Kolmogorov-Smirnov.

Then there is a homogeneity test to understand the distribution of homogeneous or inhomogeneous data by applying levene and there is a linearity test using anova. All prerequisite data obtained were tested using the spss 22 program.

1. Normality Test

**Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		64
Normal Parameters(a,b)	Mean	,0000000
	Std. Deviation	7,34307238
Most Extreme Differences	Absolute	,066
	Positive	,066
	Negative	-,043
Kolmogorov-Smirnov Z		,529
Asymp. Sig. (2-tailed)		,942

The decision that can be taken for the normality test is that the probability > 0.05 then the data can be called normal, but if the probability < 0.05 then the data is not normal. From the results of the table above that the Asymp Sig value is 0.942 > 0.05, it can be concluded that the data is normally distributed.

2. Homogeneity Test

**Homogeneity of Variances**

Levene Statistic	df1	df2	Sig.
1,649	14	33	,117

Decision making for the homogeneity test is probability > 0.05 data can be called homogeneous, while if the probability < 0.05 it can be concluded that the data is not homogeneously distributed. From the table above that the Sig value of 0.117 > 0.05 can be drawn the outline of homogeneous data.

3. Linearity Test

**ANOVA**

	Sum of Squares	df	Mean Square	F	Sig.
(Combined)	2019,734	30	67,324	1,591	,098

Pilihankarier * Konsepdiri	Between	Linearity	19,230	1	19,230	,454	,505
	Groups	Deviation from	2000,505	29	68,983	1,630	,088
	Within Groups	Linearity	1396,500	33	42,318		
	Total		3416,234	63			

Decision making for the linearity test is probability  $> 0.05$  data can be called linear, but if the probability  $< 0.05$  it can be concluded that the data is non-linearly distributed. From the results of the table above that Sig 0.088  $> 0.05$  can be said to be homogeneous.

### Correlation between self-concept and career choice

		Konsep diri	Pilihan Karier
Konsepdiri	Pearson	1	,556(**)
	Correlation		,000
	Sig. (2-tailed)		
	N	64	64
Pilihankarier	Pearson	,556(**)	1
	Correlation		,000
	Sig. (2-tailed)		
	N	64	64

The calculated r score from the product moment correlation test results is 0.556 and the r table is 0.244. So it shows that  $0.556 > 0.244$  means that  $H_0$  is rejected and  $H_a$  is accepted, so it can be concluded that there is a correlation between self-concept and career choice of ninth grade students of Junior High School Semarang. A significant positive correlation means that the greater the self-concept the easier it is for students to choose a career. The opposite is also true.

This is in line with the research findings of Aprilia et al., (2022), "Hubungan Konsep Diri Dengan Pemilihan Studi Lanjut Siswa Kelas IX Junior High School1 Jepara Tahun Pelajaran 2021/2022". This study shows that there is a significant positive correlation between self-concept and the choice of further studies of Junior High School1 Jepara IX students in the 2021/2022 academic year. The self-concept variable of Junior High School 1 Jepara IX students is in the positive classification, while the advanced study selection variable in Junior High School 1 Jepara IX students is in the mature classification.

This is the same as the study conducted (Maya et al., 2023) with the title "Hubungan Konsep Diri Dengan Pemilihan Karier Siswa" dimana ada korelasi positif konsep diri siswa dengan pilihan karier, ini ditunjukkan dengan where there is a positive correlation between students' self-concept and career choice, this is indicated by the significant score of the self-concept variable correlating with the career choice variable which is classified as a moderate correlation criterion or there is an adequate relationship.



## SUMMARY

### Conclusion

Based on the results of research from two variables, namely self-concept and career selection, the acquisition of self-concept variables shows a high classification and career selection variables also show a high classification. The calculated  $r$  score from the product moment correlation test results is 0.556 and the  $r$  table is 0.244. So it shows that  $0.556 > 0.244$  means that  $H_0$  is rejected and  $H_a$  is accepted, so it can be concluded that there is a correlation between self-concept and career selection of ninth grade students of Junior High School Semarang. A significant positive correlation means that the greater the self-concept the easier it is for students to choose a career, and vice versa.

### Suggestion

From the research that has been carried out, it is hoped that the counseling teacher can provide follow-up by building self-concept in students. In addition, the counseling teacher can bridge students to provide more information and self-preparation to choose a career after graduating from school by providing programmed and periodic services. For future researchers, hopefully they can conduct more in-depth research related to the variables of self-concept and career selection both methodologically and theoretically.

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