

Increasing Career Decision-Making Self-efficacy Through Solution-Focused Career Counseling

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ABSTRAK

Munculnya beragam jenis pekerjaan baru saat ini membuat setiap individu harus yakin dengan keputusan karirnya, permasalahan yang muncul pada siswa SMA adalah siswa cenderung belum memiliki keyakinan dalam memutuskan arah karier yang tepat. Sehingga kajian ini bertujuan untuk mengetahui keefektifan self konseling karier berfokus solusi untuk meningkatkan Career decision making self-efficacy siswa SMA. Metode penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian eksperimen. Teknik sampel dalam penelitian ini menggunakan teknik purposive sampling dan didapat 5 subjek untuk penelitian. Peneliti mengadaptasi instrumen dari Taylor & Betz dikenal dengan skala CDMSE, dan mengembangkan panduan konseling dengan mengadaptasi konsep Burwell & Chen dengan hasil penelitian menunjukkan bahwa terjadi peningkatan penelitian dari interpretasi rendah ke interpretasi tinggi. Berdasarkan hasil penelitian ini, disimpulkan bawah penggunaan konseling karier berfokus solusi dapat digunakan untuk meningkatkan efikasi diri pengambilan keputusan karier siswa. Implikasi pada penelitian ini adalah bahwasanya keyakinan akan keputusan karier siswa dapat ditingkatkan dan dipelihara melalui konseling karir berfokus solusi sehingga menciptakan pengalaman yang berharga dengan guru dan orangtua.

ABSTRACT

The emergence of various new jobs means individuals must be confident in their career decisions. The problem for high school students is that students tend to need more confidence in deciding on the right career direction. This study aims to determine the effectiveness of solution-focused career self-counseling in improving high school students' career decision-making efficacy. This research method uses a quantitative approach with an experimental research type. The sampling technique in this research used a purposive sampling technique, and five subjects were obtained for the research. Researchers adapted an instrument from Taylor & Betz known as the CDMSE scale. They developed a counseling guide by adapting Burwell & Chen's concept, with the study's results showing increased research from low interpretation to high interpretation. Based on the results of this research, solution-focused career counseling can be used to increase students' career decision-making self-efficacy. This research implies that confidence in students' career decisions can be improved and maintained through solution-focused career counseling, creating valuable experiences with teachers and parents.

1. INTRODUCTION

During their development period, humans have developmental tasks that can lead to selecting and preparing themselves to undertake a job and being able to design career decisions (Iswara, 2021; Sa'adah & Azmi, 2022). In the current digital 4.0 era, preparing human resources who will enter the world of work is very important (Kurniawan & Aruan, 2021; Rahmi & Asnah, 2023). Adolescence is a period of searching for identity where they often have difficulty making decisions. This is, of course, because many teenagers experience an identity crisis and still have unstable emotions (Fikriyani et al., 2020; Sari & Istiqoma, 2019). Adolescents have developmental tasks that prepare them for adult demands and roles (Rosita et al., 2020; Wahyudi et al., 2021). Their duties include career selection and preparation and the ability to make professional decisions (Mayasari & Prabowo, 2022). Thus, teenagers must plan their careers from the time

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they are in school (Hirschi, 2018). Career planning is something everyone should do meaningfully, especially during puberty (Istatik et al., 2020; Vica et al., 2023). Future career planning is part of a development task that must be completed so that the development process, especially in the career sector, can run optimally (Ardini & Rosmila, 2021; Zaroh, 2018). Career determination and planning are indicators of developmental tasks and career maturity activities (Hasan et al., 2019; Muzdallifah et al., 2022).

Their self-efficacy level generally influences adolescents' ability to plan their careers. This is because self-efficacy is a form of a person's self-confidence or belief in their ability to complete tasks, overcome problems, and achieve expected goals (Kurniawati et al., 2022; Lidiawati et al., 2021). Self-efficacy is built on cognitive structures from cumulative learning experiences that lead to beliefs or hopes (Arsyad et al., 2020; Rahmawati et al., 2022). Four main sources of information contribute to the development of self-efficacy: mastery experiences, experiences with others, verbal beliefs, and physiological and psychological conditions (Khadifa et al., 2018; Khususiyah et al., 2019). Students with good self-efficacy are usually willing to accept challenges or obstacles and demonstrate the skills needed to face these challenges so that when they encounter something that does not match their expectations and try to overcome it, they do not give up easily (Aryanti & Muhsin, 2020; Jendra & Sugiyo, 2020). Apart from that, individuals with good self-efficacy will also be able to determine what goals to pursue and how these goals will be achieved (Dharmayana & Pratami, 2019; Jendra & Sugiyo, 2020). This shows that self-efficacy can influence a person's actions to achieve their goals, including career decisions, greatly impacting human behavior (Dharmayana & Pratami, 2019; Rachmawati et al., 2021).

However, the reality on the ground shows that many teenagers need clarification and do not dare to continue their education in college or move directly into the world of work. Socioeconomic level, demographics, parenting style, and adult education greatly influence teenagers' career choices. In contrast, teenagers who decide not to continue their studies usually need help choosing universities and study programs (Khatri & Periwat, 2020). Students with low self-confidence will feel anxious about achieving academic goals and hesitate to decide on a career (Hartati et al., 2021; Imania et al., 2022). The problems students often face are fear of failure after graduating, not understanding what to do next and how to plan a career, fear of not getting a job after graduating, and fear of failure. Individuals who believe they can successfully carry out tasks related to their chosen career are called career decision self-efficacy (Koçak et al., 2021; Tuaputimain, 2021). Therefore, career decision-making self-efficacy is important for students to obtain solutions to the obstacles they have related to career planning. The observations and interviews conducted with twelfth-grade students at SMAN 1 Gorontalo regarding the choice of further study show that students and their parents tend to have different views about further study. These results indicate that high school students need appropriate and consistent teaching and guidance to gain confidence about their career plans. In addition, students at school must be able to understand and carefully consider not only their potential but also the potential of their families so that the career plan they choose is truly appropriate.

One form of guidance that can be given to students is solution-based career counseling. This is because career counseling involves making appropriate career decisions through an identification process by utilizing existing resources to make career decisions and handle career problems (Sari & Istiqoma, 2019; Widiyanti & Makin, 2019). Career counseling is not advice about the best career but rather a decision made by a person based on resources and potential in career matters (Rohmawati, 2019; Widiyanti & Makin, 2019). It is further explained that solution-focused career counseling believes that individuals are healthy individuals with the competence and the ability to develop solutions to improve their quality of life (Hotmauli, 2022; Rahim et al., 2021). In addition, this counseling takes relatively little time, which affects the time needed for counseling. SFBT's focus is on solutions that are consistent with a description of what life will be like when the problem ends, and uses a scale used to measure the current level of progress towards the solution and the level of progress to be achieved to determine the goal achieved (Budiman et al., 2020; Dumewa, 2019; Muslimah & Erfantini, 2021). This approach encourages individuals to determine the desired future and invites individuals to plan for past and future success.

Several previous studies have revealed that career guidance allows students to recognize their potential and find job opportunities in the labor market so that they can start planning their careers (Budiman et al., 2020). Other research results reveal that implementing career guidance services can significantly improve vocational school students' ability to carry out career planning (Widiyanti & Makin, 2019). Further research reveals that repeated guidance activities can improve students' career planning abilities (Sari & Istiqoma, 2019). Based on several research results, it can be said that the career guidance services provided by teachers to their students have a positive influence on increasing career planning abilities. In previous research, no studies specifically discuss increasing career decision-making self-efficacy through solution-focused career counseling. So, this research focuses on this study to determine the effectiveness of solution-focused career self-counseling to increase high school students' career decision-making self-efficacy.

2. METHOD

This research uses a quantitative, experimental approach to review the effectiveness of solution-focused career counseling to increase career decision-making self-efficacy in twelfth-grade students at SMAN 1 Gorontalo who have low career planning self-efficacy. The sample determination in this research was carried out using a purposive sampling technique, a technique where the sample is determined in a certain way. Purposive sampling was carried out with an instrument in the form of a self-efficacy scale for career decision-making. This scale describes people with low self-efficacy in making career decisions. Two types of instruments are used in this research: treatment instruments in the form of solution-focused career counseling scenarios and data collection instruments with self-efficacy scales in career decision-making. Treatment instrument for applying solution-focused therapeutic principles and techniques for career counseling and measuring the level of self-efficacy in students' career decision-making, using an instrument in the form of a self-efficacy scale, which was adapted and developed from the Career Decision-Making Self-Efficacy instrument. Data collection in this research was carried out using observation, interviews, and distributing questionnaires, using 2 (two) instruments: the career decision-making self-efficacy scale and the interview guide. The career decision-making self-efficacy scale consists of 25 statement items with indicators including self-assessment, job information, determining goals, making plans, and solving problems. This scale has been validated with the Cronbach alpha coefficient score in this study being 0.826, which is included in the high-reliability category. The interview guide is used after the treatment and posttest have been completed. An interview guide sheet was also created according to career decision-making self-efficacy. The results obtained in the research were then analyzed using quantitative descriptive analysis techniques.

3. RESULTS AND DISCUSSION

Result

The research analysis results show the pretest and posttest scores on the career decision-making self-efficacy scale for twelve-grade students at SMA Negeri 1 Gorontalo, as in [Table 1](#).

Table 1. Description of Students' Career Decision-Making Self-Efficacy Scores

| No. | Subject | Scores and Categories | | | | Gain (d) |
|--------------|------------|-----------------------|--------|-------------|--------|------------------------------------|
| | | Pretest | | Posttest | | |
| 1 | PD | 50 | Medium | 80 | High | 30 |
| 2 | MTI | 25 | Low | 85 | High | 60 |
| 3 | ADM | 22 | Low | 62 | Medium | 40 |
| 4 | WF | 36 | Medium | 74 | High | 38 |
| 5 | DL | 21 | Low | 70 | Medium | 49 |
| Total | N=5 | 154 | | 371 | | $\Sigma d = 217$ |
| Mean | | 30.8 | | 74.2 | | 43.4 |

The data in [Table 1](#) shows that there has been an increase in students' career decision-making self-efficacy from those in the low and medium categories to the medium and high categories. Before treatment was given, the average score of students' career decision-making self-efficacy was 30.8. After treatment was given, the average score of students' career decision-making self-efficacy was 74.2. So, from the results of the pretest and posttest carried out by the counselee, there was an increase with an average score of 43.4. The research results also showed that the greatest increase in students' career decision-making self-efficacy was in the MTI subject, with a score of before being given treatment of 25 points after treatment to 85 points. Meanwhile, the smallest increase in career decision-making self-efficacy scores was in PD subjects, with a score of before being given the treatment of 50 points, and after being given treatment, it was 80 points. At degrees of freedom (db) = $n-1 = 5-1 = 4$ with a significance level = 5%, the score of $t_{table} = 2.131$ so that H_0 is rejected if the score of $t_{count} > t_{table}$ (2.131) and H_0 is accepted if the score of $t_{count} \leq 2.131$. The table of t_{count} calculation results using SPSS can be seen in [Table 2](#).

The solution-focused career counseling service process results show different results for each counselee, PD, MTI, ADM, WF, and DL subjects. Apart from having an impact on increasing students' career decision-making self-efficacy, which can be seen in the pretest and posttest results, it is also supported by the results of observations made by researchers on the counselees after the treatment was carried out. The results of observations from each research subject are as follows: first, the PD profile shows that PD has increased by 30 points from being in the medium category to the high category. At the time the treatment was carried out, the PD had career plans but was not yet able to decide which career he would choose. PD

has a lot of worry and anxiety about the plans he has in mind, so PD lacks confidence in being able to carry out his career choice. After treatment is carried out, PD can prioritize his choices so that PD can determine his career choice correctly.

Tabel 2. Results of Paired Sample Test T-Count

| | | Paired Differences | | | | | t | df | Sig (2-tailed) |
|--------|------------------|--------------------|---------------|-----------------|---|----------|-------|----|----------------|
| | | Mean | Std.Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Pretest-Posttest | 1.05000 | 7.89303 | 3.22232 | 2.21677 | 18.78323 | 3.259 | 4 | 5.022 |

Second, the MTI profile shows an increase of 60 points from being in the low category to the high category. MTI got the highest increase in pretest and posttest among other subjects. When treatment was given, MTI still needed to understand and know the career direction he would pursue after graduating from high school. The MTI subject experienced obstacles because the subject was in a lower-middle-class family, and the subject wanted to avoid burdening the family with choosing subjects they wanted to study. After the treatment was carried out, MTI became confident in being able to make career choices by looking for scholarship information. Third, the ADM subject experienced an increase of 40 points from being in the low category to the medium category. Before the treatment was given, the ADM subject experienced anxiety in deciding on a college major because of differences of opinion with their parents. The subject felt pressured by his parents because his parents forced his choice for the subject to major in nursing, while ADM wanted to major in architecture. After the treatment, ADM makes plans to discuss with parents so they can support their career choices.

Third, the WF subject experienced an increase of 38 points from being in the low category to the high category. Before the treatment was given, WF needed clarification about his career choice because WF needed to understand his talents and interests. So far, WF's subjects have only followed what WF's friends chose, not because of WF's interest. After the treatment was given, WF began to explore his potential and understand his talents and interests. Fourth, the DL subject experienced an increase of 49 points from being in the low category to the medium category. Before the treatment was given, subject DL felt inferior because his career choice was different from his friends. Most of his friends decided to go to college, but DL chose not to go to college and work. Subject DL decided to work because of economic problems. DL did not want to burden his parents by attending college, even though he wanted to do so. After the treatment was given, DL finally decided to look for a scholarship to continue his studies at university. Apart from that, DL has plans to work part-time while he is a student.

Discussion

Based on the results of the data analysis that has been carried out, it can be said that career counseling can increase student self-efficacy. This is to the research results on the effect of career counseling on increasing high school students' self-efficacy using experimental and control groups. Research shows that self-efficacy in making career decisions increases. There are five aspects of self-efficacy in career decision-making: self-evaluation, gathering career information, goal setting, planning, and problem-solving. In each of these aspects, researchers develop their proposals according to conditions and realities in the field. Brief solution-focused counseling focuses on changing the previous situation, and small changes will pave the way for other, larger changes, and problems and obstacles can be resolved step by step. During counseling, the counselor directs and creates sentences that initially focus on problems into expressions that mean solutions. Counselees are encouraged to be able to build their solutions so that they can resolve perceived complaints and make desired changes. This counseling views humans as creatures who can look for possible solutions when they have problems without realizing their potential to resolve complaints and find solutions (Muslimah & Erfantini, 2021; Saputra et al., 2018).

The application of solution-focused counseling as solution-focused career counseling is an effective choice for solving students' career problems because this counseling orientation is focused on the present and future. This approach is time-sensitive and pragmatic and focuses on helping clients develop solutions to their career problems. The research was conducted in five sessions using six solution-focused counseling techniques, each lasting 40 minutes. Researchers identify complaints at the first meeting, set goals, and plan and determine interventions. The researcher carried out evaluation and follow-up in the next session until the end (Sukmana et al., 2022). Several factors influence the success of implementing brief solution-focused

counseling, one of which is intrinsically related to the client's factors (Sukmana et al., 2022). The subject's self influences the changes that occur within him. A client who wants to change must understand that he needs it. The brief counseling approach focuses on constructive solutions and solution-talk, which focuses on finding solutions rather than discussing the past (Sari & Istiqoma, 2019; Widiyanti & Makin, 2019). In this counseling approach, the counselor focuses on discussions to find solutions and does not delve too deeply into the complaints the counselee brings. Counseling according to this approach makes it possible to build and rebuild students' academic self-concept so that students with good self-concept can build and form self-efficacy to make the right career decisions (Rohmawati, 2019; Sumini et al., 2020; Widiyanti & Makin, 2019). This counseling also sees that humans are creatures who can look for possible solutions when they have a problem without realizing that they can immediately solve and find the solution themselves (Hartati et al., 2021; Imania et al., 2022; Saputra et al., 2018).

Decisions about how the job, position, or career an individual aspires to are related to the training they desire and must take. In general, education is part of starting a career and preparing individuals to start a career. The assumption is that the suitability of the job to their circumstances means they will continue to do well in the future. The choices made by high school students, especially decisions related to the education they choose, directly influence their jobs, assignments/careers after graduating from that level of education (Nengsih, 2019). Career decisions are the process of education and career choices made by a person, which includes personal aspects (interests, personality, professional identity, obstacles) and information about the decisions taken (Kurniawan & Aruan, 2021; Rahmi & Asnah, 2023). Individuals with high self-efficacy are assessed by good self-evaluation, finding the right information, clarity in goal setting, and good planning, and very high in career decisions if you have good problem-solving skills (Darmasaputro & Gunawan, 2018; Mayasari & Prabowo, 2022). Therefore, everyone must have good self-efficacy to make the right decisions (Kurniawati et al., 2022; Lidiawati et al., 2021). The results obtained in this research are in line with the results of previous research, which revealed that career guidance provides students with the opportunity to recognize their potential and find out the job opportunities available in the labor market so that students can start planning their careers (Budiman et al., 2020). Other research results reveal that implementing career guidance services can significantly improve vocational school students' ability to carry out career planning (Widiyanti & Makin, 2019). Further research results reveal that repeated guidance activities can improve students' career planning abilities (Sari & Istiqoma, 2019). Based on several research results, it can be said that the career guidance services provided by teachers to their students have a positive influence on increasing career planning abilities.

4. CONCLUSION

Based on the data analysis and discussion results, it can be concluded that implementing solution-focused career counseling applied individually can lead to an increase in high school students' self-efficacy in making career decisions. This is based on the results of the self-efficacy scale for career decision-making before and after being given treatment. Through the posttest results, it can be seen that there was a significant increase in each subject compared to the pretest. Therefore, it can be concluded that solution-focused career counseling can increase students' career decision-making self-efficacy.

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