



Career Guidance Based on Krumboltz's Social Learning Theory to Develop Students' Career Decisions

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ABSTRAK

Keputusan karir memengaruhi individu dalam mencapai keberhasilan dan kepuasan dalam karir. Beberapa situasi memungkinkan terhambatnya pengambilan keputusan karir remaja yang berdampak pada arah karir dimasa depan. Penelitian ini bertujuan untuk menghasilkan bimbingan karir berlandaskan teori belajar sosial Krumboltz yang efektif untuk mengembangkan keputusan karir siswa. Penelitian ini merupakan penelitian kuantitatif menggunakan paradigma positivism dengan metode eksperimen desain kuasi eksperimen. Partisipan dalam penelitian ini melibatkan 493 orang, yaitu peserta didik kelas XI SMA, dosen ahli bimbingan dan konseling, serta guru BK SMA. Pemilihan sampel dilakukan dengan teknik purposive sampling yang diambil berdasarkan kelas dengan nilai paling rendah melalui pengumpulan data menggunakan instrumen berupa angket keputusan karir yang telah dikembangkan dan diuji rasional. Teknik analisis data yang digunakan yaitu statistik inferensial dengan teknik pengujian statistik non-parametrik uji Mann Whitney u test. Hasil penelitian menunjukkan nilai sign.(2-tailed) sebesar $0,008 < 0,05$ yang artinya bimbingan karir berlandaskan teori belajar sosial Krumboltz efektif untuk mengembangkan keputusan karir siswa. Dapat disimpulkan bahwa, bimbingan karir berlandaskan teori belajar sosial Krumboltz untuk mengembangkan keputusan karir siswa dapat digunakan pada bimbingan karir di sekolah menengah atas. Prinsip-prinsip teori Krumboltz pada konteks yang belum pernah dieksplorasi sebelumnya memberikan perspektif baru yang menunjukkan kebaruan dalam pendekatan bimbingan karir. Implikasi penelitian ini adalah guru Bimbingan dan Konseling dapat memanfaatkan bimbingan karir yang didasarkan pada teori belajar sosial Krumboltz untuk membantu mengembangkan keputusan karir siswa.

ABSTRACT

Career decisions impact an individual's success and satisfaction in their career. Various factors can hinder teenagers' career decision-making, affecting their future career paths. This research aims to produce career guidance based on Krumboltz's social learning theory that is effective for developing students' career decisions. This research is quantitative research using a positivism paradigm with a quasi-experimental design experimental method. Participants in this research involved 493 people, namely class XI high school students, guidance and counseling expert lecturers, and high school guidance and counseling teachers. Sample selection was carried out using a purposive sampling technique taken based on the class with the lowest score through data collection using an instrument in the form of a career decision questionnaire that had been developed and tested rationally. The data analysis technique used is inferential statistics with the non-parametric statistical testing technique Mann Whitney u test. The research results show a sign value (2-tailed) of $0.008 < 0.05$, which means that career guidance based on Krumboltz's social learning theory is effective for developing students' career decisions. It can be concluded that career guidance based on Krumboltz's social learning theory to develop students' career decisions can be used in career guidance in high school. The principles of Krumboltz's theory in a context that has never been explored before, provide a new perspective that shows novelty in the career guidance approach. This research implies that Guidance and Counseling teachers can apply Krumboltz's social learning theory in career guidance to assist students in making career decisions.

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1. INTRODUCTION

Career decision is one of the most important skills that humans must have even since elementary school. Career decision is a complex process and involves in-depth self-evaluation, exploration of available career options, and understanding of job market trends (Usman, 2020; W & Alhusin, 2019). Ideally, this decision is based on a clear understanding of the individual's interests, values, and skills, and how these factors can be applied in the workplace (Winingsih et al., 2020; Yulastini et al., 2020). The importance of career decisions is that they determine the direction of one's life and affect long-term well-being, both financially and emotionally. The right career choice can bring job satisfaction, a sense of accomplishment, and stability. Meanwhile, an ill-conceived decision can lead to stress, dissatisfaction, and stagnation in personal development. Individuals are expected to base their career decisions on a deep understanding of themselves and the opportunities available (Herpanda et al., 2022; Noviyanti, 2020). Decision making is the result of a process of skill and thought that leads to one choice from several available alternatives (Rahayu, 2020; Arjanggal, 2017). Decision making is also defined as a systematic process in which various information is analyzed based on firm and rational procedures, so that the results are evaluated in accordance with one's own abilities (Pasolong, 2023; Mamahit, 2014). Based on the explanations above, decision making can be interpreted as a conscious effort to choose one alternative from several existing alternatives and not carelessly, so that it results in an important decision that will be carried out (Afriyati et al., 2022; Pramudi, 2015).

One must realize the importance of the career decisions they make (Pratiwi et al., 2024; Ali et al., 2015). However, increasingly modern developments have given rise to career decision problems that are becoming increasingly complex and affecting individuals in achieving success and satisfaction in their careers. This increasingly modern life has made career choices increasingly diverse, so that many individuals face challenges and difficulties when making career decisions (Abivian et al., 2017; Sulusyawati & Sari, 2019). As children grow into teenagers, they are faced with the developmental task of determining their future careers. According to Ginzberg's career development theory, several studies have stated that high school students aged 11-17 years are in the tentative phase (Dalimunthe, 2017; Puspitasari, 2017). Many teenagers have difficulty in deciding their career choices. Teenage career problems begin when they are in high school (SMA/SMK). Late adolescents are at a critical stage where they must choose between two important choices, namely, first, continuing to college or entering the world of work; second, individuals develop maturity in facing each of their choices (Pratiwi et al., 2024; Ismira et al., 2019).

Based on the results of a career decision profile survey with 363 students of SMA Negeri 9 Bandung, it shows that most students, as many as 169 people or 47% are in the fairly capable category. This means that these students are quite capable of knowing career goals, analyzing information, understanding the career decision-making process, self-control, self-confidence, motivation, self-involvement, practical skills, interpersonal skills, and managerial skills. The rest are spread between the very capable category (13%) and the capable category (40%). The results of the survey are similar to the results of other studies which state that most students are not yet sure about their future career decisions (Lestari & Supriyo, 2016; Pramudi, 2015). Several previous studies have also revealed that the level of difficulty in making career decisions for teenagers is still high (Maslikhah et al., 2022; Arjanggal, 2017).

Knowing this, it is very important for students to get career guidance. Through career guidance, students get career guidance services to develop their abilities, readiness and skills in making career decisions (Herlinda, 2021; Pramudi, 2015). Career guidance aims to help students understand themselves and their work environment well, guide students to plan their future, and make decisions responsibly. In addition, career guidance also aims to help individuals actualize themselves more meaningfully (Fakhriyani & Sa'idah, 2022; Defriyanto & Purnamasari, 2017). Super's career theory describes careers as a series of stages or cycles that include growth, exploration, recovery and maturity (Alamsyah & Bashori, 2021; Putra, 2021). Ginzberg's theory (1951) in several previous studies stated that career development has a choice process that includes the main stages, namely fantasy, tentative and realistic and focuses on career exploration, crystallization and specification (Hidayat et al., 2019; Usmawati, 2019). Meanwhile, a theory that is still rarely used is Krumboltz's social learning theory. Krumboltz's theory emphasizes the importance of social interaction, learning experiences, and modeling in shaping individual career development. Krumboltz's social learning theory explains that a person's career development is influenced by learning experiences and interactions with their social environment. Krumboltz suggests that there are four categories of factors that influence the decision-making process in career selection, including genetic factors, environmental conditions and events, learning experiences, and skills in handling tasks (Brown, 2002). Krumboltz emphasizes that career decisions do not occur in a vacuum, but rather through a complex learning process in which individuals continually evaluate and adjust their choices based on new information and environmental changes (Krumboltz et al., 1976). This theory also

highlights the importance of flexibility and adaptability in careers, given the ever-changing and unpredictable world of work.

Career guidance based on Krumboltz's social learning theory offers a unique approach to developing career decisions by emphasizing the influence of learning experiences and environments. The urgency of this research is several situations can hinder adolescents' career decision-making, which can have an impact on their future career direction. Therefore, this study aims to produce career guidance based on Krumboltz's social learning theory that is effective in developing students' career decisions. This study stands out because it applies the principles of Krumboltz's theory to a context that has not been explored before, so that the position of this study provides a new perspective that shows novelty in the career guidance approach. The results of this study are expected to develop students' career decisions, so that students can determine their future appropriately.

2. METHOD

This study applies the positivism paradigm related to quantitative research. The method used is an experiment with a quasi-experimental design. The research design includes a pretest and posttest control group involving an experimental group and a control group. Participants in this study involved 493 people, namely students of class XI SMA Negeri 9 Bandung, expert lecturers in guidance and counseling, and high school BK teachers. Sample selection was carried out using a purposive sampling technique. The sample was taken based on the class with the lowest career decision value category. Data collection was carried out using a career decision instrument questionnaire that had been developed from the results of the synthesis of three theories, namely Dillard (1985), Gati & Saka (2001), and Sharf (1992). Furthermore, a rational test was conducted by three guidance and counseling experts. The career decision instrument grid used in this study can be presented in Table 1.

Table 1. The Career Decision Instrument Grid

No.	Aspect	Indicator	Item No.		Amount
			Positive	Negative	
1.	Self-knowledge (Cognitive)	Understanding career goals, the ability to understand and identify desired career goals.	1,2,3	4,5	5
		Information analysis, the ability to analyze information related to various career options.	6,7,8	9,10	5
		Understanding the career decision-making process, knowing the stages of the career decision-making process.	11,12,13	14,15	5
		Self-control, awareness of the extent to which a person feels they can control or influence the course of their own career.	16,17,18	19,20	5
2.	Self-readiness (Affective)	Self-confidence on one's ability to make the right decisions.	21,22,23	24,25	5
		Motivation, internal and external encouragement to achieve certain career goals.	26,27	28,29,30	5
		Self-involvement, actively participate directly in activities that support career choices and consult with others.	31,32	33,34,35	5
3.	Skills in acting (Psychomotor)	Practical skills, the ability to perform tasks or physical activities related to a particular job.	36,37	38,39,40	5
		Interpersonal skills, actively involved in interacting with others	41,42	43,44,45	5
		Self-management skills, the ability to manage time, resources and projects	46,47	48,49,50	5
AMOUNT					50

Source : (Gati & Saka, 2001; Sharf, 1992; Dillard, 1985) with modification

The results of the instrument validity test were evaluated quantitatively using the Spearman validity test with SPSS. The validity test with 50 statement items was conducted on 363 grade XI students. The statement items were considered valid if the significance value or $p \leq 0.05$. Based on the

categorization results, 48 statement items were considered valid, while items no. 16 and 34 were invalid because the p value ≥ 0.05 . Meanwhile, the reliability test was conducted using the split-half method analyzed with Spearman-Brown to measure reliability. The calculation results using SPSS showed an alpha coefficient value = 0.851, which means that this instrument is in the high category. This shows that the statement answers are filled in consistently on each instrument item. This means that students provide consistent answers when filling out the instrument.

The data analysis technique used in this study is inferential statistics to compare the average career decisions between the control and experimental groups, both at the beginning and end of the study, with non-parametric statistical testing Mann Whitney U test. This analysis was conducted to test the effectiveness of career guidance based on Krumboltz's social learning theory in developing students' career decisions.

3. RESULTS AND DISCUSSION

Result

The results of this study answer the research question regarding the effectiveness of career guidance based on Krumboltz's social learning theory to develop students' career decisions. The test results show that one of the data groups, namely in the pre-test experimental class, shows that the data is not normally distributed, so the statistical analysis is continued with non-parametric statistical tests. Testing the effectiveness of career guidance based on Krumboltz's social learning theory to develop students' career decisions is carried out using the Mann Whitney U Test to determine the effect of career guidance based on Krumboltz's social learning theory to develop students' career decisions and to determine the differences in career decisions of the control group and the experimental group given treatment in the form of career guidance based on an approach based on Krumboltz's social learning theory.

The Mann Whitney U Test was conducted to determine whether there was a difference in the average of two paired samples of pre-test and post-test data in the experimental group and the control group. The testing criteria for the Mann Whitney U Test are if the significance value (2-tailed) < 0.05 indicates that there is a significant difference between the initial and final variables. This means that there is an influence of career guidance based on Krumboltz's social learning theory to develop students' career decisions. Conversely, if the significance value (2-tailed) > 0.05 , then this indicates that there is no influence of career guidance based on Krumboltz's social learning theory to develop students' career decisions. The results of the Mann Whitney U Test can be presented in [Table 2](#).

Table 2. The Results Mann Whitney U Test Pre-test and Post-test Experimental Group and Control Group

Group	Asymp Sign. (2- tailed)	α
Experimental Group	0.0008	0.05
Control Group	0.0000	0.05

Based on the table above, it is known that the significance value (2-tailed) in the experimental group shows a value of 0.008 < 0.05 . This indicates that there is a difference in the average career decision for the pre-test and post-test groups in the experimental class, namely the class that received career guidance based on Krumboltz's social learning theory. In addition, these results also indicate that there is a significant influence of career guidance based on Krumboltz's social learning theory to develop students' career decisions. The significance value (2-tailed) in the control group shows a value of 0.000 < 0.05 . This shows that there is a difference in the average career decision in the pre-test and post-test of the control group. This means that the increase in career decision scores in the control group is not very significant compared to the experimental group that was given treatment in the form of career guidance based on Krumboltz's social learning theory.

Results the hypothesis in this study is that career guidance based on Krumboltz's social learning theory is effective in developing career decisions. The results of the Mann Whitney U test show that the significance value (2 tailed) < 0.05 , which means that H_0 is rejected. In the "test statistics" table, the sig. value can be seen as 0.008 (< 0.05), which means that career guidance based on Krumboltz's social learning theory is effective in developing students' career decisions.

Discussion

The results of the effectiveness test with the Mann Whitney U test on the post-test results of the experimental group and the control group showed significant results in the experimental group, namely the group that received treatment in the form of career guidance based on Krumboltz's social learning

theory. The results of this test indicate that career guidance based on Krumboltz's social learning theory has been proven effective in developing students' career decisions. There was a significant increase in all aspects in the experimental group, both in terms of self-knowledge, readiness, and acting skills, after being given treatment in the form of career guidance based on Krumboltz's social learning theory. Considering the findings, the development of effective student career decisions is provided through career guidance based on Krumboltz's social learning theory because this approach integrates aspects of self-knowledge (cognitive), self-readiness (affective) and skills in acting (psychomotor) in the development of individual career decisions. Career guidance based on Krumboltz's social learning theory is a fairly comprehensive approach because it also considers various factors in individual career development. This theoretical framework recognizes the contribution of genetic influences, environmental conditions, learning experiences, and approach skills or task completion (Krumboltz, 1994).

Career guidance based on Krumboltz's social learning theory includes aspects of experiential learning, social support, self-reflection, and the use of role models. This approach provides a comprehensive and effective method in helping students make the right and satisfying career decisions. This approach can help students identify their interests, abilities, and instill the skills and confidence needed by students later. This is in line with previous research which revealed that the approach with Krumboltz's social learning theory not only helps students understand their interests and abilities, but also equips them with the skills and confidence needed to succeed in the world of work (Sari et al., 2021; Sastrawati et al., 2019).

The recognition of the contribution of various factors that influence individual career behavior in Krumboltz's social learning career theory, is used to develop career decisions in individuals, which are based on current research trends. Career decisions are influenced by various factors, especially personal and contextual factors (Kasan, 2022; Ali & Mukhibat, 2016). Personal factors that can influence career decisions are individual personal attributes and contextual factors, namely the socio-economic environment and labor market conditions (Ergün & Şeşen, 2021; Hosain et al., 2021). To enter the career transition from high school to the next level, individuals need to master the prerequisites of self-knowledge, self-readiness, and skills in acting to be able to decide on a career. This can be fostered with career guidance based on Krumboltz's social learning theory which has proven effective in developing students' career decisions.

The results of this study inform that career guidance based on Krumboltz's social learning theory is effective in developing students' career decisions, especially those in the fairly capable category. The principles of Krumboltz's theory in a previously unexplored context provide a new perspective that shows novelty in the career guidance approach. This study has implications for the use of career guidance by Guidance and Counseling teachers based on Krumboltz's social learning theory to help develop students' career decisions. The limitation of this study is that the implementation of the study was limited to one school only. Further research can expand the population and sample to obtain more optimal research results.

4. CONCLUSION

Overall, this study shows that career guidance based on Krumboltz's social learning theory is effective in developing students' career decisions. The principles of Krumboltz's theory in a previously unexplored context provide a new perspective that shows novelty in the career guidance approach. Thus, school counselors or stakeholders can use career guidance based on Krumboltz's social learning theory to develop students' career decisions.

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