

Career efficacy among Bandung high school students and implication for guidance and counseling

Dewi Melianasari Surya*, Mamat Supriatna, Amin Budiamin, Amirul Hazmi Hamdan

Universitas Pendidikan Indonesia, Jl. Dr. Setiabudi, Bandung, Indonesia

*Corresponding e-mail: melianasaridewi@upi.edu

Abstract

The career development obstacle faced by students is feeling confused about choosing a study program and college to continue their education after graduating from high school. Many factors cause this difficulty, including students who do not fully understand their potential, interests, and lack of information. Individual career efficacy is essential for career choice. Career efficacy is an individual's belief that they can perform tasks related to making career decisions. Individuals with high career efficacy will succeed in making the right career decisions. Therefore, it is crucial to know career efficacy in making one's career decisions. This study aimed to produce data on career efficacy profiles of high school students. The approach is quantitative with a survey method using a career efficacy instrument. One hundred forty-five students of class XII in 24 Senior High Schools in Bandung participated in this research. The results show that in the percentage of career efficacy at SMA Negeri 24 Bandung, 15.9% of students are in the high category, 77.2% are in the medium category, and 6.2% are in a low category. Recommendations from the results of this study are the essential findings of the career efficacy development needs of high school students. Furthermore, we recommend developing a career guidance service program to develop students' career efficacy.

Keywords: career efficacy, career development, career guidance

How to cite: Surya, D. M., Supriatna, M., Budiamin, A., & Hamdan, A. H. (2022). Career efficacy among Bandung high school students and implication for guidance and counseling. *Proceedings of the International Conference on Education, 1, 77-82.*

INTRODUCTION

Hurlock's adolescence is a time that is closely related to the sense of identity vs. role confusion. If teenagers do not have a sense of identity, it will cause role confusion. At times like this, adolescents will enter a period where they cannot filter outside influences and the role of their social environment. Aspects of development include personal, social, academic, and career. These four aspects of life must be lived well by each individual to achieve optimal self-actualization (Suherman, 2013).

A career is a series of individual life events. Orientation, interests, and career choices are systematically carried out and have indicators interconnected with individuals' unique abilities, self-knowledge, readiness, and skills to plan career choices and decisions according to individual desires and abilities (Surya, 2009).

Career planning ability and mature decision-making will affect the success of one's career achievement, of course, with the ability to understand himself. Thus, the individual can make career choice decisions according to his circumstances (Garcarz & Chambers, 2018). Careers need to be planned as well as possible because they are related to development and become an essential part of the success of one's life. Individual ability in careful career planning is closely related to the counselee's understanding of the career itself. As individuals are undergoing a transition process, adolescent development leads to readiness to meet the demands and expectations of the role of an adult. The future of career orientation is one of the facts of cognitive development that occurs during adolescence (Maree, 2019).

The phenomenon is that students are confused in determining which further education to take after graduating from high school. This situation happened because of a lack of students' understanding of their identities, like potential and talents. Not a few students who make these decisions are motivated by their parents' wishes or an attitude of conformity because they experience confusing choices. Career development that high school students should carry out is to develop self-efficacy to begin exploration and more formal career orientation (Carpi et al., 2017). Delays in the career guidance process will impact confusion in career decision-making. It is even possible that they will feel that the majors taken in further education are deemed inappropriate. Career efficacy is a set of beliefs in individuals to make career decisions. Individuals with high career efficacy will succeed in making the right career decisions for themselves. Therefore, it is essential to know career efficacy in making one's career decisions, especially for students prone to experiencing confusion in making further education choices (Chan, 2018).

Data obtained from the counseling team of Detection counselors in September-October 2013 showed that 164 class XII students from various high schools in Yogyakarta experienced indecision and difficulty determining the study program choice that suited them. One of the reasons is that students feel unsure about their choices (Ardiyanti & Alsa, 2015). Students are unsure of the selection of the study program, do not know their interests, do not have a career plan, lack career information and the influence of the environment.

The problems faced by students are quite a lot, especially before the SNMPTN, SNMPN, and UTBK-SBMPTN screenings, where students are not sure about their choice of the study program. The interviews with several students stated various reasons why they did not have confidence and were still confused about their choices. Some of them still depend on family traditions, influences from other people, etc. They feel that the majors taken in further education and their aspirations are not appropriate. Career efficacy is a set of beliefs in an individual to make career-related decisions. Individuals with high career efficacy will succeed in making the right career decisions for themselves. Therefore, it is essential to know career efficacy in making one's career decisions, especially for students who are vulnerable to confusion in determining their choice of further education (Reddan, 2015).

Career choices and decisions must follow the counselee's abilities. One that can influence interest, selection, and career decision-making on internal factors, namely self-efficacy, and based on external factors, is the individual's environment, either in the school or (Widyastuti & Pratiwi, 2013). According to Bandura in 1977 (Astuti & Gunawan, 2016)), career self-efficacy is called career self-efficacy; one's self-confidence about one's ability to carry out career activities related to career maturity, career interests, career development, career choices, career adjustments, and career decisions. Career efficacy is formed through sources of self-efficacy, namely mastery experience, vicarious learning, verbal persuasion, psychological and emotional states. Interests, do not have a career plan, lack of career information, and the influence of the environment. Therefore, this study aimed to determine the description of the career efficacy of high school students.

RESEARCH METHOD

The approach used in this research is a quantitative approach. The research method used in this study is a survey method. The subjects in this study were class XII students of SMAN 24 Negeri Bandung in the academic year 2021-2022. The research sample was taken using the cluster random sampling technique. The sample number in this study was some of the class XII students of SMAN 24 Bandung in the academic year 2021/2022, amounting to 145 students. The instrument was used to obtain career efficacy data. The technique used in this research is a career efficacy instrument. The instrument used by N. Betz and Taylor (N E Betz & Taylor, 2012) has been tested for validity and reliability. The career efficacy instrument developed by N. Betz and Taylor

(2012) consists of self-assessment, job information, goals, planning and problem solving, totaling 50 items.

RESULTS AND DISCUSSION

Research using questionnaires to grade 12 SMA Negeri 24 Bandung with a total of 145 respondents results show the percentage of career efficacy for grade 12 SMA Negeri 24 Bandung with 15.9% of students in the high category, 77.2% of students in the medium category, and 6.2% in the low category. The career efficacy profile of grade 12 SMA Negeri 24 Bandung can be seen as a whole in Figure 1.

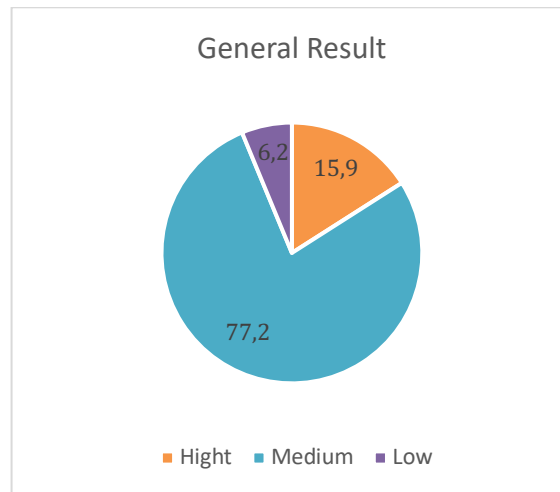


Figure 1. General results of student career efficacy

Based on Figure 1, it can be seen that the majority of career efficacy students of SMA Negeri 24 Bandung are in the medium category. They are followed by the high category, where this status indicates that students do not yet understand careers and do not yet have a good understanding of career efficacy. It can be said that students need to have self-understanding regarding career efficacy. The career efficacy profile of SMA Negeri 24 Bandung students will be described from each aspect, namely self-assessment, information, goals, planning, and problem-solving.

Aspects of seeking information are in the medium category with a difference of 0.7% with the high category, while self-assessment, choice of goals, planning, and problem solving are in the medium category. The study results also revealed the profile of grade 12 students at SMA Negeri 24 Bandung in each aspect. More detailed results can be seen in Figure 2.

Based on Figure 2, in the self-assessment category, as many as 75 students, or 51.7%, are in the medium category. This illustrates that this aspect means that if an individual has high or low career efficacy, it is determined from the individual's assessment of himself. This shows students' understanding of potential and obstacles in choosing a career. The information search category is in the high category with 67 students or 46.2%. The difference is 0.7% with the medium category; this shows that one's career efficacy is seen from the collection of information about the career of interest. This aspect looks at the extent to which individuals are confident in their abilities in specific career fields by gathering the required information.

The aspect of selecting the goals of 86 students, or 59.3%, is in the medium category. This aspect describes the individual's career efficacy as seen from the belief in achieving goals in the career field of interest. The planning aspect of 76 students, or 52.4%, is in the medium category. This aspect describes how individuals have confidence in the future that will be made to choose

a particular career field. Individuals who have high career efficacy will feel confident and believe that their plans will come true.

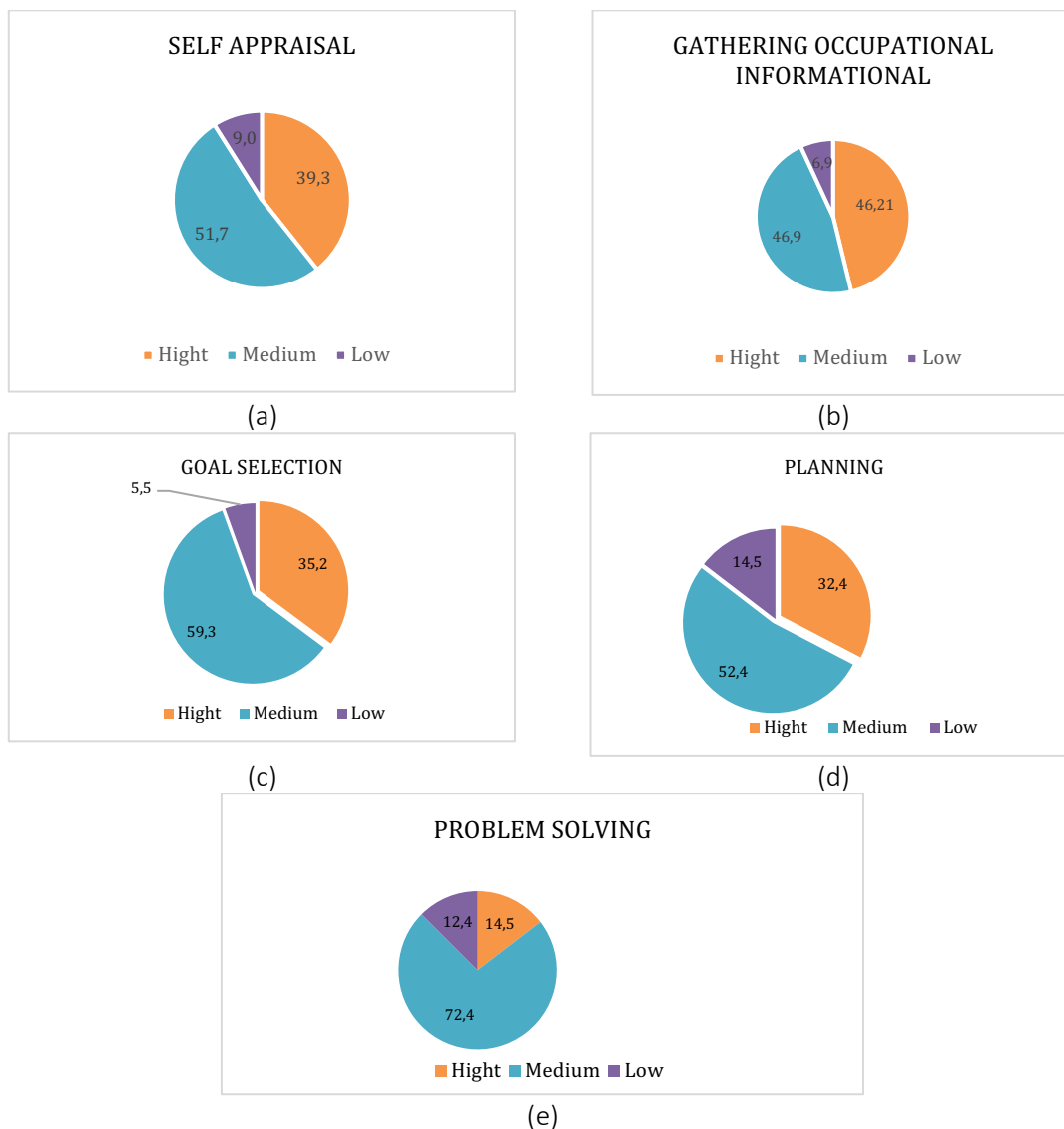


Figure 2. Self-appraisal aspect (a), occupational information gathering aspect (b), goal selection aspect (c), aspects of planning (d), and aspects of problem-solving (e).

The last aspect of problem-solving is in the moderate category of 105 students or 72.4%. This aspect describes how individuals can solve problems in making career decisions. In this category, it is seen that students have not been able to make decisions in their career choices.

Based on the total of all students who filled out the career efficacy instrument, it was generally in the medium category, which was getting a percentage of 77.2% percent with a total number of 112 students. Of the five aspects, all students are in the moderate category with the following average percentage aspects: self-assessment aspect with a percentage of 51.7% total 75 students, information seeking aspect 46.9% total 68 students, aspect of goal choice 59.3% total 86 students, 52.4% planning aspects totaling 76 students, and problem-solving aspects 72.4% totaling 105 students.

Self-efficacy at adolescence is a transitional stage where the demands of dealing with new pressures range from increased sexual awareness to higher education and career choices.

Adolescents must establish new competencies and assessments of their abilities. Bandura noted that success at this stage usually depends on the level of self-efficacy established in childhood (Schultz & Schultz, 2016).

Betz and Hackett (1981) suggested four sources of self-efficacy that affect career efficacy: lack of past performance, learning opportunities, and/or the presence or absence of verbal persuasion and encouragement from others in the environment, such as teachers and parents, mentors, or counselors. It can affect career efficacy negatively. In addition, emotional states also affect career efficacy both positively and negatively.

According to Anderson and Betz (Nancy E Betz & Hackett, 1981), career efficacy is an assessment of their ability to perform career behavior concerning career development, choice, and adjustment. Low career efficacy will cause difficulties in seeing other forms of a career that will be chosen. Career efficacy has an essential role in one's life to predict how strong the goals will be achieved.

Someone who has high career efficacy will find it easier to make career choices for his future. On the other hand, someone who has low water efficacy will have difficulty in making career choices. Therefore, when low career efficacy results from negative experiences with the four sources of self-efficacy, positive career experiences with career efficacy sources must be encouraged to increase career efficacy.

Bandura, in Schultz and Schultz (2016) concludes that certain conditions can increase one's career efficacy, namely:

1. Mastery experience, is a successful experience by setting goals that can be achieved by increasing the achievement;
2. Vicarious learning performance, or called modeling, is an appropriate model and successfully doing something can strengthen the experience of success indirectly;
3. Verbal persuasion, encouraging people to believe that they can be successful in doing something;
4. Psychological and emotional states, unsupportive physical states such as lack of stamina, fatigue, and illness are factors which does not support when someone is about to do something. Conditions like this will affect a person's performance in completing certain tasks.

The analysis can be described based on the results of the career efficacy profile. It is a description based on career efficacy instrument consisting of aspects of self-assessment, information seeking, goal choice, planning, and problem-solving. The results showed that the career efficacy profile, in general, was in the intermediate category. The level of career efficacy in the intermediate category means that the current class XII high school students are advised to be improved so that they are more optimal in making career decisions in the future.

CONCLUSION

Career efficacy is an individual's belief in his ability to make decisions to achieve goals in his developmental tasks. They are characterized by career efficacy aspects: self-assessment, information seeking, goal choice, planning, and problem-solving. High career efficacy can make individuals survive with confidence in their abilities. This belief is a personal ability that can change based on future experiences responsive to environmental conditions. The average student career efficacy is a medium category (77.2%). This condition indicates the need to develop student career efficacy to the maximum. The research findings recommend for teachers and practitioners guidance and counseling to develop career counseling guidance programs specifically to develop career efficacy for high school students. For other researchers, they can also conduct surveys with participants from different study levels to get a more comprehensive comparison of results.

ACKNOWLEDGEMENT

Gratitude to the supervisor who supported to writing and publication of this article and Universitas Pendidikan Indonesia as a place for authors to study.

REFERENCES

- Ardiyanti, D., & Alsa, A. (2015). Pelatihan “PLANS” untuk meningkatkan efikasi diri dalam pengambilan keputusan karir. *Gajah Mada Journal of Professional Psychology (GamaJPP)*, 1(1), 1–17.
- Astuti, R., & Gunawan, W. (2016). Sumber-Sumber Efikasi Diri Karier Remaja. *Jurnal Psikogenesis*, 4(2), 141–151.
- Betz, N E, & Taylor, K. M. (2012). Career decision self efficacy scale and short form sampler set: Manual, instrument, and scoring sheet. *Online) Www. Mindgarden. Com (Diakses 2013)*.
- Betz, Nancy E, & Hackett, G. (1981). The relationship of career-related self-efficacy expectations to perceived career options in college women and men. *Journal of Counseling Psychology*, 28(5), 399.
- Carpi, A., Ronan, D. M., Falconer, H. M., & Lents, N. H. (2017). Cultivating minority scientists: Undergraduate research increases self-efficacy and career ambitions for underrepresented students in STEM. *Journal of Research in Science Teaching*, 54(2), 169–194.
- Chan, C.-C. (2018). The relationship among social support, career self-efficacy, career exploration, and career choices of Taiwanese college athletes. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 22, 105–109.
- Garcarz, W., & Chambers, R. (2018). Career planning is a must for you. In *Career Planning for Everyone in the NHS* (pp. 13–26). CRC Press.
- Maree, J. G. (2019). Group career construction counseling: A mixed-methods intervention study with high school students. *The Career Development Quarterly*, 67(1), 47–61.
- Reddan, G. (2015). Enhancing Students’ Self-Efficacy in Making Positive Career Decisions. *Asia-Pacific Journal of Cooperative Education*, 16(4), 291–300.
- Schultz, D. P., & Schultz, S. E. (2016). *Teori Kepribadian Edisi 10*. Diana, Paulina, Penerj.). Jakarta: Buku Kedokteran EGC.
- Suherman, U. (2013). Bimbingan dan Konseling Karir Sepanjang Rentang Kehidupan. *Sekolah Pascasarjan UPI: Bandung*.
- Surya, M. (2009). *Minat dalam Pemilihan Karier Konsep, Implikasi, dan Implementasinya bagi Bimbingan dan Konseling di Sekolah*. Bandung: Universitas Pendidikan Indonesia.
- Widyastuti, R. J., & Pratiwi, T. I. (2013). Pengaruh self efficacy dan dukungan sosial keluarga terhadap kematangan pengambilan keputusan karir siswa. *Jurnal BK Unesa*, 3(1), 231–238.