

# Career Exploration

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## **Pelatihan *Career Exploration* untuk Meningkatkan *Career Decision Making Self-Efficacy* pada Siswa SMA di Bandung**

### ***Career Exploration Training to Improve Career Decision Making Self-Efficacy of High School Student in Bandung***

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#### **Abstrak**

Saat ini banyak siswa SMA yang mengalami kebingungan dan merasa tidak yakin ketika harus memilih jurusan atau karier masa depannya. Penelitian yang dilakukan bertujuan untuk melihat dampak *Career Exploration* (CE) melalui program pelatihan dalam meningkatkan *Career Decision Making Self-Efficacy* (CDMSE) siswa SMA di Bandung. Penelitian ini menggunakan metode eksperimen. Terdapat masing-masing 6 siswa kelas XI yang berpartisipasi untuk kelompok eksperimen dan kelompok kontrol. Setiap partisipan mengisi kuesioner pre-test dan post-test untuk CE dan CDMSE. Teknik analisis data dilakukan dengan uji beda menggunakan uji statistik *Mann-Whitney U* dan *Wilcoxon Rank* melalui bantuan program SPSS 25.0. Didapatkan hasil bahwa CE, melalui program pelatihan, dapat efektif secara signifikan untuk meningkatkan CDMSE siswa. Hasil pengukuran besaran efek menyatakan bahwa intervensi berupa pelatihan *career exploration* ini memiliki dampak yang besar terhadap CDMSE.

**Kata Kunci:** *Career Decision Making Self-Efficacy; Career Exploration; Pelatihan.*

#### **Abstract**

Currently, many high school students are confused and feel unsure when it comes to choosing their future major or career. The research conducted aims to see the impact of *Career Exploration* (CE) through a training program in improving *Career Decision Making Self-Efficacy* (CDMSE) of high school student in Bandung. This study uses an experimental method. There were 6 students in class XI who participated in the experimental group and the control group. Each participant completed a pre-test and post-test questionnaire for CE and CDMSE. The data analysis technique was carried out by different tests using the *Mann-Whitney U* and *Wilcoxon Rank* statistical tests with the help of the SPSS 25.0 program. It was found that CE, through the training program, can be significantly effective in improving the CDMSE of students. The results of the measurement of the magnitude of the effect stated that the intervention in the form of *career exploration* training had a great impact on CDMSE.

**Keywords:** *Career Decision Making Self-Efficacy; Career Exploration; Training.*

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## INTRODUCTION

When you're in your teens, especially as a student in high school, a career is very important. High school students should start thinking about careers because they will be transitioning from high school to college. In the transition process, students will experience a career decision-making process such as considering the college major, they will choose. The goal is to achieve the desired career in the future (Purnama & Ernawati, 2021). Therefore, high school students are expected to be mature in making career decisions.

The career decision-making process is not an easy one. Izzawati (2015) researched high school students and stated that the low appreciation of students' abilities is what hinders students in making decisions about study programs or majors in college. This shows that the behavior of students who are unable to make decisions on the study program is preceded by uncertainty or doubt in determining the choice of their study program. This shows that individual confidence in making choices plays an important role in the emergence of career decision-making behavior (Izzawati, 2015).

19 One of the concepts that develops in career development and is related to this is career decision making self-efficacy (CDMSE). According to Taylor and Betz (in Arjanggi, et. al., 2019), CDMSE is the belief of an individual that he or she can complete an important process in making career decisions. Thus, students with low CDMSE will have difficulty making decisions and lack confidence in their career choices.

The researcher has conducted an initial survey of 23 grade XI students at SMA "X" Bandung and obtained the results as many as 61% of the 23 students felt that they still did not know their interests and abilities, did not have adequate information related to their majors or fields of work. Some of the reasons why these students do not have adequate information about themselves and the choice of a particular major or job are not knowing how to find related information, laziness to find information, and not knowing their future goals. In addition, the number of major options that are still being considered, and not being sure of the knowledge or ability they must pursue their choice of major, also hinders students from searching for information about their choice of major or field of work.

The results of the initial survey that have been conducted are in line with several studies that reveal that not all adolescents can easily make career decisions because adolescents must try to overcome ambiguity regarding their abilities, stability of interests, abilities personality, and alternative prospects of career choices for now and in the future (Islamadina & Yulianti, 2017; Purnama & Ernawati, 2021). In addition to considering the image of themselves, students also need to understand the demands of their job choices, for example whether they need abilities, expertise, special skills, or need to be acquired through formal or informal learning (Islamadina & Yulianti, 2017). 16 In other words, students are expected to have information about their self-image and information related to the world of work when they want to make career decisions. The lack of information makes it difficult for students to make career decisions (Chiesa, 2016).

The concept of 17 searching for information related to self-image and career-related information is called career exploration. Career exploration is defined as a thought and behavior directed to increase knowledge about oneself and the external environment to obtain information related to career (Kleine, et. al., 2021). Two things that are focused on

in career exploration are the self (a person's personality, such as interests) and the environment (types of work, career world, alternative career choices) (Jiang, et. al., 2019).

There are some individuals who are reluctant to engage in Career Exploration because they do not have the opportunity to explore, confidence, and/or skills, or they are unaware of the opportunities in their environment. Many individuals are also unaware of the need to Career Exploration This is because their surroundings do not encourage them to explore (such as lack of social support, absence of career guidance programs in schools) and/or they may be hampered by sociocultural influences (such as certain norms or traditions, e.g. hereditary work culture) (Rossallina & Salim, 2019).

For this tendency of individuals to conduct career exploration to be realized in individuals, there needs to be the right triggers from the environment that encourage and support the development of behavior and exploration skills. It is important to develop a career exploration intervention that can involve the career decision-making process (Rahman, 2022). This is one of the reasons for researchers to intervene in career exploration to improve CDMSE. This intervention is important, because the lack of career exploration will limit the understanding of job opportunities. This makes students less confident in making career decisions.

The researcher developed a career exploration intervention program in the form of active training. According to Silberman (2015), training is a way to develop a person's performance when a person or group of people lacks adequate knowledge or skills. Active training occurs when the trainees are more involved in it. Thus, participants not only receive information, but also gain knowledge and skills from the learning activities carried out (Silberman, 2015). Based on this presentation, the purpose of this study is to see if career exploration through training programs can increase career decision making self-efficacy in grade XI students at SMA 'X' Bandung.

## **RESEARCH METHODS**

This study is experimental research with a pre-test – post-test control group design. In the design of this study, two groups of participants will be used (experimental and control groups), where one group of participants will be given treatment (experimental group) while the other group (control group) will not be given treatment or given different treatment from the experimental group (Bulus, 2021).

The pre-test in this study was carried out the day before the implementation of the treatment (career exploration training intervention), while the post-test was carried out 14 days after the treatment was given. The measuring tool used during the pre-test and post-test to measure the CDMSE (dependent variable) variable is the CDMSE short form which has been adapted and translated into Indonesian by Purnama and Ernawati (2021). Meanwhile, the measuring tool used during the pre-test and post-test to measure career exploration variables (independent variables) is the career exploration survey which has been translated and adapted into Indonesian by Sawitri and Dewi (2015).

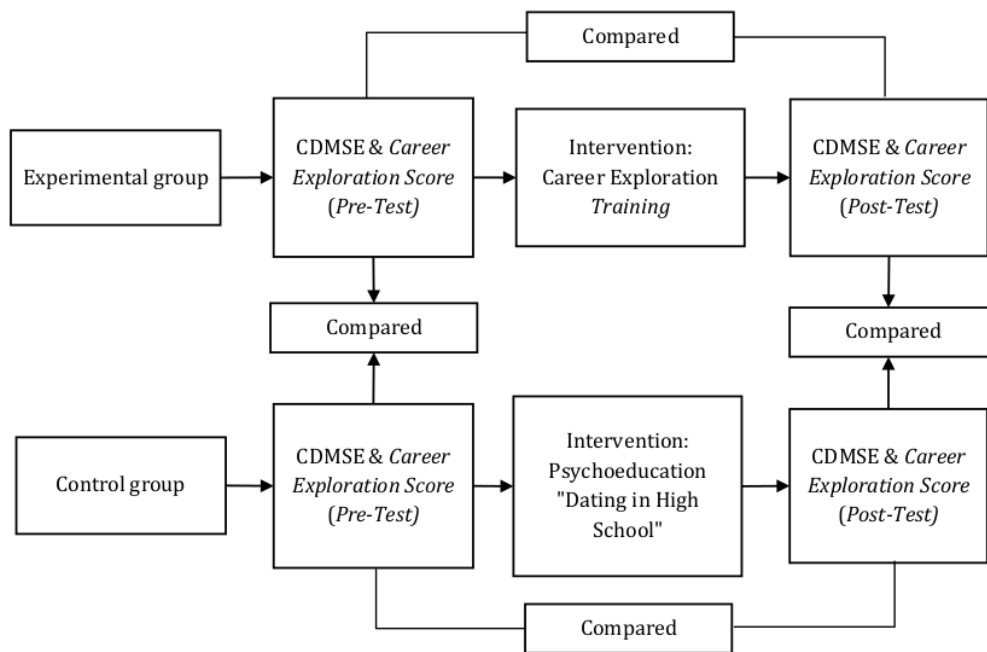


Chart 1. Pre-Post Test Experiment Design

The data that will be processed statistically are pre-test and post-test scores of CDMSE variables and career exploration in the control and experimental groups. The statistical tests that will be used in this study are the Wilcoxon Rank test and the Mann-Whitney U test. Statistical data processing will be carried out using the help of the SPSS Statistic 25.0 program. In this study, the measurement of independent variables (career exploration) is intended as a manipulation check. Manipulation checks are carried out to measure whether the independent variable has the expected effect on the participants, in which case whether career exploration as an independent variable can increase CDMSE as a dependent variable.

The intervention program that will be carried out in this study is training. This training program was prepared by the researcher himself based on the career exploration theory from Kleine, et al. (2021). In this training program, there are two sessions based on the dimension of career exploration, namely self-exploration (session 1) and environmental exploration (session 2). In session 1, students will identify their interests, abilities, as well as their work personality types and in session 2 students will look for information related to the career options they are interested in. The training was carried out in one day with a duration of approximately 3 hours. The delivery of training materials uses several methods such as games, lectures, writing tasks (using worksheets that have been prepared by researchers), discussion/sharing (Silberman, 2015).

The sample drawing technique used in this study is purposive sampling, which is a sample drawing technique that has characteristics that are in accordance with theoretical

interests or research objectives (Howitt & Cramer, 2017). The research participants were students of class XI of SMA 'X' Bandung who experienced confusion or were not sure in making career decisions – marked by low CDMSE degrees – and filled out a consent letter as a sign of willingness to participate in the training series from start to finish. Students with low CDMSE degrees were obtained through the results of the CDMSE pre-test questionnaire given the day before the implementation of the intervention.

## RESULTS AND DISCUSSION

There were 12 students who had a CDMSE with a low degree and were respondents in this study. The students were randomly divided into experimental and control groups, which were 6 students each. As many as 58.3% of the respondents in this study were male and 66.6% came from the field of social studies specialization. Based on the pre-test and post-test scores that have been collected, both from the experimental and control groups, the following results are obtained:

Table 1. Description of Participant Data – Pre-Post Test CDMSE

| No. | Control Group |         |          |               | Experimental Group |         |          |               |
|-----|---------------|---------|----------|---------------|--------------------|---------|----------|---------------|
|     | Name          | Pretest | Posttest | Score Changes | Name               | Pretest | Posttest | Score Changes |
| 1   | KG            | 26      | 31       | 5             | SF                 | 32      | 36       | 4             |
| 2   | VCC           | 32      | 36       | 4             | NSG                | 28      | 27       | -1            |
| 3   | FCS           | 30      | 33       | 3             | WFS                | 22      | 38       | 16            |
| 4   | NS            | 26      | 34       | 8             | SPS                | 27      | 32       | 5             |
| 5   | R             | 25      | 34       | 9             | KAH                | 16      | 36       | 20            |
| 6   | MA            | 28      | 22       | -6            | ML                 | 27      | 42       | 15            |
|     | Mean          | 27,8    | 31,6     |               | Mean               | 25,3    | 35,1     |               |

Table 2. Description of Participant Data – Pre-Post Test Career Exploration

| No. | Control Group |         |          |               | Experimental Group |         |          |               |
|-----|---------------|---------|----------|---------------|--------------------|---------|----------|---------------|
|     | Name          | Pretest | Posttest | Score Changes | Name               | Pretest | Posttest | Score Changes |
| 1   | KG            | 41      | 36       | -5            | SF                 | 38      | 45       | 7             |
| 2   | VCC           | 45      | 44       | -1            | NSG                | 24      | 33       | 9             |
| 3   | FCS           | 33      | 42       | 9             | WFS                | 38      | 44       | 6             |
| 4   | NS            | 39      | 38       | -1            | SPS                | 36      | 33       | -3            |
| 5   | R             | 32      | 40       | 8             | KAH                | 35      | 44       | 9             |
| 6   | MA            | 19      | 29       | 10            | ML                 | 29      | 47       | 18            |
|     | Mean          | 34,8    | 38,1     |               | Mean               | 33,3    | 41       |               |

Based on tables 1 and 2, after participating in career exploration training activities, both the average CDMSE and career exploration scores in the experimental group showed an increase, namely 9.8 for CDMSE and 7.7 for career exploration. In the control group, the CDMSE and career exploration pre-test and post-test scores also experienced an increase in the average score. Although both groups experienced an increase in scores, the experimental group had a greater increase in scores compared to the control group.

Table 3. Mann-Whitney U Comparative Test Results

| Variable  | Z      | P-Value |
|---|--------|---------|
| <b>Pre-test Experiment &amp; Control Group</b>    |        |         |
| CDMSE   | -.484  | .629    |
| CE  | -.642  | .521    |
| <b>Post-test Experimental &amp; Control Group</b> |        |         |
| CDMSE   | -1.292 | .196    |
| CE  | -1.131 | .258    |

Based on the results of the hypothesis test between the pre-test and post-test scores, the results are obtained as shown in table 3. The experimental group and the control group showed equivalent CDMSE and Career Exploration (CE) conditions at the time of the initial measurement (pre-test). This can happen because all the samples taken in this study are students with low CDMSE degrees. At the time of the final measurement (post-test), there was an increase in scores in the experimental group and the control group, but the increase students' CDMSE and CE scores in the experimental group was not significant when compared to the control group.

Table 4. Wilcoxon Rank Comparative Test Results – Experimental Group

| Variable               | Z      | P-Value |
|------------------------|--------|---------|
| Pre CDMSE – Post CDMSE | -1.992 | .046    |
| Pre CE – Post CE       | -1.997 | .046    |

Table 5. Wilcoxon Rank Comparative Test Results – Control Group

| Variable               | Z      | P-Value |
|------------------------|--------|---------|
| Pre CDMSE – Post CDMSE | -1.363 | .173    |
| Pre CE – Post CE       | -.946  | .344    |

Based on table 4, it is known that the experimental group has a significant difference in CDMSE scores in pre-test and post-test scores. In other words, there is a change in the condition of CDMSE after students receive intervention in the form of CE training. As for the control group that did not receive CE training intervention, based on table 5, there was no change in CDMSE conditions. In table 4, it was also found that in addition to changes in CDMSE conditions, CE conditions also improved after the experimental group was given intervention in the form of CE training. These findings reinforce the results that the intervention in the form of CE training provided can improve students' CDMSE degrees. This is in line with the results of other studies, that CE can predict CDMSE or CE is able to improve CDMSE. Students will find it easier to make career decisions because exploration activities reduce the sense of uncertainty in students.

Effect Size (ES) measurements were also carried out to determine the strength of the intervention (career exploration training) provided to improve CDMSE. The results of the ES measurement were obtained of .815. The results show that the intervention in the form of career exploration training has a large impact on improving the degree of CDMSE. It can be concluded that this career exploration training is effective in improving the CDMSE of grade XI students of SMA 'X' Bandung.

In the career exploration training conducted in this study, there were activities in the form of lectures, writing tasks (given in the form of worksheets), other interactive activities such as games and group discussions. Through lectures, students are given knowledge about how to conduct self-exploration and environmental exploration. Meanwhile, through writing tasks in the form of worksheets, games, and discussions, students try to apply several methods of exploration that have been conveyed during lectures by identifying their interests, abilities, work personality types (related to self-exploration), various types of careers, and exploring information about career choices (related to environmental exploration). Based on the training that has been carried out, students who do self-exploration and environmental exploration are able to increase self-efficacy (more confident or have confidence) to make career decisions.

This career education is carried out in the form of training because the purpose of the training is so that the knowledge, skills, and behaviors trained can be applied in daily activities. Participants not only receive information (from lectures) but gain knowledge and skills from the learning activities carried out (such as conducting exploration activities through worksheets, games, discussions). CE is a behavior, which means that a person needs to carry out an activity to collect information about both self-exploration and knowledge about career choices (environmental exploration). CE also involves cognitive and affective activities to achieve one's career goals, such as conducting an assessment process of oneself and the individual's environment. These cognitive, affective, and behavioral activities are facilitated by training because training is an intervention that can include cognitive, affective, and behavioral learning so that it is able to improve CDMSE and CE in students who receive training interventions.

In conclusion, basically this CE training can effectively significantly improve the CDMSE of students in the experimental group, but it is not significant when compared to the control group. Referring back to the test results in table 5 (CDMSE – CE post-test section of the experimental and control groups), insignificant changes in CDMSE and CE scores after the post-test can be caused by career exploration activities that must be continuously carried out all the time. According to experts in the field of careers, career exploration is seen as a prolonged process. In other words, this career exploration process needs to be continuously carried out and developed to be able to significantly improve CDMSE. This is also in line with several other research results, if the more students know about careers, recognize or know information about careers, then students will be more confident in making career decisions. When students are heavily involved in career exploration activities, they will have a high CDMSE and will have a low level of career indecision, not hesitating or difficult in the career decision-making process.

Some other things that are not observed or controlled by the researcher and can be a limitation in this study are the unknown daily life of students in a span of two weeks, from the initial measurement (pre-test) to before the final measurement (post-test). The researcher did not know whether the students who were participants in this study carried out career exploration outside the training provided by the researcher or not, whether students from the experimental group shared career exploration training materials with the control group students in the two-week span or not. In the next study, the researcher



can control by assigning the task of making a journal to each participant, in the time span after data collection to post-test. Each participant can write down what things the participants do related to career exploration.

## CONCLUSION

Based on the results of data processing regarding career exploration (CE) training to improve career decision making self-efficacy (CDMSE) in grade XI students, it is concluded that CE training is significantly effective in improving the CDMSE of grade XI students. However, the increase in students' CDMSE and CE scores in the experimental group was not significant when compared to the control group. The insignificant change in CDMSE and CE scores after the post-test, is suspected to be due to the need for continuous career exploration to be able to significantly improve the CDMSE.

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