The Effectiveness of Social Cognitive Career Therapy Counseling in Career Decision Making

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Abstract: The problem that many students experience today is related to difficulties in making career decisions. As for helping students make career decisions, a comprehensive intervention is needed, and one alternative that can be used is to provide social cognitive career counselling. This study aimed to confirm the effectiveness of social cognitive career therapy counselling on career decision-making. This study uses a repeated measurement experimental design. The subjects in this study were 6 students of SMA Negeri 3 Mataram who were indicated to have the ability to make career decisions which were shown in the low category. Data collection uses an instrument adapted from The Career Decision Making Self Efficacy Short Form Scale. Data analysis used repeated measure ANOVA statistics. The results of this study indicate that effective social cognitive career therapy counselling can improve students' ability to make career decisions. Furthermore, this study shows a significant difference in students' career decision-making from a gender perspective, where female students have a better ability to make career decisions than male students.
Keywords: Career decisions making; Modeling; Social cognitive career therapy

Introduction

In adolescence, individuals learn a lot to process information obtained through observations and experiences as a forum for thinking to produce new ideas or ideas. In addition, during adolescence individuals have also learned to think about situations that are still in the form of plans or an image. Thus, individual adolescents can learn to understand their current actions and decisions that affect or impact the future. As for indirectly, it can be said that in adolescence, individuals can use their cognitive abilities to predict future consequences as a result of their current actions (Demetriou et al., 2020) .

Cognitive development in adolescence often referred to as the formal operation stage, provides opportunities for adolescents to speculate about something closely related to the future they want. However, there is one part of childhood cognitive development that is still carried over into adolescence is the tendency to think egocentrically (Sanghvi, 2020). Egocentrism can be said to be the inability to see things from another person's point of view. This selfish mindset can plunge teenagers into problems, which can happen now or in the future. This statement is in line with a study which revealed that low adolescent egocentrism tends to be followed by high social competence(Popovac & Hadlington, 2020).

In addition to the problem of egocentrism, there are other problems faced by individual adolescents, namely related to their personality and social development where these changes can be closely related to their emotions and social interactions with other people. In this case, individual adolescent social development involves more peer groups than parents Thus the role of peer groups is very large for the personality and social development of individual adolescents. In adolescents, the influence of the environment is very decisive in shaping their

behaviour, so the role of peers is very influential on individual adolescents even though their cognitive development is adequate (Steinebach et al., 2019).

This statement is reinforced by the results of research which state that peer groups are recognized as being able to influence adolescent individual judgment and decision-making(Bexkens & Müller, 2021). As for indirectly, peers are said to be the main source of reference for individual adolescents who can influence their decisions in terms of perceptions and determine attitudes related to their lives.

Students also experience individual adolescent problems related to career decision-making at SMA Negeri 3 Mataram. This is influenced by the inability of students to see things from a broader perspective, where they only see careers and work from one point of view without considering several aspects that support success such as understanding, self-knowledge, and knowledge of the world of work.

Furthermore, most students still choose a career based on invitations from peers, and parents' wishes, and are only limited to choosing a study or job that is a favourite in their family. In addition, problems that can affect students' career choices are due to their lack of financial support. From some of these problems, it can be said that the career decision-making problems experienced by students occur because students pay less attention to their preferred career path by not seeking support to pursue that career choice.

reveal the problems experienced by many students related to their inability to make career choices due to demands from parents, peer influence and socio-economics. This statement is in line with the results of research which states that students' career choices are strongly influenced by the will of parents and the influence of peers. Furthermore, it is hoped that many students will make career decisions not based on seeking further information about their abilities, desires and available job opportunities (Akosah-Twumasi et al., 2018) .

A study says that problems related to students' difficulties in making career decisions occur not only in one country but are universal in many countries. The consequences if students make career decisions that are not by their potential are experiencing confusion in choosing further studies and feeling unprepared to enter the world of work(Qizi, 2020). In this research, to help students to be able to make decisions in choosing the right career, an approach that is appropriate to the characteristics of the problem is needed. The readiness of students in making career decisions is known as career maturity.

The tasks of student career development, at this stage of career maturity, it is necessary to have a deep understanding for students to make the right career decisions(Lestari & Tentama, 2020). In addition, from the results of previous studies, it was said that there were differences in the level of career decision-making between male and female students, where girls made it easier to make career decisions than boys because girls tended to be more open to information related to career knowledge(Ismail et al., 2018).

Furthermore, in terms of career maturity, both male and female students must have self-efficacy as a support for career decision-making at the career maturity stage. In line with this opinion, self-efficacy is a belief in assessing one's ability to organize and complete tasks through thoughts and actions to achieve the specified target. In this case, self-efficacy is needed by students as a belief in their ability to make career decisions(Babarović & Šverko, 2019).

Growing self-efficacy in students is very important for career development because it influences achievement behaviour, academic and career decisions, career adjustments, and self-understanding in the world of work. The purpose of growing students' self-efficacy is so that they can have high self-confidence so that later they can influence future career decisions. In research self-efficacy in career decisions is defined as the confidence to make decisions based on self-concept to be able to make choices from existing career options(Abdinoor, 2020). Increasing career self-efficacy, cognitive abilities and positive attitudes are needed from social experiences.

224

In this study, to help overcome obstacles and difficulties for students in determining career decision-making, a more adequate counselling strategy is used, namely Social Cognitive Career Theory (SCCT) which emphasizes Bandura's concept of social cognitive theory in general. The social cognitive concept emphasizes the complex ways in which individuals interact with their environment which influences each other(Liu et al., 2020). This approach assumes that individuals can struggle to change to some degree towards self-improvement.

The social cognitive career theory approach can explain career decision-making based on the development of interests, career choices and performance. The social cognitive career theory counselling approach used in this study emphasizes self-efficacy for students' interests so that they can develop activities in achieving the expected goals. This is in line with the results of research where interest is the main factor that can direct students in choosing the right career(Brown & Lent, 2019). The social cognitive career counselling approach is very suitable for helping adolescents who have difficulty choosing a career.

The reason for using social cognitive career counselling as an intervention is that it can be used to assist students in analyzing and overcoming barriers to career choice according to their interests through increasing self-efficacy and understanding of outcome expectations. Furthermore, based on the results of the meta-analysis related to the effectiveness of the social cognitive career theory approach, it is recommended that further researchers pay more attention to the social and cultural context of the individual(Alshahrani et al., 2018).

Observing the suggestions from the research above, the rest of this research is expected to emphasize the impact and contribution of social cognitive career counselling which in its application emphasizes self-efficacy in students' career decision-making abilities. Therefore, this study was conducted based on recommendations from those who suggested further research to pay more attention to self-efficacy as a mediator in increasing individual potential. In addition, this study also pays attention to gender differences because according to girls is easier to make career decisions than boys because girls tend to be more open to career information than boys.

Following up on these suggestions, this study aims to improve students' abilities in making career decisions that emphasize self-efficacy. The students' self-efficacy in this study was formed through the provision of social cognitive career therapy counselling. Meanwhile, the level of student's career decision-making is seen from their gender difference after being given treatment in the form of social cognitive career therapy counselling.

Methods

This study uses a repeated measure experimental design with a pretest and multiple posttest design models. This research was conducted on students of class XI at SMA Negeri 3 Mataram, Indonesia, with as many as 6 people experiencing problems related to their inability to make career decisions. The research subjects selected to be the experimental group were given the intervention of social cognitive career therapy counselling. The instrument used in this study is an adaptation of The Career Decision Making Self Efficacy Short Form Scale. Furthermore, in this study, the experimental group received 6 sessions of social cognitive career therapy counselling for each person. Each session of social cognitive career therapy counselling is carried out for 45 minutes according to regulations. After the counselling intervention was completed, a post-test assessment was carried out to see the changes that occurred in the research subjects. As for ensuring that the intervention provided had a permanent impact on the research subjects, the researchers conducted a follow-up assessment two weeks after the post-test evaluation was carried out. Furthermore, the data obtained from the assessment results were analyzed using repeated measures ANOVA.

Results and Discussion

The data collected in this study is about the inability of students in making career decisions at SMA Negeri 3 Mataram. This data was obtained from class XI students who participated in filling out The Career Decision Making Self Efficacy Short Form Scale instrument. Based on the results of filling out the instrument from all students, 6 students were selected who had a low level of career decision-making ability. From the data from the pre-test assessment results, the experimental group has an average value of 37.67 which indicates the level of career decision making is included in the "low" category which has an interval of 20 to 39. Furthermore, to improve students' ability in decision making low career, then social cognitive career therapy counseling is used as an alternative problem solving.

After being given social cognitive career therapy counselling, the next thing to do is to conduct a post-test assessment. The purpose of the post-test assessment is to determine changes in the level of students' abilities in making career decisions after being given the intervention. The post-test data collection was carried out using the same instrument when conducting the pre-test assessment. The post-test assessment results obtained a mean value of 57.67 which indicates an increase in students' ability in making career decisions from the "low" category to the "moderate" category with an interval of 40 - 59. As for ensuring changes that occur in research subjects due to intervention from social cognitive career therapy counselling, the researcher again conducted a follow-up assessment two weeks after the post-test assessment was carried out.

From the results of the follow-up assessment, a mean score of 77.33 was obtained, which means that there was an increase that initially the research subjects were in the "medium" category to the "high" category with an interval of 60 - 80. The presentation of the data above shows the results of the pre-test (M = 37.67, SD = 0.51), post-test (M = 57.67, SD = 0.81) and follow-up (M = 77.33, SD = 0.81). Furthermore, to find out the results of the main effects of the experimental group, it can be seen from the results of the repeated measures ANOVA statistical test. In table 1 descriptive characteristics of the student, and career decision-making is presented.

Table 1. Descriptive Characteristics of Student Decision Making

Group	Student Decision Making					
	T_1		T_2		T_3	
	M	SD	M	SD	M	SD
Male	37.67	0.57	57.33	0.57	76.67	0.57
Female	37.67	0.57	58.00	1.00	78.00	0.00
Mean	37.67	0.51	57.67	0.81	77.33	0.81
$F_{1\,(2,8)}$	8496.80, p < 0.01					
$F_{2\,(1,4)}$	97572,36, p < 0.01					

The results of the main effect of time on increasing career decision-making abilities in the experimental group showed a significant effect ($F_{(2.8)}$ = 8496.80, p < 0.01). The effect of time at the time of measurement showed an increase in career decision-making in the experimental groups T1 (M = 37.67, SE = 0.23), T2 (M = 57.67, SE = 0.33) and T3 (M = 77.33, SE = 0.16).

This study investigates the effectiveness of social cognitive career therapy counselling to improve students' ability to make career decisions. The results of this study confirm that social cognitive career therapy counselling is effective in improving student career decision-making at SMA Negeri 3 Mataram. This study confirms that social cognitive career therapy counselling is effective in various settings. The results of research that can support this research

226

are research conducted by which reveals that social cognitive career therapy counselling is effective in increasing students' self-affiliation(Peng et al., 2018). In addition, research conducted also describes the effectiveness of social cognitive career therapy counselling in increasing students' career aspirations(Međugorac et al., 2020). For also revealed that the provision of social cognitive career therapy counselling can link commitment, career advancement and expected results desired by students(Wang et al., 2020).

Social cognitive career therapy counselling is effective in helping students develop their ability to choose the right career because this approach is rooted in the view of human agency that individuals are agents who are proactively involved in their environment and can make things happen with their actions. The key to the understanding agency is the fact that among other personal factors, individuals have self-beliefs that enable them to exercise control over their thoughts, feelings, and actions, and what people think, believe, and feel affects how they act.

Furthermore, the Social Cognitive Career Theory (SCCT) approach can help students reconsider their self-efficacy beliefs, find solutions and encourage the skills needed for career choices(Zhou & Song, 2022). Cognitive concepts (self-efficacy, outcome expectations and goal setting) are significant factors in academic and career decision-making. These cognitive factors can influence how individuals perceive their abilities and what they believe they can achieve.

In line with this opinion, revealed that self-efficacy is a belief in assessing one's ability to organize and complete tasks through thoughts and actions to achieve the specified target. In this case, students need self-efficacy as a belief in their ability to make career decisions. Growing self-efficacy in students is very important for career development because it influences achievement behaviour, academic and career decisions, career adjustments, self-understanding in the world of work(Lee et al., 2022).

The purpose of growing students' self-efficacy is so that they can have high self-confidence so that later they can influence future career decisions. Self-efficacy in career decisions is defined as the confidence to make decisions based on self-concept to be able to make choices from existing career options(Rosantono et al., 2021). According to, to increase career self-efficacy, cognitive abilities and positive attitudes are needed from social experiences.

The results of the main effect of time on gender in the experimental group showed a significant effect ($F(1,4) = 97572.36$ $p < 0.01$). Meanwhile, if you compare the mean difference value from pairwise comparisons, the provision of social cognitive career therapy counselling to students who have a low level of career decision-making has a significant increase. Based on the results of data analysis, it can be seen changes in students' abilities in making career decisions in the experimental group during pre-test assessment to post-test (MD = -20.00, SE = 0.37, $p < 0.01$), pre-test to follow-up (MD = -39.66, SE = 0.16, $p < 0.01$) and post-test to follow-up (MD = -19.66, SE = 0.33, $p < 0.01$).

Meanwhile, in this study, there is a significant difference between students' career decision-making abilities as indicated by the mean in each measurement. Furthermore, the mean values of male students were shown at the time of measurement of T1 (M = 37.66, SE = 0.33), T2 (M = 57.33, SE = 0.47) and T3 (M = 76.66, SE = 0.23). While the mean values of female students were shown at the time of measurement for T1 (M = 37.66, SE = 0.33), T2 (M = 58.00, SE = 0.47) and T3 (M = 78.0, SE = 0.23).

Furthermore, to see the changes that occur in each measurement that has been made in seeing the increase in students' decision-making abilities can be seen in Figure 1.

Figure 1. Effect of Interaction Time with SCCT Counseling on Improving Career Decision Making Ability
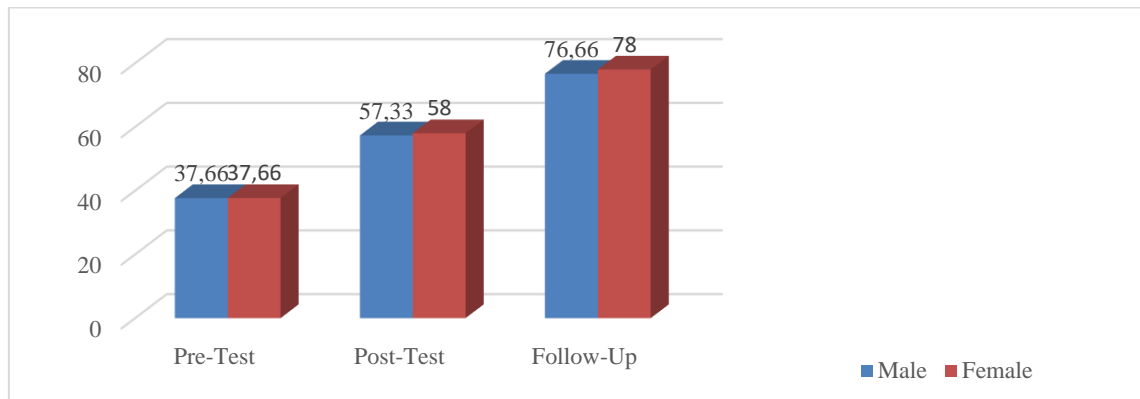
From the results of the research that has been obtained, it can be concluded that there are differences in career decision-making abilities between male and female students. The results of this study are in line with research conducted where girls are easier to make career decisions than boys because girls tend to be more open to career information than boys(Olsson & Martiny, 2018). In addition, also revealed that girls are better at developing self-efficacy and outcome expectations. In this case, self-efficacy and outcome expectations are said to function as crystallization to help find career choices that match their interests and potential.

Conclusions and Suggestions

Based on the results of the analysis in the study, it can be concluded that social cognitive career therapy counselling is effective in improving the career decision-making abilities of low-students. Furthermore, there is a significant difference between the career decision-making abilities of male and female students. The results of this study are expected to help guidance and counselling teachers or school counsellors to improve students' career decision-making abilities by using social cognitive career therapy counselling. The results of this study are expected to be a motivation for school principals in directing guidance and counselling teachers or school counsellors to be able to take advantage of social cognitive career therapy counselling as an alternative in improving students' career decision-making abilities. The results of this study are expected to be a reference for developing the concept of social cognitive career therapy in various research settings, because so far there are very few research results that apply the social cognitive career therapy approach, especially in the school environment.

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