

The Relationship of Self-Efficacy and Career Decision-Making In The 12th Grade High School Student

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ABSTRACT: High school students' uncertainty in making career decisions is one of the problems in career development tasks. It is predicted that self-efficacy has a role in determining individual behaviour, one of which is career decision-making. This study aims to prove empirically the relationship between self-efficacy and career decision-making in 12th grade of high school students. This study uses quantitative methods with a self-efficacy scale and career decision-making scale and using Karl Pearson product moment for analysis technique. The sample in this study amounted to 455 12th grade public high school students in Bogor Regency. The result shows that there is a very significant positive relationship between self-efficacy and career decision-making in 12th grade of public high school students in Bogor Regency, where the positive direction means that the higher the level of self-efficacy the higher the level of career decision making, the lower the level of self-efficacy, the more also low career decision making.

Keywords -Self-efficacy, career decision-making, high school student, 12th grade

I. INTRODUCTION

Individuals are always faced with situations that require a decision making. Difficult times begin when individuals are starting making decision is when entering adolescence. Adolescence is defined as a transitional developmental period between childhood and adulthood which includes biological, cognitive, and social-emotional changes. Late adolescence refers to approximately after the age of 15 to 20 years. At this age, interest in careers, dating, and the exploration of identity will be more evident [1]. Adolescence is a period that is closely related to the determination of life in the future [2].

Reviewed by the level of education, adolescents aged over 15 years are generally at the high school level or equivalent. In accordance with Government Regulation Num. 17 of 2010 article 76 paragraph 1 explains that the function and purpose of high school is to improve physical and mental readiness and to be able to continue education to a higher level [3]. In the concept of life stages there are tasks that must be fulfilled. Age 15-24 years is the stage of individual development at the exploration level which has developmental tasks in understanding interests, abilities and pursuing career goals more specifically in career selection and planning implementation steps for career choices so that each individual must complete each of his developmental tasks [4]. Adolescents with an age range of 13-18 years have career development tasks in life direction whose attention is focused on education, such as choosing a major or career field [5].

Decision making is one of the processes of determining choices [6]. One of the choices is career. Career is a series of roles or positions that include activities in work, leisure, voluntary work and education [7]. Career decision-making is a process of determining career choices from several alternatives based on self-understanding and career understanding to the process of making a commitment to carry out the necessary actions as a consequence of implementing these choices [8]. Career decision-making is an important skill that can be used throughout one's life span [9].

Making career decisions is not an easy matter for students, because in fact students encounter various career problems that can affect students in making career decisions [10]. In recent studies, the most reported complaints experienced by adolescents are fatigue and uncertainty in making decisions, where adolescents are flooded with information and have enormous pressure to succeed. There are so many big decisions in life, one of which is what career path to take [11]. Another studies which was conducted for two years to explore more than 400,000 profiles and data of students and university students throughout Indonesia, where the results of this research found quite interesting facts, namely 92% of high school/vocational (SMA/SMK) students were confused and unsure of what they would become in the future [12]. This feeling of confusion is confirmed by theory that students in senior high schools are often at a dangerous stage of role confusion, that is, there are

differences in career aspirations among advanced students for substantial differences in developmental needs, maturity, and career decisions [13].

Based on the problems above, it is known that career decision-making is closely related to external factors such as the influence of parents and the environment, and also internal factors such as self-awareness, interests, and beliefs [14]. Beliefs can be interpreted as self-efficacy. Self-efficacy is an individual's belief that he is able to do something in a certain situation successfully [15]. With self-efficacy, individuals have the urge to try to overcome obstacles, seek information so they can make decisions and achieve the desired results. Self-efficacy is predicted to have a role in determining individual behaviour, one of which is decision making [16]. This is supported by research that proves that there is a positive relationship between self-efficacy and career decision-making which means that students already have confidence in themselves in career decision-making [17]

Individual career identities are formed by decision making processes that are subject to individual understanding and will [18]. If someone makes a career decision incorrectly, it will cause psychological, academic, and relational problems [19]. For this reason, adequate career preparation is needed, including the accuracy in making career decisions so that what is owned (potential) is in accordance with what is desired [20]. In the process of making a decisions regarding career choices, individuals must consider the uncertainty about their abilities in the field of interest, the certainty and prospects of their future career and the identity they seek. To overcome the inability to assess their own skills, individuals must have self-efficacy [21].

In this study, the hypothesis proposed is:

H0: There is a positive relationship between self-efficacy and career decision-making in the 12th grade high school students.

II. LITERATURE REVIEW

Career Decision-Making

Career decision-making is a process that includes selecting from available alternatives to determine education or employment based on interests, personality type, feelings of obstacles, opportunities and vocational identity that one has [22]. Career decision-making is a process that includes not only choosing a career but involves making a commitment to carry out the actions necessary to carry out that choice [23]. In making career decisions, a person moves from broad to narrow possible career fields, and then tries to strengthen the remaining careers. Strengthening career prospects requires investigating and gathering knowledge to make realistic and informed decisions based on facts and not assumptions. People often have ideas about various jobs or professions based on feelings, outward appearances, or hearsay. A better way to decide is to gather information from professional sources, especially from people who are successful and content in their careers [24].

There are six aspect of career decision-making i.e. first is *orientation to choice*, which is the consciousness of the need to make decisions and motivation to be involved in the career decision-making process. Second is *self-exploration*, which collecting information about yourself by knowing the ability within. Third is *broad exploration to environment*, which gathering information about an overview of several career alternatives. Forth is *in-depth exploration of the environment*, which collecting detailed information about a series of narrowed career alternatives. Fifth is *decisional status (decision status)*, which indicates the progress in selecting alternative careers. Sixth is *commitment*, which mean the strength of belief and attachment to a particular career alternative [25].

Besides self-efficacy as one of the factor that influence career decision-making, there are four factors categories that influence the career decision-making, first is *genetic endowment and special abilities*, which is certain inheritance that may limit an individual's preferences, skills, educational and occupational choices such as race or ethnicity. Second is *environmental conditions and events*, where educational and employment decision making is largely influenced by factors that are usually beyond the control of the individual such as social, political, cultural and natural forces. Third is *learning experience*, where the patterns of encouragement and reinforcement, their nature and timing are so complex that no theory can adequately explain the infinite variations that influence the development of career preferences and skills and the making of career choices. Forth is *task approach skills* as a result from the environmental and genetical interactions [26].

Self-Efficacy

Self-efficacy is broadly defined as the belief that one can achieve a goal as a result of one's own actions. People with an optimistic perception of self-efficacy tend to engage in challenging activities, are more persistent in pursuing goals, and will display cognitive and affective resilience in the face of setbacks [27]. Self-efficacy relates to a person's belief in using personal control on motivation, cognition, and affection in their social environment. Self-efficacy is the belief that one is capable of carrying out tasks, achieving goals, or overcoming obstacles [28]. Another definition of self-efficacy is as an individual's confidence about his ability

to mobilize the motivation, cognitive resources, and actions necessary to successfully execute certain tasks in certain contexts [29].

There are three dimension of self-efficacy, first is *magnitude (level of task)*, that is when tasks are sorted according to level of difficulty, expectations of self-efficacy differ from person to person and are limited to tasks that are simpler, then expand from moderate to difficult, or even include the most tiring performance. Second is *generality*, which related to the extent to which individuals believe in their abilities in various task situations, starting from carrying out a particular activity or situation to a series of varied tasks or situations. Third is *strength*, which related to the degree of individual ability to believe or hope. Someone with weak self-efficacy will easily give up on unsupportive experiences. Whereas someone with high self-efficacy will encourage individuals to persist in their business even though experiences are found that do not support or hinder them [30].

There are some impacts resulting from self-efficacy, first is *cognitive processes*, where self-efficacy will affect how individuals think that will encourage or inhibit individual behaviour. If individuals have high self-efficacy it will encourage individuals to form mindsets to achieve success. Second is *motivational processes*, where individuals motivate themselves by practicing forward thinking so that individuals are motivated by their own expectations. Individual belief in self-efficacy will affect the level of goal attainment, the strength of commitment, how much effort is required, and how to increase individual effort when motivation decreases. Third is *affective processes*, where self-efficacy plays a role in controlling one's emotions, when individuals believe that they are able to manage threats these individuals will not be easily pressured by themselves. Individuals with high self-efficacy have better thought control than individuals who have low self-efficacy. Forth is *selection processes*, in this process individuals tend to avoid activities and environments that they believe have abilities beyond themselves. However, individuals are prepared to face the challenges of the activity and choose an environment that they judge they can manage and deal with. The decisions that individuals make will greatly affect the direction of development of the individual [31].

III. METHODS

This study uses a quantitative approach by using Pearson's product moment correlation analysis technique. The sample in this study were 455 of 12th grade high school students in Bogor Regency. The data collection instrument used were questionnaires and SPSS program. The data collection instrument used were a credible measurement instrument that met the validity and reliability requirements. The research instruments that used were adapted and modified from Germeijs and Verschueren (2007) for career decision-making scale with total 35 items. Self-efficacy scale is adapted from Schwarzer and Jerusalem (1995) based on three dimension of Bandura (1977) with 20 items. Five scale Likert is used for alternative answers. The validity test used in this research is content validity that is estimated through testing the appropriateness or relevance of the test content through rational analysis by a competent panel or through expert judgment [32]. The criteria for selecting items discrimination power are based on item correlation with scores $r \geq 0,30$ [33]. Reliability can be seen from the Cronbach's Alpha values $\alpha \geq 0,700$, the more reliable it will be [34].

IV. RESULT AND DISCUSSION

Based on the results of the questionnaire calculations from 455 respondents, the calculation can be described using SPSS 25 as shown below:

4.1 Validity Test

The content validity test is estimated through testing the feasibility or relevance of the test content by expert judgment, namely the supervisor by examining each statement item and testing the readability of each scale by providing improvements to the right words and sentences based on indicators of the aspects used. Both the career decision-making scale and self-efficacy scale in this research have passed the content validity test.

4.2 Reliability Test

The results of the reliability test of the career decision-making scale obtained Cronbach's alpha value of 0.926 ($\alpha \geq 0,700$) for N = 29 items. For the reliability test of the self-efficacy scale obtained an alpha value of 0,782 ($\alpha \geq 0,700$) for N = 12 items. These results indicate that the two measuring tools are reliable for measuring the attributes.

4.3 Hypothesis Test

Based on the results of data analysis carried out using the Pearson correlation technique, it is known that the correlation coefficient value obtained is 0.552. It can be interpreted that the correlation coefficient value is in the strong and positive category ($r > 0.50-0.75$). The results of the significance value obtained were 0.000 ($p < 0.01$), this shows that the relationship between the two variables is very significant. The direction of a

positive relationship shows that the higher the value of self-efficacy, the higher the value of career decisions-making, as well as the lower the value of self-efficacy, the lower the value of career decisions-making. These results indicate that the research hypothesis is accepted, namely that there is a significant positive relationship between self-efficacy and career decision-making among 12th grade high school students.

V. CONCLUSION

Based on the results of the research that has been done, it can be concluded that the hypothesis put forward in this study is accepted and states that there is a very significant positive relationship between self-efficacy and career decision-making in the 12th grade high school students. The correlation results also state that the relationship between the two variables is positive. The positive direction means that the higher the self-efficacy of the students, the higher their career decision-making will also be. And vice versa, the lower the student's self-efficacy, the lower the career decision-making.

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