

The Relationship Between Self Efficacy and High School Student Career Choices

Wulan Mulyana¹, Taufik²,
Universitas Negeri Padang.

*Corresponding author, e-mail: wulanmulyana1499@gmail.com

Abstract

This research is motivated by the fact that there are still students who are unsure and confused about themselves in making decisions, especially on career choices. Confusion and uncertainty make it difficult for students to determine careers. This study aims to describe: (1) students' advanced career choices after graduating from high school to choose further education or work, (2) the level of self-efficacy of students who will complete high school to go to further education or work, and (3) find a relationship between self-efficacy with high school student career choices. This research uses a quantitative approach with correlational research type. The population of this study were students of class XII SMAN 14 Padang and the sample was 150 students. The instrument used was a scaled questionnaire which was analyzed using the percentage scale technique and the relationship between the two variables was analyzed using the Pearson Product Moment Correlation technique. The results showed that (1) the level of self-efficacy of students in the high category with an average percentage achievement score of 78.4%, (2) the career choice ability of students are in the high category with an average percentage score of 79%, (3) there is a significant positive relationship between self-efficacy and career choices of students with a correlation value of 0.446 at the 99% significance level. Thus it can be interpreted that the higher the student's self-efficacy, the higher the career choice ability for students and vice versa. Based on the research results, it is suggested that counselors at SMAN 14 Padang can provide assistance to students to increase self-efficacy with provide counseling guidance in the field of career guidance with material on the types of work available in the community, regarding the gradation of positions within the scope of a position, regarding the requirements for the stage and type of education, regarding the position classification system, regarding future prospects related to the real needs of society for types of features or specific job.

Keywords: Self Efficacy, Student Career Choices

Introduction

Adolescent development is an individual process towards success in adulthood. This period of development was marked by striking physical changes and developments. One of adolescent development tasks are tasks that must be completed by individuals in certain phases or periods of life; and if they succeed in achieving it they will be happy, but on the contrary if they fail they will be disappointed and criticized by their parents or society and further development will also experience difficulties (Yusuf, 2011). Career and work are 2 words that contain meanings that are both related to each other. Career is the placement of someone in a better position after going through a work process that is served in a certain period of time, while work is something that is done in a certain place after going through a set rehabilitation process (Yarmis, 2009).

Choosing and preparing for a future career can be planned when entering high school, which means high school students must know the career choice assignments. If high school students are able

*Corresponding author, e-mail: wulanmulyana1499@gmail.com



to choose and prepare for their careers, they are considered to have reached career maturity (Latifa, A., F Firman., & Riska Ahmad, 2021). Prescribing career choice assignments for high school students, namely: 1) students can understand and assess themselves on basic potentials such as interests, attitudes, skills and ideals; 2) students are aware of and understand the values that exist in themselves and in society; 3) students will know various types of work related to their potential and interests, have a positive and healthy attitude towards the world of work, understand the relationship between their present and future business and know the types of education and training required for certain occupations; 4) students can find obstacles that exist in themselves and the environment and can overcome these obstacles; 5) students can plan for the future to find a career and a suitable life (Sukardi, 1997).

Future planning can be determined by planning the career high school students want. This means that high school students need direction after completing high school education, by choosing further education or determining the type of work. Choosing further education for high school graduates requires precision and thoroughness. To prepare for further education in students, it is necessary to prepare from high school. High school students are required to be able to increase self-confidence in the learning process in order to increase their potential through education (Mursyid, 2017). Basically, education is part of a student's early career journey (Fadli, RP, Alizamar., Afdal, 2017). Based on educational goals, counseling teachers as educators should strive to help students develop their potential (Firman, 2018). Advanced education options are very important for high school students, especially in accordance with their interests, talents and skills. In order not to make mistakes in determining careers, then students need to understand the types of career choices so that students are able to adjust to their interests, talents, and skills. In making decisions about job choices and further education based on self-understanding and the environment (Afdal, A. Surya, M., Syamsu, S., & Usman, U, 2014).

Self-efficacy basically has a very important role in everyday life, including in making career choices (Mudjiran, 2019). Aspects of career choice according to Brown (2002) consist of: (1) Clear Self-Understanding, (2) Knowledge of Occupations, (3) The Ability to Draw Relationship Between Them. Brown (2005) says that self-efficacy serves as an important source of outcome expectations because individuals usually expect to receive favorable outcomes when pursuing their expectations. Success in education is determined by students' self-efficacy. Currently, there are many schools that demand high quality from their graduates. Self-efficacy determines students' beliefs that can make them optimistic or pessimistic. Self-efficacy affects how students think, feel, motivate themselves, and act (Yusuf, AM, 2017). Students with low self-efficacy easily give up when faced with difficulties. Conversely, students with high self-efficacy will be able to overcome difficulties. In line with this, Sukmawati (2013) revealed that independent students make decisions in choosing majors. Students who are independent in making these decisions can consider the risks of the decisions they make, choose other parties as consultants, and consider the opinions of other people.

The phenomenon in one of the public high schools in the city of Padang is SMAN 14 Padang. SMAN 14 Padang is the only public school located in Lubuk Kilangan District. The goals of SMAN 14 Padang are to produce quality graduates in the spiritual, emotional and intellectual fields, healthy lifestyles, knowledge and art, have the skills, skills and entrepreneurial spirit to become responsible members of society and prepare students to follow further education levels in line with the achievement of national education goals (TU document SMAN 14 Padang). High school students are between 15-18 years old on average. They are in the developmental stage of their mid teens.

Interviews conducted with two BK teachers at SMAN 14 Padang on Monday, October 12, 2020 at SMAN 14 Padang found that many students had difficulty in determining the choice of further education to the desired tertiary education. Furthermore, based on interviews with ten students of SMAN 14 Padang on Friday, On October 16, 2020 at SMAN 14 Padang, they found a number of career choice problems, namely (1) not having aspirations (2) worrying that they would become unemployed after graduating from high school (3) feeling they did not have the ability to continue their education to tertiary education (4) differences between career choices and the wishes of parents (5) students are still confused about continuing their education after graduating from high school (6) easily give up in

completing difficult tasks and tend to rely on other people (7) are easily stressed when faced with difficult tasks. (8) doubt on one's own abilities. (9) not sure how to deal with the problem. (10) reduce effort and give up quickly when faced with a problem. Students are confused in choosing Higher Education or Official Schools. (8) doubt on one's own abilities. (9) not sure how to deal with the problem. (10) reduce effort and give up quickly when faced with a problem. Students are confused in choosing Higher Education or Official Schools. (8) doubt on one's own abilities. (9) not sure how to deal with the problem. (10) reduce effort and give up quickly when faced with a problem. Students are confused in choosing Higher Education or Official Schools. In line with that Phenomena that occur include students who are not realistic in choosing further education, students are not ready to choose further education, and students are confused in choosing the college and department they want to enter (Firman, 2019). Such conditions can be prevented if students have high self-efficacy. According to Hanif (2015), individuals who have high self-efficacy are achievement-oriented because self-efficacy can activate psychological changes to reduce pain and tolerate stress. Self-efficacy is part of self-concept, which is a person's view of himself.

Based on the background of the problem above, then researchers are interested in examining whether there is "The Relationship between Self-Efficacy and Student Career Choices". The reason researchers are interested in researching self-efficacy with career choices is that students' career choices are largely determined by the work of their parents, the economic background of the parents, the environmental conditions and the conditions of students in each region that are different in that they are raised with a certain culture

Method

This study uses quantitative methods with descriptive correlational research that aims to describe self-efficacy (X) and career choices totaling 150 students of class XII. Collecting data using a self-efficacy questionnaire and career choices with a scaled questionnaire. The data that had been collected were analyzed using descriptive statistics and Pearson product moment techniques with the help of the SPSS for Windows version 20.0 program.

Results and Discussion

Based on the results of data processing in this section, the research results are described as follows:

1. Self Efficacy

The results showed the average achievement score was 137.3 (78.4%) and the standard deviation was 19.5. This means that students have a high level of self-efficacy. An overview of the research results on the level of student self-efficacy is shown in table 1. Based on Endang F's opinion, Ratih A. L (2017) explains that mindfulness is an open awareness and is a condition of attention to what is happening in the present. mindfulness is the condition of the individual who consciously brings his or her experience to the current state with a full sense of openness and acceptance. Brown and Ryan (2003) explain that mindfulness is based on the increased awareness of being awake which constantly monitors the state of the self, the external environment and the presence of focused attention so as to produce a more open awareness of the experience.

Table 1. An overview of the level of Student Self Efficacy

CATEGORY	INTERVAL	F	%
Very high	≥ 151	36	24
High	122-150	89	59.3
Moderate	93-121	14	9.3
Low	64-92	11	7.3
Very low	≤ 63	0	0

TOTAL	150	100
--------------	------------	------------

Based on table 1 it can be seen that as many as 59.3% of students have a high level of self-efficacy, 24% of students have very high self-efficacy, 9.3% of students have moderate self-efficacy, and 7.3% of students have high self-efficacy. low and there are no students who have very low self-efficacy. Based on the opinion of Ghuftron & Rini (2016), self efficacy is the most influential self-knowledge in everyday human life. Individual beliefs about their abilities that affect how individuals react to certain situations and conditions. Good self-efficacy will help students determine the achievement of goals.

2. Career Options

It was found The mean score of student career choice achievement was 133.7 (79%) and the standard deviation was 17. This means that the accuracy of students in making career choices is in the right or good category. An overview of the research results on the appropriateness of students' career choices is shown in table 2.

Table 2. Overview of Career Options

CATEGORY	INTERVAL	F	%
Very precise	≥ 146	43	28.7
Right	118-145	80	53.3
Enough	90 - 117	27	18
Less precise	62 - 89	0	0
Very Inaccurate	≤ 61	0	0
TOTAL		150	100

Based on table 2, It can be seen that as many as 53.3% of students had the right career choice, 28.7% of students had very appropriate career choices, 18% were quite right, and there were no students whose career choices were not quite right or very right.

In accordance with Prayitno's opinion (in Falentini, Taufik, & Mudjira, 2013) one of the developmental tasks that high school students must achieve is to reach maturity in career choices that will be further developed. Furthermore, Yusuf (2005) argues, a psychological decision made by an individual in determining a job or study that is in accordance with the suitable job field, available, and adequate income, and academic competence.

3. Relationship between Self Efficacy and Career Choices of High School Students

The research findings show that there is a significant positive relationship between self-efficacy and student career choices of 0.446 at the 99% significance level. Thus, it means that the higher the level of student self-efficacy, the higher the career choice ability of students and vice versa, the lower the level of student self-efficacy, the lower it is. The magnitude of the coefficient is shown in Table 3.

Table 17. Correlation of Self Efficacy (X) and Career Choice (Y)

VARIABLES		<i>SELF EFFICACY</i>	<i>CAREER OPTIONS</i>
Self Efficacy	Pearson Correlation	1	.446 **
	Sig. (2-tailed)		0
	N	150	150
SUM.Y	Pearson Correlation	.446 **	1

	Sig. (2-tailed)	0	
	N	150	150

** . Correlation is significant at the 0.01 level (2-tailed).

Based on table 3, it can be interpreted that students can make decisions to determine which option should be selected. Students are faced with a number of choices and problems regarding their career plans. Such conditions can be prevented if students have high self-efficacy. Individuals have high self-efficacy oriented to achievement and good career choices because self-efficacy can activate psychological changes to reduce pain and tolerate stress.

Conclusion

Based on the results of research that has been conducted on the relationship between self-efficacy and career choices of high school students, career choices are in the high category with an average percentage of an achievement score of 79%. Self efficacy are in the high category with an average percentage of achievement score of 78.4%, although not a few students also have low and very low self-efficacy. There is a significant positive relationship between self-efficacy and student career choices of 0.446 with a significance level of 99%. Thus it means that the higher the level of student self-efficacy, the higher the career choice ability of students and vice versa, the lower the level of student self-efficacy, the lower the career choice ability of students.

Suggestion

Based on the conclusions of the research results, several suggestions will be given to related parties: 1) Counselors, counselors are advised to provide counseling guidance in the field of career guidance with the aim of expanding and enriching students' knowledge about career choices in society, 2) Students, as prospective counselors Students must understand the materials with assistance services that will be provided to clients about self-confidence in career choices, 3) Further researchers, this research is expected to be useful for further researchers in improving skills, and expanding research to schools in the city of Padang.

References

- Afdal, A. Surya, M., Syamsu, s., & Uman, U. (2014). Model Bimbingan Karir Kolaboratif dalam Pemantapan Perencanaan Arah Karir siswa SMA. *Jurnal Konseling dan Pendidikan*, 2(3), 1-7.
- A, Latifa., F Firman & Riska Ahmad. (2021). Pembentukan Kematangan Karir Pemuda Minangkabau Melalui Budaya Baliak Ka Surau. *Jurnal SCHOULID*.
- Brown, D., & Brooks, L. (2002). *Career Choice and Development, Applying Contemporary Theories to Practice*. San Francisco. California: Jossey – Bass.
- Mudjiran. (2019). Kontribusi *Self efficacy* Terhadap *Flow* Akademik Pada Mahasiswa Bidikmisi FIP UNP. *Jurnal Riset Psikologi*.
- Ridha, Musyid & Zikra. (2017). Hubungan antara Dukungan Sosial Orangtua dengan Kepercayaan diri Siswa di SMPN 22 Padang. *Jurnal Penelitian Guru Indonesia*, Vol 2 Hal 19-23.
- Erlamsyah. (2006). *Psikologi Perkembangan Remaja*. Padang : UNP Press.
- Firman & Syahniar. (2018). Efektivitas Pelaksanaan Layanan Bimbingan Kelompok dengan Menggunakan Media Audio Visual Untuk Meningkatkan Konsep Diri Siswa. *Jurnal Ilmiah Konseling*.
- Firman & Nengsih. (2019). *Pengaruh Layanan Bimbingan Kelompok terhadap Perencanaan Arah Karier Siswa SMA Pembangunan Laboratorium UNP*. *Jurnal Al-Irsyad*.
- Falentini, F.Y., Taufik & Mudjiran. (2013). Usaha yang dilakukan siswa dalam menentukan arah pilihan karir dan hambatan-hambatan yang ditemui. *Jurnal Ilmiah Konseling*. Vol 2 No 1 Hal 310-316.

-
- Fadli, Rima Pratiwi., Alizamar., Afdal. (2017). Persepsi Siswa tentang Kesesuaian Perencanaan Arah karir Berdasarkan pilihan Keahlian Siswa Sekolah Menengah Kejuruan. *Konselor*, Vol:6 (2) Hal 74-82.
- Ghufron, M. Nur & Rini Risnawita S. (2016). *Teori-teori Psikologi*. Yogyakarta: Ar-Ruzz Media.
- Sukardi, Dewa Ketut. (1997). *Bimbingan Karir di Sekolah-sekolah*. Jakarta: Balai Pustaka.
- Sukmawati, I. (2013). Kemandirian Perilaku Peserta Didik Dalam Pemilihan Jurusan Dan Implikasinya Terhadap Pelayanan Bimbingan Dan Konseling. *Jurnal Ilmiah Konseling*. Vol 2 (2)
- Yarmis. (2009). *Penyiapan Diri untuk Bekerja*. Padang: FIP UNP.
- Yusuf, A.M., & Effendi, Z.M. (2017). Hubungan Perencanaan Karier dan Efikasi Diri dengan Kesiapan Kerja Mahasiswa. *Konselor*, 6(1) Hal 29-38.
- Yusuf, A.Muri. (2005) *.Kiat Sukses Dalam Karir*. Padang : Ghalia Indonesia.
- Yusuf, A.Muri. (2013). *Metode Penelitian Kualitatif, Kuantitatif dan Penelitian Gabungan (Pertama)*. Jakarta: Rineka Cipta.