

## The Effectiveness of Psychoeducational Group with Symbolic Modeling and Bibliotherapy Techniques to Improve Career Decision Making Self-Efficacy of Junior High School Students

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### Abstract

Students who have high self-efficacy can design career plans and show persistent efforts. However, this efficacy is not always owned by every single student since there found many students having difficulties in making career decision. Thus, this study tried to examine the effectiveness of psychoeducational group with symbolic modelling and bibliotherapy techniques to improve the career decision making of Junior High School students. In carrying out the study, the researchers employed randomized pretest-posttest comparison group design by involving 42 students divided into three experimental groups. Students' data were collected using career decision making self-efficacy scale. Based on Wilcoxon test results, the implementation of the psychoeducational groups with symbolic modelling technique, bibliotherapy, and the combination of both techniques were effective to improve students' career decision making self-efficacy. In details, Kruskal wallis test showed that symbolic modelling and bibliotherapy techniques were more effective than their combination to improve the career decision making self-efficacy of SMP Negeri 6 Bogor students. According to these findings, counselors are recommended to apply symbolic modelling and bibliotherapy techniques separately to improve students' career decision making self-efficacy.

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## INTRODUCTION

Career decision self-efficacy has been becoming a theoretical and empirical concern given its roles in predicting one's behavior and its tendency (Song & Chon, 2012). Utomo (2016) proves that students with high self-efficacy will be able to design their career plan well. It is because self-efficacy is someone's judgement on himself regarding his abilities to do a particular task to achieve goals. This aspect also contributes to career decision making process in which this process requires the processing of self-information and career world. (Alexsander, Purwanto, Awalya: 2019).

Adolescence is an important period, a transition period, a change period, a period when people seek for their identity, a period which causes people at its age feel fear, an unrealistic period, and a threshold for adulthood (Hurlock, 2004). Hurlock's theory indicates that adolescence is a significant period in individuals' development because once they cannot do their developmental tasks, their future as an adult may not run properly. Those who include in this period are such as Junior High School students aged between 11-15 years.

In the early adolescence, individuals are supposed to be able to think abstract ideas and hypotheses, predict what might happen and design plans. (Steinberg, 2014). In addition to this, several stages to pass in the developmental tasks of early adolescence period are the preparation of economy, choice, and hob trainings (Monks, Knoers, & Haditono, 2006). Further tasks to carry out when adolescents are aged 14-18 years are called as crystallization (Super, 1980). At this stage, individuals start to enter the period of cognitive process to formulate general career goals by involving self-abilities, contingency, interest, scores, and plan for the desired jobs.

A study by Edwards & Quinter (2011) reveals Junior High School students who lack of accurate career information likely to have low career opportunity knowledge. It contrasts with the roles of school to prepare students' future in entering work life, obtaining career information,

career selection, and career adaptability (Negru-Subtirica & Pop, 2016).

Understanding career decision is strongly related to students' own self-efficacy. Bandura (1997) defines self-efficacy as a judgement made by a person towards his abilities to plan and perform some actions to achieve goals. Having low self-efficacy can lead Junior High School students to have negative perceptions that can hinder in completing tasks and further affecting their working defence and success. On the contrary, if individuals have career decision self-efficacy, they can survive and encounter all obstacles and undesired situations (Bandura, 1993). Within a career, individuals with high self-efficacy tend to show harder efforts. It is supported by a study done by (Wright, et al., 2017) which found the effect of self-efficacy in life satisfaction.

One possible strategy to be implemented by counselors to help students achieve career maturity is by providing a service of guidance or career counseling for those students or even collaborating with psychological testing service provider as the initial assessment. In a study by Sugiharto and Sunawan (2019) psychological assessment contributes some effects on students' career decision making self-efficacy. It also applies to Islamic Boarding School-based Junior High School students (Basuki, Akhsania, Sugiharto, & Japar. 2020).

The service given to the subject of this study was in form of psychoeducational group. This group is also called as educational group, a group which emphasizes more on the use of educational methods to deliver information and develop abilities (Henderson & Thompson, 2016). Students with good career maturity perceive the ability to plan career, explore career, make career decision, and have wise attitudes in every career selection. (Korohama, Wibowo, & Tadjri, 2017).

About techniques, the psychoeducational group was equipped with symbolic modelling and bibliotherapy. According to Loban, Wibowo, & Purwanto (2017) modelling technique is an effective technique to improve students' career maturity. In line with the

previous study, Pambudi, Mulawarman & Japar's (2019) consider modelling technique to give students overviews of belief in career direction, ability, and knowledge about potential. The implementation of career service with symbolic modelling can also be adapted to counseling format. Bibliotherapy technique according to Morawski & Gilvbert (2000) has been a counseling medium to handle personal problems, including career, social, and psychology. In using bibliotherapy technique to improve self-efficacy, teachers or counselors can provide suitable literatures which can aid students in solving the problems they are experiencing (Forgan, 2002).

This study strived for examining the intervention of the psychoeducational group with the techniques of symbolic modelling and bibliotherapy to improve the career decision making self-efficacy of Junior High School students. It is expected that the findings of this study could clarify the effective technique to improve career decision making self-efficacy.

## METHODS

In conducting this study, the researchers counted 42 students in and divided them into three groups by using purposive random sampling of 258 students. All these students were chosen based the low and fair level of self-efficacy they had. After being grouped, each consisted of 14 students.

Career decision making self-efficacy scale was the instrument used in this study. It was adopted from the Career Decision Self-Efficacy Scale Short Form (CDSES-SF) instrument developed by (Betz, Klein, & Taylor, 1996). The

instrument which consists of 25 items was adjusted to the conditions of junior high school students in Indonesia and shrank to 35 items covering five aspects, namely: 1) Self-appraisal, 2) Occupational information, 3) Goal selection, 4) Making plans for the future, and 5) Problem solving with a reliability score of  $\alpha = 0.909$ .

This experimental study used randomized pretest-posttest comparison group through some steps. First, the provision of pretest using career decision making self-efficacy scale. Second, the implementation of treatment in form of psychoeducational group with the procedures of (1) Beginning, (2) conflict and controversy, (3) working and cohesion, (4) termination. (Brown, 2004). In the working and cohesion procedure, symbolic modeling technique, bibliotherapy technique, and the combination of both techniques were applied in 5 sessions within 45 minutes for each. Finally, the measurement was carried out by giving a posttest. The data analysis technique used in this study was Wilcoxon test and the Kruskal Wallis test.

## RESULTS AND DISCUSSION

Prior to the provision of treatment, the pretest results revealed that the level of career decision making self-efficacy of SMP Negeri 6 students in the psychoeducational group with symbolic modelling was ( $M = 104.07$ ,  $SD = 20.73$ ) or fair. The same results also went for the psychoeducational group with bibliotherapy, namely ( $M = 117.28$ ,  $SD = 18.98$ ), and the psychoeducational group with the technique combination by ( $M = 112.64$ ,  $SD = 21.46$ ). Further results are presented in table 1.

**Table 1.** The Results of the Effectiveness of the Psychoeducational Group with Symbolic Modeling, Bibliotherapy, and the Combination of Symbolic Modeling and Bibliotherapy

Group	Pretest		Posttest		Z
	Mean	SD	Mean	SD	
MS group	104.07	20.73	137.14	7.86	-3.30*
BT group	117.29	18.98	139.36	11.2	-3.30*
MS + BT group	112.64	21.46	150.43	7.80	-3.30*
$\chi^2$ (2)	2.37		11.57*		

Information:

\*  $p < 0.01$

MS: *Symbolic modeling*, BT: *Bibliotherapy*

Table 1 describes the results of Wilcoxon and Kruskal Wallis Test data analysis. Based the results, all groups were effective to improve the career decision making self-efficacy of SMP Negeri 6 Bogor students. In depth, the effectiveness of the psychoeducational group with symbolic modelling to improve students' career decision making self-efficacy was ( $z = -3.30$ ,  $p < 0.01$ ) or gained higher self-efficacy obtained in the posttest ( $M = 137.14$ ,  $SD = 7.8$ ) than the pretest ( $M = 104.07$ ,  $SD = 20.73$ ). For the bibliotherapy technique, the psychoeducational group effectiveness to improve career decision making self-efficacy was ( $z = -3.30$ ,  $p < 0.01$ ) or higher than the pretest results ( $M = 139.36$ ,  $SD = 11.20$ ), while the

psychoeducational group with the combination of symbolic modelling and bibliotherapy techniques got the effectiveness of ( $z = -3.30$ ,  $p < 0.01$ ) or higher than the pretest results ( $M = 150.43$ ,  $SD = 7.80$ ).

Regarding Kruskal Wallis Test, table 1 presents that in the pretest results, there found no differences in level of CDMSE among the groups ( $\chi^2 = 2.37$ ,  $p > 0.05$ ), while in the posttest there was a difference in CDMSE levels between groups ( $\chi^2 = 11.57$ ,  $p < 0.01$ ). Following up on the findings of differences during the post-test, Mann Whitney test was performed to identify the most effective technique to improve career decision making self-efficacy. The results of which are presented in table 2.

**Table 2.** Mann Whitney Test

Group Pair	Z	P
MS – BT Groups	-0.90	0.370
MS - (MS+BT) Groups	-3.47	0.001
BT - (MS+BT) Groups	-2.09	0.036

Information:

MS: Symbolic modeling, BT: Bibliotherapy, MS+BT: the combination of Symbolic modeling dan Bibliotherapy techniques

The results of Mann Whitney Test showed no difference in the intervention effectiveness between the psychoeducational group with symbolic modelling technique and the psychoeducational group with bibliotherapy technique in improving career decision making self-efficacy ( $z = -0.90$ ,  $p > 0.05$ ). However, when the symbolic modeling technique was compared to the psychoeducation group with the combination technique, the symbolic modelling gained more effective results in improving career decision making self-efficacy ( $z = -3.47$ ,  $p < 0.01$ ). In the same way, the bibliotherapy technique obtained better results in the improvement of career decision making self-efficacy when compared to the group with the technique combination ( $z = -2.09$ ,  $p < 0.05$ ).

By referring to the findings, significant changes happened to the career decision making self-efficacy of SMP Negeri 6 Bogor students

prior and after the intervention was given. It meant that students in high school truly need

sufficient career services, especially those which are aimed at improving career decision making self-efficacy.

Aspects contributing to students' career decision making self-efficacy are: (1) Self-Appraisal; (2) Occupational Information; (3) Goal-Selection; (4) Planning; and (5) Problem Solving (Betz & Klein, 1996). Having the students take the psychological assessment makes the researchers get significant contribution in the way self-efficacy relates to the Junior High School students' career decision making self-efficacy (Sugiharto & Sunawa, 2019). At the same time, symbolic modelling technique can also be practiced in counseling format as an effort to improve self-efficacy. Sadewi, Wibowo & Sugiyo (2019) mention

group counseling with symbolic modelling is effective to improve students' career decision making self-efficacy. The self-efficacy to be improved by symbolic modelling covers not only learning, but also career (Sadewi, Sugiharto, & Nusantoro, 2012).

Corresponding to symbolic modelling, the implementation of bibliotherapy on subjects or topic being studied also increases students' interest in it (Mandas, Sukiati, & Noviekayati, 2019). Moreover, the implementation of this technique can even be more effective because the digitalization of information that exists in today's era somehow inspires literacy to be instilled. Based on Eliasa & Iswanti's study (2014), the implementation of bibliotherapy technique with career topic is effective and significant to improve the career motivation of Guidance and Counseling study program students in the Faculty of Education of Universitas Negeri Yogyakarta. Bibliotherapy can stimulate adolescents to think easily and smoothly. It can be done at any time as long as there are involvements of participation and autonomous attitude which can produce effective results (Eliasa, 2007).

In accordance with the above findings, it is known that symbolic modelling and bibliotherapy was more effective in improving students' career decision making self-efficacy than others. It happened because self-efficacy technique can give direct stimulation due to the presence of real model so that the students were easy to internalize extrinsic motivation within themselves. This result is supported by Bandura (1986) who states that individual behavior, environment and cognitive factors have a high relationship as a person's judgment ability to carry out certain behavior patterns.

Bandura (1986) adds that self-efficacy holds a major role in the management process through individual motivation and the predetermined work achievement. Therefore, through symbolic modelling and bibliotherapy, the process of knowledge transfer becomes easier and faster. It is in line with a study by Kesuma, Pambudi, & Aliyah (2018) that psychoeducational group is effective to improve

career decision making self-efficacy and career adaptability of students.

## CONCLUSION

From the findings, it can be concluded that there are differences in the effectiveness of intervention in the three groups that the psychoeducational groups with symbolic modelling and bibliotherapy are more effective to improve the career decision making self-efficacy of SMP Negeri 6 Bogor students compared to the group with the technique combination.

It is suggested that counselors should use the psychoeducational group with symbolic technique of bibliotherapy technique in providing intervention to improve the career decision making self-efficacy of Junior High School students. However, these techniques cannot be used simultaneously. In addition, the future researchers are suggested to select subject with different gender or cultural background.

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