

The Effectiveness of Group Guidance with A Symbolic Modeling Technique to Improve Students' Career Maturity

Mohammad Chandra Wahyudi ✉, Mungin Eddy Wibowo, Sinta Saraswati

Universitas Negeri Semarang, Indonesia

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Abstract

Career maturity is the initial step to achieving career success that is truly needed by adolescents to choose and prepare themselves to enter the world of work well. Thus, this study strived for determining the effectiveness of group guidance with a symbolic modelling technique to improve the career maturity of grade twelve students at SMK Negeri 1 Muara Wahau. It was experimental research which used a pretest-posttest comparison group design and involved 8 students in twelfth grade chosen using a purposive sampling technique of 145 population. They were taught using a symbolic modelling technique for seven sessions. Findings showed that the symbolic modelling technique has been effective to improve the career maturity of the twelfth graders at SMK Negeri 1 Muara Wahau. This finding can be an implication for the implementation of group counselling services at Islamic boarding schools.

✉ Correspondence address:

Jl. Poros Kombeng Rt. 10 Kombeng Indah, Kec. Kombeng,

Kabupaten Kutai Timur, Kalimantan Timur, 75656

E-mail: acanbk52@gmail.com

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INTRODUCTION

Career maturity can somehow be troublesome for final year students. It can raise some issues related to choosing types of education, career planning, career exploration, career information, requirements and future decision making.

Violina et al., (2015) state that students are not able to make any career decision yet, so they might have no idea on what job to choose, and it indicates the immaturity of students' career. The above issue needs to become concern given the confusion experienced by students in deciding their career direction. In addition, students' career uncertainty can impact their future career maturity (Leksana et al., 2015).

Career maturity is one's readiness to manage and choose career as a way to complete career developmental tasks, such as seeking for information needed to make decisions (Ghassani et al., 2020). Some factors influencing this maturity are family background (economic status, parents' expectations, family relationship, harmony between parents and children) and individual psychological factors (self-concepts, locus of control, and emotional intelligence) (Jianchao et al., 2022).

Based on Pangastuti & Khafid, (2019) career maturity in students will enable them to make career decisions and prepare better for entering the world of work. Oppositely, low career maturity will result in making wrong decisions and may make students not able recognize their basic possibilities (talents, interests, attitudes, skills, and aspirations) related to the world of work and result in negative thoughts. According to (Asri et al., 2021) the concept of career maturity has not received serious attention, both in the school environment, the world of work, and Indonesian society in general. (Maesaroh & Saraswati, 2020).

Low career maturity is indicated by one's inability to do career planning, for example being unable to make clear plans for their future careers, knowledge about the world of work,

unable to make the right choice of work and many students are hesitant in making decisions. (Apriliana & Suranata, 2022). Students who have low career maturity can be identified by the absence of career planning and comprehensive information, lack of job information, and readiness to make decisions to enter the world of work. It is in line with Allen & Bradley, (2015) who mention students who have troubles in making career decisions are usually not able to understand career maturity, and this thing surely disadvantages them and can affect their future success.

This study urged to be done since final year students need to plan their career so that they can compete in the world of work with their career maturity. The maturity is indicated by self-confidence to be responsible for success in their career.

According to Wati et al., (2021) successful career needs guidance and counselling services since these services equip students to prepare their career maturity. It is in line with a study by Garcia et al., (2015) which focused on the roles of parents and teachers in shaping students' optimism by applying an effective communication strategy. The strategy is done by giving students a lot of chances to develop their career optimism.

Based on Syukur et al., (2019) guidance and counselling as an educational integral plays a significant role to optimize students' potential. Similarly, Ristian, et al. (2021) argue that one of the focus of guidance and counselling services is to help develop career maturity and solve problems.

Regarding the above explanation, to help students improve their quality a school needs to update its guidance and counselling services particularly in the group guidance. It is also suggested by Özkamali et al., (2014) that school counsellors need to know students who have improper career beliefs in order to give them a suitable service to improve career maturity. In addition, Salau et al., (2017) conclude a possible service to empower students is group guidance since it can enhance students' perceptions, insights, feelings and thoughts.

The above aforementioned background shows no specific study which examine whether a symbolic modelling technique in form of a group guidance service can improve students' career maturity optimally or not.

According to Sharf, (2012) a symbolic model is done by playing some movies or video tapes that are in line with the expected behavior to own by students. It can also be in form of photos, picture books, and drama. Marlina et al., (2022) state that career group counselling with a modelling technique is effective to improve students' vocational identities and career decision making. Similarly, a study by Hamzati & Naqiyah, (2023) has revealed that a modelling technique is good at dealing with students' career aspects.

The present study was focused on determining the effectiveness of group guidance with a symbolic modelling technique to improve students' career maturity. It was expected that the findings can benefit school counsellors in the implementation of guidance and counselling services at school, particularly the Islamic boarding school with the aim of giving understanding to students' career decision making.

METHODS

The population of this study consisted of 145 students in grade twelve at SMK Negeri 1 Muara Wahau in East Kalimantan selected by a purposive sampling technique. These students had moderate and low career maturity and were divided into one experimental group. Of those population, there obtained 8 students based on random assignment.

In collecting the data, this study used a career maturity scale instrument developed by the researchers. It has 35 statement items and was constructed based on 7 aspects, namely career planning, career exploration, decision making, information of the world of work, job knowledge, career decision realism, and career orientation. It was scored using a likert scale from 1-4 with the score range of 70-105. Prior to the implementation, the instrument went

through reliability and validity tests and obtained the alpha score of 0.785 for the reliability and 0.176-0.513 for the validity. Meanwhile, the collected data were analyzed using repeated measures Anova with the help of IBM SPSS Statistics 20.

An experimental research with a pretest-posttest comparison group design were employed in this study. Initially the subjects were given a pretest before the provision of group guidance with a symbolic modelling technique for seven sessions with the time allotment of 2x45 minutes for each, covering initial stage, transition stage, activity stage, and final stage.

The procedures for the symbolic modeling technique were attention, retention, motor reproduction, and motivation. Then it ended with an evaluation of the process and results to determine the extent to which the success of the intervention applied to the subjects. After completing the intervention, the subjects took the post-test. Then two weeks after the post-test, a followed up was carried out.

RESULTS AND DISCUSSION

Following the data collection, the students' career maturity level based on the mean of the pre-test was 64.62 (SD=4.23) or categorized as low. In terms of posttest mean, the score was 110.62 (SD=2.56) or categorized as high. Lastly, in the follow-up session, the score was 124.37 (SD=1.03) or categorized as high.

Based on the results of repeated measures anova test, the effect of symbolic modelling technique on the improvement of career maturity was (F(1.65) = 12.56, P <0.01). In details, the results are presented in table 1.

Table 1. The Results of The Repeated Measures Anova Test

Test	M	SD	F	P
T1	64.62	4.23	12.56	<.001
T2	110.62	2.56		
T3	124.37	1.03		

Furthermore, a pairwise comparison test was carried out to decide the effects of time range during pretest, posttest, and follow-up. The results indicated some improvement in the career maturity, namely from T1 to T2 (MD= 46.00, $p < 0.01$) and T2 to T3 (MD= 13.75 $p < 0.01$). Thus, it was concluded that there was an increase in career maturity between T1 to T3 (MD = 59.75, $p < 0.01$). The results of pairwise comparison are presented in table 2.

Table 2. Pairwise Comparison Test Results

Comparison	MD	SE	P
T1 - T2	46.00	4.48	< 0.01
T2 - T3	13.75	2.96	< 0.01
T1 - T3	59.75	4.45	<.0.01

The above results gave the real improvement of students' career maturity following the provision of the group guidance with symbolic modelling technique from time to time. This result is in line with a study by Sadewi et al., (2019) that the group counselling with a symbolic modelling technique is effective to improve students' career decision making. Another supporting study is from Pambudi et al., (2019) namely the implementation of psychoeducational group with a modelling technique contributes significant effects on career. Then, a study by Karohama et al., (2017) mentions there is an increase in students' career maturity after being given the group guidance with a modelling technique. Lastly, Azizah et al., (2022) in their study shows that the group guidance service implementation with a symbolic modelling technique is effective to improve student's planning for further studies.

CONCLUSION

Based on the findings, it can be concluded that the symbolic modelling technique is effective to improve career maturity. Further studies are recommended to use this paper as a basis for developing guidance and counselling program design at Islamic boarding schools. For schools, school counsellors are expected to develop a career information-based guidance

and counselling service to assist students' career decision making.

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