

Comparison of the effectiveness of Solution Focus Brief Counseling (SFBC) and reality group counseling to improve self-Efficacy Career

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Abstract

Self-efficacy career is a very important component in determining career selection after graduating from vocational school. The purpose of the study was to analyze the comparison of the level of effectiveness of SFBC group counseling and reality in improving self-efficacy career. The research method uses experimental research with pretest-posttest control group design involving 14 vocational school students and divided into 2 groups. Data collection techniques using the career self-efficacy scale developed by researchers. Data analysis was conducted using statistical techniques Wilcoxon and Man Whitney Test. The results obtained show a change in the average value between pretest and posttest. Effective reality group counseling and SFBC group counseling. Reality counseling and SFBC are effective for improving career self-efficacy. BK teachers are advised to use reality group counseling in improving students' self-efficacy career.

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INTRODUCTION

Self-efficacy is one's belief in coping with problems (Bandura, 1997). The higher self-efficacy someone has, the more prepared he will be, and vice versa. In other words, high self-efficacy guarantees one's perspectives in facing challenges and improving his capacity (Fitri, et al., 2016).

Self-efficacy covers various fields in someone's life, including career. In career, self-efficacy includes self-judgement, career information gathering, goals selection, future plans, and problem-solving (Taylor & Betz, 1983). Hence, students with high career self-efficacy will have good self-efficacy aspects at the same time.

As adolescents, grade twelve students at Vocational High School or SMK are in the period of developing and deciding their careers (Jabbar, et al., 2019). At least there are three career choices following their graduation from SMK, namely working, being a university student, or an entrepreneur. These three choices are strongly influenced by the level of career self-efficacy (Lent, et al., 2017). Regarding this issue, fourteen grade twelve students at SMK Negeri Jawa Tengah in Purbalingga Regency, Central Java were found to have low up to medium level of career self-efficacy. Therefore, they needed some services from school counselors to increase the efficacy.

A possible service to improve self-efficacy is group counseling (Billiny, 2019). In addition, a study by (Muwakhidah & Pravesti, 2017) found that CBT group counseling is effective for increasing career self-efficacy for vocational students.

SMK Negeri Jawa Tengah in Purbalingga Regency is a school that is likely to have rigorous selection for their freshmen, so those who are accepted are the ones who come up with sophisticating potential. Given this potential, a counseling service with an SFBC approach can be possibly done to improve career self-efficacy (Corey, 2016) since this approach considers group members potential in deciding certain solutions for problems.

SMK students belong to adolescence, the very first period which gives them autonomy to make decisions, including career, so reality group counseling can suit to this situation (Sharf, 2012). Reality group counseling aims at increasing individual autonomy. It encourages students to realize their desire, ways to achieve, assess the effectiveness of their actions, and make some plans (Sunawan, Xiong, 2016).

Reality and SFBC group counseling is considered to be able to improve career self-efficacy. Therefore, the present study investigated the effectiveness of reality and SFBC group counseling to improve self-efficacy to provide some insights for guidance and counseling teachers for implementing these two approaches to improve career self-efficacy effectively.

METHODS

This study was done to students at SMK Negeri Jawa Tengah in Purbalingga Regency. They were as many as 14 people who were considered to have low career self-efficacy. In addition, the students were grouped into two, namely seven students in SFBC group counseling, and other seven students in reality group counseling.

In collecting the data, a career self-efficacy scale developed by the researchers was used. The scale covers career self-efficacy aspects, namely self-assessment, career information, goals selection, future plans, and problem-solving (Taylor & Betz, 1983). A Likert scale was used to assess 45 items using 4 options, namely (1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree). Based on a Cronbach Alpha test, this scale gained the reliability score or 0.879.

This study was quantitative and in form of an experimental research which used a pretest posttest control group design. Here, some procedures were done, namely giving a pretest to determine the initial condition of students' career self-efficacy prior to the treatment of group counseling, grouping the students randomly into two (reality group and SFBC

group), giving treatments to the two groups using reality group counseling and SFBC group counseling for six meetings within the time allotment of 45 minutes for each. There was also one group that received no treatment for six times within the same specified time allotment. Finally, a posttest was given following the interventions. Then, the collected data were

analyzed using Wilcoxon and Mann Whitney U tests.

RESULTS AND DISCUSSION

In this study, quantitative descriptive analysis was used to see changes in the mean and standard deviation before and after group counseling.

Table 1. Wilcoxon and Mann-Whitney Test Results

Group	PRE		POST		Z1	P
	M	SD	M	SD		
Reality group	124	7.67	148	9.16	-2.37	<0.05
SFBC group	124	7.36	148	8.10	-2.37	<0.05
Z2	-0.45		0.258eew	-0.258		
P	>0.05		> 0.05	>0.05		

Notes: Z1 = wilcoxon test; Z2 = mann- whitney test.

Regarding the above table, changes occurred to both groups. In the reality group, the initial data were (M = 124, SD = 7.36), while after the intervention the values increased to (M = 143, SD = 6.60). In the SFBC group, the initial values before the intervention were (M = 124, SD = 7.67), while after the intervention, the values increased to (M = 148, SD = 9.16).

Some studies support the above findings, such as the ones by (Mulawarman, et al., 2016) and (Mahardika, 2021) which concludes reality group counseling is effective to improve career decision making self-efficacy.

Based on the results of the Wilcoxon signed rank test in table 1, SFBC and reality group counseling was effective in increasing career self-efficacy (Z1 = -2.37, p <0.05 for SFBC and reality groups). The effectiveness for both techniques was at the same level (Z2 = -0.258, p > 0.05).

The mean of reality group counseling was greater than the SFBC group counseling. It meant that reality group counseling was more effective in increasing career self-efficacy than SFBC group counseling.

SFBC group counseling gave several advantages, such as the shorter implementation

of group counseling, and focusing on solutions (Mulawarman et al., 2020). However, in implementing SFBC group counseling, counselors need to consider the potential of group members in achieving the goals of group counseling, namely creating the right solution.

Reality group counseling has four core stages, namely wanting, doing, evaluating, and planning (Wibowo, 2019). In the wanting stage, the group leader explores what members want related to career selection and asks whether career determination is significant. In addition, a question by the counselors is asked to the counselee, for example "are the problems in determining a career a problem that is quite troublesome?" After exploring the counselee's wishes, the next step is to determine what the counselee should do regarding career selection.

What counsees should do is then followed by an evaluation of whether the treatment is effective. Then, the planning stage is carried out to determine what to do in the future. Improving career self-efficacy through reality group counseling is carried out by considering the counselee's quality world (Wubbolding, 2017). By doing so, counsees are greatly assisted in making career choices in

accordance with the quality world they are experiencing.

CONCLUSION

The present study was conducted to examine the comparison regarding the effectiveness of reality and SFBC group counseling in improving students' career self-efficacy in grade twelve at SMK Negeri Jawa Tengah in Purbalingga Regency. Based on the findings, it can be concluded that the reality group counseling performs better.

According to the above findings, school counselors are suggested to implement reality group counseling to improve career self-efficacy. Further studies are expected to enrich studies of reality group counseling and SFBC to improve career self-efficacy.

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