

The Effectiveness of Group Counselling with Modelling Technique to Improve Self-Efficacy in Senior High School Students Decision Making of Study Continuation

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Abstract

The purpose of this study was to test the effectiveness of group counseling using modeling techniques to improve self-efficacy decision making of study continuation in senior high school students. The research method of present study was experimental design, particular by Randomized Pretest-Posttest Comparison Group design, and involving 18 students as participants who selected random assignment from students of class XII SMA Al-Azhar Menganti Gresik. The result of analysis using One way ANOVA showed that group counseling using modeling techniques effective to improve self-efficacy decision making of study continuation in students ($F_{(2,24)} = 69.016$; $p < 0.01$). The results of this study indicate that students who received group counseling services with combined techniques experienced improved self-efficacy of advanced study decision making higher than students who received group counseling services with live modeling techniques.

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INTRODUCTION

Self-efficacy is self-perception of how well a person can function in a given situation. It is related to self-confidence and has the ability to perform expected actions. Also, self-efficacy refers more to self-assessment, whether one can do good or bad, right or wrong, can or cannot do as required. It is different from aspiration (ambition) because ambition describes something ideal (achievable), while self-efficacy describes self-assessment. Schunk (2012), states that students who have high self-efficacy can solve problems correctly compared with students with low self-efficacy. Students with low self-efficacy often avoid tasks, while in reality, people who judge themselves to have self-confidence should participate more and passionate. In relation to this, self-efficacy can also affect business spending, persistence and learning.

In decision making, there is a need for a belief or self-efficacy that the decisions taken are the best by considering various aspects that exist. This also goes for study continuation decision making. The self-efficacy of study continuation decision making covers feeling, confidence, perception, trust in ability and self-competence in the process of selecting and comparing several alternatives of study continuation options available to determine the best options through fact-gathering activities and data about ourselves and environment.

In line with Wang's study (2010), that improper career decision making can make a person potentially to experience psychological and academic problems going forward. This theory becomes the researchers' concern since in reality, many high school students have doubts and confusion in making choices and making career decisions. This inability to make decisions is illustrated by the difficulties individuals face when making career decisions. These difficulties affect the attitudes of individuals who rely on career decision making to others or individuals to avoid making career decisions.

Taylor & Betz (in Wang, 2010), explain that low self-efficacy in career decision making is related to individual ignorance of its advantages

and disadvantages, not getting information about career plans, unable to create goals, unable to make career planning and cannot solve problems related to his career. In addition, low self-efficacy will also make a person become easily anxious, depressed, tend to be more passive and negative in career decision-making situations (Wang, 2010). Thus, self-efficacy is important to note in the formation of behavior in students' career decision making.

By having a high self-efficacy decision making, the individual will be able to maintain the choice of the course of study even though the environment is less supportive. In fact, self-efficacy in high career decision making can encourage and give advantages to individuals to seek solutions when facing obstacles and increase individual commitment to career exploration (Wolfe & Betz, 2004; Flores, 2006). One of them is the individual will be motivated to seek information about his career actively. When not getting career information from a particular source, the efficacious individual will seek information at another source. Individuals with high self-efficacy career decision making will succeed in making the right career decisions for themselves.

Group counseling service with live modeling techniques is a form of intervention to be implemented in an effort to improve the self-efficacy of students' study continuation decision making. Winkel (2010) says that "group counseling is a dynamic interpersonal process, centered on conscious thought and behavior. Meanwhile, the live modeling technique is a technique that can provide direct intervention effects to the students by bringing in external sources as life guides to be understood for the students. In other words, the students can observe the direct examples of the real life example as a guide (Eford, 2016).

On the one hand, Gantika (2011) reveals that live modeling is used to describe certain behaviors, especially complex interpersonal situations in the form of social conversation and interaction in solving problems. As Hirschi & Lage (2009), in his research on 330 students of class VII in Switzerland using CIP (Career

Information Proses) techniques, there are limitations that have an impact on the development of career preparation because the intervention is not a direct example (behavioral model). The effectiveness of this live modeling technique can be a reference and a fundamental reason so that the technique used by researchers as a technique to improve students' self-efficacy with the reason students can get a picture how to do new behavior from the model shown.

Based on a research conducted by Nur (2010), information service with modeling technique is effective as an effort in improving decision making in the selection of majors. Meanwhile, according to Sadewi (2012) self-efficacy can be improved by using symbolic modeling. Both of these studies illustrate that the influence of modeling techniques for decision-making and self-efficacy can be improved by symbolic modeling.

Thus it can be concluded that conducting group counseling service with individual modeling techniques can gain new ideas about self-efficacy. In this way, one can learn and gain new behavior because one's self-efficacy can be formed by making direct observations. Therefore, group counseling service with modeling technique is assumed to assist students in improving low self-efficacy in study continuation decision making.

This study further explored about the effectiveness of modeling techniques, therefore this study aimed: (1) To know the extent of effectiveness of modeling technique in group counseling settings to improve students' self-efficacy in study continuation decision-making, (2) to combine symbolic modeling technique and live modeling technique simultaneously in group counseling settings to improve self-efficacy in students' study continuation decision-making, (3) to do comparison of the effectiveness level between group counseling done using the combination of two techniques (symbolic modeling technique and live modeling technique) simultaneously with the implementation of group counseling using live modeling technique to improve self-efficacy in students' study continuation decision making.

METHODS

The type of research used was experimental research, using Randomized Pretest-posttest Comparison Group design by involving two groups, namely experimental group and control group. In this way, the participants involved as research subjects were 18 students of class XII selected with random assignment.

The members of the experimental group received intervention in the form of group counseling using the combination of symbolic modeling technique and live modeling technique, while the comparison group members got intervention in the form of group counseling using live modeling technique.

Data collection techniques in this study used the measurement of self-efficacy scale decision-making of study continuation. This scale consisted of 27 items. In measuring the instrument, the researcher performed expert validation and then tested the instrument. The results were 25 items were declared valid and 2 were invalid (self-efficacy study continuation decision-making scale r_{xy} : 0.232-0.754) with an alpha value of 0.905. The data obtained were then analyzed using One Way ANOVA technique.

RESULTS AND DISCUSSION

Based on the results of pretest calculation, the average of self-efficacy level of decision making of study continuation of Al-Azhar Senior High School students in the experimental group was 47.8 (low). Meanwhile, in the comparison group (control) was on the average of 44.5 (low). After the combined treatment technique, the average score of students in the experimental group increased to 81.9 (high). Meanwhile, in the comparison group (control) which received the treatment using one technique obtained 76.7 (high).

The data were then analyzed using One Way ANOVA test. The results showed that group counseling with modeling technique could significantly improve the self-efficacy of student decision-making. Based on the hypothesis data

analysis, it was known that ($F_{(2,24)} = 69.016$; $p < 0.01$). Thus, a Post Hoc Test should be conducted to determine the magnitude of differences in the increase in self-efficacy of decision-making of study continuation of students between each group of experimental subjects. The results of the Post Hoc test statistic showed that the combined technique was more effective than the live modeling technique in improving the students' self-efficacy of study continuation decision-making ($MD = 8.556$; $p > 0.00$).

From a series of analysis, it could be concluded that from both groups of experimental subjects, including the subject who received group counseling treatment using the combination of symbolic modeling technique and live modeling technique with the group using live modeling technique only to improve the self-efficacy of students' study continuation decision making, the subject which received group counseling treatment using the combination of symbolic modeling technique and live modeling technique had better level of effectiveness than the subject received group counseling treatment using live modeling in improving the students' self-efficacy of study continuation decision making in Senior High School Al-Azhar Menganti Gresik.

In line with a research conducted by Wijayanti (2016), that information service using symbolic modeling technique is effective in improving self-efficacy of decision making of student in study continuation. Similarly, according to Bandura (in Nursalim, 2013), the influence of imitation of the model covers three things: (1) taking a new response or skill and showing in its behavior after combining what is obtained from its observations with a new behavioral pattern, (2) the loss of fear response after seeing the model doing something that the observer creates fear, but the character he sees has no consequence or is even positive, (3) retrieval of a response from the responses shown by the character giving the way to be imitated.

By referring to the results of this study, the effectiveness of group counseling using a combination of symbolic modeling technique and

live modeling technique to improve the students' self-efficacy of study continuation decision making so far has not been found in previous researches ever undertaken. Therefore, in this study, the discussion of the effectiveness of group counseling using combination of symbolic modeling technique and live modeling technique to improve the students' self-efficacy of study continuation decision making was explained through the theoretical studies of both techniques.

According to Indonesian Dictionary (KBBI), combination is a mixture of two substances that are combined to produce a new substance. In other words, the combination has the meaning of uniting two different things into one unified whole. Based on this understanding, the application of group counseling services using the combination of symbolic modeling technique and live modeling technique to improve the students' self-efficacy of study continuation decision making was made by applying the two techniques simultaneously in a group counseling session. Logically, merging these two techniques would be far more effective than using just one technique, but this assumption needed to be proven empirically and statistically.

The implementation of the combination the two techniques in this study was not too difficult because both techniques theoretically are coupled and have a positive correlation. This is because both techniques are derived from Bandura's social learning theory of modeling. The modeling strategy can be used to help students acquire new behaviors through life models and symbolic models, display behaviors that have been obtained in the right way or at the time of learning, reduce fear and anxiety, acquire social skills and change verbal behavior. The behavioral changes that are intended in this study was about the students' self-efficacy in study continuation decision-making.

Symbolic modeling technique is to provide an example or model to the client in the form of audio visual either in the form of films, videos, pictures or symbols and others that can teach a desired behavior so that individuals can learn from the observation of the character with the

aim of reducing the inappropriate response. The behavior of the model can be evaluated by observing appropriate behaviors to try to do and which are not appropriately discarded and acquire more adaptive social behavior. By observing a model students are motivated to do something that may already be known or learned to be no obstacle. In this case about the students' self-efficacy in study continuation decision-making.

Meanwhile, the live modeling technique is a technique that can give the effect of direct intervention to students by bringing in external sources as life guidance to be understood for the students. In other words, the students can observe the direct example of the real (life example) as the guide (Eford, 2016). On the one hand, Gantika (2011) reveals that live modeling is used to describe certain behaviors, especially complex interpersonal situations in the form of social conversation and interaction in solving problems. The purpose of live modeling is to help students acquire new behaviors through life models, display behaviors that have been obtained in the right way or when expected, reduce fear and anxiety, acquire new social skills and changing verbal behavior.

The purpose of live modeling in this study was to make the students can live in an expected social model by doing imitation, observation, adjusting himself and internalizing norms in social model system with a particular problem that has been prepared by the counselor by relating to the students' self-efficacy in study continuation decision-making.

Based on the definition of these two techniques, it can be seen that there is the same vision, namely observing, obtaining information, determining goals and planning what will be done and take further study decisions in accordance with students' beliefs. However, the difference between these two techniques is in terms of models that are displayed where the symbolic modeling is delivered through the media, while live modeling features the model of life (real). As a result, the combination of these two techniques will have a positive impact to cover the weaknesses of each.

Thus, theoretically, the group counseling using the combination of symbolic modeling technique and live modelling technique would be more effective than group counseling using only one technique to improve the students' self-efficacy in study continuation decision-making as it has a more complete treatment to improve self-efficacy in study continuation decision-making on each individual. This is in line with the results of this study which concluded that group counseling using the combination of symbolic modeling technique and live modelling technique proved statistically more effectively than group counseling using one technique to improve the students' self-efficacy in study continuation decision-making in Al-Azhar Senior High School Menganti Gresik.

CONCLUSION

The results of this study have showed the effectiveness of group counseling using modeling technique to improve the students' self-efficacy in study continuation decision-making in Al-Azhar Senior High School Menganti Gresik. The results showed that the live modeling technique is effective to improve the students' self-efficacy in study continuation decision-making in Al-Azhar Senior High School Menganti Gresik.

Meanwhile, the research subjects who were given group counseling services using the combination of both techniques (symbolic modeling technique and live modeling technique) have a higher level of effectiveness compared to research subjects who were only given group counseling service using live modeling technique to improve self-efficacy in study continuation decision-making in Al-Azhar Senior High School Menganti Gresik.

Furthermore, it is important for practitioners in schools to assess the needs of students at the beginning of each school year to find out the needs of the students. Then, they also need to make systematic career guidance design. In addition, it is suggested that school practitioners should improve students' knowledge and insight into a wide range of majors, colleges and employment with many reading books or

searching for the latest information on the internet regarding careers. More importantly, in providing services, the practitioners should use explicit approaches not limited to the use of conventional approaches as has been done so far.

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