

Psychoeducational Group with Modelling Technique to Improve Career Adaptability Through Career Decision Self-Efficacy

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Abstract

This research aimed to examine the effect of psychoeducational group with modelling technique on career decision self-efficacy to improve the career adaptability of the students of State Junior High School 31 (SMP Negeri 31) in Purworejo City. The method used to cover such objective was experimental method with the research design of pre-test – post-test control group design. Moreover, there were as many as n^2 18 students chosen by using purposive sampling technique among 94 students. Further, based on the data analysis by using bias corrected bootstrapping SPSS 25 with resampling resulted ($N = 5.000$), while the estimation of the true direct effect was in the level of 95% of confidence interval. This showed that the psychoeducational group with modelling technique contributed direct impact on career adaptability ($\beta = 5.61$; $p < 0.01$) as well as indirect impact on career adaptability through self-efficacy ($\beta = 7.60$, $p < 0.05$; $CI\ 95\% = 1.90, 13.86$). Through modelling technique, students obtained a picture on the belief of their career direction, abilities, knowledge of their self-potential. They also can plan their future studies which are supported by learning readiness either when they are at school or at home. Based on this research, can prove that strengthening the self-efficacy of career decision would grow up a sense of career expectations conformity which has been possessed and further form the condition of career adaptability so that in the end, one can adapt with their live-span development.

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INTRODUCTION

The rapid movement of the post-modern of world of work marked by the development of science and technology has contributed to the appearance of new fields in the world of work. The digital revolution in 21st century has brought about a change in the social structure of new works (Savickas, 2012). The more diverse careers which are fragmented and globalized become an important concept that prioritizes the ability to adapt and navigate one's development in the context of the work (Zacher, Ambiel, & Noronha, 2015).

The field of work is getting more differentiated or specified, as a result it seems that it requires higher abilities from the applicants. The transition from school to higher education level is one of the critical steps to pursue future career success, while the success and failure of career planning can be influenced by current decisions making (Koen, Klehe, & Vianen, 2012; Savickas, 2013; Nilforooshan & Salimi, 2016). Meanwhile, one's success in career requires an adaptability skill.

This phenomenon shows that career development must be prepared since the early stage of adolescent. Accordingly, Junior high school students are in the early adolescent phase whose ages are between 11-15 years. In this phase, students need to prepare career adaptability during school period, the transition to the advancement of higher education and career selection. The concept of career adaptability leads to the development tasks of Super life-span and life-space theory (Savickas, 1997). Moreover, the development of age ranges is a form of career adaptability to fulfill the development tasks (Hartung & Cadaret, 2017). The development tasks of adolescent career whose age ranges from 14-25 are done by giving more time to channel hobbies, current job choices, learning about job opportunities, and being able to develop realistic self-concepts (Super, 1980).

In fact, career adaptability problems faced by students still exist and not all students can have their career adaptability easily. This can be

caused by their lack of readiness to attend learning, lack of understanding of secondary school. Additionally, worries and pressures also influence their level of confidence (Ebenehi, Rashid, & Bakar, 2016). That is why there still found anxiety of the transition to a post-school environment (Ginevra, et al. 2018). It is realized by having pessimistic feeling, low career maturity, negative future visions, and low self-esteem values (Janeiro, Mota, & Ribas, 2014). There are also some influences coming from the gap in language, culture and gender in the school environment (Fuse, 2018). Edwards & Quinter (2011) prove that junior high school students do not know career information accurately which results in low knowledge of career opportunities. The mistakes of junior high school students in career adaptability will have an impact on the next life, a decrease in learning achievement, frustration, psychological disturbances, and doubt about determining the type of secondary school.

The results of the preliminary research in 31 SMP Negeri 31 in Purworejo City using the checklist problem instrument (DCM) obtained the average results on the aspects of school adaptation (4.04%) with category B, adaptation to the curriculum (5.05%) with category B, learning habits (17.27%) with category C, and the aspect of the future and aspirations of (11.52) with category C. This also came up with one indicator of concern for future and secondary schools in the low category (43.3%), as well as the indicator of good learning with acquisition of C (11.1%). The overall average can be interpreted as low. This proves that there are students who are less focused in their career planning, especially Eighth grade of SMP Negeri 31 in Purworejo City.

The above results were also supported by the interview results to the counselor that the low career decisions of students was caused by intrinsic and extrinsic factors. The intrinsic factors cover low interest in learning, lack of understanding of the world of work, unrealistic thought to choose a secondary school, not channeled interests and talents, hesitation to determine the next level of life after graduation,

unavailability of examples of figures for planning reference. Meanwhile, the extrinsic factors include friends outside school, parents' background, social conditions in the school, tasks avoidance during the learning process such as; lazy to do homework, skipping classes on certain days, students who do not take extracurricular activities regularly.

Career adaptability needs to be owned by Junior High School students because early adolescence is a growth phase where students are looking for information, knowledge, talent exploration, interests related to secondary school and career planning. According to Creed, et al. (2009) in the learning process, students who have good performance and goal oriented tend to have career planning readiness. In line with this, Edwards & Quinter (2011) prove that junior high school students lack of the accuracy of career information that results in low knowledge of job opportunities.

One factor that influences the career adaptability of students is career decisions self-efficacy. Bandura's SCCT theory states that career decision self-efficacy is the main mediator as the direction of behavior and direction of behavior change (Betz & Taylor, 2014). It is affirmed that career decision self-efficacy related to the final results for adolescents are such as academic achievement improvement and the ability to deal with academic problems (Carroll, et al. 2009). In this case B. Y. Choi, et al. (2012) that career decision self-efficacy acts as the core that facilitates the career planning process.

The above theories are supported by Ana, Wibowo, & Wagimin (2017) that students are considered to have good career decision self-efficacy when they feel confident that they believe they have the ability to complete what they want and expect. For more, Ogutu & Maragia (2017) prove that the success of career decision self-efficacy is influenced by gender, and type of school, peer environment, parental support among junior high school students. Duffy & Blustein, (2005) prove that individuals who have strong spiritual relationships, and intrinsic motivation tend to be more confident in their ability to make career decision self-efficacy and

openly explore various career choices. In association with the previous theory, Garcia, Restubog, Bordia, Bordia, & Roxas (2015) state that there is an optimistic career relationship that parental and teachers' supports influence self-efficacy owned by students.

Career decision self-efficacy has become a theoretical and empirical concern, and its roles are used in predicting behavior or the direction of one's behavior choices (Song & Chon, 2012). Career decision self-efficacy acts as mediator variables. Mediator variables are variables that can strengthen or weaken the effects of the treatment results. Jiang, et al. (2017) prove the relationship between career adaptability and career stability with career decision self-efficacy, showing a significant influence on career adaptability with career decision self-efficacy. Utomo (2016) proves that students who have high levels of self-efficacy can do good career planning. Self-efficacy is a person's assessment of himself or the level of confidence about how far his abilities to do a particular tasks to achieve certain results.

Modelling technique is realized by learning through the observation of the imitation of behavior of individuals or groups by adding or reducing observed behavior as well as generalizing various observations and involving cognitive processes. Modelling is defined as the creation, refinement, and practices of cognitive carried out with certain tasks (Lyons, 2008). The results of the research (Repita, Parmiti, & Tirtayani, 2016) show that double modeling techniques (live model and symbolic model) successfully minimize oppositional defiant behavior problems well with very satisfying results because there happened a reduction on the average in pre-cycle percentage of 36.46%, cycle I 30.46% to 24.46% in cycle II. This is supported by Mensah, Mettle, & Ayimah (2014) who say that modelling is an influential factor in the career planning process. Also, Adiputra (2015) proves that modeling technique effectively improves students' career planning. Little (1974) also shows that modelling technique is able to measure interest in non-traditional work. Moreover, Yeagley, Subich, & Tokar (2010)

prove the use of live modeling techniques that can improve career decision self-efficacy.

Modelling technique can be done in a setting of psychoeducational group. It is because psychoeducational group has three main purposes, namely information sharing, skill practices, and communication processes which focus on several topics such as attitude, belief, teamwork, communication, and skill building (Henderson & Thompson, 2016). Meanwhile, the Regulation of the Ministry of Education and Culture Permendikbud (2014) explains that guidance and counselling service is a special service which belongs to psychoeducation. In this case, the implementation of the basic service carried out in terms of psychoeducation can be applied in a group format or psychoeducational group. In 2007, The Association for Specialists in Group Work (ASGW) drew the group division, one of which is psychoeducational group (Berg, Landreth, & Fall, 2018). Psychoeducational group is group which is preventive, aimed at improving skills, and having the same characteristics among its members seen from the results of identification

Psychoeducational group is also called as an educational or guidance group, emphasizing on the use of educational method to deliver information and develop skills (Henderson & Thompson, 2016). This is aimed at promoting individual development based on his developmental phase, giving relevant information, and solving problems or conflicts (Henderson & Thompson, 2016). The goals of the psychoeducational group have important parts, namely as a process of learning activities and the delivery of new information (Berg, et al. 2018). The psychoeducational group has become an integral part of providing counseling services for today's practitioners, particularly those at school. This group includes various functions, namely affective, existential, behavioral, and cognitive (Furr, 2000). Gadassi & Gati (2013) suggests to create psychoeducational groups since any information coming from the adaptability dimension of career planning can be directly presented and can be associated with clients' self-efficacy in the career decision-making process.

METHODS

This research used experimental methods with pretest-posttest control group design by involving two experimental groups and a control group. In the experimental group, treatment was given in the form of psychoeducation with modeling technique, while the control group received conventional psychoeducation. The population were 94 students of the Eighth Grade of Junior High School.

The research subjects were chosen by purposive sample technique based on the criteria that the respondents had low and fair level of career adaptability and career decision self-efficacy. Through this sampling, the researchers obtained n^2 18 students as the research subjects. Meanwhile, the placement of research subjects into the experimental group and the control group was done by random assignment, so that there were 9 members of the experimental group and 9 members of the control group. The random placement of samples were based on similarities with each other.

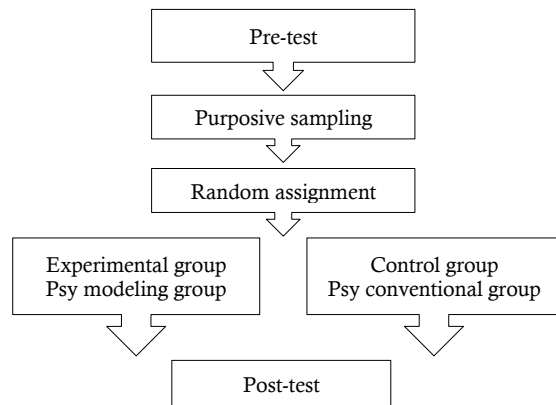


Figure 1. Research Stages

The variables in this research were psychoeducation with modelling technique as independent variable (X), career decision self-efficacy as mediator variable (M), and career adaptability as dependent variable (Y). The data collection technique was done by using Career Decision Self-Efficacy Scale Short Form (CDSES-SF) as many as 25 items which was arranged and developed by (Betz, Klein, & Taylor, 1996) and Career Adaptabilities Scale

(CAAS) of 24 items which was arranged and developed by (Savickas & Porfeli, 2012). Those were in form of likert scale containing five answer responses, and used as the measurement tool in this research. Further, the instruments reliability tests showed that Career Decision Self-Efficacy gained $\alpha = 0.743$, and Career Adaptability Scale obtained $\alpha = 0.739$.

RESULTS AND DISCUSSION

The data of career decision self-efficacy and career adaptability before and after the treatment of psychoeducation with modelling technique were obtained from the analysis results of percentage description. They can be seen in the table 1, while the results of the second tabulation consisted the results of mean and standard deviation.

Table 1. The Cross Tabulation of the Results of Pre-Post Test of Career Adaptability Scale and Self-efficacy on Experimental and Control Group.

		Career Decision Self-Efficacy Score																					
		SR		R		S		T		ST													
		T1	T2	T1	T2	T1	T2	T1	T2	T1	T2												
		E	K	E	K	E	K	E	K	E	K	E	K										
Career Adaptability Score	SR	T1	E																				
			K																				
		T2	E																				
			K																				
	R	T1	E			8																	
			K																				
		T2	E				6																
			K																				
	S	T1	E							1													
			K																				
		T2	E																				
			K																				
T	T1	E																					
		K																					
	T2	E													1								
		K															5						
ST	T1	E																					
		K																					
	T2	E																				8	
		K																2				2	

Information:
 (ST): Very high, (T): High,
 (S): Fair, (R): Low, (SR): Very low,
 (T1): Pre-test, (T2): Post-test,
 (E): Experimental group, (K): Control group

Moreover, analyses results aimed to know the indirect influence of independent variable on dependent variable through mediator variable can be seen in the table 3.

Based on the data on table 1 (pre-test –post-test) on experimental class, it was known that before the treatment was given there were as many as 8 members of the group were in low category and 1 member was in fair category. After the treatment of psychoeducational group with modelling technique was given, there happened an improvement of career decision self-efficacy on the 8 members to very high category, and 1 member improved to high category. Changes also

occurred on the career adaptability behavior. Before the treatment was given, 8 members of the group were in low category, and 1 member was in fair category. After the treatment of psychoeducational group with modelling technique, the members gained an improvement, namely, 8 members increased to very high category, and 1 member increased to high category.

Changes also happened to control group that before receiving the treatment, the level of career decision self-efficacy of the 6 members of the group were in low category, while the rest 3 members were in fair category. After the

treatment of psychoeducational group, changes occurred to 2 members of the group whose level increased to very high category, and 7 members of the group whose level increased to high category. The same also went to the behavior of career adaptability that before the treatment was given, 6 members were in low category, and 3 members were in fair category. After the treatment, 4 members increased to very high category, and 5 members increased to high category.

The results of table 2 showed that the results of the pre-test for experimental group before receiving the treatment of modelling technique to improve career adaptability were as many as (M = 61.11 and SD = 2.02) and for the career decision self-efficacy were (M = 62.44 and SD = 2.18). After the treatment, the career adaptability increased as many as (M = 114.44 and SD = 5.76), while the level of career decision self-efficacy increased up to (M = 116.67 and SD = 7.21).

Table 2. The Results of Mean, Standard Deviation of Pre-test, Post-test on Experimental and Control Group

Measurements	Experimental group											
	T ₁						T ₂					
	Male		Female		Total		Male		Female		Total	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Self-efficacy	62.75	1.89	62.20	2.58	62.44	2.18	121.00	4.89	113.20	7.22	116.67	7.21
Adaptability	60.75	2.21	61.40	2.07	61.11	2.02	115.00	8.04	114.00	4.18	114.44	5.76

Measurements	Control Group											
	T ₁						T ₂					
	Male		Female		Total		Male		Female		Total	
	M	SD	M	SD	M	SD	M	SD	M	Sd	M	SD
Self-efficacy	65.25	2.98	64.20	3.70	64.67	3.24	100.75	4.34	102.40	3.05	101.67	3.53
Adaptability	59.75	4.50	61.60	3.97	60.78	4.05	101.50	6.55	102.20	7.43	101.89	6.62

Based on the gender categorization, male and female, it was known that before the treatment was given, the career adaptability values were (male M = 60.75 and female M = 61.40). However, after the treatment, there found some changes, namely (male M = 115.00 and female M = 114.00). Thus, it showed that the changes in male were higher than female. Additionally, changes also happened to the experimental group with modelling technique on the improvement of career decision self-efficacy between male and female. Before the treatment, the career decision self-efficacy values were (male M = 62.75 and female M = 62.20). After the treatment, there happened improvement, namely (male M = 121.00 and female M = 113.20). However, the results of the improvement after receiving the treatment showed that the level of career decision self-efficacy of female was higher than male.

On the other hand, the career adaptability values of the control group before receiving the treatment was (M = 60.78), while after the treatment was (M = 101.89), and the condition of

career decision self-efficacy before the treatment was (M = 64.67), after the treatment was (M = 101.67). The improvement of the male and female members in the control group showed that before the treatment on career adaptability, the values were (male M = 59.75 and female M = 61.60). After the treatment, the values increased as many as (male M = 101.50 and female M = 102.20). Thus, it was known that there was changes on the adaptability that female's was higher than male's. The improvement of career decision self-efficacy of male and female before receiving the treatment in the control group were as many as (male M = 65.25 and female M = 64.20), after the treatment, there found an increase of (male M = 100.75 and female M = 102.40). However, the increase after receiving the treatment showed that the level of female's self-efficacy was higher than male's.

Table 3 displayed the results of variable mediator test using the technique of bias corrected bootstrap method N= 5000 with the estimation of true indirect effect in the level of 95% of confidence interval. This analysis showed

that the direct effect (direct effect of X on Y) of psychoeducational group with modelling technique on career adaptability seen from the path effect of valued (c') ($\beta = 5.61$; $p < 0.01$), while the (indirect effect of X on Y) of psychoeducational group with modelling technique had an effect on self-efficacy, when seen from path effect, valued (a) ($\beta = 17.11$; $p < 0.01$), then the relationship between career decision self-efficacy on career adaptability can be seen from the results of the value of path effect (b) ($\beta = 0.44$; $p < 0.01$).

Table 3. The Results of Path Analysis Process on SPSS 25

Paths	Path effects				Confidence interval (95%)	
	β	se	t	p	LLCI	ULCI
PS – SE (a)	17.11	3.17	5.39	< 0.01	10.38	23.84
SE – AD (b)	0.44	0.15	2.79	< 0.01	0.10	0.78
PS – AD (c')	5.61	2.38	2.35	< 0.01	0.53	10.69
Total effects	13.22	2.65	4.98	< 0.01	7.59	18.84

Furthermore, the indirect effect of psychoeducational group with modelling technique to improve career adaptability through career decision self-efficacy gained the value of mediation effect of ($\beta = 7.60$; $p < 0.05$) with [CI 95% = 1.90, 13.86].

In this case, the path on a to b and c paths can be said as significant, ($p < 0.01$). In other words, there was a significant relationship influence between psychoeducational group with modelling technique through self-efficacy on career adaptability. These findings proved that the significant level condition of both the value of bootstrapping LLCI (Lower Limit Confidence Interval) and bootstrapping ULCI (Upper Limit Confidence Interval) share the same positive values.

For more details, figure 2 can be used as a reference to see the simple mediation effect of psychoeducational group with modelling technique through self-efficacy to improve career adaptability. The effect gave direct impact on independent and dependent variables as well as indirect impact for variable X to variable Y through mediator variable.

Figure 2 showed the influence of psychoeducational group with modelling

technique to improve career adaptability through career decision self-efficacy. Based on mediation analysis, the researchers obtained 3 paths, namely direct path effect, indirect path effect and total path effect. The direct path was represented by (c') path or the effect produced by the flow of variable X to variable Y, indirect path or mediation effect was showed by (ab) path or effect produced by the flow of variable X to M through Y and the total path effect was the effect value from (c'+ab) path.

According to the findings, it can be said that there was a significant influence of psychoeducational group with modelling technique on adaptability. By all means, psychoeducational group with modelling technique gave indirect effect on career adaptability thorough career decision self-efficacy. Also, it can be said that one who has high career decision self-efficacy will be able to do career adaptability with the mediator variable influence. Alternatively, there was a significant relationship between career decision self-efficacy and career adaptability.

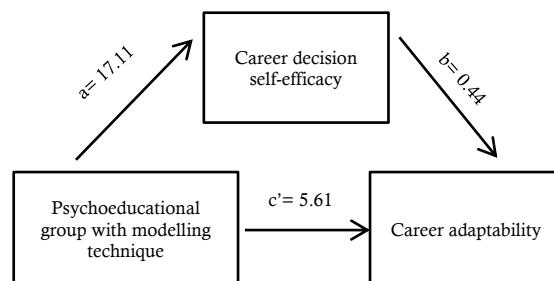


Figure 2. The Analysis Results of bootstrapping with the effect value of (c'+ab) $\beta = 13.22$ and mediation effect of (ab) $\beta = 7.60$ [CI 95% = 1.90-13.86]

The results of the research proved that career decision self-efficacy can be a mediator variable for career adaptability. One of the influences of career adaptability is self-efficacy. In Bandura's theory, self-efficacy is the main mediator used as direction of behavior and direction of behavior change (Betz & Taylor, 2014). The higher self-efficacy the higher career adaptability will be. Then, Jiang, Hu, & Wang (2018) examined the relationship between career

adaptability and career stability in relation to effects moderating of self-efficacy career. This is in line with what is stated by Walsh & Savickas (2005) that career conviction represents individual positive perception on his problem solving skills in various situation. As an individual with strong conviction, one tends to do many efforts and show much perseverance when facing difficult situations (Bandura, 1977).

An individual with high self-efficacy usually sets challenging goals for himself and tries to reach the goals by doing lots of effort to deal with any difficulties. On the other hand, an individual with low self-efficacy tends to consider challenging tasks as a threat and prefers to lessen their effort and quickly gives up (Bandura, 1977). Also, an individual with low career decision self-efficacy will feel less confident to handle complicated challenges such as making career decisions (Storme & Celik, 2017).

Thus, previous studies have revealed that the implementation of modeling technique through career decisions self-efficacy is positively related to career adaptability. Borgers & Koenig (2008) from their research revealed that role modeling or role models can be used to reduce fear and teach individuals a variety of behaviors, including decisive actions, sexual behavior, social behavior, and decision making.

A research by Saleem, et al. (2014) supports that there is a strong influence on the use of modeling, particularly mass media and parents' profession as a strong model for students' career selection. Students can gain information with the mass media so that they can choose alternative jobs and are supported by the profession of parents as a reinforcing figure of career success. Also, Meltzer (2013) states that the results of the video screening succeeded in proving that group members can interact verbally and non-verbally, provide clear information in groups in interaction here and now about their career perspectives.

Another support of psychoeducation with modeling technique comes from the results of research by Calder & Schulze (2015) who prove that psychoeducational group with audio visual modeling technique can be applied in schools to

improve the self-efficacy of drug abuse in early adolescents. Mulawarman & Nurfitri (2017) mention that social media can be beneficial for those who seek information through the internet such as google, online shopping, and information on the world of work, while in term of social cognitive perspective, social media can be used as a way of how human brain works to understand the environment. It proves that modeling technique can be developed into social media, so at the end one can get career information that functions adaptively.

Career counselors increasingly utilize internet resources because through the internet, individuals can easily obtain career information from around the world since social media is a new era for career counselors (Kettunen, Vuorinen & Sampson, 2013). This is similar to Pradana, Sutoyo, & Japar (2018) who argue that students' career knowledge level is showed by deep recognition of various career information. The higher self-confidence about students' career goals will have an impact on students' responsibilities, which ultimately strengthens student achievement.

By referring to the above explanation, counselors need to pay attention on some aspects when applying the modelling technique that the counselors themselves would be the model for counselees where they will be considered as a role model realized by the telling career experiences which further would build counselees' confidence and prepare their readiness on their career direction. Macdevitt (2008) assumes that therapeutic group is a complex and interactive environment so that leaders must have a pilot model to guide them in managing and conceptualizing their experiences.

Related to modeling technique, researchers found that the most influential form of career confidence and career adaptability is someone who is considered appropriate and has an important meaning in his life, both physically and emotionally or significant others. This is similar to the research by Devos & Torres (2007) which proves that there is an effect on the improvement of students' academic motivation caused by someone who is considered successful in his

career as a role model. It reveals that significant other can influence students' academic changes.

Researchers have proved that there have been differences between male and female students. The changes took place on the improvement, but changes in female's career decision self-efficacy were higher than those of male. This is similar to the results of Tang, Pan, & D.Newmeyer (2008) that the self-efficacy of females' career decisions is higher because they are more interested in social, artistic, and works related to self-expression. Meanwhile, males are more interested in the work which involves data such as in realistic, conventional, enterprising and investigative matters.

CONCLUSION

The psychoeducational group with modeling technique is effective to improve career adaptability through career decision self-efficacy on the students SMP Negeri 31 in Purworejo City. Through the implementation of modelling technique in the service help to reach out students' career adaptability by strengthening career decision self-efficacy. With stronger confidence and the ability to understand self-potential in the career planning, students will be more adaptive in doing academic tasks and academic achievement so that they can choose any secondary schools which are matched with their self-potential, interests, confidence and academic achievement which further will lead them to be able to choose their career opportunities.

Although this research has succeeded in testing the effectiveness of psychoeducational group with modelling technique to improve career adaptability through career decision self-efficacy of the students of SMP Negeri 31 in Purworejo City, the results of this research are still limited. The limitations found in this research are the researchers did not test the pathways generated from aspects contained in career decision self-efficacy and career adaptability, and the researchers did not add variables that support the formation of career ability and career decisions self-efficacy such as variable of

emotional maturity, social supports, role of parents, and significant other. As a result, the support of these variables can be a control of the formation of career decision self-efficacy and career adaptability.

In addition, the researchers have limitations in the use of the technique. The researchers only used modeling technique to examine the effectiveness of this technique to improve career decision self-efficacy and career adaptability. The limitation of this technique is students cannot narrate their experiences in the current situation towards the future. Therefore, future researches are suggested to give supports by combining narrative approach, as well as there is a need to do re-measurement to see changes in posttest conditions from a certain period of time after several months of treatment.

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