

The Effectiveness of Group Counselling with Self-Talk Technique to Improve Students' Career Aspiration and Self-Efficacy

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Abstract

The purpose of this study was to know the effectiveness of group counseling with self-talk technique to improve students' career aspiration and efficacy. This experimental study used pre-test – post-test group design by involving 14 students of Al Falah Vocational High School Winong Pati (SMK Al Falah Winong Pati) as the members of the group. Moreover, the research was done by testing repeated measures MANOVA showed that group counseling with self-talk technique was effective to improve students' career aspiration and efficacy. At last, the discussion of the findings of this study is directed to assert the effectiveness of group counseling with self-talk technique to improve students' career aspiration and efficacy.

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INTRODUCTION

Aspiration can be defined as a wholehearted willingness or desire to a better direction to achieve dreams and goals for success in the future. Also, aspiration encourages individuals to do positive or higher level things to achieve a particular goal. Domenico, and Jones (2007) explain that aspiration represents one's orientation toward a particular goal that can be influenced by gender, socioeconomic status, and family supports.

In accordance with the above statement, it is obviously known that career aspiration is very important for adolescents because by having aspiration, students would be more confident and proud of themselves, and of course, make them plan their future and have expectations to reach their dreams. Skorikov, and Patton (2007) states that career preparation in adolescence period is a significant beginning for successful career development for the rest of one's life and is highly related to adolescence's adaptation and prosperity.

Beside aspiration, in relation to individuals' career, there is a need for career efficacy. According to Baker (2009) career aspiration is viewed as the reflection of self-efficacy, in this case, it covers an efficacy in career decision making and an important mediator of motivation and career development.

Betz, Klein and Taylor, 1996 (Wang, 2010) argue that low self-efficacy in career decision making is related to individuals ignorance about their strengths and weaknesses, not getting information about career plans, unable to make goals, unable to make career planning, and unable to solve problems related to their career.

Furthermore, Bandura (1997) has a notion that there is a need for self-confidence in individuals as an internal motivation in achieving educational aspiration and career. The self-confidence in a career (career efficacy) is one's self-confidence on skills he has to organize and perform effective performance so that he can do particular tasks well. This is also a personal factor which becomes a medium between behavioral factors and environmental factors.

This study used self-talk technique in the intervention process. It is realized in form of positive conversation done by a person with himself in daily life where he keeps repeating beneficial and supportive questions to do or prevent a particular action.

Erford (2016) asserts that self-talk is a form of self-fulfillment and can be used to challenge irrational beliefs. This is a technique carried out by CBT approach which emphasizes on cognitive thinking patterns which are positive and a practice to improve self-control by using self-verbalization as stimulus and reinforcement during treatment.

METHODS

This study used the quantitative approach with the experimental method. The type of research used in this study was repeated measures MANOVA with repeated pre-test and post-test (pre-test and multiple post-test) in two groups, namely experimental group (group A), control group (group B). Before receiving the treatment, the research subjects in these two groups were given pre-test in for of career aspiration scale and career efficacy scale by which the results of this pre-test would be a foundation in giving treatment to the research subjects.

Purposive sampling technique was used to choose 14 students with a low level of career aspiration and efficacy to be the research subjects. The chosen subjects were then divided into two groups, namely group A (experimental group) amounted to 7 students, and group B (control group) amounted to 7 students.

RESULTS AND DISCUSSION

Data from pre-test and post-test results were collected from the distribution of career aspiration and career efficacy scales in every group after receiving the treatment of group counseling with self-talk technique. The following shows the data of career aspiration and efficacy of the experimental and control groups in T₁, T₂, and T₃.

Table 1. Pre-test and Post-test Data Taken from Career Aspiration and Efficacy Scales Filling Done by Class XI TBSM SMK Al Falah Winong Pati

Dependent variable	Category (N=7)	T ₁		T ₂		T ₃		F ₁	F ₂
		M	SD	M	SD	M	SD		
Career aspirations	Experiment	29.00	1.11	46.28	1.70	48.28	2.05	1,710.47	1,135.43
	Control	28.42	1.13	29.42	1.13	28.85	0.69		8.06
Career efficacy	Experiment	78.00	1.27	116.00	2.19	118.00	1.41	1,516.32	1,035.51
	Control	79.57	1.27	81.57	1.90	81.71	1.79		6.44
	F ₃							10,840.55	
	F ₄							219.38	

Notes:

* = $p < 0.01$; ** = $p < 0.05$; *** = $p > 0.05$

F₁ = Effect of time on groups

F₂ = Effect of time on each technical group

F₃ = Effect of time of group intervention

F₄ = Effect of interaction time between time and technique

Table 1 shows that the results of the test done by two groups obtained several data, namely the results of students' career aspiration in group A, (group counseling with self-talk technique) the conditions at the time of post-test 1 (M = 46.28, SD = 1.70), and post-test 2 (M = 48.28, SD = 2.05) were significantly higher compared to the pre-test (M = 28.71, SD = 1.11). From the results of the AS data collection on the experimental group, it can be said that there was a significant improvement in measurements before and after the intervention was given.

Furthermore, the career efficacy of the experimental group (counseling group with self-talk technique) obtained post-test 1 results (M = 115.85, SD = 2.19), and post-test 2 (M = 118.00, SD = 1.79). These results were higher significantly compared to pre-test (M = 79.57, SD = 1.71).

In group B (control group counseling), the level of students' career aspiration at the time of post-test 1 (M = 29.42, SD = 1.13) showed an improvement but not significant from the pre-test results (M = 28.42, SD = 1.13). Further, in post-test 2, there was an improvement but not significant, namely the score (M = 29.85, SD = 0.69). Furthermore, the results of the control group acquisition on the career efficacy of students showed that T₁ measurements obtained (M = 77.57; SD = 1.27), T₂ (M = 81.57; SD = 1.90), T₃ (M = 81, 71; SD = 1.79). From the results of the above scores, it can be stated that in the post-test 1 (M = 81.57; SD = 1.90), the career efficacy has increased but not significant from the results of the pre-test (M = 79.57; SD = 1.71).

Then, at post-test 2, there was an increase but not significant with the score (M = 81.71; SD = 1.79).

In table 1, it can be seen that the statistical data between repeated (time) measurements in the experimental group and the control showed a positive interaction between the two groups indicated by the value of F = 1710.47, $p < 0.05$ and in the control group, the F_{value} obtained was = 15.681, $p < 0.05$. In other words "H₀ is accepted", meaning that there are changes in the level of career aspiration and efficacy from pre-test, post-test 1, and post-test 2 in the two study groups (experimental and control) that were significantly different. In the same way, the results of the intervention given to the experimental group and the control group were different.

The results of the analysis by using repeated measures of MANOVA showed differences before and after service was given. The mean values of pre-test, post-test 1, and post-test 2 on aspiration and efficacy experienced improvement. There was also the effect of time and interaction on the results of the intervention.

The purpose of this effectiveness test was to obtain an overview of the extent to which the group counseling with self-talk technique intervention was effective to improve students' career aspirations and efficacy. From the results of this study, it is known that group counseling with self-talk technique was effective to improve students' aspiration and career efficacy in class XI TBSM SMK Al Falah Winong Pati.

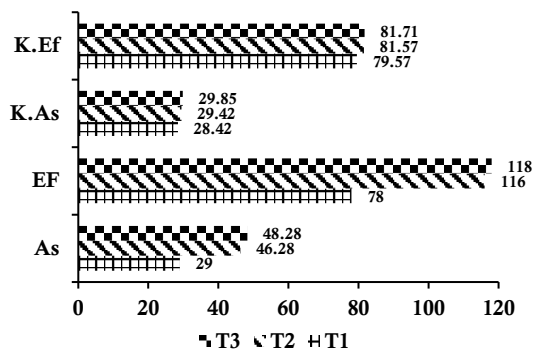


Figure 1. The Graph of the Improvement of Career Aspirations and Efficacy of Students in the Experimental and Control Groups

According to the results of the observation, in general, the intervention was smoothly done. This was proved by changes in the level of career aspiration and efficacy before and after giving treatment as many as 6 meetings (3 initial meetings discussed about career aspiration, then the next 3 meetings discussed about career efficacy) by utilizing the stages in the self-talk technique, namely in the first experimental group, this treatment was focused on behavior change by giving positive verbal instructions to students' cognition.

By referring to the information above, Hardy, Gammage, and Hall (2001) argues that self-talk technique is based on self-statements directed at self-performance. More specifically, the definition of self-talk according to Hardy covers: (a) verbalizations addressed to oneself, (b) multidimensionality, (c) openness to interpretations based on contents, (d) rather dynamics, and (e) instructions or motivations to remember the complexity and nature of self-multidimensionality. In addition, during the treatment, the self-talk technique used positive verbal expressions to reduce negative thoughts from within and replaced them with stimulation of positive thoughts to increase control of themselves through minds.

The above statements were supported by research done by Theodorakis, Hatzigeorgiadis, and Zourbanos (2012) which finds that self-talk serves as a motivation to build self-confidence, and an effort to increase perseverance. Therefore, this self-talk technique helps students to change

their cognitive system that is centered on changing their verbalization.

CONCLUSION

Group counseling with self-talk technique is effective to improve career aspiration and efficacy. For more, it is important for school counselors to pay more attention to and assist students in their overall development period both in the personal, social, learning and career fields. This needs to be done by the counselor in order to be able to provide counseling services as a preventive measure so that students are more aware of the causes of low career aspiration and efficacy.

Future researchers are suggested to consider using more and more total samples for male and female students so that the results of the research obtained on the effectiveness of counseling in the self-talk technique group can be tested in a wider population.

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