

The Use of Vicarious Experience and Enactive Mastery Experience to Improve Career Decision Making in Group Counseling

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Abstract

This study aimed to examine the effectiveness of vicarious experience and enactive mastery experience group counseling to improve the career decision making self-efficacy of the eleventh-grade students of Public Senior High School 1 Bawang Batang. For more, the method used was an experimental research method with randomized pre-test – post-test comparison group experimental design. Also, the results of one way ANOVA showed that group counseling with vicarious experience and enactive mastery experience techniques was more effective to improve career decision making self-efficacy compared to the group counseling which only used one technique. Therefore, this study contributes to considerations in using vicarious experience and enactive mastery experience as interventions to improve Senior High School students' career decision making self-efficacy.

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INTRODUCTION

A career decision is one aspect of career maturity. According to the Social Cognitive Career Theory (SCCT) theory by Lent, and Brown (2013) career decision begins with self-efficacy development, expected goals, interests, and skills in different working domains. Career decision can be a difficult stage for students.

The students who have not yet decided direction after graduating from Senior High School (SMA) usually do not obtain clear career information and do not know what to do to deal with problems in getting jobs successfully. A hunched which underlaid this study was that an effective career decision making does involve not only skills development but also self-efficacy.

Tobergte, and Curtis (2013) state that self-efficacy significantly influences career development because of the low self-efficacy in career decision making can hinder the development of career decision-making skills. According to Cormier, Nurius, and Osborn (2009) self-efficacy is divided into two, namely high self-efficacy and low self-efficacy.

The self-efficacy in students' career decision making needs to be improved. Based on Bandura (1994) there are four self-efficacy sources, namely enactive mastery experience, vicarious experience, social persuasion, and physiological and affective states.

Vicarious experience is a prominent component in social cognitive theory, refers to changes in behavior, cognitive, and affective obtained from observing one or more models (Schunk, 2012). For more, students gain new pattern of behaviors by observing others or called as observation learning (Eford, 2015).

An effort which can be done to improve students' self-efficacy is by displaying successful peers as a model for students. However, Feist, J. and Feist, G. J. (2008) argue that when others are not equal with us, vicarious experience only contributes a small effect to self-efficacy.

Enactive mastery experience is an influential source in improving self-efficacy (Feist, J., and Feist, G. J., 2008). Also, a study done by Cheal, and Clemson (2001) shows that

improving self-efficacy through enactive mastery experience is one of the ways to help parents who are about to fail to gain self-efficacy in safely participating in daily activities.

Palmer (2006) introduces cognitive content and cognitive pedagogical since he aimed to relate the understanding of content and pedagogy owned by his participants to the improvement of self-efficacy. For more, he concludes that cognitive content and pedagogical mastery must be considered as "special experience mastery" and is the major requirement for enactive mastery.

A similar study was also done by Bautista (2011) who used vicarious experience and enactive mastery experience to improve primary school teachers' self-efficacy. The results show that the teachers' self-efficacy of science teaching significantly improves during the end of the semester.

Based on the above previous studies and theories, this study attempted to examine the intervention of career by using vicarious experience and enactive mastery experience to improve career decision self-efficacy in the form of group counseling. Through the implementation of group counseling with vicarious experience and enactive mastery experience, it was expected that this intervention could improve career decision making self-efficacy.

METHODS

The subjects of this study were 24 people who had a low level of career decision-making self-efficacy taken from 128 students. Moreover, random assignment was done to place eight students into three experimental groups.

The scale used in this study was adopted from the Career Decision Self-Efficacy Scale-Short Form (CDSES-SF) made by Taylor, and Betz (1983) in short version covering 25 items. Based on the trial, this scale range index ranged from 0.520 up to 0.753. Meanwhile, it's alpha reliability coefficient was 0.88.

The analysis technique for the data used in this study used one way ANOVA on the gain

score of each group. Also, this study employed an experimental method with randomized pre-test – post-test comparison group design.

Furthermore, the experimental procedures carried out were first, giving CDESES-SF pre-test. Second, giving intervention in the form of group counseling (vicarious experience) for six times for group 1, (enactive mastery experience) with six times counseling session for group 2, and (the combination of vicarious experience and enactive mastery experience) for six times session for group 3. Additionally, the time allotment given to all groups was 90 minutes. The last, post-test by using CDESES-SF was given for the measurement.

The systematics of group counseling with vicarious experience were building cohesiveness, symbolic modeling, live modeling, verbal modeling, motivation, results in the evaluation, and follow up. Next, group counseling with enactive mastery experience was done through building cohesiveness, identifying client's surroundings, cognitive content, cognitive pedagogical, enactive mastery (displaying successful experience in career decision making), results in the evaluation and follow up activities.

Regarding group counseling with the combined technique, the stages carried out were building cohesiveness, symbolic modeling, live modeling, verbal modeling, motivation, identification of client's surroundings, cognitive content, cognitive pedagogical, and enactive mastery, results in an evaluation, and follow up.

RESULTS AND DISCUSSION

The description of the data in this study showed that the average level and standard deviation of self-efficacy in the experimental group experienced an increase in the average, namely in pre-test session, the vicarious experience group (M = 55.25; SD = 2.19) for the post-test (M = 94.88; SD = 14.89). In the Enactive Mastery Experience group (M = 55.88, SD = 1.96). For post-test (M = 102; SD = 5.64). Meanwhile, the group of the combination of vicarious experience and enactive mastery experience (M = 53.38; SD = 3.63), while in post-test (M = 107.38; SD = 3.59). The full results are presented in table 1.

Table 1. The Effectiveness Test Results of Vicarious Experience, Enactive Mastery Experience and the Combination of Vicarious Experience, Enactive Mastery Experience

Asesmen	Vicarious experience		Enactive mastery experience		Vicarious experience + Enactive mastery experience		
	M	SD	M	SD	M	SD	
Pre-test	52.25	2.19	55.88	1.98	53.38	3.63	
Post-test	94.88	14.89	102.00	5.64	107.38	3.59	
F(2,21)						3,546*	

*p < 0.01

Table 1 presents the results of one way ANOVA. The results of one way ANOVA test showed that the group counseling with vicarious experience, enactive mastery experience and the combination of vicarious experience and enactive mastery experience in the groups indicated effective results in improving career decision making self-efficacy ($F_{2,21} = 3.55$, $p < 0.01$). These results indicated that group counseling with vicarious group, group counseling with enactive mastery experience, and group counseling with the combination of vicarious experience and enactive mastery experience were more effective compared to only using one technique for improving self-efficacy. Thus, the post-hoc test

was done to examine the number of difference in the improvement of self-efficacy in the career decision making of students. Therefore, the results of post hoc test showed that the score of post-test between (vicarious experience) group and (enactive mastery experience) group gained MD = -7.125, $p < 0.01$, (vicarious experience) group with (vicarious experience and enactive mastery experience) group obtained MD = -12.500, $p < 0.01$, between (enactive mastery experience) group and (vicarious experience and enactive mastery experience) group obtained MD = -5.375, $p < 0.01$. The details of these findings are in the following table 2.

Table 2. The Results of post-hoc by Using Turkey Technique

Paired wise	MD	SE	p
VE – EME	-7.125	4.02	< 0.01
VE – (VE+ EME)	-12.500	5.43	< 0.01
EME – (MDL+EME)	-5.375	1.41	< 0.01

Information:

VE : Vicarious experience
 EME : Enactive Mastery Experience
 VE + EME : Combination of vicarious experience technique and enactive mastery experience

These results indicate that group counseling with vicarious experience and enactive mastery experience techniques were effective to improve career decision making self-efficacy. Also, the findings also showed that the experimental group received group counseling with the combination of with vicarious experience and enactive mastery experience was more effective than counseling which only used one source.

A study done by Pambudi, Mulawarman, and Japar (2019) shows that through modeling technique, students get a picture of beliefs in career direction, ability, knowledge of their potential. They can also plan their future studies supported by readiness to study both when they are at school or home. This study proves that observing model would strengthen self-efficacy of career decisions, and further foster a sense of conformity in career expectations that have been owned and shape the conditions of career adaptation so that eventually, someone can adapt to their lives.

A previous study carried out by Bautista, and Boone (2015) investigated the impact of mixed reality learning environment or called as Teach METM Lab (TML) by using self-efficacy (enactive mastery experience) on the self-efficacy of early childhood education learning. In this study, sixty-two preservice teachers' self-efficacy in science teaching improves significantly after one semester participating in TML.

Enactive mastery experience or the ability to succeed in completing students' daily tasks that influence career decisions will generate self-efficacy. Information about self and the environment which is processed cognitively and together with recollections of previous experiences improves the self-efficacy.

The findings of this study proved group counseling with vicarious experience and enactive mastery experience was effective to improve career decision making self-efficacy. However, there were still some limitations to it. It was that there was no follow up to see the impact of time against group counseling with vicarious experience and enactive mastery experience on career decision making self-efficacy.

CONCLUSION

Based on the findings, it can be concluded that there is a difference in the level of effectiveness from the three groups in terms of improving career decision making self-efficacy.

The combination of two sources, namely vicarious experience, and enactive mastery experience is more effective than other groups.

According to the findings, it is suggested that counselors should use vicarious experience and enactive mastery experience in giving intervention to improve career decision making self-efficacy on Senior High School students. Meanwhile, the future researchers are recommended to more focus on subjects' collection with various gender and add one source, namely social persuasion.

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