

## The Effectiveness of Solution-Focused Brief Career Group Counseling to Reduce Student Career Indecision

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### Abstract

Career indecision is the difficulty faced by individuals in making decisions about career, work, and further education. This study examines the effectiveness of solution-focused brief career counseling group counseling to reduce career indecision for vocational high school students. Using this type of experimental research with pretest-posttests random control group design. The research subjects involved 12 students: the experimental group (6 students) and the control group (6 students). The effectiveness of counseling was assessed by changing the pretest and post-test results on students. To measure the level of career indecision assessed using the Career Decision-making Difficulties Questionnaire (CDDQ). Stages of group counseling solution-focused brief focus career counseling in the counseling process; Pre-session change, Relationship development, Problem Clarification and Goal setting; Miracle Question, Scale for goal setting, incorporating systems thinking; Constructing meaningful homework, Write down all the strengths of the client & evaluation. The results showed that the solution-focused brief career counseling group effectively reduced students' career indecision. The implications of the findings of this study are discussed in the article.

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## INTRODUCTION

Most students who have completed secondary school education must make career decisions in society, which is the main activity of students in the transition between education to the job market or university. As students in a transition process, students have developmental tasks that lead to readiness to meet the needs, demands and expectations as an adult (Cahyaningsih et al., 2018). One of the students' significant decisions in transition is making career decisions (Maduwanthi & Priyashantha, 2018). Although career decisions for students who have never worked or further study can be very complicated (Viola et al., 2017).

High school students seem to be hampered in the career decision-making process, feeling confused and unable to choose a career path or build a professional career (Miller & Rottinghaus, 2014). Students finding the desired career require an effort that starts from planning, career exploration, collecting career information and managing information for confident career choices (Qudsiyah et al., 2018). This situation causes students to experience doubt in making career decisions, as an inability to make job or education decisions when asked to do so, and a delay in ending the career decision-making process (Osipow, 1999). The cause could be perceived unpreparedness or capacity to become a workforce, lack of information in the industry, uncertainty about the future, or other factors in students' lives (Boo & Kim, 2020).

This career indecision focuses almost exclusively on the negative consequences faced as a result of a lack of self-understanding of their skills and abilities, a lack of specific information about various occupations, the labour market, and a fear of commitment to any particular career path (Daniels et al., 2011). Students are not constantly worried about making decisions, but whether these decisions are correct and the possible adverse effects if they are taken the wrong way (Frydenberg, 2014).

Ideally, every student has career decision-making abilities, which refers to the belief that students can complete tasks related to making

decisions related to their careers (Taylor & Betz, 1983). Consequently, it can contribute to career development by facilitating career decision making (Vignoli, 2015). Today, one of the biggest worries students have is having a decent life in the future. Not only for financial needs but self-esteem, identity, status, and legitimacy in society (Takil et al., 2019). Work in community life is one of a person's achievements if the individual is considered successful if his life has a regular job (Lacksana et al., 2018).

Doubts in this career can impact later life, making students hand over decision-making responsibility to others or delaying and avoiding decision-making tasks, resulting in sub-optimal career decision making. This condition can affect various aspects of daily life, which affects the way students make career decisions in the future (Gati & Saka, 2001). To understand the career doubt that students and effective career counseling often experience, career counsellors can look at the factors that can determine career decisions and the factors that cause career doubts (Muliastari et al., 2020). Regarding the aspects of career uncertainty in students, a counseling approach that allows counsellors to work effectively with the strengths and resources of counselees who need assistance in career decisions is Solution-Focused Brief Counseling, which is carried out in a group setting (Rusandi et al., 2019).

Burwell & Chen (2006) mention career Solution Focused Brief Counseling is effective to help students in solving career problems. Akyol & Bacanlı (2019), Solution-Focused Brief Career Counseling, has strategies that can be applied to career problems because they are time-sensitive and pragmatic. In accordance with this (Miller, 2004a) approach, change comes from two essential standards. The first is to urge individuals to characterize the future they need, and the second is to discuss instances of achievements they have encountered before or the present. Solution-Focused Brief Career Counseling can be applied to career counseling, while some researchers who use Solution-Focused Brief Counseling in career counseling include; Akyol & Bacanlı (2019), which tested

solution-focused career counseling to reduce career indecision in an individual counseling setting (Mulawarman et al., 2016) used Solution-Focused Brief Counseling to improve career adaptation. Rusandi et al. (2019) tested Solution-Focused Brief Counseling to improve Planned Happenstance Skills. The examination has shown how solution focused brief counseling methods can be adequately utilized in profession guiding with different other vocation related issues career. However, the number of experimental studies examining the effectiveness of Solution-Focused Brief Career Counseling in career counseling is very limited.

Solution brief focused career counseling of thinking and strategies is a methodology that spotlights on solution rather than issues, requires laying out objectives rapidly and finding a way fast ways to accomplish these objectives, underlining understudy qualities over character and utilizing those qualities as a potential for critical thinking, the specialty of solution brief focused career counseling in guiding is the accentuation on konteks career (Mill operator, 2004b).

Students who have a high level of career indecision need help to manage career readiness. Group counseling was chosen as an intervention strategy in reducing students' career indecision. Group counseling assists students by preventing problems and developing their potential (Wibowo, 2019). Furthermore, this study aims to test and determine the effectiveness of Solution Focus Brief Career Counseling group counseling to reduce career indecision in vocational students.

## METHODS

The subjects in this study were class XII students majoring in Multimedia and Software Engineering at SMK Al-Qur'an Tegal Regency. Researchers took a sample of 12 students; 7 female students and five male students with an age range of 16-18 years, with the criteria of students having high career indecision scores. The research sample was divided into the

control group (6 students) and the experimental group (6 students).

Career indecision were gotten utilizing the the Career Decision-making Difficulties Questionnaire (CDDQ) by Gati et al. (1996). This instrument comprises of 34 Career Decision-making Difficulties Questionnaire (CDDQ) with ten trouble classifications implanted in three fundamental classes; Lack of Readiness (lack of motivation, general indecisiveness, and dysfunctional beliefs); Lack of Information (the stages of career decision making). Process, self, occupations, and ways of obtaining additional information); and Inconsistent Information (unreliable information, internal conflicts, and external conflicts). In the Career Decision-making Difficulties Questionnaire (CDDQ), the back-translation process, readability test, expert validation and Then test the instrument The results of the Career Decision-making Difficulties Questionnaire test (CDDQ all items are declared valid ( $r_{xy}$ : 0.379-0.744), with a reliability coefficient alpha of 0.941.

This study uses a quantitative approach with pretest-posttest random control group design by forming a comparison group randomly based on pretest-posttest scores. As for the procedure of this study, it was firstly measuring the Career Decision-making Difficulties Questionnaire (CDDQ) before being given an intervention. The second took 12 students with high career indecision criteria as samples in the study, then grouped them into two groups: six students for the control group and six students for the control group. Third, providing intervention to the experimental group in the form of solution-focused brief career counseling group counseling and, fourthly giving post-test to all groups to measure the level of career indication using Career Decision-making Difficulties Questionnaire (CDDQ). The solution brief career counseling model group counseling procedure developed by Miller (2004a) is used to reduce career indecision, carried out six times with 60-90 minutes of each session described in the table of group

counseling procedures for solution-focused brief career counseling.

**Table 1. Solution Focused Brief Career Counseling Group Counseling Procedure**

Session	Stage	Theme	Activity
1	Pre-session change	Build positive relationships	Building good and collaborative relationships
	Relationship development		Recognizing and expressing various reactions within the group.
2	Problem Clarification and Goal-setting	Future career concept	Questions clarifying problems and emphasizing quickly from problems to solutions built on student responses
3	Miracle Question	Future and responsibility	Include some words and phrases in asking questions
	Scale for goal setting		Drawing simple scale for decision making
4	Incorporating systems thinking	Career priority	Analyze relationships with the environment, school, family or other people
5	Constructing meaningful homework	Winning your future career	Taking other aspects of the information into account
6	Write down all the strengths of the client and evaluation		View progress, feedback and effectiveness

**RESULTS AND DISCUSSION**

The initial data on career indecision was obtained from the distribution of the Career Decision-making Difficulties Questionnaire (CDDQ), which was seen in the results of the

pretest in the experimental group and the statistical control group. Initial data on career indecision of students in the experimental group (M=106.5; SD=3.93), while the control group (M=104.3; SD=2.16). The following table shows the results of the experimental and control groups' analysis.

**Table 2. Results of Analysis of the Control Group and Experimental Group**

Measurement	Experiment	Control
Pretest	M	106.5
	SD	3.93
Posttest	M	55.3
	SD	2.87
<b>z</b>	-2.201 <sup>b</sup>	-0.108 <sup>b</sup>
<b>p</b>	p<0.05	p>0.05

According to the Wilcoxon test results, researchers found a decrease in career indecision in the experimental group after group counseling solution-focused brief career counseling by comparing the results of the pretest score and post-test score (M = 55.3, SD = 2.67; z = -2.201b p < 0.05). Furthermore, no decrease in

career indecision was found in the control group (M = 104.1, SD = 2.71; z = -0.108b, p> 0.05). Based on the Wilcoxon test, there are differences between the control and experimental groups. The solution brief career counseling group significantly influences career indecision or can effectively reduce career indecision.

The results of this study are in line with the opinion expressed by Miller (2004), which states that solution brief career counseling can be used in career-based counseling. In this study, solution-focused brief career counseling has been effective in helping the counselee to deal with the problem of career indication. It can be observed that the level of students' career indecision as measured by the Career Decision-making Difficulties Questionnaire (CDDQ) decreased. The results between the pretest and post-test, this decrease were statistically significant. This is supported by past examination led by Akyol and Bacanlı (2019) using one research subject, showing that solution brief career counseling approach for understudies who experience career indecision. The results showed a decrease in career indecision scores for five counseling sessions. This research has succeeded in confirming that the solution brief career counseling is effective in reducing career indecision.

Solution-focused implementation of advising perceives relevant contrasts and social constructivism; future-arranged; urges understudies to consolidate a positive way to deal with involving their assets for change. The researcher uses a solution focus brief career counseling with an intervention of career context description into system thinking, making it easier for students to describe the causes of uncertainty in determining careers. Career contexts included in system thinking contain (self, family, school and environment/friends), by emphasizing that context makes students identify the causes of students' inability to make career choices. This research is the first to examine the solution brief career counseling with a career counseling group approach on several individuals who experience career indecision problems. The results can be used as support for other research results. Based on the research that has been done, it was found that the group counseling intervention with a solution brief career counseling approach was effective in reducing career indecision in Vocational High School students. Career indecision is firmly connected with the

challenges experienced by understudies previously, during, and after the future dynamic interaction (Gati et al., 2012). Consequently constructivist theory, solution focused to with career counseling can be utilized in light of the fact that it is future-situated and delicate to individual contrasts (Miller, 2004b). Integral to the constructivist approach is that human conduct must be perceived in konteks. In this way, the whole konteks klien should be considered during process counseling.

Created by Steve de Shazer and effectively executed by a few counselor, solution focused brief counseling directing perceives the distinctions among logical and social constructivism; future-arranged; and urges klien to fuse a positive methodology in involving their resources for change (Corey, 2013). Solution-focused career counseling helps individuals emphasize a systems theory framework by considering the diversity and complexity of influences on human development (Brown & Duane, 2014). Therefore, career counseling services must organize initiatives and strategies to support career choice and professional planning and enhance competencies that help students build positive career paths and overcome multiple decisions, which will enhance their reflection, thinking, and feeling towards the future and the ability to design various future scenarios (Argyropoulou et al., 2021).

## CONCLUSION

This study was conducted to examine the effectiveness of group counseling solution-focused brief career counseling to reduce career indecision in class XII SMK students. It was found that the solution-focused brief career counseling group counseling effectively reduced the career indecision of class XII SMK students. Therefore, it can be concluded that the solution-focused brief career counseling group counseling intervention effectively reduces career indecision in Class XII students of Zainuddin Vocational School, Tegal Regency.

This research has implications for school counsellors to use a solution-focused brief career counseling approach in overcoming career problems in schools. The subjects of this study were limited to 12 vocational high school students. This riset should be interpreted with caution in generalizing the research results so outcomes change can be observed when comparative exploration on research subjects at different levels and utilizing an subject sample of understudies from various schools.

This study did not include the results of career doubt, such as satisfaction with career decisions job gain, so further research can monitor the final results. Then, this research contributes practically to the solution focus brief career counseling approach, and further research can conduct research using a multigroup comparison model in the year at school.

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