

## The Effectiveness of Career Group Counseling with Modeling Technique to Improve Vocational Identity and Career Decision Making

Elin Siti Marlina , Sugiyo Sugiyo, Awalya Awalya

Universitas Negeri Semarang, Indonesia

### Article Info

History Articles

Received:

10 September 2022

Accepted:

16 October 2022

Published:


30 December 2022

Keywords:

Vocational Identity,  
Career Decision  
Making, Modeling  
Technique Career  
Group Counseling

### Abstract

Vocational identity is a foundation in career decision making. It is a developmental process which covers choosing, entering, and progressing education and occupation. In relation to this, the present study attempted to examine the effectiveness of career group counseling with modeling technique to enhance vocational identity and career decision making of MAN 1 students in Semarang City. It used an experimental method with pretest-posttest control group design by involving 14 students whose vocational identity and career decision making were low until medium as the subjects. Based on Wilcoxon Signed Rank and Mann-Whitney tests, the intervention of group counseling with modeling technique could increase the vocational identity and career decision making of MAN 1 students in Semarang City. Further study implication.

 Correspondence address:

Pakubeureum, Kec. Kertajati, Kab. Majalengka

E-mail: [elinsmjuni610@gmail.com](mailto:elinsmjuni610@gmail.com)

p-ISSN 2252-6889

e-ISSN 2502-4450

## INTRODUCTION

Vocational identity and career decision making are prominent factors which influence students' career maturity development. It is supported by a statement of (Porfeli., Lee., Vondracek., & Weigold., 2011) in their study, namely vocational identity is a foundation in making career decision and ensuring optimum results of career development process (Super., Savickas., & Super, 1996). It determines success and happiness in the future of individual development. Vocational identity is commonly known as a career future orientation which will determine individuals' next phase of life success and happiness. (Porfeli., Lee., Vondracek., & Weigold., 2011), in search of identity, individuals will experience new feelings in physical and psychosocial changes. Here, they are challenged to independently integrate meaningful identity in the past, present, and the future (Meeus, & Dekovic, 1995).

Individuals who have vocational identity are expected to project their future independently through vocational means (Kroger and Marcia in Chaves, R., 2016). In other words, when vocational identity is missing, it can be said that an individual has no psychosocial transition to adulthood. Mentions career selection is important for adolescent's achievement, and when it cannot happen, an individual will get some obstacle in attaining identity (Erikson, E. H, 1968).

In terms of career decision making, individuals who own this ability are considered able to get involved in career tasks and have commitment to them (Taylor, & Betz, 1983). In the study of (Gushue, et al., 2006) found career decision making is related to vocational identity and the extent to which career exploration is done. Further, it explored the correlation between cognitive construct of career decision making self-efficacy and variables from vocational identity as well as career exploration behavior. The findings indicate that career decision making self-efficacy is more related to vocational identity than that of career exploration. Surely these findings become a

reference for the present study to do develop an intervention and examine the effectiveness of group counseling with modeling technique to increase vocational identity and career decision making self-efficacy of students.

Individuals with high vocational identity will easily make career decision by considering, expecting, and making plans to realize their dream optimally. The disrupted vocational identity will lead to confusion about making career decision, taking a role, depression, anxiety, and low confidence (Strauser., Lustig., & Ciftci., 2008). Indeed, most of studies show that students with higher vocational identity are less likely to have doubts about career decision making.

Some suitable interventions for supporting career development are career individual counseling, career group counseling, career classroom counseling, and career education (Brown and Lent, 2005). According to (Herr., Cramer., and Niles in Sharf., 2016) career group counseling aims to help clients explore vocational matters and make career decision.

Career group counseling has been proved able to develop students' potential optimally so that they can face life problems. According to (Anwar, 2016; Chandra, Wibowo & Sunawan, 2019; Saputra & Lidyawati, 2019; Nurlala & Jannati, 2019; Khumaerah, 2015; Bisri, Purwanto & Jafar, 2018; Hasan, Sugiharto, D.Y.P & Sunawan, 2019) studies, career group counseling can help students emerge alternative problem solutions (Azhari, 2019). It functions to help students behave positively and modify behavior to be more positive (Purnaningrum, Purwanto & Jafar, 2017). To boost its performance, a guidance and counseling teacher can add modeling technique. It is a learning method done by mimicking behavior of an individual or group by adding or reducing the observable one and generalizing various observations which involve cognitive process. States identity exploration is any action that refers to cognitive activity and behavior (Marcia in Archer, 1989). It is defined as the

creation, refinement, and cognitive practice done through particular tasks (Lyons, 2008).

Some considerations were made based on the basic assumption underlying vocational identity and career decision making. Modeling technique affects students' vocational identity and career decision making ability. It can change and add or reduce individuals' behavior by having direct observation (observational learning) to mimic the behavior of their model to obtain the newly desired behavior (Shaleh, 2004). Perry and Furukawa (in Abimanyu and Manrihu, 2009) consider the importance of modeling technique in learning process by observing the behavior of an individual or group as a model to stimulate individuals behavior, attitudes, and thoughts.

Various studies have confirmed the positive effect of modeling technique on vocational identity increase. Based on Marcia (1993: 46) vocational identity is influenced by several factors such as the availability of a figure to be the model. This figure is expected to help adolescents grow up properly and achieve good identity. It covers efforts such as creation, refinement, and cognitive practice of particular tasks (Lyons, 2008).

Some other studies show the positive effect of modeling technique on career decision making. A study done by (Sadewi., at al 2019) concludes symbolic modeling technique is effective to improve career decision of SMK Tunas Harapan students in Pati Regency. A study done by (Khafidhoh., at al 2019) concludes modeling technique is effective to improve Self-Regulated Learning. Similarly, study (Bisri., et al 2018) found live and symbolic technique is more effective to improve High School students' career decision making self-efficacy.

Students with low vocational identity tend to hesitate about making career decision, and this obstacle can result in role confusion, depression, anxiety, and low opinion (Strauser.,

Lustig., & Ciftci., 2008). What students need is problem solving ability. Here, vocational identity is a foundation of career decision making to ensure optimal results of individual's career development (Super., Savickas., & Super., 1996) that will determine the success and happiness in further development (Porfeli., Lee., Vondracek., & Weigold., 2011).

Low condition of vocational identity was experienced by the twelfth graders of MAN 1 Kota Semarang. Before receiving an intervention, the students had no ideas about interest, talents, and personality that will enhance their career decision making confidently. Those who have high vocational identity can obviously project themselves independently over time through vocational means (Kroger and Marcia in Chavez, R., 2016).

Based on the previous studies findings and limitations, the present study was focused on career realized by the provision of group counseling with modeling technique to increase vocational identity and career decision making self-efficacy. It is previously mentioned that modeling technique has a positive effect on vocational identity and career decision making. These two are significant to discuss because those are common problem arise when students lack of information and enable to assess their own ability. Meanwhile, vocational identity and career decision making are very important factors to achieve success in students' career fields and in developing potential, interests and talents.

## **METHODS**

There were 14 subjects of the study, covering male and female students who had low vocational identity and career decision making in grade XII at MAN 1 in Semarang City aged 17-18 years. They were sampled using random assignment. In the following table 1, the inclusion and exclusion criteria are presented.

No	Kriteria Inklusi	Kriteria Eksklusi
1.	Siswa kelas XII MAN 1 Kota Semarang	Siswa MAN 1 Kota Semarang
2.	Usia 17-18 tahun	Usia $\geq$ 18 tahun
3.	Siswa dengan vocational identity dan pengambilan keputusan karir rendah	Siswa dengan vocational identity dan pengambilan keputusan tinggi

Some instruments were used to collect and measure students' data. Students' vocational identity was measured using Vocational Identity Status Assessment adapted from (Porfeli., et al. 2011) and further developed by the researchers, including exploration (19 items), commitment (11 items), reconsideration (5 items). Meanwhile, the career decision making used Career Decision-Making Self-Efficacy Scale-Short Form (CDSES-SF) scale adapted from (Betz., Klein., & Taylor., 1996) and developed by the researchers, consisting of self-assessment (8 items), field information career (8 items), selecting goals (8 items) and planning for the future (6 items), problem solving (6). Both scale used 4 scoring scale (1=strongly agree, 4=strongly disagree). In terms of validity test, the Vocational Identity Status Assessment gained 35 valid items ( $R_{xy}=0.236-0.592$ ), while another instrument got 34 valid items ( $R_{xy}=0.224 - 0.628$ ) with the reliability coefficient of 0.878 for the vocational identity instrument and 0.853 for career decision making instrument.

This study used an experimental method with pretest-posttest control group design implemented in three steps. First, the researchers measured the level of students' vocational identity and career decision making to select the appropriate subjects. It resulted 14 students. Of these students, random assignment was applied to place them into two groups, namely experimental and control group. The data obtained were then used as pretest data. Second, the treatment in form of group counseling with modeling technique was given to the experimental group. It was done for three sessions with 90 minutes time allotment for each. In the first session, the students were given information about the importance of vocational

identity and practice designing specific goals. In the second session, the subjects learned to understand self-strength and belief in self-ability and practice to develop strategies to achieve goals. The third session covered internalization of behavior that reflects the ability of vocational identity and courage to take the first step to achieve future career goals. Then, the intervention of career group counseling with modeling technique was also given to improve students' career decision making. The intervention process was carried out 3 sessions with time allotment of 90 minutes in each career group counseling session. The first session provided information about the importance of career decision making and specific goal setting practices. The second session gave the understanding of self-will, looked for sources of information to develop strategies to achieve the desired goals. The third session gave the internalization of behavior that reflects career decision making and courage to take the first step to achieve goals.

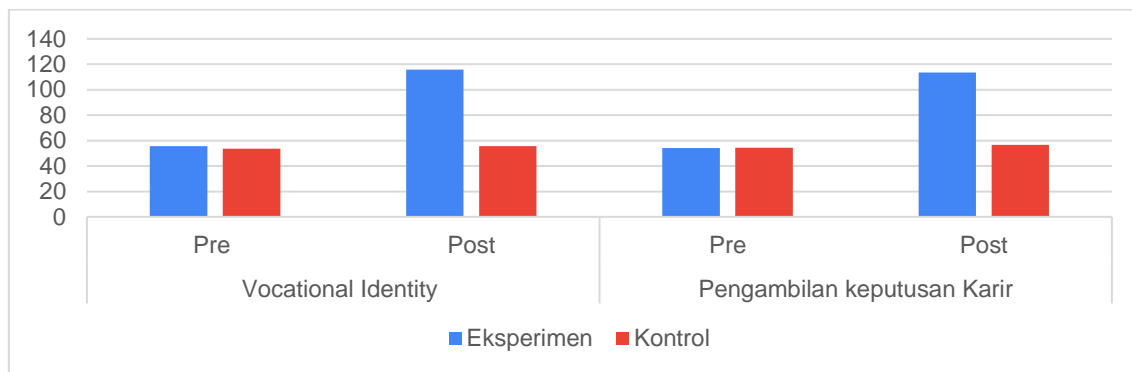
Third, post-test was given to all members of the experimental group and control group to measure the level of vocational identity and career decision making using the self-efficacy scale and learning motivation scale.

## RESULTS AND DISCUSSION

The data of pretest explained that the vocational identity of the group was ( $M=55.57$ ,  $SD=1.62$ ), while the control group was ( $M=53.57$ ,  $SD=0.98$ ) where both groups had vocational identity with low category. After being given treatment, the posttest mean of the vocational identity of the experimental group was ( $M=115.71$ ,  $SD=4.50$ ) with a high category,

while the control group was (M=55.57, SD=0.98) with low category. Moreover, in terms of career decision, the mean of the experimental group was (M=54.14, SD=2.34), while the control group was (M=54.43, SD=2.07). Both groups had low category. Consequently, after being given treatment, the mean of the

experimental group in terms of career decision making was (M=113.57, SD= 5.29) with a high category, while, the control group was (M=56.71, SD=2.14) with low category. Graph.1 shows the results of vocational identity and career decision making.



**Figure 1.** The Level of Vocational Identity and Career Decision Making

Based on the description in table 1, the initial condition of the students' vocational identity and career decision-making was in the low category.

To know the effectiveness of the treatment, the students' data were processed in Wilcoxon Signed Rank Test. In addition, to compare the differences in the effectiveness, Mann-Whitney Test was employed.

**Table 1.** The effectiveness of career group counseling with modeling technique to improve vocational identity and career decision making.

VT	Note	T <sub>1</sub>		T <sub>2</sub>		Gain		Z <sup>1</sup>
		M	SD	M	SD	M	SD	
Vocational Identity	K.E	55.57	1.62	115.71	4.50	135.28	9.89	-2.366*
	K.K	53.57	0.98	55.57	0.98	4.28	2.72	-2.226*
	Z <sub>2</sub>	-2.154*				-3.148**		
Career Decision Making	K.E	54.14	2.34	113.57	5.29	129.56	11.56	-2.366*
	K.K	54.43	2.07	56.71	2.14	4.82	7.02	-1.703
	Z <sub>2</sub>	-0.130				-3.137**		

Notes: \*p<0.05 \*\*p<0.01, T1: Pretest, T2: Posttest, Z: Score of Wilcoxon test, Z2: Score of Mann-Whitney Test, VT: Dependent Variable, K.E: Experimental Group and K.K: Control Group.

The results of Wilcoxon analysis indicated that the group counseling with modeling technique was effective to increase vocational identity (Z= -2.366, p<0.05). Similar results were found in career decision making, where this treatment was effective to improve students' career decision making (Z= -2,366, p<0.05).

Regarding Mann-Whitney test, there found no difference at the effectiveness level of vocational identity increase in the pretest (Z = -2.154, p<0.05). However, during the posttest the intervention results showed that the experimental group gained higher and significant increase than the control group by (Z2 = -3.148, p<0.05). In the career decision-

making group, there was no difference in the level of career decision-making in the pretest ( $Z_2 = -0.130, p < 0.05$ ). However, during the posttest the career group counseling with modeling technique was able to make the experimental group gained higher level (significance) than the control group ( $Z_2 = -3.137, p < 0.05$ ). Here, it can be concluded that the group counseling with modeling technique was more effective in improving career decision making than students' vocational identity even though both were equally effective.

The findings of this study also implied that there still some students who had low vocational identity and career decision making. In details, the aspects of vocational identity, namely exploration, commitment, reconsideration were in the low category or the subjects have not yet been able to know their own identity, such as vocational choices and attitudes or one's role about life. Here also took place the individuals' efforts to find various possibilities that will occur to himself and influence his future career. This commitment indicator becomes the most significant factor within students because in career students must be able to make a firm decision. The last indicator, consideration, requires students to reconsider their current commitments and compare the possible alternatives to find a better fit for themselves and the world of work. Furthermore, the data also found the low condition of self-assessment, career field information, goal selection, future planning, problem solving where the subject did not have the drive to achieve goals, were not able to assess themselves well and in turn their problems in the career field.

Based on the findings, it was known that there still found some twelfth graders of MAN 1 Kota Semarang whose vocational identity and career decision making were low. Even, vocational identity holds an important role due to its future-oriented features that will determine the success and happiness in the future of individuals (Porfeli., Lee., Vondracek., & Weigold., 2011). Low vocational identity and lack of knowledge in career orientation will

hinder the career decision-making process. Not only vocational identity, career decision making also plays a key role in the career field because career decision making is a psychological process that organizes information, pays attention to various alternatives and makes a commitment to an action to be taken (Harren, 1979). In fact, high career decision-making self-efficacy can encourage individuals to seek various solutions when encountering obstacles. High career decision making self-efficacy will increase individual's commitment to career exploration (Wolfe & Betz, 2004).

The findings have confirmed that the intervention of group counseling with modeling technique was effective to increase vocational identity and career decision making of students. These results are similar to that of (Sadewi., et al., 2019) that symbolic modeling technique is effective to improve the career decision making of SMK Tunas Harapan Pati students. Also, (Bisri, et al., 2018) mentions live and symbolic technique can work effectively to improve high school students career decision making self-efficacy. Then, a study by (Loban., Wibowo., M.E & Purwanto., 2017) has proved that modeling technique can improve career self-efficacy by presenting the model directly or via video. It can help students to observe directly and learn from the model about career matters. Furthermore, a study conducted by (AT Pambudi., Mulawarman., & Muhammad Japar., 2019) found that through modeling techniques, students gain an overview of their beliefs about career direction, abilities, knowledge of their potential. They can also plan their future studies which are supported by their readiness to learn whether they are at school or at home.

Even though the intervention was good at improving vocational identity and career decision making, based on  $Z_2$  value in Mann-Whitney Test, the intervention apparently worked better at improving career decision making.

The group counseling with modeling technique aimed to provide useful input for self-development and an impact on student's career

decision making (Korohama, Wibowo, & Tadjri, 2017). The use of this treatment is based on a theory that group counseling is one of the appropriate interventions to be given at adolescents (Brown and Lent, 2005). According to Herr, Cramer and Niles (Sharf, 2006) the purpose of career group counseling is to assist clients in exploring vocational matters and making career decisions. Myrick (2011) believes that using group counseling for high school students is an excellent service that counselors can provide.

## CONCLUSION

This study was done to examine the effectiveness level of the career group counseling with modeling technique to enhance vocational identity and career decision making of MAN 1 Kota Semarang students. Based on the findings, this intervention is effective to do so.

Counselors or Guidance and Counseling teachers are expected to apply this intervention to deal with problems related to the low vocational identity and career decision making. In addition, the further researchers are recommended to analyze the level of vocational identity and career decision based on gender. Also, the future studies can combine two kinds of technique, namely symbolic and live techniques. Lastly, follow-up can be made to monitor the length of intervention effect.

## REFERENCES

- T. Pambudi, Mulawarman & Muhammad Japar. (2019). *Psychoeducational Group with Modelling Technique to Improve Career Adaptability Through Career Decision Self-Efficacy*. Jurnal Bimbingan Konseling. 8 (1). 20 – 31. Doi: <https://doi.org/10.15294/jubk.v8i1.26617>
- Anwar, Z. (2016). Penerapan konseling kelompok untuk meningkatkan *happines* pada remaja panti asuhan. *Jurnal ilmiah psikologi terapan*. 3(1). 144-153. doi: <https://doi.org/10.22219/jipt.v3i1.2134>
- Archer, S. L. (1989). Sex differences in identity development: Issues of process, domain, and timing. *Journal of Adolescence*, 12, 117-138. [http://psycnet.apa.org/doi/.10.1016/0140-1971\(89\)90003-1](http://psycnet.apa.org/doi/.10.1016/0140-1971(89)90003-1)
- Aulia Ika Sadewi, Mungin Eddy Wibowo & Sugiyo (2019). *Group Counseling with Symbolic Technique to Improve Students Career Decision Making Self-Efficacy*. Jurnal Bimbingan Konseling. 8 (2). 163 – 167. DOI <https://doi.org/10.15294/jubk.v8i2.28296>
- Azhari, A. (2019). Implemetasi konseling kelompok untuk mengatasi praktik bullying. *Indonesion journal of counseling and Development*. 1(1). 19-29. Doi: 10.332939/ijcd.v1i1.339.
- Bisri, M., Purwanto, E., & Jafar, M. (2018). The effectivennes of group counseling with modeling technique to improve sel-efficacy in senior. *Bimbingan Konseling*. 7 (1), 17-22. <https://journal.unnes.ac.id/sju.index.php/jubk/article/view/2281>
- Brown, D., & Brooks, L. (1994). *Career Choice And Development, Apllying Contempory Theories To Practice*. San Francisco, California: Jossey-Bass
- Chandra, E. K.,Wibowo, M. E., & Sunawan, S. (2019). Cognitive behavior group counseling with self-instruction and cognitive restructuring techniques to improve students' self-confidence. *Islamic Guidance and Counseling Journal*, 2 (1),11-17. DOI: <https://doi.org/10.25217/igcj.v2i1.305>
- Chávez, R. (2016). Psychosocial Development Factors Associated with Occupational and *Vocational Identity*

- Between Infancy and Adolescence. *Adolescent Research Review*, 1(4), 307–327. doi:10.1007/s40894-016-0027-y
- Erikson, E. H. (1968). *Identity, youth and crisis*. New York: W. W. Norton & Co.
- Gushue, G. V., Scanlan, K. R. L., Pantzer, K. M., & Clarke, C. P. (2006). The relationship of career decision-making self-efficacy, *Vocational Identity*, and career exploration behavior in African American high school students. *Journal of Career Development*, 33(1), 19–28. Doi: https://doi.org/10.1177/0894845305283004
- Harren, V.A. (1979). “A model of career decision making for college students”. *Journal of Vocational Behavior*, 14(2) : 119–133. https://doi.org/10.1016/0001-8791(79)90065-4
- Hasan., Sugiharto, D. Y. P., & Sunawaan (2019). Group counseling with self instruction technique to enhance self efficacy and reduce academic burnout. *Jurnal Bimbingan Konseling*, 8 (1), 91-96. DOI: https://doi.org/10.15294/jubk.v8i1.27663
- Khafidhoh, I, Purwanto, E, & Awalya. (2015) Pengembangan Model Bimbingan Kelompok Dengan Teknik Modeling Untuk Meningkatkan Self-Regulated Learning Pada Siswa SMP N 13 Semarang. *Jurnal Bimbingan Konseling*, 3 (2) DOI: 1015294/JUBKV4I29935
- Khumaerah, N. (2015). Penerapan konseling kelompok realitas untuk meningkatkan kemandirian belajar SMK 3 Negeri Makassar. *Jurnal Psikolog Pendidikan dan Konseling: jurnal Kajian Psikologi Pendidikan dan Bimbingan Konseling*, 1 (2). 125-132. Doi: 10.2658/jpkk.v1i2.1812
- Korohama, K., Wibowo, M. E., & Tadjri, I. (2017). Model Bimbingan Kelompok dengan Teknik Modeling untuk Meningkatkan Kematangan Karir Siswa. *Jurnal Bimbingan Konseling Unnes*, 6(1), 68-76. Retrieved from https://journal.unnes.ac.id/sju/index.php/jubk/article/view/17439
- Loban, M.N., Wibowo, M.E., & Purwanto, E. (2017). “Model Bimbingan Kelompok Dengan Teknik Modeling Untuk Meningkatkan Kematangan Karir Siswa.” *Jurnal Bimbingan Konseling* 6(1) : 68–76. https://doi.org/10.15294/jubk.v6i1.17439
- Lyons, P. (2008). Case-Based Modeling for Learning Management and Interpersonal Skills. *Journal of Management Education*, 32, 420–443. https://doi.org/10.4324/9780203136003
- Marcia, J.E. (1993). Development and validation of ego-identity status. *Journal of Personality and Social Psychology*. 3 (5) 551-558. DOI: 10.1037/h0023281
- Meeus, W., & Dekovic, M. (1995). Identity development, parental and peer support in adolescence: Results of a national Dutch survey. *Adolescence*, 30(120), 931–944. Retrieved from http://europepmc.org/article/MED/8588527
- Muhammad Bisril, Edy Purwanto & Muhammad Japar. (2018). The Effectiveness of Group Counselling with Modelling Technique to Improve Self-Efficacy in Senior High School Students Decision Making of Study Continuation. *Jurnal Bimbingan*



- Konseling*. 7 (1) ,17 – 22. Doi: <https://doi.org/10.15294/jubk.v7i1>.
- Myrick, R.D. (2011). *Developmental Guidance and Counseling : A practical Approach Fifth Edition*. Minneapolis : Educational Media Corporation.
- Nurlela, N., & Jannati Z. (2019). Relaxtion technique wtihin group counseling to reduce student’s anxiety on facing exam. *Islamic Guidance and Counseling Journal*. 2(1). 33-39. Doi: 10.25217
- Porfeli, E. J., Lee, B., Vondracek, F. W., & Weigold, I. K. (2011). A multidimensional measure of *Vocational Identity* status. *Journal of Adolescence*, 34, 853-817. <http://dx.doi.org/10.1016/j.adolescence.2011.02.001>
- Purnaningrum, A.W., Purwanto, E., & Ja’far, M. (2017). “Konseling Kelompok dengan Teknik *Role Playing* untuk Membentuk Sikap Negatif Siswa terhadap Perilaku *Bullying*”. *Jurnal Bimbingan Konseling*, 6(2). <http://journal.unnes.ac.id/sju/index.php/jubk>
- Saputra, R., & Lidyawati, Y. (2019). “Self-Instruction Technique in Group Counseling to Reduce Student’s Academic Procrastination Behavior”. *Islamic Guidance and Counseling Journal*, 2(2) : 49. <https://doi.org/10.25217/igcj.v2i2.420>
- Shaleh, A. R. (2004). *Psikologi Suatu Pengantar dalam Prespektif Islam*. Jakarta: Kencana.
- Sharf. (2016). *Applying Career Development Theory of Counseling*, California: Wadsworth, inc.
- Strauser, D. R., Lustig, D. C., & Ciftci, A. (2008). Psychological well-being: its relation to work personality, vocational identity, and career thoughts. *Journal of Psychology*, 142, 21-35
- Super, D. E., Savickas, M. L. & Super, C. M. (1996). The life-span, life-space approach to careers. In D. Brown, L. Brooks & Associates (eds.), *Career choice and development* (3rd ed., pp. 121–178). San Francisco, CA: Jossey-Bass.
- Taylor, K. M.,& Betz, N. E. (1983). *Application of self-efficacy theory to the understanding and treatment of career indecision*. *Journal of Vocational Behavior*, 22, 63-81. [https://doi.org/10.1016/0001-8791\(83\)90006-4](https://doi.org/10.1016/0001-8791(83)90006-4)