

The Effectiveness of the Future Time Perspective Group Guidance with Mind Mapping and Group Discussion Techniques to Improve Students' Career Planning

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Abstract

Career is one's whole life in form of self-realization to live and achieve goals. To do so, he must have the ability in career planning. Good career planning will enable students to determine the types of work and education they may take. In regard to this, the present study attempted to prove that the future time perspective-based group guidance with mind mapping and group discussion techniques was able to improve students' career planning. It used an experimental method with a randomized pretest-posttest control group design and involved 21 students in grade twelve at SMA Negeri 1 OKU. Based on the Wilcoxon and Mann Whitney tests, the application of mind mapping technique in this intervention resulted better. Further implications and limitations are discussed in the discussion section.

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INTRODUCTION

Education holds an important role of nation's life. It is also a medium to improve human resources quality. Formal education starts from elementary school until secondary school. Here, students will learn social interactions, manners, and morals.

During the formal education, one will experience biological, cognitive, and socio-emotional changes. These truly bring great impact to students (Muawanah & Hidayah, 2016). Also, in this period adolescents start to encounter life choices, such as readiness to enter the world of work.

Selecting career in the early entrance of senior high school is the first step of one's life path. Career is one's whole life in form of self-realization used to live and achieve goals. To do so, people need to be sufficient in managing all supporting aspects for their career, one of which is career planning.

Super and Jordaan state high school students are said to have entered an exploration stage during their transitional period (age 15-21 years) and during the tentative period (15-17 years) (Yusuf, 2011). The factors they need to consider are needs, interests, capacity, values, and chances. According to Super's, high school students are expected to have been able to plan career based on their interests and skills.

Unfortunately, the questionnaire distributed to students at SMAN 1 OKU revealed that 53.25% of students in grade twelve encountered a difficulty in career planning indicated by (a) confusion, (b) lack of self-understanding in formulating career plans, (c) lack of confidence about their potential to compete in the world of work, (d) influence from others' opinions, (e) weak in finding and processing information regarding the field of employment and further education.

The above statement is in line with Creed & Yin (2006) who mention that not all students can easily make career decisions and many of them will hesitate about their career choice. This issue is also explained by Sersiana (2013) in her study, namely some students are confused with

their career choice, where to work, and even some are doubt about skills.

Regarding the previous findings, career selection that is based on student's potential need to have been planned previously. Saputro (2020) states career planning is not only imagining a specific job to apply, but also making systematic and directed plans.

Students with good career planning will surely have an overview of their future career. Here, future career perspective is a supporting factor of one's career planning maturity (Rachmawati, 2013).

Future time perspective is considered as an input in career decision making (Walker & Tracey, 2012). Similarly, Ferrari, et al., (2010) state future time perspective functions as a projection of adolescents' future which can affect their career planning optimally. It is a motivational concept that includes future-related thoughts and feelings (Lyu & Huang, 2016).

A counselling service functions as prevention is group guidance. Here, students can interact and discuss a problematic topic and do creative activities together (Wahyuni, 2013).

Group guidance can facilitate individuals to obtain understanding of adjustment they make for their environment (Rasimin & Hamdi, 2021). A career-related group guidance focuses on one's life planning by considering the individual's circumstances towards their environment in order to obtain a positive outlook (Atmaja, 2014).

The above idea was confirmed by Gerrity & DeLucia-Waack (2006) who state that group guidance is effective when it is intervened in a school setting, especially to improve students' ability to make decisions. Regarding the technique to implement, this study used mind mapping and group discussion techniques.

Lestari et al (2019) in their study concludes that the mind mapping technique can be chosen as a way of implementing services that has the advantage of being a tool for developing creativity.

Saputro (2020) says that group discussion is a method that will provide opportunities for students to solve problems together by giving

each student opportunities to balance their own thoughts in solving a problem.

This study presents novelty by combining the concept of a group guidance service based on a future time perspective with mind mapping and group discussion techniques to improve students' career planning skills. Therefore, the findings of this study were expected to enrich knowledge in the field of guidance and counselling and strengthen previous studies as well as can be used as a reference for further studies.

METHODS

21 students in grade twelve were involved as the subjects of this study. They were chosen due to their low career planning and then grouped into three, namely mind mapping group, group discussion group, and control group with 7 students in each.

The students career planning level was measured by an instrument developed by the researchers. The instrument had 36 statements item and was scored using 4 choices (1=strongly disagree, 4=strongly agree). In terms of reliability this instrument got the cronbach's alpha score of 0.92.

The current study was quantitative and used a pretest-posttest control group design in

which there were control and experimental groups that were given the intervention of future time perspective-based group guidance with mind mapping and group discussion techniques.

After the experimental groups filled out the pretest, each group was treated using different techniques. The mind mapping technique was given to group A, while group B was given the group discussion technique. In control group, the researchers gave no treatment. All groups were treated for four times with the time allotment of 90 minutes for each session.

Once the treatments were done, all groups were asked to fill out the posttest using the same instrument.

RESULTS AND DISCUSSION

Data of the pretest showed that the career planning skill of all groups was in the low category. In details, the group MM obtained (M=81.5, SD=3.25), group GD obtained (M=79.5, SD=4.27), and the control group obtained (M=87.8, SD=4.45). After being given the treatment, the mean of posttest score in experimental group MM was (M=107.1, SD=7.38), group GD was (M=103, SD=11.37), and control group was (M= 94.2, SD = 6.70).

Table 1. The Results of Wilcoxon and Kruskal Wallis Test

Variabel	Group	Pretest		Posttest		Gain Score		Z ₁
		M	SD	M	SD	M	SD	
Perencanaan Karier	MM	81.5	3.25	107.1	7.38	25.5	8.12	-2.371
	GD	79.5	4.27	103	11.37	23.4	12.77	-2.366
	K	87.8	4.45	94.2	6.70	7.42	6.94	-2.032
Z ₂		8.870				8.398		

Notes : Z₁: Wilcoxon Value, Z₂: Kruskal Wallis Value, all p<0.05

Group notes : MM: Mind Mapping, GD: Group discussion, K: Control

Table 2. The Results of Mann Whitney Test

Group Pait	Z ₃	p
MM-GD	-0.320	>0.05
MM-K	-2.634	<0.05
GD-K	-2.305	<0.05

Notes: Z₃: Mann Whitney score, MM: Mind Mapping, GD: Group discussion, K: Control

As presented in table 1, the results of the Wilcoxon test showed that the intervention of future time perspective-based group guidance with a mind mapping technique was effective in increasing career planning skills by ($Z_1 = -2.371$, $p < 0.05$). Similarly, the intervention of future time perspective-based group guidance with a group discussion technique was effective by ($Z_1 = -2.366$, $p < 0.05$). However, there was no significant increase in the control group ($Z_1 = -2.032$, $p < 0.05$).

With regard to the Kruskal Wallis test, there found no differences between groups after being given the future time perspective-based group guidance with mind mapping and group discussion techniques to improve career planning skills. It was known that the pretest score mean of career planning in the group studied was ($Z_2 = 8.870$, $p < 0.05$), after being given the posttest the group gained score by ($Z_2 = 8.398$, $p < 0.05$).

In table 2, the results of the Mann Whitney test showed that there was a significant difference between the mind mapping group and the control group ($Z_3 = -2.634$, $p < 0.05$), the discussion group and the control group ($Z_3 = -2.305$, $p < 0.05$), but there was no significant difference between the mind mapping and group discussion groups ($Z_3 = -0.320$, $p > 0.05$).

These results have confirmed that the future time perspective-based group guidance service was effective in improving career planning abilities. Furthermore, the findings have also confirmed that the experimental groups with the intervention of mind mapping and group discussions techniques could effectively improve career planning abilities. However, there was no significant improvement in the control group since it received no treatment. In addition, the mind mapping

experimental group resulted than the group discussion group.

The findings of this study are in line with previous findings by Adiputra (2015) who found that a group guidance service has a positive effect on students' career planning. In line with this finding, Yulianti & Saraswati (2015) in their study states that content mastery services with a mind mapping technique has a positive impact on training students' creativity and imagination in planning their career goals.

The results of this study are also in line with the findings by Priyatno, (2016) and Rahman et al., (2011) which state that the group discussion technique can be applied to all disciplines because they can help students obtain and process information together in group settings since there is mutual influence with one another to gain understanding and plan career goals.

Crites mentions that career planning is an effort to choose a future characterized by logical and realistic activities as preparation (Adiputra, 2015). Individual orientation towards the future provides reasons for them to set goals and plan (Seginer, 2019).

Experts call future orientation as the future time perspective, namely a personality concept that involves cognition, feelings and actions towards the future to strengthen one's belief in an opportunity for success (Lyu & Huang, 2016; Park, 2014).

One's orientation towards the future can influence the development of his thoughts about plans and decision making in certain domains. Therefore, a person with a strong future orientation will more easily see opportunities and even opportunities to realize can be more optimal (Hilpert et al., 2012).

The above explanation is in line Irmayanti's (2018) which states that in order to plan a career, individuals need to have realistic knowledge about themselves, positive attitudes towards careers and skills to plan their careers.

Career planning is also related to career maturity. Super states career maturity is individual success in completing career development tasks at each stage of development. It also covers a readiness which consists of career planning and exploration (Coertse & Schepers, 2004).

Based on the findings, the implications of this study are addressed to school counsellors and future researchers. For school counsellors, they are suggested to implement group guidance services that focus on career development by using techniques considered relevant in helping students plan their career goals. For further studies, it is expected that the findings of present study can be a reference for re-exploring the effectiveness of group guidance services with certain techniques on problems related to student career areas.

CONCLUSION

This study was carried out to examine the effectiveness of the future time perspective-based group guidance with mind mapping and group discussion techniques to improve the career planning of grade twelve students at SMA Negeri 1 OKU. It is concluded that the future time perspective-based group guidance with mind mapping and group discussion techniques is effective to improve this ability.

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