CAREER PLANNING TRAINING TO IMPROVE SELF-EFFICACY IN CAREER DECISION MAKING (CAREER DECISIONS MAKING SELF EFFICACY)

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ABSTRACT

The research method used by researchers is experimental research with a randomized pre-test post-test control group design with 30 subjects divided into 2 groups, namely 15 experimental groups and 15 control groups. Data obtained by conducting interviews, observation, achievement test results and results of the psychological measurement scale. The results showed that the research hypothesis was accepted after performing the T-test. The results of the paired sample t-test before and after being given treatment in the form of career planning training obtained the results of N = 15, the value of t = -5.075, and the value of p = 0.000 (p <0.05), so it can be concluded that there is a significant difference towards the level of self-efficacy in career decision making before and after being given training in the experimental group. While the results of the calculation of the independent sample t-test after being given treatment to the experimental group, the mean value of the experimental group = 82.93 and the mean value of the control group = 71.93, the value of t = 3.644, p = 0.001 (p <0.05), So it can be concluded that there are differences in the level of self-efficacy in career decision making in the experimental group and the control group. After being given treatment in the form of training in the experimental group, the level of self-efficacy in the experimental group's career decision making was higher than the control group who did not get treatment.

Keywords: Career Planning Training, Career Decision Making Self-Efficacy.

INTRODUCTION

Indonesia has abundant human resources. According to the National Development Planning Agency (KataData.co.id, 2018) the population of Indonesia in 2018 reached 265 million people. However, having lots of human resources does not guarantee having competent human resources. The impact of this is the creation of increasing unemployment and becoming a serious problem for the country. There are many factors that cause unemployment both in terms of social, economic and educational aspects. The causes of unemployment include few job opportunities, lack of skills, lack of information about jobs, unequal employment opportunities, lack of training to improve soft skills and a lazy culture (Franita, 2016).

Current developments in science and technology have created intense competition in the world of work. The workforce produced to date still does not meet the qualifications required by the world of work. There are still many job opportunities offered by the job market that have not been filled, because not all of the existing education graduates are absorbed by the job market (Alimudin, Permana, & Sriyono, 2019). Along with rapid economic growth, the availability of a workforce that is ready and in line with market needs is a challenge for the world of education in Indonesia (Damayanti & Widyowati, 2018).

Former Minister of Education and Culture Muhadjir Effendy (Merdeka.com, 2019) stated that the 12-year compulsory education program was not optimal for providing graduates who were ready to work. The facts state that graduates at the high school level are the biggest contributor to unemployment. This is supported by data from the Central Statistics Agency (KataData.co.id, 2020) which noted that in February 2020 the unemployment rate increased again from 6.82 million people in 2019 to 6.88 million people in 2020. From the level of education, in August 2018, the 2018 Open Unemployment Rate (TPT) for Vocational High School (SMK) graduates still dominates compared to other levels of education, namely 8.49 percent. The next highest TPT was in Senior High Schools (SMA) at 6.77 percent.

The Central Statistics Agency data above shows that in general there are still many problems faced by every graduate of any level of education, including high school and vocational school graduates, when entering the world of work. (Damayanti & Widyowati, 2018) explained that the high unemployment rate for vocational/high school graduates may be related to difficulties in determining career choices. This statement is also supported by (Juwitaningrum, 2013) who states that there are still many vocational school students who are unsure about their career choices.

Based on the explanation above, the author is interested in exploring one of the causes of unemployment, namely the low self-confidence or self-efficacy of students in determining future career choices. The problem of low self-confidence in making career decisions is also felt by Vocational High School students who should receive more thorough career planning guidance. Vocational High School (SMK) is an educational institution that is expected to provide a reliable and skilled workforce because it has been equipped with vocational skills learning. Vocational school graduates are expected to be able to be absorbed and play a big role in the world of work but still have self-efficacy problems in making career decisions, so the target of this research is Vocational High School students. It turns out that the problem of self-efficacy in making career decisions also occurs at the Bekasi Informatics Business School. The following are the results of preliminary tabulations carried out on students at the Informatics Business Vocational School.

Based on the results of observations and interviews conducted by researchers with 10 respondents who were class In more detail, these problems include 5 (five) dimensions of career decision-making self-efficacy, namely setting goals (goal selection), gathering information (gathering occupational information), problem solving, making plans (making plans for the future) and assessment. self (self appraisal). Interview results showed that one in ten respondents (10%) experienced difficulty in setting goals after graduating from school. The first respondent seemed hesitant when asked to explain his goals after graduating from school and only answered that he would work after graduating, but did not have a specific plan for the type of job he wanted.

Three out of ten respondents (30%) expressed difficulty in getting information about future careers. The sixth respondent had difficulty getting information about work or further studies and only relied on information from close friends. The seventh respondent stated that he did not think too much about career information because he is currently still in class XI of vocational school. Meanwhile, the eighth respondent stated that he did not know any information about his future career.

Five out of ten respondents stated (50%) had difficulty planning the career they wanted. The second respondent showed a confused reaction when asked to explain career planning and said

he did not have a career plan. The third, fifth and ninth respondents explained that their plans after graduating from school would follow their parents' wishes. The tenth respondent seemed hesitant when explaining his plans after graduating from school and only said he planned to immediately work as he could.

One in ten respondents (10%) expressed difficulty in assessing themselves. Respondents had difficulty when asked to state their own strengths and weaknesses, and seemed hesitant when answering about their own potential. Meanwhile, for the problem solving dimension, all respondents stated that they did not know about problem solving. The results of this research interview can be seen in attachment 1 of the preliminary study results.

According to Sumita, Wicaksono, & Yuline (2011) career is related to a person's development and is an important part of a person's successful life, for this reason a career needs to be planned well. Izzawati & Lisnawati (2015) stated that career planning training has an effect on increasing students' self-efficacy before and after taking part in the training in determining their future career. Therefore, it is very appropriate to hold career planning training filled with training and learning activities that can help and motivate Bekasi Informatics Business Vocational School students to be able to make career plans and increase students' career decision-making self-efficacy after graduating from school.

Experts have created a complete construct to explain self-efficacy in making career decisions or what is called Career Decision Making Self Efficacy (CDMSE) (Rahmi, 2019). There are many studies that discuss career decision-making self-efficacy using quantitative research methods. Therefore, the author wants to conduct an experimental study that will test how much influence career planning training has on increasing career decision-making self-efficacy at Bekasi Business Informatics Vocational School.

Based on this background, researchers are interested in conducting research on career planning training to increase career decision-making self-efficacy. This research aims to determine the effect of career planning training and differences in the level of self-efficacy for vocational school students' career decision making.

Career Planning
According to Anisah (2015) career planning is a continuous process where individuals carry out self-assessment and assessment of the world of work, plan the steps that must be taken to achieve the career choice and make rational reasoning before making a decision regarding the desired career. According to Silitonga, Dahlan, & Utaminingsih (2017) Career planning is a process that begins with knowing and understanding yourself, then realizing the existence of opportunities and various choices with all their consequences, identifying choices, making decisions, developing goals and plans to programming work, education and training that will be needed in the world of work.

Self-Efficacy in Career Decision Making
Taylor & Betz (Izzawati & Lisnawati, 2015), defines self-efficacy in career decision making as a person's belief in being able to be successful in assessing oneself correctly, gathering work field information, selecting goals, making career plans and solving career-related problems. Flores, Scott, Yu-Wei, and Yakushko (Darmasaputro & Gunawan, 2018) define career decision-making self-efficacy as a personal belief that a person is able to complete a series of specific tasks related to making a career decision.

Career Planning Training
Career planning training is a teaching and learning process using certain techniques and methods conceptually to improve the work skills and abilities of a person or group of people and is measured through self-assessment and assessment of the world of work, planning the steps that must be taken to achieve the career choice and making reasoning rationally before making a decision regarding the desired career. The career planning training stages use the lecture method, question and answer, visual presentation, role play and working on assignment sheets which are carried out over two days with a division of 7 sessions on the first day and 4 sessions on the second day. Career planning training is based on a competency-based curriculum which is measured through basic competencies in understanding the career tendencies to be developed.

METHOD
The subjects of this research were class The sample in this study consisted of 30 XI students at the Bekasi Informatics Business School who would be divided into two groups, namely 15 students in the experimental group and 15 students in the control group. Researchers used class XI subjects because they adjusted to the school's career planning curriculum.

Data collection in this research used observation, interviews, psychological measurement scales, achievement tests and career planning training modules. The self-efficacy scale instrument for career decision making is prepared based on a Likert scale.

Data analysis was carried out using hypothesis testing. Hypothesis testing in this research was carried out using the independent sample t-test and paired sample t-test. The independent sample t-test was carried out to see the difference in the level of career decision-making self-efficacy between the experimental group and the control group, while the paired sample t-test was carried out to see the difference in the level of career decision-making self-efficacy in the experimental group before and after treatment in the form of training.

RESULTS
To test the differences in levels of career decision-making self-efficacy between the experimental group and the control group, researchers used the independent sample t-test. This analysis was carried out to determine whether there was a difference in the means of two unpaired samples. The results of the analysis carried out obtained a mean value for the experimental group of 82.93 and a mean value for the control group of 71.93, t value = 3.644, p = 0.001 (p<0.05). Based on the results of the independent sample t-test, it shows that there is a difference in the level of career decision-making self-efficacy between the experimental group and the control group after being given treatment, so it can be concluded that Ha1 is accepted and Ho1 is rejected. The results of the independent sample t test can be seen in table 1.

Table 1: Independent Sample T-Test (Post-Test) Test Results

	Group Post-test	N	Mean	F	t	Sig. (2-tailed)
Career Decision Making Self-Efficacy	Experiment	15	82,93	0,006	3,644	0,001
	Control	15	71,93		3,644	0,001

In testing differences in levels of self-efficacy in career decision making in the experimental group, researchers used the paired sample t-test. This analysis was carried out to determine

whether there was a difference in the averages of two paired samples. In this paired sample t test, the total score of career decision making self-efficacy before being given training in the experimental group was 1044 with an average of 69.6 and the total score of career decision making self-efficacy scale after being given training increased by 19% to 1244 with an average score of 82.9. The results of the paired sample t-test above show that there are differences in the level of career decision-making self-efficacy in the experimental group before and after being given training, so it can be concluded that Ha2 is accepted and Ho2 is rejected. The sample t test results can be seen in table 2.

Table 2: Paired Sample T-Test Results

	N	t	*Sig.(2-tailed)*
Career Decision Making Self-Efficacy	15	-5,075	0,000

The results of the paired sample t-test were also carried out on the achievement test. The paired sample t-test on this achievement test was carried out to determine the difference in pre-test scores before training and post-test scores after training. This paired sample t-test resulted in N = 15, t = -4.291, p = 0.001 (p<0.05), so it can be concluded that there is a difference in career planning achievement test scores before and after being given training in the experimental group. The sample t test results can be seen in table 3.

Table 3: Paired Sample T-Test Test Results Career Planning Achievement Test

Achievement Test	N	t	*Sig. (2-tailed)*
Career Planning	15	-4.291	0,001

DISCUSSION
The independent sample t-test was carried out to test the difference in the level of career decision-making self-efficacy between the experimental group who were given training and the control group who were not given training. The total score of the self-efficacy scale for making career decisions in the experimental group after being given training was 1244 with an average of 82.9 and the total score of the self-efficacy scale for making career decisions in the control group who were not given training was 1079 with an average score of 71.9. The results obtained by testing the independent sample t-test are that there are differences in the level of career decision-making self-efficacy between the experimental group and the control group. These results are shown by the t value = 3.644 and p value = 0.001 (p<0.05). The mean value obtained from the results after treatment was 82.93 for the experimental group and the mean value was 71.93 for the control group. So it can be concluded that the level of self-efficacy in making career decisions in the experimental group who was given treatment was higher than the level of self-efficacy in making career decisions in the control group who did not receive treatment.

The paired sample t-test was carried out to test differences in the level of career decision-making self-efficacy in the experimental group before and after treatment in the form of training. The total score on the self-efficacy scale for making career decisions before being given training was 1044 with an average of 69.6 and the total score on the self-efficacy scale for making career decisions after being given training increased by 19% to 1244 with an average score of 82.9. The results obtained by testing the paired sample t-test are that there are differences in the level of self-efficacy in making career decisions before being given treatment

and after being given treatment. These results are shown by the t value = -5.075 and the p value = 0.000 (p<0.05). Based on these results, it can be concluded that career planning training can increase career decision-making self-efficacy in the experimental group.

Based on the results of the independent sample t-test, it shows that there are differences in the level of career decision-making self-efficacy between the experimental group and the control group, so it can be concluded that Ha1 is accepted and Ho1 is rejected. Meanwhile, the results of the paired sample t-test above show that there are differences in the level of career decision-making self-efficacy in the experimental group before and after being given training, so it can be concluded that Ha2 is accepted and Ho2 is rejected.

Betz & Karen (Hutagaol, 2018) also added that students with higher career decision-making self-efficacy tend to be more active and positive in career decision-making, where students believe that they can evaluate themselves, gather information, choose goals, make plan and solve problems relevant to career decision making. Low levels of career decision-making self-efficacy usually give rise to feelings of anxiety and anxiety when making career decisions, which negatively affects mental health. Students with low career decision-making self-efficacy tend to be more negative and passive when making career decisions, and students rarely experience stress and anxiety, which causes task avoidance in career decision-making.

Career planning training has been proven to increase career decision-making self-efficacy, where individuals are more able to choose career goals and are confident in making career decisions. This is shown by the results of the worksheet analysis during the training, participants were able to write career goals after graduating from school, whether they were continuing their education or wanting to work. Analysis of participants' work experience results looks at participants' steps in understanding weaknesses, strengths, interests, talents and abilities which are then linked to future career choices. Awareness of understanding yourself can give rise to self-confidence to make career choices. Research conducted by Izzawati & Lisnawati (2015) also shows that individual confidence in making choices plays an important role in the emergence of career decision-making behavior.

Subjects in the experimental group were given treatment in the form of career planning training, then carried out a post-test and showed that their scores increased by 19%. This shows that all experimental group subjects who received treatment in the form of career planning training experienced an increase. In contrast, in the control group, all students who did not take part in career planning training experienced a decrease in career decision making self-efficacy scores by 7%. This shows that by providing career planning training, it can influence students to obtain high career decision-making self-efficacy.

Supporting factors play a very important role in the success of a training program. According to As'ad (Hidayat, 2013) the success of a training program is determined by five components, namely:

a. Training Targets, every training must have clear targets that can be observed and measured into behaviors that can be observed and measured so that the effectiveness of the training can be known. The target of career planning training in this research is class.

b. Trainers or Tutors, trainers or tutors must teach materials or training materials using certain methods so that participants will obtain the knowledge, skills and attitudes needed to achieve the targets set. The trainer or tutor, who in career planning training is called a facilitator, is an experienced person. The first facilitator is an employee in the Human Resources Development department and has 3 years of experience. The second facilitator is a final year

Psychology student who is also a Guidance Counseling teacher at the Informatics Business School. Finally, the third facilitator is a final year psychology student who has carried out an internship at a private company for 2 months and has a professional certificate in research methodology from the National Professional Certification Agency.

c. Training material or materials must be prepared based on the specified training objectives so that it will be easier for training participants to capture and understand the material presented. The training materials and methods used in this research were prepared in the form of training modules and have received assessments from 4 expert lecturers (expert judgment). Material references in the module come from journals and books.

d. The training methods used must be easy for the training participants to understand and understand. The methods provided include lectures, questions and answers, filling in worksheets, drawing mind maps, presentations using moving power points and role playing.

e. Participants are an important component, because the success of a training program also depends on the participants. In this training, the participants were 30 class XI students of the Informatics Business School and were divided into 2 groups, namely 15 students as the experimental group and 15 students as the control group.

During conducting research, researchers noted several things that were obstacles and limitations of the research, including:

a. Researchers and schools had difficulty determining a research schedule because it coincided with the Large-Scale Social Restrictions (PSBB) period due to the Covid-19 pandemic.

b. The time allocation given by the school was quite short, so researchers had to compress the training schedule and carry out data collection and training for 2 days.

Then, to determine the success of this training, a paired sample t-test was also carried out as an evaluation of career planning training. The results of the paired sample t-test before and after being given treatment in the form of career planning training obtained N=15, t value = -4.291, and p value = 0.001 (p<0.05), so it can be concluded that there are differences in achievement test scores. before and after training was given to the experimental group.

According to Marpadi (2000), there are three terms that are often used in evaluation, namely test, measurement and assessment. A test is a way to assess a person's abilities indirectly, namely through a person's response to a stimulus or question. A test is a tool for carrying out measurements, namely a tool for collecting information on the characteristics of an object. This object can be in the form of students' abilities, attitudes, interests, or motivation. Test takers' responses to a number of questions describe abilities in certain areas. The test is the narrowest part of the evaluation.

The type of evaluation used in this research is experimental and quasi experimental design vs natural/unotrusive. In this case, research subjects are randomized, treatment is given and impact measurements are carried out. Data collection strategies mainly use formal instruments such as tests, surveys, questionnaires and use standardized research methods (Nana Sudjana & Ibrahim, 2004).

The evaluation instrument in this career planning training uses an achievement test in the form of multiple choice questions totaling 9 questions. This Career Planning Achievement Test will be imposed on subjects who are in class XI vocational school and have received career planning counseling guidance at school for 1 semester. The career planning achievement test is given in the form of a multiple choice test with the provisions proposed by Azwar (1996), including,

each question has a question sentence or statement (stem), each question has 5 answer choices called alternatives (options), based on 5 answer choices. for each question, there is 1 correct answer (key), while the other 4 answer choices are distractors.

CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that career planning training has an effect on increasing career planning self-efficacy for Informatics Business Vocational School students, so several conclusions are obtained. First, the career planning of class XI research subjects at Bekasi Business Informatics Vocational School is included in the low category. Second, the level of career decision-making self-efficacy of class XI research subjects at the Bekasi Business Informatics Vocational School is included in the medium category. Third, the results of the calculation of the independent sample t-test after being given treatment to the experimental group showed that there was a significant difference in the level of self-efficacy in making career decisions in the experimental group and the control group, namely the level of self-efficacy in making career decisions in the experimental group after being given career planning training. higher than the control group who were not given career planning training. Fourth, the results of the paired sample t-test before and after being given treatment in the form of career planning training to the experimental group showed that there was a significant difference in the level of career decision-making self-efficacy before and after being given the training, namely the level of career decision-making self-efficacy after more training. higher than the results before being given career planning training.

SUGGESTION

Several suggestions that can be taken into consideration by various parties. First, subjects who have taken part in career planning training should continue to apply the training material in their daily lives, such as making career plans that suit their own understanding and abilities for the next five or ten years. Research subjects are also expected to be able to search for further information about the careers they are interested in in order to increase the subject's knowledge about career choices, so that self-efficacy in making career decisions increases. Second, the school can hold career planning training and add career planning practices to the guidance and counseling service program held at the school. It is hoped that guidance and counseling teachers will help students in carrying out career planning, such as discussing with students if they encounter career-related problems and carrying out follow-up actions from the training in the form of monitoring the progress of the career plans that have been made by students. Third, for other researchers, research on career decision-making self-efficacy still needs to be further developed. Future research can continue this research with various variations and improvements. Variations can be made by designing training modules that are more careful, interesting, communicative, and increasing the duration of the training implementation. In future research, it is recommended that researchers be able to control factors that are thought to influence the process of providing career planning training, adequate time so as not to interfere with the implementation of providing career planning training.

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