

# Career Planning Training to Improve Career Decision Making Self Efficacy and Achievement Motivation in High School Students

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**Abstract**— One of the tasks of developing adolescents at the middle to upper level is to make decisions about their future career choices. This study aims to determine the effectiveness of career planning training to improve self-efficacy in career decision making and achievement motivation of high school students. The sampling method used was purposive random sampling, with the results obtained as a research subject as many as 27 people in the XI class of high school X. The data collection in this study used a career decision making self-efficacy (CDMSE) scale and an achievement motivation and analyzed scale. Using *t*-test statistical analysis techniques (paired sample *t*-test and independent sample *t*-test). The results showed that career planning training was effective in improving self-efficacy in career decision making. Effective training contributions to research subjects who took part in career planning training were 42%. Career planning training in this study is less effective to improve achievement motivation of class XI students in high school X because it only affects 23%. The implication of this study is that school X can continue the intervention that is used as a solution to improve self-efficacy in career decision making and develop new methods to improve student achievement motivation at school X.

**Keywords**— Career planning, self-efficacy in career decision making (CDMSE), achievement motivation.

## I. INTRODUCTION

One of the development tasks that must be fulfilled in adolescence is to choose and prepare for a future career. In the process of preparing for the career, the teenagers are required to achieve a greater responsibility in accordance with their social demands, such as achieving a guarantee of economic independence, planning and preparing for marriage and readiness to live a family, develop and developing intellectual skills, as well as concepts that needed for each individual (Havighurst, 1961). One of the stages of career planning is the exploration stage, which is has the main focus to explore and find information themselves and explore information about the career field as a basis for determining career choices more specifically. The development tasks outlined above require adolescents who are in high school to prepare their abilities in making individual plans in the future to direct their behavior to achieve their goals or what they want. Further elaborated that setting a plan is not easy because at this stage individuals must have adequate knowledge and information about the future context, designing various strategies to achieve goals, and choosing which strategy is the most effective in achieving the desired goals in the field of work (Nurmi, 2004). According to the results of interviews with several village officials, the principals of high school 1 Cempaga Hulu and

Bukit Batu Vocational Schools in the district of Kotawaringin Timur as well as the surrounding communities, as well as observations from researchers since 2005, and living permanently in the village environment indicate that currently high school and vocational education has begun to have an increasing number of students each year, currently there are 3 *rombongan belajar* for class XII students (in 2016 only had 2 *rombongan belajar*), 3 *rombongan belajar* in class XI and 4 *rombongan belajar* in class X. People, especially parents have started direct their children to continue their higher education. In 2017, the headmaster of SMAN 1 Cempaga Hulu has collected data on students who continue their tertiary education or work after completing their schooling. Data from the section of Career Guidance and Counseling Cempaga Hulu's Senior High School 1 from 62 students consisted of 22 people who were interested in continuing to higher education, working 19 people and the rest did not report to school. Meanwhile, based on interviews and preliminary surveys given to some students in high school 1 Cempaga Hulu by asking about their plans after completing high school, nearly 65% of students in class XII wanted to continue to higher education, but when asked further about the choice of majors to be taken 80% said they did not know it and would ask parents or other friends, there were also those who said they not willing to continue their study and wanted to work immediately, financial problems were insufficient and wanted to get married. They also have difficulty obtaining information about the explanation of majors in higher education because at school there is the provision of information services about departments in universities. Furthermore, the researchers asked about the provision of information service programs about future careers, all parties especially students wanted it because so far there were no teachers who specifically provided career guidance programs, even though it was very important to be given in high schools namely individuals who are in the phase adolescents with regard to fulfilling their developmental tasks in deciding on a career for their future (Syamsu Yusuf, 2006). Basically many of these students lacked understanding of their potential and had very little information in preparing and deciding their future careers. This is because many students want to get information about the study program that is appropriate to him (internal/personal factors). However, the limited availability of data and information to be sought from the surrounding environment (external factors) causes students to lack an overview of various study programs and career prospects. As a result,

students feel uncertain in making career decisions. This is in line with the social cognitive perspective put forward by Bandura (Bandura, A, 1986), that the formation of one's behavior is explained in the form or state of reciprocal interaction between personal determinants (which includes cognitive factors and other personal factors), behavior, and environment, known as triadic reciprocity. This explains that the behavior of career decision making (selection of study programs or other decisions) is influenced by individual determinants (personal/internal factors) and environmental factors (external). According to Krumboltz (Brown, 2002), skills in career decision making can be developed as a result of learning from experience. Obtaining career decision-making skills at the high school level is very important considering the career decisions made by students are preparing them for the transition from high school to higher education or work. Self-efficacy in career decision making is an individual's belief that he can successfully perform tasks related to career decision making (Taylor & Betz, 1983). From the description of some of the research results above, the researchers pointed out that self-efficacy in career decision making is a variable that has a large enough role for adolescents in determining the career they are living.

Problems of doubt in study career decisions, in addition to self-efficacy problems according to the results of research by Taylor & Betz (in Zimmerman & Cleary, 2006) and Gushue, Scanlan, Pantzer, and Clarke (Gushue, GV, Scanlan, KRL, Pantzer, KM, and Clarke, C. P, 2006), also influenced by factors of lack of achievement motivation, especially in adolescents who are in high school. The results of the research by Anderson, Hattie, and Hamilton (Anderson, A., Hattie, J., and Hamilton, J. R, 2005) also provide the same conclusion, that one source of students' doubts in determining their study career is lack of need of achievement which reflects a vision that should be owned by teenagers in high school. According to Adler (McClelland, 2010), Need of achievement is an impulse from within a person to demonstrate his ability and ability to complete tasks with maximum results as expected, or in other words, someone has several potential energy alternatives, how energy this is released and developed depends very much on the strength or motivation of the individual's motivation and the available situations and opportunities. McClelland (Febriantomo, 2015) explains in detail that people who have high need of achievement usually always want to face new challenges and seek high levels of freedom.

McClelland's concept of high need of achievement with the ability to face new challenges confirms that someone who has high need of achievement because of having high self-efficacy as a source of encouragement. The results of the Bansal, Thind, and Jaswal research (Bansal, S., Thind, SK, and Jaswal, S, 2006), and Singh (Singh, 2012), provide the same conclusion, that individuals who are able to demonstrate behavior that reflects achievement motivation in its activities as students are individuals who have self-efficacy. Theoretical view of need of achievement and career decision making self-efficacy in adolescents in relation to the problems of adolescents who experience indecision according to several

studies as stated by Gallavan (2003); Rahim (2004), Flores, and friends, (2006); Gushue, Scanlan, Pantzer, and Clarke (2006), and Reed, Mikels and Löckenhoff (Reed, AE, Mikels, JA, and Löckenhoff, CE, 2012) conclude that career crises or adolescent insecurities in career decisions are caused by low of self-efficacy in teenagers. Reed, (2012) concluded that adolescents need to get training as a form of guidance that can improve their self-efficacy, so that teenagers are able to make career decisions without hesitation, and believe that they are capable of completing their chosen career.

One that can be done on these students is to provide career guidance in the form of training programs to provide knowledge of the individual, knowledge about work and train young people to have the ability to choose a job and plan the steps towards an expected career. This is in line with Super and Crites (1957) who say that career maturity includes knowledge of self, knowledge of work, ability to choose a job, and the ability to plan steps towards an expected career (Creed & Patton, 2004). This study chose to use the guidance of Career Guidance Services in the form of training from the Indonesian government (ILO, 2011) in which there was a career planning concept developed from the theory of Holland (1971, 1995) and Crites (1978). In line with the composition of the Guidelines provided by the government, all guidance and counseling services in this guide are related to four main competencies, which include: 1. Self Awareness; 2. Awareness of opportunities; 3. Decision Making; and 4. Transitional Learning (ILO, 2011). This career planning training is an effort to increase confidence in career decision making. Training is a learning method that aims to change the cognitive, affective, and results skills and expertise (Kirkpatrick in Brown, 2002). Therefore the use of training techniques is considered appropriate because self-efficacy is a cognitive determinant that influences decision-making behavior and motivation for achievement. If students do not plan their careers well, there are consequences of failure in the future (Trusty, Niles, & Carney, 2005).

In addition to analyzing CDMSE variables can be analyzed together with other internal student variables, namely achievement motivation (as proposed by Zulkaida, 2007 in his research). Self-efficacy that is built related to achievement motivation is the principle of fostering fighting power in students' self-confidence.

Based on the description above, it is necessary to make efforts to increase self-efficacy in career decision making and also increase achievement motivation so that high school students can have the skills to plan their future careers.

## II. OBJECTIVES AND METHOD

The purpose of this study was to examine the effectiveness of career planning training in improving self-efficacy in career decision making and achievement motivation of students of class XI Cempaga Hulu 1 Public Senior High School.

### *Participants*

The selection of research subjects from the eleventh grade students of public high school 1 Cempaga Hulu was done through random assignment technique where previously

purposive sampling technique was conducted through screening of the population of class XI as many as 93 people to get students who had middle and low CDMSE scores, and finally as many as 27 people were selected to take part in the research. The research subjects were then grouped into 15 experimental groups and 12 control groups.

The research design used in this study is pretest-posttest control group design. Intervention or treatment given in the form of career planning training. Career planning training materials provided cover three main aspects, namely knowledge and understanding of oneself, knowledge and understanding of work, and the use of correct reasoning between oneself and the world of work.

#### Instrument

The research data was obtained by using data collection method in the form of self decision making career decision scale with Likert model. This scale is a modification of the CDMSE scale created by Betz and Taylor (1996) short version. Furthermore, data collection using a scale of achievement motivation. The data analysis technique used to test the research hypothesis is a statistical t test, namely paired sample t-test and independent sample t-test using SPSS 17.00 for windows.

### III. RESULT AND DISCUSSION

The pre test between the experimental group and the control group on the CDMSE scale obtained a probability value of .252 ( $p > .05$ ), which means that the group showed that the state of the study subject was homogeneous.

Pre test between the experimental group and the control group on the MB scale obtained a probability value of .732 ( $p > .05$ ) which means that there is no difference between the experimental group and the control group (homogeneous). Change in score at the end of the intervention (posttest) can be compared between the two groups.

Furthermore, hypothesis testing for CDMSE variables and achievement motivation is carried out using the independent samples t-test statistical analysis, the results of which are as follows:

- a. Research subjects after following career planning training showed higher self-efficacy scores in career decision making ( $M = 90.00$ ,  $SE = 1,690$ ) compared to research subjects who did not attend training ( $M = 82.83$ ,  $SE = 2.738$ ). There are significant differences  $t(25) = 2,321$ ,  $p < .05$  ( $p = .029$ ); The influence of career planning training on research subjects who attended training was  $r = .42$ . It can be concluded that the effective contribution of training to research subjects who experienced an increase in CDMSE score was 42%.
- b. The research subjects after attending career planning training showed higher achievement motivation scores ( $M = 64.80$ ,  $SE = 1,616$ ) compared to research subjects who did not attend training ( $M = 62.08$ ,  $SE = 1,549$ ). There were no significant differences in the two groups, both the experimental group (with treatment) and the control group (without treatment)  $t(25) = 1,192$ ,  $p > .05$  ( $p = .244$ ); because it can be seen from the difference in scores

between the two groups, it only gives influence to the research subjects who participated in the training for  $r = .23$ . It can be concluded that the effective contribution of training to research subjects who experienced an increase in MB scores was 23%.

As the results of the hypothesis test analysis using the paired sample t-test described above, it can be seen that the pre-test and post-test on the CDMSE scale for the experimental group obtained a probability value of .000 ( $p < .05$ ) which means that in the experimental group there are differences in the results of the pre-test to the post-test. So that the hypothesis that there is influence of career planning training on CDMSE can be accepted. This explains that the hypothesis proposed in this study has been proven, that career planning training influences career decision making in high school students to determine their future career.

The testing of the hypothesis proposed in this study also fits and supports several studies that have been conducted such as the research conducted by Rahim (2006); Flores, Ojeda, and Yu-Ping (2006); Bozgeyikli, Eroandğlu, and Hamurcu (2009); which concluded that the high and low self-efficacy in a person influences the process and confidence in determining one's career decisions. Someone who has an awareness of career decision processes, often thinks of career alternatives or career analysis that is right, connects the experiences they have with future goals, has confidence in determining career decisions, commitment in making career choices, and is able to balance expectations with the demands of reality. The results of this study have also proved that CDMSE between the control group and the experimental group obtained a probability value of .029 ( $p < .05$ ) which means that the post-test value between the control group and the experimental group is different. This means that the control group that did not receive treatment or did not take career planning training did not show an increase in CDMSE, and conversely the experimental group that received training showed an increase in CDMSE.

The proof of this research hypothesis, according to the research of Bozgeyikli, Eroand-Uglu, and Hamurcu (2009), also explains that a person's efforts to improve self-efficacy in career decision making (CDMSE) are very important for students. Directing and curriculum or the guidance process becomes an absolute need to achieve the career development task, in this study conducted by providing career planning training.

It can be said that self-efficacy that is built from training activities can increase the feeling of self-confidence in students towards their abilities, making students feel happy, optimistic, and determined to pursue the chosen career field, giving positive encouragement to students in fostering a sense of self-confidence according to your interests and talents.

In other dependent variables, namely achievement motivation that is closely related to self-efficacy in career decision making, shows the results of the pre-test and post-test in the experimental group obtained a probability value of .861 ( $p > .05$ ) through paired sample t-test which means that in the experimental group there was no difference in the results of the pre-test to the post-test. So the hypothesis that there is

an effect of career planning training on achievement motivation is not proven. The refusal of the hypothesis in this study did not support several previous studies conducted by Appelbaum and Harre, (in Febriantomo, 2015); Bansal, Thind, and Jaswal (2006); and Singh (2012), who concluded that increasing self-efficacy would have an impact on increasing learning motivation and achievement. Achievement motivation in this study also showed that between the control groups that did not get treatment with the experimental group that received treatment had a probability value of .244 ( $p > 0.05$ ) which means that students in the control group with students in the experimental group had no difference in terms of achievement motivation. There were no significant differences in both groups, both the experimental group and the control group  $t(25) = 1,192, p > .05$  ( $p = .244$ ); because it can be seen from the difference in scores between the two groups, it only gives effect to the research subjects who participated in training of .23. However, the effective contribution of career planning training to research subjects who experienced an increase in achievement motivation scores was 23%.

High achievement motivation possessed by a student will be able to do everything as optimal as possible because the individual expects results that are better than the existing standards. While the description of the achievement motivation possessed by the subjects in this study is mostly classified as low, in this case it can be concluded that the subject has several characteristics such as always oriented towards the past, having a task according to him is difficult and not in accordance with his abilities. Do not have confidence in facing the task, there is a pessimistic attitude that is owned and considers success as a good fortune. It tends to take a low level of risk job, so success will be easily achieved. Like lazing around and doing work in a new way. He does not like the work that demands responsibility and feels comfortable because of the achievements. Lack of effort in finding feedback from his actions if he does an unwanted job.

The results of Turner, Chandler, and Heffer (2009) conclude that achievement motivation is a characteristic of a person who has high hopes to achieve success rather than fear of failure. In this study it appears that most of the students of class XI 1 State High School have a picture of low achievement motivation and will be very relevant if enhanced with a program containing material that is directly related to the area of student interest. Some researchers have suggested that, in order to enhance students' motivation for learning, it is useful to point out the relevance of the learning material, especially in cases where students have low spontaneous interest in the material (Vansteenkiste, Lens, & Deci 2006), the delivery method can also be effectively provided with individual counseling such as when individual counseling that researchers do after several days of training is completed. Someone dares to assume all risks as a consequence of his efforts to achieve goals. With the motivation to become a Certain ways of thinking that occur in a person who tends to make the person behave vigorously to achieve a result or achievement.

Some factors that influence the motive of achievement according to McClelland (in Sukadji, 2000) are

- a. Parents hope for their children. From the assessment, it was found that parents of outstanding children did some special efforts for their children. Parents expect their children to struggle and work hard to achieve success will encourage the child to behave that leads to achievement. Through individual interviews with subjects in this study, it was found that parents of outstanding children did some special efforts on their children, gave verbal encouragement and encouraged their children to study hard, but most students did not get such experience, they hoped parents could encourage by motivating them to achieve a better future, they stated that they lacked the experience and let them choose according to their wishes. This can be further investigated by observing the parenting style of their children in the Cempaga Hulu area.
- b. One's experience during the first years of his life. In this study, students who received unsatisfactory achievement tended to be recommended by their teachers to choose social majors and those who obtained better learning outcomes were advised to choose science majors, so that this might affect subsequent student achievement motivation, this could be further investigated by researchers next.
- c. The tendency for individuals to achieve achievements. This is learned in early childhood, especially through interaction with parents and "significant others". In this study, the majority of students did not get modeling in terms of achieving achievement, thus affecting the need for achievement in students.
- d. The cultural background is where someone grew up. Individuals who grow and grow in culture emphasize the importance of tenacity, attitude to hard work, initiative attitude and competitiveness, as well as an atmosphere that always encourages individuals to solve problems independently without being haunted by feelings of fear, so it will develop a desire for high achievement in a person.
- e. Modeling behavior. The characteristics of the model will be imitated and taken by children, including the need for achievement, if the model has the motive in a certain degree through "observational learning". Very few models in the environment where trainees are currently present, so that they are less motivating for students to excel.
- f. The environment where the learning process takes place. A pleasant learning climate, non-threatening, encouraging and optimistic for students in learning, tends to encourage someone to be interested in learning, tolerate the atmosphere of competition and not worry about failure. Learning climate in this school is less facilitating students to be enthusiastic and have optimism for achievement, seen from the confusion in deciding their future career choices.

The above factors can at least explain the condition of the research hypothesis being rejected regarding the ineffectiveness of career planning training programs in an effort to improve student achievement motivation. Need to

consider other methods that can facilitate increased motivation for student achievement.

#### IV. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that career planning training activities in this study are effective to improve self-efficacy in career decision making for high school students. These results are seen from the positive changes in students after being given a career planning training program. However, the career planning training program in this study is less effective method in increasing the achievement motivation of class XI public high school 1 Cempaga Hulu students.

Meanwhile for the school in order to be able to carry out a career guidance program routinely which can be allocated in 1 hour of study each week by the Career Guidance and Counseling teacher in the school, can also continue the career planning training program that is in this study. Educators are also expected to assist students in making career plans, this can be done by developing discussion activities when students find problems related to the career they want to choose. It is also expected that teachers have a proactive attitude in exploring information related to careers that are asked by students and have broad insight to progress their students.

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