

CAREER SELF-EFFICACY TRAINING TOWARDS INCREASING CAREER MATURITY OF SLOW LEARNER STUDENTS

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ABSTRACT

Every student has their own potential, and those with special needs are not an exception. One of them is the slow learners. They need to have a chance to compete in the career world and reach career maturity. However, some students are uncertain about deciding on a career path that goes along with their ability and major. This study is aimed to test the effect of Career Self Efficacy training on career maturity improvement of 12th-grade slow learner students in SMK X Bandung. This study uses a population sampling technique in which subjects' characteristics are defined by their IQ, low level of career maturity, and parent's consent. From there, it is found that there are four slow learners majoring in culinary in 12th grade. In this study, a single-group pretest-posttest design is used to measure the change in career maturity after the Career Self-Efficacy training. Wilcoxon sign-rank shows a significant improvement after the subjects participated in the training. Based on the result, it is suggested that schools make Self Efficacy training a career counseling program for slow learner students.

Keywords: *Career Self Efficacy training, Career Maturity, Slow Learner Students*

A. INTRODUCTION

Children with special needs have equal opportunities to get education. One of the schools implementing this inclusive education is SMK X in Bandung. It is hoped that in the future these students will be ready to become a workforce that is adjusted to the major they have taken. Based on Super's career development theory, adolescent students are in the exploration stage (15-24), namely the stage where individuals try to obtain career information, career choices, decide and are ready to enter the world of work. As Class XII students they are expected to have a desire based on their

own interests and abilities so that they can prepare themselves to achieve their career goals.

In reality, students with special needs Class XII experience problems of being unable to develop careers according to their choices at school. The school also does not support the career maturity of children with special needs.

To obtain further data, the researcher conducted a survey on Class XII students of SMK X. Preliminary data was obtained from 4 students with special needs in Class XII. These four students, who have an IQ of 80-89, are included in the low average group or

are slow learners. Data from the results of interviews with four students illustrate the variation in them. There were 2 student respondents who had interests that were in line with the culinary department, namely wanting to become chefs and have a culinary business, while the other 2 student respondents did not yet have a career choice that was in accordance with the culinary department. To achieve this, they should know their ability to prefer Indonesian food, foreign food or especially desserts.

These respondents still do not know their strengths that can help them realize their goals, they also do not have the initiative to collect or seek information related to the job they want. They prefer to leave how later only those who want to accept him work. This shows that some students still do not determine their career direction based on their ability to make plans, carry out career exploration, have insight into the world of work and make career decisions.

This is also not in accordance with the demands of their developmental tasks which should have started preparing for the right career and

according to their abilities. To get the right career requires a series of activities that must be carried out. When someone has done a series of these activities, then that person has reached what Super calls Career Maturity.

Juwita's (2016), found the maturity limits of career maturity and their benchmarks for high school students, while still considering the career maturity limits of Super. An alternative definition of career maturity and its constituent dimensions is generated for high school students, which is positioned as a hypothetical theoretical construct model, namely the ability of high school students to think in anticipation of the future, develop career interests, consider and decide choices independently, understand needs and identity, and be able to committed to the tentative choices that have been made.

The four students with special needs Class XII at SMK X Bandung do not yet understand their own strengths and weaknesses that will help them make career decisions. The students feel hesitant and unsure about deciding on a career that suits their abilities and

the major they have chosen. The attitude of hesitation when it comes to making career decisions often occurs in Class XII Students. They find it difficult when they have to make career choices related to their future. They also realize that they are different from other students, and get special treatment from their teachers. Even though students already know their interests and abilities, when they have to choose they feel unsure about their decision. Bandura (2002) in the process of making career decisions, individuals must consider the uncertainty of their abilities in the field of interest, the certainty and prospects of their future career and the self-identity they achieve. To overcome self-insecurity, individuals must have confidence in their abilities or self-efficacy.

Self-Efficacy is an individual's belief in the ability to organize and mobilize sources of strength in achieving a desired goal. In determining career choices students must also think about their abilities with the career they are interested in. Student confidence about their abilities is more influential in determining a decision (Bandura, 1997). In Taylor &

Betz's (1983) study, Bandura's more specific self-efficacy theory was applied to a career concept known as Career Self Efficacy. According to Taylor & Betz (1983) students' inability to make choices can be caused by students' lack of self-efficacy in making decisions.

With the limitations of a low level of intelligence, they still have to think about goals in life, because they have the same rights and opportunities as normal children. However, students who have lower levels of intelligence tend to take a longer time to understand some information (Reddy, et al., 2006). Include information about their career choices and readiness. They need more concrete examples of what it takes to prepare for their careers. They are also prone to feel afraid of failure and are not interested in learning. Conditions like this need special attention, bearing in mind that career maturity is a developmental task for all class XII high school students.

Individuals who have low self-efficacy in making career decisions are characterized by ignorance of their strengths and weaknesses, do not get information related to career

achievements, cannot make goals in achieving their careers, cannot make career plans and do not know how to solve related problems to his career (Collins in Mulyana, 2009).

That way they really need guidance and support from various parties. Therefore, researchers want to know how Career Maturity of Students with Special Needs at SMK X Bandung remembers that SMK X students have limitations and abilities in various ways, how to ensure their abilities so they can decide on a career in the world of work.

B. METHOD

The research method used is experimental research, a research approach which tries to show a causal relationship by manipulating the independent variables (Christensen, 2014, p. 46). The experimental method used in this study is a one-group pretest-posttest design, a design where conditions are given an intervention between pretest and protest from the dependent variable. According to Christensen (2014, p. 240), the one-group pretest-posttest design improves the one-group posttest design by

adding a pretest to measure the dependent variable before treatment is introduced. The one-group pretest-posttest design improves one group posttest design by adding a pretest to measure the dependent variable before being given treatment. After being given treatment, the dependent variable is measured again with the same measuring instrument. The one group pretest-posttest research design was used to determine the effect of self-efficacy training on increasing career maturity for slow learner class XII students at SMK X Bandung. In this study, the Independent Variable is Career Self Efficacy Training and the Dependent Variable in this study is Career Maturity in Class XII Slow Learner Students at SMK X Bandung.

The population in this study was adolescent vocational high school students with special needs. The researcher did not use sampling techniques because all subjects were used in the study. The subjects taken in this study were class XII students who had low average intelligence (80-89) or called Slow Learners and low career maturity.

In this study using a career maturity questionnaire compiled by Juwita (2016). The career maturity construct is based on Super's career development theory (1983, in Levinson et al, 1998; Sharf, 2002) and Savickas (1997), as well as through the results of the initial research analysis adding several sub- dimensions. The sub dimensional conceptual study refers to the theory of independence from Steinberg (1999, in Fleming, 2010), the theory of commitment in vocational identity from Marcia (1993), and the definition of the Indonesian Language Dictionary, Psychology Dictionary and the Oxford English Dictionary to explain some of the concepts in it. Career maturity in this study consists of the thinking dimension of anticipating future careers, the dimension of developing career meaning, the dimension of being able to make independent career choices, the dimension of choosing a career that meets one's needs and identity, and the dimension commitment to the choice (Commit). It consists of 34 valid items in the form of positive items. This questionnaire captures the appreciation

of research participants about their own career maturity.

From the test results, it can be concluded that career maturity measurement tools, namely the dimension of anticipatory thinking, the dimension of developing career interest, the dimension of considering and deciding on alternative job options independently, the dimension of understanding needs and identity, and the dimension of commitment to choices in thought and emotion (Commit).

C. DISCUSSION

Based on the results of the training that has been carried out, the results show that there is an increase in career maturity in the four slow learner students. The three research subjects experienced an increase in the level of career maturity from medium to high and one subject was still in the medium category, but there was an increase in the score.

This shows the influence of career self-efficacy training on increasing career maturity in all four subjects. This is in accordance with what was expressed by Taylor & Betz (1983) that weak self-confidence in making choices, can hinder the act of career exploration and the

development of the ability to make choices. In addition, weak self-confidence can also refer to vacillation in determining career choices and other problems related to determining career choices (Taylor & Betz, 1983). Super and Crites (Sharf, 2006) also reveal the same thing, namely that one of the indications of an individual being said to be career-immature is due to the absence of interest from the individual, so he has chosen one job, but he is indecisive about his choice because it is not supported by an adequate pattern of interest.

The results of the measurement of career maturity show that by attending training to cultivate self-confidence in self-confidence in achieving a future career, each subject becomes aware of his strengths and weaknesses. The subject also becomes able to cultivate self-confidence with cognitive limitations and the abilities he has, so that it will help the subject to determine his career choices according to his interests and abilities.

Jason (1937) states that the state of the subject who has slow characteristics, is generally slower to grasp the material being taught in lessons that involve symbolic, abstract or conceptual subject matter. Their intelligence is indeed below average, but they are not

incapacitated children. They need to struggle hard to master what is required in the classroom environment, so they need a lot of practice compared to other students. Therefore, in this training the researchers tried to use a method by describing a plan and goal that could help them more easily receive information and also have an effect on long-term memory. Each subject was accompanied to find out about their own strengths and weaknesses, so that they could be more confident in their abilities and not only focus on their weaknesses. Then, they are given knowledge about aspects of career maturity that are designed to inspire each subject to start thinking about their career goals according to their abilities.

The process of Career Self-Efficacy Training is that they are accompanied by learning to assess themselves, looking for sources of information about their career, aligning their abilities and career goals that are in demand, implementing a plan to achieve their career goals, until the whole subject prepares several alternative options if their career goals are not achieved. That way, it will be easier for students to make their career choices in the future. Through Career Self-Efficacy Training, students are encouraged to start thinking about the future, develop career interests, develop

and decide for themselves alternative job choices that meet their needs and reflect their identity, and are able to commit to alternative choices that have been made.

In the forward-thinking dimension, students are invited to start planning their careers by cultivating student confidence that the future is influenced by the present and the ability to plan actions for future careers. Before growing participants' confidence, the first thing to do is that participants are given knowledge about the importance of having readiness in setting career goals by providing information about aspects of career maturity itself. Participants know the benefits of preparing career goals and the consequences of not preparing for a future career. After that, participants were inspired to start assessing their own abilities and abilities needed to support their future careers. This dimension involves the Occupational Information component of career self-efficacy, where more material is presented regarding career maturity insights (Super theory). This is the first step for students to know about aspects of career maturity, the steps in determining a career, and to inspire students about the importance of having a picture of the world of work. In this way, participants obtain new information

and material for consideration from other participants which can assist in setting clearer and more directed goals.

On the dimension of developing career interest, participants are encouraged to grow and make career interest real through understanding the meaning of career, understanding the world of work through other people's experiences, and having information about work to deepen their career interest. Based on the initial research data, it was found that the participants did not have sufficient information about their abilities and skills. This lack of information was also seen in the self-introduction session, the participants had difficulty determining what abilities and skills they already possessed and needed to develop to achieve their career goals. Meanwhile, career maturity is not only an end result where students know their career goals. However, career maturity is more directed at a thorough career introduction that begins with identifying one's own potential, understanding the real world of work, planning, up to determining the right career choice. This dimension still involves the Occupational Information component of career self-efficacy, which in this dimension adds information about the types and requirements of the job of

interest. That way, participants will know what abilities they must have and support them in achieving their career goals. They are facilitated to know the job duties in a position and work behaviors. They will also know what jobs they can get after they leave school and become their future careers. This dimension also invites participants to recognize the difficulties that may be encountered in achieving goals and efforts to control them.

During this session, participants were given more information about the jobs they could get so that they had an overview of jobs that could become their future career choices. They feel new knowing what kinds of work they can achieve according to their abilities. The participants also came to know that it is important to recognize their own abilities in order to make it easier for them to collect and use information according to the career they are interested in. Previously they lacked knowledge of what careers they could achieve after graduating from Vocational High School.

In the Dimension of Considering and Deciding for Their Own Job Choice Alternatives, participants know the stages in making a decision and can make a choice of work independently.

The first process is by discussing "My Career", students are guided in knowing about the steps in decision making, suitability with the abilities and interests they have. Participants recalled knowledge about career maturity, then participants were asked to open a self-introduction form and types of jobs. After that the participants try to match their own abilities, namely which abilities will support the participants or fulfill the prerequisites in choosing a job. This dimension involves the Goal Selection and Planning components of career self-efficacy, where in this dimension a discussion is carried out regarding "My Career". After that, "Smart Ball Games" game activities were also carried out, where students were asked to match the type of work with the job requirements listed on the ball in the basket. Through this work, participants learn to analyze various types of jobs and the prerequisites that must be possessed to achieve them. Participants consider the targets or goals they will achieve. These considerations are carried out so that participants can choose and decide on the right career for them.

Furthermore, in the dimension of Choosing a Job that Meets Their Needs and Identity, participants are facilitated to find out their potential. The

participants were given a table of various traits in a person that must be possessed as a prerequisite for getting a job. They begin to choose which one suits them, then they write down the traits or characters they have that are not yet in the table, write down the traits they don't know but other people (friends, teachers or parents) tell the traits that the participants have. This is to increase knowledge about the participants' self-abilities and inspire participants to be able to realize their abilities and skills through observations made of their behavior or the environment in which the behavior occurs. This dimension involves the self-appraisal component of career self-efficacy, where in this dimension participants are able to recognize their own potential and understand the importance of knowing their own potential in achieving career goals. With participants knowing their own abilities, it will make it easier for participants to focus more and optimize only the strengths they have. Knowledge of one's own abilities and skills needs to be carried out as a basis for forming self-concept which will ultimately bring readiness to oneself to achieve career goals that are in accordance with the abilities and skills possessed.

The next activity is showing a video about people who fail to succeed in the culinary field. The goal is to grow self-confidence and enthusiasm that many people like him have even more shortcomings but can succeed. After playing this video, they are less active in responding to what meaning they can take in the video. They explained more about their situation when the street vendors were more or less like that, and they found it difficult, sometimes failing to cook and repeating it until they succeeded in cooking a menu. There was one participant who said that during the street vendors he was only told to peel shallots every day during the street vendors at the food stall.

The Commitment to Choices dimension is made with the aim that participants try to survive with the work choices that have been made, both mentally and emotionally. In this activity, participants will discuss "My future plans." This activity aims to make students try to make the stages they will do in achieving their career goals. Participants also make other plans as an alternative if their initial plan is not achieved by choosing another job that they can achieve, then they make stages and plans to achieve that work. It aims to identify standards of success or failure in

achieving goals. They can anticipate that they will fail and will continue to try other things if they fail in the future. This dimension involves the Problem Solving component of career self-efficacy, where in this dimension participants are guided to create their dream job profile by writing down the name of the job, tasks, required competencies and abilities that participants have. Participants may write down more than one job that they are interested in as an alternative if the first choice is not reached. Then this is maintained until the participants graduate from school later, and improve the skills needed to make it easier for participants to achieve their career goals. Through this activity, participants are expected to have information and understand about their own strengths and weaknesses that can support the job they choose, can see things that support and hinder their career, and get useful in making the right decision in choosing a career.

D. CONCLUSION

Based on the research results obtained, it can be concluded as follows:

1) Career self-efficacy training can significantly increase the career maturity of Class XII slow learner students at SMK X Bandung, 2) Career self-efficacy training increases all dimensions of

career maturity and there are two dimensions that are the most experienced major changes, namely the dimension of commitment to choice and the dimension of choosing a career that meets needs and identity, 3) This career self-efficacy training module can be used to increase career maturity in slow learner students with IQs between 80-89.

The suggestion given by the researcher is that the school is advised to make the career self-efficacy training module a career guidance program intended for Slow Learner students. And for future researchers who wish to continue similar research, it is suggested to pay attention to the characteristics of the study population. Based on what was found in the field, subjects who had participated in internships outside of school had information about the world of work compared to research subjects who had not participated in internships outside of school, so it was better to take the research population who had not participated in internships outside of school.

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