

The impact of psychoeducational group with self-instruction techniques toward career decision making, self-esteem, and self-efficacy

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Abstract

One of the development tasks of adolescence is preparing career choices. Various methods have been carried out by authors in order to create an appropriate method to help adolescents. The purpose of the study was to examine the psychoeducational groups with self-instruction techniques in improving career decision-making skills, self-esteem, and self-efficacy. This preliminary study consisted of 60 participant who have low level of self-esteem, self-efficacy and career decision making. The instrument used to obtain data is the psychological scale of career decision making, self-esteem, and self-efficacy, all of which have been tested for validity and reliability. The data findings were analyzed by MANOVA and t-test. The results show that career decision making ($F = 52.28, p < 0.05$), self-esteem ($F = 28.10, p < 0.05$), and self-efficacy ($F = 34.70, p < 0.05$) can be improved using psychoeducational groups with self-instruction techniques. The implications for the practice of guidance and counseling will be discussed. Thus psychoeducational groups with self-instruction techniques can be increased self-esteem, self-efficacy and career decision making.

Keywords: Career decision making, psychoeducational group, self-efficacy, self-esteem, self-instruction

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Introduction

Adolescence is one of the stages of development in the span of human life. Adolescence is a transition period from children to adults and in this period various changes occur both hormonal, physical, psychological and social changes (Santrock, 2014). During this period there are also some developmental task that need to be achieved by every adolescents. These tasks cause many changes that occur will affect their lives in the future. One of the tasks of this development is the aspect of perception and career readiness (Conley, 2013).

According to Super's Career Development Theory, adolescents are in the exploration stage, try to understand themselves, and find their place in the working world through classroom learning, work experience, and hobbies (Graf & Bartlett, 2020). At this stage they will try to make career choices by choosing to continue their education to university, attending certain education, and training according to their talents and interests, or choosing a decision to work (Kot, Roznowski, & Ertelt, 2020; Yusoff, Mahfar, & Saud, 2019). When they choose to continue their education to university, they are faced with various choices of educational programs that lead to their career choices. When they will take courses or training according to their talents and interests and choose to work, they need a variety of career choice information that they will choose. All of these processes lead them to make a career decision.

But the career decision making process is the things that are not easy. There are still many students who have not been able to make career decisions. Research showed that student career decision making is still low (Khasanah, Purwanto, & Tadjri, 2017). The understanding in making career decisions was indeed

lacking, this was apparent when students were faced with making decisions for their future, students were still confused and did not know what was best for them (Novitasari, 2013). Another study states that students still have problems in their career and work (Muslihatul K, 2013).

The same problem also occurs in Raudlatul Hidayah Ma'arif NU 03 High School, East Lampung. Based on the data obtained with instrument to disclosed problems, it shows that career and work problems are mostly experienced by students of twelfth grade. When 38 students of twelfth grade that begiven a questions about their plans after completing their education at the high school, only 4 students already had plans after they graduated (Meitasari, Hernisawati, & Maba, 2019). These phenomena indicate that there are still many problems of selecting and career decisions experienced by students of twelfth grade.

To resolve the problem related to career issue, guidance and counseling teacher have provided career information services. However, because it is due to their lack of confidence in their abilities, they are still unable to make career decisions. Self-confidence towards one's own ability to display behavior that will lead to the expected results is called self-efficacy (Luo & Yu, 2021). Self-efficacy contributes effectively to student career maturity (Rishadi, 2016; Saraswati & Ratnaningsih, 2017). Another factor that influences student career decision making is self-esteem. Self-esteem can be interpreted as a positive or negative attitude to their-self. If someone has positive self esteem, he will have high self-efficacy, and vice versa (Wong, Lau, & Lee, 2012). Both factors are cognitive structures that shape a person's personality and behavior. From the explanation above a positive relationship among self esteem, self efficacy and student career decision making. Therefore, to improve or enhance some of the positive cognitive structures, cognitive intervention is also needed

In guidance and counseling, there is a psychoeducational group service that provides assistance to counselee or students by utilizing group dynamics. Group guidance can take the form of delivery of information and group activities that discuss educational, work, personal and social issues (Corey, 2011; Suhardita). One cognitive intervention that can be used in these services is self-instruction technique. Self-instruction technique is one of the techniques in Cognitive Behavior Therapy (CBT) developed by (Miller et al., 2021). Self-instruction is a self-regulation strategy that students can use to manage themselves as students and direct their own behavior while learning (Adani et al., 2012; Chudari, 2017; Martin, 1985). Through self-instruction techniques, one's negative views about themselves can be directed to be more positive, such as guilt, inadequacy, insecurity, a sense of indecisiveness and so on.

Self-instruction techniques are effective for increasing self-efficacy in learning for students (Assadi et al., 2015; Noushabadi et al., 2015; Sebastian & Shinde, 2020). In the other hand, self-instruction method can significantly improve students' self esteem (Grover, 2021; Li, Zeng, Wang, Curtis, & Sparks, 2021). Furthermore (Chandra, Wibowo, & Sunawan, 2019) stated that the self-instruction technique was more effective in increasing students' self-confidence compared to restructuring cognitive techniques. These evidence, indicate that the technique of self-instruction is one of the effective interventions to improve certain skills.

Some of the researches above have focused systematic interventions using self-instruction techniques on certain skills. But they have not use psychoeducational group services. Therefore, in this study, authors use psychoeducational group intervention with self-instruction techniques for career decision making, self-esteem and self-efficacy. With psychoeducational group, the goals can be done not only by individuals but by utilizing group dynamics. Even so, the number of members in one group is not as much as in classical guidance, which is only between 8-15 peoples. Another reason why this study uses psychoeducational group is it has been proved to be effective in improving career decision making (Meitasari, et al., 2019). The purpose of this study is to examine the impact of psychoeducational group with self-instruction techniques on self-esteem, self-efficacy and career decision making.

Method

The authors using quasi-experiment pretest-posttest control group design. This study was conducted at Madrasah Aliyah Raudlatul Hidayah Ma'arif NU 03, East Lampung, we are selected the sample by using purposive sampling technique. The participants (N=60) invited should have low level of self-esteem, self-efficacy and career decision making. The authors divided the experimental group and the control group into two experimental groups (N=30) and two control groups (N=30), respectively. The experimental group is the group that will be given the intervention of psychoeducational group with self-instruction techniques while the control group is the group that is given psychoeducational group without any specific techniques.

In this study, authors used three instruments. The first is the self-esteem scale instrument. The self-esteem scale used was Ronsberg Self Esteem Scale (RSES) (Brailovskaia & Margraf, 2020; Pietrabissa et al., 2020; Rosenberg, 1965) which consists of 10 items. RSES reliability based on alpha value of 0.902 and validity based on item total correlations ranged from 0.3296 - 0.822. Second, self efficacy scale.. Test the validity of the instrument is done by logical validity test through rational analysis of competent experts or expert judgment. Out of 60 items, there were 39 valid items and 21 invalid out items ($\alpha = 0.837$). And the third, using a career decision-making scale. The validity of the instrument is done by logical validity test through rational analysis of competent experts or expert judgment. Out of 56 items, there were 43 valid items and 13 invalid items ($\alpha = 0.877$). The data analysis used are the Paired Sample T-Test and the MANOVA test using SPSS 24.

In an effort to increase the level of self-esteem, self-efficacy and career decision making using psychoeducational group procedures with self-instruction techniques. In the self-instruction technique, the counselor acts as a model by implementing five steps namely, asking questions, answering questions with a plan, guiding oneself and focusing attention, evaluating themselves and correcting mistakes, and self-reinforcement. Besides this there are three important stages that are used, namely self-observation, starting a new internal dialogue, and learning new skills (Lestari, 2014).

After the counselee found a positive new statement, the counsel was invited to learn new skills. Not just saying it, but the counsel was invited to convey the message to himself through harsh words, softer words, and reached the words of the heart (Laila, Noviandari, & PGRI, 2018). The counsel is also invited to apply the suggestion in daily activities together with other group participants and accompanied by the counselor. The procedure of the study can be seen in the figure 1.

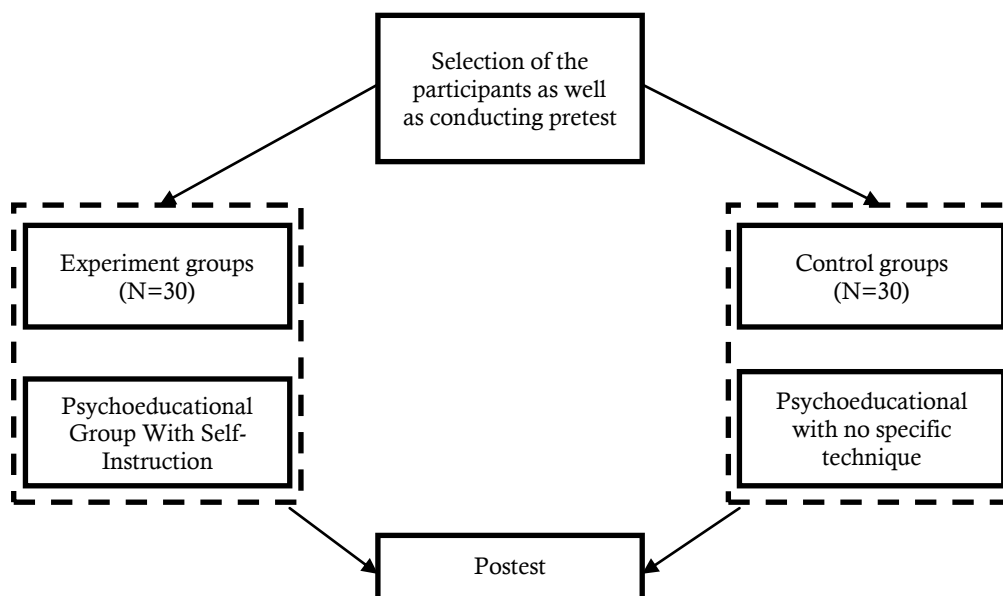


Figure 1. The research procedures

Results and Discussion

The results showed that psychoeducational group services with self-instruction techniques were effective in increasing self-esteem ($F = 28.10, p < 0.05$), self-efficacy ($F = 34.70, p < 0.05$) and career decision making for students ($F = 52.28, p < 0.05$). In the other hand, both experiment and control groups showed significant differences in pretest and posttest. But, experiment groups showed higher mean and t-value than the control group. The information about Manova and t-test results can be seen in the table 1.

Apart from the results of the study, authors found several things that caused students to have low levels of self-esteem, self-efficacy and career decision making. Among the sense of worthlessness in the environment of peers. This supports the statement that individuals who have low self-esteem tend to feel worthless and less able to solve problems (Bahri, 2019). Furthermore, feelings of inadequacy of students in making decisions. If someone has low self-efficacy, when they want to achieve a certain goal, for example, they want to succeed in following the study, then that goal will not be achieved optimally because their

sense of confidence has gone (Gunawan, Herawati, & Atmadja, 2018). Furthermore students do not feel it is important to make career decisions and lack information about career selection. This is consistent with the statement that internal factors that influence one's career decision making are one of life values and knowledge (Nurrega, Wahyuningsih, & Gusniarti, 2018).

Table 1. MANOVA and t-test results

Variables	Groups	Pretest		Posttest		t	P
		M	SD	M	SD		
Self Esteem	Experiment (N=30)	23,27	2,690	28,13	3,767	-6,847	< 0,05
	Control (N=30)	21,73	3,675	23,10	3,584	-3,420	< 0,05
	F	28,108					
	N ² _p	0,326					
Self Efficacy	Experiment (N=30)	90,27	8,718	109,57	9,828	-7,852	< 0,05
	Control (N=30)	92,70	10,082	94,33	10,199	-3,562	< 0,05
	F	34,700					
	N ² _p	0,374					
Career Decision Making	Experiment (N=30)	95,70	7,689	121,50	9,630	-12,393	< 0,05
	Control (N=30)	98,10	12,066	100,60	12,565	-2,812	< 0,05
	F	52,282					
	N ² _p	0,474					

This is consistent with previous research which has proven that self-instruction techniques are effective for increasing self-esteem (Lestari, 2014). Increased self-esteem in the counsel begins with the awareness that they do not want to have low self-esteem which is very inhibiting and detrimental to them to be able to enjoy life more. After that awareness, they begin to motivate themselves to get out of feelings of low self-esteem by using self-verbalization. As a result, their self-esteem has significantly increased. Furthermore, Rostiana proved that the self-instruction technique had a greater influence on self-esteem than thought stopping techniques (Rostiana, Wibowo, & Purwanto, 2018).

Another finding in this research is psychoeducational group with effective self-instruction techniques to improve student self-efficacy. Self-instruction technique is a cognitive behavioral counseling that is expected to direct negative perceptions to new things that are more positive and coupled with changing behavior in a positive direction as well. Dewi and Firdaus have tested the success of self-instruction techniques to improve self-efficacy (Dewi, Atmoko, & Triyono, 2016; Firdaus, Purwanti, & Kep, 2019). The counsel is able to self-verbalize and display new behaviors. New behaviors resulting from increased self-efficacy can easily stimulate individuals to carry out developmental tasks.

Although authors have not found previous research that directly describe the impact of psychoeducational group with self-instruction techniques on student career decision making, this study has proven that the intervention is effective in improving student career decision making (sig. <0.05). This is based on a positive relationship between self-esteem and self-efficacy with career decision making (Nufus, 2019; Setiobudi, 2017). This means that if an individual has high self-esteem and self-efficacy, then the level of career decision making is also high. Besides self-instruction techniques will form individual cognitive structures so that individuals will be able to make important decisions in their lives according to their abilities

In this study, authors realized there were still some deficiencies. First, no follow-up data. No follow up data will determine whether the impact of the intervention will long last of temporarily impact only. Second, the self-report instrument may collect biases answer submission. The self-report data credibility will be so much depended on the level of cognitive, emotion, and situation when the participants give their answer. Therefore, it is expected that in the future, researchers would consider to do a longitudinal study with mix method approach to enrich and support what quantitative approach has achieve.

Conclusion

Based on the research findings, it can be concluded that psychoeducational group with self-instruction techniques is effective to improve self-esteem, self-efficacy and student career decision making of students. The findings of this research can be used to optimize guidance and counseling services in the personal, educational, social and career aspects and be a reference in conducting further research.

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