

The Influence of Students' Perceptions About Career Information Services on Self-Efficacy of Students' Career Decision Making

Umi Haryati^{1✉}, Edy Purwanto², Awalya³

Universitas Negeri Semarang, Indonesia

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Abstract

The lack of information related to education, position, or work that matches students' abilities is one of the obstacles that students cannot make appropriate career decisions. The purpose of this study is to empirically examine the effect of students' perceptions of career information services on career decision-making self-efficacy. The research respondents were 108 SMK students selected by quota random sampling technique. The data analysis technique used was simple linear regression analysis with the help of SPSS 24. The results showed that there was a significant relationship between students' perceptions of career information services on career decision-making self-efficacy by 16% ($\beta = 0.40$, $p < 0.01$). The quality of good career information services will affect the self-efficacy of good career decision making.

✉ Correspondence address:
Kelud Raya 365A
E-mail: alamat@email.mu

INTRODUCTION

Guidance and counseling activities in schools, one of which is in the form of career guidance information services. In providing career information services in schools, BK teachers must have the ability to provide an optimal career guidance service process consistently and be able to develop a curriculum that is suitable for students (Lestari & Supriyono, 2016). The process of providing optimal career guidance services can be realized if it is carried out by professional teachers (Albisri, 2017). Career information service as one of the guidance and counseling services whose activities are student-centered. To find out the success of career guidance service activities, it can be seen from students' perceptions of career guidance services (Sadewi et al., 2019).

Through perception, humans are constantly in touch with their environment. This relationship is done through the senses, namely the senses of sight, hearing, touch, smell. Perception takes place when a person receives a stimulus from the outside world which is captured by his auxiliary organs which then enters the brain. In it occurs the process of thinking which ultimately manifests in an understanding. This understanding is more or less called perception. Students' perceptions of this career information service need to be known with the consideration that students are the main target of the guidance and counseling program provided by the school. Thus, some appropriate adjustments can be made so that this career guidance gets an interesting appreciation by students. Regarding guidance and counseling, there are many perceptions that develop among students, including that guidance and counseling are very boring, unattractive, and make you sleepy. And providing career guidance is expected that students' perceptions of guidance and counseling, especially career guidance, are not scary anymore (Asfarina et al., 2016).

The results of a preliminary survey conducted by researchers on 60 vocational students in the city of Semarang showed that 60% of their career aspirations wanted to be entrepreneurs, work in companies and 20% still wanted to be successful people. This shows that their mindset about the types of careers is still narrow, even though there are so many career options available. Meanwhile, on the Sinar Harapan Daily (28 May 2019), 2018 Susenas data showed 61% of vocational students did not understand where they should take further education. In a state of urgency like this,

adolescents make decisions to choose majors influenced by parents and peer groups (peers), where the advice is subjective. The results of interviews conducted by the author on 10 vocational students in the city of Semarang show that most students do not understand their talents, interests and various kinds of information about careers. This can be seen from their answers, from 10 students, 8 of them are still unsure about the career choice to be taken, even though they have chosen majors that should have been adjusted to their career interests.

This condition is inversely proportional to the career development process, children need to develop an understanding of the time perspective in seeing their future (Rohmawati, 2019). Children need to have an understanding of the future by involving decisions that will now be implemented such as choosing a secondary school that will affect their career choices later. Career awareness children will have broad insight into the types of work that exist in the world, setting goals professionally and achieving goals (Yasmiri et al., 2017). An important foundation in planning for the future effectively (Chan, 2020); and play a role in making decisions in life, success and resilience in overcoming various situations that will arise in life and the world of work (Glessner et al., 2017).

One of the assumptions that guide this research is that effective career decision making is closely related to self-efficacy on one's career decision-making ability (Bisri et al., 2018). Low self-efficacy in career decision making is related to the individual's ignorance of their strengths and weaknesses, not getting information about career plans, unable to set goals, cannot make career plans, and cannot solve problems related to their careers (Khumaeroh et al., 2019; Wright et al., 2020). Meanwhile, students who have high self-efficacy in career decisions means that individuals can successfully perform tasks related to career decisions (Marcionetti & Rossier, 2019).

The low understanding of students' careers at SMK Semarang is certainly inseparable from various problems, so it is interesting to study based on supporting literature references, as research by Oktavia, (2018) which reported that 90% of high school students in Bandung Regency expressed doubts in choosing their careers. Fadli et al., (2019) revealed that individuals should be encouraged to explore career dilemmas and allow them to maintain and improve their potential, continuously by adapting. Career information services are very useful, both for students and their parents in choosing further study majors, or in trying to choose the right job. This makes the basis for the need for assistance, so that students

can make realistic and appropriate choices. Through career information services, it is hoped that it can help students, especially vocational students in Semarang City, to receive and understand various information that is used as consideration in making career decisions.

This study aims to analyze the effect of students' perceptions of career information services on the self-efficacy of students' career decision making. This research is expected to provide input on career information service activities for counselors in order to increase self-efficacy of career decision making.

METHOD

The population in this study were all students of class XII SMK in the city of Semarang with a total, there were 11 State Vocational Schools consisting of 12 class XII in every State Vocational School in Semarang City. In this study, the researcher used a quota random sampling technique, because the study was conducted in three schools that had implemented career information services according to service standards and procedures and based on demography located in the middle of the city, suburbs and remote areas of the city. The schools are SMK N 3 Semarang, SMK N 8 Semarang and SMK N 11 Semarang with a total of 108 students.

Student perception data about career information services and career decision-making self-efficacy data were collected using a Likert scale of 1-4. The scale was developed by the researcher. To determine the level of validity and reliability of the items of the research instrument, the research instrument was first tested with the instrument, namely the validity test and reliability test. Based on the calculation, the data obtained are 3 question items declared invalid from 20 students' perception items about career information services and 3 items invalid statements from 30 students' career decision-making self-efficacy statements. The reliability test of the questionnaire in this study used the Alpha Cronbach formula, with the results of 0.750 on the student perception item and 0.867 on the career decision-making self-efficacy item.

RESULT AND DISCUSSION

Analysis of the influence of students' perceptions of career information services on Self-Efficacy. Career decision making for class XII SMK students in Semarang City uses the SPSS 24 correlation test application with the enter method. Basically, there are several types of

methods that can be used, which are distinguished based on the type of output or output produced even though the result value remains the same. Researchers chose to use this method because this method is simple, and the output data produced is in accordance with what is needed as stated in the results of this study.

Table 1. Recapitulation of regression analysis results

Variable	M	SD	β	t
Career information service perception	32.43	2.76	0.40	4.44
Self-Efficacy	95.94	9.17		

Description: R² = 0.16, F (1.106) = 19.69*

*p<0,01

The results of the regression analysis as contained in Table 1. indicate that there is a positive relationship between perceptions of career information services and career decision-making self-efficacy (β=0.40, p<0.01). Students' perceptions of career information services explain the variance of self-efficacy of career decision making by 16% (R² = 0.16). This means that the higher the student's perception of the student's career information service, the higher the self-efficacy of the student's career decision-making ability. The magnitude of the correlation or relationship (R) between students' perceptions of career information services on career decision-making self-efficacy is 0.40.

The results of the regression analysis showed that the perception of career information services contributed positively to the self-efficacy of students' career decision-making abilities. Students who receive career information services will positively evaluate the career information services they receive, so that career information service information is used as a source of consideration in making future career decisions. The more career information students receive, the more they will shape their career understanding, so that they can support students in making career decisions. Therefore, the quality of career information services and career understanding are factors that contribute to improving students' career decision-making abilities.

The results of the regression analysis also show that the perception of career information services partially contributes to the self-efficacy of students' career decision making. The results of this study support the opinion of Fatimah et al., (2012) that career information services are a form

of guidance to assist students in planning, developing and solving career problems, such as understanding of positions and work tasks, understanding of conditions and abilities, self, understanding environmental conditions, planning and career development, job adjustment and solving career problems faced. Yatmawati (2019) also argues that careers begin to be built and developed since school and career can also be said to be a desired goal, both related to a particular field of education, work or a profession. The educational period that students pass in SMK will be very meaningful in fostering and finalizing the preparation of job choices and preparing work plans that are suitable for each of them (Dumulescu et al., 2015). Accurate information about the world of work and oneself is important to influence adolescents' perceptions of career decisions so that adolescents can adjust career choices to their potential (Wu et al., 2012). Career information services for individuals who are in the exploration stage help individuals understand relevant factors and gain experience in making career choices, exploring fields of work in relation to their interests and abilities, making plans and developing strategies for achieving them (Khairun et al., 2016).

The perception of career information services in this study was tested to significantly influence self-efficacy in making career decisions. The success of career guidance in self-efficacy in making career decisions can occur one of them because it uses a cognitive social approach (Anggita et al., 2021). Social cognitive theory according to Bandura (1997) emphasizes the view of someone who is active and as a user of cognitive processes to describe events, anticipate the future, choose actions and communicate with others (in Pervin & John, 2001). Bandura in his theory, emphasizes the importance of self-perception (self-efficacy) as a cognitive mediator in acting. While considering his or her actions, a person makes decisions about his or her ability to perform those actions (assessment of self-efficacy). Self-efficacy assessment will affect a person's thoughts, emotions and actions in achieving his goals. Next, someone will set standards and goals and make judgments about the ability to perform tasks or take actions. Based on this description, students' perceptions of career information services can contribute to the self-efficacy of students' career decision making. The school needs to take steps to improve the quality of career information services, as well as to understand students' careers effectively so that students have the ability to make good career decisions.

Based on the results of research on the effect of students' perceptions of career information services on career decision-making self-efficacy, it was found that the influence of students' perceptions of career information services on career decision-making self-efficacy has a significant value. This is because career understanding is a clear and accurate picture of the world of work and career decision making information. This means that career information services will provide a good understanding of careers so that they have the closest relationship with career decisions. Someone who has a career understanding knows various information about careers and how to make career decisions.

CONCLUSION

Students' perceptions of career information services have a positive effect on self-efficacy in making career decisions for class XII SMK students in Semarang City. The higher the level, the better (higher) students' perception of career information services, the higher the self-efficacy of students' career decision-making abilities. If it is associated with the career guidance process, students in this career guidance information service previously determine the targets to be achieved according to the degree of confidence that they can meet those targets well. After that, the individual learns from the experience of himself and others by way of self-reflection and seeing the behavior of others, then critically analyzes it so that he finds new understanding. During the process of discovering new understandings, individuals will experience a learning process from their experiences and their environment.

Suggestions from the results of this study are, 1) for school counselors, it is hoped that they can provide guidance and counseling services better according to student needs so that students have a better perception of social information services. It is also recommended to accompany the development of self-efficacy in student career decision making more intensively in an effort to help develop students' self-adjustment abilities, 2) for other researchers who are interested in developing research on the effect of perceptions of career information services on career decision-making self-efficacy. can control the independent variables before conducting research. In particular, it is for a similar type of research, namely *ex post facto*. Then the results that will be obtained are more in line with what they should be, the dependent variable is only influenced by the independent variable intended in the study.

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