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The Contribution of Students Psychological Assesment in Career Decision-Making Self-Efficacy (CDSE-SF)

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Abstract

This quantitative comparative research study examines Career Decision-Making Self-Efficacy Scale — Short Form (CDSE-SF-SF) between students who have taken psychological assessment tests and who have never taken a psychological assessment test, in junior high school students in Central Java Province. This study also measured the difference in Career Decision-Making Self-Efficacy based on gender and the origin of the residency area. Bandura's Self-Efficacy Theory functions as a theoretical framework, while sampling uses cluster random sampling to obtain students who have taken psychological assessment tests (N = 167), and those who have never followed (N = 186) students. Data collection was carried out through a direct survey consisting of 25-questions Career Decision-Making Self-Efficacy Scale-Short Form (CDSE-SF-SF). T-test data analysis showed that there were significant differences between students who had taken IQ test, aptitude test and interests test with those who had never followed. The results is IQ test (t (353) = 2.744, p> 0.05), aptitude test (t (353) = 4.327, p> 0.05) and, interest test (t (353) = 4.991, p> 0.05). This implies that the factors of individual participation in psychological assessment tests contribute significantly to the Career Decision-Making Self-Efficacy relationship. On the basis of these findings, it is recommended that career decision making must be improved in schools using career guidance and counseling strategies by involving other parties, one of which is the use of psychological assessment tests.

Keywords: Career decision-making self-efficacy; IQ test; Junior high school; career development.

1. Introductions

The period of junior high school is a very important period for career preparation and determination. At this time students will begin to determine their destiny in the next three or four years, namely choosing a school to major in higher education (SMA / SMK). Furthermore, from the results of this establishment, it will certainly have an impact on career decisions when the student enters the lecture period later. Understanding career decisions is closely related to the self efficacy of each student. Self efficacy is defined by Bandura (1997) as "judgment of someone over his ability to plan and carry

out actions that lead to achieving certain goals". The term self efficacy is popularized by Bandura which refers to beliefs about a person's ability to organize and carry out actions to achieve results. In other words, self efficacy is a self-assessment belief regarding a person's competence to succeed in his tasks. In connection with this career, junior high school students should understand how to make career decisions. In general, SCCT refers to influences among individuals, their behavior, and their environments and how these factors ultimately shape thoughts and behavior. In addition, SCCT attempts to explain the development of career interests and choices (Albert & Luzzo, 1999).

According to Taylor and Betz (1983), CDSE-SF is important in influencing individual careers in decision making. Research shows that with a variety of CDSE-SF things related to career cognitive and behavioral outcomes, including career determination, career decision making, career optimism, career commitment and many others. efforts to explore the internal processes underlying CDSE-SF and analyze how efforts to explore the internal processes underlying CDSE-SF and analyze how processes can function to improve life satisfaction. The original CDSE-SF construction was developed largely based on career maturation theory, which shows different domains affiliated with career-related beliefs (Crites 1978). However self-efficacious beliefs related to career problem solving are more closely related to life satisfaction and can mediate the influence of domains.

In fact not all students are able to make the right career decisions. Data obtained from Kawenggo (2010) research on case studies of career maturity of grade IX students at SMP N 7 Gorontalo found that 70% of the total sample of 120 students were confused and had difficulties in determining career decisions. Other findings were also obtained from Muzidin (2010) that career determination in class IX students of SMP N 6 Yogyakarta was 100% determined by parents, meaning that junior high school students were not yet mature in career decision making. This kind of phenomenon should be of particular concern especially for counselors to be intervened, so that the number of students who will determine the direction of choosing a career can choose more specifically and there is maturity in choosing a career.

Viewed from the practical side of counseling guidance services at schools, showing a lower portion with other countries where students' career maturity is always prepared early. Therefore career guidance services provided to junior high school students tend not to have an impact on the development of students' ability to strengthen their chosen career direction. Whereas it refers to the 'standard of student independence (SKK-SMP), then they are required to have career insight and readiness by recognizing the abilities, talents, interests, and direction of career trends (KEMENDIKBUD, 2016) '. Whereas to

understand this, an understanding of self efficacy is needed to support students to facilitate them in establishing the direction of their career choices.

Until now there is no career guidance service model that is specifically directed to develop self-efficacy of students in deciding the choice of direction of their own career. 'The career guidance service model is in the form of career oration, career information, or only career content (KEMENDIKBUD, 2016) '. Therefore, it is necessary to have a career guidance model that can facilitate counselors in developing a career guidance model based on Social Cognitive Career Theory (SCCT), which is expected to: (1) be a content guide for counselors in providing career services that can improve self efficacy in taking the direction of choosing a student career. (2) contributing to students in mapping the chosen direction of the career, so that junior high school students are able to plan directions for choosing a better career, and (3) in line with the 2013 curriculum. Which can help junior high school students establish career choice when entering a higher level (SMA / SMK).

2. Methods

The participants in this study is junior high school students in Central Java Province including ex-residency representatives in Central Java who were randomly selected, so as to obtain 353 student respondents. Data collection was carried out through a direct survey consisting of 25-questions Career Decision-Making Self-Efficacy Scale-Short Form (CDSE-SF-SF). T-test. Tteh procedure is researcher contacted the schools and requested their permission for their students' participation. Upon the instructors' approval, the researcher arrived at the classes on the agreed date, distributed the informed consent form to the students in the class, and asked for their consent to voluntarily participate in this survey. The participants received one questionnaire and a cover letter that explained the purpose of the study. The participants were asked to complete the questionnaires during regular class time and return them directly to the researcher and were assured of confidentiality and were informed that their responses would be anonymous and used only for this research. They received no form of compensation or credit for their involvement in the study.

3. Career Decision Self-Efficacy Scale Short Form

The Career Decision Self- Efficacy Scale-Short Form (CDSE-SF: Betz & Taylor, 2006; Taylor & Betz, 1983), consisting of 25 questions measuring beliefs about successfully

completing tasks necessary for career decision-making, was used to measure partic-ipants' levels of career decision selfefficacy. The CDSE-SF, consisting of 25 items is a shortened version of the original Career Decision Self-Efficacy Scale, which con-sisted of 50 items (Taylor & Betz, 1983). Participants select from a 5-level confidence continuum, ranging from no confidence at all (1) to compete confidence (5) in the following 5 subscales: (1) Self-Appraisal; (2) Occupational Information; (3) Goal-Selection; (4) Planning; and (5) Problem Solving (Betz & Klein, 1996). The CDSE-SF yields six scores; subscale scores for the five components of career decision self-efficacy and a total score. Total summed scores range from 25 to 125, with higher scores indicating greater levels of career decision-making self-efficacy. CDSE-SF response values for the five items for each scale are summed and then divided by 5. Scores are interpreted relative to their prediction of approach versus avoidance behavior. High self-efficacy or confidence predicts approach behavior, while low selfefficacy predicts avoidance behavior.Therefore, confidence scores are interpreted relative to the original response continuum.

4. Result

Analysis of CDSE-SF different test results between students who have / have been and those who have never taken an IQ test using t-tests. The results obtained are there are significant differences in CDSE-SF results as a whole between students who have taken an IQ test and who have never followed with a score of t (353) = 2.744, P <0.05 but there is one aspect in CDSE-SF that there is no difference significant, namely the aspect of Occupational Information with a score of t (353) = 1,335, P> 0.05. For more details can be seen in the table 1.

CDSE-SF test results differ between students who have / have never and have never taken a talent test using t-tests, namely there are significant differences in CDSE-SF results overall between students who have taken a talent test and who have never followed with a t score (353) = 4,327, P <0.05 which includes all five aspects: 1). Self Appraisal, 2). Occupational Information, 3). Goal Selection, 4). Making Plan for the Future, and 5). Problem Solving. For more details can be seen in the table 2.

The results of the CDSE-SF test differ between students who have / have never and have never taken an interest test using t-tests, namely there are significant differences in CDSE-SF results overall between students who have taken an interest test and who have never followed with a t score (353) = 4,991, P <0.05 which includes the five aspects, namely: 1). Self Appraisal, 2). Occupational Information, 3). Goal Selection, 4). Making

TABLE 1: Results of the CDSE-SF t-test between students who have and have never taken an IQ test.

Variable	Groups	M	SD	T	P
Self Appraisal	Ever	14.9031	3.27492	2.026	0.044
	Not yet	14.1933	2.71929		
Occupational Information	Ever	21.5463	4.96994	1.335	0.183
	Not yet	20.6891	6.81816		
Goal Selection	Ever	18.5286	4.05524	2.790	0.006
	Not yet	17.3193	3.35709		
Making Plan for The Future	Ever	18.2423	4.01307	3.965	0.000
	Not yet	16.4874	3.70722		
Problem Solving	Ever	16.9559	3.97534	2.189	0.029
	Not yet	16.0084	3.51870		
CDSE-SF	Ever	90.1762	18.49575	2.744	0.006
	Not yet	84.6975	15.88174		

TABLE 2: Results of the CDSE-SF t-test between students who have and have never taken a aptitude test.

Variable	Groups	M	SD	T	P
Self Appraisal	Ever	15.2840	2.58632	3.685	0.000
	Not yet	14.0968	3.40925		
Occupational Information	Ever	22.3333	6.08429	3.424	0.001
	Not yet	20.2796	5.10191		
Goal Selection	Ever	18.9506	3.27763	4.024	0.000
	Not yet	17.3387	4.18470		
Making Plan for The Future	Ever	18.5617	3.30995	4.203	0.000
	Not yet	16.8333	4.34451		
Problem Solving	Ever	17.3457	3.18833	3.389	0.001
	Not yet	15.9946	4.23052		
CDSE-SF	Ever	92.4753	14.91183	4.327	0.000
	Not yet	84.5430	19.22641		

Plan for the Future, and 5). Problem Solving. For more details can be seen in the table 3.

5. Conclusion

The conclusion that can be drawn from this research is that the role of counselors and counseling and guidance services in schools is still not optimal, especially in the field of career services, including the involvement of other parties in the implementation of career services that have not been maximized. In addition there are also other

TABLE 3: Results of the CDSE-SF t-test between students who have and have never taken an interest test.

Variable	Groups	M	SD	T	P
Self Appraisal	Ever	15.4070	2.51256	4.628	0.000
	Not yet	13.9086	3.45292		
Occupational Information	Ever	22.4477	6.02360	4.009	0.000
	Not yet	20.0571	5.04886		
Goal Selection	Ever	18.9360	3.36328	4.065	0.000
	Not yet	17.2857	4.15069		
Making Plan for The Future	Ever	18.7209	3.36355	5.169	0.000
	Not yet	16.5886	4.27394		
Problem Solving	Ever	17.4012	3.35198	3.795	0.000
	Not yet	15.8686	4.13701		
CDSE-SF	Ever	92.9128	15.27328	4.991	0.000
	Not yet	83.7086	18.91392		

factors that have an influence on student career self-efficacy, one of which is personality hardiness (Jie-Tsuen, 2014).

On the basis of the findings of the study, recommendations can be made for counselors and teachers for guidance and counseling, that career decision making must be improved in schools using career guidance and counseling strategies by involving other parties, one of which is the use of psychological assessment tests.

A few limitations of this study should be noted. First, sample collection can be extended to other provinces with different cultural conditions. Therefore, the cross-cultural generalizability of the results may be a concern. To broaden the applicability. Future research expand the findings of this cross-sectional study by replicating the present model through a longitudinal research design in order to allow for more definitive causal conclusions.

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