



ESTABLISHMENT OF CAREER SELF EFFICACY CAPABILITIES THROUGH GROUP GUIDANCE WITH PROBLEM-SOLVING TECHNIQUES

Akhmad Abdul Hakim¹, Agus Supriyanto^{2*}, Bambang Suprihatin³, Nurlita Hendiani⁴

¹Teacher Professional Education, Universitas Ahmad Dahlan, Yogyakarta, Indonesia

²Guidance and Counselling, Universitas Ahmad Dahlan, Yogyakarta, Indonesia

³State Vocational High School 1 Tanjungsari, Gunungkidul, Indonesia

⁴The National Narcotics Agency of the Special Region of Yogyakarta, Indonesia

*agus.supriyanto@bk.uad.ac.id

ABSTRAK

Career confidence needs to be developed through career guidance services by school counsellors. Not all individuals have confidence in their career, although various studies have tested it effectively. This study focuses on increasing self-efficacy through group guidance services with problem-solving techniques expected to increase students' self-efficacy to achieve optimal career development. This research is qualitative research with literature study with data collection techniques are journals, articles and books from 2014-to 2022 to find the concept of implementing career self-efficacy formation through problem-solving techniques with group guidance services. The data analysis technique was analysed descriptively qualitatively through the stages of data reduction from various relevant writings. Low self-efficacy is a belief with the characteristics of being slow in fixing or regaining self-efficacy when faced with failure, unsure of being able to meet the problem, avoiding complex problems, reducing effort, quickly giving up when facing difficulties and doubting one's abilities. Problem-solving needs to be implemented in group guidance services to develop career self-efficacy. Counsellors must be able to implement problem-solving techniques in group guidance services to develop career self-efficacy.

Kata Kunci: *Group Guidance; Problem Solving; Self-Efficacy*

INTRODUCTION

In the current era of globalisation, we must have mature readiness in both work and education (Istiqailia & Sa'idah, 2021). Education is essential in the development of students or learners because education is the main thing in choosing, preparing and realising career development (Ningrum & Rahmawati, 2022). As an effort to prepare students to discover a career to live a calm, happy, safe and prosperous life, both in life in this world and in the hereafter (Djollong, 2015). Islam is a religion that obliges its people to study. In other words, every Muslim is obliged by law to examine (Mutia et al., 2020).

One aspect of career success includes self-efficacy, such as self-confidence, decision making, functions and goals based on experience and social and cultural circumstances (Pambudi & Kesuma, 2016). Self-efficacy is an individual's belief in his ability to succeed and that he will succeed in doing something (Jatisunda, 2017). According to Ningrum & Rahmawati (2022), self-efficacy is an individual's self-confidence to organise, control and carry out a series of actions using the skills possessed to carry out career development effectively to achieve the expected results. The influence of career self-efficacy on the individual's way of thinking will be able to direct his motivation and actions to achieve a positive outcome for the individual. Therefore, self-efficacy is needed to support career maturity and preparation to develop a promising career. In Indonesia, individual career problems cause this condition (Supriyanto et al., 2022).

Adolescent problems related to self-confidence in career development are still widely experienced. According to Mutia et al. (2020), some of the issues they encounter, namely the inability of a person to achieve the desired achievement caused by a lack of enthusiasm or lack of self-motivation to be more diligent and low self-confidence, which results in a person easily giving up when facing difficulties or obstacles in preparing for career development (Noviandari & Kawakib, 2016). Self-efficacy is needed to deal with these various problems in the learning process and plays a vital role in one's success related to belief in one's ability to do something to achieve optimal results (Hananto, 2019). Determining a choice isn't easy. Many things must be considered in choosing a career (Satria & Wahyuna, 2015). The ability to make good career decisions is strongly influenced by individual factors, namely their high self-efficacy.

Self-efficacy consists of two types, namely high self-efficacy and low self-efficacy. According

to Noviandari & Kawakib (2016), self-efficacy is said to be increased when a person feels confident in his career success and can realise what he aspires to in achieving a future career as desired and expected. Meanwhile, Lubis et al. (2019) revealed that self-efficacy is said to be low when someone feels unsure about realising and planning a future career. Several behaviours with low self-efficacy include easily giving up, getting bored quickly with the given task, and impacting self-development in career planning and career exploration and decision-making (Pambudi & Kesuma, 2016). These problems or effects must be addressed immediately not to hinder his career development.

This means that career development should be planned as early as possible so that you can develop yourself according to your potential (Fatimah, 2018). According to (Istiqailia & Sa'idah, 2021), the development and strengthening of self-efficacy are obtained while at school or at the level of education. Bimbingan dan konseling sebagai sosok personal untuk memfasilitasi individu dalam mengembangkan diri sesuai potensinya dengan berbagai suasana dan inovasinya (Aji et al., 2020). Helping to achieve an optimal level of development in Islam, a counsellor, in addition to carrying out a scientific mission, a counsellor also carries out a sacred task, namely the task of da'wah and a prophetic mission, namely guiding and directing students toward better morals. Individual career development cannot be separated from respective roles by ethics and morals in the Holy Qur'an (Ismail, 2016).

The role of the counsellor to increase students' confidence in career development requires a service, namely guidance and counselling (Kumara & Lutfiyani, 2017). According to Mirawati (2018), in the context of guidance and counselling, the right thing to give is group guidance. Group guidance is an effort to assist individuals by using group dynamics to obtain information to plan and make the right decisions and understand themselves to develop their potential optimally in future career development (F. H. Astuti & Mustakim, 2022). Meanwhile, according to (Saputro, 2021), group guidance is an effort to assist students through groups to obtain good information about education, career, personal and social so that they can plan to make the right decisions, as well as improve and develop an understanding of themselves, others. Others and the environment to support effective behaviour. One method that can be used is the problem-solving method.

Dipublikasikan Oleh :

UPT Publikasi dan Pengelolaan Jurnal

Universitas Islam Kalimantan Muhammad Arsyad Al-Banjari Banjarmasin

Counsellors can develop the ability to believe in themselves through problem-solving. According to Agustina et al. (2017), problem-solving is a method of solving problems, not just a teaching method but also a method of thinking. In problem-solving, you can use other methods that start with looking for data to conclude. The problem-solving technique allows students to find alternative solutions that are solved together by referring to the goals that have been set (Hananto, 2019). Through group guidance services with problem-solving techniques, students jointly provide ideas or opinions about a significant problem that exists in the group and discuss it, as well as develop attitude values in the form of actions that follow actual steps that exist to be revealed in the group (Septiana & Zaini, 2021).

This study focuses on the concept of increasing self-efficacy through group guidance services with problem-solving techniques expected to increase students' self-efficacy to achieve optimal career development. Group guidance services with problem-solving techniques can play a direct role in implementing group guidance which will later train them to grow self-efficacy in students' careers and know the stages, manage, and develop self-efficacy through group guidance services.

METHODS

This research is qualitative research with literature studies related to the variables of group guidance services, self-efficacy and problem-solving techniques. The literature in this study aims to help develop group guidance that aims to increase self-efficacy with problem-solving techniques. This study's data collection techniques were journals, articles and books to find the implementation concept of career self-efficacy formation through problem-solving techniques with group guidance services. The literature used is from the last nine years, from 2014-to 2022. Data analysis techniques were analysed descriptively qualitatively through the stages of reducing data from various relevant writings about

increasing career self-efficacy through problem-solving techniques, then presenting career self-efficacy data through problem-solving techniques, and finally interpreting data to collect information, understand, design and apply the results relevant research.

RESULT AND DISCUSSION

By analysing journals, articles, and scientific books from 2014-to 2022, the findings from the literature study become the primary reference to determine career self-efficacy through problem-solving techniques with group guidance services. This data is reduced and presented through tables. Then the information is interpreted through discussions that are supported and compared through various scientific studies.

By the informations we get from many references in Table 1, career self-efficacy focuses on what a person believes in the ability to succeed that he will succeed in doing something in the development of career self-efficacy that he can achieve persistently, painstakingly, and diligently. Career self-efficacy is an individual's belief in achieving career success well to get the results he wants.

The results of various data analyses raise the concept that information must be conveyed as a subject to be discussed when group guidance occurs. The application of group guidance is carried out in this study (see Table 2) to help someone who has low self-efficacy. This research can contribute theoretically, which is currently limited, especially regarding career self-efficacy.

The data concludes that problem-solving techniques in developing career self-efficacy are a creative process in which individuals assess changes in themselves and their environment and make new choices, decisions and life values to achieve career success. This study (see Table 3) shows that problem-solving techniques can increase the self-efficacy of individual use. This is because problem-solving techniques help individuals improve their ability to overcome some of the problems experienced by a group member.

Table 1. Career Self Efficacy Concept

Topic	Description	Author
Career self-efficacy definition	The individual's belief in his ability to succeed is that he will succeed in doing something to develop the expected career self-efficacy.	Jatisunda (2017)
Career self-efficacy forms	Every individual must own essential aspects because it helps someone be confident and act and face the challenges and obstacles met in a career.	Azizah Batubara (2020) and A. P. Astuti (2019)
Career self-efficacy planning aspects	a. Study career information b. Take additional education (courses) and train to increase knowledge about career decisions c. Knowing the conditions and educational requirements of the desired job d. Can plan what to do after school e. Knowing how and opportunities to enter the world of work you want f. Able to manage free time effectively	Safriani & Rinaldi (2019), Latif et al. (2017), Rustanto (2017), and Satria & Wahyuna (2015)
Some characteristics which have low self-efficacy	a. Slow in fixing or regaining self-efficacy when facing failure b. Not sure I can deal with the problem c. Avoiding complex problems (threats are seen as something to be avoided) d. Reduce effort, give up quickly when faced with problems e. Doubt about his abilities f. He doesn't like looking for new situations	Sembiring (2022), Yunitri & Jatmika (2015), Marini & Hamidah (2014), Lubis et al. (2019), and Saidah & Aulia (2014)

Table 2. Group Guidance Concept in the Development of Career Self Efficacy

Topic	Description	Autor
Group guidance definition in the development of career self-efficacy	Activities of providing assistance or information in developing career confidence are carried out using various media that can be utilised and carried out using group dynamics.	Ana et al. (2017) and Wahyuningsih & Alhusin (2019)
Group guidance goal in developing career self-efficacy	a. Encouraging the development of new thoughts, perceptions and insights for individuals who are expected to assist them in determining the direction of life goals to be achieved b. Used to provide career information needed to make the best decisions about the career they will live.	Umam (2021), Lubis & Khairan (2021), and Armila (2022)
The implementation stages of group guidance in developing career self-efficacy	a. The formation stage, the involvement of members in the group with the aim that group members understand the meaning of group guidance in developing career confidence b. The transition stage, the goal is to free members from feelings or attitudes of reluctance, doubt, shame or mutual distrust to enter the next stage c. The activity stage is the core stage of group guidance activities with the atmosphere to be achieved in developing career confidence d. In the final stage, there are two activities: assessment (evaluation) and follow-up (follow-up).	Guidena: Jurnal Ilmu Pendidikan (2015), Mirawati (2018), and Haolah et al. (2020)

Table 3. Problem Solving Concepts to develop career self-efficacy

Topic	Description	Autor
Problem-solving definition to develop career self-efficacy	A process of developing career self-efficacy in which individuals go through changes in their environment and make new choices, decisions, or adjustments in line with their life goals and values.	Nisa et al. (2021) and Rofi'ah (2021)
The problem-solving goal for the development of career self-efficacy	To guide a person in the process of critical thinking, analytical thinking, reflective thinking, developing career self-efficacy in problem-solving ways and being able to make the right decisions for himself.	Sari (2016) and Senjayawati & Nurfauziah (2018)
Problem-solving steps techniques in developing career self-efficacy	<ol style="list-style-type: none"> Defining a problem, someone is asked to present a problem and then formulate it into an issue agreed upon by all parties in developing career confidence. Diagnose problems, and form small groups to discuss the causes of problems in developing career self-efficacy. Formulate alternative strategies, seek and find various alternatives for problem-solving in developing career self-efficacy. Determine and implement strategies and critical and selective considerations to determine alternatives to be used in developing career self-efficacy. Evaluating the success of the strategy, evaluating how the approach's success is applied in developing career self-efficacy. 	Saraswati & Ratnaningsih, (2017), Adella (2021), Hanggara (2016), Majdi & Ekawati (2020), and Harahap (2019)

This study shows that problem-solving techniques in group guidance services can increase career self-efficacy. Arjanggi (2017) states that the difficulty in making adolescent career decisions is still great. Career decision making is a picture of the suitability between individuals and their jobs and their dynamics in making job choice decisions (Lestari, 2017). However, in reality, the difficulty of making career decisions is due to low self-efficacy. Students who have low self-efficacy tend to feel shy and doubt their abilities in developing career self-efficacy, consider complex problems as a threat, stay silent and don't try seriously and give up when faced with difficulties, and are susceptible to stress and depression (Sumantri et al., 2017).

Career self-efficacy is essential for each individual to face a problem that must be met, including making career decisions. Self-efficacy is an important aspect that every individual must own because it helps someone be confident and able to act and deal with problems, including career decision-making. Students with high self-efficacy tend to have a persistent, tenacious, and diligent effort. The success or success received by the individual facing a problem in his life will help positive feelings towards the individual. At the same time, failure will damage the individual's self-confidence, especially when self-efficacy hasn't been formed strongly (Ana et al., 2017).

Research by Putra et al. (2013) states that someone with good self-efficacy will feel that he is always ready and alert to solving problems without doubts about his condition. Yoannita et al. (2016) also explain that someone who has high self-efficacy in studying or doing tasks will participate more, work harder, last longer when encountering difficulties, and achieve higher levels of achievement. Thus career self-efficacy focuses on what a person believes he can achieve persistently, diligently, tenaciously and diligently.

School counsellors have a vital role in fostering the welfare of their students through services and techniques that are by their competence as school counsellors. The individual counselling services are group guidance services and group counselling services. This study takes group guidance services because group guidance services can facilitate increasing individual self-efficacy in career development.

Various data analyses raise the concept that group guidance must-have information that must be conveyed as a subject to be discussed when group guidance is carried out in this study to help someone who has low self-efficacy so that this research can contribute theoretically, which is currently. This is still limited, especially regarding career self-efficacy.

This study is in line with the results of previous studies. Group guidance services are

intended to prevent problems or difficulties (Nur'aini et al., 2018). This study shows that group guidance services enable students to jointly obtain various materials from resource persons useful for daily life, both as individuals and as students, family members and society (Yulihastuti, 2019). This research isn't in line with Hanum's study, where personal social guidance is one of the service options in implementing group guidance services for students' self-efficacy in helping to determine and develop themselves optimally and independently by their obligations as divine beings. Therefore, this study suggests that group guidance services increase individual career self-efficacy.

Wiantina (2020) on the role-playing method to develop skills, knowledge and attitudes has been proven in education, therapy and management training. However, it is more appropriate to use problem-solving techniques because it can show a creative process. This problem-solving or problem-solving technique is used to guide students in critical thinking, analytical thinking, reflective thinking, developing reasoning power in problem-solving ways and making the right decisions for themselves (Rosidah, 2016). With this problem-solving technique, students will follow technical steps systematically to deal with the problem of poor study habits, starting from students identifying and formulating the problems they face, looking for the source or cause of the problem, looking for alternative solutions to the problem, testing each other's strengths and weaknesses. -Each alternative is made, selected and implemented as the most profitable alternative and assesses the results achieved (Irwanto, 2016).

The problem-solving technique is a creative process where individuals assess the changes in themselves and their environment and make new choices, decisions and life values to achieve career success. This study shows that problem-solving techniques can have the effect of increasing the self-efficacy of individual use. This is because problem-solving techniques help individuals improve their ability to overcome problems experienced by group members. As contained in the Qur'an, Surah Al Insyirah verse 5, 6, namely "because verily after hardship there is ease. Verily, after hardship, there is a relief." There are limitations to this study. The limit is that this research is only conducted in the school environment by guidance and counselling teachers. Further research is recommended to conduct research and development conducted by counsellors outside of education.

CONCLUSION

Self-efficacy consists of two types, namely high self-efficacy and low self-efficacy. Self-efficacy is said to be increased when a person feels confident about his career success and can realise a future career. Low self-efficacy is a belief with characteristics that is slow in fixing or regaining self-efficacy when facing failure, unsure of dealing with the problem and doubting one's abilities. The role of the counsellor to increase students' confidence in developing a career requires a service, namely group guidance. The stages in the implementation of group guidance in developing career self-efficacy are the formation, transition, activity, and termination stages. Problem-solving needs to be implemented in group guidance services in developing career self-efficacy because it can show a creative process. Counsellors must be able to implement problem-solving techniques in group guidance services to develop career self-efficacy.

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