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The Influence of Self-Instruction Techniques on Students' Self-Efficacy and Career Choices

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Abstrak: The high number of vocational school graduates who are employed often find that their competencies and skills do not align with their work. Providing vocational school students with career direction and guidance is crucial so they can focus on developing the necessary skills for suitable job opportunities. This study aims to investigate the impact of self-instruction techniques on students' self-efficacy and career decisions at SMK Negeri 1 Kras, Kediri Regency. The research employed a posttest only control group design with 71 students divided into two guidance and counseling groups. One group received guidance and counseling using self-instruction techniques, while the other group followed conventional methods. Data collection was done through questionnaires, and hypothesis testing was conducted using MANOVA data analysis. The research findings indicate three key points: 1) Self-instruction significantly affects students' self-efficacy, 2) Self-instruction significantly influences students' career choices, and 3) Self-instruction plays a vital role in students' career decisions. Teaching self-directed techniques concurrently impacts students' self-efficacy and career choices, positively influencing students in making well-informed career decisions.

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INTRODUCTION

The vocational education system is primarily designed as an institution that aims to produce graduates who are well-prepared and competitive in the workforce. Despite this intention, there are instances where graduates are not immediately employable. According to the official BPS statistical news BPS (2023), data indicates that the Open Unemployment Rate (TPT) is highest among vocational school graduates at 8.70%, followed by high school graduates at 7.93%. University graduates rank third with a TPT of 5.04%, and diploma graduates follow with 4.64%. Additionally, Ismoyo & Wahjudi (2023) discovered that 63% of vocational school students were not adequately prepared for the demands of the job market.

Referring to the data presented in (Figure 1), It appears that vocational school graduates remain the largest contributors to unemployment. The most significant factor contributing to unemployment in Indonesia is students graduating from vocational schools (Afriadi et al., 2018). The curriculum system implemented in vocational education is aimed at generating learning outcomes that align with the demands of the workforce (Munadi & Triwiyono, 2018). These empirical findings indicate that the goals of vocational education provision have not been realized as anticipated. In light of these circumstances, vocational schools need to conduct assessments and devise improved strategies to better equip future graduates. Despite the primary objective of vocational institutions being to produce skilled workers, this goal has not been achieved as anticipated (Irwansyah et al., 2020).

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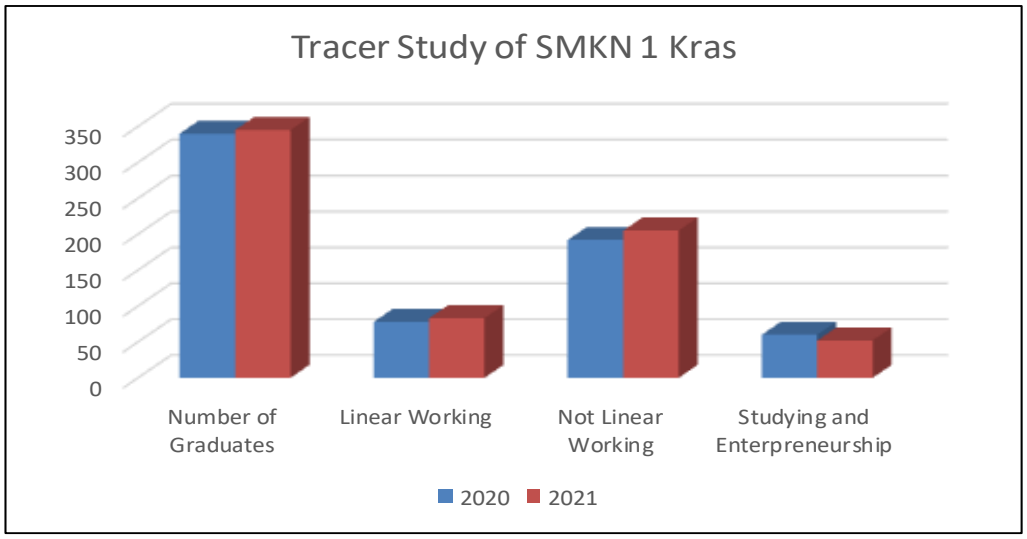

Figure 1. Tracer Study of SMKN 1 Kras from 2020 to 2021

During vocational education, it should provide work readiness provisions in terms of both soft skills and hard skills to enter the world of business and industry (Hardiana et al., 2023). Conditions of job absorption are also found in graduates of SMKN 1 Kras. Data collected for alumni in 2021 states that the absorption of graduates who match their field of expertise is only 19.14%; the rest choose to work according to available job vacancies outside their competencies, and most of their existence is even undetected. Data on graduate absorption sourced from the BKK of SMK Negeri 1 Kras is presented in Figure 1. This figure presents the number of graduates, linear and non-linear jobs, and graduates who continue their studies.

Based on data obtained in 2021, SMKN 1 Kras has a total of 345 graduates. Among them, 83 students are employed in a field directly related to their majors, while 205 graduates work in fields not directly related to their majors. Additionally, 17 students have chosen to pursue further studies, and 35 have opted to start their own businesses. This data on employment outcomes suggests a potential issue with the integration of vocational education graduates into relevant industries post-graduation. It highlights the importance of guiding students to make informed career choices that align with their skills and interests to maximize their potential in the future.

The findings highlight the importance of aligning vocational education with the demands of the job market to enhance graduates' employability. It is crucial for educational institutions to focus not only on imparting technical skills but also on nurturing essential is "Non-technical skills such as communication, teamwork, and problem-solving". By equipping students with a well-rounded skill set, They have an advantage prepared to navigate the complexities is work-related environment. This can help reduce the mismatch between graduates' expertise and available job opportunities, ultimately improving their chances of securing employment in their respective fields. Tackling the issue of underemployment among vocational education graduates requires a comprehensive approach that encompasses skill development and alignment with industry needs.

In this case, efforts to help students select a career need to focus on self-awareness and understanding their self-concept. According to Sa'idah (2018), career benefits related to the future can enhance life satisfaction and self-esteem. The importance of career selection is emphasized as students transition to high school or vocational high school (Nasution, 2018). Sa'idah & Atmoko (2021) highlight the

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significance of thoughtful consideration and planning in choosing a career path. Making informed career choices early on is crucial as it shapes students' future work endeavors post-graduation.

Even though schools implement field or industrial work practice strategies for students to gain direct experience in the industrial world, they still face obstacles such as varying curricula, inadequate work practice placements, and lack of monitoring in the learning process (Wahyudi et al., 2023). Consequently, there may be a lack of alignment between students' skills and the requirements of their workplace after graduation. The discrepancy between students' competencies and their grades is a common issue in vocational education (Putriatama et al., 2016). Therefore, it is crucial to develop and enhance students' self-efficacy. Providing comprehensive guidance to reinforce this aspect is essential.

One aspect of self-concept related to individual career development is self-efficacy. A person's career maturity is influenced by internal factors (arising from within oneself) and external factors (stemming from environmental influences). Self-efficacy is a key factor influencing career maturity, representing a person's belief in their ability to master a situation and achieve success. Additionally, the perception of future career plays a role in an individual's career maturity (Rachmawati, 2012). Strengthening students' self-efficacy in the context of independent learning is challenging. One supportive measure to enhance students' self-efficacy is utilizing self-instruction techniques.

The self-instruction strategy and academic achievement have a direct relationship, as it helps students become aware of their responsibilities and duties, and understand the successes or failures they may encounter in the future (C. et al., 2020). Previous research by Budiningsih (2012), cited by Ardiyanti & Alsa (2015), demonstrated that self-efficacy can predict career decision-making by up to 45.22%. Similar findings were also reported by Ana et al. (2017), highlighting the importance of enhancing the performance of students with low self-efficacy through group guidance at Garuda Nusantara High School to optimize their career prospects. Gainor (2006), as cited by Ardiyanti & Alsa (2015), emphasized that the concept of self-efficacy needs to be associated with specific behaviors to be meaningful.

According to Creed et al. (2006), as cited in Ardiyanti dan Alsa (2015), self-efficacy in career decision-making refers to the confidence an individual has in their ability to make decisions regarding career exploration and selection. Considering the context of the issue at hand, this study aims to delve into the intricate relationship between self-instruction techniques and their impact on students' self-efficacy and career decisions at SMK Negeri 1 Kras, Kediri Regency. By exploring this connection, we hope to shed light on effective strategies that can empower students in making informed career choices and enhance their confidence in navigating their professional paths.

METHOD

The research conducted was quantitative research with a posttest-only control group design. In this design, treatment is administered solely to the experimental group, and both groups are assessed at the posttest (Creswell & Creswell, 2018). The study involved a total of 71 students at SMK Negeri 1 Kras, Kediri Regency, divided into two groups. The first group received guidance and counseling using self-instruction techniques as the experimental group, while the second group, the control group, received guidance and counseling using conventional techniques. Data was collected through a questionnaire, and data analysis was performed using the MANOVA test. The self-efficacy instrument comprised three indicators based on Bandura (2006) efficacy indicators: 1) level; 2) strength; and 3) generality, which were adapted into a 23-item self-efficacy instrument. The career choice instrument included three indicators: 1) self-understanding, 2) understanding the world of work, and 3) planning for the future, and was expanded to 52 items for the career choice instrument.

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FINDINGS AND DISCUSSION

Findings

Before conducting the research, each instrument underwent testing for validity and reliability to ensure that the instruments used for the research were valid and reliable. Both the self-efficacy instrument and the career choice instrument were subjected to a validity test using the Pearson Product Moment on 45 students, resulting in an r-table of .295 with a two-way test. An item is considered valid if the r-count > r-table. Table 1 displays the self-efficacy instrument's validity results, consisting of 23 questions. Table 2 presents the validity outcomes of the student career choice instrument, which includes a total of 52 career choice questions.

Table 1. Validity of Self-Efficacy Instruments

Question items	r-count	Validity	Question items	r-count	Validity
1	0,864	Valid	13	0,802	Valid
2	0,425	Valid	14	0,847	Valid
3	0,610	Valid	15	0,456	Valid
4	0,316	Valid	16	0,442	Valid
5	0,388	Valid	17	0,517	Valid
6	0,770	Valid	18	0,470	Valid
7	0,433	Valid	19	0,447	Valid
8	0,731	Valid	20	0,854	Valid
9	0,507	Valid	21	0,425	Valid
10	0,554	Valid	22	0,488	Valid
11	0,505	Valid	23	0,823	Valid
12	0,867	Valid			

Table 2. Validity of the Career Choice Instrument

Question items	r-count	Validity	Question items	r-count	Validity
1	0,659	Valid	27	0,604	Valid
2	0,539	Valid	28	0,353	Valid
3	0,635	Valid	29	0,449	Valid
4	0,640	Valid	30	0,503	Valid
5	0,617	Valid	31	0,380	Valid
6	0,569	Valid	32	0,435	Valid
7	0,502	Valid	33	0,611	Valid
8	0,461	Valid	34	0,460	Valid
9	0,499	Valid	35	0,422	Valid
10	0,628	Valid	36	0,600	Valid
11	0,562	Valid	37	0,625	Valid
12	0,495	Valid	38	0,317	Valid
13	0,582	Valid	39	0,444	Valid
14	0,593	Valid	40	0,600	Valid
15	0,301	Valid	41	0,494	Valid
16	0,332	Valid	42	0,570	Valid
17	0,471	Valid	43	0,440	Valid
18	0,506	Valid	44	0,388	Valid
19	0,524	Valid	45	0,443	Valid
20	0,373	Valid	46	0,548	Valid
21	0,597	Valid	47	0,476	Valid
22	0,613	Valid	48	0,604	Valid
23	0,428	Valid	49	0,421	Valid
24	0,524	Valid	50	0,555	Valid
25	0,621	Valid	51	0,433	Valid
26	0,526	Valid	52	0,628	Valid

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Based on the results of the validity test of the self-efficacy instrument items listed in Table 1, a total of 23 items have been deemed valid. Here are the results of the validity test for the career choice instrument questions. in Table 2 reveal that a total of 52 items were considered valid. Therefore, it can be inferred that both the self-efficacy and career choice instruments are valid. Subsequently, an instrument reliability test was conducted, and the results are presented in Table 3.

Table 3. Instrument Reliability Test Results

Instrumen	Cronbach's Alpha	N of Items
Self-efficacy	.915	23
Career Choice	.944	52

After conducting the Pearson Product Moment validity test, the instrument was further assessed for reliability using the Cronbach's Alpha test. The reliability test results for the self-efficacy instrument and the career choice instrument are shown in Table 3, with values of .915 and .944 respectively, both exceeding .050. This indicates that both instruments are reliable. Subsequently, the instruments were utilized for data collection in this research.

After data collection, before the data is analyzed for hypothesis testing using MANOVA, the data is first subjected to classical assumption tests including normality tests and homogeneity tests. These tests were carried out to determine whether the research data was normally distributed and homogeneous. The normality test is conducted using the Kolmogorov-Smirnov test and the Shapiro-Wilk test, with a significance value (Sig.) greater than .050 indicating normality and homogeneity. The results of the normality test are shown in Table 4, and the results of the homogeneity test are presented.in Table 5.

Table 4. Normality Test Results

		Self Efficacy		Career Choice	
		Teaching techniques		Teaching techniques	
		Self-instruction	Conventional	Self-instruction	Conventional
Kolmogorov-Smirnov[a]	Statistic	.083	.084	.103	.080
	df	36	35	36	35
	Sig.	.200*	.200*	.200*	.200*
Shapiro-Wilk	Statistic	.989	.984	.970	.984
	df	36	35	36	35
	Sig.	.966	.868	.414	.873
*. This is a lower bound of the true significance.					
a. Lilliefors Significance Correction					

The results of the normality test shown in Table 4 indicate the self-efficacy values of students who received guidance and counseling using self-instruction techniques. The Kolmogorov-Smirnov test yielded a value of .200 > .050, and the Shapiro-Wilk test showed .966 > .050 for this group. For students who received conventional guidance and counseling, the Kolmogorov-Smirnov test resulted in a Sig. of .200 > .050, and the Shapiro-Wilk test showed a Sig. of .868 > .050. The normality test results for the career choice scores of students who received guidance and counseling using self-instruction techniques showed a Kolmogorov-Smirnov test value of .200 > .050 and a Shapiro-Wilk test value of .414 > .050. Table 5 presents the homogeneity test results.

Table 5. Homogeneity Test Results

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Self Efficacy	.287	1	69	.594
Career Choice	1.867	1	69	.176

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Based on the homogeneity test results provided in Table 5, it is clear that. the Levene test was applied to two variables. The analysis revealed that Student self-efficacy yielded a Sig. value of .594 > .050, and career choices yielded a Sig. value of .176 > .050. This indicates that all data values are normally distributed and homogeneous. Following the assessment for normality and homogeneity of all data, it was confirmed that the data is normally distributed and homogeneous. Subsequently, a linearity test was conducted. The linearity test is considered satisfactory if the Sig. value for the deviation from linearity is > .050 or if the Sig. value for Linearity < .050. The outcomes of the linearity test are detailed in table 6 for self-efficacy and table 7 for career choices.

Table 6. Self-Efficacy Linearity Test Results

	Technique * Self Efficacy				
	Between Groups			Within Groups	Total
	(Combined)	Linearity	Deviation from Linearity		
Sum of Squares	7.613	6.130	1.483	10.133	17.746
df	21	1	20	49	70
Mean Square	.363	6.130	.074	.207	
F	1.753	29.643	.359		
Sig.	.054	.000	.993		

Table 7. Career Choice Linearity Test Results

	Technique* Career Choice				
	Between Groups			Within Groups	Total
	(Combined)	Linearity	Deviation from Linearity		
Sum of Squares	8.130	5.935	2.195	9.617	17.746
df	22	1	21	48	70
Mean Square	.370	5.935	.105	.200	
F	1.844	29.624	.522		
Sig.	.039	.000	.947		

Based on the results of the linearity test of guidance and counseling techniques with self-efficacy presented in Table 6, it shows that the Sig. deviation of linearity is .993 > .050, and the Sig. linearity is .000 < .050, indicating that the linearity test is met. Meanwhile, the results of the linearity test of guidance and counseling techniques with career choices presented in Table 7 show that the Sig. deviation of linearity is .947 > .050, and the Sig. linearity is .000 < .050, demonstrating that the linearity test is also satisfied.

After the data meets the classical assumption test, the hypothesis test is then carried out using MANOVA. This test was conducted to assess the impact of self-instruction technique variables on self-efficacy and career choices either independently or simultaneously. The decision-making criteria indicate an influence if the obtained Sig is < .050. Table 8 displays The MANOVA test results utilized Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root as statistical measures.

Table 8. MANOVA Test Results

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Multivariate Tests[a]						
Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.999	29312.014[b]	2.000	68.000	.000
	Wilks' Lambda	.001	29312.014[b]	2.000	68.000	.000
	Hotelling's Trace	862.118	29312.014[b]	2.000	68.000	.000
	Roy's Largest Root	862.118	29312.014[b]	2.000	68.000	.000
Teknik	Pillai's Trace	.512	35.728[b]	2.000	68.000	.000
	Wilks' Lambda	.488	35.728[b]	2.000	68.000	.000
	Hotelling's Trace	1.051	35.728[b]	2.000	68.000	.000
	Roy's Largest Root	1.051	35.728[b]	2.000	68.000	.000
a. Design: Intercept + Techniques						
b. Exact statistic						

Table 9. Test Results of Between-Subject Effects

Tests of Between-Subjects Effects						
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Teknik	Self Efficacy	587.229[a]	1	587.229	36.413	.000
	Career Choice	625.256[b]	1	625.256	34.672	.000
Intercept	Self Efficacy	522456.750	1	522456.750	32396.987	.000
	Career Choice	509474.102	1	509474.102	28251.961	.000
Techniques	Self Efficacy	587.229	1	587.229	36.413	.000
	Career Choice	625.256	1	625.256	34.672	.000
Error	Self Efficacy	1112.743	69	16.127		
	Career Choice	1244.293	69	18.033		
Total	Self Efficacy	524754.000	71			
	Career Choice	510942.000	71			
Corrected Total	Self Efficacy	1699.972	70			
	Career Choice	1869.549	70			
a. R Squared = ,345 (Adjusted R Squared = ,336)						
b. R Squared = ,334 (Adjusted R Squared = ,325)						

Based on the results of the multivariate test shown in Table 8, it indicates that the guidance and counseling techniques have a significant influence on self-efficacy and career choices simultaneously, as evidenced by the Sig. value of .000 < .050 in Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root tests were conducted. Additionally, the test of between-subject effects in Table 9 reveals significant effects on self-efficacy (Sig. = .000 < .050) and career choices (Sig. = .000 < .050). This suggests that guidance and counseling techniques also partially impact each variable. The treatment that demonstrated influence was the one provided to the experimental group, specifically the students who received guidance and counseling using self-instruction techniques

DISCUSSION

Graduates of SMK Negeri 1 Kras, Kediri are displaying inconsistency in preparing students for the workforce. It is essential to cultivate job readiness among graduates who are aligned with their chosen career paths based on their majors. Career decisions typically begin to take shape during secondary school or vocational high school. Students' efforts in selecting careers should be guided and supported to enhance their confidence in making informed choices. This process is facilitated through school-based guidance and counseling services. Thus far, schools have been offering guidance and counseling in

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standardized phases, encompassing initiation, transition, and conclusion stages. Strengthening students' self-efficacy is crucial in the realm of guidance and counseling.

This research involved the implementation of guidance and counseling using self-instruction techniques. This counseling approach helps students enhance their self-efficacy. Through group guidance sessions, students can effectively identify the obstacles affecting their self-efficacy in learning, enabling them to tackle the challenges of their educational tasks. Following self-instruction, students demonstrated significantly improved communication skills (Akgül, 2020). The Self-Instruction technique is designed to boost self-control by employing self-verbalization for motivation and reinforcement during therapy (Tang & Chang, 2006). In counseling sessions utilizing self-instruction, students are encouraged to seek guidance. Initially, the teacher, acting as a counselor, provides instructions to students. In the initial phase, students are encouraged to become more aware of their thoughts, emotions, behaviors, interactions with others, and their surroundings.

Next, students practice the teacher's instructions repeatedly through verbalization and activities. In the second stage, they conceptualize the problem. The teacher identifies irrational thoughts and feelings that cause issues. The final step in implementing self-instruction is for students to apply the modeling process. In this case, the teacher provides an example, and then the students imitate it with the therapist. Once they are capable, the students perform the task independently. This stage represents a behavioral change through self-expression. Guidance and counseling using self-instruction techniques can foster positive thoughts in individuals through various stages to enhance each student's behavior. Self-instruction offers the advantage of transforming negative thoughts into positive ones in the individual being counseled, with various stages aimed at improving their behavior (Mcleod 2010).

The findings from the conducted research indicate that guidance and counseling utilizing self-instruction techniques have a significant impact on students' self-efficacy and career decisions. Moreover, self-instruction techniques have a simultaneous significant influence on both aspects. Motivation and self-efficacy have a positive relationship with each other in relation to students' work readiness, especially when supported by career guidance activities (Afriadi et al., 2018). Self-efficacy does not simply emerge, it is accompanied by other factors. Self-efficacy and strong motivation mutually reinforce each other (Masrun & Rusdinal, 2022). Self-efficacy refers to an individual's confidence in their capability to plan and execute actions necessary to accomplish specific goals. (Susilowati et al., 2022).

This discovery aligns with the study by Indrawati et al. (2018), which demonstrated that self-instruction techniques can enhance students' self-confidence. Additionally, the findings of this study are corroborated by the research of Meitasari et al. (2020), which showed that self-instruction techniques can boost students' self-efficacy and their decision-making regarding careers. Their research confirmed that self-instruction techniques can shift negative perceptions towards new, more positive perspectives, leading to positive changes in student behavior. Self-efficacy is closely linked to autonomy in career selection (Wahyuningrum & Fransiska, 2023). Students have a valuable perspective on autonomous learning skills, which include the ability to independently decide what to learn, how to learn, and how to assess their learning. They also have a strong understanding of how to showcase their competencies (Sujati et al., 2023).

CONCLUSION

Based on the research results, it can be concluded that guidance and counseling using self-instruction techniques have a significant influence on students' self-efficacy and career choices both partially and simultaneously. The utilization of self-instruction techniques has been shown to positively impact students, enhancing their self-confidence and focus in making career decisions. This suggests that incorporating self-instruction

methods in guidance and counseling sessions can play a crucial role in empowering students to make informed and confident choices regarding their future career paths.

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