

THE EFFECTIVENESS OF GROUP COUNSELING ABILITY POTENTIAL RESPONSE AND LIVE MODELING TECHNIQUES TO INCREASE SELF EFFICACY ADAPTABILITY OF CAREER CHOICE

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ABSTRACT

Self-efficacy adaptability of career choice is an interesting discussion for every individual, while adolescence is an important period in making career decisions. The importance of individuals having self-efficacy, adaptability of career choices will affect their career life in the future. This study used a randomized pretest-posttest comparison group design. The subjects of this study were 24 students who were divided into three experimental groups. The data collection instrument used the self-efficacy Scale of career choice adaptability. The results showed that group counseling with the ability potential response technique, live modeling, and the combination of the two techniques were effective in increasing the self-efficacy of students' career choices and group counseling combined with the ability potential response and live modeling techniques proved to be more effective than the live modeling and ability potential response groups. to increase the self-efficacy adaptability of students' career choices with a group average score of 165.63 or 89.52% in the very high category. Further discussion is addressed in this study.

Keywords: Ability potential response, live modeling, self efficacy adaptability of career choice.

INTRODUCTION

Adolescence is a time for individuals to start making career plans by exploring and looking for career information of interest and starting to make career choice decisions for themselves. Not all individual teenagers at this stage are able to make career choice decisions easily, many of them feel confused about which career to choose in the future. In the era of the industrial revolution 4.0 and society 5.0, which is all-digital, system changes will be faster, this is marked by the development of science and technology, the effect of which will appear in new fields in the world of work. Knowledge-information-Service Era Changes in Work and Education and the Changing Role of the School Counselor in Career Education, states that there have been changes in the social, economic, government, career, education, work, and other living systems which are a reflection of the changes that have occurred. occurred in the era of globalization of the 21st century and was in the era of disruption of the industrial revolution 4.0 and society 5.0. As careers are increasingly diverse, fragmented, and global, the ability to adapt and navigate one's development in a work context has become an important concept (Zacher, Ambiel, & Noronha, 2015). Meanwhile, the competition to enter the world of work is also getting tougher and more competitive. Changes in work and the workplace present challenges to education and the place of education, to give concentrated attention to career development. In order to achieve career success in the future it is necessary to plan, direct, and make decisions and provide a sense of satisfaction in accordance with themselves and their environment. And not only that,

it requires the ability to adapt and be able to handle unexpected situations, especially in the current conditions where the impact of the COVID-19 pandemic.

Corona virus disease 19 (Covid-19) is an epidemic that causes serious health problems in almost all countries in the world. The number of infections and deaths due to this epidemic as of September 26, 2020 reached more than 32 million and 980 thousand people in the world (Our world in data, 2020). It is predicted that the number of infections and deaths will continue to increase every day, in line with the low public awareness to comply with the health protocols set by the World Health Organization (WHO) (Zhao et al., 2020). The education sector is one of the many lines that have experienced very significant changes since the emergence of the Coronavirus Disease (Covid-19) outbreak. Globally, it was recorded that as of September 4, 2020, more than 1,277 million students from 73 countries were affected by the termination of teaching and learning activities as a step in anticipating the spread of Covid-19 (Wikipedia, access September 27, 2020). Covid-19, on the other hand, individuals must also prepare for a career that has been planned more carefully. Because individual adolescents actually have the ability to master and take advantage of future changes, it is necessary to understand the adaptability of their careers. In career construction theory, adaptability is a personality trait of flexibility or willingness to change (Savickas & Porfeli, 2012). According to Suhaman (2005) decision making is a process of choosing or determining various possibilities among uncertain situations. Stoner (2003) considers decision making as a process of selecting a course of action as a way to solve a particular problem. based on some of these definitions, it can be concluded that career choice decision making is a result of mental or cognitive processes that lead to a path of action or implementation in the selection of alternatives to solve problems. This is also revealed in the results in the field that 70% of students, including the adaptability of their career choices, are in the low category. Budiningsih (2012) suggests that self-efficacy is able to predict career choice decision making. Widyastuti and Pratiwi (2013) also found that self-efficacy results were more influential on the stability of career choice decisions compared to family social support.

Meanwhile, in group counseling services, the research uses the ability potential response technique. Panadero, Jonsson, & Botella, (2017) in their research said that the results obtained were proven to be effective in increasing the adaptability of career planning. Nurul Alim, DYP Sugiharto, Awalya (2020) stated that group counseling is effective for increasing self-efficacy and assertiveness of students who experience advanced learning anxiety. In addition to the ability potential response group counseling services, researchers also offer solutions in the form of group guidance services with techniques and live modeling. Techniques and live modeling are expected to increase the self-efficacy and adaptability of students' career choices after conducting group counseling activities. Live modeling is more popular with students and is able to arouse students' interest in increasing positive behavior (Sadewi, 2012). Through the live modeling technique, students are expected to be able to bring up behaviors as demonstrated according to their understanding (Wahyuningsih, 2012). So the purpose of this study is to implement how effective group counseling services are with the ability potential response and live modeling techniques in increasing the self-efficacy, adaptability of students' career choices.

LITERATURE REVIEW

Self Efficacy Adaptability Career Choice

Self efficacy, adaptability of career choices to determine career choices is an individual's self-confidence with a high understanding, career characteristics, and conceptual basis with a hierarchical construct from various dimensions to decide the career choice he wants to pursue.

According to Suhaman (2005; 194), decision making is the process of choosing or determining various possibilities among uncertain situations. In line with what Edward & Tversky (in alduaij, 2012) stated that decision-making ability is a goal-based selection process to reach a certain decision by selecting and comparing alternatives and the possibilities that will arise as a result of the choice of the career. Thus, self-efficacy, career choice adaptability, is the self-confidence of an individual in the process of selecting and comparing several alternative career choices that he or she will best undergo through collecting facts and data about oneself and the environment as well as the opportunities that exist with mature self-confidence.

Group Counseling

Group counseling is one form of counseling by utilizing groups to help, provide feedback and learning experiences with the principle of group dynamics intended to alleviate problems experienced by one/group member and prevent the development of problems or difficulties in counselees (students). Wibowo (2019) Group Counseling is a form of counseling by utilizing groups to help, provide feedback and learning experiences in group counseling. The process uses the principles of group dynamics and group counseling is a therapeutic group that is carried out to help counselees overcome problems related to life. in the daily process where in the process counselors and counselees focus on conscious thought and behavior to assist counselees in modifying behavior, developing personal relationship skills, values, attitudes, and making career decisions. Corey (2012) classifies "the stages of the group counseling process into four stages, namely the orientation stage, transition stage, work stage, and consolidation stage" in this case there are also 4 stages, namely formation, transition, activity, and termination. The role of the group leader here is to provide reinforcement for the results that have been achieved by the group, especially the active participation of members and the results achieved by each group member.

Elford (2016) provides a seven-step process for professional counselors to follow when implementing role play techniques with a client 1) Warm up, 2) Scene Setting, 3) Selecting roles, 4) Enactment, 5) Sharing and feedback, 6) Reenactment, and 7) Follow Up. Meanwhile, the implementation of role play techniques in group guidance services enters the work stage, in which the seven stages are implemented in the service.

Ability Potential Response Technique Group Counseling

In an ability potential response technique, the counselor shows and displays the potential that the counselee has at that time to enter a certain activity. Ability potential response is a response that is full of support from the counselor where the counselor can verbally acknowledge the potential or capability of the counselee to do something. Mungin Eddy Wibowo explained the verbal group counseling technique, which is a group counseling guidance technique which prioritizes verbal or language in relation to it. Ability potential response is a technique in stimulating group guidance and counseling that focuses on verbal acknowledgment from the counselor to the counselee regarding the ability to be independent in acting. The stages in the activity stage are Initial Disclosure, In-depth Exploration, Commitment to Action and follow-up.

Live Modeling Technique Group Counseling

The live modeling technique is a technique that can provide a direct intervention effect on students by bringing in sources from outside as a way of life to be understood from students, in other words students can directly observe real (live) examples as a guide (Eford, 2016:340). On the other hand, Gantika (2011; 179) argues that live modeling is used to describe certain behaviors, especially complex interpersonal situations in the form of social conversation and

interaction in solving problems. Modeling techniques are not just imitating or repeating what a model (other people) do, but symbolic modeling also involves adding and or subtracting observed behavior, analyzing various observations at once, and involving cognitive processes, training self-confidence. Individuals are able to learn successfully from observing model behavior: attention, retention, motor reproduction, and motivation (Sadewi, Sugiharto & Nusantoro 2012; Arumsari, 2013). There are four processes in the stage of group counseling activities, namely, 1) attention stage, 2) retention stage, 3) reproduction stage, 4) motivation and reinforcement stage.

METHODOLOGY

The research used to answer this problem is a quantitative approach research with experimental research methods. The subjects of this study were class XII students of MA Al Adzkar Demak, totaling 24 students. Sampling of this research using purposive sampling technique based on self-efficacy, adaptability of students' low career choices. Then grouped into three randomly. While the design of this study used an experimental research design with a randomized pre-test post-test comparison group design. This design is an extension of the single group pretest-posttest design. According to Purwanto (2016), the randomized pre-test post-test comparison group design is the best design in controlling the threat of internal validity. In the process, random research subjects will be conducted. The comparison group (pre-test post-test) which includes the experimental group with the Ability Potential response technique, live modeling, and the experimental group with a combination of the two techniques, each consisting of 8 students.

The data collection instrument in this study used the career choice adaptability self efficacy scale instrument developed by Mark L. Savickas (2011), Joel Peter Ogutu, Peter Odera and Samuel N Magaria in 2017 with 37 statements that measure students' career choice adaptability self efficacy with indicators aspects of Enactive Mastery Experience, Vacarious Experience, Social Persuasion, Psychological and Emotion State, Concern, Control, Curiosity, and Confidence which have been tested on 157 high school/vocational/MA level students were analyzed with a significance level of 5% and r table 0.159 all items proved valid. This research was conducted in several stages. First, giving intervention treatment to group A, namely the counseling treatment group, the ability potential response technique group. Experimental group B, namely the counseling treatment group, the live modeling technique group by bringing in direct resource persons. Furthermore, group C is the counseling treatment group, a combination of both ability potential response techniques and live modeling. During the group counseling session each group had 3 meetings with a time of 2x45 minutes for each group.

The last stage is giving post-test to the three groups to see the increase in self-efficacy, adaptability of students' career choices. The post-test data that has been obtained is then analyzed with pre-test data that has been obtained at the beginning using the Paired Sample t Test and One Way Anova test to see an increase in the self-efficacy scores of students' career choice adaptability and the Post Hoc test to see the difference in the effectiveness of the two the technique.

RESULTS

The initial condition of self-efficacy, adaptability of career choice of MA Al Adzkar Demak students in the low category with a pre-test score of 87.63 or equivalent to 47.36% consisting of 24 students, including 23 students or equivalent to 95.83% of students in low category and 1 is equivalent to 4.17% of students in the medium category which shows that the subject of

this study can be generalized in the initial conditions of self-efficacy adaptability of career choice of MA Al Adzkar Demak students in the low category and needs to be given treatment so that this problem can be resolved so that able to increase self-efficacy adaptability of career choices.

Furthermore, from 24 students who have low self-efficacy, adaptability of career choices, they are given treatment in the form of group counseling services. Placement Subjects in each experimental group will be carried out by random assignment, namely: group A as many as 8 students are given treatment potential response ability techniques, group B as many as 8 students are given treatment with live modeling techniques, and group C as many as 8 students are given the combined technique ability potential response and live modeling. Furthermore, group counseling with this technique was then given a post-test to determine the level of change in students' interpersonal communication skills.

Table 1 Results of Descriptive Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test APR	8	80	94	86,25	5,007
Post-Test APR	8	144	156	150,75	4,683
Pre-Test LM	8	73	99	86,13	8,919
Post-Test LM	8	148	162	155,63	4,565
Combined Pre-Test	8	87	95	90,50	3,024
Combined Post-Test	8	161	170	165,63	2,504
Valid N (listwise)	8				

Note:

APR : Ability Potential Response

LM : Live Modeling

From the table above, it is known that the level of self-efficacy adaptability of students' career choices obtained from the paired sample t-test test output from the three treatment groups of 0.000 is smaller than 0.05, so it can be concluded that there is a difference in the average self-efficacy adaptability of career choice for the pre-test and post-test in each treatment group both the ability potential response technique, live modeling, and a combination of both techniques. then it can be concluded that there is a change or influence on the results of career choice adaptability self efficacy obtained from each experimental group after the implementation of group counseling services with predetermined techniques. Where there was an increase in group A pre-test (M= 86.25; SD= 5.007), post-test (M= 150.75 SD= 4.683 $t=-25.727$ $p=0.000<0.01$). Group B had an increase in the pre-test (M= 86.13, SD= 8,919), post-test (M= 155.63, SD= 4,565 $t=-19,249$ $p=0,000<0.01$). Next for group C through the combined technique there was also an increase in the pre-test (M = 90.50 SD = 3.024), post-test (M = 165.63, SD = 2.504, $t = -53,390$ $p = 0.000 < 0.01$). Furthermore, from the One way Anova test, it is interpreted that there are differences in results in each group on the self-efficacy adaptability of students' career choices using group counseling treatment, ability potential response techniques, live modeling techniques and with a combination of techniques (ability potential response and live modeling) as seen from ($F(2.21) = 28.145$, $p = 0.000 < 0.05$) so it can be concluded that the average post-test results of the three experimental groups are significantly different.

Furthermore, to find out which groups have the same and different average output results, it will be tested through a post hoc test. The Tuekey HSD test is a multiple comparison test to determine whether the average output of the group is significant in the number of analysis of variance. Next, to see the average similarity of the results of the post-test, self-efficacy, adaptability of students' career choices through Tukey HSD, we can see in the following table :

Table 2 Table of Paired Samples T Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test APR - Post-Test APR	-64,500	7,091	2,507	-70,428	-58,572	-25,727	7	,000
Pair 2	Pre-Test LM - Post-Test LM	-69,500	10,212	3,611	-78,037	-60,963	-19,249	7	,000
Pair 3	Combined Pre- Test - Combined Post- Test	-75,125	3,980	1,407	-78,452	-71,798	-53,390	7	,000

Note:

APR : Ability Potential Response

LM : Live Modeling

From the table above, it is known that the level of self-efficacy adaptability of students' career choices obtained from the paired sample t-test test output from the three treatment groups of 0.000 is smaller than 0.05, so it can be concluded that there is a difference in the average self-efficacy adaptability of career choice for the pre-test and post-test in each treatment group both the ability potential response technique, live modeling, and a combination of both techniques. then it can be concluded that there is a change or influence on the results of career choice adaptability self efficacy obtained from each experimental group after the implementation of group counseling services with predetermined techniques. Furthermore, group guidance was carried out using these techniques and then given a post-test to determine the level of change in students' interpersonal communication skills.

Table 3. Tukey HSD Test Results

Groups	N	Subset for alpha = 0.05	
		1	2
Post-Test APR	8	150,75	
Post-Test LM	8	155,63	
Combined Post-Test	8		165,63
Sig.		,062	1,000

Note:

APR : Ability Potential Response

LM : Live Modeling

From the table above in subset 1 there is an average self-efficacy adaptability of students' career choices in groups A and B of 150.75 and 156.63 which means that the two groups do not have significant differences, although the results are different but in the same category. In the second subset there is only group C with an average of 165.63 with the higher category. So it can be concluded that groups A and B have a significant difference in the level of self-efficacy, adaptability of students' career choices with group C.

DISCUSSION

The results of this study are the results of the pre-test recapitulation of MA Al Adzkar Demak students, it is known that the condition of the results of the acquisition of self-efficacy, adaptability of career choices for members of groups A, B, and C average scores of 46.62% and 46.55% and 48.92% all three are in the low category. From the three groups, an average score of 87.63 was obtained, equivalent to 47.36%, which was included in the low category. In general, this means showing the self-efficacy, adaptability of the career choices of MA Al Adzkar students in the low category. These results are certainly concerning for researchers if they are not immediately treated for this problem so that researchers intend to conduct experimental research to increase the self-efficacy adaptability of career choices at MA Al Adzkar Demak with group counseling services (KKp), ability potential response techniques and live modeling as well as a combination of the two techniques. it is in this school. strengthen the view of ability potential response techniques and effective live modeling can increase the self-efficacy, adaptability of high school students' career choices. Both of these techniques are derivatives of the behavioral approach which emphasizes the social learning approach. In line with Hirschi & Lage (2009) in a study conducted on 330 grade VII students in Switzerland, it was concluded that the use of live modeling was more effective than symbolization through media. On the other hand, Gantika (2011; 179) argues that live modeling is used to describe certain behaviors, especially complex interpersonal situations in the form of social conversation and interaction in solving problems. The results of the n gain score test calculation in group counseling combined with Ability Potential Response and Live Modeling techniques obtained a minimum value of 73.33% and a maximum of 83.52% and an average value of 79.48%, the conclusion is that group counseling combined ability potential response techniques and live modeling is effective to increase self-efficacy, adaptability, career choice of MA AL Adzkar Demak students

Thus theoretically, group counseling with the ability potential response technique and live modeling will be more effective than group counseling which only uses one technique to increase the adaptability of students' career choices because it has a more complete treatment to increase the self-efficacy of students' career choice adaptability. This is in line with the results of this study where group counseling research combined with ability potential response techniques and live modeling was statistically proven to be more effective than group counseling with only one technique to increase self-efficacy, adaptability, and career recovery of MA Al Adzkar Demak students. Thus, from the three experiments that have been carried out in group counseling, the combination of ability potential response and live modeling techniques is more effective than the group of live modeling techniques and ability potential response techniques to increase self-efficacy adaptability, and career choice of MA Al Adzkar Demak students with a group average value of 165, 63 or 89.52% in the very high category.

CONCLUSIONS

From the results of the research above, it can be interpreted that group counseling services combined with ability potential response and live modeling techniques are proven to be more effective than group counseling with live modeling techniques and ability potential response techniques to increase self-efficacy, adaptability, and career choices of MA Al Adzkar Demak students. Some suggestions that researchers can give include 1) to the BK MA Al Adzkar Demak teacher to apply group counseling, ability potential response techniques, live modeling or a combination of both to increase the self-efficacy, adaptability of students' career choices at school. 2) For the Principal, so that the results of this study can be used as reference material

in implementing policies, mainly related to increasing the self-efficacy, adaptability of student career choices and the implementation of BK services carried out by BK teachers by providing the facilities needed, then controlling and evaluating the implementation of these services and make a policy that there is a mandatory KKp service in the BK program at the MA Al Adzkar Demak. 3) For further researchers, the results of this study are expected to contribute, namely as a scientific development of counseling concepts and practices that can be used as a reference by researchers in the future. This research is also expected to improve the various limitations that have been carried out previously.

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