

THE EFFECTIVENESS OF LIFE SKILLS-BASED INFORMATION ON INCREASING SELF-CONFIDENCE AND CAREER PLANNING

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ABSTRACT

The problems that students experience most common today are a lack of self-confidence and a lack of career planning. This study is quantitative, using a quasi-experimental design with a non-equivalent control group design, aiming to determine the effectiveness of life skills-based career information services for high school students. The respondents in this study were twelfth-grade high school students, with a total of 72 students selected using simple random sampling. The instrument used in this study was a questionnaire. The data analysis techniques used were descriptive statistical analysis, normality tests, homogeneity tests, and paired sample t-tests for testing the effective contribution. This Life Skills-Based Career Information Service is effective and proven to be significant. These results suggest that career information services need to be provided to students so that they can determine career choices according to their potential.

Keywords: career information services, career planning, life skills, self-confidence

INTRODUCTION

High School is formal education that plays an important role in developing students' potential in the form of attitudes, skills, intelligence, mentality, and insight, ensuring that career planning aligns with their expectations (Pertiwi et al., 2016). High school is a transition period towards adulthood, a time leading to the real world of work or career (Dewi, 2021). In general, high school students are aged 15-18 years, which is the late adolescence developmental stage,

during which students face the task of planning career decisions for the future (Rahmawati et al., 2022; Safitri et al., 2020).

Everyone goes through several periods in their life, one of which is adolescence (Handayani, 2020). During this period, adolescents are faced with various challenges as they search for their identity and determine who they will become (Annisa Komarawati Waluya & Temi Damayanti Djamhoer, 2022; Rais, 2022). Havighurst stated that during adolescence, there are developmental tasks

that must be completed, including choosing and preparing for employment and deciding where to continue education (Ajhuri, 2019; Prastiwi, 2015; Suryana et al., 2022). One of the developmental tasks students must fulfill is choosing and preparing for a career. However, students are often confused when determining their career plans after graduating from school, primarily due to a lack of understanding of the information they have received (Irsu & Evi, 2022; Ristian et al., 2020; Saripah et al., 2023).

Schools not only function to provide theoretical knowledge through classroom teaching and learning activities, but also can help guide and develop students' abilities, such as assisting students in planning their careers after graduation (Billfadawi, 2023; Mau & Li, 2018). This service helps students acquire knowledge about themselves, their environment, and other sources of information, making it easier for students to plan and make career decisions (Lukita et al., 2021; Mulyadi et al., 2018). Career selection is a decision that requires careful consideration and should be made with the belief that the choice is the best for their future (Almario, 2021; Duntari, 2018).

Students have three main aspects in career planning: knowledge and understanding of themselves, knowledge and understanding of work, and the correct approach to thinking about themselves and the world of work (Juwanto et al., 2024; Kleine et al., 2021). This is necessary to understand what suits them. Individuals must be confident in exploring their interests, values, skills, and talents because, without self-confidence, they may doubt themselves and not have the courage to pursue their career aspirations (Pribadi et al., 2021). The career selection process involves making important decisions. Students must choose a field or job that matches their goals and desires (Arjanggi, 2017; Mamahit, 2014). Without self-confidence, they may hesitate to make decisions, becoming confused or trapped in unsatisfying situations. Career planning requires setting clear and realistic goals.

The study revealed that students faced several career-related problems, including: (1)

students not knowing how to choose a study program that suits their abilities and interests; (2) students lacking sufficient information about the world of work; (3) students being confused about choosing a job; (4) students struggling to select a job that matches their abilities and interests; (5) students feeling anxious about finding a job after graduation; (6) students not having a college choice or further education options if they do not enter the workforce after graduating; (7) students being uncertain about the characteristics, requirements, abilities, and skills needed for their career choice (Hulukati, 2017).

The problems related to career planning among students indicate that 90% of high school students in Bandung Regency stated that they were confused about choosing a career for the future. In reality, high school students have not yet been able to complete the tasks related to career development. High school students are still hesitant and unprepared to make the right career decisions for their future (Fikriyani & Herdi, 2021). This shows that high school students experience hesitation, unpreparedness, and stress in their career planning. A lack of concern for careers and decisions made based on peer influence, if left unchecked, could result in negative impacts such as career failure.

Students face difficulties in planning their careers and have issues related to their goals after school, whether to continue to college or enter the workforce directly (Syarif et al., 2021). Planning and preparing for a successful future is not an easy task to undertake alone. Therefore, assistance from more experienced individuals (such as parents, teachers, or school principals) is needed so that students can receive the help they truly need. One form of assistance provided to students is offering information related to their careers (Farozin et al., 2020; Hidayati, 2015; Modo et al., 2013).

To address this issue, it is crucial to provide students with adequate resources and support, including access to consultations with guidance counselors, accurate information about various career options, training in planning skills, and support in exploring their interests and talents (Ananda,

2019; Yuliawanti, 2021). Understanding career selection requires strong self-confidence, as self-confidence plays an essential role in several key aspects of the career planning process (Prayitno et al., 2017). Individuals must feel confident in exploring their interests, values, skills, and talents because, without self-confidence, they may doubt themselves and lack the courage to pursue what they want in a career (Pribadi et al., 2021).

Students who are confident are better able to navigate the career exploration process, make informed decisions, set and achieve goals, and overcome various challenges they may face on their path to a successful and satisfying career (Dwitama et al., 2023; Purworahayu & Rusmawati, 2020). Life skills-based career information services have great potential to increase students' self-confidence (Wardani & Trisnani, 2018). Career information services provide explanations to individuals about a career, its requirements, and the responsibilities within a given career, enabling individuals to set and achieve their goals (Syafaruddin, 2019). Life skills-based career information services help students better understand their interests, values, skills, and talents. This aids them in identifying what they enjoy and what they are good at. With a deeper understanding of themselves, students will feel more confident in making career decisions (El Fiah, 2014; Mahmud & Sunarty, 2012).

This study on life skills-based career information services is critical in increasing self-confidence and career planning in high school students. Research indicates that many students face confusion when determining the career they wish to pursue after graduation, primarily due to a lack of understanding of their talents and interests, as well as their aspirations (Putro & Indiaty, 2023; Riyanto et al., 2023). At the same time, students often feel unprepared to face career challenges after completing their education (Hariko, 2024). This uncertainty can erode self-confidence when making career decisions. Furthermore, the influence of the environment and parents is very crucial

(Andiyaman et al., 2024). Students often follow their parents' or peers' wishes when choosing a career, which can lead to a lack of motivation and self-confidence in pursuing their dream careers.

METHODOLOGY

This study used a quantitative research design. The chosen experimental design was a quasi-experimental design using a non-equivalent groups pre-test and post-test model. This design includes a control group but does not fully control external variables that may affect the implementation of the experiment.

The study employs a simple random sampling technique. This technique involves randomly selecting samples from the population without considering the strata in the population. The reason for selecting samples using this technique is that all samples are taken randomly from the existing population. Each class is assigned a number, and the selection is done randomly, such as through a lottery. The sample in this study includes the experimental class and control class, with 36 students in each class, totaling 72 students.

RESULT AND DISCUSSION

The implementation of the research for the control class did not include guidance and counseling services with treatment. Meanwhile, in the experimental class, the researcher provided life skills-based career information services as the treatment. Life skills-based career information services in this study were provided in the form of classical guidance, implemented over six sessions. Before the treatment, the researcher conducted a pretest on the experimental and control classes. The purpose of the pre-test was to understand the baseline results before the experimental activities were conducted.

The data in this study were collected from the distribution of instruments to twelfth-grade students, with a total of 72 respondents. The instruments distributed included those on self-confidence and career planning. The data obtained from the distribution of these

instruments were analyzed using the SPSS program version 25.0 for Windows. The descriptive statistics can be seen in Table 1.

Table 1.
Descriptive Statistics

		Pre- Con	Post- Con	Pre- Exp	Post- Exp
N	Valid	36	36	36	36
	Missing	0	0	0	0
Mean		160.50	181.81	161.42	185.47

Research data description is data obtained to support the research results that will be discussed in this study.

A normality test was conducted to determine whether the data in a given group or variable were normally distributed. The normality test is essential to ascertain if the data collected comes from a normally distributed population. The normality test in this study was conducted using the Kolmogorov-Smirnov formula. If the significance value is more than 0.05 ($p > 0.05$), the data is considered to be normally distributed. If the significance value is less than 0.05 ($p < 0.05$), the data is considered abnormal. Normality test in this study can be seen in Table 2.

Table 2.
Results of the Normality Test of Self-Confidence Variables

	Group	Kolmogorov-Smirnov		
		Stat	df	Sig.
Career	Pre-Exp	.133	36	.110
Planning	Post-Exp	.133	36	.176
Results	Pre-Con	.115	36	.200*
	Post-Con	.137	36	.084

*.This is a lower bound of the true significance

Based on Table 2, the results for all data from the experimental group and control group, as well as the pre-test and post-test on the self-confidence variable, show that the Sig. Kolmogorov-Smirnov value is more than 0.05. Therefore, the conclusion is that the data distribution is normal, indicating that the research data is normally distributed. The normality test in this study was conducted using the SPSS 25 application. The results of the normality test for the career planning variables can be seen in Table 3.

Table 3.
Results of the Normality Test for Career Planning Variables

	Group	Kolmogorov-Smirnov		
		Stat	df	Sig.
Career	Pre-Exp	.126	36	.162
Planning	Post-Exp	.122	36	.191
Result	Pre-Con	.124	36	.178
	Post-Con	.139	36	.078

*.This is a lower bound of the true significance

Based on Table 3, the results for all data from the experimental group and control group, as well as the pre-test and post-test on the career planning variable, show that the Sig. Kolmogorov-Smirnov value is more than 0.05. Therefore, the conclusion is that the data distribution is normal, indicating that the research data is normally distributed.

The homogeneity test is used to determine whether two or more sample groups have the same variance. In other words, this test assesses whether the datasets in each group have similar characteristics. In this study, the homogeneity test was conducted using the SPSS 25 application. The results of the homogeneity test for the self-confidence variables are presented Table 4.

Table 4.
Results of the Homogeneity Test of Self-Confidence Variables

		Levene Statistic	df1	df2	Sig.
Self-Confidence	Based on Mean	1.166	3	140	.325
Results	Based on Median	1.177	3	140	.321
	Based on Median and with adjusted df	1.177	3	133.808	.321
	Based on trimmed mean	1.201	3	140	.312

The homogeneity test is used to determine whether two or more sample groups have the same variance. In other words, this test assesses whether the datasets in each group have similar characteristics. In this study, the homogeneity test was conducted using the SPSS 25 application. If the significance value of the analysis results is more than 0.05, then the data is said to be homogeneous. The results of the homogeneity test for the career planning variable are presented in Table 5.

Table 5.
*Results of the Homogeneity Test of
Career Planning Variables*

		Levene Statistic	df1	df2	Sig.
Career Planning Results	Based on Mean	.218	3	140	.884
	Based on Median	.224	3	140	.879
	Based on Median and with adjusted df	.224	3	121.767	.879
	Based on trimmed mean	.219	3	140	.883

Based on Table 5, the Sig. value based on mean is $0.884 > 0.05$. So it can be concluded that the data variance of the experimental group and control group is the same or homogeneous.

The paired sample t-test is a procedure used to compare the averages of two variables within one group. This test reveals a significant influence of career information services based on life skills on self-confidence and career planning in students, comparing the results before (pre-test) and after (post-test) the intervention. To explain in more detail the values for each group, can be seen in Table 6.

Table 6.
Paired Sample Test of Self-Confidence

		Mean	N	Std. Dev	Std. Error Mean
Pair 1	Pre-Exp	82.08	36	5.395	.899
	Post-Exp	109.14	36	4.876	.813
Pair 2	Pre-Con	74.89	36	4.268	.711
	Post-Con	80.82	36	3.653	.609

To explain in more detail the values for each group, can be seen in Table 7.

Table 7.
Paired Sample Test of Career Planning

		Mean	N	Std. Dev	Std. Error Mean
Pair 1	Pre-Exp	78.42	36	4.442	.740
	Post-Exp	110.83	36	3.888	.648
Pair 2	Pre-Con	71.19	36	3.717	.620
	Post-Con	81.58	36	3.835	.639

Life skill-based career information services to increasing self-confidence and career planning can be seen in Table 8.

Table 8.
Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.424*	.651	.405	6.966

Based on Table 8, the coefficient of determination is 0.651, meaning that life skill - based career information services are effective by 65.1%, so it can be concluded that life skill-based information services are effective in increasing self-confidence and career planning with a value of 65.1%.

Students often experience confusion regarding self-confidence and career planning due to various complex problems and students who want to continue their education or who want to work directly do not find it easy to determine their choices, it is hoped that students are truly able to take responsibility for the career choices they have chosen, because that is what will later determine the future of students according to their desired career (Arjanggi, 2017; Kırdök & Harman, 2018). Many students do not have adequate access to information about the various career options available. Students must also understand their personal interests and talents, as this is an important step in successful career planning. Students who do not yet know themselves may have difficulty determining a field or job that suits their interests and talents (Akyol & Bacanlı, 2019; Laforce et al., 2017).

The problem for students is not having enough knowledge about the various career options available. This makes them feel trapped and unsure in choosing the right career path (Quinlan & Renninger, 2022). Pressure from the environment can add to students' psychological burden, which has the potential to reduce self-confidence and the inability to meet expectations (Mu et al., 2022). These problems show that self-confidence and career planning in high school students are greatly influenced by internal and

external factors. The problems experienced by students must be resolved immediately so as not to cause negative impacts such as choosing the wrong major or career (Hasanah et al., 2018).

Many factors can cause a lack of self-confidence in students, such as the results of research stating that the problem often faced by students today is a lack of self-confidence in choosing a career caused by various factors that cause someone to experience a lack of self-confidence in choosing a career (Putri, 2021). The problem of lack of self-confidence in students can affect academics, social engagement, and well-being and students often feel afraid, anxious, and unsure of their own abilities (Andiyaman et al., 2024; Yusida et al., 2016). Students who lack self-confidence have a negative self-concept tend to feel incapable and inferior because this can hinder their development in various fields, including education and their environment (Norman & Hyland, 2003). For some students, self-confidence comes naturally when they succeed in various aspects of life. However, for other students, self-confidence may be lacking due to a lack of experience and success in the social, emotional, and intellectual fields (Musriani, 2023; Riyadi, 2019).

The overall results of this study prove that life skill-based career information services are effective in increasing self-confidence and career planning. This is in line with the results of research (Handayani, 2020) that life skill-based career information services help students understand information that is useful for their life needs and self-development, such as educational information, job information, and personal social development information. This is reinforced by the opinion (Astuti et al., 2022) which states that career information services are basically services that provide data or facts to students about the world of work, jobs, or careers.

Life skill-based career information services can have a positive impact on self-confidence and career planning by improving critical thinking skills, increasing empathy, improving communication skills, improving problem-solving skills, and improving interpersonal

skills. By having life skills, each individual can be more confident in planning a career and have many opportunities to achieve high self-confidence (Hidayat, 2013). Services are services that enable students to receive and understand various information (such as; learning information, socializing, careers, further education) (Hanbury, 2021; Rasyadi et al., 2022). The results of research from Munbaits & Umaroh state that in career decision-making, one of the influencing factors is self-confidence (Munbaits et al., 2021). When individuals know that they have low self-esteem, they tend to avoid the career decision-making process. Self-confidence in their ability to perform important tasks and behaviors so that they can successfully connect the relationship between tasks and career goals (Afifah et al., 2022).

Self-confidence is a positive attitude of an individual that enables him/her to develop positive assessments of both himself/herself and the environment or situations he/she faces (Kurniawan et al., 2021). The results of research from Sestiani and Muhid stated that one of the factors that becomes self-confidence is education because it can support the future (Sestiani & Muhid, 2022). In line with the results of research from Sabarrudin which stated that through self-confidence, students can build enthusiasm in achieving their goals, not be afraid of failure, and can build opportunities for a bigger career because of self-confidence in the potential they have and can lead them to success (Sabarrudin et al., 2022).

The results of the study by Susilowati and Fauzan stated that career opportunities greatly influence career planning and the ability to make career decisions will support achieving work readiness according to the career choices to be taken (Susilowati & Fauzan, 2022). In line with research from Nove which states that knowledge of career information is very important and effective for students in achieving a career, one of which is through developing activities, training, and improving achievement (Nove et al., 2021).

The results of research from Andiwijaya and Liauw stated that career information services also help students get to know

themselves, recognize their personal skills, and improve weaknesses in individuals to the maximum (Andiwijaya & Liauw, 2020). In the career planning process, life skill-based career information services can help students choose careers that suit their inner aspects, such as self-understanding, skills, and interests (Rodríguez-Sánchez et al., 2020; Stambulova et al., 2021). Life skill-based career information services have very significant advantages for students' self-confidence as expressed by (Rios et al., 2020) life skill-based career information services have the advantage of being able to increase students' self-confidence by improving career planning skills, thinking skills, the ability to face challenges, identify obstacles, gather information, think rationally, know yourself, identify variables, and gather information.

Other studies also show that life skill-based career information services are effective in improving students' career maturity. This study shows that life skill-based career information services are effective in improving students' career maturity, both in terms of attitude and competence (Qamaria & Astuti, 2021). The results of the study also show that life skill-based career information services are effective in improving students' career planning abilities, both in terms of personal, social, academic, and vocational aspects (Suhardi et al., 2019). Based on several supporting studies and the results of statistical calculations, it can be concluded that in the study, life skill-based career information services are effective in increasing self-confidence and career planning.

CONCLUSION

The conclusion obtained from the results of data analysis and discussion of this study is that life skills-based career information services are effective in increasing self-confidence and career planning among high school students. For future researchers, this study is expected to provide additional references and to encourage more attention to the conditions of the school environment and the students.

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