

Cinematherapy Technique for Improving Senior High School Students' Career Decision-Making Skills in Yogyakarta: A Guidance and Counseling Action Research

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ABSTRACT

This action research was conducted specifically to improve students' career decision skills in SMA Negeri 5 Yogyakarta. Participants were twenty-six 12th-grade students participating in the 2021 National Selection for State University (SNMPTN) who found it difficult to make a career decision, particularly in choosing the study major. It was conducted in two cycles comprising planning, implementation, observation, and reflection stages. A career service with cinematherapy was conducted virtually through Zoom Meeting, Google Meet, Whatsapp Group, and personal chat. Data were garnered using observation and scale and analyzed using quantitative descriptive analysis. Students exhibited poor career decision-making skills before receiving the intervention (mean score: 69). After participating in the cinematherapy, the mean score increased to 75.49 in Cycle I, with clarification, selection, crystallization, and exploration aspects exhibited scores of 73.85, 73.74, 75.27, 75.13, respectively. In cycle II, more movies were presented, resulting in a mean score of 83.39% for clarification and a mean score of 83.85, 81.87, 83.30, and 85.64 for selection, crystallization, and exploration, respectively. Considering the predetermined optimal achievement indicator, i.e., 75, this study concludes that cinematherapy could improve students' career decision-making skills. The result of this study could be used as one of the alternatives for the school counselor to help students improve their career decision-making skills.

Keywords: cinematherapy, career decision-making, classroom action research.

INTRODUCTION

Career decision-making is a process that involves not only a career choice but also a commitment to conduct necessary actions to implement the choice (Brown, in Zamroni, 2016). It is a process during which a choice is made out of several options related to academic aspects that lead to professional life (Basori, 2004).

Students' decision-making skill becomes a primary concern in guidance and counseling, as it represents their autonomy (Dirjen PMPTK, 2007; Coleman & Yeh, 2011). In this regard, school counselors play pivotal roles in developing students' character and the school needs to meet a predetermined standard related to the presence of school counselors as one of the strategies in developing students' character (White & Waters, 2015).

The guidance and counseling department focuses on providing a career service, among others, to develop students' decision-making skills. Known as the career guidance service, it is a service to improve students' understanding when making decisions related to their higher education and career once they graduate from the senior high school level. School counselors and parents play important roles in helping students make mature academic and career decisions. This service aims to help students realize their potential and skills.

Miller and Miller (2005) assert that career decision-making is the main aspect of individuals' career development. Career guidance service is important for helping students determine their career and job based on their skills and condition when they graduate from school. It is safe to view a career guidance service as an attempt to achieve a self-understanding, with which individuals understand themselves properly while finding out the types of jobs available for them, as well as the requirements. Based on such understandings, students are guided to consider the requirement of the expected jobs and their skills and potential (Walgito, 2010)

In other words, career guidance service is a counselor's service primarily aiming to help clients, in this case, students, to plan their

careers based on their interests, aptitude, and potential. Career guidance is a set of helpful processes for students which direct and develop their autonomy when making a career-related decision based on their abilities. That is, career guidance is an important service for senior high school students in planning their future career.

Therefore, it is necessary to improve the quality of career information services. A career information service is one of the alternatives for providing students with career-related understandings, information, and sufficient preparation to make their own career decisions. In the current era of distance learning, school counselors may present the necessary information to 12th-grade students using various applications, such as Zoom Meeting, Google Meet, and Whatsapp.

The issue of students' poor career decision-making skills was also noticed in Public Senior High School 5 Yogyakarta (Hereafter, SMAN 5 Yogyakarta). Students' responses to a questionnaire revealed students' difficulty in making decisions related to their higher education and career decisions.

Creed and associates (2006) highlight hindrances and doubts a student may frequently face when trying to achieve their expected career. These hindrances put students in a situation prone to conflict, stress, and uncertainties, demanding individuals improve their career decision-making skills as early as possible. One of the techniques to improve students' career decision-making skills is cinematherapy.

This technique uses movies to influence clients and to reinforce or weaken the target responses. It believes that one's success experience may enhance client's self-efficacy, while repeated failures may lower their self-efficacy, and their self-efficacy may affect their career decision. Cinematherapy utilizes movies to positively influence one's career decision-making skill, which is done through symbols that may interact with one's subconsciousness through imagination. Although the movies do not directly solve the problems, it is still helpful to solve problems of individuals previously unaware. Movies also

potentially solve seemingly deadlock, affecting students' worldviews.

This study specifically aimed to improve the career decision-making skills among 12th-grade students in SMAN 5 Yogyakarta who participated in the 2021 National Selection for State University (SNMPTN) using the Cinematherapy technique. It focused on improving students' career decision-making process related to their attitude and efficacy in selecting their career or major when registering for SNMPTN

METHODOLOGY

This classroom action research involved Twenty-six 12th-grade students in the social science department of SMAN 5 Yogyakarta who participated in the 2021 SNMPTN. The research instruments were an observation guide and a questionnaire. The data obtained from observation were analyzed qualitatively, while the questionnaire responses were analyzed using the quantitative descriptive technique.

RESULT AND DISCUSSION

A. Precycle

This study comprised two cycles. The optimal achievement criteria were met after the second cycle. Prior to cycles I and II, precycle observation was performed, followed by a pretest to depict students' initial state.

The precycle result showed that most students possessed a poor career decision-making skill, as presented in the following table.

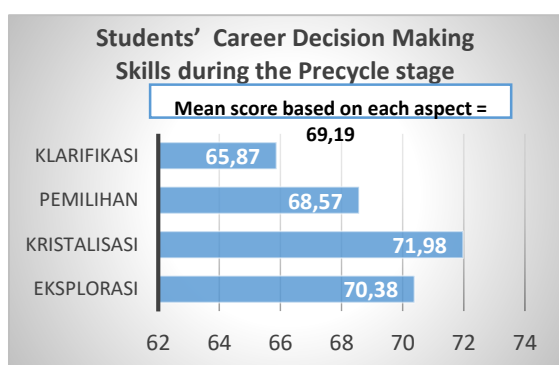


Figure 1.

Per-aspect Analysis of Students' Career Decision-Making Skills during the Precycle Stage

As presented in the table above, students' average percentage of career decision-making skills in the precycle stage was 69.19, below the predetermined criterion, i.e., 75%. Taking a closer look at each indicator of career decision-making, students' clarification, selection, crystallization, and exploration were 65.87%, 68.57%, 71.98%, and 70.38%, respectively.

The precycle stage was performed to determine students eligible for participating in the research, i.e., those with poor career decision-making skills. During the precycle stage, a worksheet was also distributed to help students know themselves better and understand skills that suit their interests, aptitude, and passion. The pretest result showed that some students had low efficacy in selecting their major for their higher education.

Based on this result, researchers and senior teachers conducted a discussion to prepare the materials, tools, time, and places for the actions. The discussion decided that the guidance and counseling would be conducted through Google Meet or Zoom Meeting applications, with Google Form for conducting the post-test.

A career-planning scale was used to garner data related to students' career decision-making skills after receiving the intervention at the end of each cycle.

B. Result: Cycle I

1. Planning Stage

The first author, who was also the school counselor, prepared the materials for explaining career decision-making skill improvement using the cinematherapy technique. In this cycle, school counselors explain career decision-making to students by focusing on career choices after graduating from senior high school. It aims to make students capable of considering various majors in the university (especially in SNMPTN) and the consequence of each career decision. The materials involve career choice when graduating from senior high school and aspects to consider related to higher education. Each cycle was done in two 60-minute meetings.

The school counselors also prepared a student worksheet to guide students' career decisions using the cinematherapy technique. The school counselor also discussed with the observer about the intervention and aspects to observe. An observation guide was provided to help the observer monitor students' behavior during the cycle.

2. Implementation: Cycle I Meeting I

a. Introduction

The first meeting of cycle I was conducted on Wednesday, 10 February 2021, at 12.30 PM. The school counselor greeted the classroom and led the prayer through Zoom. He also built rapport with students. All twenty-six students attended the meeting. After building rapport, the school counselor explained the purpose of the materials: career choice after graduating from SMA and aspects to consider related to higher education. After that, the school counselor asked about the student's readiness to engage in the service.

b. Main Activity

The school counselor began the meeting by reviewing the materials in the first meeting, i.e., career planning and its aspects, factors to consider, and the importance of career planning. The material presentation was followed by a question-and-answer session. After that, the school counselor presented the materials about a good career decision using movies with the cinematherapy technique.

The cinematherapy technique was done by watching a movie uploaded to Googlemeet/Zoom in a relaxed condition, through which students' subconsciousness was expected to respond to color, symbols, and motion pictures presented in the movie. The school counselor shared a movie link that the student could watch when the meeting ended. The movie-watching session was done independently in a relaxed condition to understand the movie's messages. By doing so, students could discuss the movie, not criticize it.

During Cycle I, the school counselor also explained students' motivation to achieve their

goals, e.g., parents, friends, status, economic factors, etc. Students were enthusiastic when the school counselor told them about his personal experience related to motivation and goals. He distributed a motivation worksheet while telling his personal experience. The worksheet contained questions about individuals who motivated students to achieve their goals. Another worksheet related to goal supports were also distributed, which contained questions about whether or not their parents supported their goal and the reason, and individuals who supported their goals and what they have done with regard to the goal.

c. Closing

After students engaged in reflective activities and answered questions related to impressions and reflection after watching movies, the school counselor closed the meeting by briefly discussing career planning and their impressions. Students and the school counselors drew a conclusion related to the presented materials. Lastly, school counselors ended the meeting by praying and expressing gratitude for opportunities. The school counselor also told the student the materials for the next meeting, motivated them, and greeted them.

3. Implementation: Cycle I Meeting II

a. Introduction

The second meeting of cycle I was conducted on Wednesday, 17 February 2021, at 12.30 PM. The school counselor greeted and led the praying through Zoom. He then checked students' attendance and built rapport while waiting for students who had not joined the meeting. Twenty-six students attended the meeting, in which two students were late due to connection problems. After that, the school counselor reviewed the materials presented in the previous meeting and presented the purpose of the materials in the second meeting, which included career choices after graduating from SMA.

b. Main Activity

The school counselor began the meeting by reviewing the materials in the first meeting, i.e., career planning and its aspects,

factors to consider, and the importance of career planning. After reviewing the materials of the first meeting, the school counselor presented a mind map about "Rencana Karierku (My Career Plan)". The mind map was expected to help students make better career decisions when graduating from SMA.

The school counselor played another video related to a successful person's career and a video about strategies for selecting majors in SNMPTN. Using these videos, students were expected to capture the emotional issues in the movie and explain them in the worksheet.

Students could also compare themselves to the characters in the movie by comparing their strengths, weakness, achievement during SMA, and the most crucial decision they made. Students were also asked to tell about their parents' responses to passion and plans after graduating from SMA in a Google form, which was used to determine the service for the next meeting.

Cinematherapy was expected to motivate individuals through their subconscious minds. Watching movies also facilitates one's emotional expression, as it drags the viewers to be carried away by the movie plot and reflects their thoughts on the career decision to make. Cinematherapy was expected to motivate individuals through their subconscious mind.

c. Closing

After students engaging in reflective activities and answering questions related to impression and reflection after watching movies, the school counselor closed the meeting by briefly discussing about career planning and their impressions. Students and the school counselors drew a conclusion related to the presented materials. The school counselor told students about the materials for the next meeting and asked hem to fill the questionnaire through google forms. Lastly, he ended the meeting by motivating, expressing gratitude, and greeting.

4. Observation

A Observation was performed throughout the cycle based on the agreement between the school counselor and the students. The

observation result showed that, during the cycle I, students could explain their understandings, although it had not been optimal. Some students could not express their opinion properly due to lack of self-confidence when directly interacting with the school counselor.

The observation was conducted during the service. When the service began, students had not focused on the materials, and their lack of focus continued until the middle of the core activity.

Students' learning process was observed throughout the meeting. The observation result indicated that students still exhibited low career decision-making skill even after participating in the cinematherapy. This process was reflected by their interest, and since the school counselor shared movies to be watched independently, the observation focused on students' interest in being able to make a proper career decision. The following table displays the observation result related to students' learning process throughout the meeting.

Table 1.
Observation Result: Cycle I

Aspects	Indicator	%	Mean Percentage
<i>Exploration</i>	Individuals exploring possible alternatives of their decision	75.13%	
<i>Crystallization</i>	Individuals' thought and feeling about their career decision begin to be organized and integrated, and their efficacy of career choice strengthens.	75.27%	74,49 %
<i>Selection</i>	Individuals choose their career based on the crystallization result.	73.74%	
<i>Clarification</i>	Individuals clarify their choice to further ensure their choice.	73.85%	

Source: Data Processing, 2021

As presented in the table above, students' average percentage of career decision-making skills in the first cycle was 74.49%, which was below the predetermined criterion, i.e., 75%. Taking closer look to each indicator of career decision-making, students' clarification, selection, crystallization, and

exploration was 73.85%, 73.74%, 75.27%, and 75.13%, respectively.

These scores implied that students have different level of career decision making skills. On average, students' career decision making skill was 74.49%. However, at the individual level, there was a student with a career decision-making skill score of 62.85%. Students' difference in career decision-making skills may be accounted for by a range of factors, as displayed in the following figure.

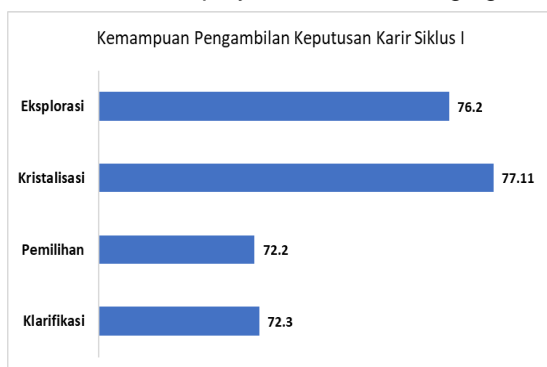


Figure 2.
Per-aspect Analysis of Career Decision Making: Cycle I

The score displayed above represent students' career decision-making when participating in the cinematherapy. The result was used as a control, i.e., whether or not students' increased interest in service is followed by the improved career decision-making skills.

Table 2.
Questionnaire Result: Cycle I

No.	Name	Result	Criteria
1	AA	70.00	Poor
2	AK	75.71	Fair
3	ARFS	75.00	Fair
4	AI	66.43	Poor
5	AZI	75.71	Fair
6	ASRN	72.14	Poor
7	AM	67.86	Poor
8	ARA	74.29	Poor
9	AS	75.71	Fair
10	ACR	75.71	Fair
11	AF	77.86	Fair
12	ASNA	77.86	Fair
13	FFD	77.14	Fair
14	FF	62.14	Poor
15	HW	68.57	Poor
16	HAR	77.14	Fair
17	IM	77.86	Fair
18	PZP	72.14	Poor
19	RAS	77.86	Fair
20	RTM	75.00	Fair
21	RNC	78.57	Fair

No.	Name	Result	Criteria
22	SC	77.86	Fair
23	SNF	75.71	Fair
24	SS	76.43	Fair
25	VSW	77.86	Fair
26	VZ	77.14	Fair
Mean		74.45	Poor

As presented in the table, 15 out of 26 students (57.59%) exhibited a fair career decision-making skills, while the rest, i.e., 11 students (42.31%) exhibited a poor career decision-making. On average, students' score was 74.45, increased from 69.03 during the precycle stage.

5. Reflection

The observation result and the field note during the cycle I indicated that the cinematherapy was still suboptimal despite the increased mean score.

It was noticed that the school counselors found it difficult to manage the class effectively during the online meeting. In order to address these issues, cycle II was designed with several recommendations as follows: (a)Revising the Service Plan for cycle II, (b)Clarifying the guidance service process, (c)Providing more varied answering model by extending the the brainstorming session, (d)At the end of the meeting, the reflection would better be done together by the researchers and the student.

Although the result of cycle I has met the optimal achievement standard, it was deemed not maximal.

C. Result: Cycle II

1. Planning Stage

During the planning stage, the researcher and the school counselor prepared the materials about career decision-making using cinematherapy technique, in which the material was presented through power point. The school counselor also prepared the movie link for students to watch independently.

In Cycle II, the school counselor motivated students through Google Meet and asserted the importance of watching the provided movies, while explaining more materials about strategies for selecting major in SNMPTN. Unlike the previous cycle, in this cycle, the

school counselor presented the materials through power point and also presented about strategies in selecting majors in SNMPTN. The school counselor also motivated students to make them more aware of the importance of watching movies.

2. Implementation: Cycle II Meeting I

a. Introduction

The first meeting was conducted on Monday, 22 February 2021 at 13.00 through Zoom Meeting application. Students greeted the school counselor, and the school counselor began the meeting by checking attendance list. Students were asked to turn on their camera and turn off their microphone. After that, the school counselor motivated the students and presented the purpose of the guidance service. All twenty six students attended the meeting. The school counselor then reviewed the materials presented in the second meeting of Cycle I.

b. Main Activity

The school counselor began the meeting by reviewing the materials of the previous meeting, followed by the explanation about designing career plan using mind map, which focused on students' efforts to achieve their goals, the hindrances, and the solution to the problems. After that, students were invited to present their work, i.e., "My Career Plan" mind map. The school counselor selected students to present their work, while the rest of participants gave their feedbacks.

The school counselor presented the materials using a power point, and motivated students. He also told students about efforts to achieve his goals and the obstacles. Students were enthusiastic in listening to the school counselors' experience.

In Cycle II, students were invited to develop thought according to their understanding, and the school provides a brief information about the components and purposes of the service.

Unlike Cycle I, in this cycle, the school counselor used power point as a presentation media and provided a movie synopsis and the movie trailer. It aimed to increase students' interest and curiosity about the movie. After watching the movie independently, students

were asked to fill a questionnaire related to their impression of the movie.

c. Closing

After performing reflections, school counselors ended the first meeting of Cycle II with a small talk about the study major.

Students and the school counselors drew a conclusion related to the presented materials. After that, he informed students about the next materials, motivated students, and greeted them before finally ended the meeting.

3. Implementation: Cycle II Meeting II

a. Introduction

The second meeting was conducted on Monday, 08 March 2021 at 12.30 through Zoom Meeting application. Students greeted the school counselor, and the school counselor began the meeting by checking attendance list. Students were asked to turn on their camera and turn off their microphone. After that, the school counselor motivated the students and presented the purpose of the guidance service. At the beginning of the meeting, twenty students attended the meeting, and thirty minutes later, at 13.00, all students joined the meeting. The school counselor then reviewed the materials presented in the first meeting of Cycle 2.

b. Main Activity

The school counselor began the activity by reviewing materials of the previous meeting. In the second meeting, the school counselor focused on strengthening materials resulting from the reflection in Cycle I. The material presentation was supported by powerpoint, and the school counselors told students his personal experience in achieving goals, some students also appeared to be enthusiastic in sharing their experience. The school counselor then presented a media related to the materials and invited students to brainstormed their career decision. The brainstorming using movies was found to stimulate and motivate students to develop their mindsets and courage to state their choice as well as their consideration and reasons behind their choice.

School counselors also explain about efforts to achieve their goals, particularly

related to students' effort to achieve their goals, in addition to asking them to detail the obstacles and solutions during their efforts to achieve the goals. Students looked more serious and relaxed than in the previous meeting. The brainstorming session appeared to motivate them to share their personal experience.

c. Closing

After doing the reflection and stated their impression about the movie, the school counselors and students drew a conclusion related to the presented materials. After that, the school counselor led students to pray and express gratitude for the opportunities before ended the meeting.

4. Observation

The observation was conducted throughout the meeting. The observation result indicated a slight improvement when compared to Cycle I, which could be accounted for by students' Higher enthusiasm in participating in Cycle II. Students' lack of attention and violation of procedure were minimum. This cycle begin with the school counselors' story of his personal experience in achieving his goals and determining the career goals. Students actively asked the school counselor about the experience, indicating that they paid attention to the school counselor.

The learning process observation in Cycle II was performed during the service. The observation result showed that, during the cycle II, students could explain their understandings, although it had not been optimal. Some students could not express their opinion properly due to lack of self-confidence when directly interacting with the school counselor.

The observation was conducted during the service. When responding to questions in Google Form, many students did not turn on their camera. Students' interest in the service was observed throughout the meeting. The observation result in Cycle I showed that students were less interested in watching motives, while in Cycle II, students showed

their enthusiasm when listening to the school counselor's experience and motivation.

Table 3.
Observation Result: Cycle II

Aspects	Indicator	%	Mean % of each indicator
<i>Exploration</i>	Individuals exploring possible alternatives of their decision	82.79%	83.58%
<i>Crystallization</i>	Individual's thought and feeling about the career decision begin to integrate and be systematic. One's efficacy in career choice increased.	81.87%	
<i>Selection</i>	Individuals select a career based on their decision in the crystallization stage.	83.80%	
<i>Clarification</i>	Individuals clarify their choice to further ensure their choice. Selection	85.80%	

Source: Data Processing, 2021

As presented in the table above, students' average percentage of career decision-making skills in the second cycle was 83.58%, which was above the predetermined criterion of 75%. Taking closer look to each indicator of career decision-making, students' clarification, selection, crystallization, and exploration was 82.79%, 81.87%, 83.80%, and 85.80%, respectively.

These scores implied that students have different level of career decision making skills. On average, students' career decision-making improved from 74.45% in cycle I to 83.58% in Cycle II. Students' difference in interest in the service may be accounted for by a range of factors, as displayed in the following figure.

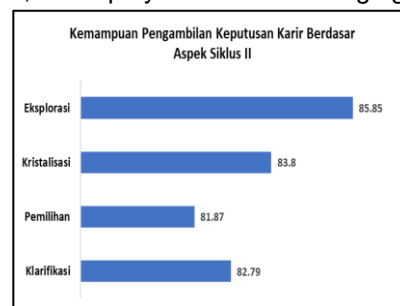


Figure 2.
Analysis of Career Decision Making skill Percentage: Cycle 2

In this study, the service's success level was measured using a 28-item questionnaire related to the career decision-making among students. The questionnaire responses are presented as follows:

Table 4.
Questionnaire Result: Cycle II

No.	Name	Result	Criteria
1	AA	80.71	Good
2	AK	87.14	Excellent
3	ARFS	83.57	Good
4	AI	80.71	Good
5	AZI	87.86	Excellent
6	ASRN	80.00	Good
7	AM	80.71	Good
8	ARA	85.71	Good
9	AS	80.71	Good
10	ACR	80.00	Good
11	AF	82.86	Good
12	ASNA	82.86	Good
13	FFD	83.57	Good
14	FF	80.00	Good
15	HW	80.00	Good
16	HAR	88.57	Excellent
17	IM	87.14	Excellent
18	PZP	80.00	Good
19	RAS	89.29	Excellent
20	RTM	80.71	Good
21	RNC	87.14	Excellent
22	SC	82.14	Good
23	SNF	83.57	Good
24	SS	85.71	Good
25	VSW	82.86	Good
26	VZ	80.00	Good
Mean		74.45	Poor

The table above showed that six out of 26 students exhibited an excellent career decision-making skill, while the rest, 20 students (76.92%) exhibited a good career decision-making skill. On average, students' score was 83.60, increased from 74.45 during the Cycle I, which could be categorized as an excellent career decision-making skill.

5. Reflection

The observation result and the field note during Cycle II showed that the guidance services with cinematherapy technique was optimal. However, the movies used in this cycle were deemed monotonous, and the powerpoint was too simple.

The career guidance service was conducted properly. The online classroom management during Cycle II was also better than Cycle I. The school counselor could explain and organize the active service using cinematherapy better during Cycle II. He also

motivated students to actively engage in the meeting.

In Cycle II, the mean percentage of the service indicator increased and was higher than the previous cycle. The questionnaire score was also higher than in Cycle I. The observation result was discussed with senior teachers SMAN 5 Yogyakarta, and the following points were obtained: (1) The school counselor's ability in providing guidance services and stimulus for students was excellent. (2) The service media was representative, and the time was properly plotted according to the activity.

The followings are feedbacks from the researchers for the future intervention. The career guidance service was optimal after being improved in each cycle. Therefore, the 'intervention could be ended following the observer's consideration about the researcher's skill in implementing the 2013 Curriculum. Furthermore, the guidance service was considered adequate and ideal.

D. Discussion

This action research aimed to improve students' career decision-making skills using Cinematherapy. It was hypothesized that the cinematherapy technique could improve career decision-making skills among 12th-grade students in SMAN 5 Yogyakarta who participated in SNMPTN 2021. Cinematherapy is a technique applied to the therapy, counseling, and guidance services to help individuals or a group of individuals realize and overcome real-life problems.

1. The Mean Score of Students' Career Decision-Making Skills: Cycles I & II

Table 5.
The Mean Score of Students' Career Decision-Making Skills: Cycles I & II

No.	Cycle I		Cycle II		Increase
	Mean score	Category	Mean score	Category	
1	74.45	Good	83.29	Good	8.84

As presented in the table above, students' career decision-making skills improved, from a score of 74.45 in cycle I to 83.60 in cycle II.

In Cycle I, students' career decision-making skill was categorized as Fair, while in Cycle II, their career decision-making skill was categorized as Good. This result indicated that the cinematherapy technique could improve students' career decision-making skills. The following figure displays the students' career decision-making skill improvement.

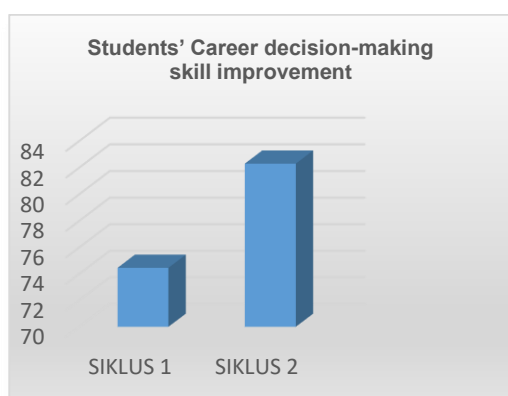


Figure 3.
Students' Career Decision-Making Skill Improvement

The cinematherapy was carried out using movies as the media. Students were trained to make career decisions through experiences obtained in movies. The movie serves as a multi-sensory media for improving students' career decision-making skills, as it may verbally persuade its viewers and promotes vicarious experience. Verbal persuasion and vicarious experience improve individuals' self-efficacy in making career decisions. (Bandura, 2006).

Vicarious experience allows individuals to develop their self-efficacy in making career decisions by observing others. Symbolic models in movies may influence individuals' symbolic thinking skills (Maduxx, 1995). Individuals' symbolic thinking development may affect their career decision-making skills. In previous studies, cinematherapy has been reported to be an effective therapeutic medium to address individuals' emotional hindrances presented in group cinematherapy.

Cinematherapy refers to using movies to help individuals know themselves by observing their responses to different roles and situations. It is a special therapeutic technique that uses movies reflecting individuals' problems. Thus, watching a movie related to career success was expected to improve their career decision-making skill, given that they had observed others through the motive.

2. Comparison of Students' Career Decision-Making Skills in Cycles I and II

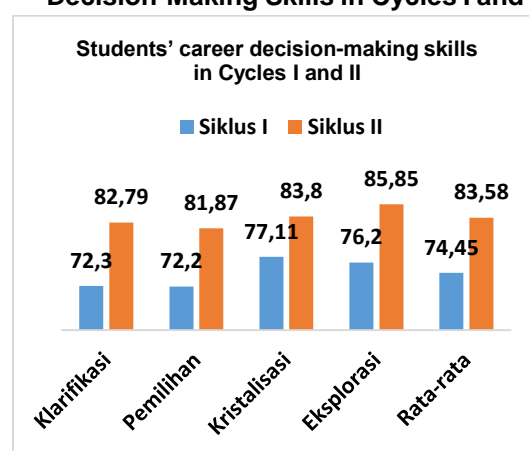


Figure 4.
Students' Career Decision-Making Skills in Cycles I and II

Students' anxiety was addressed through group guidance, individual counseling, and group counseling sessions, during which students consulted the school counselors about their career choice when registering for SNMPTN 2021. However, these methods were deemed suboptimal, as students need longer processes and time to make a proper career decision, in addition to having career maturity, self-awareness, job-related understanding, and ability to choose jobs, and the ability to design plans to achieve the expected career.

CONCLUSION

This study showed that the Cinematherapy technique could improve students' career decision-making skills in SMAN 5 Yogyakarta, who also participated in the 2021 National Admission for the State University, as shown

by a score increase from 74.45 in cycle 1 to 83.58 in cycle II. In Cycle I, students' career decision-making skill was categorized as Fair, while in Cycle II, their career decision-making skill was categorized as Good. This result indicated that the cinematherapy technique could improve students' career decision-making skills. Taking a closer look at each aspect of career decision-making, students' clarification, selection, crystallization, and exploration in cycle I was 72.30, 72.20, 77.11, and 76.20, respectively, with a mean score of 74.45. These scores increased in the second cycle, where clarification, selection, crystallization, and exploration exhibited a score of 82.79, 81.87, 83.80, and 85.80, respectively, with a mean score of 83.58.

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