

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

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ABSTRACT

The problems that students experience more often today are lack of self-confidence and lack of career planning. This research is quantitative using a quasi-experimental type with a non-equivalent control group design, aiming to determine the effectiveness of life skills-based career information services for high school students. Therefore, this research is to test the effectiveness of life skills-based career information services for high school students. The respondents in this study were class XII high school students with a total of 72 students using simple random sampling. The instrument used in this research was a questionnaire. The data analysis techniques used were descriptive statistical analysis, normality test, homogeneity test, and paired simple t-test 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, life skills, self-confidence, career planning

INTRODUCTION

This section covers the background of the issues or problems and the urgency and the rationale of the study. Senior High School (SMA) is one of the levels of formal education that has an important role in developing students' potential in the form of attitudes,

skills, intelligence, mentality, and insight so that career planning is in accordance with what they expect (Pertwi et al., 2018; Utami, 2019). High school (SMA) is a transition period towards adulthood, and this means it is a time towards the real world of work or career (Nur & Dewi, 2021; Vonna & Hasmalawati,

2024). In general, high school students are spanned aged 15-18 years, where this age is the late adolescent development stage, where in this developmental task, students are faced with the problem 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 to find their identity and who they will be (Rais, 2022; Waluya & Djamhoer, 2022). Havighurst stated that during adolescence there are developmental tasks that must be completed, choosing and preparing for employment and where to continue their education (Ajhuri, 2019; Prastiwi, 2017; Suryana, 2022). One of the developmental tasks that students must achieve is choosing and preparing a career. However, students are still confused in determining career planning after graduating from school, this is due to a lack of understanding of the information obtained (Irsu, Aulia Fithatny, 2017; Ristian, 2020; Saripah et al., 2023).

Schools not only function to provide theoretical knowledge in teaching and learning activities in the classroom, but can also provide guidance and development of all students' abilities such as helping students plan their further careers after graduating from school (Billfadawi, 2023; Mau & Li, 2018). This service is used so that students have adequate knowledge, both about themselves and their environment, and other sources of knowledge, so that it is easier for students to make career plans and make decisions (Lukita et al., 2021; Mulyadi et al., 2018). Career selection is something that must be decided with proper consideration and is also carried out for the continuation of life activities with the belief that the choice taken is the best choice (Almario, 2021; Duntari, 2022).

Students have three main aspects in career planning, namely knowledge and understanding of themselves, knowledge and understanding of work, and the right way of thinking between themselves and the world of work (Juwanto et al., 2024; Kleine et al., 2021). This is needed to understand what

suits them, individuals must be able to feel confident in exploring their interests, values, skills, and talents because without self-confidence, individuals may doubt themselves and will not dare to pursue what they want in a career (Santoso et al., 2021). The career selection process involves making important decisions. Students must choose a field or job that suits their goals and desires (Arjanggi, 2022; Mamahit, 2018). Without self-confidence, they may feel hesitant in making decisions and are likely to be confused or trapped in unsatisfying situations. Planning a career requires setting clear and realistic goals.

The results revealed in the study revealed career problems felt by students, including the following: (a) students do not understand how to choose a study program that suits their abilities and interests; (b) students do not have sufficient information about the world of work; (c) students are still confused about choosing a job; (d) students are still less able to choose a job that suits their abilities and interests; (e) students feel anxious about getting a job after graduating from school; (f) students do not yet have a choice of college or further education, if after graduating they do not enter the world of work; (g) students do not yet have an idea of the characteristics, requirements, abilities, and skills needed (Wenny, 2017).

The problems raised are that there are career problems experienced by high school students, including: (1) not knowing how to choose a study program; (2) not having enough motivation to seek information about careers; (3) being confused in choosing a job; and (4) not having a specific college choice after graduating (Y. Hidayat & Budiman, 2018). Meanwhile, the problems faced by students are related to career planning who stated that 90% of high school students in Bandung Regency stated that they were confused in choosing a career for the future. In reality, high school students have not been able to achieve career development tasks. High school students are still hesitant and not ready for the right career decisions for their future (Fikriyani & Herdi, 2021). This states that high school students experience

hesitation, unpreparedness and stress in career planning. Lack of concern for careers, and choices based on following friends, and if left unchecked will result in negative impacts such as career failure.

Students have difficulty in planning their careers and have problems related to their careers or goals after school between college or work (Syarif et al., 2021). Planning and preparing for a good future is not an easy thing that can be done alone. Therefore, assistance is needed from other people who are more experienced (parents, teachers, principals, or people older than them) so that students can get the help they really need. One form of assistance given to students is providing information related to students' careers (Christopher et al., 2017; Farozin et al., 2020; Hidayati, 2017).

To address this issue, it is important to provide adequate resources and support to students including access to consultation with guidance teachers, accurate information about various career options, training in planning skills, and support in exploring their interests and talents (Ananda, 2019; Yuliawanti, 2021). Understanding in career selection really requires strong self-confidence because self-confidence plays an important role in several key aspects of the career planning process (Prayitno et al., 2017). This is needed to understand what suits them, individuals must be able to feel confident in exploring their interests, values, skills, and talents because without self-confidence, individuals may doubt themselves and will not dare to pursue what they want in a career (Santoso et al., 2021).

Students who are confident will be better able to go through the career exploration process, make good decisions, set and achieve goals, and overcome various challenges they may face on their journey to a successful and satisfying career (Dwitama, 2023; Purworahayu & Rusmawati, 2020). Life skill-based career information services have great potential to increase students' self-confidence (Filka, 2021; Wardani & Trisnani, 2018). Career information services are services that provide explanations to

individuals about a career, what a career requires, what the responsibilities are in a career so that individuals are able to determine goals to be achieved (Syafarudi, 2019). Life skill-based career information services help students to better understand their interests, values, skills, and talents. This helps them identify what they like and what they are good at. With a deeper understanding of themselves, students will feel more confident in making career decisions (Mahmud & Sunarty, 2012; Rifdah El Fiah, 2014).

This research on life skill-based career information services has an important urgency in increasing self-confidence and career planning in high school students. It can be seen from research (Putro & Indiaty, 2023; Riyanto et al., 2023), that many students experience confusion in determining the career they want to take after graduating. This is due to a lack of understanding of talents and interests, as well as the ideals they want to achieve. Meanwhile, students often feel unprepared to face career challenges after completing their education (Hariko, 2024). This uncertainty can reduce self-confidence in making career decisions. In addition, research stated that the influence of the environment and parents is very urgent (Andiyaman et al., 2024). Students often follow the wishes of their parents or their surroundings in choosing a career, which can result in a lack of motivation and self-confidence to pursue their dream career.

METHODOLOGY

This research uses quantitative research which produces statistical measurement findings. The experimental design chosen was Quasi Experimental Design uses a non-equivalent groups pre-test post-test design model (Sugiyono, 2010). This design has a control group, but it cannot function fully to control external variables that influence the implementation of the experiment/trial.

The research design procedure is as follows: 1) Before being given treatment, the subjects who have been selected in the experimental group and the control group are

first measured with a pre-test of self-confidence and career planning using an instrument that has been prepared in the form of a scale. 2) Providing treatment in the form of a career information service technique based on life skills. This treatment is only given to the experimental group. 3) After the treatment is given, the subjects are given a post-test using the same instrument as that given during the pre-test. The experimental group and the control group are both given a post-test. 4) The results of the post-test are analyzed and a graph of the increase in the numbers obtained before and after the treatment is given to the research subjects is viewed.

In this study, the sampling technique used simple random sampling technique for determining sampling from a population carried out randomly without considering the strata in the population. The reason for selecting samples using simple random sampling is because all samples are taken randomly from the existing population. Each class is given a number, then the numbers are selected randomly using a method such as a lottery. The sample in this study used the experimental class and the control class, each consisting of 36 students with a total sample of this study being 72 samples.

RESULT AND DISCUSSION

The implementation of the research for the control class was not given guidance and counseling services with treatment. While in the experimental class the researcher provided life skill-based career information services as the treatment. Life skill -based career information services in this study were provided in the form of classical guidance and implemented in 6 treatments. Before conducting the treatment, the researcher conducted a pre-test on the experimental class and the control class. The purpose of the pre-test here is to find out the results before the experimental activity is carried out.

The data in this study are data that researchers obtained from the distribution of instruments to grade XII students with a total of 72 respondents. The instruments distributed are instruments about self-

confidence and career planning. The data obtained from the distribution of these instruments are what researchers analyzed using the SPSS program version 25.00 for windows, can be seen in the following table:

Table 1. Descriptive Statistics

		Statistics			
		PRE-KON	POST-KON	PRE-EKS	POST-EKS
N	Valid	36	36	36	36
	Missing	0	0	0	0
Mean		160.50	181.81	161.42	185.47
Std. Error of Mean		1.311	3.076	1.183	3.575
Median		160.00	179.00	161.00	183.00
Mode		164 ^a	196 ^a	161 ^a	162 ^a
Std. Deviation		7.869	18.457	7.097	21.450
Variance		61.914	340.675	50.364	460.085
Range		36	62	30	72
Minimum		145	154	146	155
Maximum		181	216	176	227
Sum		5778	6545	5811	6677

a. Multiple modes exist. The smallest value is shown

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

Normality Test

Normality test is conducted to determine whether data in a data group or variable is normally distributed or not. Normality test is useful to determine whether the data that has been collected is taken from a normal population. Normality test in this study was conducted using the Kolmogorov Smirnov formula. If the significance value is greater than 0.05 ($p > 0.05$), then the data is declared normally distributed. Conversely, if the significance value is less than 0.05 ($P < 0.05$) then the data is declared abnormal. Normality test in this study can be seen below.

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

		Test of Normality					
KELAS		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pre-Eks	.133	36	.110	.967	36	.343
Perencanaan	Post-Eks	.133	36	.176	.964	36	.283
Karir	Pre-Kon	.115	36	.200 ^a	.957	36	.180
	Post-Kon	.137	36	.084	.962	36	.246

^a This is a lower bound of the true significance

a. Lilliefors Significance Correction

Based on the table above, for all data from the experimental group and control group as well as the pre-test and post-test on the self-confidence variable, the results of the Sig. Kolmogorov-smirnov value are > 0.05 . So, the conclusion of the data distribution is stated as normal, because 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 of career planning variables can be seen in the following table:

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

KELAS	Test of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pre-Eks	.126	36	.162	.967	.345
Perencanaan	Post-Eks	.122	36	.191	.933	.030
Karir	Pre-Kon	.124	36	.178	.976	.609
	Post-Kon	.139	36	.078	.942	.060

a. Lilliefors Significance Correction

Based on the table above, for all data from the experimental group and control group as well as the pre-test and post-test on the career planning variable, the results of the Sig. Kolmogorov-smirnov value are > 0.05. So, the conclusion of the data distribution is stated as normal, because the research data is normally distributed.

Homogeneity Test

The homogeneity test is conducted with the aim of showing two or more groups of sample data that have been taken from a population that has the same variance. In other words, the homogeneity test is conducted to determine whether the data set studied has the same characteristics or not. The homogeneity test in this study was conducted using the SPSS 25 application . The results of the homogeneity test of the self-confidence variable are in the following table:

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

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil Kepercayaan Diri	Based on Mean	1.166	3	140	.325
	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

Based on the table above, the Sig. Based on mean value is 0.325 > 0.05. So it can be concluded that the data variance of the experimental class and control class is the same or homogeneous.

The homogeneity test in this study was conducted using the SPSS 25 application . The results of the homogeneity test of career planning variables are in the following table:

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

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil Perencanaan Karir	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 the table above, the Sig. Based on mean value is 0.884 > 0.05. So it can be concluded that the data variance of the experimental class and control class

is the same or homogeneous.

Sample T-test

The paired sample t-test is a procedure used to compare the average of two variables in one group. That is, this analysis is used to test two related samples or two paired samples.

So there is a significant influence before (pre-test) career information services based on life skills and after (post-test) career information services based on life skills on self-confidence and career planning in students. To see more clearly the average results of the pre-test and post-test conducted, the following mean table can be seen:

Table 6. Results of Paired Sample Test Statistics of Self-Confidence Variable

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-EKS	82.08	36	5.395	.899
	POST-EKS	109.14	36	4.876	.813
Pair 2	PRE-KON	74.89	36	4.268	.711
	POST-KON	80.83	36	3.653	.609

1. Based on the mean table above, there was a significant increase in the experimental class with a pre-test value of 82.08 and a post-test value of 109.14.
2. Based on the mean table above, there was an increase in the control class with a pre-test value of 74.89 and a post-test value of 80.83.

So there is a significant influence before and after the life skill-based career information service is carried out on students' self-confidence and career planning. To see more clearly the average results of the pre-test and post-test conducted, the following mean table can be seen:

Table 7. Paired Sample Statistics Results for Career Planning Variables

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-EKS	78.42	36	4.442	.740
	POST-EKS	110.83	36	3.888	.648
Pair 2	PRE-KON	71.19	36	3.717	.620
	POST-KON	81.58	36	3.835	.639

1. Based on the mean table above, there was a significant increase in the experimental class with a pre-test value of 78.42 and a post-test value of 110.83.
2. Based on the mean table above,

there was an increase in the control class with a pre-test value of 71.19 and a post-test value of 81.58.

Effective Contribution

Life skill-based career information services to increasing self-confidence and career planning can be seen in the following table:

Table 8. Coefficient of Determination

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

a. Lilliefors Significance Correction

Based on the table, 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, 2022; Kirdok & Harman, 2020). 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, 2021; Laforce & Noble, 2020).

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 (F. Pasaribu & Yakub, 2024). 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 (Hisbiyatul 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 (Habibi & Sinarsih, 2020). 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 (Kurkjian et al., 2019; Norman & Hyland, 2018). 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 (Winkel & Sri Hastusi, 2012) 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 (D. Hidayat, 2022). 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 Munbaitis & Umaroh (2022) state that in career decision-making, one of the influencing factors is self-confidence. 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 (Aprilia 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 & Muhid (2021) stated that one of the factors that becomes self-confidence is education because it can support the future. In line with the results of research from Sabarrudin (2022) 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.

The results of the study by Susilowati & Fauzan (2022) 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. In line with research from Albertus Hengka Nove (2021) 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.

The results of research from Andiwijaya & Liauw (2020) stated that career information services also help students get to know themselves, recognize their personal skills, and improve weaknesses in individuals to the maximum. 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 (Gonz & Montero-navarro,

2020; Stambulova et al., 2020). Life skill-based career information services have very significant advantages for students' self-confidence as expressed by (Ling 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 (Filka, 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., 2020). 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 the results of this research is that life skills-based career information services are effective in increasing self-confidence and career planning in high school students with an effective contribution of 65.1%.

For Guidance and Counseling Teachers, this research is expected to be a reference for Guidance and Counseling teachers that can be used in providing services to students, especially in providing career information services. For Students, this research is expected to increase students' self-confidence and career planning with life skill-based career information services. For Further Researchers, this research is expected to provide further researchers with additional references and is expected to pay more attention to the conditions of the school environment and students.

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