

Achieving ideal career: improving student's career self efficacy through career counseling sessions based on H.B Gelatt's decision theory

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Abstract

After successfully compiling a good career plan related to their professional work in the future, students are expected to realize these career plans successfully. For this reason, students need to be equipped with other abilities in the form of self-efficacy or the ability to believe that the efforts made will produce results and goals that are expected to be achieved. Therefore, through appropriate career counseling intervention, the self-efficacy of students in achieving an ideal career is expected to increase. This study aims to examine effectiveness of career counseling based on H.B Gelatt's decision theory to improve student self-efficacy in achieving an ideal career. This study uses quasi-experimental methods. The research subjects were third years students in UPI Serang. The research instrument used was a student self-efficacy scale and a daily reflective journal. Data analysis techniques used statistical testing in the form of percentages, central symptom measures, and two-tier test (t-test). The results showed that students' self-efficacy related to achieving an ideal career in general was in the medium category with a percentage of 50.72%. The counseling intervention program is based on the career decision making steps of Gelatt. Paired t-test results of pre-test and post-test of the experimental group showed that $t_{\text{arithmetic}} = 10.221 >$ (greater) than $t_{\text{table}} = 2.401$, testing was carried out at $\alpha = 0.05$ and $df = 39$, meaning H_1 was accepted and H_0 was rejected. Thus, there is a significant difference between self-efficacy related to achieving the ideal career of students who are members of the experimental group before and after receiving treatment. Decision-making skills in particular are very influential on improving the level dimension in student self-efficacy related to achieving an ideal career.

Keywords: *career counseling, career counseling in college, career self-efficacy, Gelatt decision-making theory*



Introduction

Welcoming the industrial revolution 4.0 era, students not only need to prepare a variety of certain scientific knowledge, but also need to be equipped with the skills and ability solve life problems and organizing the way we live in the sense of using all available resources to achieve a fully functioning individuals who carry out the role in society. As the competition in getting ideal jobs is so tight, it demands people to be creative and innovative in planning career. Without vision and purpose, it is hard for someone to reach the finish line successfully. Likewise, individuals who do not have a mature career planning, they will find many obstacles to make a well-informed career decision (Supriatna & Ilfiandra, 2006; Supriatna, 2009).

Based on the previous research (Chudari & Mashudi, 2018), revealed that UPI Serang's students career planning ability is at the medium level with a percentage of 34.61%. This means that the students did not have reached optimal career planning skills or did not have reached the best level for every aspect of career planning. Based on this result, a career guidance program was formulated to develop students' career planning skills using Anne Roe's psychodynamic career theory, students were guided to make a mature career plan using the reflections on personality traits and personal interests formed in past experiences.

At the end of the program implementation, a post-test was conducted which showed the paired t test results of the pre-test and post-test scores in the experimental group, where $t_{\text{arithmetic}} = 24.805 >$ (greater) than $t_{\text{table}} = 2.401$, testing was carried out at $\alpha = 0,05$ and $df = 39$, meaning that H_1 is accepted and H_0 is rejected. Thus, there are significant differences between the mean pre-test and post-test scores in the experimental group. Significance value of $0,000 < 0,05$ indicates an increase in the level of mastery of social competence in the experimental group students after receiving treatment in the form of a career guidance program based on Anne Roe's psychodynamic career theory. At the other hand, from the observation of reflective journals, there is also a finding that there are still students who feel pessimistic about career planning that has been fully compiled and will not be realized or failed to be realized due to the students' lack of confidence in applying their career plan in their lives. It indicates that good career planning is not enough if it is not accompanied by the belief to actualize the plan or to realize step by step towards the ideal career you desire. On the basis of consideration of these problems, it is important for students to have confidence that they are able to realize career plans successfully by showing a good mental attitude such as self-efficacy. Self-efficacy refers to one's belief in his ability to succeed in a particular area of behavior (Betz, 2004).

The application of the Bandura's self-efficacy theory (1977) is one of the most prominent research fields in the development of studies on career counseling today, especially, when it related to understanding and treating personal-social problems and career development (Paulsen & Betz, 2004). The more specific, there are now hundreds of studies investigating the importance of self-efficacy (often also called confidence) for educational and career development focused on career-related behavior. These behaviors include self-efficacy in mathematics (Lopez, Lent, Brown, & Gore, 1997), self-efficacy for occupational tasks taken from the Dictionary of Occupational Titles (Rooney & Osipow, 1992), self-efficacy in decision making career (Luzzo, 1993; Taylor & Popma, 1990), and efficacy in career search (Solberg, Good, Fischer, Brown, & Nord, 1995) (in Paulsen & Betz, 2004).

Because each type of self-efficacy refers to a specific behavioral domain, the variety number of self-efficacy expectations is limited by the number of behavioral domains that can be defined. Regarding career counseling, the areas of behavior that are important for choosing careers such as decision-making skills, or behavior to succeed in a particular career such as

quantitative skills, leadership skills, may be relevant for counselors and clients to be considered in a career counseling session. Considering the implementation of career guidance and counseling program is part of the overall university program, and the career planning abilities of students including the areas arising from career guidance and counseling services in tertiary institutions, students should accept the intervention given as a match for career planning ability that is an increase in self-efficacy in achieving ideal career.

Career counseling to improve student self-efficacy in achieving an ideal career needs to be poured into a career counseling intervention program, so that the services provided can be more structured, planned, according to the conditions of students, clear stages of implementation, organizing and evaluating. This is similar to Henderson (2006: 54) who states that interventions that are intentionally designed by targeting specific needs or objectives that have been identified are more effective than interventions that are not intentionally designed.

The psychodynamic theory proposed by Anna Roe was used as a reference for the preparation of career guidance programs to develop students' career planning abilities in the previous research. In this study, career guidance based on Anne Roe's psychodynamic theory, the stage of need that is more lived and prioritized is largely determined by the overall experience of frustration and satisfaction in childhood, which is why the style of association between parents and children is seen as the main source of needs, interests, and attitudes. Roe's theory is also called the Need Theory approach to career selection. In accordance with Roe's opinion a combination of child and family relationships, environmental experience and genetic factors determine the development of the structure of needs. The personality concept used by Anna Roe uses psychodynamic methods investigating the motivations and emotions that influence career development and selection.

Meanwhile, to continue previous research, a career counseling intervention program to improve student self-efficacy in achieving an ideal career will refer to the decision theory from H.B Gelatt. Gelatt is a pioneer in the application of formal decision theory in counseling practice. In 1962, the absence of a theoretical framework in career guidance services in secondary education make him to submit research and development related to it. Gelatt believes that the decision theory offered is a promising conceptual framework as a counseling reference. The four questions as the main components of the conceptual framework of Gelatt (1991) that are believed to be guidelines for counselees in making career-related decisions consist of: (1) What do you want ?; (2) What do you know ?; (3) What do you believe ?; and (4) what you do. From this concept, Gelatt try to suggests the importance of positive uncertainty which gives flexibility and balance to the principles of planning and decision making.

By considering the main postulates of Gelatt decision theory, this theory is considered suitable for application in career counseling services to improve student self-efficacy in achieving an ideal career. However, although it is considered appropriate to facilitate the improvement of students' self-efficacy, decision theory is not necessarily tested effective. Therefore, this study intends to examine the effectiveness of Gelatt's career theory-based to develop UPI Kampus Serang students' self-efficacy in achieving an ideal career.

Based on the background of the research, the problem state of this research is focused on how an effective career theory-based career counseling intervention program can improve students' self-efficacy in achieving an ideal career is. From the formulation of these problem state, the purpose of this study is to uncover the effectiveness of career theory-based career counseling intervention programs which can improve student self-efficacy in achieving an ideal career. To be specific, the research objectives are state as follows: (a) Obtain a general description of the self-efficacy of students in related to efforts to achieve an ideal career; (b) Formulate a career theory-based career counseling intervention program to improve the self-efficacy students in achieving an ideal career; and (c) Determine the effectiveness of decision theory-based career counseling intervention programs to improve the self-efficacy of students in achieving an ideal career.

Method

A. Design

To influence the effectiveness of intervention on career theory-based counseling programs to improve student self-efficacy in achieving an ideal career, quasi-experimental methods are used. Quasi-experimental research can be interpreted as research approaching experimentation conducted through trials to control or manipulate relevant variables. The experimental research design used nonequivalent pre-post-test control group design (pre-post-test two groups) as illustrated in the following scheme:

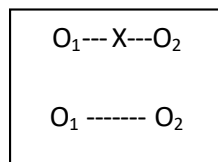


Figure 1. Nonequivalent Pretest-Posttest Control Group Design Scheme

B. Subject and Location

The research subjects were purposively determined using non-random sampling techniques. The subjects or respondents in this study were students of PGSD and PG PAUD UPI Campus in Serang with the following characteristics:

1. Being in the age range of 18-24 years
2. Actively running lectures
3. Officially recorded as an active Indonesian University Education student in the 2019/2020 school year
4. Willing to be involved in career counseling sessions during the sessions required
5. Showing low or moderate self-efficacy related to achieving an ideal career.

C. Research Tools

The data collection is conducted by using a scale-shaped instrument, namely a data collector in the form of a list matching the alternative answers available in the form of something tiered. The research instrument is presented in a closed questionnaire in the form of a checklist, that is, a questionnaire is presented in such a way that respondents only need to give a check mark (✓) in the appropriate answer column (Arikunto, 2005). The instrument lattice is developed from the operational definition of the research variable, the next lattice is used as material for the preparation of instrument items in the form of statement items. In this study used an instrument in the form of a student self-efficacy scale questionnaire related to career aspects. The research instrument was developed based on the self-efficacy dimension of the concept put forward by Bandura (1997).

D. Data Analysis

The obtained data then were analyzed statistically. Statistical testing is used to determine the difference between the mean score of students' self-efficacy before and after receiving treatment in the form of career counseling based on Gelatt's decision-making theory. The statistical test used is a measure of central symptoms and paired t test. Hypothesis testing is used at $\alpha = 0.05$.

Findings and Discussion

Students who are at the last year of tertiary education, implies that they are ready to lead a more professional social life. Therefore, the task of development that emerges at this age is related to the achievement of career maturity and preparation for the world of work. The career development task is closely related to the ability of students to make career decisions. Individual

career choice decisions are influenced by environment, education, family and cultural background, parents, occupation, gender, and marital status. The biggest determinant, the career of his parents and genetics is also have an influence on career choice decisions for men. While women are more influenced by the husband's social position than his parents. Social status is also one of the determinants of career choice decisions. For them, who has a high career socioeconomic status mind career on how to work, while the low socioeconomic status tends to see career on how to make money. It also findings that the high social economic status is positively connected with their IQ scores. If various considerations related to career decisions not managed properly, it will become a mental block that would interfere with career development towards career maturity. One of the characteristics of individuals who already have career maturity is whether they can determine the career that ideal for themselves. However, many cases where individuals give up on the ideal career because of the many considerations that hinder the career decision making process.

The individual's lack of confidence in the career decisions made difficulty for individuals to achieve an ideal career. This is also experienced by most of the final year students at UPI Serang Campus who already have career planning skills, but in the middle of the process of realizing their career plans they are interrupted by various considerations, which cause them to be unable to take decisions to proceed to the next step.

General description or self-efficacy of students related to the ideal career achievement was obtained from the data collection of 69 students of PGSD and PG PAUD study programs in the 5th semester of the 2019/2020 academic year at UPI Serang Campus. Based on the data obtained, student self-efficacy related to achieving an ideal career is generally in the medium category with a percentage of 50.72%. However, the percentage of students who showed low self-efficacy related to the achievement of an ideal career was also quite a lot that is equal to 24.64%. Thus it was revealed that students have not shown confidence in their success in achieving their desired career and in accordance with the scientific field. In detail the grouping of students' career planning skills can be seen in the following table:

Table 1.
General description of UPI students' self-efficacy
in Serang related to Ideal Career Achievement

category	Frequency	Percentage
Very low level	1	1.45
Low level	17	24.64
Medium level	35	50.72
High level	9	13.04
Very high level	7	10.14

From the table above it can be seen that the percentage of students who have self-efficacy related to achieving ideal careers in the high and very high categories is only 13.04% and 10.14%, while in the moderate category there are 50.72%, and in the low and very low, there are still 24.64% and 1.45%. From this, we can conclude that the 5th semester students at UPI Serang Campus generally have moderate or sufficient self-efficacy related to achieving an ideal career. Meanwhile, to see the most prominent aspects of self-efficacy in the study sample group, the average score data related to each aspect of self-efficacy was presented, namely at the level, strength and generality aspects as shown in this following table:

Table 2.
 Student Self Efficacy in Achieving an Ideal Career
 (on each dimension)

No	Dimension	Average
1	Aspect 1 : level	34
2	Aspect 2 : strength	39
3	Aspect 3 : generality	38

From the Table 2., it can be seen that the highest average score is in the second aspect, namely the strength. Strength aspect is a dimension of self-efficacy that illustrates the extent to which strengths and beliefs about a target that have been set by individuals, whether strong or weak. High and low of this dimension can be seen from the consistency of individuals in carrying out their duties, through increasing individual efforts when facing failure, individual confidence in doing a good task, calmness in facing difficult tasks, and the commitment of these individuals in achieving targets has a drive to advance in the field of education or work that is aspired. The generality aspect is the second highest aspect. This means that the average student shows the ability to generalize tasks and previous experiences when dealing with a task or job. The lowest aspect is actually the level aspect, which is the dimension that describes the extent to which an individual can determine the level of difficulty in the work he is able to carry out, the assessment of this aspect can be seen from several things, namely by seeing whether individuals can make challenging targets, sure they can do work well, even if the job is difficult, and whether the individual knows his interests and abilities so he can choose the job he wants or feels appropriate for him.

The Effectiveness of Career Counseling Based on Gellatt's Decision Making Theory to improve student self-efficacy in achieving an ideal career is known based on the comparison between the pre-test and post-test scores of the two groups (control and experiment). There was an increase in self-efficacy scores on subjects in the control group even though the control group did not follow career counseling intervention based on H.B Gellatt's decision making theory.

Meanwhile, the data regarding the comparison of the experimental group subject showed that in experimental group an increase in student self-efficacy scores in achieving an ideal career after attending a career counseling session based on Gellatt's decision-making theory. The increase in scores that occur looks more consistent and evenly compared to the increase experienced by subjects in the control group. Data on the increase in mean scores in the control and experimental groups still included rough data, but it has been sufficient to show the effectiveness of career counseling intervention programs to improve student self-efficacy in achieving an ideal career.

Finer data analysis is performed using a statistical analysis procedure using the two-difference test or t test. T test used in this case is paired t test or paired t test. From the test results obtained by t value. Then the value is compared with the distribution value of t from the statistical table. The t value is not interpreted as an indicator of how much change has occurred but how real and visible the change is. Based on the comparison of scores before and after treatment, it can be concluded that there is a difference between self-efficacy scores in achieving an ideal career in students who are joined in the experimental group before and after following career counseling based on Gellatt's decision-making theory. The results of the analysis of the differences in the average pre-test scores and the pros test were conducted to test the research hypothesis which reads: "career counseling based on Gellatt's decision-making theory is effective for increasing student self-efficacy in achieving an ideal career". The statistical hypothesis is explained as follows.

$$H_0 : \mu_{pre-test} = \mu_{post-test}$$

$$H_1 : \mu_{pre-test} < \mu_{post-test}$$

The next step is to carry out a statistical analysis to find out the mean, standard deviation, and t-count values (through paired t-tests) on the scores of the two groups. The results of the statistical analysis of research data using the paired t-test are summarized in the following table:

Table 3.
Experimental and control groups t value

Group	Mean		St.Dev		Paired Samples Test				
	Pre test	Post test	Pre test	Post test	Data	t	df	Sig. (2-tailed)	Note
Experiment group	98,3	119,6	5,8	7,5	<i>pre test</i> experiment <i>pre test</i> control	0,560	39	0,582	Not approved
					<i>post test</i> experimen - skor <i>post test</i> control	11,798	39	0,000	approved
Control group	108,8	121,5	2,5	9,7	<i>pre test</i> - skor <i>post test</i> experiment	10,221	39	0,000	approved
					<i>pre test</i> - skor <i>post test</i> control	5,650	39	0,000	approved

* t test use df = 39 ; α = 0,05; t table = 2,401

To see differences in self-efficacy related to achieving ideal careers in students between two groups members before being given treatment, a paired t test was carried out on the control group's pre-test scores and the experimental group's pre-test scores. Meanwhile, to see the differences in self-efficacy related to ideal career achievement in between two groups member students of the control and experimental groups after being given treatment, a paired t-test was also carried out on the control group's post test score and the experimental group's post test score.

Table 3 shows the results of paired t-test for the experimental group's pre-test scores and the control group's pre-test scores. From the tests conducted at α = 0.05 and df = 39, obtained t count = 0.560 <(smaller) than t table = 2.401, meaning that there is no significant difference between the mean of the control group and the experimental group before the treatment is given. Significance value of 0.582 > 0.05 or greater than the critical value indicates that there was no significant difference in conditions between students in the experimental group and the control group just before the treatment was given. Both groups did not show significant differences in terms of student self-efficacy related to ideal career achievement. Meanwhile, a paired t-test was also carried out on the post-test scores of the experimental group and the post-test scores of the control group. From the tests conducted at α = 0.05 and df = 39, obtained t count = 11.798 > (greater) than t table = 2.401, meaning that the tests carried out on the post test scores of the two groups were significant. Significance value of 0,000 <0.05 or smaller than the critical value indicates that there are significant differences in conditions between the experimental group and the control group shortly after the treatment was given. Both groups showed significant differences in terms of student self-efficacy regarding ideal career achievement.

Students who are at the last year of tertiary education, implies that they are ready to lead a more professional social life. Therefore, the task of development that emerges at this age is

related to the achievement of career maturity and preparation for the world of work. The career development task is closely related to the ability of students to make career decisions. Individual career choice decisions are influenced by environment, education, family and cultural background, parents, occupation, gender, and marital status. The biggest determinant, the career of his parents and genetics is also have an influence on career choice decisions for men. While women are more influenced by the husband's social position than his parents. Social status is also one of the determinants of career choice decisions. For them, who has a high career socioeconomic status mind career on how to work, while the low socioeconomic status tends to see career on how to make money. It also findings that the high social economic status is positively connected with their IQ scores. If various considerations related to career decisions not managed properly, it will become a mental block that would interfere with career development towards career maturity. One of the characteristics of individuals who already have career maturity is whether they can determine the career that ideal for themselves. However, many cases where individuals give up on the ideal career because of the many considerations that hinder the career decision making process.

The individual's lack of confidence in the career decisions made difficulty for individuals to achieve an ideal career. This is also experienced by most of the final year students at UPI Serang Campus who already have career planning skills, but in the middle of the process of realizing their career plans they are interrupted by various considerations, which cause them to be unable to take decisions to proceed to the next step.

To find out whether Gellatt's theory-based career counseling is effective or not to improve student self-efficacy related to ideal career achievement, a paired t-test of the pre-test and post-test scores of the control group and the experimental group is conducted. Paired t-test results of pre-test and post-test scores in the control group, showed that $t_{\text{arithmetic}} = 5.650 < (\text{greater})$ than $t_{\text{table}} = 2.401$, testing was carried out at $\alpha = 0.05$ and $df = 39$. Thus, there were differences that significant between mean pre-test and post-test scores in the control group. Significance value of $0,000 > 0.05$ or greater than the critical value indicates that there is a significant difference between self-efficacy related to achieving the ideal career of students who are members of the control group before and after receiving treatment. Though students who are in control groups do not attend counseling sessions, some of them have managed to increase self-efficacy related to achieving an ideal career. Thus, self-efficacy related to ideal career achievement can develop in students through learning experiences, observations of certain role models and also psychological maturity. These variables become other intervention variables which can also affect the increase in student self-efficacy in the future.

Meanwhile, the results of paired t test pre test and post test scores of the experimental group showed that $t_{\text{count}} = 10.221 > (\text{greater})$ than $t_{\text{table}} = 2.401$, testing was carried out at $\alpha = 0.05$ and $df = 39$, meaning that H_1 was accepted and H_0 is rejected. Thus, there are significant differences between the mean pre-test and post-test scores in the experimental group. Significance value of $0,000 < 0.05$ indicates a significant difference between self-efficacy related to the achievement of the ideal career of students who are members of the experimental group before and after receiving treatment. The t value in the experimental group was also greater than the calculated t value in the control group. This means that the difference in conditions in the experimental group is more 'real' compared to the control group. Therefore, the research hypothesis which states "career counseling based on Gelatt's decision-making theory is effective for improving student self-efficacy in achieving an ideal career" can be empirically accepted or proven.

Career counseling intervention program to improve student self-efficacy in achieving an ideal career is designed based on the data of the 5th semester student self-efficacy studied at UPI Kampus Serang. The counseling intervention program is based on the career decision making steps of Gellatt. There are five steps in the decision-making process according to Gelatt. The first step is where the individual realizes his need to make a decision and then sets goals. The second

step, individuals collect data and conduct surveys to see various possible actions. Data collection is seen as one of the most important steps because knowledge of various alternative possibilities is very relevant in the decision-making process. Alternative information provides essential knowledge including job description of work, educational and training requirements used in career decision making. The third step, the use of data in determining the series of actions that might be taken and the results that might be achieved. The fourth step, namely predicting the good results to be achieved, which are determined by the value system adopted by individuals. The fifth step, which is evaluating and choosing a decision, which is a terminal decision or investigative decision. Then the individual re-evaluates the results that might be achieved with that decision by using a certain prediction system.

This model implies that there are at least four important counseling considerations. First, individuals must have readiness to begin the decision-making process. Is the counselee aware of his need to make a decision? Does the counselee already have the skills to utilize the resources needed in the decision-making process? Secondly, the counselee must have self-knowledge. Does the counselee have sufficient self-knowledge about relevant interests, abilities, values, and experiences? Does the counselee have the skills to apply this knowledge to consider alternatives? Then, the individual knowledge of training or education and environmental opportunities, job requirements and demands. The last, the counselee must understand the decision-making process. These steps should always be translated into a counseling intervention program to improve student self-efficacy.

In using the theory of self-efficacy in career counseling, Betz (2004) suggests two steps, namely (1) initial discussion and assessment, and (2) counseling intervention. The main task of the counselor at initial discussion is to include the concept of efficacy in the initial discussion with the counselee. Here the counselor is required to ask questions about the counselee's beliefs about his competence in areas relevant to career decision making, performance, or progress. Counselors should help adults consider career changes or explore areas of behavior where they feel that their lack of skills is hindering their progress or preventing them from choosing the options they want. After the counselor and counselee determine the realm of behavior in which self-efficacy can be beneficial for the career development of the counselee in the future, it is necessary to plan for intervention. This intervention is based on the four sources of efficacy information according to Bandura's theory. Successful performance has proven to be the most effective type of intervention, but encouragement and support are what most counselors have integrated into their counseling practice (Betz, 2004), so focusing on at least two of these can be the first step in designing interventions.

Unlike career guidance that has a curriculum and standard stages, counseling sessions are designed to be flexible with regard to the progress achieved by the counselee. So, the counselor can follow the psychological dynamics in the counselee, to achieve the expected counseling results. In the initial discussion phase, the counselor and counselee discuss the four main considerations in Gelatt's decision-making theory, so that at the counseling intervention stage, the counselee can further develop decision-making skills. With good decision-making skills, counsees are expected to be more confident of the actions taken. Confidence in self-success in doing something is the core of self-efficacy.

Getting started to the counseling sessions, it must have readiness to start the decision-making process. For counsees who do not have readiness, the counselor should help counsees identify obstacles to this and eliminate them. After the counselee shows readiness, the counselee needs to realize his need to make a decision. Once again, the counselee is invited to identify the ideal career that is desirable, and what decisions must be made in an effort to achieve it. After that, the counselee is helped to identify the resources needed in the decision-making process along with what skills are needed to use them.

The next step is to ensure that the counselee has sufficient self-knowledge about self-interest, abilities, values, and experience relevant to the career he craves. Counsees are trained

to apply knowledge of these things to consider various career decision alternatives. With the counselee's knowledge of training or education and environmental opportunities and job requirements, it make the counselee easier to make decisions regarding efforts to achieve an ideal career. After that, the counselor explains the steps in the decision-making process to the counselee. The counselee who has been able to make career decisions becomes more convinced of the ideal career coveted by him. This makes achieving an ideal career impossible again. As the counselee's skill in making decisions, the level dimension in self-efficacy also begins to increase. The counselee can measure and determine the degree of difficulty in the work he is able to carry out, the counselee can also set challenging targets, and show confidence to achieve these targets. The counselee who has more confidence becomes more confident that he can do a good job even if the work is felt difficult, because the counselee is familiar with the various sources he has. With self-knowledge or self-knowledge that has been possessed by the counselee, it easily finds out his interests and abilities so that he can choose the job desirable or felt appropriate for him. This has become one indicator of increasing student self-efficacy in achieving an ideal career. Because at the end of the counselee intervention session, students already have a variety of skills that help improve their efficacy on the dimensions, level, strength and generality. Especially in the level dimension, which was a very low aspect.

After the counselor and counselee determine the realm of behavior in which self-efficacy can be beneficial for the career development of the counselee in the future, it is necessary to plan for intervention. This intervention is based on the four sources of efficacy information according to Bandura's theory. Successful performance has proven to be the most effective type of intervention, but encouragement and support are what most counselors have integrated into their counseling practice (Betz, 2004), so focusing on at least two of these can be the first step in designing interventions.

Nevertheless, the success of the counseling process cannot be merely pegged from the numbers alone. However, the counselee's response, the counselee's independence, counselee's increased knowledge, abilities, and skills at the end of the counseling session make more authentic evidence of the success of the counseling process. Based on the research data obtained, a general description of student self-efficacy related to the ideal career, most of the subjects showed self-efficacy in the medium category, indicated by a percentage of 50.72%. When added to the low and very low categories the total percentage is 76.81%. One third of this data are women. This is of course an interesting research finding, knowing that most students with low self-efficacy towards ideal career attainment are female, given the overall ratio of students at the end of the UPI Campus in Serang where men and women are only 1: 2, that number is quite in a high level. Thus, counsees who are members of group counseling sessions are also mostly women.

In the initial discussion stage there is a probing session or a session where the counselor explores psychological barriers (through asking a few questions to the counselee) in the counselee who causes the problems they are experiencing at this time. It is found that female counsees more often complain about various things that implies pessimism, self -doubt, and self-blaming in his efforts to achieve the desired career.

Self-efficacy is a crucial element of personality. It is self-confidence of one's own ability to display behavior that will lead to the expected results. When self-efficacy is high, individuals tend to feel confident that they can make certain responses to gain reinforcement. Conversely, if low, then individuals will feel anxious that they are not able to do the response. The concept of self-efficacy refers to a person's belief in his ability to succeed in a particular area of behavior (Betz, 2004; in Tarsidi, 2007). Higher levels of self-efficacy postulated can lead to approach versus avoidance behavior

There are four sources of information which lead to the initial development of efficacy expectations and can be used to improve them, namely (1) performance accomplishments, (2) learning through observation (vicarious learning or modeling), (3) emotional arousal or anxiety,

and (4) persuasion and encouragement social. These sources of efficacy information are not only important in individuals' initial development but can also be used as guidelines for designing interventions that can build or strengthen the expectations of self-efficacy (Betz, 2004; in Tarsidi, 2007). Initially, the sources of efficacy information were thought to come from the family of the individual's origin; the underlying variables such as gender, ethnicity, socioeconomic status and the nature and quality of educational opportunities. Hackett and Betz (1981) found that the experience of socialization influenced individual expectations. For example, the experience of socializing girls in their infancy may not provide the kind of efficacy information needed to build strong expectations in relation to career fields traditionally dominated by men such as science and technology. Wolfe & Betz (2004) have tested the postulate that the quality of inner bonds of parents and peers can positively influence self-efficacy in decision making because inner bonds that make a sense of security result in individuals feeling more comfortable in exploring their environment.

The application of self-efficacy theories to vocational behavior was first put forward by Hackett and Betz (1981; Betz & Hackett, 1981) and to date has been investigated empirically through various studies (Betz, 2004). In brief, as stated by Bandura (1977), self-efficacy expectations refer to a person's beliefs about his ability to successfully perform a task or behavior. Because of these expectations, self-efficacy is related to specific behavior and is not general in nature, then this concept must refer to certain behaviors to be meaningful (Betz, 2004). For example, people can have expectations of self-efficacy in behavior related to mathematics, initiating social interactions, investing in stock trading, or repairing a leaky tire. Because each type of self-efficacy refers to certain behavioral domains, the number of types of expectations is limited by the number of definable behavioral domains.

In relation to career counseling, the areas of behavior that are important for choosing a career (e.g decision making skills) or behavior to succeed in a particular career (e.g quantitative skills, leadership skills) may be relevant for counselors and clients to consider in counseling. The concept of self-efficacy expectations is very useful for understanding and modifying career behavior because this concept is contained in Bandura's theory. Bandura (1977) postulates that self-efficacy expectations have at least three behavioral consequences. The three consequences of the behavior are: (1) approach or avoidance (approach versus avoidance behavior); (2) the success of performance (performance accomplishment) in the target domain, and (3) persistence in facing obstacles or unexpected experiences. The implication of this leads that low levels of self-efficacy expectations relating to certain behaviors or realms of behavior can result in individuals avoiding that behavior, poorer performance in that behavior, and a tendency to give up when faced with difficulties or failures.

Based on research findings along more than 20 years, Betz (2004) revealed that self-efficacy expectations do indeed significantly influence career choices, performance, and persistence. The application of the theory is based on among others the hypothesis that the socialization of women traditionally results in lower levels of their self-efficacy expectations in relation to careers dominated by men, especially in the fields of mathematics and science. In their first research, Betz and Hackett (1981) asked students and students to report whether they felt that they were able to complete their studies in various majors. Although the students, as a group, did not differ in the results of their ability tests, they differed significantly in their perception of their abilities. This difference is striking in relation to occupations involving mathematics, 59% students versus 41% students believe they are able to obtain a degree in this field. 74% of men versus 59% of women believe that they can become accountants. Very dramatically, 70% of students but only 30% of students with comparable competencies believe that they are able to obtain a degree in technology (Tarsidi, 2007).

Equally important is the finding of Betz and Hackett (1981) which is stated that the low level of self-efficacy is related to the low likelihood of them considering non-traditional careers, i.e careers that are traditionally dominated by men. Betz and Hackett (2004) also find that

mathematical self-efficacy itself influences career choices in science. The research supports Bandura's theory regarding the consequences of approach vs avoidance, both in perceptions of career options or actual career or educational choices. According to this research, the role of fathers is more important than mothers in determining the career orientation of girls, because of interest in finding future hopes that begin with a strong relationship with father's income. Career-oriented women generally have a different perspective with their mothers. Most parents believe in the apparent effect compared to existing data. Equality of rights for men and women has absorbed all levels of society towards career opportunities found in the research that important elements in women's careers are marriage, time to have children and husband's attitude towards his wife's career.

In reality women can plan and combine marriage and work properly. The woman who originally planned to become a housewife and then changed her plans to become a career woman turned out to be a high achievement in her career. Women's choice seems to have much influence on personal abilities, achievements, and possible interests. Marriage, scholastic talent and socioeconomic talent are the best predictors of women's work activities. In general, career women used to take time to go to college and then married and had few children, when the career woman had children, she was already quite old. The challenges that will hamper career women are the problem of gender roles that lead to conflict. Gender is also related to differences in abilities at work. In general, men are preferred to work or get a higher level of work compared to women. The fact, that gender differences in a person's ability will be an obstacle to career development in women. It must be admitted that men are stronger than women, especially in terms of muscle strength due to hormonal differences. But with training, there will be a possibility that these differences are not significant for men and women.

In addition to the role of gender which is a challenge for career women, the most important challenge is the determination of attitudes towards marriage and career. For example, it often happens to career women who are not married because he wants a career first and suddenly he decides to get married so that his career is interrupted in the middle of the road because they have to take care of household affairs. but in general, many women put off their career after the marriage and children.

Conclusions

Based on the results of the research and discussion several conclusions can be drawn as follows:

1. Student's self-efficacy related to ideal career achievement is generally in the medium category with a percentage of 50.72%. However, the percentage of students who showed low self-efficacy related to the achievement of an ideal career was also quite a lot that is equal to 24.64%. Thus it was revealed that students have not shown confidence in their success in achieving their desired career and in accordance with the scientific field.
2. Career counseling intervention program to improve student self-efficacy in achieving an ideal career is designed based on the general description of self-efficacy data for students at UPI Campus Serang. The counseling intervention program is based on the career decision making steps of Gellatt.
3. The paired t test results of the pre test and post test scores of the experimental group showed that $t_{\text{arithmetic}} = 10.221 >$ (greater) than $t_{\text{table}} = 2.401$, testing was carried out at $\alpha = 0.05$ and $df = 39$, meaning that H_1 was accepted and H_0 was rejected. Thus, there are significant differences between the mean pre-test and post-test scores in the experimental group. Significance value of $0,000 < 0.05$ indicates a significant difference between self-efficacy related to the achievement of the ideal career of students who are members of the experimental group before and after receiving treatment.
4. The calculated value of t in the experimental group is also greater than the calculated value of t in the control group. This means that the difference in conditions in the experimental

group is more 'real' compared to the control group. Therefore, the research hypothesis which states "career counseling based on H.Bellell's decision-making theory is effective for improving student self-efficacy in achieving an ideal career" can be empirically accepted or proven.

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