Career counseling by using self control technique to assist student career decision-making

Murni Pratiwi Putri

Universitas Pendidikan Indonesia, Bandung, Indonesia | ✉ murnipratiwiputri@student.upi.edu

Abstract

Adolescence is a time of increasing issues in decision-making about the future, friends, further education, university, major, job field, etc. Yet often students still find it difficult in making decisions about their future including careers. This literacy study aims to describe an idea of career counseling by using self-control techniques for student career decision-making. When students are faced with difficult career path choices, self-control plays an important role in decision-making. With the self-control, they make decisions by thinking and considering the long-term consequences of the problems they face, indeed with the strengthening of career counseling that is carried out. Various studies show that the things that greatly affect the decision-making of students is self-control. Students' self-control is crucial to their success in decision-making.

Keywords: Career Counseling, Self-Control, Student Career Decision-Making

Introduction

The Adolescents, who enter the high school age, around 15 to 18 years old, face a variety of issues related to the task of self-development, one of which is choosing between further education or working. For adolescents, the career issue is still a (crucial) discussion and is always been a concern for educators and researchers. Difficulties in choosing a major or further education are still commonly experienced by adolescent, "Teenagers often do career exploration and make decisions that to some extent accompanied by ambiguity, uncertainty, and pressure. Most career decisions are taken suddenly and unplanned and lack of guidance from the school counselors "(Santrock, 2007: 173). In Indonesia, the number of adolescent who registers to the State University (PTN) is greatly increased (data on the level of university admission and graduation) "From the number of 852,093 registered, only 137,005 or approximately 16.08% accepted in the PTN throughout Indonesia. It means there is a 10% increase from last year. In addition, the bidik misi program only accepted 31,908 students from 152.097 candidates.

"said Rochmat in Liputan6.com. Besides that, students may also choose to work after graduating from the high school. The Central Bureau of Statistics (BPS) launched the latest unemployment data in Indonesia as of February 2014. From the data, unemployment in Indonesia is dominated by high school graduates. They reach 9.10 percent of the 7.15 million of total unemployed in Indonesia as of February 2014. The percentage is decreased compared to the same period last year which reached 9.39 percent (merdeka.com).

Men throughout their lives make decisions and choices. Career decision is one of the most important decisions that individuals make. Career choice influences the whole life of the individuals and also shapes their future. The career chosen by the individuals determines their life style, their way of looking at life, working environment, social and economical environment and even partner selection "(Birol & Yeliz, 2010). Whether the students choose to continuing higher education, working, marrying or not at all, they need individual counseling that would help in deciding their career choices.

Now, the needs for counseling is more and more recognized by the students, and for career problems there are career choice theories emphasize the individual skills, interests, values and personality. However, recent career choices are considered as a developmental process and therefore the concept of self-control has gained special attention. For the appropriate career choice, one must achieve a good level of self-control for his career decisions-making.

Super in Santrock (2007) states that individual self-concept plays an important role in the selection of one's career. Super argues that the self-concept career was first composed of individuals in adolescence. When students are faced with difficult career path choices, self-control plays an important role in decision-making. With self-control, students make decisions by thinking and considering the long-term consequences of the problems they face. Students who have good self-control will consider what career path suits them but also respecting the feelings of their parents and peers. They don't merely force their will to go to college when their parents want them to work immediately. They also don't merely follow the conformity of their peers when they realize it is not in accordance with their talents and interests. They will consider the consequences of their decision when they choose to go to college or work immediately after high school graduation.

Discussion

Lazarus (in Thalib, 2010) explains that self-control describes individual decisions through cognitive considerations to unify the behaviors that have been developed to improve the certain desired outcomes and objectives. Indeed, Students should have good self-control skills to determine a career decision-making. To do so, various aspects should be considered positively. "decision making depletes the same resource used for self-control and active responding" (Vohs et al., 2014) (Vohs et al., 2014) among the high school students, there are substantial differences in their career development and career needs. Causes of the differences are, for example, parental support levels, gender, race, self-concept, health and physical development background (Thayeb, 1988).

External factor that affect the career decisions is parents. Parents plays an important factor in one's course of career. Parents way in educating affects their child's way of thinking that will determine his/her matureness in making the career decisions in his/her life. Parental behaviors tended to relate more to career decision-making self-efficacy (CDMSE) than to career maturity, and general psychosocial parenting behaviors appeared to be more salient than career-focused parent behaviors.(Keller & Whiston, 2008) In addition, the culture also influences the career decision-making of the child. The more external environment including the culture pattern adopted, the more likely the culture influences his/her thinking in his career. Results suggested that the career decision-making styles have differential impacts on the career decision-making self-efficacy, depending on the cultural background of the individuals. Results also shows significant differences in career decision-making

style and career decision-making self-efficacy as a function of nationality and gender. (Mau, 2000). In fact, career counseling in student career decision-making is just a medium to uncover vocational problems or difficulties of career decisions-making along their way for the next developmental task. Actualization in the student's self-development is very important to support what he/she wants, so interest and talent are important to be used as a standard for the counseling teachers in providing the career counseling for the students.

"Findings suggest that the dominant model of college choice involving predisposition, search, and choice should be updated to acknowledge that predisposition may begin much earlier than the literature has typically considered. To wit, many students begin gathering information and making decisions about postsecondary education as early as elementary school. Additional resources should be dispatched to address the needs of economically disadvantaged and fir st-generation students who often lack the types of human, social, and financial capital needed to make the most of their early educational opportunities. (Harding, C. Parker & K. Toutkoushian 2017)

The standard in this scientific paper is self-control, it is useful in controlling oneself of the environmental factor influences in order to make the students independent in terms of decision and thinking.

 "Suggests two key dimensions of self-control: start (or initiatory) and stop (or inhibitory). The start dimension of self-control is expected to facilitate engaging in positive behaviors, such as goal-directed activities, that may not be desirable in the short-term but are likely to benefit individuals in the long-term. Alternatively, the stop dimension of self-control is expected to inhibit engaging in negative behaviors, such as illicit or harmful activities, that may be desirable in the short-term but can have negative consequences in the long-term"(Converse, Piccone, & Tocci, 2014).

Self-control in student decision-making is proved very influential in the research of Setio, Bayu (2014) that there is a significant influence between self-control and decision making with R = 0.628 and p = 0.000 (p = 0.000 <0,05). This means that there is a 68.2% of self-control influence towards the career decision making of class XII students. This is strengthened by one opinion (Thalib, 2010), students with self-control ability will make effective decision-making and action steps to produce the desired results and avoid unintended consequences. One of the underlying aspects of career counseling is the client-centered approach of Carl R. Rogers where the old cognitive concept of the client in career decision-making includes the dynamics of effective and motivational behavior. In the student-centred approach, the career adviser worked proactively with the student, while in the information centred approach the adviser primarily disseminated information. Students and parents at schools with a student- centred approach to career advising expressed confidence in their access to the school- based information, support and services. Students from schools that adopted an information-centred approach to career advising were significantly less confident about accessing helpful school-based support and information.(Alloway, Dalley, Patterson, Walker, & Lenoy, 2004).

Table 1
Mean Ranking of Influences on Current Career Expectations by Gender (Paa & McWhirter, 2000)

Variabel	Girls (n=226)		Boys (n=238)	
Background Influences, Range= 0-6	**M**	**SD**	**M**	**SD**
My race/ethnic background	.91	1.45	1.25	1.89
Being male (if you are male)				
Being female (if you are female)	1.88	1.67	1.75	1.64
My ability	4.69	1.79	4.45	1.95
Things I have read in newspapers or magazine or seen on TV abour specific careers	2.88	1.67	2.85	1.69

How much money my family has seeing peope like me in specific careers	3.15	1.92	2.74	1.90
Personal Influences, Range = 0-10				
My values	7.40	2.64	6.83	3.00
My personality	7.23	2.31	6.89	2.82
Combining work and family	4.73	2.84	4.43	3.45
Amount or type of education needed to get a job in that career	5.56	2.84	5.75	3.37
Being lucky or unlucky	2.07	2.63	2.74	3.08
My interests	8.26	2.36	7.79	2.76
My view of how important the occupation is	5.97	2.64	5.58	3.15
How much money I will make	4.57	3.23	5.88	3.11
My likes and dislikes about jobs I've had (such as babysitting, fast food restaurants, newpaper delivery)	4.40	3.00	3.98	3.15
My attitudes about whether women should work Outside the home	2.20	2.71	1.52	2.71
Environmental Influences, Range = 0-7				
My mother	5.70	2.11	5.03	2.34
My father	4.68	2.56	5.32	2.39
male teachers	2.11	2.00	2.94	2.47
Female teachers	2.97	2.25	2.58	2.26
Female friends	2.64	2.14	3.56	2.28
Female friends	3.71	2.37	2.72	2.16
Counselors at my school	1.91	2.25	1.68	2.17
Total Influence, Range = 0-3				
Background	1.87	1.03	1.85	1.03
Personal	1.28	0.61	1.31	0.65
Environmental	2.01	1.07	1.83	1.13

Note : A higher number corresponds to a stronger perceived influence.
Total influence was ranked separately by participants and does not represent a mean of all rankings within that category.

The top three background influences for both girls and boys were ability, role models ("seeing people like me in specific careers"), and media ("things I have read in newspapers or magazines or seen on TV about specific careers"). Ethnicity ("my race or ethnic background"), gender ("being male [if you are male] or being female [if you are female]"), and "amount of money my family has". Among men and women, the influence of career decisions is varied. The role of counselor in school has the number of SD 2.25 and 2.17 which is considered high enough as a factor in children's decision-making.

In determining career decision-making using self-control career counseling, it should aim to enable the students to become independent in thought and attitude by considering the factors influencing their decisions, they have self-control over decision-making. One of the ways to actualize it is by increasing the information and ability to face or self-adjust to the environment. High self-control may make the students more effective in making decisions and controlling the negative things in him/herself.

Conclusion

Many techniques that can be used in career counseling for student career decision-making, this paper is emphasized in self-control. Self-control is closely related to emotional maturity. Due to this reason, self-control includes the ability of individuals in self-motivation, resilience in the face of failure, controlling emotions and postpone satisfaction and manage the state of feeling. This paper, then, strengthened by a research of Peilouw (2013), which found that there is a positive relationship between emotional maturity and decision making as many as 22.9%. The positive relationship means that the higher the maturity of teenage emotions, the higher the decision-making ability. Similarly, the lower the maturity of teenage emotions, the lower the decision-making.

As it is known that many variables affect the career decisions of students that it is expected for the further researchers to be able to examine other variables which also affect the decision-making such as self-efficacy, social support, and emotional maturity.

References

Alloway, N., Dalley, L., Patterson, A., Walker, K., & Lenoy, M. (2004). Making Education And Career Decisions : Aspirations , Attitudes And Influences. *Australian Government*, 164.

Birol, C., & Yeliz, K. Õ. (2010). A Comparative Analysis Of The Career Maturity Level And Career Indecision Of The First Grade High School Students, *5*(2), 2359–2365. Https://Doi.Org/10.1016/J.Sbspro.2010.07.464

Converse, P. D., Piccone, K. A., & Tocci, M. C. (2014). Childhood Self-Control , Adolescent Behavior , And Career Success. *Personality And Individual Differences*, *59*, 65–70. Https://Doi.Org/10.1016/J.Paid.2013.11.007

Harding, Jeffrey Dan C.Parker, Maggie. 2017. Deciding About College: How Soon Is Soon Enough? Tersedia : Http://Www.Tcrecord.Org/Content.Asp?Contentid=21664.

Keller, B. K., & Whiston, S. C. (2008). The Role Of Parental Influences On Young Adolescents' Career Development. *Journal Of Career Assessment*, *16*(2), 198–217.

Mau, W.-C. (2000). Cultural Differences In Career Decision-Making Styles And Self-Efficacy. *Journal Of Vocational Behavior*, *57*(3), 365–378. Https://Doi.Org/10.1006/Jvbe.1999.1745

Paa, H. K., & Mcwhirter, E. H. (2000). Perceived Influences On High School Students' Current Career Expectations. *Career Development Quarterly*, *49*(1), 29–44. Https://Doi.Org/10.1002/J.2161-0045.2000.Tb00749.X

Peilouw, Florence J. 2013. *Hubungan Antara Pengambilan Keputusan Dengan Kematangan Emosi Dan Self-Efficacy Pada Remaja*. Character, Vol. 01, No.

Santrock, John W. 2007. Adolescence, Eleventh Edition. Jakarta: Penerbit Erlangga

02, 1-6.Qodar, Nafisul. 2015. *Cek Disini 137005 Siswa Lulus Snmptn*. 2015. Diakses 25 Septermber 2017. Tersedia: Http://News.Liputan6.Com/Read/2229185/Cek-Di-Sini-137005-Siswa-Lulus-Snmptn-2015

Rusadi, Idris. 2014. BPS : *Banyak Lulusan SMA Jadi Pengangguaran*. Diakses 25 September 2017. Tersedia : Https://Www.Merdeka.Com

Thalib, S.B. 2010. *Psikologi Pendidikan Berbasis Analisis Empiris Aplikatif*. Jakarta: Kencana Prenada Media Group.

Thayeb,Manrihu. 1988. *Pengantar Bimbingan Dan Konseling Karir*. Jakarta: Departemen Pendidikan Dan Kebudayaan Direktorat Jendral Pendidikan Tinggi Pengembangan Lembaga Pendidikan Tenaga Kependidikan.

Vohs, K. D., Baumeister, R. F., Schmeichel, B. J., Twenge, J. M., Nelson, N. M., & Tice, D. M. (2014). Making Choices Impairs Subsequent Self-Control: A Limited-Resource Account Of Decision Making, Self-Regulation, And Active Initiative. *Motivation Science*, *1*(S), 19–42. Https://Doi.Org/10.1037/2333-8113.1.S.19