Students' Career Decision Making Self-Efficacy in Islamic Boarding School-Based School

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Abstract— **This study aims to determine the differences in the of students' career decision making self-efficacy who study in Islamic boarding school compared to students who study in public schools. There are 2 schools in Surakarta that are used in data collection. The sample involved is 55 students selected by using simple random sampling. The data collection method used is an psychological adaptation scale. The data analysis method used is descriptive analysis with a 95% confidence interval. The results showed that the students' career decision making self-efficacy in Islamic boarding school was lower. The results of comparative test/ t-test based on students' career decision making self-efficacy there are 5 aspects that have significant differences, namely: Self-appraisal (p (55) = Sig 0.00), Goal selection (p (55) = Sig 0.00), and Making plan for the future (p (55) = Sig 0.00, Occupational information (p (55) = Sig 0.006), Problem solving (p (55) = Sig 0.016). This study provides an understanding for counselors at Islamic boarding school-based about the importance of the career decision making self-efficacy owned by students as well as the role of parent involvement in career selection.**

Keywords—islamic boarding school students, self-efficacy

I. INTRODUCTION

Junior High School students are early adolescents aged between 11-15 years old. Early adolescents are able to think abstractly and hypothetically, they can predict what might happen, they can plan for the future [1]. In terms of the career development process, junior high school students are in the stage of growth and the stage of exploration includes childhood until the age of 15 years old. Nowadays, individuals develop talents, interests, needs, and potential [2] and begin to realize that profession is an aspect of human life. Based on this understanding, it means that junior high school students should have their own perspectives even though those perspectives can still be influenced by other people and their environment.

Stages that must be passed early in adolescence in their development tasks include economic preparation, selection, and position training [3]. During this time students will begin to determine the talents and interests that match with their abilities because junior high school students will be faced on a variety of possibilities namely talents, interests, hobbies, and demands of parents and all this requires independence in career decision making. In addition, it is very possible as an individual student will have different experiences and knowledge they have.

Zunker [4] stated that the main focus of the career exploration stage is as an individual, they start to look for a definition of interests, capacities, values, and job transitions tentatively according to individual circumstances as a basic for determining certain career choices. Related to this matter, junior high school students supposed to be able to understand how to make a decision in carrier well. The thing that be a reason of understanding how to make the right career decisions for junior high school students is their readiness in choosing and doing their choices in advanced studies after junior high school. In addition, other conditions can also be part of the development of students in making decisions, for example economic problems that may obstruct or even become a means of career development.

Dhofier [5] defined that Islamic boarding school is traditional Islamic educational institutions to study, understand, live, and practice Islamic teachings by emphasizing the importance of religious moral as guidelines for daily behavior. Nasir [6] defined that Islamic boarding schools are religious institutions that provide learning and teaching and develop and disseminate Islamic religious knowledge. Depag RI [7] in the book of Islamic learning patterns defines that Islamic boarding school is Islamic education and teaching in which interaction occurs between the kiai and ustdaz as teachers and students as students by taking place in mosques or in the dormitory hall (Islamic boarding school) to study and discuss religious textbooks from past scholars. Thus, the most important element for Islamic boarding scholl is the presence of kiai, santri, mosques, residences Islamic boarding school) and Islamic books. The goal of Islamic boarding school education according to Zamakhsyari Dhofier [5] is not to get the interests of worldly power, money, and grandeur, but it is taught to them that study is an obligation and devotion to God. With such objectives the boarding school carries the responsibility in building the character of students. Based on the perspectives of the Islamic boarding school, it can be concluded that the Islamic boarding

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school is also a formal educational means that may be chosen by anyone because what is learned is also not much different from others schools in general, it is only added by religious knowledge.

In this regard, junior high school students should have started to be able to understand how to make the right career decision. Taylor and Betz [8], career decision making self-efficacy is important in influencing individual careers in decision making. Research shows that through a variety of career decision making self-efficacy related to career cognitive and behavioral outcomes, including career determination, career decision making, career optimism, career commitment, and etc. Efforts to explore the internal processes of career decision making self-efficacy and analyze how efforts to explore the internal processes that be a reason of career decision making self-efficacy and analyze how processes can function to improve life satisfaction. The career decision making self-efficacy original construction was developed largely based on career maturity theory, which shows different domains affiliated with beliefs related to career [9]. However self-efficacy beliefs related to career problem solving are more closely related to life satisfaction and can mediate the influence of domains. Self-efficacy plays a central role as a generator of motivation and academic achievement that is influenced by the cultural environment. Supported by Ana, Wibowo, & Wagimin [10] students have a self-efficacy of good career decisions when they feel confident that they believe, they have the ability to accomplish what they want and expect.

In fact, not all students are able to make the right career decisions. 70% of grade IX students in SMP N 9 Salatiga are still confused and have difficulty in determining career decisions so that they have not reached the exploration stage [11]. This study becomes a basic finding regarding common problems faced by junior high school students who do not understand very well what they have to do after graduating from junior high school.

Another finding by Purnamasari [12] is that the career maturity of grade VIII students of SMP Islam Sudirman Ambarawa is at a low career maturity qualification. Meanwhile, one of aspects of the development of junior high school students is career maturity. Thus, there is fundamental problem in the form of students' maturity to determine their careers. Based on this study, it is believed that they cannot decide the future which is their career or still need help from others directly or indirectly.

In the specific of education field, there is a condition, namely there are students in Islamic boarding school based schools that consider formal school is not a matter that needs to be prioritized. They have their own priorities that are not the same as students who study in public junior high schools. Islamic.

This condition can add to the number of junior high school graduates who do not continue to senior high school, based on education data in 2016-2017 there are 2.18% or 7,192 junior high school students who did not continue to senior high school [13]. The data shows that there are students who do not have an interest to continue to senior high school, but rather more interested in improving religious education or stay in Islamic boarding schools.

One of the factors that influence career decision making self-efficacy is contextual factor or environmental factor, namely parental involvement, cultural misstrust, and hopes for the future [14, 15, 16]. The influence of students' closest environmental dogma also contributes to the self-efficacy of individual career decision making. So in the end, the students only follow the flow of the environment, one of which is the Islamic boarding school environment. Students who are in a boarding school environment are influenced by strong traditions, rigid regulations, dense activities, and different perspectives on formal education. Related to the demands of human resource quality in the era of globalization, students need preparation to adapt to the changes that will be faced so that they do not experience obstacles in their career choices and their self-actualization.

II. METHODS

A. Procedure

This study uses quantitative method by using descriptive statistical analysis with the sample of students in SMP Negeri 1 Surakarta and SMP Al Muayyad Surakarta which were taken by using Simple Random Sampling technique.

The selection of SMP N 1 Surakarta and SMP Al Muayyad Surakarta to be used as a sample is also based on the characteristics of the school in accordance with the research objectives. SMP N 1 Surakarta has the characteristic that represents public schools with general students while SMP Al Muayyad Surakarta has the characteristic of a religion-based school that becomes the differentiator from schools in general.

This study uses Indonesian language instrument adapted from English language instrument which were previously processed through back translation. It is related to the transformation of texts from one language to another [17]. The first translation translates all scales from English into Indonesian, then the second translation translates from the Indonesian version to English [18]. The difference results of the translation are discussed again and adjusted to the Indonesian translation.

The selection of instruments is based on the use of instruments that are already valid so the results are believed to be valid. The adaptation process conducted is based on research needs to find specific things that have not been revealed in the instrument. Thus, some of the research focus can be found in detail and fundamental.

The data is collected in three stages. The first stage is the initial observation phase that aims to take initial data from school and students who will become the research objectives. This stage is intended to find the initial mapping of data collection so that core data collection is easier and more targeted, the second stage is the distribution of questionnaires or research instruments. This is conducted in stages in the classes and schools that are the subject of research. The instrument was filled with guidance and supervision from the researchers team. The third stage is the confirmation stage if there were answers that are not suitable. It is expected that the answers can be used as a reference for the right analysis and provide useful findings in knowledge.

B. Career Decision Making Self-Efficacy Scale

The Career Decision Making Self-Efficacy Scale in the Short Form (CDSE-SF) [19, 20]. The variable in this study is the career decision making self-efficacy. To measure the career decision making self-efficacy from students is by using the adaptation instrument of the CDSE-SF, consisting of 25 items is a shortened version of the original Career Decision Self-Efficacy Scale, which consisted of 50 items. Students selected from a 5-level confidence continuum, ranging from no confidence at all (1) to compete with confidence (5) in the following 5 subscales: (1) Self-Appraisal; (2) Occupational Information; (3) Goal-Selection; (4) Making Plan for the future; and (5) Problem Solving [20]. The interpretation of the score of the self-efficacy scale uses a Likert scale, which is 1 (not sure) to 5 (very sure). The reliability of this instrument uses 0.786 Cronbach Alpha. Each scale is elaborated in questions aimed to explore information about self-efficacy which includes (1) Self-Appraisal; (2) Occupational Information; (3) Goal-Selection; (4) Making Plan for the future; and (5) Problem Solving. In each of these subscales, the ability of each student is measured so that they can be mapped specifically about the strengths and weaknesses of students.

III.RESULT AND DISCUSSION

Table 1. Descriptive Analysis of the Career Decision Making Self-Efficacy in Public Schools and Islamic Boarding School Based School

| | Career Decision Making Self-Efficacy | | | | | | | | | |
| | SA | | OI | | GS | | MP | | PS | |
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Public School	16.8485	1.43878	24.4848	2.92747	21.8182	1.99146	21.0909	2.24114	18.7576	2.50038
Islamic boarding school based school	14.4091	3.08080	20.8636	6.32678	17.7273	3.31205	17.3636	4.33749	16.6364	3.81158

Information: SA: Self-Appraisal; OI:Occupational Information; GS:Goal Selection; MP:Making Plans for the Future; PS:Problem Solving

Based on the results of statistical analysis that have been tested, the average and SD level of each aspect of the variables in this study are presented in table 1, it can be seen that the mean score of the Career Decision Making Self-Efficacy of State Junior High School students shows that it is higher than Islamic boarding school students. Meanwhile, the results of the comparative test between subjects can be seen in the inter correlation matrix presented in Table 2. The result indicated that in general there are significant differences between the career decision making self-efficacy in state junior high school and Islamic boarding school-based junior high school students.

Based on the table 1, it can be seen that the results of the descriptive analysis of Career Decision Making Self-Efficacy (CDMSE) on the Self appraisal aspects of state junior high school students have a score of $\dot{x}$ (average) = 16.8 higher than in Islamic boarding school-based junior high school students with score $\dot{x}$ = 14.4, it means that self-acceptance in believing the ability of state junior high school students is higher than Islamic boarding school based junior high school students. It gives an explanation of the differences about the different readiness of self-acceptance for students of state junior high school and Islamic boarding school based junior high school. In the Occupational information aspect in state junior high school students have a score $\dot{x}$ = 24.4 so it is higher than Islamic boarding school students with a score $\dot{x}$ = 20.8, it means that information about profession and initiatives to find that information on state junior high school students is higher than Islamic boarding school based junior high school students. It gives an explanation of differences in information about profession and initiatives to find information on students of state junior high school and Islamic boarding school based junior high school. It can be studied further about the factors that cause it. In the Goal selection aspect in state junior high school students have a score $\dot{x}$ = 21.8 so it is higher than Islamic boarding school-based junior high school students with a score of $\dot{x}$ = 17.7, it means that the choice of objectives in state junior high school students is higher than in Islamic boarding school based junior high school students. It gives an explanation about the differences in goal selection among students of state junior high school and Islamic boarding school based junior high school. In the Making plan for the future aspects of state junior high school students have a score of $21 = 21.0$ so that it is higher than Islamic boarding school-based junior high school students with a score of $\dot{x}$ = 17.3, the problem solving aspects of state junior high school students have score $\dot{x}$ = 18.7 so that it is higher than students of Islamic boarding school based junior high school with a score of $\dot{x}$ = 16.6, it means that the ability of solving the problem in state junior high school students is higher than in Islamic boarding school based junior high school students. It gives an explanation of the difference in the ability of solving the problem in students of state junior high school and Islamic boarding school based junior high school.

Whereas in the analysis of the comparative test result in table 2, it can be seen that there is a significant difference between the career decision making self-efficacy of students who study in State Junior High Schools and students who

study in Islamic Boarding School based junior high school. With the results of comparative test/ t-test based on each aspect, there are 5 aspects that have significant differences, namely: Self-appraisal (p (55) = Sig 0.00), Goal selection (p (55) = Sig 0.00), and Making plan for the future (p (55) = Sig 0.00, Occupational information (p (55) = Sig 0.006), Problem solving (p (55) = Sig 0.016).

Table 2. Analysis Of Comparative Test on Career Decision Making Self-Efficacy in Public School and Islamic Boarding School Based School

CDMSE	df	Mean Sq	F	Sig.
Self-appraisal	1	78.548	15.677	.000
Occupational information	1	173.094	8.229	.006
Goal Selection	1	220.909	32.771	.000
Making plan for the future	1	183.382	17.486	.000
Problem solving	1	59.394	6.232	.016

Based on table 2, it can be seen the findings about aspects of career decision self-efficacy in public school and Islamic boarding school based school. The table only shows the similarities and differences of the self-efficacy of those who study at school in state junior high school and students who study at Islamic boarding school based junior high school. Here are some descriptions that can explain the data in the table.

In the aspect of Self-appraisal, students who study at state junior high school and students who study at Islamic boarding school based junior high school have a higher level. There are several reasons why this happens. First, the self-acceptance of junior high school students is higher because they are accustomed to understand something in general so that the experiences gained in learning are also general, it is slightly different from Islamic boarding school based junior high school which is given certain perspectives. Second, various associations and friendships are also one of the causes of high self-appraisal. Third, the development carried out by the school also influences students in the environment.

In the aspect of Occupational Information, students who study at state junior high school and students who study at Islamic boarding school based junior high school have a higher level. There are several reasons why this happens. First, information about jobs is easy to obtain if there are parties who facilitate, it means that schools have a role to introduce career knowledge that must be known by students. Second, supporting facilities to obtain information can also influence students' initiatives to find and obtain information. Nowadays, internet has a high role in this regard. Third, aspects of mentoring to students can also provide an increase in the understanding of information received so students are able to perceive something that must be done.

In the aspect of Goal Selection, students who study at state junior high school and students who study at Islamic boarding

school based junior high school have a higher level. There are several reasons why this happens. First, the maturity of each individual in choosing goals is different but it can still be directed by parents or teachers, so parents and teachers have a guiding role. Second, the choice of a purpose is also closely related to the information obtained because without the information, students are not able to make the best decision. Third, association or the environment is also one of aspects in determining career choice.

In the aspect of making plan for the future, students who study at state junior high school and students who study at Islamic boarding school based junior high school have a higher level. There are several reasons why this happens. First, the experience of students is very influential in making future plans because that experience is the basic of construction for making decisions. Second, the habit of discipline to do something will build self-concept to design what will be done in the next period. Third, good experiences and exercises also influence the perspective of students to make plans in the future.

In the aspect of problem solving, students who study at state junior high schools with students who study at Islamic boarding school based junior high schools have higher level. There are several reasons why this happens. First, the experience of students is very influential in solving a problem. Second, the experience of solving problems by themselves and their group also has a role to be mature in dealing with other problems. Third, training critical thinking can also be an alternative development of students in problem solving.

Based on these findings, it means that students in state junior high school have more excellence in self-acceptance (believe in their self-willingness) in their careers, they have initiatives to find information about their job or future, they have ability to choose goals in their careers, they can make future plans, and they have problem solving abilities.

In line with the results of Aliyah's research [21] who found that Islamic junior high school based junior high school students have a tendency not to want to continue formal school but only wish to continue their studies in Islamic junior high school. It is caused by the desire of parents who want Islamic junior high school based junior high school students to focus more deeply on religious knowledge. In addition, the motivation of Islamic junior high school based junior high school students to continue their education is relatively low. The low motivation of Islamic junior high school based junior high school students to continue their education, was stated that they were tired of learning. Students find it difficult to manage the time between the demands of school with the demands of religious education in Islamic boarding schools. Factors that influence these conditions come from external factors and internal factors. External factors in the form of culture implemented in Islamic boarding schools, limited information by students, geographical location, community culture, parents' mindset, and the lack of career guidance services at school. Life in a boarding school environment has a busy life every day in studying religion and it is never separated from the role of the kiai which makes students almost completely unfamiliar with the outside world [5]. The specific purpose of Islamic boarding schools, according to Arifin [22], is to prepare students to be pious in religious

knowledge taught by related kiai and to practice them in society. The purpose of Islamic boarding school education is not to pursue the interests of worldly power, money, and grandeur, but to instill them that learning is only an obligation and dedication to God [5]. With such goals that Islamic boarding school has the responsibility in building the character of its students. While the internal factors that influence in the form of motivation to learn, the ability to overcome problems, lack of planning, enthusiasm, and optimism of the subject. The data obtained from the school there are obstacles in providing career service, this is due to low curiosity, low motivation, and enthusiasm or activeness of students towards a low future. Students prioritize the demands of Islamic boarding schools rather than demands from schools.

It is similar to the results of a study conducted by Febriana [23] in her research on the factors that influence the career orientation of adolescent students in the Ali Maksum Islamic boarding school in Jogjakarta, it was found that the influence factor of parents became a higher external factor (50.62%), it gives the greatest influence compared to internal factors namely the interests of adolescent students [49,38].

This is also supported by Kesuma research [24] who states that the involvement of parents has a positive influence on the career decision making self-efficacy in junior high school students. It means that the higher the level of parent involvement in students careers, the higher the career decision making self-efficacy of students. Therefore, in the implementation of career guidance and counseling services in schools is to provide an understanding for counselors about the influence of the environmental context (in this case is the involvement of parents) as well as the influence of one personal aspects (self-efficacy, openness) on career decision making, and their impact on choices, attitudes, and career beliefs of students. Integration is needed between the school (school counselor) with the participation of parents to help students develop career decisions making self-efficacy on students, and to help students achieve the competency standards of independence of students, especially in terms of career.

The conditions of work preparation (formal education) during work and after work (retirement) are strongly influenced by the environment in which the individual lives, which if it is related to environmental conditions experienced by students in Islamic boarding schools, students' mobilization are restricted (stained). In following up the conditions of low achievement of students' development tasks in selecting and preparing work, we can assume that the conditions that occur to students in Islamic boarding school, namely the existence of limitations in social interaction between students of gender differences is one of the causes of the low achievement of students' development tasks.

Psychological needs are prominent needs in the teenage period, where adolescents want a status from their enviroment, Independence in living life, getting familiarity from peers, and obtaining a philosophy of life [25]. Based the expert explanation above, it can be concluded that the condition of the low achievement of the development tasks of Islamic Boarding School students in fostering social relations with friends of the same gender and different gender, allegedly

related to the rules that apply in Islamic Boarding Schools, which male and female students have very little chance for interact with friends of the different gender, but to further study, it needs to be conducted the same research at Islamic Boarding Schools that provide opportunities for students to interact with friends of the different gender. In responding to conditions that occur due to developmental crises in adolescents, because in adolescence, they tend to want to be free from adult controls especially their parents.

The results of this study are also supported by the theory explained earlier. In the theory of Social Cognitive Career Theory (SCCT), family support, especially parents, is also a source of verbal persuasion for the career decision making self-efficacy of the individual. Besides, attention, support, and involvement of parents in their children, it is considered as providing psychosocial support for students.

IV. CONCLUSION

Based on study that has been conducted on students who are in state junior and Islamic boarding school based junior high schools, it can be concluded that the career decision making self-efficacy of junior high school students who are in Islamic boarding school-based educational institutions is in a lower condition if it is compared to the participants in state junior high school students (formal schools) especially in terms of ability to solve problems. The ability of problem solving is certainly very important for individuals in living their daily lives. Without this ability, it will certainly inhibit the daily life of individuals, which can actually cause new problems and collect problems for the sake of unresolved problems in daily life. This research is expected to have implications on the implementation of career guidance and counseling services in schools, especially Islamic boarding school based schools, which is to provide counselors with an understanding of the influence of the environmental context (in this case is the involvement of parents and the participation of boarding school caretakers) in career decision making, and their impact on choice, attitude, and career beliefs of students. Based on research findings, career guidance and counseling services need to integrate the context of parent involvement and the participation of Islamic boarding school caregivers to help students develop the career decisions making self-efficacy for students, as well as to help students achieve competency standards for their independence, especially in terms of career. Therefore, counselors need to provide services to be able to increase the positive involvement of parents and Islamic boarding school caregivers about the career goals of students. In addition, counselors need to provide holistic and contextual career counseling to students with diverse family backgrounds, and the Islamic boarding school environment, which in turn will be able to support the student career decision making process. For future researchers are expected to develop deeper research on the career decision making self-efficacy, both in research subjects and research methods by testing the effectiveness of career counseling programs that are generated to improve the career decision making self-efficacy in junior high school students. Moreover, it can also be developed with other quantitative approaches by using different data analysis, as well as with qualitative or mixed methods approaches. This is related to the limitations

of this study which have not fully revealed the study of parental involvement to study psychological variables/ constructs that are being studied. Through a qualitative approach or mixed methods, it is hoped that it can discuss more deeply, especially discussion of the background of socio culture, as well as family socio economics.

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