The Block Building Bandura's as the Basic for Career Development

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Abstract. Careers in the 21st century are increasingly diverse and challenging for the current generation. This raises new challenges in the career field, especially in school. How can guidance and counseling teachers provide appropriate services from a career theory point of view? What is the content to watch for in career services? This study aims to describe the building blocks (self-efficacy, expected results, and personal goals) that affect student careers from the Social Cognitive Career Theory perspective and examine whether there is a relationship between these variables. The research method used was a cross-sectional survey. The populations in this study were first grades at Menganti Public High School and Kebomas Public High School. A simple random sampling technique took samples. The results showed a relationship between the building block variables in the significant category. The level of each variable and the significance of the correlation between variables are discussed.

Keywords: Block Building · Social Cognitive · Career Development

1 Introduction

Career Development in the 21st century significantly impacts improving the quality of schools. Indonesian students must be able to internalize their knowledge in everyday life. They learn to know and apply their knowledge, create new ideas, and overcome problems. Indonesia defines four essential competencies that students must have: Critical Thinking Skills and Problem-Solving Skills, Creativity Skills, Communication, Interpersonal and Intrapersonal Skills, and Collaboration Skills [1].

The career direction of 21st-century students has different characteristics compared to the previous era. Not only are job demands varied, but job scope is also a challenge for the 21st-century generation. As technology advances, job competition will become increasingly fierce. This is why many people become unemployed amidst the many new job opportunities. The data from the Indonesian Statistics Agency states that the unemployment rate for Indonesians is at 8.75 million people in February 2021 [2]. The absorption rate of the male labor force is lower than that of women. The absorption of labor based on education level negates workers' quality and productivity. Elementary school graduates and undergraduates dominate as much as 37.41% of workforce absorption. At the same time, the workforce with diploma and tertiary education qualifications is only 12.92% [2].

Education and career are two of the most important developmental tasks that significantly contribute to creating a youth's future job, family, and life project [3, 4]. The Thematic analysis reveals that the career identity process consists of exploration, commitment, and reconsideration [5]. Eight factors (i.e., parental influence, peer influence, religious orientation, media, nationalism, economic conditions, teacher power, and personal preference) influence the exploration component of career identity. Exploration of career possibilities leads to commitment after being influenced by expected outcomes (economic benefits, religious benefits, social standards, and functional benefits). Goals with expected career outcomes help participants to achieve their commitments—high-quality work in the low-absorption field of guidance and counseling, especially at the middle level. The career development of students is the responsibility of guidance and counseling teachers. Counselors provide services so that students can develop their careers optimally. Various benefits with an adequate answer approach are used in student career services, including traits and factors theory, developmental theory, and social career cognitive theory.

The trait and factor theory is a career theory oriented toward direction counseling. Humans are assumed to have good and bad potential inherited from birth [6]. Career counselors' traits and factors invite counselors to understand themselves both from the positive and negative sides. Counselors are looking for career opportunities owned by the counselor so that no one chooses a career in the future [7].

The main concepts in developmental theory are: (1) career development is a lifelong process of an individual that occurs through a predetermined period of development; and (2) the individual's self-concept is formed at every phase of life [8–12]. At the core of the developmental theory of the super approach is the idea of self-concept [7]. In contrast to developmental theory, this theory states that human careers are formed throughout life. Humans can learn about themselves to make the right career choices.

Another approach used in career services is the Social Cognitive Career Theory (SCCT), developed by Albert Bandura. SCCT tries to develop a theory from a perspective that explores some of the complex relationships between society and career-related context, between cognitive and interpersonal factors, and between self-directed and externally imposed influences. This perspective complements or establishes conceptual relationships with other career development theories. Embracing constructivist assumptions about the human capacity to influence their development and environment, SCCT has been inspired and charmed by several critical developments in vocational psychology, other psychological and counseling domains, and cognitive science.

The concept of determinants of personal career determinants is a causal triadic system. This system has a reciprocal relationship between attributes and associated personal, external environmental factors, and overt behavior. SCCT incorporates three central variables of general social cognitive theory: (1) self-efficacy, (2) expected results, and (3) personal goals. These three variables are considered the primary "building blocks" of career development and represent fundamental mechanisms in individual career choices. Of these three building blocks, self-efficacy has considerable attention [13–15]. Self-efficacy refers to people's beliefs about organizing and carrying out the actions needed to achieve the goals to be achieved [16, 17].

This research will focus on the SCCT approach in developing individual career behavior. SCCT is a theory that assumes individual career behavior is controlled by the individual based on what he sees and thinks and how the individual associates and takes what suits him. Humans are consciously inseparable from the environment and themselves. Therefore, this study examines the three building blocks from Bandura's perspective. Researchers will test: (1) how significant the level of students' self-efficacy; (2) what is the level of expected results; (3) the level of students' personal goals; and (4) whether there is a relationship between self-efficacy, outcome expectations, and personal goals.

2 Method

2.1 Research Design

This research is quantitative. Data collected in quantitative analysis is numerical data analyzed statistically from a predetermined sample using specific instruments [18]. The research design used is a cross-sectional survey. The cross-sectional survey data were collected on the research sample [18]. The essential feature of the cross-sectional study is that the information is collected at one point (although the time required to complete the survey may be one day to a month or more) [19].

2.2 Population and Sample

The populations studied in this study were students of SMA Negeri 1 Menganti (Menganti Public High School) and SMA 3 Kebomas Gresik (Kebomas Public High School) in class X. The total number of students in class X was 262 for SMA Negeri 1 Menganti (Menganti Public High School) and 146 for SMA Negeri 3 Kebomas (Kebomas Public High School). The total population in this study was 408 students. Determine the sample using a simple random sampling technique. The number of instances in survey research is at least 100 people [20]. The researcher divided the instruments for all students in class X. The data obtained from the two schools showed 193 students.

2.3 Research Instrument

In this study, researchers used a scale of self-efficacy, outcome expectations, and personal goals. Two indicators on the self-efficacy scale are measured: general and social efficacy. There are 17 items on the scale of public usefulness and six on the scale of social service. The outcome expectations on a scale are four items, and personal goals are five.

2.4 Data Analysis Technique

This survey research is analyzed using descriptive statistical analysis and correlation product moment. Descriptive statistical analysis is carried out to describe the tendency of score variations [18]. A study using product-moment Correlationcorrelation is used to calculate the relationship between variables.

3   Result and Discussion

The survey was conducted over a week at SMAN 1 Menganti and SMAN 3 Kebomas. The datasets obtained by the researchers during the field survey are as in Table 1.

The mean score on the self-efficacy scale is 3.49; outcome expectations are 3.18, and personal goals are 3.46. The highest answer score of the three variables is four, and the lowest is 2. On the self-efficacy scale, the data results are as in Table 2.

The results of the frequency description in Table 2 show that of 193 respondents, almost half (49.7%) were on a moderate self-efficacy scale, and then added one respondent (5%) was on a low scale, so that cumulatively there were more than half of the respondents (50.3%) who were vulnerable to low and moderate self-efficacy scales.

Table 1. Frequency distribution of self-efficacy, outcome expectations, and personal goals

	Self Efficacy	Outcome Expectation	Personal Goal
N	193	193	193
Mean	3,49	3,18	3,46
Median	3,00	3,00	3,00
Std. Deviation	,512	,510	,549
Minimum	2	2	2
Maximum	4	4	4
Sum	674	613	668

Table 2. Analysis Scale Self Efficacy

|	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Low	1	,5	,5	,5
Medium	96	49,7	49,7	50,3
High	96	49,7	49,7	100,0
Total	193	100,0	100,0	

Table 3. Analysis Scale Outcome Expectation

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Low	11	5,7	5,7	5,7
Medium	137	71,0	71,0	76,7
High	45	23,3	23,3	100,0
Total	193	100,0	100,0	

Table 4. Analysis Scale Personal Goals

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Low	5	2,6	2,6	2,6
Medium	94	48,7	48,7	51,3
High	94	48,7	48,7	100,0
Total	193	100,0	100,0	

Table 3 presents a description of the frequency of the outcome expectation scale from 193 respondents surveyed; from the table, it can be seen that more than half of the respondents (71%) are on the medium outcome expectation scale and contributed by 11 respondents (5.7%) with a low scale so that it can be illustrated that the accumulation of respondents (76.7%) is at the low and moderate outcome expectation scale.

After the description from Tables 2 and 3 about self-efficacy and outcome expectation, Table 4 describes a survey of 193 respondents about the frequency of the scale of personal goals. The number is divided into medium-scale respondents (48.7%) and low-scale respondents (2.6%). Accumulatively, it can be seen that more than half of the respondents are on the low and medium scale (51.3%).
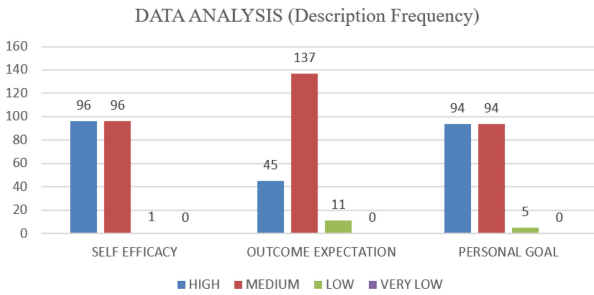
To test the correlation between self-efficacy, outcome expectations, and personal goals, the researcher, tried to do a two-way cross-analysis between self-efficacy and outcome expectations, self-efficacy with personal goals, and outcome expectations with personal goals (Table 5).

The cross-analysis table between self-efficacy and outcome expectations from 96 respondents has medium self-efficacy; more than half have medium outcome expectations (81.3%), and some have low outcome expectations (11.5%). It can be concluded that 96 respondents have medium self-efficacy, and almost all of them have medium or even low outcome expectations.

Table 6 presents a cross-tabulation between self-efficacy and individual goals. Out of 96 respondents with medium self-efficacy, more than half (63.5%) have medium personal goals, and some (5.2%) have low personal goals (Table 7).

Table 5. Cross-analysis Self-Efficacy and Outcome Expectation

		Outcome expectation				Total
Self Efficacy	Low	Count	Low	Medium	High	
		% within self-efficacy	0	1	0	1
	Medium	Count	,0%	100,0%	,0%	100,0%
		% within self-efficacy	11	78	7	96
	High	Count	11,5%	81,3%	7,3%	100,0%
		% within self-efficacy	0	58	38	96
Total		Count	11	137	45	193
		% within self-efficacy	5,7%	71,0%	23,3%	100,0%

Table 6. Cross-analysis Self Efficacy with Personal Goals

		Personal Goals				Total
Self Efficacy	Low	Count	Low	Medium	High	
		% within self-efficacy	0	1	0	1
	Medium	Count	,0%	100,0%	,0%	100,0%
		% within self-efficacy	5	61	30	96
	High	Count	5,2%	63,5%	31,3%	100,0%
		% within self-efficacy	0	32	64	96
Total		Count	,0%	33,3%	66,7%	100,0%
		% within self-efficacy	5	94	94	193

Statistical testing using SPSS16 with the Pearson correlation test showed that the value of α, or the significance level, is less than 0.05, shown in the line Sig. (2tailed) = 0.000. This indicates a correlation between the three variables.

From the results of the data analysis, it can be seen that there is a significant correlation between "block building" and the development of the career component. SCCT theory focuses on three main factors that affect career development: self-efficacy, expectations about what will happen, and personal goals. Humans are not mere objects that can be formed, but they are "products and producers" of the environment where they live [21, 22] through self-regulation.

The data above shows the reciprocal relationship between the three variables. The results of the data analysis showed a significance of 0.01 (2-tailed), meaning that the three variables are mutually influencing each other. The building blocks that form the basis of individual career development are (1) self-efficacy, (2) outcome expectations, and (3) personal goals [23]. These three factors affect people's actions, what they say about their goals and expectations, and what they decide to do (Fig. 1).

Table 7. Pearson Correlation Table

		Self Efficacy	Outcome Expectation	Personal Goals
Self Efficacy	Pearson Correlation	1	,424(**)	,374(**)
	Sig. (2-tailed)		,000	,000
	N	193	193	193
Outcome Expectation	Pearson Correlation	,424(**)	1	,377(**)
	Sig. (2-tailed)	,000		,000
	N	193	193	193
Personal Goals	Pearson Correlation	,374(**)	,377(**)	1
	Sig. (2-tailed)	,000	,000	
	N	193	193	193

**Correlation is significant at the 0.01 level (2-tailed).
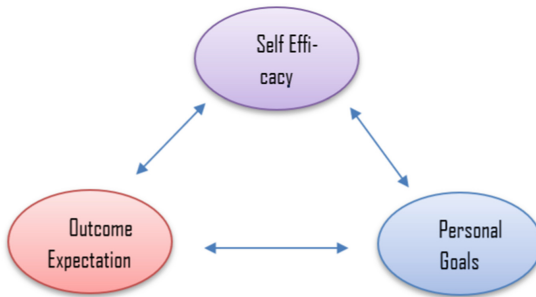
Fig. 1. Albert Bandura's Variable Correlation "The Block Building"

In conceptualizing the personal determinants of career development within the triadic causal system, SCCT incorporates three central variables from general social cognitive theory: (1) self-efficacy, (2) outcome expectations, and (3) personal goals. These three variables are seen as basic "building blocks" of career development and represent critical mechanisms by which people can exercise personal agency. Of the three, self-efficacy has received the most attention in the career literature [13, 14, 24, 25]. Self-efficacy refers to people's beliefs about their capabilities "to organize and execute courses of action required to attain designated types of performance" [26]. Self-efficacy refers to people's opinions about their ability to organize and carry out the actions needed to achieve the desired action or plan [21, 27]. In the SCCT view, self-efficacy is not a complete, fixed, or decontextualized trait; on the other hand, self-efficacy involves dynamic and specific self-confidence for a particular performance domain. Self-efficacy

exists in complex interactions with other people, behaviors, and environmental factors. Experiences of success in particular tasks or performance domains tend to increase self-efficacy, whereas repeated failures will reduce self-efficacy.

Outcome expectations are obtained through learning experiences similar to those that inform self-efficacy [28]. For example, outcome expectations regarding specific career actions come from evaluating or rewarding people for their achievements. How much we care about our accomplishments and how others perceive them, and sensitivity to physical cues (such as levels of emotional arousal or feelings of well-being) while performing a task. Self-efficacy also affects people's expectations of how things will turn out when the results depend on how well they do [29].

Goals can be defined as deciding to engage in certain activities or influencing specific future outcomes [26]. Setting personal goals will make it easier for someone to regulate, guide, direct, and maintain their behavior. Although environmental events and personal history undoubtedly help shape behavior, behavior is not entirely determined by changes in nonspecific reinforcement history, by genes, or by other non-volitional factors; it is also motivated, in part, by people's self-directed goals and by other social-cognitive factors with which they are interrelated [26, 30]. Suggestions for other researchers are to describe the data about why there is a relationship between related variables and the factors that influence it. Qualitative studies can look deeply to answer the questions.

4 Conclusion

The findings in this study indicate that students have levels of self-efficacy, outcome expectations, and personal goals that vary from low to medium and high. The most important thing is that the three variables in "The Block Building" have a significant relationship. The variables' relationship can be a reference for guidance and counseling teachers in providing career field services. Seeing a development using a point of view could be using a significant relationship between other variables.

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