

**THE EFFECT OF CAREER COUNSELING WITH
SOCIAL COGNITIVE CAREER THEORY APPROACH
TO CAREER DECISION SELF-EFFICACY
AND LEARNING MOTIVATION**

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Abstract

Graduated junior high school students have two choices to continue their studies, high school or vocational school. Field data shows that most students are unprepared in choosing either of those. Therefore, they need career counseling. Previous research showed that career counseling should be able to increase students' self-efficacy in setting goals and the strategies. Other research showed that career counseling with Social Cognitive Career Theory approach increased a student's learning motivation. In this study, career counseling with SCCT approach was implemented and indicated increasing students' career decision self-efficacy and learning motivation. The number of participants was 31 students, divided into the experimental and control group. The counseling applied in three strategies: expanding choice options, coping with barriers and building supports, and goal setting and implementation. By applying those, the students' cognitive process will occur and display itself through the appraisal of the students and their environment which affect their academic activities, and through setting goals. This cognitive process was also a specific domain in career decision self-efficacy and learning motivation. This research has produced two results. First, the career decision self-efficacy of the experimental group increased significantly, though the control group's decreased. Second, the learning motivation of both groups remained relatively the same. The data analysis further shows that the increase of learning motivation of the experimental group is higher than that of the control group. This research gives contribution to the educational practitioners as reference to create career counseling that could increase students' career decision self-efficacy and learning motivation.

Keywords : junior high school student, career counseling, Social Cognitive Career Theory, career decision self-efficacy, learning motivation