



## How Does the Relationship between Self-Awareness and Self-Efficacy with Career Decision-Making of High School Students?

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### ABSTRACT

This study analyzes the relationship between self-awareness and self-efficacy in career decision-making. The research approach used is quantitative with a correlational method. The sampling technique employs proportional random sampling, with a sample size of 72 students. Data collection techniques use psychological scales. The instruments used are self-awareness, self-efficacy, and decision-making psychology scales, which the researcher developed. The results of this study are as follows: 1) On average, students have moderate levels of self-awareness and self-efficacy and high levels of career decision-making; 2) There is a positive relationship between self-awareness and career decision-making, with an obtained value of  $r = 0.407$  ( $p = 0.000$ ;  $p < 0.05$ ); 3) There is a non-significant relationship between self-efficacy and career decision-making, with a value of  $r = 0.038$  ( $p = 0.751$ ;  $p > 0.05$ ); 4) Simultaneously, there is a significant positive relationship with a moderate correlation level between self-awareness and self-efficacy with career decision-making, with an obtained value of  $R = 0.409$  ( $p = 0.002$ ;  $p < 0.05$ ). Overall, the results of this study indicate that the higher the self-awareness and self-efficacy, the higher the students' career decision-making, and vice versa.

**Keyword:** Self-awareness; self-efficacy; career decision-making

### ABSTRAK

Tujuan penelitian ini untuk menganalisis hubungan antara *self awareness* dan *self efficacy* dengan pengambilan keputusan karier. Pendekatan penelitian menggunakan kuantitatif dengan metode korelasional. Teknik pengambilan sampel menggunakan *propotional random sampling*, dengan jumlah sampel sebanyak 72 siswa. Teknik pengumpulan data menggunakan skala psikologi. Instrumen yang digunakan yaitu skala psikologi *self awareness*, *self efficacy* dan pengambilan Keputusan, instrument ini dikembangkan sendiri oleh peneliti. Hasil penelitian ini adalah 1) Rata-rata siswa memiliki *self awareness* dan *self efficacy* di tingkat sedang, dan pengambilan keputusan karier di tingkat tinggi; 2) terdapat hubungan positif *self awareness* dengan pengambilan keputusan karier, diperoleh  $r = 0.407$  ( $p = 0.000$ ;  $p < 0.05$ ); 3) terdapat hubungan yang tidak signifikan antara *self efficacy* dengan pengambilan keputusan karier, diperoleh nilai  $r = 0.038$  ( $p = 0.751$ ;  $p > 0.05$ ); 4) secara simultan terdapat hubungan signifikan positif dengan tingkat korelasi sedang antara *self awareness* dan *self efficacy* dengan pengambilan keputusan karier, diperoleh nilai  $R = 0.409$  ( $p = 0.002$ ;  $p < 0.05$ ). Secara keseluruhan

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hasil penelitian ini menunjukkan bahwa semakin tinggi *self awareness* dan *self efficacy*, maka akan semakin tinggi pula pengambilan keputusan karier siswa, begitupun sebaliknya.

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**Kata kunci:** *Self awareness*; *self efficacy*; pengambilan keputusan karier

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## INTRODUCTION

The career decision is part of students' steps in achieving future career goals, requiring self-awareness and self-efficacy to reach the desired career objectives successfully. Awareness of life goals is an integral part of a process where students' life journeys in various aspects lead to their intended purposes (Mamahit, 2014). Individual career decision-making processes are influenced by self-interest, self-concept understanding, motivation, achievement, attitude toward work, and personality, prompting students to reason about their career choices (Corey, 2003). Students with limited career decision-making abilities may need help with self-confidence due to insufficient potential, poor self-management, a lack of deep understanding of interests and desires, and susceptibility to external influences (Pramudi, 2015).

The career decision-making process is not only influenced by self-awareness but also by self-efficacy in making a choice. Self-efficacy is an individual's belief in their ability to control their functioning and events in their environment (Feist & Feist, 2010). Bandura (1986) explains the student's process in choosing a study program, relating to cognitive and environmental factors. Individuals confident in their abilities are likelier to make suitable choices aligned with their desires, as self-efficacy fosters confidence and self-assurance in achieving tasks. Individuals who are unable to make accurate and confident career decisions may face various personal issues (Ardiyanti & Alsa, 2015).

Research by Arofah and Sancaya (2022) suggests that individuals who are aware of self-awareness can make career decisions by considering self-understanding, career choices, decision-making skills, and metacognitive domains. Mardlia et al.'s (2021) study found a significant positive relationship of moderate level between self-awareness and career decision-making. Results from Agnia & Dasalinda's (2022) research on the relationship between self-efficacy and career decision-making show that students with high self-efficacy also exhibit a moderate level of career decision-making. Consistent with this study, Apriansyah et al.'s (2018) research concluded a significant positive relationship between self-efficacy and career decision-making at a moderate level. Özek and Ferraris' (2018)

research explains that an individual's self-awareness and self-efficacy contribute to the career decision-making process for the future. Both abilities benefit individual development, helping understand potential, building capacity, and understanding roles in personal and environmental contexts for personal growth and self-directed showcasing of one's potential. Self-awareness and self-efficacy drive individuals to consciously and responsibly make career decisions.

Initial data gathered through interviews with a counselor at SMA Negeri 1 Banyudono revealed that some students struggle to understand self-awareness and self-efficacy. Some students need help to fully grasp and acknowledge their potential, interests, and talents, leading to self-doubt and a lack of confidence in completing tasks and making decisions. Regarding career decision-making skills, some students cannot make mature and independent decisions due to challenges in aligning interests and talents influenced by peer factors.

The researcher distributed the Career Decision-Making Scale instrument to 65 students in grade XI at SMA Negeri 1 Banyudono from both science and social studies streams. Analysis of instrument revealed that 39.58% of students had personal issues, 13.88% had social issues, 31.95% faced academic challenges, and 14.59% encountered career-related problems. Based on the instrument analysis, it can be explained that students still need help understanding skills, interests, and talents within themselves, with problems regarding understanding future career goals.

Given the empirical study conducted at SMA Negeri 1 Banyudono and the analysis of previous relevant research, the researcher decided to delve deeper into these issues. This research analyzes the relationship between self-awareness and self-efficacy in career decision-making. The results of this study can be used as preliminary insights for more in-depth research activities. This research focuses specifically on personal issues—self-awareness and self-efficacy—and career-related challenges, specifically students' abilities in making career decisions.

The results of this study serve as information for school counselors to understand students' career-related issues and as a guide in providing counseling services to improve self-awareness and self-efficacy. Ultimately, this research is beneficial for students to gauge their abilities to realize and believe in the career decisions they make, serving as a basis for self-evaluation.

## **METHODS**

The approach employed in this research is quantitative. The method used is correlational, involving data collection activities, where the researcher will use the data to answer the research problem formulation between 2 (two) or more variables (Sugiyono, 2016). The population to be studied comprises all 11th-grade students of SMA Negeri 1 Banyudono, consisting of 8 classes, three classes from the science stream (IPA), and five classes from the social studies stream (IPS), with 288 students. This study takes a sample of 25%, based on Arikunto's (2006) statement that researchers can take 10-15% or 20-25% or more if the research subjects consist of 100 people or more. The sample used in the study consists of 72 11th-grade students from SMA Negeri 1 Banyudono, comprising 27 students from the science stream and 45 from the social studies stream.

The instruments used in this study are psychological scales for self-awareness, self-efficacy, and career decision-making. The scale used is the Likert scale, consisting of 4 answer scales. The scale items are of two types: Favorable, with a score range of 4-1, and Unfavorable, with a score range of 1-4. The instruments, once developed, underwent validity and reliability testing. Validity testing was conducted using content and construct validity. Content validity testing was performed by two expert judgment validators in the field of guidance and counseling, and the results were calculated using Aiken's formula, indicating that all three psychological scales had very high validity levels. Construct validity testing was conducted on 40 students from the 11th grade. The data collected were then analyzed using Pearson Correlation Product Moment. The results of the construct validity test showed that the self-awareness scale, initially comprising 50 items, was reduced to 44 valid items. Initially comprising 24 items, the self-efficacy scale was reduced to 14 valid items, while the career decision-making scale, initially comprising 40 items, was reduced to 25 valid items.

Reliability testing of the instruments was conducted using Cronbach's Alpha formula, resulting in the self-awareness psychological scale being classified as having a firm reliability level, the self-efficacy scale having a strong reliability level, and the career decision-making scale having a firm reliability level. The data analysis technique used in this research includes descriptive and inferential statistical analyses. Partial correlation analysis between X1 and Y and X2 and Y was conducted using the Pearson product-moment

correlation test, and the simultaneous relationship between X1, X2, and Y was analyzed using multiple linear regression.

## **RESULTS AND DISCUSSION**

This research aims to determine the levels of self-awareness, self-efficacy, and career decision-making and to analyze the partial relationships between self-awareness and career decision-making, as well as self-efficacy and career decision-making. Additionally, the study aims to analyze the simultaneous relationship between self-awareness and self-efficacy in career decision-making.

Based on the results of the descriptive statistical test in Table 1, it can be seen that none of the students fall into the low category (0%), 54 students fall into the medium category (75%), and 18 students fall into the high category (25%). Thus, the level of self-awareness of 11th-grade students at SMA Negeri 1 Banyudono is mainly in the medium category.

This study aligns with the findings of Hafizha (2021), where most adolescent students have a medium level of self-awareness with a percentage of 67%. Hafizha explains that students' self-awareness is related to their ability to understand feelings, behaviors, and thoughts within themselves. Another study in line with this research is from Fhatmawati (2020), where a significant majority of teenagers aged 15-18 have a medium level of self-awareness with a percentage of 97%. The differences underlying students' self-awareness levels include personal traits, interests, feelings, and values. A study on high school students by Farenti and Sekonda (2022) also showed that the self-awareness level was 59.29%, classified as medium. Factors influencing individuals to have varying levels of self-awareness include self-understanding in managing personal potential, feelings, thoughts, and communication with their social environment (Mardila et al., 2021). Students who can deeply understand themselves will be better able to recognize various abilities of self-management and understand various strengths and weaknesses within themselves, resulting in the conclusion that the level of self-awareness for 11th-grade students is at a medium level.

**Table 1** Categorization of Self Awareness

Level	Frequency	Percentage
<i>Self-Awareness</i>		
High	18	25%
Medium	54	75%
Low	0	0%
<i>Self-Efficacy</i>		
High	5	6,9%
Medium	58	80,6%
Low	9	12,5%
<i>Career Decision-making</i>		
High	40	55,6 %
Medium	32	44,4%
Low	0	0%

**Table 2** Correlation between Self-Awareness and Self-Efficacy with Career Decision-Making

	CDM			
	p	r	R	p
SA	.00*	.407		
SE	.751**	.038		
SA & SE			.409	.002*

Note. SA = Self-Awareness; SE = Self-Efficacy; CDM = Career Decision-Making. N = 72. \* $p < .05$ ; \*\* $p > .05$

Looking at the levels in Table 1, it can be seen that there are nine students in the low category (12.5%), 58 students in the medium category (80.6%), and five students in the high category (6.9%). Thus, the level of self-efficacy of 11th-grade students at SMA Negeri 1 Banyudono is mainly in the medium category.

The results of this study are supported by the research of Apriansyah et al. (2018), where the level of self-efficacy is at a medium level, with the number of students being 67, accounting for 73.5%. Factors influencing students' self-efficacy include having the self-confidence to complete tasks and personal responsibilities independently, striving to make decisions thoughtfully, and demonstrating abilities and potential with optimism. Bandura (1997) explains that successful experiences will help increase an individual's self-efficacy. This is in line with the opinion of Alwisol (2009) that successful experiences are part of self-efficacy, which influences individuals' varied self-efficacy levels. Therefore, the effect on 11th-grade students results from a medium level of self-efficacy.

Looking at the levels in Table 1, it can be seen that none of the students fall into the low category (0%), 32 students fall into the medium category (44.4%), and 40 students fall

into the high category (55.6%). Thus, the level of career decision-making for 11th-grade students at SMA Negeri 1 Banyudono is mainly in the high category.

The results of this study are supported by the research of Fitri and Khairani (2019), which shows that the majority of 138 students are in the independent category, with a percentage of 70.1%. Students can already make career decisions even though they are not yet maximally mature in determining their careers. In making career decisions, others' advice can influence decision-making. Therefore, students can consider choices independently and thoughtfully. Factors influencing students to have a high level of career decision-making are an individual's understanding of oneself, intrinsic interests, available career information, and environmental influences.

The results of hypothesis testing 1 in Table 2 obtained  $r = 0.407$  ( $p = 0.000$ ;  $p < 0.05$ ), concluding a positive correlation between self-awareness and career decision-making, with a moderate correlation classification. This finding is supported by the research of Mardlia et al. (2021), which found a significant positive relationship between self-awareness and career decision-making. Karimi & Rada (2015) argued that self-awareness is achieved when an individual can control their heart's desires and abilities in behavior and optimistic thinking, which includes recognizing emotions and total self-awareness. Students who understand themselves well in terms of their strengths and weaknesses and their potential are more capable of making decisions carefully. Arofah and Sancaya (2022) explained that individuals who are aware of the components of self-awareness can make career decisions by considering self-understanding, career choices, decision-making skills, and metacognition domains. Self-awareness helps students to know themselves better, allowing them to analyze career choices based on what drives and supports the decision-making process.

Furthermore, the results of hypothesis testing 2 in Table 2 yielded  $r = 0.038$  ( $p = 0.751$ ;  $p > 0.05$ ). Therefore, testing these two variables concludes that there is no relationship between self-efficacy and career decision-making. This finding is supported by the research of Setiyani et al. (2023), where the hypothesis is rejected due to changes in self-efficacy in the process of making decisions that are not accompanied by changes in the process of making career decisions. The rejection of the hypothesis in this study may be due to the limitations when researchers distributed research instruments online using Google Forms, which made it impossible to supervise and control students directly when filling out the

instruments. There is also a suspicion that when students fill out the instrument, they must be more cautious, random, and careful. The hypothesis is rejected because the factors that influence students in the process of making career decisions are not only self-efficacy or self-efficacy but several variables and factors that also influence students in the process of making career decisions.

Feist, J. & Feist (2010) explained that an individual's self-efficacy varies from one situation to another, influenced by an individual's competence needed when performing different activities, perceived competence by others, the presence or absence of others, the tendency toward facing failure compared to success, and the influence of different physiological factors. Bandura (1997) explained that the dimension of task completion levels describes how much confidence an individual has in completing different tasks. Thus, there are differences in each individual in completing tasks, which causes individuals to have moderate self-efficacy but can complete tasks in making career decisions because of ability levels.

The simultaneous hypothesis testing results in Table 2 produced a significance value of  $R = 0.409$  ( $p = 0.002$ ;  $p < 0.05$ ). Therefore, there is a significant positive relationship between self-awareness and self-efficacy in career decision-making with a moderate correlation classification. This result is in line with the research of Özek and Ferraris (2018), which explains that self-awareness and self-efficacy contribute to the process of making individual career decisions. Individuals with self-awareness and complete self-confidence will be more capable of understanding their potential, building self-capacity, and understanding their role in personal and social contexts so individuals can make career decisions responsibly.

Career decision-making is inseparable from self-awareness, which encourages individuals to understand their abilities and desires. Understanding a career is also related to self-understanding career information and the working world, so students who have a high understanding of the career field tend to be able to make career decisions (Lestari & Supriyo, 2017). Hotmauli (2022) added that emotional factors influence the career decision-making process. Meanwhile, students with solid self-efficacy will be more capable of motivating themselves and completing various tasks of personal responsibility in making career decisions. Krumboltz (2009) explained the career decision-making process, one of which is the task approach, in which individuals can collect various task completion



solutions by looking at the generalization of tasks. Therefore, students who can develop a strong attitude of self-confidence and bravery will tend to be more confident and make optimal efforts in making a decision.

Research on the correlation between self-awareness and self-efficacy with career decision-making has various essential implications. These implications include developing career guidance programs that focus on improving self-awareness and self-efficacy, both in self-understanding and increasing self-confidence in facing career challenges. In addition, the research findings can be used to design education programs in educational and training institutions, improve the selection and development of human resources in organizations, and support the concept of sustainable career development through the integration of self-awareness and self-efficacy aspects in career counseling programs. The study's implications also encourage further research to delve into this relationship and develop new theories. Overall, this research has the potential to improve the well-being of individuals in the context of careers by helping them make decisions that align with their values, interests, and personal goals. This also provides a foundation for practitioners and policymakers to develop more effective strategies to support positive and sustainable career decision-making.

The limitations of this study lie in the aspect of the population, which may need to be more varied and broad. Research limited to a specific population group or only involving a limited sample may reduce the generalizability of the research results to a larger population. For example, the results may not generally apply to a more diverse population if the study only involves respondents from one age group, educational background, or a specific profession. This limitation can limit the external validity of the research and make it less representative of various individual groups. Therefore, broader and more diversified research in terms of population can provide a more holistic and general picture of the relationship between self-awareness, self-efficacy, and career decision-making.

## **CONCLUSIONS**

Based on the research conducted on students of class XI at SMA Negeri 1 Banyudono, it is concluded that the majority of students have a moderate level of self-awareness and self-efficacy, and the majority have a high level of career decision-making. The hypothesis results suggest that self-awareness is related to career decision-making; awareness of

individual potential, abilities, and skills has a positive impact on the career decision-making process of students. Meanwhile, self-efficacy is not related to students' career decision-making, possibly due to other factors that have a more significant influence on the students' career decision-making process. Simultaneously, there is a relationship between self-awareness and self-efficacy with students' career decision-making. Individuals who can collaborate awareness of their potential with full self-confidence will make individuals more maximal and optimal in the career decision-making process.

Recommendations for students include exploring their potential further and being optimistic about the career decisions they will make, so the career decision-making process will be effective and well-considered. As for guidance counselors, they can provide personal and career counseling services to enhance students' self-awareness and self-efficacy, enabling them to better align themselves with their career preferences and abilities. A recommendation for future researchers is to conduct similar research considering other variables that may influence the career decision-making process.

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