Future Orientation Training to Enhance Career Decision-Making Self-Efficacy in Vocational High School X Yogyakarta Students: An Experimental Study

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Doi: 10.31316/g-couns.v10i02.8385

Abstract

The high unemployment rate among vocational school graduates in Indonesia is partly due to their low confidence in making career-related decisions, as measured by Career Decision-Making Self-Efficacy (CDMSE). This lack of confidence may hinder students' work readiness, particularly as they prepare for industrial work practice. This study examined the effectiveness of Future Orientation training in improving CDMSE among vocational students. A quasi-experimental design with an untreated control group and pretest-posttest measures was used. The participants were 28 grade 11 students from a Vocational High School in Yogyakarta, selected through purposive sampling, all with low CDMSE scores. The training aimed to strengthen students' motivational, affective, and cognitive capacities related to exploring career options, future planning, and goal setting. CDMSE was measured using a scale adapted from Betz and Luzzo, validated by Purnama and Ernawati, with acceptable fit indices (Chi-Square $p > .05$, RMSEA $\leq .08$, CFI $\geq .95$, SRMR ≤ 0.08). The Wilcoxon Rank Test showed a significant improvement in CDMSE after the training ($p < .01$), and the Mann-Whitney Test revealed a significant difference between the experimental and control groups ($p < .01$). These findings support the effectiveness of Future Orientation training in enhancing CDMSE. Similar programs could be integrated into vocational education to improve career readiness and reduce the risk of unemployment.
Keywords: future orientation, career decision-making self-efficacy, vocational high school student

Abstrak

Tingginya angka pengangguran lulusan SMK di Indonesia sebagian disebabkan oleh rendahnya kepercayaan diri mereka dalam mengambil keputusan terkait karier, yang dikenal sebagai Career Decision-Making Self-Efficacy (CDMSE). Kurangnya kepercayaan diri ini dapat menghambat kesiapan kerja siswa, terutama saat mereka mempersiapkan diri untuk praktik kerja industri. Penelitian ini mengkaji efektivitas pelatihan Orientasi Masa Depan dalam meningkatkan CDMSE di kalangan siswa SMK. Desain kuasi-eksperimental dengan kelompok kontrol tanpa perlakuan dan ukuran pretes-postes digunakan. Peserta pelatihan adalah 28 siswa kelas 11 dari Sekolah Menengah Kejuruan di Yogyakarta, yang dipilih melalui purposive sampling, semuanya dengan skor CDMSE rendah. Pelatihan ini bertujuan untuk memperkuat kapasitas motivasi, afektif, dan kognitif siswa yang terkait dengan eksplorasi pilihan karier, perencanaan masa depan, dan penetapan tujuan. CDMSE diukur menggunakan skala yang diadaptasi dari Betz dan Luzzo, divalidasi oleh Purnama dan Ernawati, dengan indeks kesesuaian yang dapat diterima (Chi-Square $p > 0,05$, RMSEA $\leq 0,08$, CFI $\geq 0,95$, SRMR $\leq 0,08$). Uji Peringkat Wilcoxon menunjukkan peningkatan CDMSE yang signifikan setelah pelatihan ($p < 0,01$), dan Uji Mann-Whitney menunjukkan perbedaan yang signifikan antara kelompok eksperimen dan kontrol ($p < 0,01$). Temuan ini mendukung efektivitas pelatihan Orientasi Masa Depan dalam meningkatkan CDMSE. Program serupa dapat diintegrasikan ke dalam pendidikan vokasi untuk meningkatkan kesiapan karier dan mengurangi risiko pengangguran.
***Keywords**: orientasi masa depan, career decision-making self-efficacy, siswa SMK*

Article info
Submitted July 2025, Revised August 2025, Accepted August 2025, Published November 2025

INTRODUCTION

Indonesia must be ready to face challenges and changes in the era of globalization by improving the quality of human resources (Rahmayanti, Wibowo, & Sakitri, 2018). The government strives to improve the quality of human resources by preparing skilled workers through vocational schools (Wulandari & Prajanti, 2017). Thus, this aligns with the objective of establishing Vocational High Schools, which is to prepare students to enter specific professional fields, develop a professional mindset, possess the skills and competence to make informed career choices, compete effectively, and continue to grow as independent, mid-level workers. In addition, it serves the current and future demands of businesses and industries (Kementerian Pendidikan dan Kebudayaan, 2017).

However, based on data from "Dinas Pendidikan Pemuda dan Olahraga DIY", which was published on www.harianjogja.com in 2019 and 2020, the unemployment mapping results for vocational schools that graduated in Yogyakarta are at 47 percent of the total of almost 28,000 graduates each year (Sunartono, 2022). Therefore, this is inversely proportional to the condition of the Yogyakarta Special Region Province (DIY), which is a region with tourist destinations that continue to develop and attract both domestic and international tourists. In addition, this is supported by performance data from the DIY tourism office released by Bappeda. Jogjaprov.go.id, there are 4,843,781 local tourists and 88,693 foreign tourists, with an average length of stay of 1.73 days, as of 11 October 2023 (Badan Perencanaan Pembangunan Daerah Provinsi DIY, 2023). Even data from the DIY Central Statistics Agency states that 8,732 of them are tourists from abroad (Badan Pusat Statistik Provinsi DI. Yogyakarta, 2020). Thus, this is a great opportunity for vocational school graduates to pursue careers in the tourism sector, given the tourism situation in Yogyakarta (Hastuti, 2021).

The data on unemployment and career opportunities show a gap: there are significant opportunities, but the unemployment rate is relatively high. Wijaya & Utami (2021) explained that the career selection process can influence the unemployment of vocational school graduates. Since students are in high school, they face specific choices and need to plan their careers after graduation (Jessyca & Suyasa, 2021). Difficulties in career planning led to struggles, especially in getting a job, which contributed to rising unemployment rates (Yunitri & Jatmika, 2015). Bullock-Yowell et al. (2014) In their research, they found that 58% of students found it challenging to make a career decision because they had negative career thoughts, leading them to be unsure about their career choice. Wulandari (2021) in her research at State Secondary School 1 Bantul, she found that 25% of 12th-grade students were not yet sure about making career decisions due to several factors, including feeling that they had not discovered their talent or potential, were not sure about their dreams, and felt doubtful about their abilities. Aligned with this research trend, Ginting et al., (2024) several contributing factors to students' indecisiveness in career planning include a lack of self-awareness of their potential, limited exploration of career options, low motivation to pursue long-term goals, a tendency to follow peers' choices, and the absence of supportive discussions with parents about suitable career paths.

Ideally, vocational education is designed to equip students with practical skills aligned with specific fields of work. However, Pambudi & Harjanto (2020) noted that the curriculum tends to prioritize academic content over the development of vocational competencies. As a result, the expected practical readiness is not fully achieved. Golsteyn & Stenberg (2017) identified that vocational education offers short-term advantages, yet may lead to long-term trade-offs. Korber & Oesch (2019) also observed that while

vocational graduates may enjoy stable employment early in their careers, they tend to experience lower earnings in their thirties, particularly among women.

One important psychological factor that may help students overcome these challenges is self-efficacy. Bandura (1977) self-efficacy refers to an individual's perception, belief, and confidence in their ability to perform behaviors necessary to achieve specific outcomes. It directly influences how people think, feel, and act. In the context of career decision-making, individuals with high self-efficacy are more likely to actively explore career opportunities, gather information about potential jobs, build professional networks, and apply for positions with confidence in their abilities (Petruzziello et al., 2020). They also tend to effectively integrate their academic achievements and practical experiences to pursue careers that align with their strengths and interests (Kanar & Heinrich, 2024).

A specific form of self-efficacy related to career decisions is known as Career Decision-Making Self-Efficacy. CDMSE is the value of an individual's beliefs related to expectations about himself or his ability to perform certain tasks so that he can easily connect these tasks with a career (Betz & Luzzo, 1996). Additionally, Betz & Luzzo (1996) states that there are five dimensions of CDMSE: gathering information; self-appraisal; goal selection; planning; and problem solving. CDMSE was measured using the CDMSE Scale compiled by Betz & Luzzo (1996) , which was adapted into Indonesian by Purnama & Ernawati (2021). Thus, individuals who are high in CDMSE tend to show a desire to learn and apply the skills necessary for career development (Penn & Lent, 2019). A previous study conducted among students showed that individuals with CDMSE determine their beliefs, which then become the basis for the emergence of responsibility and success in the career development process (Arjanggi et al., 2020). Students with a higher CDMSE tend to experience fewer career-related obstacles and difficulties than those with a lower CDMSE, because they are more willing to engage in career exploration and seek support from others to build confidence in their career choices (Chui et al., 2022). Students with low levels of CDMSE tend not to be interested in exploring their careers and feel anxious when they can't make career decisions; they need intervention to help them become more confident in the career decisions they make (El-hassan & Ghalayini, 2019).

A factor that can increase CDMSE is future orientation (Juniarti & Adrian, 2022). According to expectancy-value theory, future orientation is a person's tendency to be goal-oriented, focusing on the future and on satisfying outcomes (Wigfield & Eccles, 2000). Some people can create their own self-image, anticipate what will happen, and think about hopes and possible outcomes. Future orientation is applied by reflecting on current attitudes and behavior, then connecting them with desired future goals and expected achievements. In previous research, future orientation plays a major role in student progress, particularly in academic achievement, learning strategies, and expectations for the future (Mazzetti et al, 2020).

Future orientation fosters goals and a sense of meaning in life (Praskova & Johnston, 2021). Future-oriented skills develop throughout adolescence, beginning between 11 and 12 years old, as independence, self-regulation, and personal identity increase. In this period of life, future goals become more detailed, and pre-adolescents begin to focus on educational and professional goals related to the real world (Santilli et al., 2015). In a qualitative study Herrera et al. (2023), it was found that future orientation increases students' engagement with school assignments related to future careers.

The future orientation training is structured around three aspects: motivational, affective, and cognitive. The motivation aspect consists of interests, goals, and ideals about the future as well as perceived fears, worries, and uncertainties. The affective aspect includes evaluative thoughts and emotions, such as optimism, hope, and pessimism. Cognitive aspects include learning, planning, anticipating, exploring, and making decisions about future opportunities (Cabras & Mondo, 2018). Future-oriented training is aligned with the needs of human resources in DIY, especially in the field of tourism. These three aspects of future orientation training draw on the concept of an andragogical approach. The andragogy concept developed by Malcolm Knowles comprises 6 basic features: self-directedness, need to know, use of experience in learning, readiness to learn, orientation to learning, and internal motivation (Alam, 2021). Future-oriented training is aligned with the needs of human resources in DIY, especially in the field of tourism. According to the Association of Indonesian Tour & Travel Agencies (ASITA) DIY, published on www.asitajogja.org, the tourism human resources needed in DIY are those who can improve services, create attractive tourism programs, and develop tourist attractions (ASITA Yogyakarta, 2016).

Previous research with students showed that future orientation was related to CDMSE (Juniarti & Adrian, 2022). Students with high future orientation are likely to achieve high scores in CDMSE. Improving an individual's future orientation will contribute to their motivation to develop themselves and to a positive view of their future, including in career planning. In line with this, Oztemel and Yıldız-akyol (2021) they emphasized that individuals with well-structured attitudes toward the future tend to be more adaptive in managing their careers. Supporting this idea, Lam and Santos (2018) a career intervention course was evaluated, designed to help university students identify relevant career resources such as labor market demands and salary information, explore career options based on personal interests and abilities, set personal and academic goals, and develop actionable plans to achieve them. The program demonstrated significant improvements in CDMSE and successfully reduced career indecision and decision-making difficulties. However, although the relationship between future orientation and CDMSE has been established in various studies, experimental research on future orientation interventions remains limited, particularly in the Indonesian context. This gap becomes more crucial considering the specific challenges faced by vocational high school students, especially those preparing for careers in the tourism industry. Based on the problem background description above, the researcher will examine the influence of future orientation training on CDMSE among vocational high school students in Yogyakarta.

METHOD

Quasi-experimental research was used in this study as a research method, where the independent variable was manipulated, all other variables were controlled, and the dependent variable was measured for changes caused by the independent variable (Coolican, 2024). The quasi-experimental research design used was an untreated control group design with a dependent pretest and posttest, consisting of one experimental group and one control group, which were administered a pretest and posttest without random assignment (Azwar, 2022).

The population in this study was students of Vocational High School X Yogyakarta. Samples were selected using purposive sampling, a sampling technique based on the desired criteria to determine the number of samples to be studied (Sugiyono,

2018). The sample in this research consisted of 11th-grade students from one of the vocational high schools in Yogyakarta, who were being prepared to participate in Industrial Work Practice and had CDMSE scale scores in the low category. Hypothetical statistics are used to categorize CDMSE scores into three categories: low, moderate, and high, by calculating hypothetical mean, range, and standard deviation. Thus, to identify participants who met the sample criteria, the researchers conducted an initial screening by administering the CDMSE Scale to 81 students, resulting in 28 with the lowest CDMSE scores. For these 28 students, the researchers conducted a draw to determine participants for the experimental and control groups, resulting in 14 participants in each group.

The data collection technique was the Career Decision-Making Self-Efficacy Scale compiled by Betz et al (2005), which was adapted and validated by Purnama and Ernawati in their study of 539 high school students in Bandung and Cimahi. Purnama and Ernawati (Purnama & Ernawati, 2021) used Confirmatory Factor Analysis (CFA) to test the validity of the measuring instrument, which resulted in the CDMSE scale being a valid scale because it reached the four validity parameters Hu & Bentler (1999), namely the Chi-Square test ($p > 0.05$); Root Mean Square Error of Approximation (RMSEA) $\leq$ 0.08; Comparative Fit Index (CFI) ≥ 0.95; and Standardized Root Mean Square Residual (SRMR) ≤ 0.08. In addition, Purnama & Ernawati (2021) estimated reliability using construct reliability, yielding a coefficient of 0.929, indicating that the CDMSE scale is reliable. The CDMSE scale consists of 10 favorable items, with 5 Likert-scale answer choices: 1 for Never, 2 for Ever, 3 for Sometimes, 4 for Often, and 5 for Always.

The Future Orientation Training was held in July and August 2023 at Vocational High School X Yogyakarta. The trainer who facilitated the program was a psychologist with experience in providing training to high school students. The pre-test was conducted 1 week before the intervention to select students for the experimental and control groups, and the posttest was administered immediately after the intervention. This follows Flannelly et al. (2018), who emphasized that pre-tests and post-tests should be conducted as close as possible to the start and completion of the intervention. The training was conducted over one day and applied Kolb's Experiential Learning Theory (Akella, 2015) as its instructional approach, engaging students through the four stages of learning: concrete experience, reflective observation, abstract conceptualization, and active experimentation. During the sessions, participants worked on a worksheet to define their career goals, set effective targets, and engage in self-journaling to identify their strengths and weaknesses. To evaluate the effectiveness of the training, Kirkpatrick's framework was used Noe (2017) , which includes reaction evaluation (participants' satisfaction), learning evaluation (knowledge gained), and behavior evaluation (skills applied after training). The intervention's implementation is explained in more detail in the following table.

Table 1.
Intervention Details

Session	Duration	Description
Pre-Session	15'	It is the initial stage before the Future Orientation training intervention is implemented to see the effectiveness of the program. The pre-test was carried out by providing an evaluation of knowledge

		regarding the Future Orientation training material and the CDMSE scale
Session 1: Do some Research (Cognitive)	90’	Participants were invited to explore what career options exist in the tourism sector that can be developed in D. I. Yogyakarta using the discussion method. This session represents the cognitive domain of Future Orientation. First, in the Concrete Experience stage, participants were introduced to real tourism-related career opportunities through group discussion. In Reflective Observation, they discussed their prior knowledge and awareness of those careers. Then, in Abstract Conceptualization, the facilitator explained concepts such as career planning and self-assessment, which are core elements of cognitive future orientation. Finally, in Active Experimentation, participants were encouraged to explore deeper into selected career paths and share their findings with peers.
Session 2: Eager to Achieve Goal (Affective)	90’	Participants explored the affective aspect of Future Orientation through case studies of individuals who had dreams but also faced limitations. As a Concrete Experience, they read and discussed these stories, then moved to Reflective Observation by connecting them to their own feelings of hope and challenge. During Abstract Conceptualization, the facilitator emphasized the importance of optimism and emotional readiness in goal setting. To close the cycle with Active Experimentation, participants wrote down their personal dreams and identified possible ways to overcome obstacles in achieving them.
Session 3: Moving on (Motivation)	90’	Participants engaged in the motivational aspect of Future Orientation by writing a personal career journal as a Concrete Experience. Through Reflective Observation, they assessed their own strengths and weaknesses related to their goals. The facilitator then helped them in the Abstract Conceptualization stage by explaining motivational factors that sustain long-term achievement. As Active Experimentation, participants formulated concrete action plans for their career paths, including both short- and long-term steps.
Post-test	15’	The post-test used the same scale as the pre-test to measure changes after the intervention. In addition, participants completed a reaction evaluation

questionnaire to assess the technical implementation of the program, as well as a behavioral evaluation questionnaire to capture changes in actions and reflections. This aligns with the final stage of experiential learning, where participants apply their new understanding in real-life contexts.

The quantitative data generated in this research were analyzed using the Jamovi application version 2.3.13. The Wilcoxon's Rank Test was implemented as a data analysis method in this research to test differences in conditions before and after being given future orientation training, and the Mann-Whitney Test to test pwas used ost-test differences in the experimental and control groups.

RESULT AND DISCUSSION

This research aims to empirically prove the influence of the future orientation training on CDMSE. The hypothesis was tested using the Wilcoxon's Rank Test with a statistical value of 105 ($p < .01$). The results of hypothesis testing using Mann Whitney show a statistical value of 5.50 ($p < .01$) Thus, the results of this research are supported by Juniarti and Adrian's study (Juniarti & Adrian, 2022) which found that there was a positive and significant relationship between mass orientation and CDMSE in students with a correlation coefficient of 0.363 ($p < .000$). This research demonstrates that a future orientation drives the more individuals, the more confident they become in making career decisions. These findings provide not only correlational support but also experimental evidence of causality, strengthening the argument that future orientation training can effectively enhance CDMSE.

According to expectancy-value theory Eccles and Wigfield (2020), individuals who perceive future goals as meaningful and attainable are more likely to exert effort to achieve them. The future orientation training, which targeted motivational, affective, and cognitive domains, may have positively influenced students' beliefs about their ability to make career decisions by increasing the perceived value and attainability of future goals. This theoretical perspective helps explain why the participants in the experimental group experienced a significant increase in CDMSE.

Descriptive statistics support the results of the hypothesis test. Hypothetical statistics were used by the researchers as a standard for categorizing respondents, with the following results:

Table 2.
Categorization of Control Group Research Results

Category	Interval	Pre-test			Post-test		
		f	%	$\bar{X}$	f	%	$\bar{X}$
High	$X > 37$	0	0		0	0	
Moderate	$37 \leq X < 23$	0	0		0	0	
Low	$X \leq 23$	14	100	16.9	14	100	17.0

Based on table 2, all of the participants in the control group (100%) were in the low category with a mean of 16.9 during the pre-test. During the post-test, all of the participants were also in the low category with a mean of 17.0. The difference of the

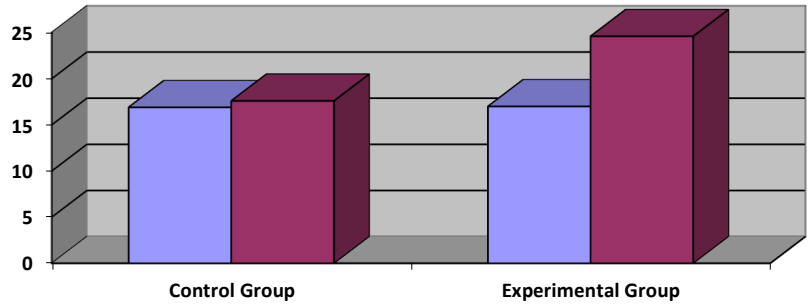
means is 0,1 points. It can be concluded that there was almost no mean difference in the before and after conditions in the control group.

Table 3.
Categorization of Experiment Group Research Results

Category	Interval	Pre-test			Post-test		
		f	%	$\bar{X}$	f	%	$\bar{X}$
High	X > 37	0	0		0	0	
Moderate	37 ≤ X < 23	0	0		8	57.14	24.6
Low	X ≤ 23	14	100	17.6	6	42.86	

Based on table 3, in the experimental group pre-test, the participants were in a low category with a mean of 17.6. Thus, in the experimental group posttest, 6 people were in the low category (42.86%) and 8 in the intermediate category (57.14%). The mean in the experimental group posttest was 24.6, in the moderate category. It can be concluded that most participants in the experimental group had moderate CDMSE after receiving future orientation training.

Graphic 1.
Research Data Mean Diagram



Therefore, the results of the hypothesis test are supported by the mean data based on diagram 1. There is a difference in the mean posttest in the two groups; the mean posttest for the experimental group is 24.6, while the mean posttest for the control group is 17.0, with a mean difference of 7.6. Otherwise, there was a mean difference of 7.0 in the pre-test and posttest means in the experimental group, which were 17.6 and 24.6. In conclusion, the future orientation training is an effective intervention program to improve CDMSE.

Analyses of reaction, learning, and behavioral evaluation data from the experimental group support the significant changes above. The results of the reaction evaluation showed that 75% of participants rated the training as very satisfactory, while the remaining 25% rated it as satisfactory. Additionally, 80% of participants found the provided materials highly relevant, while the remaining 20% found them appropriate to their current conditions. Overall, all participants were very satisfied with the trainer who delivered the material.

The average knowledge evaluation on the pre-test was 2.71, and on the posttest was 5.14, with a difference of 1.43. Thus, it shows that there is an improvement in understanding of the material related to future orientation training. These findings are consistent with Ludwikowska (2021) those of, who found a significant positive correlation between trainee reactions, training design, trainer performance, and learning

self-efficacy. This correlation suggests that positive reactions to training can enhance self-efficacy, which is critical for transferring learned knowledge and skills to workplace performance.

Furthermore, based on the observation's result during the implementation of future orientation training showed that before being given the program, the students experienced confusion, which was evident by asking a lot of questions regarding the worksheet given by the researcher. However, after receiving an explanation, the students were able to plan by writing down the steps they could take to determine their future careers. Supported by the concept of future orientation, Easterby-Smith et al. (2000) which states that future orientation is a psychological process that involves planning. Students can determine future targets by considering their interests, values, and hopes. Furthermore, they will achieve these targets by implementing previously developed plans (Easterby-Smith et al., 2000).

To evaluate the subjects' behavior, researchers interviewed eight subjects about their future-oriented actions. The interview was conducted on the subject's condition before and after the intervention. In an interview before intervention, eight subjects said that they didn't know the possible job options in the tourism sector that they could choose. They also said they felt pessimistic because they were worried that they would not be able to work in their current school major. They realized that they didn't have any specific career targets because they didn't know how to match their strengths and weaknesses with their dream job. These findings indicate low levels of career decision-making self-efficacy (CDMSE), which is associated with indecision, negative career thoughts, and avoidance of career exploration (El-hassan & Ghalayini, 2019). Additionally, the participants' limited ability to envision and plan for their future careers reflects underdeveloped future orientation, particularly in the cognitive and motivational domains. According to Santilli et al (2015) future orientation in adolescents involves the capacity to project oneself into the future, anticipate possible outcomes, and establish meaningful goals, which are skills that appeared to be lacking among participants prior to the training.

After the intervention, researchers interviewed the same eight subject in the interview before intervention. The result showed a difference in condition. They said that now they know that there so much job options in tourism sector that they can choose. They can also think positively that they can work according to their current school major. Although their cognitive and affective aspects differ from those before the intervention, they are able to identify their strengths and weaknesses and determine their ideal job based on their current school major. Based on these results, the subject has demonstrated aspects of future orientation Cabras & Mondo (2018) following the intervention.

Nonetheless, in line with the goals of vocational education, the role model of education especially in vocational high school prioritizes practicum than theory, which means that vocational high school students are expected to find it easier after graduating from school (Rosulin & Paramita, 2016), particularly for students, they are ready to work, they need to be confident and they can make the right career decisions (Sandra & Mularsih, 2021). Confident individuals can carry out career-related tasks, leading to career maturity (Abdullah, 2023). Students need CDMSE to make informed decisions (Anaresti, Sunawan, & Awalya, 2022). The efficacy of making the right career decisions is supported by future orientation, in which students can gather the information needed to make career decisions (Juniarti & Adrian, 2022).

CONCLUSION

Based on the findings, it can be concluded that future orientation training is an effective program to enhance Career Decision-Making Self-Efficacy (CDMSE) among Vocational High School X students in Yogyakarta. This training is particularly useful for students who are still uncertain about their career choices, as it helps them build confidence and make more informed decisions by gathering relevant career-related information. The practical implication of this study is that schools are encouraged to integrate the Future Orientation module into the career guidance curriculum, especially before students undertake Industrial Work Practice (Prakerin), while industries are advised to collaborate with vocational schools to ensure that training is aligned with job market demands, for example, through joint workshops or project-based internships. Such synergy will better equip vocational students to face future career challenges with clarity and confidence.

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