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The Effectiveness of Psychological Well-Being Psychoeducation on Career Anxiety in Vocational High School Students Based on Gender

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ABSTRACT

This study aims to prove the effectiveness of psychological well-being psychoeducation on career anxiety in vocational school students based on gender. This study is experimental research with one group pretest-posttest design. The results of the Wilcoxon Signed Rank Test analysis obtained a Z value = 2,646 ($p < 0,05$). This shows that psychological well-being psychoeducation is effective in reducing career anxiety in vocational school students. The results of the Mann-Whitney Test analysis at the pretest obtained a Z value = 0,182 ($p > 0,05$). While at the posttest obtained a Z value = 0,109 ($p > 0,05$). This means that there is no difference in the level of career anxiety between male and female students

INTRODUCTION

Finding a career that suits their field of study is something that vocational high school graduates strive for. When starting a career, vocational high school graduates will have many responsibilities and challenges. The difficulty of finding a job in Indonesia itself is not uncommon. According to figures from Badan Pusat Statistik (BPS), the unemployment rate in Indonesia was 5,86% or 8,42 million people in August 2022, where vocational high school are the majority of the unemployed. (in <https://www.cnbcindonesia.com/news/20230517114925-8-438124/sedih-ini-penyebab-banyak-lulusan-smk-jadi-pengangguran>, accessed 09 September 2023).

Kellerman and Sagmeister (Dewantari & Soetjningsih, 2022) emphasized that the unemployment rate increases with the length of time a person spends in the workforce. In this case, a person's education will be followed by unemployment. One of the causes is the scarcity of job prospects which is a threat even though it is still unclear and has not happened. This of course increases anxiety in people looking for work (Mutiarachmah & Masyatmi, 2019).

Anxiety is a common occurrence in education. Going to school can be a source of anxiety for all students. However, anxiety can also hinder learning and success for some students, especially when it comes to careers after graduation. Because anxiety is needed as a warning of impending danger, anxiety is a normal part of life. Anxiety disorders are characterized by persistent, illogical, and increasingly intense anxiety that interferes with daily functioning. Another common psychological condition is anxiety, which affects many people, including school children (Mariah et al., 2020).

According to Tsai et al. (2017), people with career anxiety often experience difficulty, hesitation, and doubt when making judgments about future careers. As a result, this person will feel worried and unsuccessful because they are unable to make additional career decisions. Regarding Tsai et al. (2017), a person may experience career anxiety if they do not explore their career options in relation

to a clear understanding of their desires, along with self-confidence issues and uncertainty about self-qualities that may not be in line with their desires when working later. According to Ramanda's research (2023), men are more likely to experience career anxiety than women.

Based on the research questionnaire data on career anxiety distributed by researchers in April 2023, 99 respondents were obtained. Of the 99 respondents, 65 respondents were male and 34 respondents were female. The respondents' ages ranged from 17-34 years. From the questionnaire data, 88 respondents felt anxious about their careers, while 11 respondents did not feel anxious. Then, of the 88 respondents who felt anxious about their careers, 56 were male and 32 were female. Based on the questionnaire data, it can be concluded that most respondents tend to feel anxious about their careers. To overcome feelings of fear or anxiety about this career, one effort that can be made by someone is to have good psychological well-being.

When psychological well-being is high, people struggling with career anxiety can achieve their personal goals, reach their full potential, find deeper meaning in life, build strong interpersonal relationships, effectively manage opportunities and demands in their environment, increase self-confidence, become more independent (autonomous), and build positive self-esteem (Ryff & Singer, 1996; Strauser et al., 2008).

Based on the description that has been presented, it can be shown that career anxiety in vocational high school students who will face the world of work can be influenced by the condition of the quality of psychological well-being. With this problem, the researcher wants to prove the influence of the two variables between psychological well-being on career anxiety, so the researcher chose an experimental design. From that concept, the researcher took the title "The Effectiveness of Psychological Well-Being Psychoeducation on Career Anxiety in Vocational High School Students Based on Gender".

METHODS

This study is an experimental study involving one group to test the same hypothesis at different time intervals. Experimental research designs are divided into four types, namely pre-experimental design, true experimental design, factorial design, and quasi-experimental design (Sugiyono, 2017). The population in this study were four classes of XII majoring in Online Business with a total of 136 students. Sampling was carried out by purposive sampling, the sample in the study was 33 students

selected from class XII majoring in Online Business 4. The instrument used was a career anxiety scale consisting of 45 items. The research design used in this study was a pre-experimental design with a one group pretest-posttest type. The measurement process in this design was carried out twice, namely the first (pretest) before the sample received treatment and the second (posttest) when the sample had been given psychological well-being psychoeducation treatment by the researcher. This design can be described as follows :

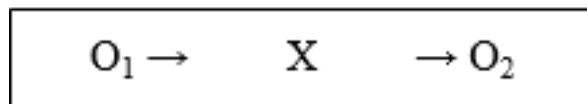


Figure 1. One Group Pretest-Posttest Research Design

Description :

- O1: Pretest, to measure the level of career anxiety before being given psychological well-being psychoeducation.
- X: Treatment, implementation of psychological well-being psychoeducation.
- O2: Posttest, to measure the level of career anxiety after being given psychological well-being psychoeducation.

RESULTS AND DISCUSSION

The results of the Wilcoxon Signed Rank Test analysis obtained a Z value of 2,646 and the Asymp. Sig. (1-tailed) value was $p = 0,004 (< 0,05)$. These findings indicate that there is a significant difference in the average value of career anxiety between before and after being given the treatment, which decreased. The results of the Wilcoxon Signed Rank Test can be seen in table 1 as follows :

Table 1. Results of the Wilcoxon Signed Rank Test

Anxiety (Post) – Anxiety (Pre)	
Z	2,646
Asymp. Sig. (1-tailed)	0,004

Next is the test for gender differences using the Mann-Whitney Test. The results of the Mann-Whitney Test analysis at the time of the pretest obtained a Z value = 0,182 and the Asymp. Sig. (2-tailed) value was $p = 0,855 (> 0,05)$. While at the time of the posttest obtained a Z value = 0,109 and

the Asymp. Sig. (2-tailed) value was $p = 0,913 (> 0,05)$. This finding indicates that there is no significant difference in career anxiety between male and female students both at the time of the pretest and posttest. This can be seen in table 2.

Table 2. Mann-Whitney Test Results

	Anxiety (Pre)	Anxiety (Post)
Z	0,182	0,109
Asymp. Sig. (2-tailed)	0,855	0,913

This study found that psychological well-being psychoeducation is effective in reducing career

anxiety in vocational high school students. This is in line with research by Amin et al. (2022) which

found that individuals with high psychological well-being will be better at dealing with problems, where these individuals can help others who are struggling to overcome their problems and reduce anxiety. In addition, this study also agrees with research by Dalimunthe et al. (2023) which found that students believe that psychological well-being can increase the desire to do good by making themselves more ready to accept positive things, realizing that a person can get a lot of goodness, and adapting more quickly to their environment. This might spur people to act kindly toward others. This study also found that the effectiveness of psychological well-being psychoeducation was not influenced by the gender of students in reducing career anxiety levels. This is in accordance with research conducted by Darwish et al. (2021) which stated that there was no significant difference in career anxiety between students regarding gender, faculty, year of study, birth order, and income level.

The research conducted by this researcher still has many limitations. The psychoeducation process that was carried out briefly cannot guarantee that the decrease in career anxiety that occurs can last long. The level of career anxiety in this study was measured based on the personal answers of the respondents. This certainly cannot reveal the overall decrease in career anxiety that occurs. To increase the validity of the research results, it can be done by conducting regular observations by guidance and counseling teachers or conducting interviews with parents of students. In addition, several respondents who have agreed to be subjects in this study have still not been able to provide an accurate picture of the success of psychological well-being psychoeducation. Therefore, it is necessary to conduct other studies with a larger number of respondents. The absence of a comparison group with a different school culture also means that it is not yet known whether the effectiveness of psychological well-being psychoeducation in reducing career anxiety has a cultural bias or not. All of these things can be used as input for other similar studies in the future.

CONCLUSION

Based on the results of the research conducted by the researcher, the results of the first study showed that there was a significant difference in the average value of career anxiety between before and after being given treatment to decrease. So that psychological well-being psychoeducation is effective in reducing career anxiety in vocational high school students. The results of the second study also showed that there was no significant difference in reducing career anxiety between the two gender groups after being given treatment. In other words, psychological well-being psychoeducation is equally effective for male and female students, there is no significant difference in student responses after being given treatment. This shows that the effectiveness of psychological well-being psychoeducation is not influenced by the gender of students in reducing career anxiety levels.

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