

Career Decision Self Efficacy and Psychological Distress in Non-Formal Education Students

Sugeng Hariyadi¹, Nuke Martiarini^{2*}, Abdul Haris Fitri Anto³

ABSTRACT

In Indonesia, many school children experience school dropouts. Some of them experience psychological problems which then trigger the emergence of stress (psychological distress), one of the things predicted to be related to this condition is the low Career Decision Self-Efficacy (CDSE). The aim of this study was to determine the correlation between Career Decision Self-Efficacy (CDSE) and psychological distress in Non-Formal Education Students. The research method used is quantitative correlational research with a population covering all students chasing packages in Semarang district. There are 2 instruments with the model when likert used. Based on the analysis results, it can be concluded that there is a significant relationship between Career Decision Self-Efficacy (CDSE) and Psychological Distress in both two groups. Descriptively, Career Decision Self Efficacy (CDSE) and psychological distress are in average level.

Keywords: *Psychological distress, Career Decision Self Efficacy (CDSE)*

Education is one of the important keys to advancing a nation. Through education, children are honed so that they can formulate their life goals. It is fitting for the public to be aware of the importance of education. But in reality, talking about the level and awareness of the importance of education in Indonesia is still rather alarming, and is still PR for the government. This is indicated by the number of school dropouts that cannot be underestimated.

According to Indonesian Child Profile data (2012), the dropout rate of children aged 7-17 years in 2011 was 2.9%. Whereas in 2012, the dropout rate in the 7-12 year age group was 0.6%, the age group 13-15 years reached 2.21%, the age group 16-17 years the school dropout rate was 2.32%, more In detail, almost half (49.51%) of children aged 7-17 years who drop out of school are caused by lack of costs, 9.2% due to work, 3.05% due to marriage or taking care of the household, and the rest for other reasons, besides, there are still around 1% percent of students aged 16-17 years who do not have the ability read and

¹ Department of Psychology, Faculty of Education, Semarang State University

² Department of Psychology, Faculty of Education, Semarang State University

³ Department of Psychology, Faculty of Education, Semarang State University

*Responding Author

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write. Based on data compiled by the Center for Education and Culture Data and Statistics (2017), in 2016-2017 the number of students dropping out of school in Indonesia was around 72,744 people or around 1.68% of the total students in Indonesia, furthermore, the data was successfully obtained UNICEF in 2016 showed that 2.5 million Indonesian children could not enjoy education.

Various factors are predicted to be the cause of the increasing number of students dropping out of school in Indonesia. Research by Brown & Park (2002) and Rumberger & Russell (1995) reinforced the results of research by South, Baumer, & Lutz (2001) examining the factors that caused school dropouts due to the low economic level of the family. Research by Mardhikawati, Santoso, & Sutardji (2012) found that school dropouts were caused by low parental education, low parents' views on education.

The low interest of students to resume is not without cause. The existence of economic pressure, associations with peers who are less supportive, including the inability to follow academic demands become a source of stress and stressor for students. Coupled with demands from the nearest environment such as family, close friends, and the surrounding environment. These things are what might become psychological pressure, or more specifically the source of psychological stress or known as psychological distress.

Psychological distress, by Mirowsky & Ross (2003) is described as emotional suffering experienced by individuals consisting of anxiety and depression. Lovibon & Lovibond (1995) describe it as a combination of negative emotional symptoms such as depression (anxiety, helplessness, decreased life meaning, lack of interest, unable to feel pleasure, do not want to do anything), stress (difficult to relax, easily irritated or angry, impatience, overreaction). As for Chalfant et al. (in Mabitsela, 2003), explain psychological distress as an ongoing experience that comes from feelings of unhappiness, nervousness, resentment, and problems in interpersonal relationships.

In the case of teenagers dropping out of school, psychological distress that appears, is thought to occur due to several factors. Furthermore, Matthews (2000) states that there are two factors that can give rise to psychological distress, namely intrapersonal factors and situational factors.

The research on "Psychological Distress and Social Disfunction among Poor People of Malang City" by Liputo (2014) shows that in the poor there are 12 people who have low psychological pressure, 5 people have ordinary psychological pressure, 31 people have more psychological pressure than usual, and 7 people showed severe psychological distress. Associated with the condition of school dropouts, low levels of social economy predicted to be the cause of the difficulty of individuals to learn to make decisions for his future career, given the lack of material and psychological support of the environment, so continued anyway it triggers the emergence of psychological distress.

According to Hurlock (2002) adolescence is a transitional period in which physical and psychological changes from childhood to adulthood. Regarding the transition period, Erikson (in Hurlock, 2002) states that individual status at that time is not clear and there are doubts about the role it must perform. In Indonesia there are many people who still feel confused in choosing the level of education they will take. Even when entering the level of lectures, there are many teenagers who tend to question which parents are better for them to choose. Not only there, when society has been completing college level and want to find

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work, children will tend to rely on parents to get a job. In addition, peer factors can also affect teens when they are want determine planning career. The statement was strengthened by the large number of people who only followed friends in choosing a choice when many friends chose that choice. All the things described above can occur due to the lack of high self-confidence in adolescents related to the career planning that he will face.

Based on the above explanation, the researchers wanted to dig deeper into some of their personal attributes for dropping out students who decided to resume school. In this case the personal attribute in question is the psychological distress which is thought to be related to *career decision self-efficacy*.

METHODOLOGY

The method used in this study is quantitative correlational, where there is one dependent variable, psychological distress, and three independent variables, namely psychological well-being, career decision self-efficacy, and self-esteem. The four variables are measured using a psychological scale. The items in the scale are arranged using a Likert scale with 5 categories of responses and all of them are favorable items. Items from each scale are made based on the provisions of how to make a standard measuring instrument. *Psychological distress* is measured based on two main forms namely depression and anxiety. *Career Decision Self Efficacy (CDSE)* is measured based on the dimensions of *self efficacy*, namely: *level, strength and generality*.

The subjects of this study were 495 people participating in Group B and C packages in Semarang Regency. The sampling used in determining the subject is *cluster random sampling* namely randomization of groups, not individual subjects. This technique was chosen because the population of the learning population participating in the equality program consisted of clusters or clusters of districts of the 19 districts, at-random and the obtained sample number 5 districts. The following table 1 concerning the number of research subjects:

Table 1. Non-Formal Education Students Sample in Semarang District

Sub-district	Name of Course	Group	Number of Participants Packages (people)	Chasing
Sub District A	Course A	Group C	Class X	36
			Class XI	26
			Class XII	34
Sub District B	Course B	Group B	Class VII	31
			Class VIII	22
		Group C	Class X	68
			Class XI	32
			Class XII	55
Sub District C	Course C	Group B	Class VII	12
		Group C	Class X	21
			Class XI	17
			Class XII	12
Sub District D	Course D	Group B	Class VII	9
			Class VIII	11
		Group C	Class X	23
			Class XI	22
			Class XII	20
Sub District E	Course E	Group C	Class X	14
			Class XI	6
			Class XII	22
Total			493	

RESULTS

The results of the study are presented in two parts, namely the results of inferential analysis, in accordance with the proposed hypothesis, and descriptive analysis which describes the categorization of the normal distribution model. The following are the results of the calculation:

Table 2. General Result of Psychological Distress

Score interval	Interval	Criteria	Freq	%
$X \leq (\mu - 1.5 \sigma)$	$X \leq 35$	Very low	95	24.35%
$(\mu - 1.5 \sigma) < X \leq (\mu - 0.5 \sigma)$	$35 < X \leq 45$	Low	67	17.18%
$(\mu - 0.5 \sigma) < X \leq (\mu + 0.5 \sigma)$	$45 < X \leq 55$	Is being	145	37.18%
$(\mu + 0.5 \sigma) < X \leq (\mu + 1.5 \sigma)$	$55 < X \leq 65$	High	83	21.29%
$(\mu + 1.5 \sigma) < X$	$65 < X$	Very high	0	0%
Total			390	100%

Table 3. General Result of Career Decision Self Efficacy

Category	F	Weight
High	159	40.8 %
Is being	227	58.2 %
Low	4	1.0 %
total	390	100%

The following is the result of the analysis of the relationship between each independent variable with the dependent variable, and the relationship between the three independent variables with the dependent variable simultaneously. In addition to applying the test in the same direction from each of the independent variables to the dependent variable, the next has also been done the multiple regression hypothesis test, to find out whether there is a relationship between the following are the results of the analysis:

Table 4. The relationship between the Career Decision Self-Efficacy and Psychological Distress in Non-Formal Education Students

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	.267	7,005		
	Carer Decision Self-Efficacy	-.528	.39	-.592	.000
a. Dependent Variable: Psychological Distress					

Based on the results of the above analysis it can be concluded that the significance of CDSE to psychological distress is 0,000 (p value <0.05). That is, the CDSE correlates significantly with psychological distress.

DISCUSSION

In general, Psychological Distress in the group of non-formal education students in medium category. Furthermore, the Career Decision Self Efficacy (CDSE) is also in the medium category. Overall the proposed hypothesis is accepted, except the hypothesis that says "there is a relationship between Career Decision Self-Efficacy and psychological distress" is accepted.

Psychological distress is a term that covers many negative or unpleasant subjective responses, especially characterized by anxiety and depression (Matthews in Soesilo, 2016), which is a form of a negative state of mental health (Khan, et al., 2015). Personality factors can cause psychological distress because according to Matthews (in Dewayani, Sukarlan, and Turnip, 2011), there are personality traits that have a relationship with individual emotional tendencies. Neuroticism trait has a relationship with negative emotions (moods) in individuals such as anxiety and depression. Besides that it was found that extraversion trait has a relationship with positive emotions (moods) such as happiness.

In addition, social factors such as age, gender, socio-economic status, self-esteem, self-efficacy, and especially psychological well-being are predicted to influence the occurrence of psychological distress, especially in adolescence. and psychological distress. When individuals experience disruption in social relationships such as losing friends or problems with friends in their environment, it will make students unable to establish good relationships with others, so that students' psychological well-being becomes low, so that teens will experience psychological distress caused by that disharmony relationship. These social problems, can trigger psychological distress because students feel excluded by the surrounding environment, then relationships that are not good with school friends chase packages, and always feel themselves lacking.

Psychological distress cannot be separated from individual mental health conditions. Mirowsky & Ross (in Ismuningsih, 2013) suggested that psychological distress and mental health are two interrelated things and found negative correlations between psychological distress and mental health. Furthermore, it was mentioned that the emergence of psychological distress is an indicator of the poor mental health of individuals. Mental health is the ability to adjust to oneself, with other people and society and the environment in which he lives. Mental health is a knowledge of deeds that aims to develop and utilize all potential, talents and innate as much as possible, so as to bring happiness to oneself and others. Mental health is the realization of genuine harmony between the functions of the soul, and has the ability to deal with ordinary problems that occur, and positively feel the happiness and ability of him (Daradjat , 2001).

CONCLUSIONS AND SUGGESTIONS

Based on the analysis of research results, it can be concluded that: 1) Psychological Distress and Career Decision Self Efficacy (CDSE) research subjects are in the medium category ; 2) There is a significant relationship between Career Decision Self-Efficacy and Psychological Distress on non-formal education students. The suggestions that can be given are as follows: 1) consider other variables to enrich the research material regarding personal attributes of non-formal students education ; 2) expanding the subject of research; 3) add variety to the method of retrieving data with interviews in order to obtain deeper results.

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Conflict of Interest

The authors colorfully declare this paper to bear not conflict of interests

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