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Career Confidence Improvement Module Through CBT For 12th Grade High School Students

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Abstract

Career Confidence Improvement Module Through Cbt For 12th grade High School Students. This study aims to develop a module to increase self-confidence in career choices through Cognitive Behavioral Therapy (CBT) to overcome concerns about success for 12th grade students at MAN 2 Jember Dormitory. Concerns about the future and career success are often factors that hinder students from making the right career decisions. Cognitive behavioral therapy (CBT) was chosen as an intervention approach because of its effectiveness in changing negative mindsets and increasing self-confidence. The research method used is quantitative with a Research and Development (R&D) approach involving several stages, starting from needs analysis, design, expert validation, to limited trials. The results of the study showed that this module was effective in increasing students' self-confidence in making career choices and reducing their concerns about future success. Students who took this module experienced positive changes in their thinking and behavior related to their career choices and their future. Thus, this module is expected to be one of the solutions to help 12th grade students at MAN 2 Jember in facing challenges in determining their career choices.

Keywords: Module, Self-Confidence, Career, CBT, Students

A. Introduction

The transition period from secondary education to higher education or the world of work is a critical period for grade 12 students, especially in MAN 2 Jember Dormitory. At this stage, they are faced with various career choices that require high self-confidence and confidence to make the right decisions. However, many students experience excessive worry and anxiety about their future success, which ultimately has a negative impact on their ability to make the right and confident career decisions. The concept of career is understood as a person's readiness to face developmental tasks according to age, environment and society about the career they will pursue (Waluya & Djamhoer, 2022).

Career planning is a plan that aims to find or determine the career level of dreams according to rational calculations. Between the will, ability and opportunity that are formulated well so that your goals are achieved. According to Sunyoto (2012: 164), career planning is a process that individuals go through to identify and take steps to achieve their career goals. And according to Sedarmayanti in Pangastuti (2017), career planning is the process of someone choosing career goals and the path used to achieve those goals.

The problem most students face in high school is the most frequently encountered when they are required to determine a career, namely career planning. Students who do not have a career plan tend to have a sense of worry about their future. This is in line with the explanation of Firmansyah et al.,(2024)that the high unemployment rate is one of the indicators of weak career planning for high school graduates, diplomas, and bachelors. Therefore, career planning must be in accordance with interests, talents and abilities, as well as choosing further education.

Career planning is a process of making the most important decisions in the life of each individual. Determining a career without planning will affect the individual's life in the future. If an individual does not have a career plan, it can be caused by a lack of self-understanding and a lack of information related to the career they want. In the world of education, problems related to the career field

experienced by students, for example, having difficulty in understanding about careers, students experience failure in choosing career choices that are in accordance with their economic and educational backgrounds and their characteristics. Individuals who do not have career planning skills will find it difficult to determine their choice of further study, the characteristics of individuals who do not have career planning, for example, the individual is still confused about their talents and interests and is not sure about their abilities. This will be influenced when the individual chooses further study, which will determine their future career because perhaps the choice of further study does not match the talents possessed by the individual.

Gibson in a winkel (2005: 45), defines a career as a series of readiness and behavior related to work experiences and activities during a person's life span and a series of ongoing work activities (Suwanto, 2020). Career planning is a process that includes exploring options and preparing oneself for a career. Guidance and counseling is an integrated unit consisting of several services (Muwakhidah & Pravesti, 2017). One of the services that can be used to improve students' career planning skills that can be used to improve students' career planning skills is content mastery services, because content mastery services are services that allow students to master certain skill content and help students to develop themselves in relation to interests, talents, and career directions and overcome difficulties regarding themselves. So that they can develop career planning skills to the maximum.

Talking about students' concerns about career choices to be chosen is one of them about self-confidence factors. Concerns about facing the world of work arise because someone thinks that there is uncertainty about the future and the threat of failure in the world of work. All of this is related to hopes, plans and strategies for achieving goals in the future. The anxiety experienced by students in grade 12 in facing the world of work stems from concerns that are actually not yet certain of the cause. People who are anxious in facing problems in choosing a career are characterized by individuals feeling uncomfortable and feeling

disturbed. And there are 4 moods when anxious, namely feelings of nervousness, irritation, anxiety and panic.

Career decision making is not an easy matter for students, because in reality students encounter various career problems that can affect students in making career decisions. As for the sense of worry that is being felt by grade 12 students, when they will graduate where they will be directed, one of them is a lack of self-confidence (Waluya & Djamhoer, 2022).

Self-confidence enables a person to overcome new challenges, believe in themselves in difficult situations, overcome obstacles, accomplish things that they have never done before and bring out their talents and abilities to the fullest. Self-confidence gives a person the courage to not worry about the consequences of failure (Perry, 2005: 23). In addition, someone who has self-confidence will also face the world of work because he is sure of his abilities.(Waluya & Djamhoer, 2022).

Concern about success is a significant aspect of an individual's life, especially when they are in the career decision-making stage. Career success is an important goal for many people, as a career not only creates financial stability but also provides a sense of accomplishment and self-identity. However, this success is often perceived with various expectations and demands that can cause deep anxiety.

Career decision-making is a complex process that has long-term impacts on a person's life. Success in a career involves choosing the right educational path, choosing a job, and professional development. In this process, individuals must face a number of factors, such as their interests, talents, values, and life goals. One factor that often becomes an obstacle in making career decisions is the fear of success.

Concerns about success can be defined as an individual's feelings of anxiety or fear about the possibility of failure in achieving their career goals. This includes questions about whether they will achieve the desired level of success, whether they will meet the expectations of others, and how potential failure will affect their

self-view. These concerns can hinder healthy career decision-making and can lead to choices that are not in line with the individual's interests and abilities.

One way to overcome career concerns in individual students is through positive thinking therapy. Seligman et al., (1991), explains that positive thinkers tend to interpret their problems as temporary, constrained and specific to the situation, negative thinkers on the other hand believe that their problems last forever, destroy everything they do and are uncontrollable. As research conducted by Sabati (2010), the higher a person's level of positive thinking, the lower their communication anxiety, and vice versa, the lower a person's level of positive thinking, the higher their communication anxiety (Adityawarman, 2020).

A person's feelings and behavior will be influenced by how a person views himself and his surroundings. For example, if someone thinks negatively about his career, then negative thoughts will affect his behavior and feelings and the situation of his heart. Based on the description above, the researcher took a study on the effect of cognitive behavioral therapy (CBT) on the future career concerns of grade 12 students at MAN 2 Jember.

Previous research on improving high school students' career self-confidence shows that various counseling interventions are effective in improving cognitive and affective aspects related to career (Sari & Nugroho, 2018). However, most studies focus on group guidance methods without using specific structured approaches, such as Cognitive Behavioral Therapy (CBT), in improving career self-confidence. In addition, there are limitations in the developed modules, where most only rely on general explanations about the world of careers and do not emphasize the development of personal aspects, such as self-confidence and specific skills related to career choices (Indrawati, 2020).

Meanwhile, other studies have shown that CBT can have a significant impact on strengthening self-confidence and managing emotions, especially in facing challenges related to career choices (Pratama & Handayani, 2021). However, existing studies still pay little attention to the development of CBT-based modules specifically designed for 12th grade high school students who are at a critical

phase in making career decisions. The CBT approach is generally applied in individual or small group counseling sessions, and has not been widely developed in the form of practical modules that can be used by guidance and counseling teachers in schools (Wardhani & Setiawan, 2019).

Therefore, this study developed a CBT-based career confidence enhancement module specifically designed for 12th grade high school students. This module is designed to improve students' ability to deal with anxiety, develop self-confidence, and form positive beliefs about their ability to choose and direct a career. This development is expected to fill the gap in previous research that has not utilized a structured CBT approach in the context of high school students' career development (Halimah et al., 2022). This module is also designed to be practical and easy to use, so that it can be used directly by guidance and counseling teachers in schools.

The urgency of developing a module to increase career confidence based on Cognitive Behavioral Therapy (CBT) for 12th grade high school students lies in the importance of providing structured support in preparing students to face the transition to higher education or the world of work. At this stage, students often experience uncertainty and anxiety in determining career choices, which can reduce self-confidence and hinder the process of mature decision-making. This module is designed to improve students' ability to manage negative thoughts and emotions related to careers through a targeted CBT approach, so that they are more confident in exploring their potential and making career decisions that are in accordance with their interests and talents. The development of this module also provides a practical solution for guidance and counseling teachers in schools to carry out effective and systematic interventions to support students' career readiness holistically.

The innovation resulting from the research of the Cognitive Behavioral Therapy (CBT)-based career confidence enhancement module for 12th grade high school students lies in the approach that specifically integrates CBT techniques in

the context of student career development, which is rarely applied in previous products. This module is designed to help students identify and change negative thought patterns related to their abilities and career choices, as well as manage anxiety in the decision-making process. Compared to conventional career modules that usually only focus on career information or exploration of interests, this CBT-based module adds mental and emotional training components that build self-confidence in depth. Thus, this module provides a more holistic and applicable solution for guidance and counseling teachers in assisting students in facing the transition of education to the world of work or college.

This research and development will produce a product in the form of a module with the concept of increasing self-confidence through cognitive behavioral therapy (CBT) to overcome concerns about the success of 12th grade high school students. The development of this module aims to be able to contribute to 12th grade high school students, and can contribute to teachers, especially to BK teachers, in this case it will help students and teachers in the process of increasing self-confidence in career planning. And with the existence of this module, it is felt that it is very necessary to be developed or compiled because with the condition of 12th grade high school students who really need a teaching module from increasing self-confidence in career choices with Cognitive Behavior Therapy in overcoming concerns about success for students. The product developed is a service module intended for counselors who use the following 4 strategies: a. Assessment, b. Cognitive Therapy, c. Behavioral Therapy, d. Evaluation of cognitive and behavioral therapy.

B. Method

This research is a development research that will develop a service module to help the process of providing guidance and counseling services to students to increase self-confidence. The concept of product development uses the ADDIE model (Analyze, Design, Development, Implementation, and Evaluation). Each describes the essential components of each learning (Molenda, 2022: 10).

The selection of the Research and Development (R&D) method with the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model in the research on developing a career confidence enhancement module based on Cognitive Behavioral Therapy (CBT) for 12th grade high school students is very appropriate because it provides a structured and comprehensive framework to ensure that each stage of module development is in accordance with student needs and career education goals. The analysis stage allows the identification of specific problems faced by students in building career confidence, so that the designed module is truly relevant to their conditions. At the design and development stage, the ADDIE approach allows the design of CBT materials that are appropriate to the abilities and context of students, so that they are easy to understand and implement. The implementation stage provides an opportunity to test the module in the field and see its direct impact on students, while the evaluation stage allows for continuous revision based on trial results and feedback from guidance and counseling teachers. By using the ADDIE model, the resulting module is more tested for quality and effectiveness, because each stage supports the development of products that are relevant, applicable, and ready to be implemented in schools.

The five phases of ADDIE are discussed briefly as follows: 1) At the analysis stage, the things that are done are analyzing needs and problems in the form of relevant materials, textbooks, learning conditions (Safitri & Aziz, 2022). 2) Activities at the design or planning stage consist of module design, interface planning, E-module planning (Hidayat & Nizar, 2021). 3) The development phase is basically a productive reflection of the materialization of the design of the previous phase (Isriyah, Awlawi, Degeng, & Musjauhi, 2023). 4) implementation phase, real steps to implement the learning media that has been created (Rahma, Amalia, Ulanuari, & Mahardika, 2022). 5) The final stage in the ADDIE development model is evaluation. The evaluation results are obtained from the results of teacher and student responses to determine the feasibility of the learning evaluation tools that have been implemented (Septiani, Hayu, & Rajagukguk, 2024)

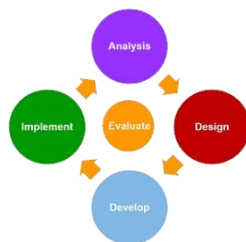


Figure 1. ADDIE Model

The researcher describes the process of research and development conducted to clarify the research description. The following is a description of the ADDIE model research conducted by the researcher:

1. Analyze

The research stage of developing a guidance and counseling service module to increase career choice confidence through CBT begins with analyzing the needs and analysis of teaching materials. This is done to determine the conditions or situations and to see the initial picture in the implementation of guidance and counseling services for students at the MAN 2 Jember Dormitory, this analysis is carried out specifically to be able to find out the obstacles experienced by teachers in fostering student character and the difficulties experienced in efforts to increase self-confidence, the analysis process can also be a determinant of what is developed. This analysis stage is carried out by interviewing students who are currently lacking in confidence in their career choices, and conducting interviews with dormitory administrators in order to ensure the actual situation, and also to meet the needs of the module to be developed.

2. Design

After conducting the next analysis stage, namely the design stage or designing a product in the form of a module, including the appearance of the components. What researchers do in the module design process includes,

formulating materials, the formulation of this material is adjusted to the service friends who want to be given and in accordance with the problems to be presented, namely understanding cognitive behavior therapy (CBT), material on increasing self-confidence in career choices, then starting at the stage of selecting the module format, designing guidance and counseling services by creating RPL (Service Implementation Plan). From the results of the module design, a service product is obtained as follows.



Figure 2. Module view

The developed module is intended for BK teachers as a reference for providing counseling services to students, the contents of the module contain steps for providing services, this module can guide BK teachers to provide more structured services from the understanding stage to the prevention and healing stage, with this module, BK teachers can easily provide appropriate services to students, especially to increase self-confidence through CBT.

3. Development

Preparation of service modules to increase self-confidence through cognitive behavioral therapy (CBT). The researcher revised the module according to the suggestions and input given by the validator. The product feasibility analysis was obtained from the calculation of quantitative and qualitative data obtained from two expert validators, namely material experts

and language experts, and also obtained from practitioner validation. Table 1 shows the scale of validation results given by the validator.

Eligibility Scale %	Criteria
81-100	Very Valid
61-80	Valid
41-60	Less valid
21-61	Invalid
0-20	Totally invalid

The validation carried out aims to obtain a useful, feasible and appropriate product, to ensure that the module has the appropriate material density, material validation is carried out, while the validator is a material expert. is a Lecturer in Guidance and Counseling at PGRI Argopuro University, Jember, namely Weni Kurnia Rahmawati, M.Pd, based on the results of the validation calculations of the material experts, the module developed obtained a score of 95% with the criteria "feasible and usable, with revisions to complete the abbreviations on the cover",

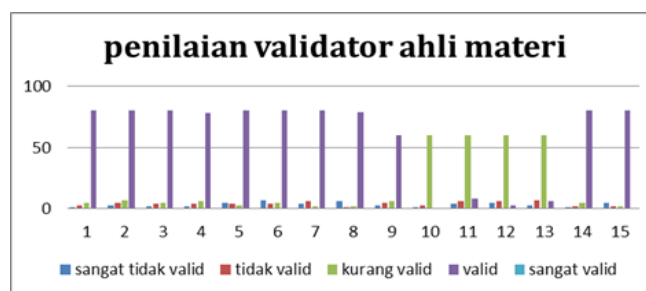


Figure 3. Material expert validation diagram

Then, to ensure that the module has a good and correct language composition and is easy to understand, validation was carried out by a language expert who is a lecturer in Indonesian Language at the PGRI Argopuro University, Jember, namely Nurhafit Kurniawan S.Pd, M.Pd with a

score of 84%, the predicate obtained was "Very feasible and can be used without revision", Figure 3 shows the language expert diagram.

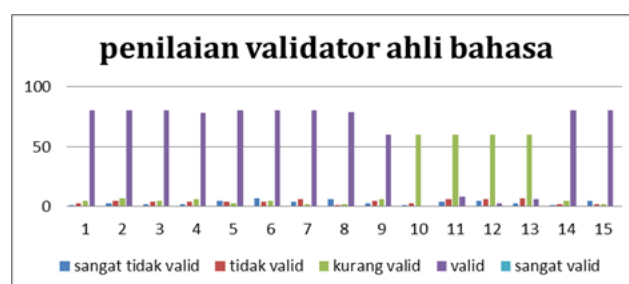


Figure 4. Linguist diagram

And the next step is to be able to ensure the correct use of the module, this can be known by direct practitioner questions, from the assessment results given by the practitioner who is the dormitory guardian at the MAN 2 Jember dormitory, namely Siti Masruroh S, Sos. The module received a score of 86% with the predicate "very good and can be used without revision", Figure 4 is a validation diagram of expert practitioners.

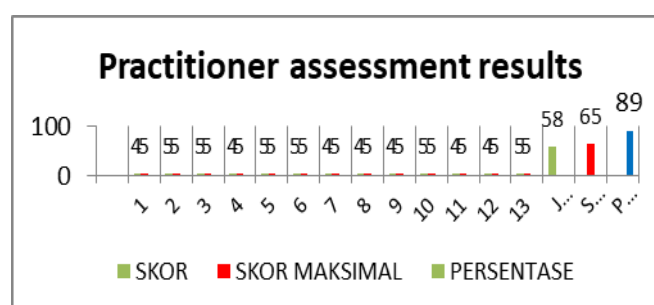


Figure 5. Expert practitioner diagram

The module was then tested on a limited scale or small group to be able to test the effectiveness of the BK service module for increasing self-confidence in career choices through cognitive behavioral therapy (CBT). And can help younger siblings with all the worries or confusion in their career choices. The limited scale trial involved 3 students in the MAN 2 Jember Dormitory.

4. Implementation

The module was then tested on a limited scale or small group to be able to test the effectiveness of the self-confidence enhancement module in career choices through CBT, which is being felt by grade 12 students at the MAN 2 Jember Dormitory. The limited-scale trial involved 3 students who coincidentally lived in the MAN 2 Jember Dormitory, this limited-scale trial was held on July 31, 2024. The self-confidence enhancement module in career choices through Cognitive Behavior Therapy (CBT), can be practiced by students in grade 12 anywhere.

5. Evaluation

As an evaluation of the Module with the concept of self-care which was developed as a reference and guide for BK teachers to be able to provide guidance and counseling services that are sequential and appropriate, there are only a few terms that are not yet listed in the glossary as additional information for BK teachers, this is the subject of revision in the development of the module by the researcher.

The data analysis method in the research on the development of a module to increase career confidence based on Cognitive Behavioral Therapy (CBT) for 12th grade high school students involves quantitative and qualitative analysis to measure the effectiveness and relevance of the module. Quantitative analysis is carried out through statistical tests, such as paired t-tests or gain score tests, which compare students' career confidence levels before and after using the module. This approach provides numerical evidence of increased career confidence as a result of the intervention. Meanwhile, qualitative analysis is carried out through interviews and observations with students and guidance and counseling teachers to obtain feedback on the experience, understanding, and suitability of the module in practice. The combination of these two methods allows for a holistic evaluation of

the module, with quantitative data showing its effectiveness and qualitative data that explores aspects of user experience and implementation in the field.

C. Discussion

1. Results

The research and development of the ADDIE model produced results that can answer two problem formulations, first: steps to increase career confidence through CBT, second: the level of effectiveness and validity of the development of the BK service module to increase confidence in career choices through CBT. The preparation of the module is very effective by using the ADDIE model as stated in the research model, the impact produced by this research is also very effective in increasing self-confidence in career choices through CBT for grade 12 students based on the results of limited scale trials or small groups to 3 students at the MAN 2 Jember Dormitory, it can be concluded that this module is very helpful for BK teachers to be able to increase self-confidence in career choices through cognitive behavior therapy.

2. Discussion

Making career decisions is a process in a person's career development. Career decision making is related to the experiences that occur in individuals and how to respond to experiences and integrate them into life (Luzzo & Severy, 2009: 45). Career decision-making skills are an important part of the continuum of student career development (Hanggara, 2024). Career development theory is a theory that describes career decision making as a process of life development for a person (Muwakhidah & Pravesti, 2017).

The doubt in making career decisions of Senior High School (SMA) students can be proven from the data obtained by counselors when interviewed and news about the career choices of senior high school students. Several studies have shown that there is a relationship between self-concept

and a person's career. Career progress, career counseling and career opportunities have a significant effect on employee self-commitment (Muwakhidah & Pravesti, 2017)

One strategy to overcome doubts in making career decisions for high school/MAN students is by using the cognitive behavior therapy (CBT) method. The purpose of CBT intervention is to help reduce doubts in making career decisions for high school/MAN students. Based on the description above, the researcher tries to explain the effectiveness of CBT to reduce doubts or lack of self-confidence in making career decisions for high school/MAN students.

The results of this study indicate that the Cognitive Behavioral Therapy (CBT)-based module is effective in increasing students' career self-confidence, in line with cognitive psychology theories that emphasize the importance of cognitive intervention in changing negative thought patterns (Beck, 2011). CBT helps students recognize and change negative beliefs related to their career abilities to be more positive, which according to Beck (2011) is the core of the cognitive process in CBT. This is also supported by Bandura's Self-Efficacy theory (1997), which explains that a person's belief in their abilities will influence how they face challenges. With this module, students are equipped with the skills to identify and challenge thoughts that hinder them, so that they can develop a stronger sense of self-confidence in the context of their career.

In addition, this study also supports the concept of Super's (1990) Career Development Theory, which states that the career exploration phase in adolescence is a crucial time to build self-confidence and self-understanding related to career. Through a CBT approach, this module allows students to develop explorative and positive attitudes towards their career choices, an important aspect emphasized by Super in career development theory. Super (1990) also emphasized that interventions at this stage help students

overcome emotional and psychological barriers that can interfere with career decision-making. Thus, the results of this study not only demonstrate the effectiveness of CBT-based modules in the context of increasing career self-confidence, but also strengthen the relevance of cognitive psychology and career development theories in supporting high school students' career readiness.

This study contributes to the development of a Cognitive Behavioral Therapy (CBT)-based module specifically to improve career self-confidence in 12th grade high school students, in contrast to previous studies that focused more on general career counseling without a structured CBT approach. A study by Sari and Nugroho (2018) observed the effectiveness of group guidance in improving career self-confidence, but the approach used did not provide an in-depth cognitive framework in overcoming negative thoughts and students' uncertainties related to careers. Meanwhile, Pratama and Handayani (2021) applied CBT in the context of improving self-confidence, but the focus was on general social anxiety, not in the specific context of career self-confidence. In this study, CBT was adapted specifically for the high school educational environment with the aim of addressing self-confidence issues in career decision-making, providing a more targeted approach.

Furthermore, this study also expands the scope of research on CBT in education, which previously tended to be limited to emotional or academic problems without direct links to career aspects (Wardhani & Setiawan, 2019). By developing a CBT-based module for increasing career self-confidence, this study offers a more relevant and applicable contribution for guidance and counseling teachers who work directly with high school students in preparing them to make more confident and positive career choices. This module allows students to apply CBT strategies in the context of their own career decisions, unlike previous modules that emphasize career exploration in general. Thus, this study fills the gap in the literature by offering a practical and ready-to-use CBT-based module in the school environment, providing more structured

guidance in career self-confidence enhancement interventions for high school students (Halimah et al., 2022).

The weakness of this study lies in the limitation in the scope of the research subjects which only included 12th grade students in one high school, so the results cannot be generalized to student populations in other schools or at different levels of education. In addition, this study used the CBT method applied in the module without involving in-depth training for guidance and counseling teachers, which may affect the consistency of the module's implementation in the classroom. Another limitation is the relatively short duration of implementation, which may not have had a long-term impact on increasing students' career confidence. Further research with more diverse subjects, special training for facilitators, and a longer trial period will be needed to improve the validity and effectiveness of this module in various contexts.

Based on the research results, it is recommended that the career confidence enhancement module based on Cognitive Behavioral Therapy (CBT) be integrated routinely into the career guidance program in schools, especially for 12th grade high school students who are in the important phase of career decision-making. In order for the implementation to be more effective, schools should provide special training to guidance and counseling teachers on CBT techniques so that they can apply this module more consistently and according to objectives. In addition, further research with a wider scope and longer trial period can be conducted to evaluate the long-term effects of this module and identify adjustments needed to make this module effective in various schools with diverse student characteristics.

D. Conclusion

The results of the needs analysis data made in qualitative and quantitative data in this study indicate that BK teachers really need a module to be used as a reference for providing guidance and counseling services to students in order to reduce students' doubts or lack of self-confidence in career choices. Based on the analysis and discussion, it can be concluded that this BK service model is very effective in helping to reduce students' self-confidence in career choices through CBT.

Research and development of BK service modules through CBT theory to increase self-confidence in career choices using the ADDIE method which includes five stages of development starting with analysis (data analysis), design (product design), development (product development, including validation testing), implementation (product application), and evaluation.

Based on the results of a limited scale or small group trial of 3 students at the MAN 2 Jember Dormitory, it can be concluded that this module is very helpful for BK teachers to increase their self-confidence in career choices through cognitive behavioral therapy.

Research and development conducted by researchers are declared feasible to use, it is hoped that with the development of the BK service module it can increase self-confidence in career choices through CBT theory. Further research is suggested to use variations in the number of stages and/or meeting sessions. The duration of time really needs to be regulated, so that it is truly felt by the counselee.

This study provides theoretical contributions in enriching the literature on the application of Cognitive Behavioral Therapy (CBT) in the field of career guidance, especially for high school students. By developing a CBT module to improve career self-confidence, this study fills the gap in counseling theory that previously focused more on CBT for general problems, such as social or academic anxiety, without a focused approach to career decision-making. This contribution

strengthens the understanding that CBT can be used effectively to help students build positive mindsets in the context of career selection and preparation. Theoretically, these results support the concept of Self-Efficacy from Bandura (1997) and Career Development Theory from Super (1990) in facilitating the development of strong self-confidence in the career exploration phase of adolescents.

In practice, this module has direct implications for the world of education, especially in the field of career guidance and counseling in schools. With this module, guidance and counseling teachers in schools have a structured and scientifically based tool to help students increase their confidence in making more mature career decisions. Another implication is that this module can be applied independently by teachers after receiving simple training, so it is easy to adapt to existing guidance programs in schools. This module also has the potential to be further developed to be applied at different levels of education or in other settings, such as career training for adolescents, providing broad opportunities for increasing career confidence among students in a practical way. It is recommended that this CBT-based career confidence enhancement module be further tested on students from various school backgrounds and levels of education to increase the generalizability and effectiveness of the module in a broader context.

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