

## ABSTRAK

**Sari Kartika Dwi. (2016). *Pengaruh Bimbingan Karir dan Self Efficacy Terhadap Perencanaan Karir Siswa SMK Negeri 1 Beringin*. Tesis, Program Studi Teknologi Pendidikan, Pasca Sarjana Universitas Negeri Medan**

Penelitian ini bertujuan untuk mengetahui : (1) Perencanaan karir siswa SMK Negeri 1 Beringin yang diberi perlakuan bimbingan karir model *decision making* lebih tinggi dibandingkan siswa yang diberi perlakuan bimbingan karir model *effective problem solving*, (2) perencanaan karir siswa yang memiliki *self efficacy* tinggi lebih tinggi dibandingkan siswa dengan *self efficacy* rendah, (3) interaksi antara model bimbingan karir dan *self efficacy* terhadap perencanaan karir siswa SMK Negeri 1 Beringin

Penelitian ini dilakukan pada siswa SMK Negeri 1 Beringin kelas XII Semester genap Tahun Pelajaran 2015/2016 terhadap perencanaan karir. Teknik pengambilan sampel digunakan dengan Cluster Random Sampling berdasarkan *self efficacy* siswa, sehingga sampel penelitian ini pada kelompok pembelajaran masing-masing terdiri dari 29 untuk eksperimen dan 36 orang untuk kelompok kontrol. Metode penelitian yang digunakan adalah quasi eksperimen dengan faktorial 2 x 2. Teknik analisis yang digunakan adalah analisis varian dua jalur dengan taraf signifikansi  $\alpha = 0,05$  dengan Uji F, pengujian lanjut menggunakan Uji Sccheffe.

Hasil penelitian menunjukkan (1) perencanaan karir antara siswa yang diberi perlakuan bimbingan karir model *decision making* dan model *effective problem solving* taraf signifikansi  $\alpha = 0,05$  dengan  $F_h$  sebesar 6,95 dan  $F_{tabel} = 4,00$ , jadi  $F_{hitung} > F_{tabel} = 6,95 > 4,00$ . Hipotesis telah teruji kebenarannya  $H_a$  diterima dan  $H_o$  ditolak, (2) hasil perhitungan tentang perbedaan perencanaan karir siswa yang memiliki *self efficacy* tinggi dan rendah pada taraf signifikansi  $\alpha = 0,05$  dengan  $F_h$  sebesar 41,03 dan  $F_{tabel} = 4,00$  jadi  $F_{hitung} > F_{tabel} = 41,03 > 4,00$ , maka hipotesis telah teruji kebenarannya  $H_a$  diterima dan  $H_o$  ditolak, (3) besarnya rata-rata perencanaan karir siswa untuk setiap kelompok pembelajaran  $\bar{X}_{A_1B_1} = 91,67$  dan  $\bar{X}_{A_1B_2} = 77,79$  sedangkan  $\bar{X}_{A_2B_1} = 83,42$  dan  $\bar{X}_{A_2B_2} = 79,29$ . Hasil perhitungan Anava factorial 2x2 diperoleh hasil perhitungan  $F_h = 13,88$  dan harga tabel  $F_t = 4,00$  adalah  $F_{t(0,05)(1,61)} = 4,00$ , sehingga dapat dinyatakan  $F_h (13,88) > F_t(4,00)$ , maka hipotesis telah teruji kebenarannya  $H_a$  diterima dan  $H_o$  ditolak.

Dengan demikian semakin baik model bimbingan karir yang digunakan dalam merencanakan karir siswa, maka semakin tinggi kemampuan siswa dalam merencanakan karir siswa, atau semakin tinggi *self efficacy* siswa dengan model bimbingan karir, maka semakin tinggi pencapaian kompetensi yang diperoleh siswa, interaksi antara model bimbingan karir dan *self efficacy* akan memberikan dampak positif dalam perencanaan karir siswa. Akan tetapi pengaruh model bimbingan karir lebih banyak memberikan pengaruh terhadap perencanaan karir siswa dibandingkan dengan *self efficacy* siswa.

## ABSTRACT

**Sari Kartika Dwi. (2016). *The Influence of Career Guidance And Career Planning Self Efficacy Against Students of SMK Negeri 1 Beringin.***

Thesis, of Educational Technology, Post Graduate State University Medan

The aims of this research is to find of: (1) the differences of career planning between students who were subjected career guidance model of decision making by the students treated with career guidance model of effective problem solving, (2) the differences of career planning students who have self-efficacy high with students who have low self-efficacy, and (3) differences in students' career planning in terms of models of career guidance and self efficacy. This research was conducted at SMK Negeri 1 Beringin. Semester XII classes even in akademik 2015/2016 on career planning.

The sampling technique used by cluster random sampling based on the self-efficacy of students, so that the study sample in each study group consisted of 29 to experiment and 36 for the control group. The method used is quasi-experimental with 2 x 2 factorial analysis technique used is the analysis of variance of two paths with significance level  $\alpha = 0.05$  by F test, a further test using the Test Sccheffe.

The results showed (1) between student career planning career guidance treated decision making models and models of effective problem solving significance level  $\alpha = 0.05$  by  $6.95 F_h$  and  $F_{table} = 4.00$ , so  $F_h > F_t = 6.95 > 4.00$ . Hypothesis telah teruji truth  $H_a$  accepted and  $H_o$  rejected, (2) the results of the calculation of the difference career planning students who have high self-efficacy and low at significance level  $\alpha = 0.05$  at  $41.03 F_h$  and  $F_{table} = 4.00$  so  $F_{hitung} > F_{tabel} = 41.03 > 4.00$ , then the hypothesis truth  $H_a$  accepted and  $H_o$  rejected, (3) the magnitude of the average career planning grou is as follows, to  $\bar{X}_{A_1B_1} = 91.67$  and  $\bar{X}_{A_1B_2} = 77.79$  while  $\bar{X}_{A_2B_1} = 83.42$  and  $\bar{X}_{A_2B_2} = 79.29$ . 2x2 factorial Anova calculation results obtained calculation results  $F_h = 13.88$  and the price table 4,00 adalah  $F_{t(0.05)(1.61)} = 4.00$ , so it can be expressed  $F_h (13.88) > F_t (4,00)$ , then the hypothesis has been verified  $H_a$  accepted and  $H_o$  rejected.

Thus, the better the model of career guidance used in planning a student's career, the higher ability students in career planning student, or the higher self-efficacy of students with a model of career guidance, the higher the achievement of competence obtained by the students, the interaction between the model of career guidance and self-efficacy will have a positive impact on students' career planning. But the influence of career guidance models more influence on students' career planning than the self-efficacy of students.