

## ABSTRAK

Della Ayu Pratiwi. 2025. *Efektivitas Bimbingan Kelompok Dengan Teknik Role Playing Untuk Meningkatkan Self-Efficacy Karir Siswa Kelas X SMK Negeri 2 Jiwan*. Skripsi. Program Studi Bimbingan dan Konseling, FKIP, Universitas PGRI Madiun. Pembimbing (I). Dr. Rischa Pramudia Trisnani, S.Pd., M.Pd., (II) Dr. Suharni, S.Pd., M.Psi.

Fenomena rendahnya *self-efficacy* karir pada siswa SMK menjadi perhatian penting karena mereka dituntut untuk siap memasuki dunia kerja setelah lulus. Di SMK Negeri 2 Jiwan, ditemukan bahwa banyak siswa kelas X Jurusan TKR mengalami kebingungan merencanakan karir, kurang percaya diri, dan pesimis terhadap kemampuannya sendiri. Hal ini mendorong perlunya layanan yang mampu meningkatkan keyakinan siswa dalam menghadapi masa depan karirnya.

Penelitian ini bertujuan untuk mengetahui efektivitas layanan bimbingan kelompok dengan teknik *role playing* dalam meningkatkan *self-efficacy* karir siswa. Penelitian menggunakan pendekatan kuantitatif dengan desain pra-eksperimen tipe *one group pretest-posttest*. Subjek penelitian adalah 8 siswa kelas X TKR yang dipilih secara *purposive*. Pengumpulan data dilakukan melalui angket *self-efficacy* karir yang telah diuji validitas dan reliabilitasnya. Analisis data menggunakan uji *Wilcoxon Signed Rank Test* dengan bantuan SPSS versi 25.

Hasil uji *Wilcoxon* menunjukkan nilai signifikansi sebesar  $0,011 < 0,05$ , yang berarti terdapat perbedaan yang signifikan antara hasil *pretest* dan *posttest*. Temuan ini menunjukkan bahwa layanan bimbingan kelompok dengan teknik *role playing* efektif dalam meningkatkan *self-efficacy* karir siswa kelas X SMK Negeri 2 Jiwan. Setelah mengikuti layanan ini, siswa menunjukkan peningkatan dalam kepercayaan diri, kemampuan membuat rencana karir, serta sikap optimis terhadap masa depan mereka di dunia kerja.

Oleh karena itu, temuan ini dapat dimanfaatkan guru BK sebagai strategi intervensi untuk membantu siswa meningkatkan kepercayaan diri dalam merencanakan masa depan, melatih kesiapan menghadapi tantangan dunia kerja, serta memperkuat motivasi dalam menetapkan dan mengejar tujuan karir.

Kata Kunci: Bimbingan Kelompok, *Role Playing*, *Self-Efficacy* Karir, Siswa SMK

## ABSTRACT

Della Ayu Pratiwi. 2025. *The Effectiveness of Group Counseling with Role-Playing Technique to Improve Career Self-Efficacy of Grade X Students at SMK Negeri 2 Jiwan*. Thesis. Guidance and Counseling Study Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Advisors: (I) Dr. Rischa Pramudia Trisnani, S.Pd., M.Pd., (II) Dr. Suharni, S.Pd., M.Psi.

Key Terms: Group Counseling, Role-Playing, Career Self-Efficacy, Vocational High School Students

The phenomenon of low career self-efficacy among vocational high school students has become a significant concern, as they are required to be ready to enter the workforce after graduation. At SMK Negeri 2 Jiwan, many Grade X students of the TKR Department were found to experience confusion in planning their careers, lack self-confidence, and show pessimism toward their own abilities. This situation highlights the need for services that can enhance students' confidence in facing their future careers.

This study aimed to determine the effectiveness of group counseling services with the role-playing technique in improving students' career self-efficacy. The research employed a quantitative approach with a pre-experimental design of one-group pretest-posttest. The subjects were 8 Grade X TKR students selected through purposive sampling. Data were collected using a career self-efficacy questionnaire that had been tested for validity and reliability. Data analysis was conducted using the Wilcoxon Signed Rank Test with the help of SPSS version 25.

The Wilcoxon test results showed a significance value of  $0.011 < 0.05$ , indicating a significant difference between the pretest and posttest results. These findings demonstrate that group counseling with the role-playing technique is effective in improving the career self-efficacy of Grade X students at SMK Negeri 2 Jiwan. After participating in the service, students showed increased self-confidence, improved ability to create career plans, and a more optimistic attitude toward their future in the workforce.

Therefore, these findings can be utilized by guidance and counseling teachers as an intervention strategy to help students enhance their confidence in planning their future, prepare for challenges in the world of work, and strengthen their motivation in setting and pursuing career goals.