

Development of group counseling model with trait and factor approach to increase maturity of students career choices

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Abstract

This study is aimed to produce a model of a group counseling with trait and factor approach to improve the maturity of SMAN students' career choices. Research design is research and development using quantitative and qualitative methods. Quantitative data are gathered based on field problems which is tested with validity test, effectiveness, and practicality. Meanwhile, qualitative data are collected by using observation, interview and focus group discussion. The research product is in the form as the group counseling model with trait and factor approach to improve the maturity of students' career choices, counseling guidebook of trait and factor group for school counselors. Ultimately this model can be a prototype and standard in group counseling with a trait and factor approach to improving the maturity of students' career choices.

Keywords: trait and factor group counseling model, maturity of students career choices



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Introduction

Career counseling is a BK program at school. Introduction of the work world is a very decisive potential maturity of career choice direction, students need to be introduced to the various world of work, so that by understanding the worlds of work students can determine the direction of his career forward. Problems that occur to students about the world to work are not in the know about it, for example, child asked about his dreams and the answer is he wants to be a pilot, but that child/student does not understand what is done by a pilot. Students need a counseling service that is able to uncover their potential and see opportunities.

Cramer et al. (cited in Herr 1996: 292) it explains the results of the previous study showed that 48% of male and 61% of female students had problems in choosing and planning the agenda. Rianto (2006) suggests that there are so many challenges in analyzing the determination of the career. Reardon, et al (cited in Herr 1996: 295) describes the results of his survey about career counseling programs. The result described that these programs are needed especially in relation to employment information and educational information.

Prihantoro's (2007) and Rauf (2006) studies show symptoms of low maturity in the direction of students' career choice, in which many students still have no readiness in choosing and deciding on

their careers. An immature and unplanned choice will keep students in perpetual confusion. In order to solve the problem of the maturity, student's career choice direction is needed to be pointed and model of trait and factor counseling towards the maturity of the student's career choice is one of the ways to solve these problems, such as the cause of choking and the inability to run and get a good career.

The model of group counseling with trait and factors approaches for students is expected to increase the maturity of high school students career choice, so that students are not wrong in choosing their department / career. This theoretical approach is often called rational cognitive because the role of counselor in counseling is to notify, provide information and direct the high school students can understand the weaknesses and strengths in students individually.

Conditions that occur in this counseling field have not been able to help students to determine the maturity of career choices. Based on the initial survey that researchers did in SMA Negeri 3 Padang class XII 6 & 7, there are still many students confused in determining the maturity of career choices and specialization in college.

Initial survey with a small questionnaire to students of class XII 6 & 7 MIA in SMA 3 Padang with number of subjects are 58 students consists of class XII MIA 6 with 30 students and class XII MIA 7 with 28 students. In order to make it clearly, the result is explained in detailed. (1). Do you already know about the maturity of the career choice direction. The average students answered yes as many as 23 people or 40%, and students answered no 35 people or 60% (2). Do you need career information about the maturity of career choice direction. Students answered yes 58 or 100% people need, while the answer is no, 0%, (3). There have been information about the maturity of career choice direction. The students answered yes 32 people or 55% and 26 people or 45% said no, (4). Do you have any ideals about the job to choose. Students answered yes 48 people or 83% and 10 people or 17% answered no, (5). Do you understand the obstacles in the maturity of the career choice direction. The students answered yes 29 people or 50% and answered no 29 people or 50%.

Understandable meanings from the initial survey with the questionnaire above are: (1). Most students do not know about the maturity of their career choices, (2). It turns out that students are in desperate need of information about the maturity of the career choice direction because all students answered require information about the maturity of career choice direction, (3). If students are asked about direction of career choice in school more than half of the students answer already exist, (4). furthermore, if students are asked whether they already have ideals choice about the work to be chosen almost all students already have ideals' choice for job and (5). Whether the student understands the barriers in the maturity of her career choices, half students know the barriers of career choice maturity.

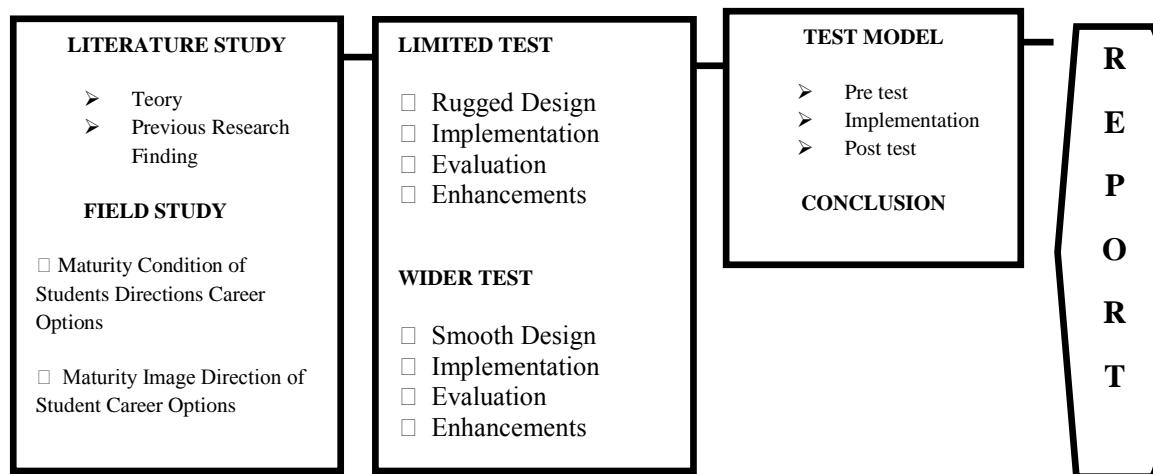
In addition, based upon the results of interviews conducted with teachers' guidance and Counseling (BK) in SMA 15 Kota Padang, it showed that the majority of students at SMAN 15 in Padang city is still difficult, confused, and doubt in determining the maturity direction of career choices, including on which majors and colleges will be selected. First, the lack of self-understanding such as the talents, interests, and abilities of students so that they just follow their friends, follow the wishes of parents, and only see the trend without knowing what they really prefer. Second, the students are still lack of relevant information on the different departments in the universities and their prospects. Most students only know a few major. Consequently, the choices to be made are limited. Third, the lack of a student's ability to make, consider, and determine one of the overall alternatives becomes a preferred decision study in accordance with his or her own circumstances. If it is left unchecked, these conditions will bring immediate implications to the students themselves and the indirect implications to the social and cultural environment of the nation. (interview with BK teachers, 2016).

For high school students, graduation from high school level means entering a period of transition to a vehicle of the desired professional integrity, which is at the college and the wished job. There is no particular pattern to determine the duties or obligations that students must fulfill after graduating from high school, because students must decide for themselves what they want to do. In fact, there are still many students or high school graduates that do not have a career picture going forward, or at least what they can do after graduating from high school. Therefore, it needs significant attention and thought, considering this is about the determinant of the direction to his life in the future. The phenomenon above is considered necessary to conduct a study in order to see the effectiveness of group counseling with trait and factor approach in determining the maturity of career choice of SMAN students in Padang city.

Method

The ultimate goal of this study is the establishment as a model of group counseling to improve the maturity of students' career choices. Therefore, this research uses the development design (research and development) which includes: (1) research and data collecting (2) planning, (3) preliminary form and product development, (4) pre field testing, (5) main product revision, (6) testing (7) operational product revision, (8) functioning field testing, (9) final product revision, and (10) decimation and implementation (Borg & Gall, 2003: 271). From the exposure of the model development procedure, more systematically presented a chart of the research stages in Figure 1.

Figure 1



This study consists of several stages with different subjects. In the preliminary study, the subjects were students of class XI consist of 16 students to test the legibility of each item on the instrument. At the stage of development and validation of the initial model (hypothetical) research subjects are counseling and psychological counseling experts amounted to three people. While in the experimental phase of the limited model, the subjects of the study were students of SMAN 3 class XI all concentration of 16 students who were determined randomly and in the investigational stage of the expanded model, the subject of the study were students of SMAN 3 class XI and students of SMAN 15 class XII, with the total number of students were 15 students who arbitrarily assigned. Furthermore, in the test phase of effectiveness of group counseling model with trait and factor approach, the subjects of the study were students of SMAN 15 totaling 60 students coming from one rombel totaling 30 students as a group of experiments and control group amounted to 30 students. In detail, the subject to this study is presented in Table 1.

Table 1
 Research Subject Group Counseling Model with Trait and Factor Approach to Increase Maturity of
 Student Career Choice Direction

Stage of research	Research subject	Population	Sample
1. Study Introduction	1. Students of SMAN 3 in all concentrations: a. Mathematics and Science (MIA) b. Social (IIS)	190 200	90 110
2. Validity Rational of early model	Expert of Guidance and Counseling		2 1
3. Limited model trial test	Students of SMAN 3, class XII 2 Rombel		70
4. wider model trial test	Students of SMAN 15, class XII Students of SMAN 11, class XII		16 16
5. model effectiveness test	Students of SMAN 15 in all concentrations: a. Experimental group b. Control group		8 8

Examination of the data validity is done by testing the credibility of this research data, in accordance with the need by using interviews, document studies and observations, and produce the same data. Sugiyono (2011: 373) states that when three techniques testing the credibility to the data, and resulting from different data, then the research can conduct a further discussion.

Results and Discussion

Conditions that occur in this counseling field have not been able to help students to determine the maturity of career choices. Based on the initial survey that researchers did in SMA Negeri 3 Padang class XII 6 & 7, there are still many students confused in determining the maturity of career choices and specialization in college.

The results of the analysis on the condition of students' career planning show that the students do not know the planning of their career. Therefore, they need help in determining, planning, and maintaining and improving their career planning to keep it well preserved. This cause special intervention is needed in determining and planning career preparatio. The results from the research data showed that the career guidance service felt useful for students, counselors, subject teachers, homeroom, and headmaster. Nevertheless, the implementation of career guidance has not been optimal. Not all students obtain career guidance services. This still limited to troubled students, not all students have become the basis in the development of career guidance services program. The effectiveness of group counseling model result with trait and factor approach in determining the maturity of the direction of students career choice is based on the results of research in the form of a comparison score between a career planning levels before and after being given career counseling with group counseling model with trait and factor approach and score comparison on every aspect of career planning.

The following describes the summation of the group counseling data with the trait and factor approach in determining the maturity of the student's career choices. This is presented in the following table:

Table 2

Group	Pretest Score	Posttest Score	Average
Experiment	90.30	184.70	94.4
Control	90.90	91.30	04

The table above shows that the mean score of both groups in the posttest is equally increased when compared with the pretest score score. The average score of acquisition of the investigational group was 94.4, while the average score from the control group's student achievement was 0.4. If it is seen the magnitude of the acquisition score, then the midpoint score of students in experimental group is greater than the control group students.

Based on the results of data analysis with t test shows that the purpose of group counseling model with trait and factor approach in determining the maturity of student career choice direction, that is with the change of pretest result and posttest result on emotional intelligence possessed by high school students. Based on the analysis with t test shows that t calculated value = -14.930, while t table 5% with dk = N-1 = 9 obtained value = 2.262, it can be said that t arithmetic > t table. In conclusion, group counseling model with trait and fact approach can increase the maturity of student career choice. It is lined with Atli (2016), group counseling with trait factor theory is an effective career guidance. Although this counseling give positive effect, there are also some criticism about it. These are as follows, Niles & Harris (2013) argue that since trait-factor theory entails the process of matching between the individual and possible careers, it does not meet the requirements of several vocational theories that exert the dynamic structure of career choice. Furthermore, Bacanli (2011) also says that the fact is that psychological counselor is guiding and authoritarian during the counseling process, the fact is that the theory limits the counseling process with three sessions and the counseling process seems like only evaluation of test scores (Sharf, 2006).

However, despite these criticisms, traits-factor based career psychological counseling is practical for its briefness and efficiency, especially when the numbers of school psychological counselors and the immense number of students at schools are considered (Atli, 2016). As stated by Niles & Harris (2011), career counseling process contributes to the counselees' ability to use decision-making strategies and to create awareness on their interests, abilities and values. Moreover, in a study that Bacanli (2001) conducted with high school freshmen, it has been noted that career group counseling activities were affective in increasing the students' career maturity levels. Another finding of the study is that, trait-factor based career counseling sessions significantly decrease the career indecision levels of high school students. It has been emphasized that a counselor will be effective as a result of a counseling process, in which an effective career consultant would structure the individual's life experiences and integrate these with the career roles. To be able to arrive at this efficiency, formal and informal evaluation methods and techniques could be utilized. In a study by Akintuğ and Birol (2012), which scrutinized the relation between the career maturity levels and decision-making strategies of high school students, it has been shown that the students with high levels of career maturity received higher scores in logical decision-making strategies sub-dimension.

Hence, in the present study group counseling with trait and factor theory increase students' maturity in order to choose their career in the future. It also helps the students to increase their comprehensive abouth their career choise and aware about the importance of career choice maturity.

Conclusions

This research development model is a process of providing assistance to the students in order to improve the maturity of student' career choice. The group counseling model with a trait and factor approach is effective in improving the maturity of students' career choices. This can be seen from the emotional intelligence achievement score of experimental group students is higher than the score of this achievement of control group students.

For counselors, in order to provide mentoring and students' career assistance with more quickly and directed, it can use the group counseling model with trait and factor approach to improve maturity of SMAN students' career choices.

In addition, the competence of group leaders should be graduates of guidance and counseling and understanding about the development of emotional intelligence. The group leader should be from the familiar BK teachers and their trained and competent peers to lead the group, and it is hoped group members can be more fully exposed so that the developed model is more effective.

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