

## Career Counseling Implementation Model

Suri Handayani<sup>1</sup>, Yulita Kurniawaty Asra<sup>2</sup>

<sup>1,2</sup>*Master of Psychology Study Program, Sultan Syarif Kasim Riau State Islamic University, Indonesia*

e-mail: [22260222053@students.uin-suska.ac.id](mailto:22260222053@students.uin-suska.ac.id)

**Abstract.** This research aims to provide an overview or reveal how the career counseling model is implemented. The method used in this research is literature study. Literature study is the process of deepening, reviewing and identifying knowledge contained in the literature (reading sources, reference books or other research results) that is related to the problem being studied. Based on the research that has been carried out, the results obtained are that the model for implementing career counseling consists of several structures, namely: (1) outlining the goals or identification of client problems, clarification and opening; (2) collect client information; (3) understand and hypothesize client behavior; and (4) client goals or problem resolution. In implementing career counseling, the reasons why clients come to a career counselor, whether or not it is necessary to use psychometric questionnaires or other questionnaires as well as gender, cultural and developmental psychology perspectives in relation to individual careers. The researcher hopes that this research can add insight and contribute knowledge about how to implement career counseling models so that the implementation of career counseling carried out by counselors can run smoothly and be successful in achieving its goals.

**Keywords:** counseling, career, career counseling

**Abstrak.** Penelitian ini bertujuan untuk memberikan gambaran atau mengungkapkan bagaimana model konseling karir diterapkan. Metode yang digunakan dalam penelitian ini adalah studi literatur. Studi pustaka adalah proses pendalaman, penelaahan, dan identifikasi pengetahuan yang terkandung dalam literatur (sumber bacaan, buku referensi atau hasil penelitian lainnya) yang berkaitan dengan masalah yang diteliti. Berdasarkan penelitian yang telah dilakukan, diperoleh hasil bahwa model pelaksanaan konseling karir terdiri dari beberapa struktur, yaitu: (1) menguraikan tujuan atau identifikasi permasalahan klien, klarifikasi dan pembukaan; (2) mengumpulkan informasi klien; (3) memahami dan membuat hipotesis perilaku klien; dan (4) tujuan klien atau penyelesaian masalah. Dalam melaksanakan konseling karir, alasan klien datang ke konselor karir, perlu atau tidaknya menggunakan kuesioner psikometri atau kuesioner lainnya serta perspektif gender, budaya dan psikologi perkembangan dalam kaitannya dengan karir individu. Peneliti berharap penelitian ini dapat menambah wawasan dan menyumbangkan pengetahuan tentang bagaimana penerapan model konseling karir sehingga pelaksanaan konseling karir yang dilakukan oleh konselor dapat berjalan lancar dan berhasil mencapai tujuannya.

**Kata Kunci:** konseling, karir, konseling karir

## INTRODUCTION

Islam and science are two things that we definitely cannot separate. The two always go hand in hand. Many things prove that Islam is a religion full of scientific nuances. One proof of this is the first revelation received by the Prophet Muhammad SAW, which we know as Surah Al-Alaq verses 1-5, where the letter opens with the words iqra'. Iqra' means read. Islam always advises its followers to read. By reading, of course we will be able to learn many things. In Islam,

reading in order to seek knowledge or study is obligatory. Thus, ignorance is something that is strictly forbidden for Muslim.

Nowadays, there are many paths and methods that we can take to seek knowledge. Many institutions provide courses, training, workshops and the like that we can use to gain knowledge. Apart from that, we can also gain knowledge through formal educational institutions, be they government-owned formal educational institutions or privately owned formal educational institutions. According to Law Number 20 of 2003, formal education is a structured and tiered educational pathway consisting of basic education, secondary education, and higher education.

The objectives of formal education mentioned above are of course different at each level. However, in general we can conclude that the aim of formal education in Indonesia is to develop the potential of students, in this case students, so that they can become human beings who have faith and devotion to God Almighty. Apart from that, the objectives of formal education are also adjusted to the developmental stages and developmental tasks of the students. Generally, at the secondary education level, students have entered the early adult development stage. The early adult development stage usually begins in the 20s to 30s. This period is a time when individuals form personal and economic independence. One sign of an individual entering adulthood is when the individual has a full-time or permanent job (Santrock, 2003).

In general, we can understand that the job chosen by an individual will be greatly influenced by the level and type of education that individual has received in the past. For example, a secretary may have previously studied at a Vocational High School majoring in secretarial work, a motorbike mechanic may have previously studied at a Vocational High School majoring in motorbike engineering, and so on. However, something like that is not something that absolutely happens. Many students and college students experience confusion in determining which career choice they will pursue. Generally students feel confused about their own aspirations, lack information regarding further education and the skills needed in a field of work, and not knowing the forms of careers that will develop and be needed in the future (Yunanda, 2018).

The confusion experienced by pupils and students in determining the career choice they will pursue is certainly a quite serious problem. There are many things that can be done by teachers and lecturers as well as schools and universities in an effort to overcome this problem. One effort that can be made to overcome this problem is through the implementation of career counseling. Career counseling is a service or assistance provided to individuals with the aim of helping them plan and determine their career for a better future (Napatipulu, 2019). Based on this definition, we can simply understand that career counseling does not only aim to help individuals choose a career that is appropriate and suited to themselves, but also helps individuals to be able to make preparations before entering that career. From the definition above, it can also be seen that career counseling aims to help individuals in developing their careers.

This research aims to provide an overview or reveal how the career counseling model is implemented. It is hoped that the results of this research will increase our insight and knowledge, especially for counselors, in an effort to help individuals choose, make preparations and plan their career development so that they achieve success in the future.

## **METHODOLOGY**

The method used in this research is literature study. Literature study is the process of deepening, reviewing and identifying knowledge contained in the literature (reading sources, reference books or other research results) which are related to the problem being studied (Suryana & Priatna, 2008). The steps or procedures carried out in this literature study research are: (1) identify research topic keywords to search for material or library materials; (2) read the abstract of relevant research reports; (3) make notes on reading results and create a literature map

of the sequence and relationship of topics with complete bibliographic references; (4) make a complete summary based on the literature map in order of topic relevance; (5) make a literature review and organize it thematically; and (6) express a general view about the research topic that has been carried out based on existing literature (Ary & Creswell in Hidayatullah, 2018).

## **FINDINGS**

The term career counseling refers to services offered to correct or prevent problems with work behavior, regardless of the prestige or level of education associated with a given job option. Career counseling usually occurs between individual clients and counselors, although many career counselors also use group counseling or workshops, especially in educational settings where some clients face common challenges (e.g. academic or career-related choices). Career counseling can be directed at a fairly broad range of client problems, but in general it can be grouped into three categories, namely providing assistance to clients in making and implementing career-related decisions, providing assistance to clients in adjusting to work and managing their careers, assisting clients in negotiating career transitions and work-life balance (Brown & Lent, 2013). Holland (in Kidd, 2006) proposed that people look for jobs that match their interests (defined as preferences for certain work activities). Based on this theory, the most important thing that we can observe is that: 1) People and work environments can be categorized into six types of interests: realistic, investigative, artistic, social, enterprising, and conventional. 2) Job choice is the result of efforts to achieve harmony between interests and the environment. 3) Congruence results in job satisfaction and stability.

According to Nathan & Hill (2006) career counselors must be aware that a person's needs, aspirations and career opportunities are influenced by factors such as gender, class, race, disability and age. Clients often come to career counselors feeling that they should be different in some way than they are now, in that they feel their individuality has not been allowed to develop. Some of these feelings originate from parental values that have been internalized in themselves, so that people try to adapt or fulfill their parents' expectations. When the person does not meet their parents' expectations, this can cause feelings of failure and confusion.

Most clients have difficulty making career decisions because they do not have a clear idea of their strengths or weaknesses. Therefore, they can be helped through self-assessment exercises and the use of psychometric tests and other questionnaires. There are several things that cause individuals to visit a career counselor. One of them is due to changes that occur in the organization. The types of changes in an organization that may result in someone coming in for career counseling (or being referred by their superior) include: departmental restructuring, changes in the nature of work, technology changes, downsizing, change of boss, changes in organizational values, reorganization.

Aside from changes in the organization, performance-related issues are perhaps the type of problem that most clearly triggers the need to visit a career counselor. Some of the performance-related problems in question are: Dismissal, Poor performance appraisal, Failed to get promotion after internal assessment, "Passed over" for a promotion in favor of a younger colleague, Results are consistently worse than peers, Criticism from those closest to you (e.g., parents, partner) for lack of achievement, Continuing resistance in the job market, "Escape" from failure by changing jobs/homes/countries, Loss of motivation and effectiveness, which may arise because the person has reached a career peak, may be due to a lack of opportunities for career advancement.

Apart from problems caused by changes that occur in the organization and performance-related problems, problems caused by relationships with other people in the work environment can also be the reason someone goes to a career counselor. The types of relationship problems brought to career counseling include: someone who has an ongoing abusive work relationship, a

manager finds it difficult to motivate staff, mid-career clients are only able to advance by taking on managerial responsibilities, but have no experience and little self-confidence to do so, an employee finds it difficult to accept the authority of a particular manager; someone who finds it difficult to deal effectively with anyone in authority, someone with low self-esteem finds it difficult to accept criticism, subordinates are disappointed with their superiors due to lack of guidance, and a person experiences unusually strong competition with their peers, perhaps expressed through 'harassment' at gatherings or meetings.

In the initial stage, the counselor's task is to try to provide assistance to the client in answering the question "Who am I?". Clients may need to develop self-understanding in the following areas: Skills (What can I do now?), Values (What is important to me?), Interests (What am I interested in?), Career drivers (What are my wants and needs from a career?), Positive view of the past (What resources have I gained from previous careers?), Personal attributes (What strengths do I bring to my work? And what areas might I want to develop?), Aptitude (What abilities or levels can I achieve?).

There are times when the use of psychometric questionnaires or other questionnaires can significantly help the process in career counseling. This kind of approach can: provides a framework for dialogue; increase clarity and self-confidence; give rise to new personal insights; helps with long-term perspective; minimize the risk of haphazard decision making; And helpful in explaining past behavior in the workplace.

Furthermore, in implementing career counseling, counselors must understand the stages or structure in implementing career counseling. The structure of career counseling according to Gysbers et al., (2014) is as follows: 1) Outlining Client Goals or Problem Identification, Clarification, and Opening; Define and clarify the client-counselor relationship and responsibilities and informed consent issues, including confidentiality, Initial identification of client goals or problems, Listening to internal thoughts and feelings and underlying dynamics. 2) Collect Client Information; Uses counselor guidance, quantitative instruments, and qualitative procedures to clarify and determine client goals and problems based on: a) Clients' views of their world, others, and themselves, as well as how social, historical, and cultural contexts may influence them, b) The language clients use to represent their views, c) Racial/gender identity status, d) How clients understand their roles, settings, and life events: past, present, and future, e) Possible personal and environmental barriers or barriers, f) Client decision-making style. 3) Understand and Hypothesis Client Behavior. Apply language and constructs from career, counseling, and personality theories as well as multicultural and gender literature to understand and interpret client information and behavior in light of the client's goals or problems presented (and possible subsequent ones) by: Forms hypotheses based on theory/literature about client goals or problems to guide intervention selection, Focuses on cultural/gender specific variables that may influence client behavior, Listen and respond to possible client objections.

Client Goals or Problem Resolution; a) Take action. Uses research-theory based interventions, including counseling techniques, quantitative and qualitative assessments, and information to help clients achieve their goals or respond to their problems in the context of work relationships. b) Develop career goals and action plans. Develop career goals and action plans to achieve goals with clients, resolve problems, and overcome environmental barriers and emerging biases, c) Evaluate the results and end the relationship. End the relationship when the client's goals are achieved or the problem is resolved.

There are several things you can do after the end of a career counseling session. Actions that can be taken after the end of career counseling according to Nathan & Hill (2006) are as follows: Change your attitude and approach to your current job, Increase self-expression outside of work (e.g., writing/art), Seek development within the organization (e.g., assignments, project work, job rotation, becoming a mentor or coach), Change departments, but to a similar job,

Changing positions in the organization (for example, from a functional to a management role), Change organizations, but stay in the same career, Change from full-time work to part-time or freelance (possibility of developing a new career in your spare time), Take a long leave, Taken up two part-time positions, Start your own business in your spare time (maybe while pursuing a hobby), Taking a new job as a 'stepping stone' to a new career – for example (a) in an organisation: sales to marketing; (b) outside the organization: from banking to public relations via financial public relations, Change career with retraining (for example, Open University MBA), Change careers by promoting transferable skills (e.g., teacher to coach).

In the world of work, many clients hold different work values, including people who come from different cultural backgrounds. Value orientations at work can be a source of serious conflict and misunderstanding in the workplace (Zunker, 2006). One of the most provocative studies of work-related values was conducted by Hofstede in 1984. His study covered 50 different countries in 20 different languages and 7 different occupational levels. The aim is to determine the culturally different dimensions of work-related values. The findings can be summarized as follows:

*Power distance.*

This dimension tries to answer the basic hierarchical relationship between direct superiors and subordinates. In some countries, such as the Philippines, Mexico, Venezuela, and India, individuals tend to maintain strong status differences. In countries such as New Zealand, Denmark, Israel, and Austria, differences in status and power are minimized. In the United States, there is some degree of minimizing power differentials.

*Uncertainty avoidance.*

This term is used to describe how various cultures and societies deal with anxiety and stress. On the questionnaire designed for this research, countries that have a low uncertainty avoidance index differ significantly from countries that have a high score. Examples of those with low scores are that workers have lower job stress, less resistance to change, greater readiness to live from day to day, and stronger ambitions for advancement. Examples of high uncertainty avoidance scores are fear of failure, less risk taking, higher job stress, more worry about the future, and higher anxiety.

*Individualism/collectivism.*

This dimension seeks to answer the question of which cultures encourage individual tendencies rather than group or collectivist tendencies. In this study, the United States, United Kingdom, Australia, and Canada had the highest individualism scores. Peru, Colombia, and Venezuela are the most collectivistic. People in highly individualistic countries are characterized as placing greater importance on employees' personal lifestyles, being emotionally independent from the company, finding small companies attractive, and placing greater importance on freedom and challenge on the job. People in countries with low individualism are emotionally dependent on the company, dislike individual initiative, consider group decisions better than individual decisions, and desire conformity and order in managerial positions.

*Masculinity.*

These dimensions are considered indicators of where a culture will maintain and foster differences between the sexes in the workplace. However, the majority of employees who answered the questionnaire were men, so the conclusions drawn here should be considered tentative. People in countries that score high on this variable are characterized as believing in independent decision making, having stronger achievement motivation, and wanting recognition. People in countries that score low on this variable are characterized as trusting group decisions,

considering security to be more important, preferring shorter working hours, and having lower job stress.

In the 1980s, Betz and Fitzgerald suggested that social class, attitudes resulting from marriage, financial resources, educational level, and the general cultural values of the family, were the main determinants influencing occupational choice. In addition, gender perspectives and developmental psychology perspectives related to career choices must be examined in depth. During the 30-year transition, marital conflict is common for women seeking a new direction. For example, women who want to spend time on career development often find it difficult to form an egalitarian marital relationship. The frustrations women face in the dual family/career commitment are often misunderstood. On the one hand, women are socialized to think of themselves only as housewives, but on the other hand, they have a strong need to express themselves in their careers. Women must strive to realize that greater freedom and fulfillment is a choice.

The midlife transition is a period of reassessing the past and continuing the search for meaning in life. This period was marked by increasing awareness that some old beliefs may be invalid. For women, successful assessments of life achievements are usually reflected in what their husbands and children have done. Therefore, when their children leave home, women find it difficult to create a new identity and new goals in life.

The late adult transition is a continuous reassessment of the self in society. According to Spencer, the main task of this period is to gain a sense of integrity in one's life. Spencer and Sanguiliano (in Zunker, 2006) suggest that women have different developmental patterns than men: (1) women experience intense role confusion early in their development; (2) women are more inhibited in their self-expression; (3) women tend to postpone their career aspirations in lieu of family responsibilities; and (4) women's development patterns are more individual. These unique and individual developmental patterns can pose significant problems in career decision making. Among many variables, counselors should carefully consider self-concept development and values assessment in career decision-making programs for women.

Chusmir in 1983 suggested that the personality traits and motivations of women who choose nontraditional jobs (construction trades, skilled crafts, engineering fields, science, law, engineering, and medicine) are formed when they are teenagers. Clearly, this research focuses on the importance of women's early developmental patterns. These findings suggest that intervention strategies designed to expand employment options for girls should be introduced during the primary school years. The answer to the question of why men and women differ in their choices is seen as differences in values, goals, and self-perception (Zunker, 2006).

## **DISCUSSION**

This research aims to reveal and provide an overview of how career counseling is implemented. This research is very important considering the conditions and situation where Indonesia is estimated to be in the demographic bonus period, the peak period of which will occur between 2020-2030. This is indicated by the number of people of productive age reaching twice the number of children and elderly people (BPS, 2022). These conditions certainly result in quite tight competition in the world of work or labor. Therefore, career counseling can be used to help individuals choose a career that suits them and to maximize the individual's career development. Based on research that has been carried out, the model for implementing career counseling according to Gysbers et al., (2014) consists of several structures, namely as follows: a) Outlining the client's goals or problem identification, clarification, and opening, b) Collect client information, c) Understand and hypothesize client behavior, d) Client goals or problem solving.

In implementing career counseling, there are several things that counselors should pay attention to. First, the counselor must pay attention to the client's interests and personality. Apart from that, a career counselor also needs to know or pay attention to the reasons why clients come to the career counselor. In general, there are three reasons why clients come to a career counselor, namely because of organizational changes, performance-related problems, or problems caused by relationships with other people in the work environment. It is also very important for counselors in carrying out career counseling to pay attention to whether or not it is necessary to use psychometric questionnaires or other questionnaires. Gender, cultural and developmental psychology perspectives or periods of human development must also receive attention in relation to individual careers.

Researchers realize that this research certainly still has limitations in several parts. Therefore, researchers hope that in the future there will be many studies on similar topics that can enrich our insight and knowledge, especially knowledge regarding career counseling.

## **REFERENCE**

- BPS. (2022). Analysis of Indonesia's Population Profile. <https://www.bps.go.id/>
- Brown, S. D., & Lent, R. W. (2013). *Career Development and Counseling: Putting Theory and Research to Work*. New Jersey : John Wiley & Sons, Inc.
- Gysbers, N. C., Heppner, M. J., & Johnston, J. A. (2014). *Career Counseling: Holism, Diversity, And Strengths*. Alexandria : American Counseling Association.
- Hidayatullah. (2018). *Classroom Action Research*. Banten: LKP Setia Budhi Publisher.
- Kidd, J. M. (2006). *Understanding Career Counselling: Theory, Research and Practice*. London : SAGE Publications Ltd.
- Napitupulu, D. S. (2019). *Career Counseling: Existence and Urgency. The Innovative Strategy of Guidance and Counseling at School and Madrasah Iin Industrial Age 4.0 Context*, 1, 183–188.  
<https://scholar.google.co.id/scholar?oi=bibs&hl=id&cluster=2261516203832028682>
- Nathan, R., & Hill, L. (2006). *Career Counselling*. London : SAGE Publications Ltd.
- Santrock, J. W. (2003). *Adolescence*. Jakarta: Erlangga Publishers.
- Suryana, Y., & Priatna, T. (2008). *Educational Research Methods*. Bandung: Tsabita.
- Yunanda, G. M. (2018). *The Relationship between Self-Efficacy and Family Social Support on Career Decision Making for Minang Ethnic Adolescents*. Thesis. Not published. Surakarta: Muhammadiyah University of Surakarta.
- Zunker, V. G. (2006). *Career Counseling: A Holistic Approach*. Belmont : Thomson Brooks/Cole.