

The Effectiveness of Counseling Group Solution Focused Career to Increase Career Maturity Students of SMA Negeri 4 Pamekasan

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Abstract

This study aims to test the effectiveness of group counseling solution focused career counseling to improve career maturity of students SMA Negeri 04 Pamekasan. The research design used was experiment involving 7 students from SMA Negeri 04 Pamekasan chosen by purposive random sampling. The instrument used in this research is Career Maturity Inventory (CMI) Form C. The results showed group counselling solution focused career counseling effectively to improve the maturity of career learners. This study provides clarification of the effectiveness of career maturity of learners with group counseling solution focused career counseling.

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INTRODUCTION

Chronologically, high school students (SMA) generally aged 15-18 years are in the middle teen phase. One of the most important tasks to be accomplished at this time according to Havighurst (Joseph, 2000) is to choose and prepare for a career or a job. Referring to Super opinion (Dillard, 1985) career development in adolescence is included in the exploration stage. This stage is the most important stage for the adolescent transition and has three main tasks, the individual crystallizes, specifies, and implements his career choices.

Maturity of the career is the maturity of individual behavior in the coping of career development tasks that contain cognitive and affective dimensions. In this perspective, Crites (in Sharf, 1992) states that a person's career maturity is characterized by an attitude and competence towards a career. Attitudes refer to the individual's willingness to make decisions on a career and are responsible for the consequences of the decision. Meanwhile, competence refers to the ability of the individual to understand the power of self in relation to the world of work. Thus the importance of optimizing career maturity for the future of high school students, the phenomenon of low career maturity as revealed in previous studies, need immediate treatment.

Although high school is not a high school institution that prepares its graduates to go directly to employment, but still many among high school students who after graduation decide not to continue their education to college or other high school. This is evident from the low enrollment rate in Indonesia. In the official report of BPS-APS in 2012, in the age range 19-24 years or according to the age range of students in general, indicates that the education is only reached 16,13%. In line with the data, several research results until 2008 showed that high school graduates who did not continue to university reached up to 50%. Though high school graduates who plunge into the world of work does not have the provision of skills and skills are quite competitive. This can certainly

lead to an increase in the number of unemployed in Indonesia. This can certainly lead to an increase in the number of unemployed in Indonesia. Based on employment conditions in February 2014 the number of unemployed reached 7.2 million people, with the Open Unemployment Rate (TPT) of 5.70%. And who occupy the highest position of unemployment contributor in Indonesia is a graduate of high school education with a rate of 9.10% (BPS, 2014). Based on some facts that have been described above shows that high school students have problems in the maturity of career maturity is not able to prepare and plan their careers well. The problem of career maturity can lead to mistakes in making career decisions for high school students. In reality, there are high school students who choose a major in education regardless of ability, talent, interests, and personality. They tend to follow the choice of parents, friends, on the basis of job popularity or job identification suggested by parents.

The same condition is also found in Catharina research at SMK Negeri 2 Kota Kupang which is known through the activity of interview and spread of career maturity scale. Where, out of 60 students are known, 9 students (16%) are at very low career maturity categories. Low career maturity category as many as 21 students (35%), medium career maturity category as many as 17 students (28%). High career maturity category as many as 8 students (13%) and the category of career maturity is very high as many as 5 students (8%). Therefore, from the data of career maturity level in SMK Negeri 2 Kota Kupang which is at low level need to be considered and followed up, so that can be improved through guidance and counseling service.

Career maturity is one of the important developmental tasks for teenagers and can affect the future of one's future, so when the adolescent successfully completes the task of development can make him happy. Conversely, if a person fails, this can make unhappiness, rejection from the community, and adolescents are less able to adjust because they tend to reject themselves for the failure experienced.

Problems about career maturity found in SMA Negeri 4 Pamekasan quite diverse. The results of interviews on several students of SMA Negeri 4 Pamekasan found a number of problems of career maturity experienced by them, including: (1) does not yet have the accurate knowledge and understanding of his own potential that can support his career in the future, (2) the study program entered is not an option alone, (3) do not yet have a solid understanding of the continuation of the study after graduation; (4) have not understood the type of work that suits their own ability, (5) still confused to choose the continuation of the study and the type of work appropriate to your interests or abilities, and (6) feeling pessimistic that after graduation will continue the study as expected.

Judging from the results of preliminary study in early 2017 against students class X, XI and XII SMA Negeri 4 Pamekasan. Students of class X consisting of 360 people, 86.98% of them confused choosing majors in high school and 98.2% do not know for sure the department to be applied in the PT and what jobs they will pursue after graduating high school and if graduated from PT. Students of class XI IPA which consists of 274 students, 94.53% not yet know exactly the department to be applied in the PT and what jobs they will pursue after graduating high school and if graduated from PT. The same thing experienced by students class XI IPS Department of 102 people as much as 94.12% confused about his career in the future. Although for class XII there is a slight decrease in the percentage of learners who are confused, but the figure is still high, ie 94.38% of 267 for the IPS Department.

Efforts to optimize the maturity of the learner's career do not seem to be enough only through the conventional instructional and career counseling services (BKK) that have been and are being implemented by counseling teachers (BK) in schools, but require special services through BKK services integrated and compatible with other specially designed education services as well. BKK strategies that are empirically effective enough to improve the maturity of high school learner careers are group career guidance and career counseling strategies.

With regard to group strategy in the implementation of career guidance and counseling services, based on literature review, there will be a wide range of strategies. When grouped all the strategies in question can be categorized into instructional strategies, substantial or interpersonal strategies, and game strategies. Instructional strategy is a form of organizing career guidance that is integrated or integrated in teaching (instructional). Strategies tend to be informative rather than information processing. The instructional career guidance strategy integrated with learning is the processing of career information in a classical or group manner through the use of methods or instructional techniques, such as: unit teaching, home room, field trip, lecture of character or resource persons, audio visual media, bibliography, job training, career day, interviews and career guidance packages.

Lately emerging new thinking and paradigm in guidance and counseling, including career guidance and counseling. Experts, practitioners, and counselors began to think that in view of the problem it is now better to focus on the solution in a relatively quick time than on long disclosures and discussions with regard to the background and symptoms of the problem. On the basis of that thought, there emerged a short and focused counseling guidance strategy. In the context of career guidance and counseling, this study selects one of the many strategies that are conceptually seen as effective in improving the career maturity of a high school student's group counseling solution focused career to improve the career maturity of learners.

Briefly focused solution therapy according to Bill O'Connel (in Stephen Palmer 2011) is a form of short therapy that builds on the power of the counselee by helping him bring up and construct solutions to the problems it faces. This therapy emphasizes the importance of the future rather than the past or the present. In this solution-focused approach, counselors and counselee devote much of their time to constructing solutions rather than exploring problems. Counselors and counselee try to define

as clearly as possible what the counselee wants to see in his life.

SFBT builds cooperation between counselor and counselee. The konseli is deemed competent and empowered. This therapy only put a little attention to the root or causes of problems faced by the counselee. The role can be likened to driving a car sometimes we have to look into the car's rearview mirror, but it is advisable to look more forward! The solution-focused counselor only takes minimal intervention in the counselee life. His job is to bring up a change trigger that will resume after counseling. The counselor negotiates with the counselee to identify priority problems whose goals can be achieved.

As the research conducted by Mulawarman (2010) examines the application of SFBT to improve students' self-esteem. The results of his research, among others, show that quantitatively, there are differences in self-esteem in learners before and after obtaining SFBT intervention. On the qualitative side, based on the results of the conversation analysis it is found that the statement or counsel of the low self-esteem turns to high self-esteem. Although there are some counselors whose changes focus on speech and attitude or desire, there are also changes followed by behavior. In addition, in conversation analysis in early counseling sessions, the counselee feels more comfortable and gets a clearer mindset or picture of the problem they are facing. This is manifested in the application of techniques. SFBT is integrated in common factors during the therapeutic process. From the results of the above research, the implementation of SFBT can improve the self-esteem of learners, based on research conducted above thus counseling group solution focused career can improve career maturity of learners.

Based on the problems of career maturity experienced by students of SMA Negeri 4 Pamekasan need an alternative guidance and career counseling appropriate in addressing these issues. Researchers want to conduct research by providing intervention group counseling solution focused career to improve career maturity of

learners, by providing this intervention researchers will know how effective group counseling solution focused career in improving career maturity of learners. In this study has its own peculiarities because this research is done in Madura more precisely in the city of Pamekasan, so this research is done by using the culture of Madura more precisely in the city of Pamekasan.

METHODS

This study used experimental design with multiple baseline across subjects design with Repeated Measures using experimental group comparing treatment given between pretest and posttest with 5 meetings.

The first meeting of group formation, establishing good relationships and identifying issues of career maturity of learners, the second meeting set the objectives of counseling groups SFBC to improve career maturity of learners, the third meeting explores the maturity of a career experienced, the changes, the exceptional situation, the fourth meeting to explore the potential members group and find solutions and meeting the fifth termination.

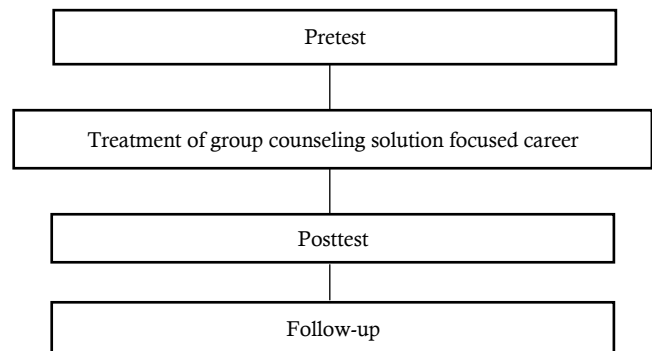


Figure 1. Flow Research in Experiment Implementation

Data collection techniques used are career maturity inventory adoption scales from Crites and Savickas which consists of 24 items. The scale consists of 4 indicators of concern, curiosity, confidence, and consultation.

In the measuring instrument, researchers do equivalence (equivalence) by doing backtranslate, expert validation, and test the instrument. The result of the instrument test

states all valid with ($r_{xy} = 0,239-0,739$) and its reliability equal to 0.849. The data obtained were then analyzed using the ANOVA Repeated Measures test. Field (2009) says that Repeated Measures ANOVA is used to compare recurring sizes on the same subject to know the improvement of career maturity of learners on O_1 , O_2 and O_3 , through computerization with SPSS for windows version 23.0.

RESULTS AND DISCUSSION

From this study using as many as 7 students, researchers take the subject of the study by purposive sampling by giving the psychological scale of career maturity. Giving of psychological scale aims to determine the initial conditions of career maturity of learners in SMA Negeri 4 Pamekasan.

After given the career maturity scale, the researcher gives intervention to the research subject in the form of group counseling focused career to improve the maturity of the learner's career, furthermore the researcher gives poststes to the research subject to know the level of change of career maturity of the learner.

The maturity of the learner's career after getting the intervention of the group counseling solution focused career shows an increase in career maturity score level. The change in scores is seen based on indicators of career maturity that are reflected in the psychological scale of career maturity.

Table 1. Average, Elementary School and Test Results Repeated Measures ANOVA Maturity Career Counseling Group Solution Focused Career Counseling

Parameter	O_1	O_2	O_3
Mean	51.29	86.57	87.14
SD	3.09	1.61	1.34
$F_{(2,12)} = 759.343$			
$p = 0.00 < 0.01$			

The table above shows the mean of the counseling group of the solution focused careers, ie 51.29 for pretest (O_1), 86.57 for posttest (O_2), 87.14 for follow-up (O_3).

Table 2. Post Hoc Results Maturity Test Career Group Counseling Solution Focused Career Counseling

Comparison	MD	SE	P
Pretest vs Posttest	-35.286	1.340	.000
Pretest vs Follow-up	-35.857	1.122	.000
Postestvs Follow-up	-.571	.528	.962

* = the mean difference at the 0.05 level is significant

Based on the results of the ANOVA Repeated Measures test on the test of within subjects effects known $F_{(2,12)} = 759.343$, then obtained $p = 0.00 < 0.01$ means H_{a2} accepted and H_{02} rejected, and there are differences in pretest, posttest and follow-up results on research subjects. The difference is caused by the provision of treatment in the form of strategy focused career counseling. This suggests that group counseling services with solution focused career counseling strategies are effective for improving career maturity of learners shown in the following graphs:

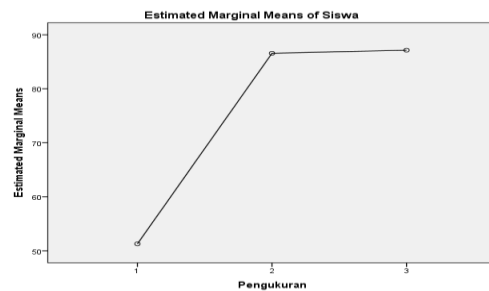


Figure 2. Estimated Marginal Means

From the research results, it is known that group counselingsolution focused careerproven effective in improving career maturity of students SMA Negeri 4 Pamekasan. However, if seen from the difference from poststes result and follow up strategysolution focused careeronly focusing on solutions that impact only on short term is not recommended for the long term.

Maturity of a person's career is marked by attitude and competence to career. Attitudes refer to the individual's willingness to make decisions on a career and are responsible for the consequences of the decision. Meanwhile, competence refers to the ability of the individual to understand the power of self in relation to the world of work.

What this study reveals supports the results of a previous study by Dahlan (2009) on a brief solution-focused counseling model in group settings to improve students' psychological power and demonstrate effective and efficient outcomes.

Zalfa research (2014) suggests that brief solution-focused counseling (KSBS) has proved effective in developing santri resilience in one of the boarding schools in Cilacap.

Mulawarman (2010) examines the application of SFBT to improve students' self-esteem, indicating that quantitatively, there are differences in self-esteem in learners before and after obtaining SFBT interventions.

The results of research Conoley, et al. (2003) on the implementation of SFBT to assist three families with children aged 8-9 years but aggressive behavior, showing effective results. Furthermore, Fitriah research (2014) suggests that KSBS is generally effective for reducing aggressive behavior of learners, but is not effective in reducing aggressive behavior on aspects of verbal aggression. Newsome (2005) conducted a study of 26 junior high school students that the solution-focused counseling has the potential to facilitate the empowerment of students in junior high school.

When examined its effectiveness in developing the dimensions of career maturity, found Solution-Focused Career Counseling is very effective to improve the maturity of career learners. As in previous studies, this study supports that of counseling groups solution focused careers are effective in increasing the maturity of a learner's career.

The results of this study can be practically applied to learners who have low career maturity level as an effort to handle the maturity of the learner's career. Solution focused career also hope can be applied independently to learners who experience career maturity, given that the strategy focuses on the solution which means the strategy can be applied independently without having dependent teacher guidance and counseling. The use of diverse strategies is also recommended for all indicators of career maturity to show significant improvement.

In this study has its own peculiarities in providing intervention to learners using Madurese culture more precisely in the city of Pamekasan. And seen from the results of research, the intervention provided by researchers showed an increase in career maturity of learners in the city of Pamekasan more precisely in SMA Negeri 4 Pamekasan. So from the results of research school counselors or teachers BK in the city of Pamekasan can use this intervention to improve career maturity of learners. In this study have limitations because the intervention used counseling group solution focused career so the impact is only short-term course not for long-term, because the intervention used by researchers only focus on solutions to improve career maturity of learners.

Further consideration research material is suggested to plan the need for follow-up or follow-up in monitoring the impact of interventions can last how long to increase the maturity of a learner's career. Subsequent research is suggested to add the mediation variable as a mediator of low career maturity in learners.

CONCLUSION

This study examines the effectiveness of counseling group focused solution counseling to improve career maturity of students SMA Negeri 04 Pamekasan. The results of this study indicate counseling group solution focused career counseling effective to improve career maturity of learners.

For further research, can do research using the same strategy with this research, but with different participants, for example learners SMK, MA, or SMP. Besides, the impact of strategycounseling group solution focused on male and female students, and seen from class level seems to need to be studied in depth.

For guidance and counseling teachers can improve students' career maturity by using counseling group solution focused career, so that students can achieve optimal developmental tasks related to career maturity of learners.

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