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TRAIT AND FACTOR GROUP COUNSELING IN IMPROVING STUDENTS' CAREER PLANNING

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Abstrak

Tujuan dilaksanakannya penelitian agar dapat mengetahui pemberian *treatment* konseling kelompok *trait and factor* berpengaruh terhadap peningkatan perencanaan karier siswa. Penelitian ini menggunakan metode eksperimen times series design dengan populasi sebanyak 47 siswa dan 6 orang siswa menjadi sampel dalam penelitian ini. Angket perencanaan karier siswa yang terdiri dari 23 pernyataan dipilih sebagai metode pengumpulan data dalam penelitian ini dengan nilai reliabilitas (*rhitung*) 0,868. Berdasarkan hasil penelitian diperoleh hasil *pre-test* 1, 2, 3 yang menunjukkan siswa berada pada kategori rendah dipilih dan menjadi sampel penelitian. Sedangkan hasil *post-test* 1, 2, 3 menunjukkan perencanaan karier siswa mengalami peningkatan dan berada pada kategori tinggi. Sehingga dapat disimpulkan bahwa pemberian konseling kelompok *trait and factor* berpengaruh terhadap peningkatan perencanaan karier siswa.

Kata Kunci: Konseling Kelompok *Trait and Factor*, Perencanaan Karier, Siswa

Abstract

The purpose of this research is to determine the effect of providing trait and factor group counseling on improving student career planning. The method used in this research is experimental times series design with a population of 47 students and a research sample of 6 students. The data collection method in this research used a student career planning questionnaire consisting of 23 statements with a reliability value (*rcount*) of 0.868. Based on the research results, pre-test results 1, 2, 3 were obtained which showed that the career planning of students in the research sample was in the low category. Meanwhile, the post-test results 1, 2, 3 show that students' career planning has increased and is in the high category. So, it can be concluded that providing trait and factor group counseling has an influence on improving the career planning of student.

Keywords: Group Counseling Trait and Factor, Career planning, Student

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INTRODUCTION

According to Sharf (in Sugiati & Fitri, 2020) (in Sugiati & Fitri, 2020) said that adolescents are in the exploration stage to develop interests, talents, skills, self-potential, career planning and ultimately in the selection of decisions. Furthermore, the learning process at school is said to be the main source where a person is in the stage of fostering, compiling, finalizing, and deciding on the choices of his career plan (Syamal et al., 2021). From an early age, students need to prepare for career planning, because careers are an important part that needs to be planned for students. (Sulusyawati, 2021).

Simamora (in Wibowo et al., 2021) said that part of the process that must be realized by oneself against various opportunities, choices, constraints, and consequences to clarify goals in career, work, education, and all matters related to experience for self-development in achieving the career that is the goal is called career planning. According to Havighurst (Habsy & Suryoningsih, 2022), the aspects that become developmental tasks in adolescents are career planning and decision making. According to Habsy & Suryoningsih (2022) also explains that adolescents in the period of self-discovery can choose and make career decisions according to their potential and interests for the future.

Research by Sugiati & Fitri (2020) 45% of high school students showed the results that many of them did not have career planning due to indecision. According to Johnson et al., (2002) also students often change their career plans and majors during their education and have many concerns such as anxiety stemming from career indecision, lack of confidence regarding career exploration, limited self-knowledge, and limited job information. From these data, it can be seen that the problem of students is the problem of students' ignorance in assessing themselves, recognizing their potential, managing job or position knowledge, the ability to set career directions, and skills in making career plans to create, create and overcome problems they face in their careers (Susanto, 2018). This happens because many of the adolescents / students have not completed their career development tasks and some external factors, for example the influence of the surrounding environment (Pilosusan et al., 2021).

According to Praswastantika & Nuryono (2018) Guidance and Counseling is a means intended for students to help achieve developmental tasks completely and optimally. Guidance and Counseling teachers as counselors in seeing an obstacle experienced by students in preparing their career plans to choose study programs and universities have made several efforts to provide services at school in helping and overcoming these problems. It is unfortunate that all forms of efforts made by the counseling teacher have not been able to fully assist students in making career planning and deciding on choices related to their further study and career choices. (Rahmah & Christiana, 2019)

One form of BK services can be used in helping students to overcome difficulties in career planning, namely group counseling. Group counseling is a service provided for students aimed at gaining an understanding of self, higher education, and the world of work (Utami, 2021). The purpose of this research is to improve students' career planning, especially in terms of study selection and higher education. So that students better understand themselves and their environment in the future, which can help them make alternative decisions regarding career planning. So the provision of services regarding career information in an organized manner will be very good and effective through career guidance for secondary school students. (Zona & Zulvia, 2022).

According to Jackson & Tomlinson (2020) career planning involves setting goals and formulating strategies to achieve one's desired career and forms part of the career competency model (decision making, opportunity awareness, transition learning, and self-awareness). Meanwhile, according to (Fahmi & Ali, 2022) a process by which an individual formulates and develops career goals and plans to achieve these goals is career planning.

According to Dillard in (Irawan, 2022) There are eight important aspects that require attention in career planning, namely; (1) Self-knowledge, self-understanding is an important aspect for setting career goals. A person must know his interests, talents, and also the potential that exists in him. (2) Decision Making, decision making is an ability that must be possessed in career planning. Individuals must have an understanding and knowledge of the choices they will make. (3) Classification of careers, career classification is an ability in career planning to categorize specific career choices such as the selection of college majors and jobs.

(4) Exploring possible careers, exploring career possibilities is the ability to explore career information carried out by individuals. (5) Organizing your careers campaign, organizing career travel is an ability in a person

to use the resources and media owned to promote themselves in getting the desired job. (6) Researching employment opportunities, analyzing career opportunities is a form of an individual's ability to find job prospects. Individuals must know the prerequisites of the job with their suitability. (7) Getting started and moving ahead in your career, starting to move forward is a direct action taken by individuals in a realistic way such as participating in seminars or internships (industrial work practice) (8) Lifelong planning, lifelong career planning is a form of a person's expertise in order to plan a career in a certain period of time such as short, medium and long term.

According to Winkel (in Nuraini, 2022) In making a career plan, there are 3 aspects that need to be considered, namely: (1) Understanding and knowledge of self-regarding interests, talents, skills, potential, personality, academic achievement, aspirations, limitations, and resources. (2) Insight and being able to understand about work, such as knowledge about the terms and conditions required, possibilities, advantages and disadvantages, salaries, and career opportunities in various fields. (3) Making realistic reasoning about the relationship between knowledge and self-awareness in the workplace. Specifically, the ability to plan and select a field of work and/or further education by considering one's knowledge and self-awareness with the insights available in the workplace.

One approach that can handle the difficulties being felt by the counselee is *trait and factor* where during counseling and in overcoming the counselee's problems is carried out realistically (Syamal et al., 2021). Williams (in Jannah & Hidayat, 2022) also expressed views related to the basic assumptions of the trait and factor approach, namely; (1) Everyone has unique potential and abilities, talents, interests, intelligence, and skills. These potentials and abilities are called trait personality traits. (2) Potential and ability in students is something different from the skills and abilities needed by a worker in a particular field of work. (3) Institutions in certain study programs demand a curriculum with certain qualifications. Guidance will be easier to implement if the curriculum implemented is in accordance with the interests and abilities of students.

Williamson (in Agustin et al., 2023) state that there are 5 kinds of techniques in trait and factor counseling, namely: (1) Establishing rapport, a counselor must be able to build a new relationship by creating comfort, familiarity, and eliminating tense and awkward conditions. (2) Cultivating self-understanding, a counseling teacher needs to strive so that the counselee or student is able and able to understand himself which includes all his strengths and weaknesses and is given assistance so that he can maximize what he has and minimize his shortcomings. (3) Advising or Planning a Program Action A counselor in facilitating this student must start from what is the choice of the counselee, his goals, views, and attitudes. Then take turns to discuss the positives and negatives, benefits and disadvantages. (4) Carrying out the plan. The counselor follows what is the choice or decision of the counselee, then the counselor can facilitate students directly for implementation. 5) Referral. In reality, there is no counseling teacher who is truly an expert in helping to solve his counselee's problems. So, a counselor must realize his limitations.

The formulation of the problems in this study are: (1) Is group counseling with a trait and factor approach effective in improving student career planning? (2) What is the level of student career planning before and after participating in trait and factor group counseling?

The objectives of this research are: (1) Analyzing the effectiveness of group counseling with a trait and factor approach in improving student career planning, (2) Identifying changes in the level of student career planning before and after being given trait and factor group counseling.

METHODS

In this study, a quantitative research method is used, the type of experimental method according to (Ahmad Fauzi, Baiatun Nisa et al., 2022) The basis of experimental research design is an experiment, which can be defined as: experiments in a condition can be controlled which is done to show the truth that is known or to test the validity of a hypothesis. Experimental time series design is the method chosen in this study. In the time series design, the researcher takes measurements first and then gives treatment to the object being investigated. The researcher then takes measurements after the treatment. If the preliminary test results (before treatment) show different values, it means that the group is unstable and inconsistent. Then stability can be clearly known after treatment. The control group in the times series research design is not needed because it only uses one group. This experiment is applied to only one group, but measurements are taken several times at regular intervals.

This design is an experiment conducted with 3 pretests and 3 posttests to determine the effect before and after treatment.

<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>
O ₁ O ₂ O ₃	X	O ₄ O ₅ O ₆

Image 1.1 Times Series Research Design Times Series Design

According to (Sugiyono, 2013) characteristics and numbers that are part and owned by the population is a sample. Grade XI students in this study were selected as research subjects and selected using purposive sampling technique with certain criteria according to research needs. The operational definitions of the variables used in this study are career planning and group counseling.

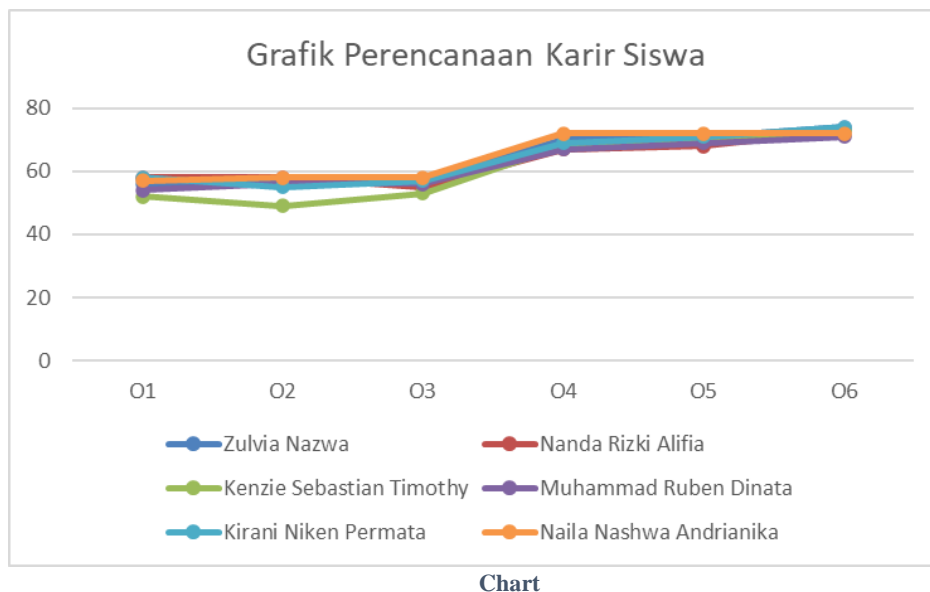
The instrument used is a career planning scale with a Likert model. In this study, Microsoft Excel was used to conduct the validity test. The use of the formula ($=\text{correl}$) in Microsoft Excel helps in determining *rhitung* and *rtabel* for each statement. The *rtabel* result obtained is 0.3202 with N = 38. Therefore, if an item has a correlation value of *rhitung* which is greater than *rtabel* (0.3202), then the item can be considered valid.

After manually calculating the data using Microsoft Excel on 32 items, a reliability value of 0.868 was obtained. This result falls into the high classification in the reliability test, which indicates that the data is very reliable. The results of this reliability test indicate that all items tested are suitable for use in research.

Descriptive statistical analysis is intended to describe the level of career planning for individuals (students) before and after treatment. In this descriptive statistical analysis technique to describe a graph is used. Of the three types of graphs, namely bar graphs, line graphs, and circle graphs. Researchers chose to use a line graph because the line graph is easy to describe the conditions that occur before and after being given treatment so that the presentation of the data uses a line or curve so that it can describe a development or change from one time to the next.

RESULTS AND DISCUSSION

The process of giving Pre-test 1, 2, 3, giving Trait and factor group counseling treatment, and Post-test 1, 2, 3 shows a change in the level of student career planning. This can be seen in the student career planning chart below:



Image

Chart

2.1 Student Progress

The findings of this research process are that there are significant differences in student career planning scores on pretest 1, 2, 3 with posttest 1, 2, 3. In this study, the categorization of student career planning is divided into 5 categories, namely Very Low, Low, Medium, High, and Very High. The graph shows the level of career planning experienced by each student who was sampled in this study before and after being given treatment in the form of trait and factor group counseling.

ZN experienced changes in his career planning where in the first pre-test (O1) got a score of 56, the second pre-test (O2) there was no change with a score of 56, in the third pre-test (O3) experienced a slight increase with a score of 57 this shows that the level of student career planning is stable which is in the low category. After giving treatment, the results of the first post-test (O4) get a score of 70, then the second post-test (O5) has increased with a score of 71, in the third post-test (O6) has increased again with a score of 74 by showing an increase and stabilizing in the high category.

NRA experienced changes in its career planning where in the first pre-test (O1) got a score of 58, the second pre-test (O2) there was no change with a score of 58, in the third pre-test (O3) experienced a slight decrease with a score of 55 this shows that the level of student career planning is stable which is in the low category. After giving treatment, the results of the first post-test (O4) get a score of 67, then the second post-test (O5) has increased with a score of 68, in the third post-test (O6) has increased again with a score of 73 by showing an increase and stabilizing in the high category.

KST experienced changes in its career planning where in the first pre-test (O1) got a score of 52, the second pre-test (O2) decreased with a score of 49, in the third pre-test (O3) experienced a slight increase with a score of 53 this shows that the level of student career planning is stable which is in the low category. After giving treatment, the results of the first post-test (O4) get a score of 68, then the second post-test (O5) has increased with a score of 70, in the third post-test (O6) has increased again with a score of 73 by showing an increase and stabilizing in the high category.

MRD experienced changes in his career planning where in the first pre-test (O1) got a score of 54, the second pre-test (O2) decreased with a score of 56, in the third pre-test (O3) did not change with a score of 56 this shows that the level of student career planning is stable which is in the low category. After giving treatment, the results of the first post-test (O4) get a score of 67, then the second post-test (O5) has increased with a score of 69, in the third post-test (O6) has increased again with a score of 71 by showing an increase and stabilizing in the high category.

KNP experienced changes in her career planning where in the first pre-test (O1) got a score of 58, the second pre-test (O2) decreased with a score of 55, in the third pre-test (O3) increased with a score of 57 this shows that the level of student career planning is stable which is in the low category. After giving treatment, the results of the first post-test (O4) get a score of 69, then the second post-test (O5) has increased with a score of 71, in the third post-test (O6) has increased again with a score of 74 by showing an increase and stabilizing in the high category.

NNA experienced changes in her career planning where in the first pre-test (O1) got a score of 57, the second pre-test (O2) increased with a score of 58, in the third pre-test (O3) did not change with a score of 58 this shows that the level of student career planning is stable which is in the low category. After giving treatment, the results of the first post-test (O4) get a score of 72, then the second post-test (O5) does not change with a score of 72, in the third post-test (O6) remains stable and does not change again with a score of 72 showing an increase and stable in the high category. Research conducted by (Resti wulandari, Donal, 2022) with the research title "The Effect of Trait and Factor Group Counseling on Student Career Self Efficacy where it is very influential and the same as the research that the researchers conducted.

The results of the study are student career planning before and after being given trait and factor group counseling treatment, which shows a change in the level of career planning by referring to the comparison of pre-test and post-test results that have been given to students who are research samples.

SUMMARY

Conclusion

The results of research that has been conducted in high school on class XI students related to the effect of trait and factor group counseling on improving student career planning include the following:

1. The general picture of career planning problems experienced by eleventh grade high school students is divided into 5 categories, namely there are 2 students with scores below 51 in the very low category, which accounts for 5% of the total. In the low category, 14 students had scores between 51 - 59, which accounted for 37% of the total. While in the medium category, there were 10 students with scores between 59 -67 accounting for 26%. Furthermore, in the high category there were 12 students with scores between 67 - 75 with a percentage of 32%. Finally in the very high category there was not a single student with a percentage of 0%.
2. The application of group counseling treatment from the results of the study proved to be able to improve students' career planning which can be seen through significant differences in scores on the results of pre-test 1, 2, and 3 which show the career planning of students who are research samples are in the low category while the results of post-test 1, 2, and 3 show that the level of career planning of students has increased to a high category so that it can be said that students' career planning can be increased by using trait and factor group counseling in eleventh grade high school students.

Suggestion

There are several suggestions from researchers for follow-up research from the results of research, discussion, and conclusions that researchers have done, namely:

1. For the Guidance and Counseling Study Program
Researchers hope that the results of the research that has been carried out can be used to develop scientific studies for guidance and counseling study programs, especially in the realm of group counseling in the career field related to career planning.
2. For Guidance and Counseling Teachers
School counseling teachers are expected to play a better role in organizing group counseling services that are rarely done even almost never done, so that the results of this study can help solve student problems in the career field, namely in improving student career planning.
3. For Schools
Researchers hope that schools can consider and follow up on the results of group counseling service programs conducted by researchers, especially in improving student career planning and can optimize the implementation and role of guidance and counseling services in schools to be even better
4. For Students
The research activities that have been carried out have proven to be able to improve students' career planning problems, so it is hoped that it can make students able to plan their careers and futures well.
5. For Future Researchers
Hope that further research can try to use other counseling guidance services or certain techniques and utilize media such as videos and other media so that the results are more optimal.

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