



## **GROUP GUIDANCE USING SPIRITUAL EMOTIONAL FREEDOM TECHNIQUE (SEFT) TO REDUCE STUDENT'S CAREER ANXIETY**

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### **Abstrak**

Penelitian ini melihat: (1) pelaksanaan layanan bimbingan kelompok dengan teknik SEFT; (2) keadaan kecemasan karier mahasiswa FTK UIN Banten; (3) efektivitas layanan bimbingan kelompok teknik SEFT untuk mengurangi kecemasan karier mahasiswa. Metode penelitian yang digunakan ialah kuantitatif eksperimen dengan desain *The One Group Pretest Posttest*. Sebanyak 7 mahasiswa terpilih menjadi sampel dengan teknik *purposive sampling* kemudian ditetapkan sebagai anggota bimbingan kelompok (anggota eksperimen). Pengumpulan data *pretest* dan *posttest* menggunakan Student Career Anxiety Scale (SCAS) yang dikembangkan berdasarkan teori Greenberger & Padesky. Data dianalisis dengan uji *Wilcoxon*. Sehingga hasil penelitian mengungkapkan: (1) bimbingan kelompok dilakukan sebanyak 5 kali dengan tahapan: pembentukan, peralihan, kegiatan dan pengakhiran dimana membahas 5 topik tugas. Teknik SEFT diterapkan pada awal tahap pengakhiran; (2) kecemasan karier mahasiswa FTK UIN Banten mengalami penurunan rata-rata skor sebagai berikut: 62,43 (*Pretest*); 60,57 (setelah *treatment* pertama); 59,43 (setelah *treatment* kedua); 58,29 (setelah *treatment* ketiga); 52,57 (setelah *treatment* keempat); dan 50,43 (setelah *treatment* terakhir); (3) layanan bimbingan kelompok teknik SEFT efektif untuk mengurangi kecemasan karier mahasiswa dengan nilai signifikan: 0,018. Temuan ini menyoroti pengembangan model layanan bimbingan karier yang mempertimbangkan dimensi spiritual dan emosional secara bersamaan.

**Kata Kunci:** Bimbingan Kelompok, Teknik SEFT, Kecemasan Karier

### **Abstract**

This study aims to examine: (1) the implementation of group guidance services using the SEFT (Spiritual Emotional Freedom Technique); (2) the career anxiety condition among students at the Faculty of Tarbiyah and Teacher Training (FTK), UIN Banten; and (3) the effectiveness of group guidance with SEFT technique in reducing students' career anxiety. The research method employed a quantitative experimental approach using a One-Group Pretest-Posttest design. Seven students were selected as samples through purposive

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sampling and assigned as members of the group guidance session (experimental group). Data collection involved administering a pretest and posttest using the Student Career Anxiety Scale (SCAS), developed based on Greenberger & Padesky's theory. The data were analyzed using the Wilcoxon signed-rank test. The results revealed that: (1) group guidance was conducted over five sessions following the stages of group development forming, transition, working, and closing—with each session focusing on one career-related topic; the SEFT technique was implemented at the beginning of the closing stage; (2) career anxiety among FTK UIN Banten students showed a progressive decline in average scores: 62.43 (pretest), 60.57 (after first treatment), 59.43 (after second treatment), 58.29 (after third treatment), 52.57 (after fourth treatment), and 50.43 (after final treatment); and (3) the group guidance service using the SEFT technique was effective in reducing students' career anxiety, with a statistically significant value of 0.018 ( $< 0.05$ ). These findings highlight the potential for developing a career guidance model that integrates both spiritual and emotional dimensions.

**Keywords:** Group Guidance, SEFT Technique, Career Anxiety

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## INTRODUCTION

The students of the Faculty of Education and Teaching at the State Islamic University Sultan Maulana Hasanuddin Banten (FTK UIN SMH Banten) are individuals aged between 18 and 23 years, categorizing them within the adolescent development phase. The success of students as adolescents is evidenced by the achievement of their developmental tasks, including career development tasks (Ramanda & Khairat, 2017). In the context of career maturity, adolescents are required to achieve and fulfill their career development tasks (Almaida & Febriyanti, 2019).

In the effort to accomplish career development tasks leading to career maturity, FTK UIN SMH Banten students, as adolescents, should be capable of shaping their career identities by making career choices and preparing themselves for work to achieve economic independence (Efendy & Haryanti, 2020). Consequently, higher education institutions are expected to produce quality future workforce with extensive knowledge aligned with industry demands (Nasution, 2019). However, challenges persist in the field, such as the low career maturity of students evident in their lack of knowledge, unawareness of their own talents and interests, inadequate job readiness, lack of self-confidence, and insufficient career information (Subhan et al., 2019). Furthermore, many students express concerns about their future careers, known as career anxiety (Ramanda, 2023).

Career anxiety is the apprehension about one's future experienced by individuals (Mahmud et al., 2021) manifested through various disruptive behaviors and attitudes in daily activities. Student career anxiety is a fear and worry about the jobs they will secure after completing their higher education (Noviyanti, 2021). This anxiety is reflected in various observable and measurable symptoms, including physical symptoms, behavioral symptoms, thought-related symptoms, and

mood-related symptoms (Greenberger & Padesky in Ramanda, 2023; Maghfiro & Dewi, 2023; Noviyanti, 2021; Muqarrama et al., 2022), all of which interfere with their daily activities.

The career anxiety experienced by FTK UIN SMH Banten students is closely related to current conditions, supported by research findings and field data, such as: BPS data cited from Pusparris (2021) stating that approximately 8,746,008 graduates were unemployed as of February 2021; the Ministry of Manpower data from 2017 indicating a 67% mismatch between education and employment status, with one of the causes being the lack of preparedness of the labor market to accept highly educated candidates Prayudhani (2020). The prevalence of career anxiety among students at the Faculty of Tarbiyah and Teacher Training, UIN Sultan Maulana Hasanuddin Banten, reflects broader societal concerns regarding the challenges of transitioning from education to employment. This anxiety is influenced by structural issues in the labor market, including the high rate of graduate unemployment and a significant mismatch between academic preparation and job market demands. Supporting data from national institutions such as the Central Bureau of Statistics (BPS) and the Ministry of Manpower reveal systemic obstacles faced by graduates, underscoring the need for targeted interventions—such as career guidance programs—to better equip students with the skills, mindset, and emotional resilience necessary to navigate an increasingly uncertain professional landscape.

These issues are reinforced by earlier research by Ramanda (2023) on FTK UIN SMH Banten students, revealing that they experience career anxiety with an average score of 46.23, placing them in the moderate category. The research further indicates that, in terms of gender, male students at FTK UIN SMH Banten experience higher career anxiety than their female counterparts, with a significance value of 0.00. Given these challenges, it is deemed necessary to conduct research on alternative solutions to alleviate the career anxiety of these students. (Rahmat, 2020) suggests one solution, namely establishing a career center that provides information, socialization, training, and workshops to prepare students for the workforce (Maghfiro & Dewi, 2023) In addition, the researcher sees the need to propose another alternative through guidance and counseling services as an effort to reduce career anxiety among FTK UIN SMH Banten students, which can be utilized by other higher education institutions by maximizing the role of counselors. Various career guidance service programs that can be applied in higher education institutions include information services, placement and distribution services, and group guidance services (Mansyur et al., 2020).

The designated alternative service in this research is the application of the Spiritual Emotional Freedom Technique (SEFT) integrated into group guidance services. The choice of group guidance services is deemed appropriate due to several reasons: group guidance utilizes group dynamics in its implementation, making it effective for recognizing the state or career anxiety of group members (Fadilah, 2019); group guidance is conducted with a limited number of group members, typically ranging from 2 to 10 individuals (Ardimen et al., 2019), making it suitable for FTK UIN SMH Banten students; and through group guidance services, topics can be discussed (Sartika & Yandri, 2019), allowing group members to address their issues without directly singling out one or two individuals. Moreover, group guidance has proven effective in addressing various career issues, such as enhancing career planning, increasing career decision-making maturity, developing self-efficacy for career decision-making, and more. Group guidance is a counseling service designed to support a group of individuals through interactive activities

aimed at promoting personal and social development. At the university level, one of the most common concerns addressed through group guidance is career anxiety, which refers to intense worry about future employment, confusion in choosing a career path, and pressure from professional expectations.

To effectively address these challenges, an approach that combines cognitive, emotional, and spiritual elements is needed. One such method is the Spiritual Emotional Freedom Technique (SEFT). SEFT is adapted from Emotional Freedom Technique (EFT) and includes spiritual components like prayer, affirmations, and religious values. It involves gently tapping on specific points of the body while focusing on a particular emotional issue. In practice, SEFT is integrated into group guidance sessions following the natural stages of group development: forming, transition, working, and closing. Over five meetings, participants explore different aspects of career development. In the final session, SEFT is introduced as a tool to help students manage anxiety emotionally and spiritually. This combined approach provides a comprehensive model for career counseling, especially suitable in educational settings where emotional and spiritual well-being are seen as key parts of overall personal development.

In the implementation of group guidance in this research, the SEFT technique is creatively applied. The SEFT technique involves tapping on specific points on an individual's body while incorporating positive suggestions (Ramanda, 2023). The SEFT technique utilizes tapping on 18 key points along 12 meridian energy pathways in the body (Annur & Nurus Saadah, 2022). SEFT is a technique that leverages the body's energy system by adding a spiritual element in the form of suggestions or prayers to improve an individual's mental, emotional, and behavioral conditions (Fauziyah, 2023). Furthermore, the SEFT technique has been proven effective in reducing negative emotional states, such as reducing learning anxiety and job-related stress.

Based on the above presentation, given the identified career anxiety among FTK UIN SMH Banten students in previous research, it is deemed necessary to conduct further research involving the provision of group guidance services using the SEFT technique as an effort to reduce career anxiety among FTK UIN SMH Banten students. Therefore, this research aims to: (1) examine the implementation of group guidance services using the SEFT technique; (2) describe the state of career anxiety among FTK UIN SMH Banten students; and (3) assess the effectiveness of group guidance services using the SEFT technique in reducing career anxiety among FTK UIN SMH Banten students.

## **METHOD**

The method employed in this research is quantitative, using a pre-experimental approach with a One Group Pre-test Post-test design. This approach aims to examine the effect of the independent variable—group guidance using the SEFT technique—on the dependent variable, which is students' career anxiety scores. The study did not involve a control group and only administered the treatment to an experimental group consisting of students with very high levels of career anxiety. The research sample was selected using non-random sampling technique, employing purposive sampling method. The application of purposive sampling involved specific considerations: selecting students with very high career anxiety, ensuring an odd number of group members for group guidance, and willingness to participate in the group guidance sessions for 5 meetings. The selected research sample comprised FTK students with very high career anxiety

based on the measurement of career anxiety levels using Student Career Anxiety Scale (SCAS) developed in the previous study. The SCAS was filled out through a Google Form at the link: [bit.ly/SCAS\\_2023](https://bit.ly/SCAS_2023).

The SCAS was developed based on career anxiety symptoms according to Greenberger & Padesky, covering four sub-variables: physical reactions (1,2,3,4,5), thoughts (6,7,8), behaviors (9,10), and mood (11,12,13,14), resulting in a total of 14 items. The SCAS was evaluated by two Counseling and Guidance experts at UIN SMH Banten, namely Imalatul Khairat and Monalisa. The reliability value of the SCAS was determined to be 0.756. The research was conducted from July to September 2023 at various locations in the Banten Province. The choice of BKp implementation venues aimed for quiet and comfortable spaces to encourage group members to engage seriously and enthusiastically in the designated topics.

Based on the processing of the SCAS, seven students from FTK UIN SMH Banten were selected to participate in the group guidance. After each group guidance session, the group members filled out the SCAS through a Google Form. The results of the SCAS responses were analyzed weekly to observe any differences or reductions in students' career anxiety. The data analysis employed a non-parametric statistical method, namely the Wilcoxon Signed Ranks Test, and was facilitated using SPSS version 26.00.

## RESULTS AND DISCUSSION

### Results

The state of career anxiety among FTK UIN SMH Banten students, collected through the Student Career Anxiety Scale (SCAS) via Google Form, commenced on Monday, July 10, 2023, and continued until Sunday, August 6, 2023. On August 7, 2023, at 16:17 WIB, data were gathered from 65 respondents representing all programs within FTK UIN SMH Banten. Subsequently, seven individuals with the highest career anxiety were selected as research samples and designated as members of the Group Guidance (BKp). The following provides an overview of the career anxiety state among the research samples.

**Table 1. Career Anxiety State of Research Samples**

No	Initials Name	Program Study	Score	Category
1	FR	Guidance and Counseling in Islamic Education	62	Very High
2	GR	Islamic Religious Education	64	Very High
3	KN	Management of Islamic Education	67	Very High
4	MZ	Management of Islamic Education	60	Very High
5	NL	Guidance and Counseling in Islamic Education	64	Very High
6	WF	English Language Teaching (Tadris Bahasa Inggris)	60	Very High
7	YY	Islamic Religious Education	60	Very High

The research samples, consisting of 7 individuals, will receive treatment in the form of Group Guidance (BKp) using the Spiritual Emotional Freedom Technique (SEFT) for a total of five sessions. These the implementation of Group Guidance (BKp) using SEFT technique given to the research sample.

**Table 2. Implementation of Group Guidance with SEFT Technique**

NO	Meeting	Topic	Implementation	
			Time	Location
1	First	This is Me	Saturday, 12 August 2023	Anyer Beach, Serang Regency
2	Second	Millennial Unemployment	Saturday, 26 August 2023	Kelapa Gading Beach, Serang Regency
3	Third	Challenges for FTK Graduates	Saturday, 9 September 2023	Aspiration Park KP3B, Serang City
4	Fourth	My Career Planning	Saturday, 16 September 2023	Aspiration Park KP3B, Serang City
5	Fifth	Worldly and Hereafter Career	Saturday, 23 September 2023	Baitun Garden Housing, Serang City

After being provided with Group Guidance (BKp) services with SEFT techniques, student career anxiety was measured in each Group Guidance (BKp) session. The following is a measurement of student career anxiety using SCAS.

**Table 3. SCAS Processing Results**

No	Initials Name	Program Study	Career Anxiety Score					
			Before BKp	After BKp 1	After BKp 2	After BKp 3	After BKp 4	After BKp 5
1	FR	Educational Counseling in Islamic Education	62	61	59	52	48	48
2	GR	Islamic Religious Education	64	62	58	56	57	50

(Group Guidance using Spiritual Emotional Freedom Technique (SEFT) to Reduce Student's Career Anxiety)

3	KN	Management of Islamic Education	67	61	63	63	55	55
4	MZ	Management of Islamic Education	60	60	60	59	56	51
5	NL	Educational Counseling in Islamic Education	64	59	56	57	53	49
6	WF	English Language Teaching	60	58	59	62	52	53
7	YY	Islamic Religious Education	60	63	61	59	47	47
<b>Average</b>			62.43	60.57	59.43	58.29	52.57	50.43
<b>Category</b>			<b>Very High</b>	<b>Very High</b>	<b>High</b>	<b>High</b>	<b>High</b>	<b>High</b>

Based on the results of measuring student career anxiety through SCAS, the effectiveness of Group Guidance (BKp) services with SEFT techniques in reducing career anxiety among FTK students of UIN SMH Banten was then measured using the Wilcoxon test. The analysis was by comparing the state of career anxiety before and after receiving BKp services with the SEFT techniques. The following is the effectiveness of BKp services with SEFT techniques based on the results of the Wilcoxon test.

**Table 4. Results of the Wilcoxon Test**

No	SEFT Technique BKp Treatment	Significance Value	Explanation
1	After the First SEFT BKp Treatment	0.172	No Significant Difference
2	After the Second SEFT BKp Treatment	0.058	No Significant Difference
3	After the Third SEFT BKp Treatment	0.063	No Significant Difference
4	After the Fourth SEFT BKp Treatment	0.018	Significant Difference
5	After the Fifth SEFT BKp Treatment	0.018	Significant Difference

## Discussion

### 1. Implementation of Group Guidance with SEFT Technique

The group guidance sessions are conducted five times, with each session consisting of four stages. The SEFT technique is applied in the third stage. The following describes the implementation of the group guidance conducted for the research samples. The first BKp session took place on Saturday, 12 August 2023 at Anyer Beach, discussing the topic "This is Me." The researcher served as the group leader, and all group members attended. In the first stage, the formation stage began with introductions and warm acceptance. The introduction process started with the group leader and continued with each group member in turn. The group leader explained the implementation of the group guidance, including the procedures, principles, and some rules within the group guidance. The group leader also explained their role as the group leader to ensure

the successful execution of the activity, along with the roles expected from the group members. In the second stage, the transition stage indicated the readiness of group members who were confident to proceed to the core stage, as evidenced by the observed group dynamics. In the third stage, the activity began discussing the "This is Me" topic. During the discussion, group members shared their personal situations that made them feel anxious about their future careers. At this stage, the group leader also conducted a SWOT analysis to assess the strengths and weaknesses of each group member. At the end of the core stage, the SEFT technique was applied according to the specified procedure. The group leader emphasized that during the SEFT application, five aspects should be considered: confidence, focus, sincerity, surrender, and gratitude. The SEFT technique involves The Set-Up, The Tune-In, and The Tapping. This activity is performed by tapping on the 18 key points of "The Major Energy Meridians." In the final stage of BKp, the group leader sought feedback, suggestions, and opinions from group members regarding the process and outcomes of the BKp, with a focus on BMB3 (Thinking, Feeling, Behaving, Acting, and Taking Responsibility). Afterward, group members filled out the SCAS through a Google Form.

The second BKp session took place on Saturday, August 26, 2023, at Kelapa Gading Tourist Beach, Serang Regency, discussing the topic of Millennial Unemployment. The formation and transition stages were similar to the first BKp, with the group leader reminding the group members about the BKp implementation. In the core stage, the group actively and seriously discussed the topic of millennial unemployment. During the discussion, group members shared various situations contributing to their career anxiety. At the end of the core stage, the SEFT technique was applied following the established procedure, and the second BKp session concluded with all group members filling out the SCAS.

The third BKp session took place on Saturday, September 9, 2023, at Aspiration Park KP3B. The theme discussed was the challenges faced by FTK graduates, chosen based on feedback from group members during the second meeting. The BKp implementation followed the stages outlined by counseling experts, including the application of the SEFT technique in the third stage. The BKp session concluded with all group members filling out the SCAS through a Google Form.

The fourth BKp session continued to be held at Aspiration Park KP3B on Saturday, September 16, 2023, discussing the topic of My Career Planning. The first and second stages of BKp were adapted from the previous sessions. In the core stage, all group members enthusiastically discussed the topic and conducted a SWOT analysis of their career plans. At the end of the third stage, group members once again applied the SEFT technique guided by the group leader. During the implementation, the students were very serious, delving into the SEFT technique, especially during tapping while conducting the set-in to instill positive suggestions in themselves. The BKp session concluded with all group members filling out the SCAS.

The final BKp session took place on Saturday, September 23, 2023, at Bhaitun Garden Housing. The topic discussed in this fifth BKp session was the career in both the worldly and afterlife context. The chosen topic was aligned with the importance of preparing for happiness in one's career in both the present world and the hereafter. The first and second stages were conducted as usual, incorporating activities that encouraged the seriousness and readiness of group members to initiate the session. In the discussion of the topic during the third stage, group members expressed their opinions seriously and with group dynamics. The third stage concluded with the application of the SEFT technique. During the SEFT technique application, group members no longer needed clear guidance from the group leader, and even they themselves were familiar with



the stages of the SEFT technique. The fifth BKp session concluded with all group members filling out the SCAS.

Based on Table 2. Implementation of Group Guidance with SEFT Technique, the application of SEFT technique is carried out at the end of the core stage before starting the termination stage. This is done to make it easier to include suggestions in terms of reducing career anxiety. After discussing and interpreting the topic in the Group Guidance (BKp), tapping at the meridian point will make group members more relaxed and make it easier to include suggestions (Anggraini, D., & Safinatunnajah, A., 2021) so that the discussion of the topic will be easier to understand. In addition, the process of tapping at the meridian point while performing prayers that go through the spiritual stage will make members of the Group Guidance (BKp) activities better understand the topic of discussion and make group members able to reduce their anxiety (Annuar, K., & Nurus Saadah., 2022).

To alleviate this career anxiety, a BKp service was conducted five times at pre-determined locations. The chosen locations were serene to ensure that the group counseling sessions were conducted with seriousness and enthusiasm. According to Virly et al., (2023), BKp serves as a place to cultivate behavior, skills, maturity, including career maturity. Therefore, the selected locations were Pantai Anyer, Pantai Kelapa Gading, Taman KP3B, and Perumahan Baitun Garden. The topics for discussion were chosen by the researcher based on their relevance to career anxiety, self-recognition, talents, interests, and obtaining comprehensive information about future careers to reduce career anxiety (Noviyanti, 2021). The BKp service was chosen based on the recommendations of previous research, which suggested that BKp services could be used as one of the interventions to reduce student career anxiety (Ramanda, 2023). Moreover, Agungbudiprabowo et al., (2022) proposed that BKp services could be an alternative to assist late adolescents and early adults in making career decisions, leading to the achievement of career development tasks.

Generally, anxiety-reduction techniques such as SEFT (Spiritual Emotional Freedom Technique) are applied independently or as standalone interventions. However, in this study, the SEFT technique was systematically integrated into group guidance services and specifically implemented during the closing stage. This approach represents a novel method for optimizing the final phase of guidance to reduce career-related anxiety.

## 2. Career Anxiety State of FTK UIN SMH Banten Students

Based on Table 3 above, it is evident that before receiving the Group Guidance (BKp) service with the SEFT technique, the career anxiety levels of all FTK students were in the very high category. This is expected since the 7 selected students for the research sample were those with the highest career anxiety levels. After the first BKp session with the SEFT technique, the average career anxiety level remained in the very high category but showed a decrease from 62.43 to 60.57. Additionally, two students, NL and WF, experienced a decrease in career anxiety to the high category, while the remaining five students still remained in the very high category. Furthermore, after receiving the BKp service with the SEFT technique twice, there was a further decrease in the average career anxiety level of FTK UIN SMH Banten students to 59.43, placing them in the high category. Although there was an overall decrease in the average, and more than half of the students experienced a reduction in career anxiety to the high category, there was one student, MZ, who did not experience a decrease in career anxiety, remaining at the same level as the first meeting. The trend of decreasing career anxiety continued, and after receiving the BKp service four times, the average career anxiety level dropped to 52.57, with no students experiencing career anxiety in the very high category. Similarly, after the fifth BKp session, the average career anxiety level of students became 50.43, with more than half of the students successfully reducing their career anxiety to the moderate category.

This study aims to examine the effectiveness of one alternative service that can be provided to reduce the state of career anxiety among university students. The career anxiety of FTK UIN SMH Banten students can be predicted based on previous research that revealed, although on average, the career anxiety of students is categorized as moderate, there are still students who have very high and high levels of career anxiety (Ramanda, 2023). During the BKp sessions, group members cited reasons for their high career anxiety, including a lack of career planning stemming from choosing majors and careers based on parental decisions, following the paths of friends and others (Hapni & Silvianetri, 2023). Additionally, the high levels of career anxiety are considered normal, given the current circumstances, such as the high unemployment rate in Indonesia, the disruptive era determining high qualifications for workers, the job market conditions, competition in job searching, parental expectations, lack of self-confidence, and peer pressure (Muqarrama et al., 2022). Nevertheless, the high career anxiety experienced by students is still categorized as state anxiety, which is temporary and situation-specific, and can be reduced through guidance and counseling services (Mariah et al., 2020).

### **3. Effectiveness of Group Guidance Services with SEFT Technique in Reducing Career Anxiety among FTK UIN SMH Banten Students**

The effectiveness of Group Guidance (BKp) services with the SEFT technique in reducing career anxiety among FTK UIN SMH Banten students is analyzed using the Wilcoxon test by comparing the state of career anxiety before and after receiving BKp services. The following is the effectiveness of BKp services with the SEFT technique based on the results of the Wilcoxon test. Based on the above Table 4, after four sessions of BKp services with the SEFT technique, there is a significant decrease in career anxiety for FTK UIN SMH Banten students. The notable reduction is confirmed by the Wilcoxon test showing a significance value of 0.018, suggesting a significant difference in the state of career anxiety before and after receiving BKp services with the SEFT technique four times. This pattern continues after the fifth BKp service with the SEFT technique, with a significance value of 0.018, indicating a significant difference. Therefore, it can be concluded that the state of career anxiety for FTK UIN SMH Banten students significantly decreases after receiving BKp services, particularly after a minimum of four sessions.

Based on the research results from the Wilcoxon test, the career anxiety of students was significantly reduced after four BKp sessions. This reduction was attributed to the BKp services providing additional information to group members (Prayitno et al., 2017). The group dynamics helped strengthen emotional bonds among group members, ensuring the effective and efficient achievement of BKp's objectives (Nugroho et al., 2021). Furthermore, the group dynamics increased the self-esteem of group members, making them more confident and impacting their career decision-making processes, resulting in reduced career anxiety (Park et al., 2018). The group dynamics in BKp also provided motivation and social support among group members, contributing to the reduction of career anxiety (Muqarrama et al., 2022).

BKp services proved to be a suitable intervention for reducing career anxiety. Numerous studies have indicated the use of BKp services to enhance career maturity (Edeltrudis et al., 2017), improve career choice attitudes (Priambodo, 2017), enhance career decision-making (Umam, 2021), boost self-esteem to reduce career anxiety (Ananda & Casmini, 2023), enhance career understanding (Amalia et al., 2020), improve career planning, and more. Therefore, the implementation of BKp services with the SEFT technique is considered a perfect combination for reducing career anxiety among students. Additionally, the implementation of the SEFT technique to reduce career anxiety is supported by several studies, including the research conducted by Sakinah & Suyadi (2020). This study reveals that the SEFT technique is capable of enhancing

work motivation as it effectively transforms thoughts, feelings, and behaviors with the assistance of spiritual values, such as suggestions, thereby alleviating career anxiety among students. Additionally, the study by (Anggraini & Safinatunnajah, 2021) indicates that SEFT therapy serves as a relaxation method for physical and emotional healing, enhancing inner peace and, consequently, reducing career anxiety. Furthermore, research by Desmanianti Z & Avianti (2017) asserts that SEFT therapy proves beneficial in lowering negative emotions like stress and anxiety. Even more noteworthy is the finding from Sakinah & Suyadi (2020) research, stating that SEFT therapy can increase individual motivation to improve career planning.

The effectiveness of group guidance services that have been proven to be able to reduce career anxiety of FTK students of UIN SMH Banten is inseparable from collaboration from several aspects. First, the role of the group leader. Group guidance (BKp) is one of the guidance and counseling services that has proven effective in reducing the problems of group members through discussion of topics according to the circumstances of each group member. When group guidance is led by a group leader who understands the theory and practice, group guidance will further improve the group members' understanding of career planning and will further reduce the group members' career anxiety. Second, the role of group members that creates a dynamic group. Group guidance carried out to several group members who understand their role as group members will be able to improve group dynamics so that this has an impact on clear, interactive and meaningful topic discussions. The selection of the right topics that group members then discuss through high group dynamics will make it easier for group members to understand topics related to the career so that it will reduce their career anxiety. The role of a SEFT therapist. The application of SEFT techniques in Group Guidance (BKp) services requires the role of a therapist who is proficient and experienced in conducting SEFT. A reliable therapist will make the implementation of SEFT maximize so that it is able to perform all stages of SEFT perfectly and will have an impact on achieving SEFT goals. The purpose of SEFT is internalized into the group members through suggestion and tapping, thereby slowly reducing the anxiety of the group members. Finally, the consistency of the implementation of Group Guidance (BKp) services through the SEFT technique was able to reduce student career anxiety as evidenced by a significant reduction in student career anxiety in the fourth session of Group Guidance (BKp). Hence, it is recommended for counselors to consider implementing Group Counseling Services (BKp) using the SEFT technique as an effective approach to alleviate career anxiety.

## SUMMARY

### Conclusion

The findings of this study indicate that the implementation of Group Guidance (BKp) using the Spiritual Emotional Freedom Technique (SEFT) is effective in reducing career anxiety among students at the Faculty of Tarbiyah and Teacher Training (FTK), UIN Sultan Maulana Hasanuddin Banten. Through five group guidance sessions covering relevant topics such as career planning, graduate challenges, and spiritual aspects in professional life, a significant decrease in the level of career anxiety was observed. Data analysis using the Student Career Anxiety Scale (SCAS) showed that prior to receiving the intervention, students had an average anxiety score of 62.43, categorized as *very high*. However, after completing the five guidance sessions, a significant reduction was observed, with the final average score dropping to 50.43, which falls into the *high* category. This reflects the effectiveness of the SEFT-based group guidance service in helping

students manage their career-related anxiety. The hypothesis testing using the Wilcoxon signed-rank test yielded a significance value of 0.018 ( $< 0.05$ ), leading to the acceptance of the alternative hypothesis. These findings support the concept that group guidance services, particularly when integrated with the SEFT approach, are effective strategies for addressing the career-related challenges faced by students. Furthermore, this study presents an innovative model of group guidance through the integration of the SEFT technique during the closing phase, focusing on reducing students' career anxiety in a holistic and measurable manner. This model opens new opportunities in the development of counseling service approaches that are not only educational but also therapeutic and spiritual in nature. However, this study has certain limitations. It only involved one experimental group without a control group for comparison. Therefore, while the results suggest the effectiveness of the intervention, future research should include a control group to strengthen the validity and generalizability of the findings.

### **Recomendations**

Based on the findings of this study, it is recommended for future researchers to include a control group in order to strengthen the effectiveness testing of group guidance using the SEFT technique. Additionally, it is suggested that the implementation of SEFT-based group guidance be conducted in a closed and comfortable setting to create a safe and supportive environment, allowing group members to feel at ease during the application of the SEFT technique stages.

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