



Counselor Treatment for Students in Determining Careers

Yusuf Hasan Baharudin (Universitas Nahdlatul Ulama Al Ghazali, Indonesia)
Wahyu Nuning Budiarti (Universitas Nahdlatul Ulama Al Ghazali, Indonesia)
Endang Rifani (Universitas Nahdlatul Ulama Al Ghazali, Indonesia)
Aris Naeni Dwiyantri (Universitas Nahdlatul Ulama Al Ghazali, Indonesia)
Mawan Akhir Riwanto (Universitas Nahdlatul Ulama Al Ghazali, Indonesia)
Syifaul Ummah (Universitas Nahdlatul Ulama Al Ghazali, Indonesia)
Ais Zahrotussyafa'ah (Universitas Nahdlatul Ulama Al Ghazali, Indonesia)

Correspondence Author Email: bjhasan.bk@unugha.id

Keywords

Counselor,
Treatment,
Career

Abstract

Career issues are very interesting and continually being studied nowadays. Competition in work life is getting tougher, requiring all individuals to have the ability to prepare their careers carefully and be able to carry it out as optimally as possible. This study aims to obtain an overview of the handling methods used by counselors in the process of assisting students who have difficulty in determining their careers at SMAN 1 Pejagoan. This research method uses case study research on students who have difficulty in determining careers. Career problems are individual emotional problems. TH has problems in the career field that harm the development of TH and disrupt the learning process. The problems lead to TH's personal-social maturity and disrupt his mental stability. In addition, there is a possibility that one person's problems have an impact or influence on others, as an individual's way of venting his problems. TH, who is no longer comfortable with his profession, does not accept his situation, feels jealous of his more affluent friend, and needs intensive treatment from a counselor.

Introduction

Everyone needs to recognize the fluctuating complexities of life. This requires maturity and adequate abilities to initiate any changes that occur. Maturity or ability that must be possessed by each individual is the ability to interact in establishing relationships with individuals or groups, organizational skills, understanding values, ethics, aesthetics, and norms that apply in social life, preparing oneself with various skills, skills as modal in facing increasingly tight competition in life.

However, not all individuals have the ability to be able to adapt to the existing circumstances. The unemployment rate is still high, both among students and non-students. This indicates that the quality of our education is still relatively low, both in preparing individuals who can live independently, are competent in certain fields, and mature in social or personal life. Efforts to improve the quality of education certainly require good cooperation with all elements in the educational setting.

Good cooperation between teachers, students, parents, counselors/Guidance and Counseling teachers, staff, and principals is fundamental to achieving the success of an education. The existence of counselors in educational settings has a strategic role in developing the potential of students. Moreover, counselors are required to understand theoretically about developmental tasks, as the counselor's perspective in seeing the internal and external aspects of the individual. Thus, the counselor can carry out his role to optimize the development of students.

One of the areas of counseling services within the scope of education is the career field. This field prepares students to have the ability to determine their careers based on their potential. By providing information services from counselors to students (counselees), it is expected that they will be able to provide broad insight into various types of work so that students can choose the type of work that suits their talents, potential, or personality. In the selection process, it is expected that the counselor guides to optimize the students' choices. In this case, the counselor needs to explore the internal or external aspects of students and can provide information that suits the needs of students.

Unemployment is still an urgent issue today, especially at the student level as it can cause pessimistic attitudes and disrupt the concentration of students in the learning process. In addition, the psychological or mental of students will be affected causing symptoms such as the emergence of excessive anxiety or worry that can disrupt the cognitive activities of students, pessimistic, being absent (not present) frequently in participating in the learning process, truancy, emotions that are not well controlled, and often cause problems, both with classmates and with subject teachers. (subjects).

Career issues are very interesting and continually being studied nowadays. Competition in work life is getting tougher, requiring all individuals to have the ability to prepare their careers carefully and be able to undergo as optimally as possible. Not all individuals can always enjoy (relax) the work they do. Quitting work due to various personal internal factors or external factors is something that often affects individuals or groups. Career problems have a close relationship with self-concept. People can carry out their careers satisfactorily because they have concepts or principles that guide them in carrying out their careers. In addition, career problems that hit individuals are sometimes caused by factors of immature self-defense mechanisms, easily shaken, inconsistent, not committed, inability to discipline, and others. If these problems are not handled effectively, they may cause stress and depression symptoms or other symptoms, which do not only have an impact on themselves but also other people.

Based on those problems, can career counseling solve individual emotional problems that are related to their careers, both preventive (preventive) or curative (remedial) treatments? This question will be answered based on several statements. Brown states that career counseling can be a practical intervention for some clients who have emotional problems related to non-supportive and stressful environmental conditions. Even Herr and colleagues emphasize that various life and mental problems arise when a person's career or work life is not satisfactory (Samuel T. Gladding, 2012). From this statement, it is clear that emotional problems have a reciprocal relationship between career and self-concept, so it can be estimated that career problems are motivated by emotional problems and their influence can also take the form of emotional attitudes that cannot be controlled properly.

The problems are in line with the case experienced by TH who is a 3rd grade student of SMA N 1 Pejagoan. TH is a boy who is always being the subject of discussion in his class, because

TH often creates problems in his school, both to his classmates or TH subject teachers. He is a quiet boy, rarely interacts with his classmates, and TH is an irritable (sensitive) boy. TH often fights with his classmates, due to small problems, such as being offended by a friend's words. TH is now 18 years old, and TH's father died when TH was 9 years old. He lives with his mother and sisters. TH is the third child of 4 siblings. All her sisters are married and live in different places. TH is an independent boy. Since his father's death, TH continued his father's profession as a goat keeper. TH looks for grass for his goat every day. The last case experienced by TH was a fight with his teacher, and there was a bench smack. Because of the incident, the subject teacher reported him to the Guidance and Counseling teacher for treatment. In short, after being handled by the Guidance and Counseling teacher, it was found out that TH's problem lies in his career. TH's desire to continue his education in college was hampered by inadequate economic conditions. And TH wants to work directly after completing his studies. However, it seems that TH has difficulty in deciding what kind of job he must take. This study aims to obtain an overview of the handling methods used by counselors in the process of assisting students who have difficulty determining their careers at SMAN 1 Pejagoan.

An overview of the history of career counseling

Frank Parson, who is known as the father of guidance, was the first to carry out systematic vocational guidance or what we call career guidance. The early emergence of career guidance cannot be separated from the problems faced by society, especially among United States youth, who have difficulty in the field of work. The difficulty of youth in the career field in the United States is an effect of the development of the industrial revolution. This surprised the youth of the United States to find an identity (match) between talent, potential, and the availability of jobs that grew up at that time. Based on this fact, in 1908 Frank Parsons organized a small and independent agency, the Boston Vocational Bureau, to provide information and training for children who were seeking employment in certain fields. (Robert L. Gibson & Marianne H. Mitchell, 2011).

Frank Parson in conducting vocational (career) guidance to individuals or groups always looks at two aspects, as the initial step in determining or at the intervention stage. The two aspects are: 1) explore internal aspects of the client such as interests, talents, and abilities, 2) Explore external aspects around the client such as socio-economic factors, family problems, and so on

The strategy mentioned above was developed by Frank Parson in handling clients who have difficulty in the career field. This has become the initial reference for practitioners or career counselors in carrying out career management until now. Frank Parson's success as a practitioner or counselor in dealing with career problems gets a good response from the local government to develop it in the scope of education. From the statement before, it is known that the history of school counseling as a specialist has its roots in the job guidance movement at the time of the Industrial Revolution happened at the end of the 19th century. (Hardin L.K. Coleman dan Christine Yeh, 2011)

Furthermore, it cannot be separated from the services of Jesse B. Davis who developed counseling in the scope of education systematically, which emphasized the importance of guidance and counseling in schools as a measure in forming good citizens. Time after time, along with the development of counseling in the scope of education, increasingly felt its role and contribution in developing the potential or development of students until now. This causes counseling to rapidly develop in various countries in the world, including Indonesia.

The ability to plan, prepare, and explore the vocational (career) to be achieved is an urgent matter as the first step in starting a career. In this case, Engkoswara argues, "Our workforce has a strong tendency to have a vertical orientation, depending on bos ("father") and consumptive attitudes, weak positive attitude, initiative, productivity, willingness to sacrifice, sincerity of responsibility, honesty, and orientation. to the public interest and the future". (Eti Nurhayati, 2011).

Several definitions are a bit confusing because of their similarities and proximity, such as career education, career development, job education, and human development.

1. Career: the total amount of work experiences a person has in a general work category such as teaching, accounting, medicine, or sales
2. Occupation: a specific activity of work or creation
3. Career development: an aspect of the total development of an individual that focuses on learning, preparation, entry, and advancement in the work life.
4. Career education: a planned educational experience that facilitates a person's career development and prepares him for entering the work life. The totality of experiences teaches a person how to learn and prepare to engage in work as part of a means of earning an income. The primary responsibility of the school is to focus on learning, planning, and preparing to enter a career
5. Career guidance: activities carried out by counselors in various fields with the aim of stimulating and facilitating one's career development throughout their working age. These activities include assistance in career planning, decision making and adjustment.
6. Career coaching: helping individuals to set goals, identify procedures to achieve goals, and evaluate progress towards goal attainment. The 'coach' also advises and encourages clients to stay on track.
7. Occupational information: data on career-related training and educational programs, career patterns, and trends and opportunities for specific jobs
8. Vocation: offering the opportunity to work in a particular field
9. Vocational education: education which is preparation for a career in a particular occupation or technical field (Robert L. Gibson & Marianne H. Mitchell, 2011).

Definition of career counseling

Defining career counseling is not an easy matter. We often find difficulty in distinguishing the scope and terms that have similarities, such as work, profession, position, and others. In addition, the developmental phase of counseling brings about giving names differently. This affects the difficulty in defining a career as a whole. In this case, the author cites the career definition from the National Career Development Association (NCDA) that career is defined as the process of helping individuals in the development of career life with a focus on defining the role of workers, and how these roles interact with other life roles.

Career Guidance Goals

In detail, the purpose of the career guidance is to help students to

1. Be able to understand and evaluate himself, especially those related to the potential that exists in him regarding his abilities, interests, talents, attitudes, and ideals
2. Realize and understand the values that exist within themselves and those in society
3. Know various types of work related to his potential, know the types of education and training needed for a particular field, and understand the relationship between his current business and his future.

4. Find obstacles that may arise because of themselves and environmental factors, and find ways to overcome these obstacles.
5. can plan their future and find a suitable career and life. (Bimo Walgito, 2010)

Career guidance program

Career guidance programs enable students to increase their understanding of their potential, increase their understanding of responsibilities and be able to plan careers appropriately and usefully for their lives, including:

1. Career orientation and information service
2. Career placement and distribution services
3. Career learning/education services
4. Individual counseling services
5. Group guidance and counseling services
6. Other support services, consisting of: (a) instrumentation applications, (b) data collection, (c) case conferences, (d) home visits, and (e) referral or transfer of cases.

Career development theory

According to Donald Super's theory, work and career are expressions of the self-concept (Danielt T. Sciarra, 2004). Career development theory views that career choice is not a once-in-a-lifetime event, because each individual's self-concept can change according to the developmental phase. Furthermore, career development according to Ginzbar, Ginzburg, Axelrad and Herna includes three things, namely fantasy period, tentative period, and realistic period.

Fantasy Period

At this period, children aged 10 years or 12 years choose their careers randomly. The choice is not based on careful consideration. In other words, the ability to adapt to self-concept with what is in the field is still not optimal.

Tentative period

Children aged approximately 11 to 18 years. This period is divided into 4 stages. They are:

1. Interest-based stage where at this stage career development is only based on pleasure, or interest while other factors are not considered.
2. Capacity-based stage, where at this stage the child is aware that his interests are changing. So, the child begins to ask himself whether he has the ability to do a job and whether that ability matches his interests.
3. Value-based stage, this stage grows bigger and realizes that in the work people do, there are personal and community values (that one activity has more value than the other).
4. Stage in the transition period, in this period the child combines orientation, capacity orientation and value orientation. In other words, this period has begun to make realistic choices.

Realistic period

The child begins to work. The stages of this period are:

1. Exploration stage, in this stage the child assesses his work experience about the actual demands.
2. Crystallization stage is when the child makes the main decision by combining both internal and external factors. For example, time pressure forces the child to make decisions.

3. Specification stage is the stage where the child chooses a more specific job, for example, if the child chooses a job in the field of education, then he will specialize his choice on the work as a teacher, not others.

Career Development in Elementary School

There are three areas in conducting career development for students at the elementary school level. First is Self-knowledge which includes three important issues that become the main focus of the counselor, including: 1) Knowledge of the importance of self-concept, 2) Skill in interacting with other people, and 3) Awareness of the importance of growth and change. Second is education and occupational exploration. This includes

1. awareness of the importance of educational achievement
2. awareness of the relationship between work and learning
3. skill in understanding and using career information
4. awareness of the importance of personal responsibility and creating a good work environment
5. awareness of how to relate work to social needs and functions

The third is career planning. It covers 1) understanding about how to make decisions, 2) awareness of the interrelationships with life roles, 3) awareness of job differences and changing roles of men and women, and 4) awareness of the career planning process (Danielt T. Sciarra, 2004)

Every counselee who comes to the counselor brings the same problem even though in a different context. The basic problem of the counselee is the inability to understand himself. This inability will lead to errors in self-adjustment and other problems. Then, in the process of assisting, counselors try to understand the context of the counselee's problems. So, counselors are required to provide knowledge about self-concept. The overall goals in career guidance at the elementary school level are as follows:

1. make students aware of personal characteristics, interests, talents, and skills
2. develop awareness and respect in various worlds of work
3. understand the relationship between school achievement and future choices
4. develop positive talents regarding work

Career Development in Junior High School

Developing factual issues on teenagers' early development is an important primary step in developing students' careers at the secondary school level where teenagers' early development is very focused on physical appearance. Counselors in junior high schools are strongly required to provide awareness to students about several things: differences in social class, differences in economic background, sexual orientation, race, and others. To provide awareness of these differences, students are expected to have the ability to accept the situation, both physically and materially.

The competencies that high school counselors need to consider in conducting career development in grade 7 are as follows:

1. identify students' work interests and skills tentatively
2. make lists related to career decisions
3. discuss how their parents affect their lives at home
4. consider the relationship between interests and abilities
5. identify students' personalities regarding strengths and weaknesses

As for grade 8, counselors in developing competencies in career guidance are as follows:

1. Identify students' interests tentatively and link them to the student's future career planning
2. Introduce students to the relationship between achievement and career planning
3. Identify sources for exploring careers and information

Then lastly for grade 9, counselors also need to consider the following competencies:

1. Identify specific interests and abilities in using assessment instruments
2. Consider future career planning in optimizing options.
3. Describe their current skills, abilities, and interests
4. Use sources to explore careers and information (Danielt T. Sciarra, 2004)

Career development in senior high school

Counselors, in conducting career guidance for senior high school students, are expected to be able to continue the career competencies of students in the previous stage. So, the students who are already in high school, are expected to understand their abilities, talents, and interests in determining their career choices. Counselors in senior high school must not only focus on planning students who will continue in college but also must pay attention to student problems in the career field. Many students who do not have the ability cannot continue to higher education, both because of cost constraints and very low achievement. Therefore, sometimes students prefer to work directly after completing their studies.

For this reason, counselors in high schools should consider the following competencies:

1. Introduce a good work environment for students
2. Filter their knowledge by integrating it with talents, interests, skills and values
3. Identify in general their career goals
4. Select the basis of career goals
5. Use career reference materials in goal setting and decision making

As for grade 10, the competencies that counselors must consider in career counseling are as follows:

1. Explain the role in assessing career choice
2. Provide information on the skill requirements that must be possessed in certain career fields or according to the career interests chosen by students
3. Provide awareness on the influence of the career chosen by students in their lives
4. Assess their potential in various fields
5. Develop skills by prioritizing students' needs for career planning

Then for grade 11, the competencies that must be considered by counselors in the career field are:

1. Design future career goals by combining self-information, using sources or reference materials, and consulting with other parties
2. Coordinate class selection with career goals
3. Identify specifically the educational requirements that students need
4. Clarify them by linking it to work and leisure

Then for grade 12, the competencies that must be considered by counselors in the career field are:

1. Complete the requirements for those who want to continue to higher education

2. Make a final commitment to career planning
3. Understand their changes in interests or about work potentially
4. Understand the potential for changes in job marketing
5. Understand career development as a long-life process
6. Be responsible for the direction given to students

Counselors in carrying out career guidance for students in senior high schools must differ in the frequency of guidance in elementary schools and junior high schools. Counselors in senior high schools focus more on individual guidance or small group guidance. Unlike the case with guidance in elementary school, the frequency of guidance should focus on group guidance, not individual guidance. Because students in senior high school are considered to have the ability to be aware and be more independent. While in elementary schools, counselors must be more active in carrying out guidance and prioritizing group guidance. Each session counselor carries out guidance, students are required to record the date and results of each session in a career plan. The tables for filling out student reports for each student, which the author quotes from Daniel's book. Sciarra are as follows:

Student Date
 My career interests: 1. My long-term educational goal:.....
 2.
 3.....

Course Work Need To Realize My Goal	Course Taken	Year Completed	Final Grade
Art/music/drama			
Communication skills			
Foreign language			
Literature			
Mathematics			
Sciences			
Social studies			
Statistics and logic			
Technical reading			
Vocational Course			
Others Courses			

My extracurricular experience:

My Planning conferences with counselor(s), teachers, or advisers

Date	Decisions/Plans	Counselor/Teacher

Postsecondary tasks I need to accomplish (college applications, scholarship applications, entrance exams, job interviews, resume, etc)

Task	Date Completed

SOURCE: Adapted from Schmidt (1991). p. 23

Counselor Strategies to Help Develop Students' Careers

There are several strategies or methods used by counselors in developing students' careers with the aim that students understand themselves, their environment, and various information provided by counselors using various approaches so that students feel comfortable in following career guidance, especially in helping students' career development. Following are the methods of assistance in career development according to Miller:

1. Achievement motivation training is a method used to motivate students to achieve success, with the help of understanding the characteristics of high achievers and how students achieve them.
2. Assessment techniques, the use of standardized and other measurement techniques to measure student characteristics
3. Behavior modification techniques are methods used by counselors to help students learn the desired behavior.
4. Career days are certain days that are chosen and determined to carry out various activities related to career development
5. Creative experience, the capacity of students which includes: curiosity, resourcefulness, creativity, spontaneity, and openness. Students are given the experience to develop creativity
6. Decision making training, career development theory emphasizes the importance of decision making that emphasizes the components: (1) exploration and classification of personal values, (2) study of processes that can be learned, (3) use of personal data (self) and the environment.
7. Economic and consumer education, this program aims to (1) help students understand the economic structure of Indonesian society and its influence on individuals, (2) help students that they will not always be workers, but they will also become good consumers and servants.
8. Field trips, a career guidance approach given to students by providing opportunities to conduct real-life observations of work life.
9. Group guidance and counseling, the provision and classification of information needed in career planning through counseling.
10. Individualized education is an educational approach where students are asked to be responsible for managing their own learning activities. The role of the counselor/teacher is to organize learning resources, motivate students and lead small groups in the learning experience
11. Intergroup education, emphasizing the special contribution of diverse cultural groups, helping members of cultural groups feel, appreciate in group members.
12. Media, various methods of communication information which include writing, audio-visual used as a communication information tool in guidance.
13. Mobile service, services in career guidance that are directed at the students themselves. Information material provided is about education and position; this service allows students to understand career information.
14. Occupational information system is an organized method that includes collecting, using, recalling, and interpreting career information
15. Placement is a program that helps students to choose, implement and successfully enter higher education or get a job.
16. Prevocational exploratory programs, programs that aim to help students to recognize and understand the relationship between school and work life.
17. Role playing is an approach in career guidance that provides opportunities for students to understand the behavior of others, rather than themselves, and behave in a way that is consistent with their perceptions in a particular role.

18. Simulation is a technique in career guidance that gives students the opportunity to get achievement in parallel situations with real life situations.
19. Social modeling, students are given the opportunity to learn new attitudes and behaviors by observing people they admire and modeling their attitudes and behavior.
20. Value clarification is an educational approach that helps students in the process of testing and clarifying their personal values.
21. Work experience program, which is a program that provides opportunities for students to combine classroom studies with work experience in their lives or in actual work situations.
22. Resource persons, providing information about careers can also be done by bringing in source persons to give lectures about certain jobs.

Method

This research method uses case study research on students who have difficulty in determining careers. Career problems are individual emotional problems This research was conducted at SMA N 1 Pejagoan, Kebumen Regency, Central Java Province.

Results and Discussion

Case exploration

TH is currently a 3rd-grade student in SMA N 1 Pejagoan class III Language. Based on the report from TH's classmates, he is a quiet and introverted person. He often falls asleep in class during the learning process. TH's academic achievement is not special. Although he is a quiet person, he often loses control in maintaining his emotions. He had ever dealt two times with academics (guidance and counseling teachers) in a month because of fighting with their classmates. Besides, he had never been absent for two weeks without any reason. Based on the results of the report of his teacher and homeroom teacher, he is a student who often daydreams in class. Day by day, the aggressive attitude of TH is getting out of control. In the last incident, he fought with his teacher. From this incident, his homeroom teacher and subject teacher asked the Guidance and counseling teacher to handle him.

TH is the 3rd child of 4 (four) siblings. Economically, TH belongs to the lower middle class. His father died when he was 9 years old. His mother (65 years old) works as a mobile seller. He looks for grass for his goat every day. Based on reports from his neighbors, he is a child who diligently helps his mother at home. His siblings are all married. And all of them work as construction workers. TH's brother does not want to care about him and his mother.

After an assessment was made by the guidance and counseling teacher and the willingness of TH to reveal the real problem he was facing, it was found out that TH was jealous of his more prosperous friends. "For me, I have to work hard every day only for eating", he said to the guidance and counseling teacher. And after the Guidance and counseling teacher asked what TH wanted at this time, he honestly said "I want a better job now, so that I can continue to study at college, but I'm confused about what job to do, and what work can I do? I'm tired of looking for grass", said TH to the Guidance and counseling teacher.

The career guidance method at SMAN 1 Pejagoan is carried out by direct and indirect methods

Direct method

Guidance and counseling teachers at SMAN 1 Pejagoan in this case communicated directly with the communicant (students) using the following techniques

1. Personal conversation, the guidance and counseling teacher conducted a direct dialogue with the student concerned about the career problems that are being faced.
2. Home visits, the guidance and counseling teacher talked directly with student and his parent regarding career problems faced by students.
3. The guidance and counseling teacher made direct observations of the counselee's neighborhood. The Guidance and counseling teacher then observed and explored information about the daily life of TH by establishing direct communication through religious leaders and community leaders where TH lives, along with TH's social friends.

Indirect method

The indirect method is a method of guidance carried out by the mass communication method. In this case, the guidance and counseling teacher at SMAN 1 Pejagoan gave a personal note to TH by mail, mobile phone, notice board, television, etc.

Facilities and infrastructure

The board is attached to make it easier to provide information to students about careers, this is considered the right step. Besides, internet and brochure are also used.

Time of implementation of career guidance

For the time of implementing career guidance, especially for individual counseling, Guidance and counseling teachers take advantage of time outside free hours on effective days, this is because guidance and counseling teachers have not got special hours like other teachers.

Place of Career Guidance

As for the place of implementation of career guidance for students, the guidance and counseling teacher uses the guidance and counseling room in the classroom. In addition, mentoring and guiding are sometimes carried out outside of school. Based on the results of the research, guidance is sometimes carried out at the student's home (the counselee) or the home of the direct guidance and counseling teacher. The flexible attitude possessed by the supervising teacher as he does not want to force the counselee to what time or where guidance should be carried out.

Career Guidance Materials

There were several materials used such as 1) career guidance orientation service, 2) recognizing your potential, 3) developing self-potential, 4) competition in the career world, and 5) types and demands of work.

Conclusion

Understanding the counselee's personality is very urgent, as an important part of carrying out career guidance. There is a reciprocal relationship between emotional conditions or self-concept that affect one's career success and disrupt developmental tasks, especially for students. As in one of these case studies. TH has problems in the career field. This leads to a negative impact on the development of TH and disrupts his learning process. TH's personal-social maturity is disrupted due to the career problems he faces. Career problems are individual emotional problems. TH who has career problems can disrupt his mental stability. In addition, there is a possibility that one person's problems have an impact or influence on others, as an individual's way of venting individual personal problems. TH, who is no longer comfortable with his profession, does not accept his situation, feels jealous of his more prosperous friends, and seems to need intensive treatment from a counselor.

The direct and indirect method is one of the methods used by guidance and counseling teachers at SMAN 1 Pejagoan in dealing with career problems of students, who have difficulty in determining a career. This method is one of the many methods that can be used by guidance and counseling teachers in dealing with student career problems, as the author has described in the theoretical framework section, which is about 22 methods that can be used by guidance and counseling teachers. Career counseling is an activity that can only be done by professionals. Because in career counseling, counselors do not only observe visible behaviors. However, the counselee's emotions are an important part to be observed. The difficulties experienced by students in determining or planning their future careers can be caused by several factors such as not understanding their situation, family environment, economic situation, potential, talents he has, minimal work-life knowledge, and so on. Many possible factors can cause someone to have difficulty in choosing a career. Thus, counselors who have a strategic role in solving students' career problems are required to have a broad knowledge of work information, understand developmental tasks, be sensitive to any changes that occur, have sharp analysis, and other skills that must be possessed by counselors for effective guidance.

References

- Bimo Walgito. 2010. *Bimbingan dan Konseling [studi & karir]* Yogyakarta: C.V ANDI OFFSET
- Danielt T. Sciarra. 2004. *School Counseling, Asia*: Thomson Learning
- Eti Nurhayati. 2011. *Bimbingan Konseling dan Psikoterapi Inovatkaif*, Yogyakarta: Pustaka Pelajar
- Hardin L.K. Coleman dan Christine Yeh. 2011. *Handbook Of School Counseling*, New York: Taylor & Francis e-Library
- Robert L. Gibson & Marianne H. Mitchell. 2011. *Bimbingan dan Konseling*, Yogyakarta: Pustaka Pelajar
- Samuel T. Gladding. 2012. *Konseling profesi yang menyeluruh*, Jakarta: PT Indeks

Authors Information

<p>Yusuf Hasan Baharudin Universitas Nahdlatul Ulama Al Ghazali Cilacap, Indonesia Jl. Kemerdekaan Barat no.17, Kesugihan Cilacap, Indonesia Contact : E-mail Address: bjhasan.bk@unugha.id</p> <p><i>The first author is a lecturer at the Department Guidance and Counseling, concentration in Individual Counseling.</i></p>	<p>Wahyu Nuning Budiarti Universitas Nahdlatul Ulama Al Ghazali Cilacap, Indonesia Jl. Kemerdekaan barat no 17 Kesugihan Cilacap, Indonesia Contact : E-mail Address: wahyu.nuning.b@unugha.id</p> <p><i>The second author is a lecturer at the Elementary School Teacher Education study program with a concentration in Indonesian in Elementary Schools.</i></p>
<p>Endang Rifani Universitas Nahdlatul Ulama Al Ghazali Cilacap, Indonesia Jl. Kemerdekaan Barat no.17, Kesugihan Cilacap, Indonesia Contact : E-mail Address: endangrifani0@gmail.com</p> <p><i>The third author is a lecturer at Department Guidance and Counseling, concentration in Individual Counseling.</i></p>	<p>Aris Naeni Dwiyantri Universitas Nahdlatul Ulama Al Ghazali Cilacap, Indonesia Jl. Kemerdekaan barat no 17 Kesugihan Cilacap, Indonesia Contact : E-mail Address: arisnaeni@unugha.id</p> <p><i>The fourth author is a lecturer at the Elementary School Teacher Education study program with a concentration in science education in elementary schools.</i></p>
<p>Mawan Akhir Riwanto Universitas Nahdlatul Ulama Al Ghazali Cilacap, Indonesia Jl. Kemerdekaan barat no 17 Kesugihan Cilacap, Indonesia Contact : E-mail Address: mawan.pgsd@unugha.id</p> <p><i>The fifth author is a lecturer at the Elementary School Teacher Education study program with a concentration in science education in elementary schools.</i></p>	<p>Syifaul Ummah Universitas Nahdlatul Ulama Al Ghazali Cilacap, Indonesia Jl. Kemerdekaan Barat no.17, Kesugihan Cilacap, Indonesia Contact : E-mail Address: syifaul.ummah@unugha.id</p> <p><i>The sixth author is a lecturer at Department Guidance and Counseling, concentration in Individual Counseling.</i></p>

Ais Zahrotussyafa'ah

Universitas Nahdlatul Ulama Al Ghazali
Cilacap, Indonesia

Jl. Kemerdekaan barat no 17 Kesugihan
Cilacap, Indonesia

Contact :

E-mail Address:

aiszahrotussyafaah15@gmail.com

The seventh author is a student of the 5th semester in Department Guidance and Counseling, concentration in Individual Counseling.