

Effectiveness of Holland Career Counseling to Improve Career Maturity of the Students in the Faith-Based Educational School

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Abstract

This study aims to test the effectiveness of Holland career counseling to improve the career maturity of students at the Faith-Based Educational School in Pamekasan. The study design used was an experiment involving as many as 7 students was selected by purposive random sampling. Instruments used in this study were Career Maturity Inventory (CMI)-Form C. The results showed Holland career counseling effective to improve the career maturity of students. This study provides clarification on the effectiveness of handling the career maturity of students with Holland career counseling.

Keywords: group counseling, Holland career counseling, career maturity, faith-based educational school

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Introduction

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

Career maturity is the maturity of individual behavior in coping with career development tasks which contain cognitive and affective dimensions. In this perspective, Crites (in Sharf, 1992) states that one's career maturity is characterized by attitudes and competencies towards careers. Attitude refers to an individual's willingness to make decisions about a career and is responsible for all the consequences of the decision. Meanwhile, competence refers to the ability of individuals to understand self-strength in relation to the world of work. Thus, the importance of optimizing career maturity for the future of high school students, the phenomenon of low career maturity as revealed in previous research, needs to be dealt with immediately.

Although high school is not a secondary school institution that prepares graduates to go directly to employment, there are still many among high school students who, after graduation, decide not to continue their education to universities or other secondary schools. This can be seen from the low enrollment rates in Indonesia. In the official BPS-APS report in 2012, in the age range of 19-24 years or in accordance with the age range of students in general, shows that those who are attending education

only reach 16.13%. In line with these data, several research results up to 2008 showed that high school graduates who did not continue to tertiary education reached up to 50%. Whereas high school graduates who enter the workforce do not have the skills and skills that are quite competitive. This of course can lead to an increase in the number of unemployed in Indonesia. Based on the employment situation in February 2014, the number of unemployed reached 7.2 million people, with an Open Unemployment Rate of 5.70%. Furthermore, individuals who occupy the position of the highest contributor to unemployment in Indonesia are high school graduates with a figure of 9.10% (BPS, 2014). Based on some facts that have been described above, high school students have problems in their career maturity that are not able to prepare and plan their careers well. The problem of career maturity can lead to mistakes in taking career decisions for high school students (Wibowo, Ambarwati, & Crescenzo, 2020). There are high school students who choose a major in education without considering their abilities, talents, interests, and personality. They tend to follow the choice of parents, friends, with the basis of job popularity or identification of jobs suggested by parents.

The same condition was also found in Korohama, Wibowo, and Tadjri (2017)'s study at the State Vocational School 2 in Kupang City which was known through interviews and the spread of the career maturity scale. Of the 60 students known, 9 students (16%) were in the very low career category. Category of low career maturity was 21 students (35%), and the category of career maturity was as many as 17 students (28%). The category of high career maturity is 8 students (13%), and the career maturity category is as high as 5 students (8%). Therefore, from the data of career maturity level in this school which is at a low level needs to be considered and followed up, so that it can be improved through guidance and counseling services.

Career maturity is one of the important developmental tasks for adolescents and can affect a person's future integrity, so if a teenager succeeds in completing a developmental task, it can make them happy. Conversely if someone fails, this can make them unhappy, not rejection of the community, and adolescents are less able to adjust because they tend to reject themselves for the failure experienced.

Problems regarding career advancements encountered at the Faith-Based Educational School in Pamekasan are quite diverse. Interview results with several students found a number of career maturity problems experienced by them, including: 1) not having accurate knowledge and understanding of their own potential that could support their career in the future; 2) the study program entered is not their own choice; 3) do not have a solid understanding of the continuation of the study after graduation; 4) do not understand the type of work that matches their own abilities; 5) still confused about choosing the continuation of study and the type of work that is in line with interests or abilities; and 6) feel pessimistic that after graduation they will continue their studies as expected.

Judging from the results of the preliminary study, students of class X, XI and XII of the Faith-Based Educational School in Pamekasan. Class X students consisting of 360 people, 86.98% of them were confused about choosing majors in high school and 98.2% did not know for sure which department to apply for in the University and what jobs they would pursue after graduating from high school or if they graduated from University. Students of class XI of the Science Department consisting of 274 people, as many as 94.53% did not know for sure which department to apply for at the University and what work they would pursue after graduating from high school or if they graduated from University. The same thing was experienced by students of class XI of the Social Sciences Department consisting of 102 people as many as 94.12% confused about their future career. Although for class XII there was a slight decrease in the percentage of students who were confused, the numbers were still high, namely 94.38 % of 267 for the Social Sciences Department.

Efforts to optimize the career maturity of students seem to be insufficient only through conventional instructional services and career counseling and guidance services that have been and are being carried out by counselors in schools but require special services through these services that are integrated and matched with other educational services specifically designed. The career counseling and guidance services strategy that is empirically effective enough to improve the career maturity of high school students is a group career guidance strategy and group career counseling strategies.

In connection with the group's strategy in implementing career guidance and counseling services, based on literature studies, there will be a variety of strategies. When grouped all the strategies in question can be categorized into instructional strategies, substantial or interpersonal strategies, and game

strategies. Instructional strategy is a form of career guidance that is integrated or integrated in teaching (instructional). Strategy tends to be informative rather than information processing. An instructional career guidance strategy that is integrated with learning is the processing of career information classically or in groups using learning methods or techniques, such as: teaching units, home rooms, field trips, character or resource persons lectures, audio visual media, bibliography, job training, career day, interviews, and career guidance packages.

Substantial strategy is a form of implementing career guidance through interpersonal relationships between teacher guidance and counseling with students. To use this strategy, it takes mastery of counseling theory and practice, in addition to supporting disciplines and career counseling. There are a number of career counseling techniques or approaches that can be applied by counselors. Crites (1981) proposed six approaches to career counseling, namely trait and factor career counseling, client-centered career counseling, psychodynamic career counseling, career development counseling, behavioral career counseling, and comprehensive career counseling. Meanwhile the game strategy in practice uses various techniques and media to play for the implementation of career guidance.

Holland counseling career provides clear procedures and guidelines as well as details of how the individual is guided to envision a career best, what activities undertaken to achieve this, the competence of what is owned, feelings and attitudes towards work, and to estimate the associated themselves with the dreamed career. All of this can be done within a relatively fast period, prioritizing the activities of students maximally, and done classically.

Like the research conducted by Hesti, seen from the calculation of the analysis of the t-test formula obtained t count of 6.063 while t table with db. $N - 1/30 - 1 = 29$ and the significance level of 5% (0.05) is 2.045. Because $t \text{ count} > t \text{ table}$, $6.063 > 2.045$. So, it can be concluded that "there is the influence of career guidance services using the theory of John L. Holland in the selection of further studies of class IX students of Wonosalam 1 State Junior High School in Jombang in 2015-2016". With the results of the research on the theory of John L. Holland, it can contribute to improving students' career maturity.

Based on the problem of career maturity experienced by the students of the Faith-Based Educational School in Pamekasan, 4 students need alternative career guidance and counseling to deal with these problems. Researchers want to do research by providing Holland career interventions counseling to improve the career maturity of students, by providing this intervention researchers will find out how effective career counseling Holland is in improving the career maturity of students. This study has its own peculiarities because this research was conducted in Madura more precisely in the city of Pamekasan, so this research was conducted using Madurese culture more precisely in the city of Pamekasan. In addition, this research is one of the important topics to be raised as a continuation of several previous studies at Faith-Based Institutions (Amalia et al., 2022; Pangestu et al., 2022).

Methods

This study uses an experimental method design with Multiple Baseline across subject's design with Repeated Measures the use of the experimental group compared treatment given between pretest and posttest with 5 meetings.

The first meeting was the formation of groups, building good relations and identifying the problems of students' career maturity, the second meeting established the goal of holland career counseling to improve learners' career maturity, the third meeting explore experienced career maturity, the fourth meeting experience potential members of the group and find a solution and the fifth meeting of termination.

Data collection techniques used were career maturity inventory scale adoption of Crites and Savickas consisting of 24 items. The scale consists of 4 indicators, namely concern, curiosity, confidence, and consultation.

On the measuring instrument, researchers conduct equivalence by performing a back translation process, validation expert, and test the instrument. The results of the instrument test stated that all were valid with ($r_{xy} = 0.239-0.739$) and the reliability was 0.849. The data obtained was then analyzed using

the Repeated Measures ANOVA test. Field (2009) said that Repeated Measures ANOVA was used to compare repeated measures on the same subject to find out the increase in students' career maturity at O1, O2, and O3, through computerization with the SPSS for Windows version 23.0 program.

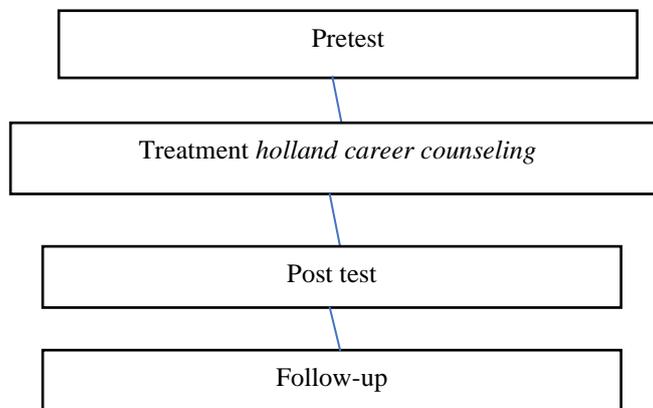


Figure. 1. Research Flow in Experiment Implementation

This study has been reviewed by the Ethics Committee of the Department of Dinamika University. They decided that the study has been in accordance with ethical standards of the Research Ethics Code of Dinamika University. Furthermore, informed consent was obtained from all participants for this study.

Results and Discussion

From this study using as many as 7 students, researchers took the research subject by purposive sampling by providing a psychological scale of career maturity. The psychological scale aims to find out the initial conditions of the career maturity of the students in the Faith-Based Educational School in Pamekasan.

After being given a career maturity scale, the researcher gave intervention to the research subjects in the form of Holland career counseling to improve the career maturity of students, then the researchers gave posttest to the research subjects to determine the level of change in the career maturity of students.

Career maturity of students after getting intervention Holland career counseling shows an increase in the level of career maturity. Changes in scores are seen based on indicators of career maturity that are reflected in the psychological scale of career maturity.

Tabel. 1 Average, SD and Test Results of *Repeated Measures* ANOVA group counseling career maturity *Holland career counseling*

Parameter	O ₁	O ₂	O ₃
Mean	51.29	86.57	87.14
SD	3.09	1.61	1.34

F (2,12); 759.343

p = 0.00 < 0.01

The table above shows the mean holland career counseling, namely 51.29 for pretest (O1), 86.57 for posttest (O2), 87.14 for follow-up (O3).

Tabel. 2. Career Maturity Post Hoc Test Results of *Holland career counseling*

No	Comparison	MD	SE	<i>P</i>
1	<i>Pretest vs Posttest</i>	-35.286	1.340	.000
2	<i>Pretest vs Follow-up</i>	-35.857	1.122	.000
3	<i>Posttest vs Follow-up</i>	-.571	.528	.962

* = The difference in the mean at the 0.05 level is significant

Based on the results of the Repeated Measures ANOVA test on the test of within-subjects effects, it is known that $F(2,12) = 759.343$, then obtained $p = 0.00 < 0.01$ means that H_{a2} was accepted and H_{o2} was rejected, and there were differences in the results of pretest, posttest and follow-up in the study subjects. The difference is due to the provision of treatment in the form of Holland career counseling. This shows that holland career counseling effective for improve the career maturity of learners shown in the following graph:

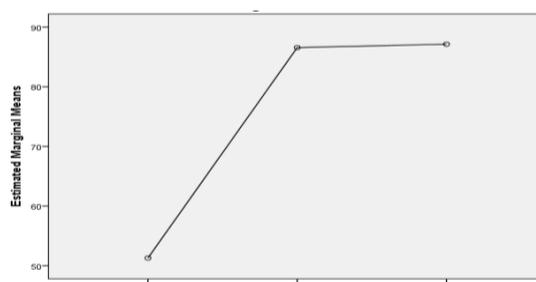


Figure. 2. *Estimated Marginal Means*

From the research results, it is known that Holland career counseling has proven effective in increasing career maturity of students of the Faith-Based Educational School in Pamekasan. However, when viewed from the difference from the results of posttest and follow-up Holland career counseling is very effective to improve career maturity.

A person's career maturity is marked by attitudes and competencies towards careers. Attitude refers to an individual's willingness to make decisions about a career and is responsible for all the consequences of the decision (Situmorang & Salim, 2021). Meanwhile, competence refers to the ability of individuals to understand self-strength in relation to the world of work.

What was revealed in this study supported the views of experts as discussed in Chapter I that Holland career counseling provides clear and detailed procedures and guidelines on how individuals are guided to dream the best career, what activities are carried out to achieve it, what competencies they have, feelings and attitudes towards work, and self-estimation related to the dreamed career. All of this can be done within a relatively fast period, prioritizing the activities of students maximally, and done classically.

There are indications that Holland Types for Career Counseling is more effective than the other two strategies, which is understandable. The reason is because the steps taken by the school counselor in carrying out the intervention strongly support the career maturity of the students. Students in the group study and discuss job classifications and formal education requirements along with their codes as presented in The Occupational Finder, then write and discuss eight main types of work who prioritized using the Occupational Daydreams format, gave the job code written in Occupational Daydreams format using the format of The Self-Directed Search (SDS) referring to The Occupational Finder, then check the activity you like or do not like to do it by using the Activities format in SDS and checking the competencies they have by using the Competencies format on SDS, next is to check the preferred work by using the Occupation format in the SDS and conducting analysis to organize answers to find a summary code using the How to Organize format Your Answers to SDS, all of them allow students to be competent in determining career and job choices.

What was revealed in this study supports the results of previous research conducted by Suherman-AS and Akhmad (2013, 2014) which among others showed that Holland model career counseling was effective in optimizing exploration in the formation of youth vocational identity, but not effective for the development of commitment in the field.

What was revealed in this study is also in line with the results of research by Ardana, Dharsana, and Suranata (2014) students who received Holland's career counseling action with modeling techniques have been able to obtain a percentage of career maturity scores $\geq 80\%$. Based on the results of these studies, it

can be concluded that Holland's career counseling with modeling techniques can improve student career maturity.

Referring to the results of the discussion above, what is found in this study is in line with existing career development theories and reinforces the results of previous research that Holland career counseling is reliable enough in an effort to improve the career maturity of students, especially those who are high school students.

This study has its own peculiarities in providing interventions to students and uses Madurese culture more precisely in the town of Pamekasan. And seen from the results of the study, the intervention provided by the researchers showed an increase in the career maturity of students in the city of Pamekasan more precisely in the Faith-Based Educational School in Pamekasan. So that from the results of research the school counselor in the city of Pamekasan can use this intervention to improve the career maturity of students.

Subsequent research considerations are suggested to plan for the need for follow-up or follow-up in monitoring the impact of the intervention on how long it will last for increasing the career maturity of students. Subsequent research is suggested to add mediation variables as mediators of low career maturity for students.

This experiment was carried out on a small number, so that general conclusions cannot be drawn for a larger population. However, this research still provides significant meaning to certain groups. For further research, it is possible to conduct research using the same strategy as this research, but with different participants with a larger amount, for example students from other units. Besides, seeing the impact of Holland career counseling strategy for participants in men and women, and seeing from the grade level it seems necessary to study in depth. For professional pastoral/spiritual counselors, chaplains, clergy, psychologists, social workers, and others interested in this field coming from a vast array of spiritual and cultural settings, guidance and counseling can improve students' career maturity by using Holland career counseling services, so that students can achieve optimal developmental tasks related to students' career maturity.

The findings of this study have important ramifications for how the process of career selection assistance for students in educational settings can best be handled. By utilizing the findings of this study, professional pastoral/spiritual counselors, chaplains, clergy, psychologists, social workers, and others are expected to be able to apply this theory, so that it can help students improve their career maturity. The findings of this study can serve as a guide for more sophisticated future research. It is very important to choose future research programs on this subject in diverse Faith-Based Educational Institutions so that we can all work together to solve difficulties, especially in career selection. Therefore, it is very important to carry out additional research to prove that this theory can really show effective results also for larger populations so that the claims are general in nature.

Conclusion

This study examines the effectiveness of counseling groups of Holland career counseling to improve the career maturity of students at Pamekasan Senior High School 4. The results of this study indicate that the application of Holland's group career counseling can be declared effective in increasing students' career maturity, especially for the group under study.

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