

Efforts to Overcome Career Confusion for High School Students by Increasing Career Involvement through CIP Individual Career Counseling

Hasna Hafizhah Salma^{1*}, Eva Septiana²

¹²Universitas Indonesia

*Corresponding author, e-mail: hasna.h.salma@gmail.com

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Abstract: School counselors can help high school students who have career problems with career guidance or counseling. So far, previous research has mostly proven the effectiveness of career group counseling. Meanwhile, individual counseling is rarely seen for its effectiveness, even though it is possible to do it by considering unique personal characteristics. The purpose of this research is to look at the effectiveness of individual career counseling with the CIP approach to increasing career involvement to overcome the problem of career confusion for high school students. This research is an experimental research with a single subject. Data collection was carried out using career engagement questionnaires, interviews, and observations during the counseling process. Data analysis uses visual techniques. The results show that individual counseling can solve the problem of career indecision by increasing career engagement. The implications of this research can be applied to school counselors at the high school level.

Keywords: Career Engagement, Career Indecision, Career Counseling, Cognitive Information Processing (CIP), Senior High School

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Introduction

High school students are in the adolescent development period aged 15-19 years (Niles & Harris-Bowlsbey, 2017). The main problem for high school students is career indecision (Ristian, Rahmadani, & Hidayat, 2020). Super explains in detail the problem of career indecision in question is the possibility of goals being made unrealistic, doubts in planning a career, the discrepancy between the information encountered about himself and the expected career environment, until in the end he is unable to decide on a temporary career choice (Brown, 2002; Niles & Harris-Bowlsbey, 2017). The problem of career indecision will get worse if high school students are not engaged with their career development (Hirschi, 2013). The long-term impact

can make individuals feel that they are majoring in the next stage, thus disrupting their psychological well-being (Arifin, Primayasa, & Baharsyah, 2020).

Career engagement is proactive behavior in career development, trying to plan their career (career planning), trying to get to know himself (career exploration), trying to get to know his career environment such as future job prospects (environmental exploration), trying to build connections to develop his career going forward (networking), trying to take part in activities that can support future career development such as training or webinars (human capital / skill development), as well as trying to get engaged in activities similar to future career plans such as participating in internships (positioning behavior) (Hirschi, Freund, & Herrmann, 2014). Career engagement is an indicator of future career success (Hirschi & Jaensch, 2015; Lechner, Danner, & Rammstedt, 2019).

School counselors can develop high school students' career engagement skills to solve career indecision problems as a form of social support from external parties (Neault & Pickerell, 2011; Karacan-Özdemir & Yerin-Guneri, 2017). School counselors can help high school students develop planning, decision-making, self-understanding and career environment skills, as well as problem-solving skills and self-confidence that adolescents are able to make appropriate temporary career decisions (Niles & Harris-Bowlsbey, 2017; Sampson, et al., 2017). School counselors can provide career guidance or counseling individually or in groups, several approaches in career counseling that can be done are cognitive approaches or cognitive information processing (Aqmarina, Sahrani, & Hastuti, 2017; Nurrega, Wahyuningsih, & Gusniarti, 2018), trait approach and factors (Mahardijaya, Sedanayasa, & Dantes, 2019; Ristian, Rahmadani, & Hidayat, 2020), as well as a client-centered approach (Kusumah, Mustika, & Ningrum, 2022).

Several previous studies, which have been conducted in the last five years, the majority wanted to look at the effectiveness of guidance, counseling and group discussion methods in career development (Aqmarina, Sahrani, & Hastuti, 2017; Nurrega, Wahyuningsih, & Gusniarti, 2018; Lathifah, Rakhmawati, & Widiharto, 2019; Mahardijaya, Sedanayasa, & Dantes, 2019; Karim & Sa'adah, 2021; Nove, Basuki, & Sunaryo, 2021; Habsy & Suryoningsih, 2022). Meanwhile, research with individual guidance or counseling methods is rarely found in career development, whereas in fact individual counseling in career development is often carried out by school counselors to help students find the right career path by taking into account the uniqueness of each individual, including personality or problems that are not may be addressed in groups (Niles & Harris-Bowlsbey, 2017; Sari, Yusuf, Megaiswari, & Afdhal, 2021). The purpose of individual career guidance or counseling is to help students understand and understand themselves more deeply so that they can be empowered and make temporary career decisions without depending on others (Budiman, Gunawan, & Hidayat, 2020).

This research is a single subject research. Prior to individual career counseling, X had attended a series of psychological assessments to see his personality and intellectual abilities. Based on the results of the psychological assessment, X has an extroverted and anxious personality. Previous research revealed that neuroticism personalities can achieve career success if individuals show pro-active behavior or are involved with their career development (Hirschi & Jaensch, 2015; Nilforooshan & Salimi, 2016). Meanwhile, X has not shown pro-active behavior in career development so that he has difficulty making career decisions. Fikriyani, Nurbaeti, and Hidayat (2020) suggest that career selection can be made based on interactions within individuals according to their personal orientation, so that school counselors can individually direct career choices that are in accordance with the personality characteristics of their clients.

In this study, researchers used a cognitive information processing (CIP) approach in individual counseling. The approach used by researchers is based on the results of a psychological assessment of X, where X's intellectual ability is at an average level according to the development of children of his age on the Weschler scale. CIP is an intervention approach that plays a role in helping students with adequate cognitive function to choose the right career path to make it easier for them to adapt to the next level (Osborn, Sides, & Brown, 2020; Nurrega, Wahyuningsih, & Gusniarti, 2018; Aqmarina, Sahrani, & Hastuti, 2017; Akmal, Arlinkasari, & Brebehama, 2016). CIP meets the criteria needed for the career development of high school students, namely self-knowledge, career exploration, and career planning and career decision-making (Niles & Harris-Bowlsbey, 2017). CIP can be a solution to increase knowledge resources for high school students, which in turn can give birth to skills and empower the career environment by changing attitudes and behavior (Hirschi in Haenggli & Hirschi, 2020).

Peterson and friends (in Niles & Harris-Bowlsbey, 2017) explain the four assumptions that underlie the CIP approach. The first assumption is that there is an interaction between cognitive and affective functions in the process of making career decisions to choose the right career. The second assumption is that cognitive function capacity and understanding determine career problem solving abilities. The third assumption is that the knowledge structure continues to evolve during the period of career development. The fourth assumption is that the purpose of career intervention is to improve information processing skills in individuals.

The CIP approach includes three dimensions, namely (1) the information processing pyramid, (2) the Communicating, Analyzing, Synthesis, Valuing, Execution (CASVE) cycle in career decision making, and (3) the domain of executive function processing (Niles & Harris-Bowlsbey, 2017). In this study, individual counseling was carried out in three stages by targeting three aspects, namely aspects of knowledge, aspects of decision-making skills, and aspects of executive processing.

The first stage is initial counseling between researchers and research subjects (clients). In the first stage, the researcher will invite the client to know himself more deeply, regarding his future interests, superior abilities, personality, espoused values. Researchers use the results of psychological examination as one of the basic counseling in this first stage. Then, related to knowledge about the environment and future job prospects that will be explored are the client's views and knowledge regarding the characteristics of a job, including the requirements needed. This includes educational qualifications, abilities and skills needed, and personality characteristics that fit the work environment. On the other hand, you can explore job descriptions, job risks, job availability, and prospects for future career advancement. Thus, in the first stage, it is hoped that clients can start thinking about their career plans through changes or additions to both knowledge (self-knowledge and occupational knowledge).

The second stage is advanced counseling which consists of five career decision-making steps in the CIP approach, namely Communicating, Analysing, Synthesis, Valuing, Execution (CASVE) (Akmal, Arlinkasari, & Brebehama, 2016; Nurrega, Wahyuningsih, & Gusniarti, 2018). The first step is communication, in this advanced counseling session the researcher communicates about the problems in the career being faced and it is time to 'change' to be able to make the right temporary career choices. After that, the client is given a reflection task to carry out an analysis of the characteristics of himself and the work that he has found out in the first stage. The second step is analyzing, in this step it is even deeper by doing information about various career choices, knowing how to find information about career choices in more depth, and knowing what things he should look for regarding future career choices. The third step is synthesis, the client is asked to write down several possible career choices and identify realistic choices based on his suitability with his job choice (including strengths, weaknesses, opportunities, and threats (SWOT) for each written career choice). Then the fourth step is valuing, namely considering the SWOT by adding external factors such as quality of school life, parenting style, conformity, family, campus environment, completeness of facilities, tuition fees, fee waivers, accreditation status and curriculum so as to produce specific choices. the most likely to be lived by him and the least risky (Fadilla & Abdullah, 2019). In this fourth step there is an evaluation of choices by eliminating the career choices that have been made in the previous steps. The last step is execution, where the client starts by trying to make a plan or concrete steps that are relevant to his career choice.

The third stage is termination. At this stage it is hoped that what has been conveyed in the previous intervention session can be recorded in the client's memory so that the client can continue career planning and development independently and imprinted in his metacognition. It is hoped that the results of this individual counseling can help clients overcome the problem of career confusion so that they can determine the choice of major that suits their talents, interests, abilities and is realistic to achieve.

Thus, bearing in mind the need to prove individual counseling with a cognitive information processing approach that has never been found before, the purpose of this study was to look at the effectiveness of individual career counseling with the CIP approach to increasing career involvement in overcoming the problem of career confusion for high school students. It is hoped that this research will be useful for counseling teachers or school counselors who wish to apply individual counseling with a cognitive approach to help students become more involved with their career development so that they can make future career choices and be successful in the future.

Method

Research Design

This research is a single subject study with the aim of studying in detail changes in behavior in one subject (Gast & Ledford, 2014; in Widodo, et al., 2021). This research design is quasi-experimental to see the effects of the treatment given (Prahmana, 2021). The treatment given is individual counseling with a cognitive information processing theory approach. In this study, changes in subject behavior were measured using questionnaires before and after treatment online or pre-post-test-design.

Research Subject

The subject of this research is X aged 16 years and 3 months. When the research was taking place, X was in class 10-IPA at the high school level with the 2013 curriculum. X had career problems in the form of difficulties in making future career plans. X lacks a complete picture of the next steps that are still not concrete before him. In addition, X has not yet explored the prospects for future work because he does not yet have an idea about it. On the other hand, there is an external conflict with his parents regarding his growing interests. Until now, X's mother has not supported X in making tennis athletes his main profession in the future, so he feels that what he has done regarding involvement in his career development has not had a significant influence on him. In addition, he also does not have much experience in choosing and being accountable for his choices because so far his parents have always chosen him. This also made him even more confused about making career choices in the future.

Method of collecting data

The career engagement variable was measured using a questionnaire prepared by researchers based on the theory of Hirschi, Freund, & Herrmann (2014). The emphasis is on career planning through providing knowledge about decision making skills & executive processing, career exploration through providing knowledge about self-concept, goals, and emotional recognition, as well as environmental exploration through providing knowledge about occupational knowledge. In addition, data collection was also carried out using observation and interviews during the counseling session.

Intervention Procedure

1. Preparation

The preparations made include compiling measuring instruments and intervention materials. Before the intervention was given, the researcher made an expert judgment on the supervising lecturer who is an expert in the field of school psychology and higher education, namely Dr. Eva Septiana, M.Si., Psychologist. The individual counseling module was revised based on expert input.

2. Implementation

This intervention will be carried out in two stages + one termination with a total duration of around 480 minutes which is divided into 7 intervention sessions + 1 termination session. The output of this intervention is an increase in knowledge regarding the process of planning/career taking on the cognitive and affective aspects between baseline data and post-intervention data. In addition, the process of implementing the intervention (subject X's involvement in the intervention in filling out the journal is also the target). In detail discussed in the following table:

Table 1. Intervention Implementation Procedures

Intervention Phase	Activity	Time	Information
<i>Pre-test / Baseline Phase</i>	Retrieval of baseline data regarding career planning/decision-making processes (cognitive domain) and psychoeducation	Tuesday, April 5, 2022 (online) approx. 60 minutes duration (start time adjusts)	Method: Individual Counseling Tools: Online Questionnaire via gform

	to client X regarding the implementation of interventions (introduction)		
Intervention Phase	Phase 1 intervention process (2 sessions)	Stage 1	Topic: Self-Knowledge
		Session 1 : Thursday, 7 April 2022 (online) duration of about 60 minutes (start time adjusts)	Tools: Career Journal
		Stage 1	Topic: Occupational Knowledge
		Session 2: Tuesday, April 12, 2022 (online) approx. 60 minutes duration (start time adjusts)	Tools: Career Journal, Videos and Job Information
		Stage 2	Topic: Reflection and Evaluation (anything that must be addressed related to X's career planning, related to X's awareness)
	Stage 2 intervention process (5 sessions)	Session 1 : Thursday, 14 April 2022 (online) duration of about 60 minutes (start time adjusts)	Tools: Career Journal
		Stage 2	Topic: My Various Career Choices
		Session 2 : Tuesday, April 19, 2022 (online) duration of about 60 minutes (start time adjusts)	Tools: Career Journal
		Stage 2	Topic: My Career Choice SWOT
		Session 3 : Thursday, April 21, 2022 (online) duration of about 60 minutes (start time adjusts)	Tools: Career Journal
Termination / Post-Intervention Phase	Post-intervention data collection and monitoring of the progress of the career development plan written by SUBJECT X	Stage 2	Topic: External Factors & Elimination of My Career Choices
		Session 4 : Tuesday, April 26, 2022 (online) duration of about 60 minutes (start time adjusts)	Tools: Career Journal
		Stage 2	Topic: Plans and Steps for My Future Career Development
		Session 5 : Thursday, April 28, 2022 (online) duration of about 60 minutes (start time adjusts)	Toolst: Career Journal
		Friday, April 29, 2022 (online) approx. 60 minutes duration (start time adjusts)	Method: Online Questionnaire via gform The monitoring process plan is to be carried out once a week for the next 1 month

Data Analysis Technique

In this study the data analysis technique used is a visual analysis technique using graphs. This was done by Bobrovitz and Ottenbacher, Ottenbacher, and Park, and friends (in Widodo, et al., 2021) when processing research data with a single subject. This intervention research is said to be successful or has an effect if there is a change in the dependent variable from before and after the intervention.

Visual analysis is seen based on the success indicators as follows:

- a) Post-intervention (post-test) is better than baseline (pre-test)
- b) Attend and be involved in each intervention session, such as asking questions, conveying opinions/arguments/views
- c) Doing a given journal assignment (as a form of execution)

Results and Discussion

Results

Subject X's pre-test and post-test results showed changes after the intervention. Here are the changes:

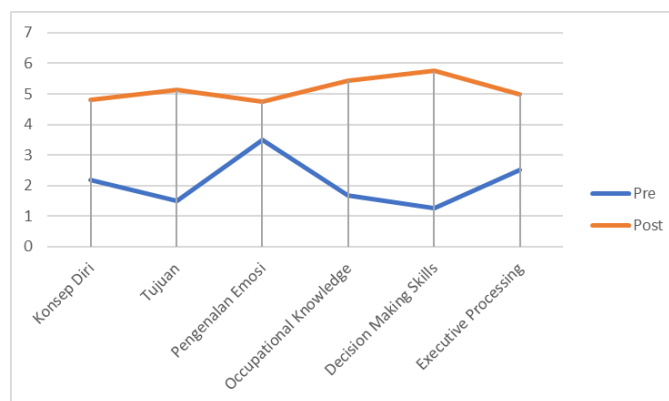


Figure 1. Result of Subject X's Intervention (Quantitative)

Figure 1 shows that after the intervention subject X experienced an increase in career involvement behavior. Initially subject X did not know himself. He rarely takes the time to be involved with his career development so that his self-knowledge ability is low, his career environment recognition ability is also low, and his career planning ability is also low. After going through the intervention session, subject X experienced a change. The following are some of the changes described qualitatively:

Table 2. Qualitative Data of Subject X

Aspect	Pre	Post
Know Yourself	Don't know and not sure about who he is	Can mention what are his strengths, weaknesses, what things are his interests, ie. "I'm a responsible person"
Get to know the Job / Major of Study	Don't know how to set achievable goals Only limited to the environment and the sea	Knowing what the goal is, can create / write goals based on the SMART concept Better understand and explore the derivatives of majors related to personal interests such as biochemistry, industrial engineering management, oceanography, and so on

Decision Making Ability	Confused about the next career decision	Knowing external factors, strategies to determine majors (including SWOT strategies)
Execution Process	Doing nothing	Go to LPT, journal, write plans to achieve goals

Counseling is said to be successful if it achieves the predetermined indicators of success, which are attached in the following table:

Table 3. Achievement of Individual Counseling Success Indicators for X

Item	Success Indicator	Achievement	Information
Achievement of General Matters (Success Indicators)			
1	X was present and engaged in every intervention session	Achieved	
2	X kept journals regularly during the intervention period	Achieved	This helped X to be more engaged with the intervention session
3	Post-intervention (post-test) is better than baseline (pre-test)	Achieved	
Achievement of Intervention Goals (Counseling)			
1	X can know himself better	Achieved	X is more aware of his condition.
2	X can find out information about the prospects for college majors and jobs he can choose	Achieved	X is more looking for majors that are in accordance with his interests
3	X can choose several choices of majors	Achieved	X was initially confused but after the intervention session he had several major choices that could be explored further, such as Biochemistry, Industrial Engineering Management, Oceanography, and so on.
4	X can identify external factors that can influence career decisions and how to overcome them	Achieved	

Table 3 explains that individual counseling was successful in helping X overcome the problem of career confusion by increasing career involvement behavior through individual counseling. The success of individual counseling with this cognitive information processing approach is due to X's commitment and enthusiasm to attend each counseling session as well as the detailed and clear design of the counseling sessions which contribute to the success of the counseling session process.

Discussion

Based on the research results, it can be said that individual counseling with the CIP approach is effective in overcoming career confusion for high school students by increasing proactive career involvement behavior. This result is in line with previous research conducted by Aqmarina, Sahrani, and Hastuti (2017), and Nurrega, Wahyuningsih, and Gusniarti (2018) which stated that the CIP approach can improve the career decision-making abilities of high school students. In addition, these results are also in line with research conducted by Akmal, Arlinkasari, and Brebehama (2016) which stated that the CIP approach can also increase the career maturity of high school students so that it can help high school students make temporary career decisions. The uniqueness of the results of this study is that it can prove that individual career counseling with the CIP approach is effective in increasing the proactive behavior of high school students so that they can overcome the problem of career confusion.

Individual counseling by including the CASVE step in the CIP approach can help clients get to know themselves better and develop what they think they lack (Niles & Harris-Bowlsbey, 2017; Budiman, Gunawan, & Hidayat, 2020). The CIP approach has strong integration with RAISEC or Holland theory so that clients can be more aware of their own mindset and are able to overcome obstacles that occur in making temporary career choices (Sampson, et al., 2017; Niles & Harris-Bowlsbey, 2017). In addition, the CIP approach is also adjacent to Savickas' theory of career construction, meaning that the client's increased

cognitive abilities can make it easier for clients to adapt to something predictable and unpredictable so they can think clearly to solve career problems. Career problems that have been successfully resolved are demonstrated through increased proactive career engagement behavior, where individuals have an incentive to carry out career exploration behavior (Niles & Harris-Bowlsbey, 2017).

Individual career counseling with the CIP approach can increase self-efficacy, emotion and proactive motivation in clients (Hirschi, Lee, Porfeli, and Vondracek, 2013). The proactive motivation in question is a reason to be able to do something and be energized with that something. In addition, the role of the counselor is as an external support that can be perceived by the client as perceived social support (Hirschi, Niles, & Akos, 2011). Some of these factors can ultimately make clients increase proactive career engagement behavior and have an impact on reducing career confusion by making appropriate temporary career decisions (Jaensch, Hirschi, & Freund, 2015).

Irmayanti (in Kusumah, Mustika, & Ningrum, 2022) reveals that the achievement of individual counseling goals is seen from the extent to which individuals can understand and develop what is in them. Individual counseling can monitor students' self-development in a more directed manner through the development of self-understanding, self-acceptance, to realizing oneself or self-actualization to make decisions independently (Ristian, Rahmadani, & Hidayat, 2020).

Conclusion

Individual career counseling with the CIP approach can overcome the problem of career confusion as seen from the increase in career involvement behavior of high school students. The implications of this research can be applied by school counselor to consider the CIP approach in conducting individual career counseling. This is based on the developing thinking skills of high school students so that a cognitive approach can awaken and encourage high school students to make changes in attitudes and behavior that support future career development. This research is a study with a single subject so that the same steps can create different results due to differences in personality and other things that make each individual unique.

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