

## Review Article

# Study of local culture-based career counseling on the needs of adolescent's perspective in career choice

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### Abstract

Career choice is an important teenager need in the stages of career development, which requires professional intervention from adults. Adolescents who are able to choose careers appropriately based on values, interests, intelligence, and personality qualities as their strengths, in the future have a chance of success in achieving and developing a career field in society. This study aims to formulate a conceptual framework as the basis for efforts to develop a local culture-based career counseling model as an alternative solution to helping adolescents who experience obstacles in career choice—through career counseling services that are professionally managed by guidance and counseling teachers/counselors in schools. Several aspects related to this development effort were studied descriptively, which included factors of low career maturity, the need for adolescents in career choice, local culture-based career counseling models, the relationship between career maturity, career planning with local culture-based career counseling, preliminary studies that have done by the author, and conclusions.

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## Introduction

An obstacle experienced by adolescents in career choice is their low career maturity (Larasati & Kardoyo, 2017; Ismail, Abdullah, Mohamad & Khairuldin, 2018). Career maturity is the maturity level of a person in demonstrating the attitude and ability to make smart career decisions according to their potential and desires. Individuals who have career maturity in a good category will be able to make career plans logically, concretely, and prospectively, and this condition will support the career choice process in accordance with their potential (Hartono, 2013). The needs of adolescents in career choice (Narramore, 1992; Devi, 2018) need to get support from guidance and counseling teachers in schools and parents as adults who are also responsible for the development of adolescent careers.

In schools, guidance and counseling teachers as professional educators have a strategic role in providing intervention through career counseling services that empower adolescents as students in carrying out adequate career planning. In Indonesia, the potential uniqueness of youth can be recognized by guidance and counseling teachers through a character survey program as part of the Ministry of Education and Culture's policy in the independent learning program (Makarim, 2020). This program provides opportunities for guidance and counseling teachers in schools in an effort to help adolescents carry out their developmental tasks related to career choice programs (Manning, 2010).

Innovation in the form of developing a local culture-based career counseling model can help adolescents increase their career maturity, so that the career decision-making process can be carried out by adolescents wisely which has positive implications for adolescent career development. According to Crites in Patton & Creed (2001) and Bae (2017) career maturity is a learning center in individual development in an effort to understand career behavior and evaluate the level of career advancement in accordance with developmental tasks. The position of adolescents in the perspective of their needs, they must be successful in making career choices to support their future developmental

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tasks in adulthood. In the adolescent phase, the individual is faced with a number of developmental tasks that must be successfully carried out, including very important career development tasks, such as the ability to understand oneself, namely a number of advantages and disadvantages, the ability to carry out career exploration, namely various career fields and their specifications (working conditions, compensation, promotion opportunities, future prospects, and supporting socio-cultural factors) as well as the ability to combine self-potential with career opportunities that will be achieved. According to Stoss and Parris in Hartono (2012), ideally the career field that will be chosen by teenagers should be in accordance with their potential and learning efforts. Adolescents who have potential in the exact field, accompanied by a strong learning effort in that field, have the opportunity to succeed in reaching a profession/job in that field.

In order to help adolescents in the career selection process described above, it is important to develop an innovative local culture-based career counseling model for the following reasons.

First, adolescents in high schools need adequate intervention in the form of career counseling services that can help them achieve career choice independence, as a positive response to the issue of the low quality of the career guidance service system (Harris-Bowlsbey & Samson, 2005).

Second, career counseling as the heart of guidance and counseling services is an integral part of the whole system of guidance and counseling services in high schools as a form of facilitation of the youth career development process.

Third, the process of changing adolescent behavior is influenced by local cultural values that come from the family environment, the school environment, and the community environment such as the values of politeness, care, togetherness, tolerance, mutual respect for differences, cleanliness, health, beauty, and others as a form of cultural wealth that needs to be preserved by integrating it into a career counseling strategy for high schools students.

Fourth, the guidance and counseling teacher as an expert in career counseling services who independent adolescents as counsees, has the responsibility and duty of providing adequate career counseling services as an integral part of the guidance and counseling program in schools.

### **Youth Need in Career Choice**

Adolescents are unique individuals who need support from adults in their development process. According to Havighurst, every teenager is faced with developmental tasks that must be completed properly, otherwise it will interfere with the implementation of developmental tasks in the adult phase (Manning, 2010). Adolescents as unique individuals have six basic needs (Narromore, 1992), one of which is that they need preparation in choosing the right career. Career choice is a decision-making process that requires self-knowledge and career knowledge. Hartono's (2012) research results show that the intensity of adolescent decision making in career choices is significantly positively correlated with aspects of self-knowledge and aspects of occupational knowledge or career-knowledge.

Self-knowledge is an in-depth introduction made by teenagers about the various advantages and disadvantages of themselves (Hartono, 2016). Every teenager needs knowledge about interests, talents, intelligence, personality characteristics and values as cultural elements that play a role in shaping and driving attitudes in behavior. Besides, knowledge of their own strengths, they also need to know about their various shortcomings or weaknesses. This knowledge is needed by adolescents to make efforts to improve and develop themselves through various productive activities. A variety of knowledge about the world of careers or the world of work is also needed by every teenager in order to carry out development tasks related to career preparation in an effort to reach career maturity.

### **Local Culture Based Career Counseling Model**

The local culture-based career counseling model is a form of career counseling service development using local cultural values of the counselee as a strategy for changing the counselee's behavior in an effort to help the counselee to improve career maturity and adequate career planning. According to Tylor in Berry, Poortinga, and Seegal quoted by Hartono (2008) culture is the whole/totality of knowledge, beliefs, arts, morals, norms, customs, and other capabilities. Culture affects individual behavior through a process of interaction that takes place continuously in life (Hartono, 2008; Triandis, 1994; Super & Harkness, 1997). In the process of social interaction there is also an internalization of cultural values, namely the process of entering culture into a person in forming unique individual attitudes and behaviors according to the complexity of the culture.

The local culture-based career counseling that will be developed must meet the following criteria: (1) as a self-help tool, it means that adolescents as counsees after attending career counseling are gradually able to become independent in managing conditions related to career planning; (2) using local cultural values as a strategy to change the counselee's behavior towards achieving maximum career development; (3) can be held individually and in groups;

(4) being assisted by guidance and counseling teachers/school counselors who have passed the training; and (5) have a local culture-based career counseling manual or manual.

Career counseling as a self-help tool (self-help) is a process of professional assistance provided by trained or competent guidance and counseling teachers/school counselors (Glicken, 2005; Sue, Arredondo, & McDavis, 1992) to high school students who face problems in career development, in order to be able to alleviate the problem, have ecological intelligence (Goleman, 2009) so that they are able to reach career maturity and career planning (Patton & Creed, 2001; Manitoba, 2015; University of Huddersfield, 2015) that are in accordance with self-potential, opportunities, and local cultural values.

Counselors who support local culture-based career counseling are guidance and counseling teachers in high schools who have career counseling competencies and multicultural competencies (Sue, Arredondo & McDavis, 1992) so that they are able to use the counselee's local cultural values as a counseling strategy to carry out the change process the expected behavior of the counselee, namely the counselee who is able to reach career maturity so that he can make adequate career planning. The characteristics of students who reach career maturity are: (1) able to understand themselves (self-knowledge), (2) be able to do career exploration (careers-knowledge), (3) have career goals/expectations, and (4) able to make career choices. Career choice is a career decision-making process based on self-potential, values, and opportunities in society (Hartono, 2012).

### **Career Maturity, Career Planning, and Career Counseling based on Local Culture**

Career maturity is a person's ability to make career decisions in accordance with their interests, potential, and opportunities (Hasan, 2006), while according to Super in Sharf (2013) career maturity is an individual's ability to overcome situations and difficulties as long as they carry out career development tasks. Career maturity is at the center of the approach to various theories of career development to understand individual career behavior that includes assessment of the level of career development progress in relation to developmental tasks (Patton & Creed, 2001; Luzzo & Pierce, 1996). A person who has a good level of career maturity is able to face various conditions and difficulties in his career development (Sharf, 2013). Thus it can be concluded that career maturity is an important aspect in the career development of high school students.

Career planning is an important part of career development. Sharf (2013) defines career planning as a person's ability to carry out various activities directed at career choices based on cultural values, self-potential (talents, interests, and personality characteristics), and opportunities in people's lives. There are several aspects related to career planning, namely goals or expectations, self-knowledge, career exploration or career knowledge, and decision making to choose a career (Manitoba, 2015).

Career planning can help individuals prepare to enter the world of work, plan the right education, understand the requirements or demands of the world of work, anticipate trends or changes, plan to develop or maintain skills, and make plans for career development (Manitoba, 2015; Lucas & Hunt, 2002). University of Huddersfield (2015) formulates the stages of carrying out career planning, namely (1) conducting evaluations, (2) gaining work experience, (3) developing skills, (4) conducting skills interviews, (5) exploring career options, (6) conducting studies/research, (7) making career decisions and work plans, (8) preparing and conducting work placements, (9) applying for jobs and further studies, and (10) attending interviews.

The findings of Lau, Low, & Zakaria (2012) research indicate that career maturity is influenced by gender. Female students have a higher career maturity than male students. The results of the t test analysis on the score of career maturity between female students and male students were obtained ( $p = .021$ ) which means significant. Hirschi and Lage's (2007) research on a sample of junior high school students found that student career planning had a significant positive correlation with career alternatives, career decisions, career exploration, vocational identity, and career choices (at  $p \leq .01$ ). Hasan (2006) also conducted research on the components of career maturity towards high school students' self-concept, the results showed that the components of student career maturity could significantly improve their self-concept.

As the authors describe above, individual behavior is influenced by cultural factors through a process of interaction that takes place continuously in life (Hartono, 2008; Triandis, 1994; Super & Harkness, 1997). Career maturity and career planning for adolescents are also forms of behavior that need to be nurtured and developed so that they are able to make career decisions that are right for themselves. In high school students who are in the adolescent phase follow the educational process that takes place in the school cultural environment. Career counseling as a core service of career guidance programs in schools also plays a role in instilling school cultural values and cultural values in the school environment to adolescents as students through a counseling interview process between guidance teachers and

school counselors and high school students as a counselee. School counselors are usually able to manage these cultural values as a strategy or support the implementation of career counseling strategies. Thus it can be concluded that culture-based career counseling services can play a role as an innovative and creative strategy in order to increase the career maturity and career planning of high school students.

### **Preliminary Studies That Have Been Conducted**

Hartono, Widodo, & Boy Soedarmadji (2015) conducted research on a sample of 190 high school students in Surabaya, it was found that 78.53% of respondents needed computer-based career guidance as a tool for choosing majors/study programs in higher education. The results of Hartono's (2010) research on a sample of 193 class XI high school students in Islamic educational institutions in Surabaya, it was found that 37.31% of respondents chose a social career on the grounds that the career field is believed to be a source of work activity that brings good deeds, namely generate merit. Research on career choice that is studied in the perspective of the intensity of the pattern of choosing a career is also carried out by Hartono (2012), the results show that the intensity of the career choice pattern of high school students in Surabaya is significantly influenced by aspects of self-knowledge and career knowledge. While the pattern of career selection, 94.51% of respondents stated that they made career choices using a democratic pattern based on the results of consultations with parents/close family members, and only 47.25% made career choices using a democratic pattern based on the results of consultations with teachers (Hartono, 2016).

The career selection process is an important phenomenon in adolescent career development related to factors of maturity and career planning. The results of the research by Lau, Low, & Zakaria (2012) show that the career maturity of men and women is significantly different. The average career maturity score of women is higher than the average career maturity score of men. Student career planning has a significant positive correlation with career alternatives, career decisions, career exploration, vocational identity, and career choices (Hirschi & Lage, 2007). Hasan (2006) also conducted research on a sample of high school students, it was found that the components of high school student career maturity significantly influence self-concept. Hartono's (2013) research findings on a sample of high school students in Surabaya show that respondents view their Islamic career prospects as good based on promotion criteria (90.96%), based on aspiration criteria (87.77%), based on objective criteria (83.51%), based on compensation criteria (80.32%), and based on sustainability criteria (72.87%). Research conducted by Ball (2009) in rural Northeastern America on public high school students found that students need more opportunities to learn about college planning that will teach them about jobs that are available and in need.

Based on some of the research findings above, it can be concluded that the career choice process for high school students is an important aspect that needs to be studied from the aspect of maturity and career planning and efforts to improve it through the implementation of career counseling services based on local culture, which manages local cultural values as a strategy changing student behavior towards the expected behavior.

### **Conclusion**

Adolescence is an important period in the range of individual development that takes place between the ages of 13-18 years. In this period, adolescents enter a stage of growth marked by the development of interests and capacities aimed at a career choice. The right career choice requires adequate career planning, on the other hand, career planning contributes positively to the career maturity of adolescents. Thus, efforts to increase the career maturity factor of adolescents through the development and implementation of a local culture-based career counseling model are important in order to develop their capacity, so that they are able to carry out a career selection process that is in accordance with their potential, opportunities in the world of work, and local cultural values. This condition needs to be realized as a positive response to the issue of the influence of local culture on the formation of adolescent attitudes and behavior. In the range of individual development, adolescents aged 13-18 years are studying in junior and senior high schools, where guidance and counseling teachers/school counselors as professional educators have the authority to provide career counseling services to adolescents as part of the guidance and counseling program in schools.

The literature review on several theories of career development has focused its attention on the career development of adolescents, based on the reason that during this development period, adolescents enter a realistic and exploratory period marked by the integration of various capacities with their interest in achieving a particular career field. According to the theory of Super career development stages, adolescents are faced with a number of developmental tasks that must be carried out properly to reach a career maturity level, so that they are able to make appropriate career decisions according to their capacities (values, interests, talents, intelligence, and personality characteristics) as basic capital in choosing and pursuing education in higher education institutions that are relevant to the desired career field.

To realize the above expectations, the development of a career counseling model based on local culture is a need to be immediately realized as an alternative in providing intervention to adolescents in an effort to increase their career maturity.

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