



Guidance and Counseling Services to Develop Student Career Maturity

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ABSTRACT

This study describes career guidance and counseling services for career maturity of high school students. The method used is library research method. The results of the study refer to the components of international, national journal articles and input from supervisors, namely: The successful application of services in 25 journals has 6 studies that are influenced by various factors (a) adversity quotient, self-awareness, gender and socioeconomic status, (b) learning motivation, (c) locus of control and self-concept, (d) self management. 11 studies of career maturity results can improve. Three studies on the use of media, namely assessment tools, modules and multimedia. Three studies through self-efficacy, 2 studies compare the career maturity of students between boys and girls. Methods or techniques found 8 methods or techniques, namely (a) group counseling services, (b) career portfolio media, (c) career information services, (d) self management techniques, (e) collaborative career guidance, (f) interactive multimedia career information, (g) self-efficacy techniques, (h) career guidance module. The scope and targets are from higher education to high school. The targets are mostly mixed sex, both individually and collectively. Suggestions or recommendations that are expected to provide career guidance services to increase student career maturity.

INTRODUCTION

School guidance and counseling services can help students to get introductions and information according to their needs, guide and realize their potential, or alleviate problems faced by students in personal, social, academic and career fields. Students must have career maturity before being able to decide on a career after graduation, whether to continue to college or directly enter the field of profession. According to B. Hasan states that career maturity is the attitude and ability to play a role in career decision making. The level of success and willingness of adolescents to complete organized tasks included in each stage of career development is called career maturity. Career guidance according to Winkel is a guide to prepare for the world of work, choose a particular field of work or professional position, and prepare to take the position that has been entered (Ernawati, 2018).

The goal is to understand the world of continuing education and employment, provide understanding for students seeking career guidance services assistance and be able to plan careers better. In this case the role of the counselor according to Rogers is a facilitator and reflector (Aninta, 2020). Called a facilitator because the counselor facilitates or accommodates the counselee to achieve self-understanding. Called a reflector because the counselor clarifies the feelings and attitudes expressed to the counselor on behalf of others and conveys them to the counselee. The role of career guidance in schools is important in career development, career issues are one of the important issues to consider when designing students' future. Adolescents who enter the transition period should already know themselves well enough to be able to carry

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