

Career Meta-Competencies and Counseling Career Intervention 4.0 Era Using Life Design Career Counseling to Develop Career Adaptability

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ABSTRACT

Career Adaptability is an important and useful psychological resource in facilitating individuals in dealing with the risk and threats of career transition in this 4.0 era. One of the interventions to improve career adaptability with life design career counseling. The research aims to examine the effectiveness of life design career counseling to improve early adult career adaptability. The research method used is a quasi-experiment. Data collected through a career adaptability measurement tool adapted from the Career Adapt-Abilities Scale developed by Savickas. The results showed empirically, in which life design career counseling was proven effective in developing student career adaptability. Recommendations are addressed to college counselors to apply life design career counseling on campus to mastering all stages and life design career counseling techniques, and for further research to develop the latest studies on career design career counseling and career adaptability.

Keywords: meta-competencies, counseling career intervention, career ability

1. INTRODUCTION

The era of the Industrial Revolution 4.0 is known as the era of disruption resulting from the rapid development of technology resulting in uncertainty and problematic effects. Various sectors are intruded ranging from the technology, business, education, marketing, and environment sectors. This era of disruption can provide benefits or threats depending on how individuals respond and deal with the disruption.

Significant changes that occurred in the 4.0 era can cause a crisis to the individual career development because of the greater demands on the skills that need to be owned and the combination of various skills needed to work in this 4.0 era. Individuals in the 4.0 era are required to be skilled in several aspects, such as data literacy, technological literacy, and human literacy [1].

Any individual's effort to succeed in facing threats and risks in facing the challenges of career change in the 4.0 era can be done by understanding career meta-competencies [39] and implementing lifelong learners [2]. One of the careers meta-competencies that individuals need to face career change is career adaptability [39].

Career adaptability is an important psychological resource to own individuals to face the challenges of career development in the 4.0 era and to direct their career life [3]. Career adaptability is the ability to adjust to changing circumstances related to a career and predict progress in career development [4]. Individuals who have career

adaptability ability mostly have a concern, control, curiosity, confidence, and commitment to their careers [5]. Meanwhile, individuals who have less career adaptability will experience career indifference, career indecision, naivete, career inhibition [6].

Referring to the phenomenon of career development 4.0 that has been mentioned above, there is a need for interventions to improve career adaptability. Career Counseling and Counseling Services are the interventions that can be used as the key to these career adaptability issues. This is because one of the goals of career counseling is to increase individual resources such as career adaptability [7]. The provision of interventions in the form of career counseling is also known to be effective for use in improving career adaptability abilities [8].

Various forms of career guidance and counseling models have been applied to improve career adaptability including psychodynamic psychotherapy [9]; narrative counseling [10,11,12], the constructivist resume technique, and a brief career counseling intervention. But life design career counseling has not been applied and researched in Indonesia [15]. However, life design career counseling is claimed to be the paradigm of career development in the 21st century [16].

Life design career counseling developed from self-constructing theory [17] and career construction [18]. This life design paradigm developed to meet the needs of the 21st century that are full of challenges and questions and aims to develop the work-life of the counselee. Life

design career counseling is a form of counseling that uses stories that show the counselee's uniqueness [19]. Stories represent narratives that contain thoughts, values, interests, feelings, meanings, experiences, trauma, and victory. This narrative can be analyzed for the underlying patterns and themes. Patterns and themes help to explain one's vocational behavior [20].

Narration helps individuals to get to know themselves and serves as a guide for navigating coherent and continuous life courses and career stories [19]. During difficult transitions and trauma, individuals can use their stories to get support and guidance. Life Design career counseling helps individuals by engaging in a dialogue designed to help counselees create and strengthen their stories and identities [19]. Continuous and coherent narratives can provide the conditions needed to support and broaden the level of resilience and adaptability of individuals as they face work trauma and inevitable psychiatric adjustments [20].

Life design career counseling aims to improve (1) the counselee's adaptability and flexible response to their developmental tasks, vocational trauma, and job transitions; (2) the narrative's ability to help individuals identify all forms of subjective identity or their life roles; (3) Activities to shape career interests, abilities, and career beliefs; (4) Intentionality that will shape the meaning of each individual's career activities and experiences [5].

Based on research conducted by Maree [21], it shows that life design counseling can enable counselee to understand themselves and build new life better, broaden their perspectives on career life issues, facilitate their life changes, encourage their action, and provide new hopes. Life design career counseling is suitable for application in various countries such as Portugal, Italy, the United States, and South Africa. Life design career counseling can be applied individually [21,22] or in groups [23,24] and proven to be implemented in children [25], adolescents [26], and adults [24]. Based on the phenomenon of the importance of career adaptability in facing the challenges of career development in this era, this study aims to test the effectiveness of career design career counseling to improve career adaptability.

2. LITERATURE REVIEW

2.1 Career Capabilities

The concept of career adaptability developed from the career construction theory developed by Savickas. Career adaptability is the third component in career construction theory [18]. Career adaptability is defined as "the readiness to cope with the predictable tasks of preparing for and participating in the work role and with the unpredictable adjustments prompted by changes in work and work conditions" [27] Besides that, Savickas [18] also defines career adaptability as readiness and resources for making career choices and negotiating career transitions.

Adaptability developed through the interactions between the individual's world and the world outside of the person [3] and these resources do not become the core of the individual, but rather the individual is at the crossroads of people in the environment. Thus, adaptability is a psycho-social construction [3]. Based on that, it can be seen that the ability of career adaptability is influenced by internal and external factors. Internal factors that influence career adaptability including gender [28], age [28, 29], personality [30], self-efficacy, and socioeconomic status [29]. While external factors that affect career adaptability including parenting patterns, and support from the family [31, 32] closeness of the child to the family, work experience before, previous school experience. [33].

The dimensions of career adaptability include concern, control, curiosity, and confidence. These four dimensions represent common sources and adaptive strategies that individuals use to manage tasks, transitions, and critical trauma as they build their careers. Adaptive individuals are conceptualized as being concerned about their future as workers, increasing personal control over their vocational future, demonstrating curiosity by exploring the possibilities of themselves and future scenarios, and strengthening confidence to pursue their aspirations. According to Savickas [18] developments of the four dimensions of adaptation develop at different rates, with the possibility of fixation and regression.

2.2 Life Design Career Counseling

Life design career counseling developed from the theory of Self Constructing [17] and Career Construction Counseling [18]. This life design paradigm develops to meet the needs of the 21st century that are full of challenges and questions and aims to develop the work-life of the counselee. The life-design paradigm was developed by the Life Design Research Group with representative countries namely Belgium, France, Italy, Portugal, Switzerland, Netherlands, and the United States. [5]

The life design model for career intervention supports five prejudices about people and their work lives, such as contextual possibilities, dynamic processes, non-linear progression, multiple perspectives, and personal patterns [5]. Life design career counseling uses stories that show the counselee's uniqueness. Life design career counseling positions counselees and counselors as subjects. In the process of life design counseling using a dialogue of meaning between counselee and counselor, which is preceded by the counselee tells the story of career identity with continuity and coherence then the counselee is involved in adaptive actions in building the career life they want [19]. The core elements in career design career counseling are relationship, reflection, and sense-making. Life design counselors are experts in forming relationships, encouraging reflection, and encouraging the formulation of feelings.

Life design career counseling stages according to Savickas et al [5] include: (1) the counselee and the counselor defines the problem and identifies the expectations the counselee wants to achieve in consultation with the counselor; (2) the counselee explores subjective identity at this time; (3) Narrate the story that was implicitly explicit and make the story more objective and certain. This third stage aims to open the counselee's perspective; (4) placing the problem in the perspective of a new story; (5) determine activities that can be tried and actualized for the counselee's career identity; (6) short-term and long-term follow-up. In more detail, Savickas [19] created a Life Design Manual to fully discuss the stages of life design career counseling. Life design career counseling stages are based on the Life Design Manual [19], namely narrative transitions, conducting career construction interviews, reconstructing life portraits, counseling process, closing counseling sessions.

Life design career counseling can be done individually or in groups. The functions of life design career counseling to help counsees, in an environment supported by peers, in exploring aspects of identity, adaptability, and diversity that generally focus on work-life and how counsees use work-life to design purposeful lives. Life design group career counseling stages [34] include organizing a life design group, facilitating a life design group, delivering narration.

3. METHOD

The research method used is quasi-experimental. The research design in this quasi-experiment is Pretest - Posttest control group design. Two groups namely the experimental group and the control group were given a pretest and posttest. The experimental group was given intervention in the form of life design career counseling while the control group was not given the same treatment. The design of this study is illustrated in Table 1 Quasi-Experimental Research Design [35]

Table 1 Quasi-experimental Research Design

Pre- and Post-Test Design			
Select Control Group	Pre- Test	No Treatment	Post Test
Select Experimental Group	Pre- Test	Experimental Treatment	Post Test

The location of life design career counseling research was conducted at Universitas Pendidikan Indonesia. Participants involved in the study were 12 fourth semester students majoring in Business Management Education in the 2016/2017 Academic Year, as many as 12 students who had career adaptability in the medium and low categories. Taking the subject using a nonprobability sample which is convenience sampling.

Measurement of career adaptability in this study was

adapted and developed from the Career Adapt-Abilities Scale [3]. In the implementation of life design career counseling using several instruments including life design manual [19] The Life Design Group Guide [24], The Life Design Theme Mapping Guide [34] and Career Construction Interview [36]. Process evaluation is done using observation sheets.

4. RESULT AND DISCUSSION

This study aimed to determine the effectiveness of life design career counseling to improve career adaptability. Life design career counseling is carried out for four sessions with a service focus based on aspects of career adaptability namely concern, control, curiosity, and confidence. Life design career counseling conducted refers to the Life Design Manual [19] and the Life design Group Guide [24].

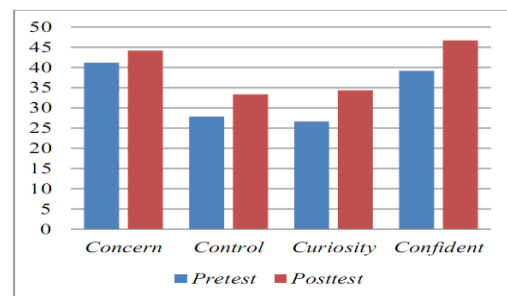


Figure 1 Result of Pretest and Post Test

Based on the results of hypothesis testing in Table 2 that were analyzed using the SPSS version 20 application with non-parametric analysis techniques namely Mann-Whitney U test it is known that effective life design career counseling to improve student career adaptability is shown by calculating the posttest score using the Mann Whitney U test producing Z count that is -2,887 with a significance of 0.004. The significance value of 0.004 is smaller than 0.05, so there is a significant difference between the groups that get life design career counseling, the experimental group and the group that does not get life design career counseling, the control group.

Table 2 Result of Post test Score Calculation between Experiment Groups and Control Group Using the Mann-Whitney U Test

Posttest	
Mann-Whitney U	GGG
Wilcoxon W	2i, GGG
Z	-2,887
Asymp. Sig. (2-tailed)	0.004
Exact Sig. [2*(1-tailed Sig.)]	GG2 ^b
a. Grouping Variable: Experimental Group and Control Group	
b. Not corrected for ties.	

The results of testing this hypothesis are in line with the goals of life design career counseling revealed by Savickas et al [5] which revealed that life design career

counseling aims to improve (1) the counselee's adaptability and flexible response to their developmental tasks, vocational trauma, and job transitions. Life design career counseling helps individuals develop their ability to anticipate changes and their future in changing the context of career life and helps individuals find ways to achieve their expectations through their involvement in various activities. Previous research has also shown that adaptability can be developed using life design career counseling [10], [37].

Research conducted by Maree & Symington [37] revealed that life design career counseling proved effective in five students aged 16-18 years in South Africa who were given life design career counseling treatment in the form of groups. The data shows an increase in career adaptability as evidenced by the counselee's efforts to deal with aspects related to concern, control, curiosity and confident. This study shows the positive effect of career life career counseling on students' career adaptability abilities.

The results of statistical calculations in this study shown in graph 1 also showed an increase in scores on all aspects of career adaptability in the experimental group given career design career counseling. The calculation results show that the aspect of concern increased by 3 points, control by 5.5 points, curiosity by 7.66 points and confident by 7.5 points. Based on this increase it is known that the aspect of curiosity has increased more points than other aspects. This is under research conducted Vilhjalmsdottir [38] which states that individuals who are younger (15-20 years) have a higher curiosity towards careers.

The results of the process evaluation using observation guidelines showed that in the process of implementing career design career counseling students showed changes in behavior. Students have orientation to career opportunities, have career-related thinking and prepare for career assignments, career changes and future career challenges. Students show responsibility for the future of their careers, feel responsible for managing themselves and shaping their careers. Students have a curiosity about their careers, show a tendency to engage in career-related activities that focus on opportunities, have curiosities that motivate exploration of future alternatives and add possible actions that can lead to the future. Students have confidence in themselves, anticipate career success with perseverance and have the ability to achieve career goals.

The results of statistical tests which state that life design career counseling is effective and the results of qualitative data collection through interviews and observations that indicate a change in behavior in students who get life design career counseling indicate that the measurement of career adaptability with quantitative methods and with the support of qualitative measurements can provide results that are as expected. This is consistent with the opinion of Rottighaus et al [29] which states that in measuring career adaptability must use both quantitative and qualitative measurements because they both provide

uniqueness and complementary benefits. Quantitative measurements reveal aspects of career adaptability that are still lacking while qualitative measurements reveal contextual factors that cause shortages. Quantitative and qualitative measurements provide equally informative data.

5. CONCLUSION

Life design career counseling shows effective results to improve student career adaptability. Evidenced by the significant increase in scores on every aspect of career adaptability after being given life design career counseling. Life design career counseling programs can be used as recommendations to help students who experience problems related to career adaptability. Life design career counseling implementation that can be done by counselors in tertiary institutions must be under life design career counseling research guidelines and plans for implementing counseling services that are tailored to specific issues related to which aspects need to be further developed. Counselors who carry out life design career counseling are counselors who understand life design career counseling and have attended life design career counseling training. Further research is recommended to carry out longitudinal research so that it is possible to be followed up and it can be seen how long the influence of career design career counseling. Also, on, the true-experimental research method is recommended that both groups of samples be equally treated for more effective results.

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