PRESENTER'S PAPER

Local Culture, Career Counseling, and Students' Career Maturity

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Abstract

In the process of education, students' career maturity is constructed as an important aspect, to be achieved as a form of success in their development. This study outlines the local culture that is framed as a strategy of changing the behavior of students through career counseling services to increase the maturity of his career. Students' individual behavior can be shaped by local culture in which they are located, at school, in the family, or in a particular community. The local culture which contains the values, norms, customs, and traditions that have been maintained throughout the life can be constructed by the guidance and counseling teacher or school counselor adequately as strategy or technique of changing the behavior of students through career counseling services. This will be obtained expediency useful in helping students to achieve success in career development. Career success in the educational process in the formal education materialized in career maturity that is a maturity level of the students in the act and act intelligently in making career decisions in accordance with their interests, talents, intelligence, personality characteristics, and ideals.

Keywords: *local culture, career counseling and career maturity.*

1. Introduction

Maturity career is an important phenomenon in the process of career development of students, requiring the intervention of professional counselors in the form of career counseling services based on local culture as a strategy for changing the behavior of students. Results of research Hasan (2006), Patton and Creed (2001) recommends that the maturity of a person's career is an important variable that affects the development of his career. Career maturity is the level of maturity in attitude and action to take career decisions intelligently in accordance with the potential and interest (Hasan, 2006). Decisions are based on the individual's career potential and a strong interest, may obtain success in achieving the desired career which is manifested in the ability to achieve a career field, achievement in running his chosen career, and was able to develop his career as an important part in social life.

Culture is an important aspect in the lives of individuals that influence behavior. Humans live in a society with a culture that is an indigo-values, traditions, and habits that framed attitudes and behavior. Students as social beings, attitudes and behavior is influenced by the culture in which they reside, in families, at school and in the community. The diversity of culture was born and developed for the purpose of human life. According to Tylor in Berry, Poortinga, and Seegal quoted Hartono (2008) culture as the totality of knowledge, art, morals, norms, customs, and capabilities that influence individual behavior through the interaction process that continues over time (Triandis, 1994; Super and Harkness, 1997) in his life. In the interaction process, lasting internalization of cultural values that the inclusion of culture into a unique human beings in accordance with the cultural complexity.

The local culture is a culture that was born and developed in certain environments such as school environment, family and other community settings. Local culture includes the values, norms, morals, traditions and customs are maintained over time in a place, a particular region, so it can be positioned as an important aspect in the process of changing individual behavior. In the environment of the school has maintained the values, norms/rules, morals, traditions, and habits

that can be constructed as a career counseling strategies to improve students' career maturity. According Crites quoted Patton and Creed (2001) career maturity as a study center in an effort to understand the progress of individual career development in accordance with the tasks of career development. The description and the opinion above, indicates that the student career maturity as an important aspect in the process of career development to achieve the level of maturity in thinking, acting, and acting creatively productive, so that they are capable of acting as an individual who contributes to the global competition.

2. Formal Education Role in Students' Career Development

Development of a career is an important phenomenon in modern society (Arulmani, 2015), at least based on three grounds, namely (1) a career in the context of occupations or professions has become a community-wide needs, no human being as a member of society who do not need work or profession; (2) the progress of a job or profession contribute significantly to the fulfillment and well-being of humans as members of society; and (3) a person's success in developing a career affect their social position in the gobal community life. Career development of students is the student's mastery level in carrying out development tasks relating to the preparation to achieve success in choosing a career field that you want (Hartono, 2015a). An example: when students are able to study in a good performance at the level of primary and secondary education to higher education and be able to obtain a job or profession field desired, it can be said to be successful in career development.

To help students to succeed in career development, required formal education process is adequate as an educational institution careers (Hyuncheol, 2015) is a model of formal education at the primary level, secondary and higher education are able to create an academic culture that is conducive to motivate student learning, so students or students can learn optimally in an effort to develop their potential in a field of work or profession that you want (Mistery of Education, Culture, Sports, Science and Technology, 2011 and 2015). To realize the desired conditions, the development of curriculum based on the needs of the market that supported the professionalism of teachers, adequate educational facilities (laboratories, workshops, classrooms, and the library as a source of learning with information technology network).

Career development of students need the support of the education implementation of formal quality, character, supported professional organizations, and based on market needs. Formal education as forming the competence of students in various fields of work or profession. Different types of formal education will shape students' competencies in various types and occupations or professions in public life. The role of formal education in the career development of students can be explained by Super's of Career Maturity (Sharf, 2013) that education in schools and colleges aims to establish competence of attitudes towards career development which include career planning and exploration career, competence of knowledge and skills to career development includes decision-making of career and information world of work. So it is clear that formal education plays a role in fostering and shaping the career development of students according to the students' potential.

3. Career counseling and Local Culture

In the context of education, career counseling is provided by the professional help and counseling guidance teachers or school counselors to students, so that they are able to achieve maximum career development. Typically career development of students being focused guidance and counseling teacher or school counselor, as one form of facilitating the school to students. At school the students need adequate career counseling services by constructing the local culture as a strategy for changing the behavior of students. According Triandis (1994), Super & Harkness (1997) and Hartono (2008) cultural influence changes in attitudes and behavior of individuals through the process of interaction that takes place continuously in the life of society. In this condition, the prevalent when local cultural elements in the form of values, norms, morals, customs, and beliefs of a framed as one of the strategies of career counseling, in order to promote

innovation in the development of the theory of counseling is very beneficial for the wider community and students in particular.

The career counseling using the local cultural construction as a strategy of changing the behavior of students must meet criteria: (1) as a means of self-help means gradually after the students are given career counseling services, he is expected to help him in solving career problems; (2) construction of local culture contain the values, norms, morals, customs and beliefs are maintained in a community; (3) can be held individually or in groups; (4) of teaching by guidance and counseling teacher or school counselor who graduate training; and (5) have a manual or guide book of career counseling. Career counseling process with the local culture construction as strategy or a technique of changing the behavior of students is done through the following steps.

Counseling of groups. In group counseling, teachers of guidance and counseling or school counselors perform these steps: (1) *The establishment of the group* is to establish a group, involving members of the group and gave the name of the group, teacher of guidance and counseling or school counselor who serves as the group leader invites members of the group to formalize the agreed name of the group; (2) *Establish a good relationship* (rapport) with each other ways to introduce ourselves, carried out by guidance and counseling teachers or school counselors as well as all members of the group, as well as playing a game or sing along; (3) *Establish group norms* which rule or order of group counseling, conducted by discussing the draft rule or order prepared by the guidance and counseling teacher or school counselor, in order to obtain an agreement with members of the group; (4) *Identify the problems the client* is done with the teacher of guidance and counseling or school counselor provides the opportunity for each member of the group to express their grievances and problems career facing or other problems that disturb him, then conducted discussions to create a common agreement on priority issues group members discussed in group counseling; (5) *To formulate the purpose of group counseling,* conducted by way of guidance and counseling teacher or school counselor explained to members of the group on goal-based group counseling career problems students or clients; (6) *Selecting and implementing a strategy* which is a strategy of counseling based of local culture constructed by guidance and counseling teacher or school counselor as a technique of changing the behavior of students; (7) *Do of assessment,* namely of guidance and counseling teachers or school counselors hold discussions with members of the group to measure changes in the behavior of members of the group, if there is a change of behavior as evidenced by each member of the group was able to gradually overcome the problem of his career; and (8) *To follow-up,* at this stage the teacher of guidance and counseling or school counselor to follow up the results of the assessment, if the purpose of group counseling is reached, then the group counseling be terminated, if the objective of the counseling group has not been or is not reached, it is necessary to step namely the transfer of referrals to other specialists with the consent of the student as a client.

Counseling of individuals. In individual counseling of guidance and counseling teachers or school counselors perform the following steps: (1) *Meeting with the client,* in this initial meeting of guidance and counseling teachers or school counselors receive what their clients with a sincere and promote empathy; (2) *Establish a good relationship* (rapport)*,* which is done by the teacher of guidance and counseling or school counselor introduce themselves to clients and vice versa clients also introduce ourselves, counselor explains to the client about the objectives, principles and process of career counseling, so that the client believes that the career counseling as a good solution to solve the problem; (3) *Identify the problem client,* guidance and counseling teachers or school counselors identify problems related to the client's career; (4) *To formulate career counseling purposes,* based on the client's problem, guidance and counseling teacher or school counselor explains to the client about the goals to be achieved as a success criterion career counseling; (5) *Selecting and implementing strategies* that career counseling strategies based local culture constructed by guidance and counseling teachers or school counselors as counselees behavior modification techniques; (6) *Conduct an assessment* to determine the success of career counseling, career counseling whether the goal can be achieved or not; and (7) *Conduct follow-up*, based on the assessment determines whether career counseling may be terminated because the goal is accomplished or do career counseling referrals for the purpose can not be achieved. Client

referrals to relevant experts, commonly done if the objective of career counseling formulated in four phases above can not be achieved. Referral programs carried out on the basis of considerations, namely (1) the client's problems outside the authority of guidance and counseling teacher or school counselor, (2) there is cooperation with an expert or profession into the referral, and (3) approved by the client.

4. Students' Career Maturity and Construction of Local Culture as Career Counseling Strategy

Hasan (2006) defines the concept of career maturity is the ability to make decisions about career choice in accordance with the potential, opportunities, and desires. Super in Shart (2013) states that the maturity of his career focused on the individual's ability to overcome the problems of developmental tasks of his career. According to Hartono (2015b) students who reach the level of maturity of a good career shown on the fulfillment of characteristics: (1) is able to self-knowledge, (2) is able to careers-knowledge, (3) has a career goal that ideal but realistic, and (4) be able to do career choice. Selection of student careers do well if he is able to take decisions on career areas that are considered good and are supported by their own potential and the values of the career of the students, so the choice is the best result and believed to be true (Hartono, 2012).

Career maturity of students is an important issue that needs to be studied in depth, so the authors conducted a study involving variable of career maturity of students on the grounds that (1) if the student has a good career maturity, he will be able to make the selection right career; (2) career choice is an important aspect in the life of society, because careers are measured from aspects of the job or profession into a global community needs to prosper; (3) the ability of the students in choosing a career can be studied by constructing the local culture as a strategy for changing behavior of students; and (4) the guidance and counseling teacher or school counselor can provide career counseling to students adequately, after training of models of the career counseling of local culture based. On the basis of these four reasons, it is understood that the career maturity of students can and should be improved through intensive career counseling services as one of the core activities under the guidance and counseling program in schools.

Construction of local culture as a strategy for career counseling or as a technique of changing a student's behavior is a form of innovation in the development of the theory of counseling in Indonesia. Human behavior is influenced by culture, before the baby is born (still inside the mother's womb) parents are already doing culture-based activities such as pray (Dik, 2015) that after the baby is born into a dutiful son to religion, to parents, family as well as the nation. After the baby is born in the world, she was educated by her parents in the manner prescribed by the family culture. At the age of 4-5 years old children learn in early childhood education programs, at 6-12 year old children learn in elementary school, at the age of 13-15 years children learn in junior high school, at the age of 16-18 years children learn in high school, at the age of 19-23 years children learn in universities. It is obvious that, the child's behavior is shaped by local culture namely family culture, the culture of schools and colleges.

Culture has certain characteristics, for example a global of western culture is more individuality, intellect, rationality, and materiality, while the eastern culture tends to be a collectivity, emotionality, intuitive, which is influenced by family values, social norms, and religious or spiritual beliefs (Mohamad Surya, 2015; Dik, 2015). The cultural diversity makes different influences on character building of students, as the student's character shaped by the culture in which it is located. Based on these descriptions, it can be concluded that the local culture is constructed as a strategy for career counseling will be colored by the richness of the local culture. Teacher of guidance and counseling or school counselor can manage the culture of the school as a local culture to make the process of change in student behavior in the service of career counseling, so that students can achieve of career development of the good one is manifested in increased ability to understand oneself (self-knowledge), understand the environment in a career (career-knowledge), and independence in decision-making careers to choose a career field that is desired and supported by her potential.

5. Conclusions and Recommendations

Career maturity of students as an important aspect in the development of his career that could be improved through career counseling services by using local culture as a strategy or technique of changing a student's behavior towards the expected direction, namely its ability to intelligently in self-knowledge, career-knowledge, and independent in career choice that is desired, according to her potential. Guidance and counseling teacher or school counselor will be able to provide career counseling services based on local culture after their training of the career counseling model program based of local culture developed by the authors. The career counseling model based on local culture can be held individually or in groups to perform its phases correctly and consistently to achieve the desired objectives.

To achieve these objectives, the author recommends that (1) the development of student careers need to get serious attention from the teacher of guidance and counseling or school counselors and parents of students, as this will determine the future of students as a potential cadre of nation building is typically prepared intelligently in order to have global competitiveness; (2) development strategy of career counseling based local culture should be done with the involvement of guidance and counseling teachers or school counselors through quality research, in order to obtain better results and can be implemented in schools in different cultures; and (3) training of local culture-based career counseling held on an ongoing basis to the guidance and counseling teacher or school counselor by using methods and media interest.

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