

# Reference Value Oriented Analysis for Counseling Program Development in Facilitating Vocational Identity Formation of Prospective Counselor

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## Abstract

This study examines the issue of reference value-oriented analysis for counseling program development in facilitating the identity formation of prospective counselors. The special purpose of the study is to map the students' reference value orientations and vocational identity status. The study design used in this research is a cross-sectional survey. The subject of study is 81 psychology department of education and counseling students who are proportional randomly selected based on their class and sex. Reference value orientation instrument is used as a means of collecting data refers to Spranger theory, IONIR models, which developed by Kartadinata (1998). Vocational identity status instruments refer to the concept of Marcia to measure the manner or style in facing identity issues which are based on high or low exploration and commitment in using vocational domain and Adolescence's Vocational Identity : adaptation of the Occupational Identity Scale (OIS), which is developed by Feliciano H Veiga and Helia Moura (2005). The study shows that students' value orientation reference is spread on a wide range of values. Orientation priority lies in the economic, scientific, social, and religious. Meanwhile, based on active status, student vocational identity is also still spread with the greatest proportion of the low-status identity. Students who have high identity status at the beginning tend to be oriented on the value of themselves as individuals, then human values as a society. On the contrary, students who have lower status prefer identity value associated with human beings as members of society than oriented human value as an individual.

## Keywords

prospective counselor; identity; vocational identity; reference value

## Abstrak

Penelitian ini mengkaji masalah analisis orientasi nilai acuan untuk pengembangan program konseling dalam memfasilitasi pembentukan identitas calon konselor. Tujuan khusus dari penelitian ini adalah untuk memetakan orientasi nilai referensi siswa dan status identitas vokasional. Desain penelitian yang digunakan dalam penelitian ini adalah cross sectional survey. Subyek penelitian ini adalah 81 mahasiswa jurusan psikologi pendidikan dan konseling yang dipilih secara proporsional secara acak berdasarkan kelas dan jenis kelaminnya. Instrumen orientasi nilai acuan yang digunakan sebagai alat pengumpulan data mengacu pada teori Spranger, model IONIR, yang dikembangkan oleh Kartadinata (1998). Instrumen status identitas vokasional mengacu pada konsep Marcia untuk mengukur cara atau gaya dalam menghadapi masalah identitas yang didasarkan pada

eksplorasi tinggi atau rendah dan komitmen dalam menggunakan domain vokasional dan Identitas Kejuruan Remaja : adaptasi dari Occupational Identity Scale (OIS), yang dikembangkan oleh Feliciano H Veiga dan Helia Moura (2005). Hasil penelitian menunjukkan bahwa acuan orientasi nilai siswa tersebar pada rentang nilai yang luas. Orientasi prioritasnya terletak pada bidang ekonomi, ilmu pengetahuan, sosial, dan keagamaan. Sedangkan berdasarkan status aktif, identitas siswa SMK juga masih tersebar dengan proporsi terbesar dari identitas status rendah. Siswa yang memiliki status identitas tinggi pada awalnya cenderung berorientasi pada nilai dirinya sebagai individu, kemudian nilai kemanusiaan sebagai masyarakat. Sebaliknya siswa yang berstatus lebih rendah lebih memilih nilai identitas yang dikaitkan dengan manusia sebagai anggota masyarakat daripada berorientasi pada nilai manusia sebagai individu.

### Kata kunci

calon konselor; identitas; identitas vokasional; nilai referensi

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## INTRODUCTION

Along with the government and public recognition of the counseling profession and its salary improvements through professional allowances, secondary school graduates' interest in entering LPTK increased sharply compared to the previous period. On the other hand, this phenomenon is a good sign because LPTK will have a great chance to select excellent prospective students who are also expected to be excellent counselors. Nevertheless, the phenomenon can also change the students' values orientation reference. Why do they choose to be counselors? There are concerns among the researchers that students might choose to become counselors because of the excellent salary, not because of their soul calling. Since the counselor's salary is higher compared to other equal professions.

The counselor profession should ideally be attributed to those working to fulfill financial satisfaction and pursue a career, but as a **vocation**, as the experts said (Cullen, 2013; Leong, 2008). In determining the vocational choice, they did after going through a series of efforts to find comprehensive information and then continued with a solid commitment to the selection. Marcia's theory said (1993) those people were categorized as having high identity status in the vocational field. Chronologically, students generally are during adolescence, and one essential developmental task in adolescence is optimal identity formation.

Moreover, Erikson said that achieving self-identity is a primary developmental task in adolescence. The identity of a person contains several domains. Among many domains, vocational is the essential part of one's entire identity (Mussen et al., 1990, p 648). The success of young people in achieving self-identity, including vocational identity, will result in personal balance and a healthy person. Otherwise, if adolescents fail to achieve identity, an adolescent will be in a crisis or confused identity.

Success in achieving vocational identity is significant for adolescents. The reason is that their efforts to prepare career can only be possible for those who have a steady vocational status identity (Vocational identity achievement). It is confirmed by Marcia (1993) that adolescents who are on the status of vocational identity would be able to assess their competence and interest. They are also able to assess the opportunities that can be achieved, as well as being able to commit to the job choices that match their characteristics. There is no sufficient information about how far adolescents who have status as students, especially counselors students candidates, fulfill the above qualification. However, it seems there are indications that the students generally continue their studies to higher education or work because they want to try or even they only wait for good luck (Munandar, 1991, p 29). Some students ultimately choose majors that are less appropriate to their characteristics, select the advanced study in higher counseling, and enter the world of work.

Based on the work searching process phenomenon and the choice of work and research findings as disclosed above, it is alleged that the vocational field has not been a top priority in the students' lives. This condition least provides clues about two things. First, adolescents are less earnest in exploring the various career possibilities that will be selected. Second is the lack of ability of adolescents in vocational choices and lack of ability to make choices. According to Marcia terminology (Waterman in Marcia, et al., 1993), both exploration and commitment cases. The level of exploration and one's commitment to an identity domain will determine the identity of the corresponding status in the domain (Marcia, 1993). Low exploration and commitment on vocational can deliver them into the category of confusion identity status (Erikson, 1968) or the identity diffusion (Marcia, 1966) in the vocational field. Such identity status, said by experts (Marcia, 1993; Josselson in Archer, 1994), was identified as low status, and the identity is a problem in adolescent identity development that concerns Erikson (Steinberg, 1993). Such a situation is undoubtedly trouble because, according to the development tasks, adolescents must have a high vocational identity status as a necessary basis in selecting a career ahead of adulthood. For most people, it is a source of fulfillment and happiness.

The gap between ideal expectations of vocational identity status attainment as a developmental task of adolescence and the demands of the external global work world with the phenomenon indicative of confusion or ambiguity vocational identity, which appears on most of our youth, will need severe treatment because the failure to build a teen identity will endanger their future lives. Confirmed by Miller (1993, p 165), "*If adolescents cannot integrate their identification, roles, or selves, they face identity diffusion. The personality is fragmented, lacking a core.*" Furthermore, they do not have a steady attitude and perspective future. Thus they only show their incompetence in many ways. Erikson (Thornburg, 1982, p 537) states that "*identity diffusion – the failure to achieve identity – results in adolescents inability to commit themselves to physical intimacy, to a decision on occupational choice, to energetic competition, or psychosocial self-definition.*"

Thus, the importance of achieving the vocational identity task in adolescence and such danger if the task is not completed, then the helping hands of the adults in the adolescents' neighborhood, in this case, the parents, educators, and counselors are indispensable. It follows the Josselson advice (Archer, 1994, p 12-13) "*because identity forms the foundation of adult life. As a society, we have a large stake in seeing that this takes places as optimally as possible.*" Suppose we see from a guidance and counseling point of view. In that case, career counseling, in particular, efforts to address it, among others, can be done by optimizing the internal aspects of individual and social climate change to support identity achievement (in Marcia Marcia et al., 1993). The effort is based on the idea that identity is essentially an intersection between the individual and society (Josselson in Archer, 1994). Assessing individual domain and environmental context concerning identity is an issue that is very relevant in the study of identity status over the last decade (Kroger, editor, 1993).

### **Formulation of the Problem**

The research context uses vocational or career terms to emphasize the broader understanding of the work that not only includes jobs as a source of income or generating a wage or salary. As Marcia affirmed (1993, page 157) that "vocation is not equivalent to paid employment," but also include therein domestic tasks such as parenting (child-rearing), household care, volunteering in the social field of humanitarian, hobbies development or interests expressly, amateur sports, (Marcia, 1993; Archer, 1994; Adelson, 1980). So, in this case, the careers term is seen as more representative to describe aspects of work more comprehensive as expressed Zunker (1986, p 3) that "career refers to the activities and positions involved in vocations, occupations, and jobs, as well as related activities associated with an individual's lifetime of work "

Referring to the above ideas, the handling issues and problems of adolescents' vocational identity, among others, can be approached through guidance and counseling intervention. The emergence of guidance and counseling theory started from the implementation of vocational guidance; many figures are trying to analyze vocational guidance from various points of view. Some of the figures are Bordin (1943), Happock (1957), Super (1957), and Roe (1957), who have presented theories on career selection or position. However, among all the figures, it is found that several job options proposed by the theory seem to have weaknesses. In his theory, Super explained that the maturity of the work and self-concept are two development processes related to each other and are the backbone of the proposed theory. The theory explained development or career selection in general. Then, there were also weaknesses in the theory developed by Bordin, Happock, and Roe. Their theory was developed narrowly and emphasized one aspect only. For example, it emphasizes the aspects of concentrating on self-concept-centered, concentrating on needed-centered, or oriented on etiology.

Holland proposed the theory with a more comprehensive approach from the weaknesses that emerged, and he integrated the existing sciences. In connection with that, the theoretical development of the career counseling model in this research focused on the theory of career selection—Holland known as the Hexagonal Model (Osipow, 1983). Furthermore, the experts revealed that reaching a vocational one always refers to the values derived from religion (Savickas, 2013). Operationally, the research problem is translated into research questions (1) how are the mapping of reference value orientation

and the prospective student counselor vocational identity status, (2) how are the students reference value status configuration in vocational identity formation.

### Theoretical framework

Two main theories become the foundation of the study. They are theories about vocational identity status from Marcia and reference value orientation from Spranger. We have described vocational identity status earlier. The identity status paradigm by Marcia, before and after the mid-sixties, the interest of researchers on the issue of adolescent identity formation increased. So productive, it has produced more than 300 researches (in Marcia Marcia et al., 1993 case 22). In an attempt to understand the nature of identity, Marcia proposed a new way different from the previous standard view. She defined identity as a self-structure-something internal, structured by itself, drives the dynamic organization, abilities, beliefs, and personal history (Marcia in Andelson, 1980, p 159).

Ideally, adolescence identity status attainment is reached by setting a commitment after exploring various alternatives. Commitment is the culmination of the exploration process (Marcia in Archer, 1994, p 17). In fact, for various reasons, identity crisis resolution can not be reached easily by every adolescent. In connection with that, there are four styles that adolescents may show in conducting the issue of identity resolution, which are based on the presence-absence of exploration and commitment, namely *Identity Achievement*, *Moratorium*, *Identity Foreclosure*, and *Identity Diffusion*. The four styles of identity resolution are called identity status (Marcia in Adelson, 1980, p 161). The identity status can be interpreted as a category and indicates the development degree (in Marcia Waterman et al., 1993, p 174).

According to Marcia et al. (1993, p 206-211), establishing identity status exploration process in the late adolescents is characterized by how far adolescents do assessments on various matters related to the identity topic domain as reflected by the power and depth aspects: (1) knowledgeability, (2) activity directed toward gathering information, (3) considering alternative potential identity elements, (4) desire to make an early decision. At the same time, the level of commitment is shown by how far the adolescents' firmness establishments against identity topics domains as by the power and depth aspects: (1) knowledgeability, (2) activity directed toward implementing the chosen identity element, (3) emotional tone, (4) identification with significant other, (5) projecting one's future, and (6) resistance to being swayed.

Understanding Spranger's theory can not be separated from the previous idea of where the theory is rooted. Spranger Baeker's theory is from Neokantianism. Among other Neokantianism ideologies, Baden's ideology was the most influential on Spranger's theory (Edward in Kartadinata, 1998). According to Spranger, a psychological approximation to human life is not made with the abstractions of science but with the perspective and appreciation of cultural values. Human personality is formed and rooted in the framework of cultural values and history. Thus, Spranger still recognized individual strength, which was called *subjective spirit*. Meanwhile, cultural strength value is an *objective spirit*. Spranger put a subjective spirit in the primary position because cultural values will only grow and survive if it is supported and internalized by individuals (Edward in Kartadinata, 1998). Humans do not accept value passively but actively and creatively—both spirits are connected mutually. Objective spirit thrives if supported by the subjective spirit. Subjective spirit will form and grow if it lies on the objective spirit to be achieved or realized.

Spranger viewed culture as a value system, and he classified cultural values into six types: the value of theory, economics, arts, religion, social, and political. The four first values (theory, economics, art, religion) are classified by Spranger into the human as an individual value. In comparison, the last two values (social and political) are a value of humans as society members (Suryabrata in Kartadinata, 1998). All sixth values reflect the subjective spirit guided the development of the objective spirit. Spranger formulated human typology into six personality types corresponding to the types of values based on these ideas. According to Spranger, this human classification is only an ideal classification. All values exist in humans, although one value is sometimes more dominant than the other. Spranger still recognized individuals' freedom to choose a value. Every individual still has a responsibility to realize his value; values that appear on the attitudes and conscience will make the culture becomes meaningful.

## METHOD

This research examines the problem which is happening. A one-time survey obtained data. Next, these data serve as the basis for characteristics problem description. The methods used in this research is descriptive (Santrock, 1997, p 56), while the research design used in this study is a cross-sectional survey (Shaugnessy & Zechmeister, 1994, p 129; Lerner & Hultsch, 1983, p 25)

### Research Subject

The research subject for the benefit of the reference value orientation analysis and development of vocational identity is a fresh student from the educational psychology and counseling department. From 96 subjects who filled in the questionnaire, 81 subjects were sufficient for further analysis and were randomly selected based on their class and sex.

### Data Instrument Collectors

In this study, the reference value orientation refers to the Spranger theory. We used IONIR developed by Kartadinata (1998) to uncover reference value orientation data. Meanwhile, vocational identity status refers to the Marcia concept, which is interpreted as resolving the issue of identity based on the level of exploration and commitment in the vocational domain. Exploration refers to how far adolescents experience the process of finding information on various alternatives regarding the five issues of vocational choice. In comparison, commitment refers to an attitude determination or decision-making on alternative vocational and engagement in meaningful activities towards implementing these options concerning five issues of vocational choice. The identity status is sorted into four categories: *Identity Achievement*, *Moratorium*, *Foreclosure*, and *Identity Diffusion*. We used the questionnaire to reveal the vocational identity data status; Adolescents' vocational identity: Adaptation of the Occupational Identity Scale developed by Feliciano H Veiga and Heila Moura (2005).

### Data Collection Procedures

They are multiplying instruments and getting research permits to related parties carried out at the preparation stage. At data collection time, we take the following steps: (1) Opening the meeting with greetings and brief introductions; (2) conveying the purpose of filling the

measuring instrument; (3) checking respondents' presence; (4) sharing the gauge and the answer sheet; (5) provide an explanation regarding the filling; (6) let the respondent ask questions; (7) let the respondents fill in the questionnaire; (8) collecting the answer sheets; and (9) close the meeting and thanking.

## RESULT AND DISCUSSION

### Reference Value Orientation Mapping and Vocational Identity Status of Prospective Counselor

The result of reference value orientation and vocational identity status of prospective counselor can be seen as follow:

Table 1. Prospective Counselor' Reference Value Orientation

Reference Value Orientation	Code	f	%
economics	E	27	33.33
scientific	I	16	19.75
social	S	14	17.28
authority	K	8	9.88
aesthetic	ES	7	8.64
religious	R	9	11.11
Total		81	100.00

The above table suggests that the four values that become the most powerful reference for the prospective counselor are economical, scientific, social, and religious. Meanwhile, the power and the aesthetic value are less concerned to students in determining the reference value. Meanwhile, regarding prospective counselors' vocational identity status, the data analysis shows the information as presented in the following table.

### Vocational Identity Status of Prospective Counselor

Table 2 shows that most prospective counselors (51.85%) are on low identity status, namely foreclosure and diffusion. Achievement and moratorium are considered high identity status, each of them is owned by less than a quarter of students total number.

Table 2. Vocational Identity Status of Prospective Counselor

Vocational Identity Status	Code	F	%
Achievement	A	19	23.46
Moratorium	M	18	22.22
Foreclosure	F	15	18.52
Diffusion	D	24	29.63
Ach-Mor	AM	2	2.47
Ach-For	AF	2	2.47
Ach-diff	AD	1	1.23
		81	100.00

### Students Reference Values Configuration in Vocational Identity Status Formation

The analysis using a cross-sectional survey obtained by the configuration of the reference value in the counselor candidate student in vocational identity status formation is as follows.

Table 3. Reference Values Configuration in Vocational Identity Status

Status	Value Orientation						Total
	E	I	S	K	ES	R	
A	2.47	14.81	2.47	0.00	0.00	3.70	23.46
M	7.41	2.47	4.94	0.00	3.70	3.70	22.22
F	11.11	0.00	4.94	2.47	0.00	0.00	18.52
D	9.88	0.00	4.94	7.41	4.94	2.47	29.63
AM	0.00	2.47	0.00	0.00	0.00	0.00	2.47
AF	2.47	0.00	0.00	0.00	0.00	0.00	2.47
AD	0.00	0.00	0.00	0.00	0.00	1.23	1.23
Total	33.33	19.75	17.28	9.88	8.64	11.11	100.00

The table suggests that the counselor student candidate with vocational identity achievement status has a strong orientation on the value of science, religious value, and social and economic value. Moratorium status has a more substantial economic, social, aesthetic, religious, and scientific value. Foreclosure status is more oriented to economic value, power, social and aesthetic, and religion. In addition, there is 6.17% which has a dual identity status, namely the achievement- moratorium oriented on scientific values, achievement- Foreclosure oriented on economic value, and achievement-diffusion oriented on religious value. It is revealed that most of the prospective counselors (51.85%) are in the low identity status, namely foreclosure and diffusion. This finding implies that those *foreclosures* have never been in exploration experience but have been committed. This commitment is not obtained through the searching process but from parents or others. Meanwhile, *Identity Diffusion* student status never or have not been in the exploration experience, so they never commit.

The position of some students in foreclosure status and diffusion identity status indicates that they have a low identity. This identity, according to Erikson, becomes a problem in identity development. In connection with that, they need to be helped to perform both exploration and commitment adequately. Exploration refers to how far students experience in the information searching process on various alternative vocational and engagement in meaningful activity toward implementing these options, concerning the issue of vocational choice. Referring to the opinion of Marcia et al. (1993, p 206-211), which are disclosed in chapter II, the exploration process is characterized by how far adolescents do assessments on various matters related to the identity topic domain as reflected by the power and depth aspects: (1) *knowledgeability*, (2) *activity directed toward gathering information*, (3) *considering alternative potential identity elements*, (4) *desire to make an early decision*.

While the level of commitment is shown by how far the adolescents' firmness establishments against identity topics domains as by the power and depth aspects: (1) *knowledgeability*, (2) *activity directed toward implementing the chosen identity element*, (3) *emotional tone*, (4) *identification with significant other*, (5) *projecting one's future*, and (6) *resistance to being swayed*, referring to the theory of Marcia, the guidance and counseling efforts aim to optimize the status of vocational identity and focus on ten indicators of

exploration and commitment. Associated with vocational, Marcia reveals that students, in general, are in the range of late adolescence. This period's most crucial development challenge is preparing to enter adult life—efforts towards the self-preparation decisive vocational choice.

In determining the vocational choice, each individual has the freedom to choose a profession and directly get money for the effort and time. They have spent or chosen domestic chores (namely babysitting and doing household chores) to be a volunteer in the social field of humanitarian, hobbies development, or interests, specifically, amateur sports. So, in this case, the careers term is seen as more representative to describe aspects of more comprehensive work that "career refers to the activities and positions involved in vocations, occupations, and jobs, as well as related activities associated with an individual's lifetime of work. "

The findings of this study would be more attractive if it is associated with a phenomenon that appears now in the majority of adolescents. No longer comply with the selection of the work offered by parents. Though conventionally, it is relatively a steady job and is the desire of most job seekers. They are more challenged to choose a risky job with high economic promising value. As professors or teachers, and counselors, the profession is no longer an option for counselor candidate students. They may be more interested in being a trainer, working in a private institution / NGO, or doing other very different jobs from counselors. It is a challenge for education counselors to make students have additional competence and competency for being counselors.

This study also revealed that the most potent reference value for the counselor candidate student is economical, scientific, social, and religious. This finding implies that students, later on, consider the cost-benefit economically in searching job. It is consistent with several previous studies in the city conducted by Kartadinata (1988) and Supriya (1991) in Universitas Pendidikan Indonesia (UPI), which is one of the universities being surveyed. Kartadinata's research results (1988, p 193-194), among others, showed that "despite the economic value, where the behavior is working, is first ranked in private and public universities student orientation in the city, but this has not been a meaningful value. It is supported by Supriadi (1991, p 18) about public and private student universities' subculture in Bandung, which is categorized into vocational, academic, collegiate, political, and nonconformist. The study results revealed that "vocational orientation of students, in general, is only "fair category." Judging from orientation intensity, they prioritize the fourth vocational subculture, and they are academic, political, and collegiate subculture nonconformist subculture. "

Associated with the Spranger theory, who saw culture as a value system, the value of the theory / scientific, economic, artistic, religious, social, and political. As revealed in this study, the students included four first values (scientific economics, art, religion), classified into values related to human beings as individuals. Students have not been very concerned with the last two values (social and political), which, according to Spranger, are values associated with human beings as members of society (Suryabrata in Kartadinata, 1998).

According to Spranger, it should be understood that six types of value orientation human classifications, which will shape other personalities, is just an ideal classification. All values exist in humans, although one value is sometimes more dominant than the other. Spranger still recognized individuals' freedom to choose a value. Every individual still has

the responsibility to realize his value; values that appear on the attitudes and conscience will make the culture becomes meaningful. Thus, what has been revealed in this study is still in conformity with the Spranger theory. The challenge for further study is to see what values are needed empirically for the success of the professional performance of a counselor.

Another finding of this study indicates that students with high identity status will strongly orient scientific, religious, social, economic, and aesthetic values. Low Identity status is more oriented to the economic, social, and power, and suppose it is associated with Spranger's theory. In that case, these findings indicate that students with high identity status tend to be oriented on the value of human beings as individuals then human values as a society. Conversely, students who have a low status tend to have human value as a community rather than as individuals.

## CONCLUSION

Student reference value orientation is still spreading in various values. Priority orientation lies in the economic, scientific, social, and religious. Meanwhile, student vocational identity is also still spread based on the status level, with the most significant proportion in low-status identity. Students who have high identity status tend to be oriented on the value of human beings as individuals then human values as a society. Conversely, students who have a low status tend to have human value as a community rather than as individuals. Vocational identity can be optimized through educational efforts and collaborative guidance and counseling. Six components, namely definition, rationale, assumption, competence, launch system, management system, evaluation system, can be used to develop a conceptual model of guidance and counseling to carry out students' vocational identities. This study concluded that the status of the counselor candidate student's identity is still relatively low. At the same time, the high status of vocational identity is crucial to be owned by counselors to display performance professionally and have reliability in global competence. Since it is still rare to have LPTK, which provides an identity development program, it is necessary to make the breakthrough to develop a model that is proven philosophically, conceptually, and empirically. It is essential to study further that deals with the essential values indispensable for the counselor's performance development. It is essential for orientation foothold in the education of counselors candidate, both for pre-service and service education programs. In addition, it can be known empirically whether one counselor must put the individual value as their priority than community value, or the social value first rather than individual values, or should those two values be balanced. This study was recently conducted on guidance and counseling students, which is expected to become a counselor. Similar efforts should be made for all students of the educational program. It is essential because teachers' job is not enough to be seen as a career but as vocational. As vocational, teachers' job should consider as the best career which can be experienced as a "calling" for the rest of their lives.

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