

GROUP COUNSELING USING TRAIT AND FACTOR APPROACH TO REDUCE CAREER ANXIETY

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ABSTRACT:

Career anxiety among vocational high school students, who should have skills relevant to career planning, often arises from a lack of understanding of career potential and options. This study aims to encourage students to know their potential, recognize their weaknesses and strengths, regulate their thought reactions towards future careers, and identify factors that can support students in achieving their careers. This study used *a one-group pretest-posttest design* with a quantitative approach, through observation, interviews, questionnaires, and documentation. The data analysis technique used was descriptive statistical analysis. The *pre-test results* from 8 subjects showed a total score of 624 (65%). After the intervention, the *post-test score* decreased to 495 (52%). The decrease in score of 129 points (13%) covers all indicators: physical reactions 15%, thought reactions 16%, behavioral reactions 11%, and mood 4%. Based on the results of the *pre-test* and *post-test graphs* that have been carried out on 8 class XI students of the Agricultural Product Quality Control Department (PMHP), it can be concluded that the *Trait and Factor Approach Group Counseling* can reduce career anxiety in class XI students of SMKN 1 Leuwiliang.

Keywords: *career anxiety, group counseling, trait and factor approach.*

INTRODUCTION

Choosing a career path is a crucial decision in an individual's life; a wise professional choice will impact one's entire life. Students today face difficulties characterized by worry, ambiguity, and anxiety over their future decisions. (Wais, M. 2024:8) When a person makes a choice that is not in accordance with their wishes or faces a situation that can affect their future, they feel anxiety, which often manifests itself in a short time that can cause anxiety that arises when an individual fails to adapt to their environment due to the interaction of various emotions.

Anxiety is a common emotion that can be experienced by anyone, anywhere, and at any time. Thinking about things related to the future can



cause anxiety. Anxiety is a subjective feeling characterized by worry about past distressing events or reactions to prospective events that have not yet occurred. (Damanik, RN 2021:63-76).

Career anxiety is a psychological condition characterized by excessive worry about the future and persistent apprehension about potential adverse events. An unclear and unknown future can lead to feelings of anxiety and helplessness, especially when a person is confused and lacks control over their destiny. This hinders a person's ability to formulate plans and exacerbates anxiety about future events. A person's behavior or traits can reveal their worries, prompting them to engage in activities that counteract these fears. Increasing anxiety triggers will exacerbate the severity of anxiety manifestations. (Violina, EI, & Ginting, RL 2023:16).

Park & Ahn define career anxiety as subjective anxiety associated with professional growth, including cognitive aspects (intrusive thoughts), emotional aspects (feelings of sadness), and behavioral aspects (avoidance). (Park, K., & Ahn, J. 2020:4730).

Career anxiety, as defined by Bandura, refers to an individual's doubts about their capacity to make judgments about their own abilities, which may lead to delays in decision-making. (Bandura, A. 1997:97).

Zalaski classifies anxiety about the future as a collection of discomfort, fear, worry, uncertainty, and confusion that stems from expectations of undesirable and inappropriate developments in the future. (Alifika, N. 2023).

Bandura argues that the main factors influencing career anxiety include self-efficacy and outcome expectations. Self-efficacy refers to an individual's belief in their own capacity to perform certain tasks or achieve specific career goals. Previous experiences and setbacks influence this. Social modeling, which involves learning from the accomplishments or mistakes of others, can impact an individual's self-esteem, leading to increased anxiety when faced with challenges in the workplace. Outcome expectations refer to an individual's



perception of the consequences associated with their choice of a particular occupation. Bandura suggests that professional anxiety can increase as a result of unreasonable expectations. This often occurs when individuals have excessively high or low expectations about the outcome of their professional development efforts; ambiguity regarding their future profession further increases their anxiety. (Bandura, A. 1997.)

A study entitled "Anxiety about Future Work in Vocational High School Students in Blitar, East Java" was conducted by Binti Faridatul Awalia, Siti Mahmudah, and Umdatul Khoirot. Other factors contributed 88.9% of the influence on future anxiety, while family social support contributed 11.1%. Furthermore, there was a negative relationship between the two variables. This suggests that inadequate family social support can lead to increased anxiety in the future if family social support subsequently improves. (Awalia, F. 2023: 40-44).

A Denver psychologist and author of *"From Conflict to Resolution"* states that anxiety disorders are the most common mental illness. Approximately 25% of adolescent boys and 30% of adolescent girls suffer from anxiety, and some experts see an increasing prevalence of anxiety and the emergence of anxiety disorders in both adults and adolescents. According to a 2018 Pew Research Center mental health survey, today's children show the highest levels of anxiety. In the survey, 26% of adolescents viewed depression and anxiety as "major problems," while 70% viewed them as "minor problems." (Noviyanti, A. 2021:46-59).

The act of choosing a career that aligns with one's interests and competencies is called career choice. The process of career choice is complex; students must assess, reflect on, search for, and develop a career that best suits their situation. This is exacerbated by a lack of knowledge and understanding of many occupations, along with an inability to identify oneself during the career choice process. Poor choices can significantly impact a person's life due



to the associated risks. (Lestari, MA 2019:39-50). Students, especially those in eleventh grade, need a comprehensive plan regarding career concerns. This is essential for students to have a clearer understanding of their career trajectory.

Group counseling is crucial in helping students overcome their challenges in such situations. Group counseling serves as both a preventative measure and a therapeutic intervention. Researchers can conclude from the challenges faced by students that concerns about future careers are largely triggered by self-doubt, anxiety, and a lack of self-understanding. Group counseling aims to improve mental health and personal growth through a dynamic, reciprocal interaction process characterized by the verbal sharing of ideas and emotions. (Pranowo, TA et al. 2024:6).

According to Prayitno, group counseling is a form of guidance that allows clients to discuss and resolve their problems through group dynamics. The issues discussed in this service relate to the challenges faced by each group member individually. (Ristianti, DH & Fathurrochman, I. 2020:10).

Group counseling functions as a place for individuals to get help with problems they are experiencing, facilitates individuals to communicate with other individuals in a group for their personal development, provides an opportunity for each group member to develop into a supportive and respectful individual. (Barida, M. 2023:16-17).

Group counseling is crucial to help students overcome their challenges in such situations. Guidance and counseling serve as both preventative and therapeutic interventions. Researchers can conclude from the challenges faced by students that concerns about future employment are largely driven by self-doubt, apprehension about new ventures, and a lack of self-understanding. (Wais, M. 2024:8).

Vocational high school students aiming to improve specific skills often experience ambiguity in their career decisions. The majority of students remain uncertain about the right steps to take to continue their education and find



employment that aligns with their academic discipline. Inconsistency in articulating career ambitions is a significant obstacle. Vocational high school graduates do not immediately enter the workforce. Some choose to continue their education at university. Therefore, counseling is offered to students using a *trait and factor approach* to assist them in choosing a career and reduce future career anxiety. (Manasikana, A. 2024: 17-26).

Trait and factor is a counseling technique that emphasizes individual understanding through psychological testing and the application of that understanding to solve various problems individuals face, particularly those related to major or career choices. *The Trait and Factor approach* assists students in self-reflection and problem-solving. This technique aids in self-understanding and explains how various aspects influence their professional achievements. This approach builds a strong framework that will help individuals choose careers that align with their extraordinary potential. (Wardah, A. 2012: 25).

trait and factor approach developed by Frank Parsons, the founder of this approach to career counseling, has made a significant contribution to the development of career guidance and counseling services. This approach specifically helps students facing challenges and uncertainty in determining career choices that align with their interests, talents, and potential. (Irmayanti, I., & Nurjannah, N. 2024:187).

As WS Winkel points out, it emphasizes introspection and the use of this understanding to address various challenges, particularly in goal formulation and career choices. This group counseling strategy enables students to identify and utilize their interests, potential, and values in professional decision-making . (Violina, A. 2022: 40).

the trait and factor approach is to help individuals achieve consistent growth and optimal development in all aspects of their personality, which include: *self-understanding, self-acceptance , self- direction, and self- actualization*



. (Dewany, R., Iswari, M. 2022:2).

The trait and factor approach techniques consist of: first, *Establishing rapport* (building a good relationship), By cultivating a pleasant, friendly, and personal atmosphere, counselors alleviate situations that can trigger dangerous emotions. Second, *Cultivating self-understanding* (sharpening self-understanding). Third, *Advising or planning a program of action* (giving advice or planning a program of action). Fourth, *Carrying out the plan* (implementing the plan) counseling directly facilitates the implementation of client goals and adherence to their choices. Fifth, *Referral* (sending to an expert). Counselors should refer clients to other professionals who are able to handle the problem if they are unable to do so themselves.

The integration of self-reflection within *the trait and factor approach* is a broad introspective process used to evaluate one's behavior, ideas, and emotions. This process increases self-awareness of one's strengths and weaknesses, facilitates the achievement of larger life goals, and helps maintain composure in the face of adversity. The integration of self-reflection and its relationship with *the trait and factor approach* includes: first, identifying the causes of anxiety. Self-reflection helps clients understand the causes of their career anxiety, which include social pressure, self-doubt, and concerns about the future. Second, developing self-confidence. Engaging in reflection can increase one's confidence in facing challenges such as future career anxiety and reduce worries or concerns related to future careers. Third, planning a clear career, planning, introspection, and a methodology that examines individual characteristics and components. Formulating strategies to achieve career goals and reduce future career anxiety through increased self-awareness. (Ardimen, A., et al. 2019:278).

Thus, *the trait and factor approach* can be used to address various challenges related to career selection. This method not only addresses various career choice issues but also helps people make decisions about their



professional paths.

METHOD

This research was conducted from January 2025 to March 2025. This research has a population that includes all grade XI students majoring in Agricultural Product Quality Control (PMHP) of SMK Negeri 1 Leuwiliang which consists of 1 class with a total of 29 students. The researcher used a *purposive sampling/non-probability sampling technique*. The *purposive sampling technique* is a sample determination technique with certain considerations. (Sugiyono, 2019: 127). The sample that will be used as the object of research is 8 grade XI students majoring in Agricultural Product Quality Control (PMHP) at SMK Negeri 1 Leuwiliang who have a high level of career anxiety which will be determined as the sample in this study. This research consists of 6 sessions . The first session is *pre-test*, the second to fifth sessions *are treatment*, and the sixth session is *post-test* .

The research design used is *One-group pretest and posttest design*. This is an experimental study involving only one group. This research design includes *a pretest* before the service or approach is given, as well as *a posttest*. after being given a service or approach. This is in line with Suhartini Arikunto's opinion, which states that an experiment is a method used to analyze the relationship between cause and effect (causal relationships). Experiments are conducted to observe the effects of a treatment. It can be concluded that experimental research is a research method that aims to identify causal relationships through the treatment process (Farisa, M., et al. 2022:3).

This research uses a quantitative method involving the collection of data in numerical or textual format, which is then analyzed to produce scientific knowledge expressed numerically, using an experimental method that will test the effect of certain treatments on many variables in a controlled environment. In this study, researchers obtained data together with secondary data sources or



data from other sources taken by the researcher. This secondary data was obtained through interviews with the guidance and counseling teacher who served as the data source. According to Sugiyono, quantitative research methodology is a positivistic method because it is based on positivism. This approach is in accordance with scientific standards, including empirical, objective, measurable, logical, and systematic attributes. Therefore, this methodology is considered a scientific technique (Sugiyono, 2019: 2).

The data collection technique in this study uses the observation method which is carried out through systematic observation and recording, Questionnaires in the form of written questions or statements to respondents related to the research problem, Interviews are used as a technique to find the problems to be researched. (Sugiyono, 2019:195).

instrument used was a questionnaire, which functioned to measure the observed phenomena. The instrument used by the researcher included four indicators: physical reactions, behavioral reactions, thought reactions, and mood. The researcher used a closed-ended questionnaire in the form of statements provided using a *Likert scale*. There were four answer options provided: SL (Always), Often (SR), Sometimes (KK), and Never (TP). The *Likert scale* is a scale designed to allow respondents to answer at various levels for each object to be measured.

The instrument grid in the career anxiety research questionnaire includes four indicators, including: first, physical reactions, namely the body's response that appears in response to certain stimuli that cause feelings of anxiety, such as sweaty palms, tense muscles, fatigue, and dizziness when facing anxious situations. Second, behavioral reactions, namely reactions carried out by individuals to certain stimuli in their environment, such as responding to potential dangers and other changes in their lives. For example, avoiding things that cause anxiety and leaving things that cause anxiety. Third, mental reactions, reactions that affect an individual's abilities and can interfere with the



problem-solving process, such as overestimating danger, feeling unable to solve problems, and worrying about something bad happening. Fourth, mood, emotional feelings experienced by individuals at certain times, characterized by changes in behavior and feelings, such as nervousness, panic, and sudden mood swings.

To ensure the instrument's usability, researchers conducted validity and reliability tests. Validity tests aimed to determine the extent to which the instrument measured what it was supposed to measure, while reliability tests examined the consistency of the instrument's measurement results. Both tests were crucial to ensure the collected data truly and objectively reflected students' self-confidence levels.

The data analysis technique used by the researcher is descriptive statistics. This technique is used to determine the counseling response related to the level of career anxiety experienced. The questionnaire sheet is in the form of a checklist consisting of 4 options, namely: Always, Often, Sometimes, Never. With the following equation:

Table 1 Categorization of Career Anxiety Scale

Score interval	Percentage Interval	Category
103 - 120	83.9% - 100%	Very high
85 - 102	67.6% - 83.8%	Tall
67 - 84	51.5% - 67.6%	Currently
49 - 66	35.3% - 51.4%	Low
30 -48	19% -35.2%	Very Low

Thus, the career anxiety categories will be used by researchers to



measure career anxiety in research subjects.

There are several data presentations in descriptive analysis, encompassing various methods, such as the use of tables, graphs, pie charts, and pictograms. Furthermore, this analysis also involves calculations, including measurements of central tendency such as mode, median, and mean (measures of central tendency). Other methods include calculating deciles, percentiles, calculating data distribution through calculating the average and standard deviation, and calculating percentages. (Sinta, DM 2020:57).

RESULTS AND DISCUSSION

The research was conducted from January 2025 to March 2025. Before administering *the pre-test, treatment, and post-test* to the sample, normality and reliability tests were first conducted on the research instruments . The research instruments were distributed to 50 respondents.

Figure 1 Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.784	30

Based on Table 1, the results of the reliability test, with a *Cronbach's Alpha result* of 0.784, it can be said that if >0.6 then it can be declared *reliable* . And the results of the validity test show that 30 questionnaire items can be declared valid.

First, before administering the treatment, the researchers distributed questionnaires to 29 eleventh-grade students majoring in agricultural product quality control. The researchers selected eight students with the highest levels of career anxiety. The *pre-test results for the eight students with high levels of career anxiety* are as follows:



Table 2 Pretest Scores of Research Subjects

N o	Name	Total (Pre- Test)	Percentage	Informatio n
1.	SNL	87	72.5%	Tall
2.	RAR	84	70%	Currently
3.	RSR	83	69%	Currently
4.	CF	75	62.5%	Currently
5.	ISO	75	62.5%	Currently
6.	WV	74	61.5%	Currently
7.	FFS	74	61.5%	Currently
8.	SR	72	60%	Currently

Based on the data above, it appears that eight people have the same level of career anxiety at the moderate level. SR has the lowest percentage of career anxiety among the eight respondents, while SNL has the highest percentage of career anxiety among the eight respondents.

To assess career anxiety before intervention was administered to research subjects, the first step taken by researchers was to conduct direct observations or interviews with them. The interviews and problem-solving sessions revealed that the subjects had moderate levels of career anxiety, stemming from a lack of understanding of their own potential, which left them feeling confused about career planning. This lack of understanding can lead to feelings of stress and anxiety when faced with choices.

Furthermore, a lack of parental support contributes to the anxiety experienced by students. Fear of making decisions is a major barrier to them exploring their potential. In addition to the fear of disappointing their parents if they make the wrong decision, some students are also concerned about making decisions.

Fear of making decisions is one of the main obstacles preventing them



from exploring their potential. In addition to the fear of making decisions, one of them is the fear of disappointing their parents if they make the wrong decision. This fear contributes to hesitation in taking necessary steps, thus hindering their career advancement.

In practice, the desired outcome of providing *trait and factor group counseling services* is that clients can understand themselves, identify their potential, and develop future career plans. They can also effectively regulate anxiety, thereby reducing future career concerns.

Second, the research results were obtained through a *post-test* completed by the research subjects after receiving the treatment . The *post-test* aimed to determine the effect of the service and the reduction in students' career anxiety through a *trait and factor approach* in group counseling. The *post-test results* are as follows:

Post-Test Results Scores of Research Subjects

No	Name	Total (<i>Post Test</i>)	Percentage	Information
1.	SNL	63	52%	Low
2.	RAR	60	50%	Low
3.	RSR	66	55%	Low
4.	CF	62	52%	Low
5.	ISO	67	56%	Currently
6.	WV	65	54%	Low
7.	FFS	55	46%	Low
8.	SR	57	47%	Low

Based on the data above, it can be seen that 7 people (80%) have low career anxiety, and 1 person (20%) has moderate career anxiety. FFS had the lowest percentage of anxiety, while ISO had the highest percentage of career anxiety among the 8 respondents.



Third, the intervention provided by the researcher not only includes the group counseling stage, but the researcher also applies the steps contained in the *trait and factor approach*. First, the analysis stage, the researcher applies this stage in the group formation session with the aim of collecting data in the form of attitudes, interests, and family background. Second, the synthesis stage, which will summarize data sourced from the client with the aim of emphasizing the strengths and self-understanding of the client. Third, the diagnosis stage, the researcher applies this stage in problem exploration with the aim of identifying the client's most dominant problems. The fourth stage, prognosis, assesses the causes and effects of career anxiety experienced by the client. Fifth, the counseling stage, at this stage, the researcher conducts an interview session in the form of a discussion with the client along with techniques to sharpen self-understanding.

They express their desired career desires, their weaknesses and strengths, and the factors that can support them in achieving those career desires, as well as providing cooperative advice to clients who have difficulty expressing their career desires by providing information on what can be done to achieve the desired adjustments at the present time and in the future. The sixth stage is *follow up*, the researcher repeats the initial stage as a reference or description of follow-up to the problems experienced by the client, with the aim of anticipating the client against the emergence of the same anxiety.

Table 4 Comparison of Pre-Test and Post-Test Scores

No	Name	Pre-Test			Post-Test			Score Drop	%
		Score	%	Category	Score	%	Category		
1	SNL	87	72%	Tall	63	52%	Low	24	20%
2	RAR	84	70%	Currently	60	50%	Low	24	20%
3	RSR	83	69%	Currently	66	55%	Low	17	14%
4	CF	75	62%	Currently	62	52%	Low	13	10%
5	ISO	75	62%	Currently	67	56%	Currentl	8	6%



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6	WV	74	61%	Currently	65	54%	Low	9	7%
7	FFS	74	61%	Currently	55	46%	Low	19	15%
8	SR	72	60%	Currently	57	47%	Low	15	13%
amount		624	65%	Currently	495	52%	Low	129	13%

The table above shows that all respondents experienced a decrease in career anxiety, as indicated by a comparison of *pre-test* and *post-test scores* . The respondents who experienced the greatest decrease were SNL (20 %) and RAR (20%), while the respondents who experienced the least decrease was ISO (6%).

Table 5 Recapitulation of Pre-Test and Post-Test Scores

Variable	No	Indicator	Pre-test Score	Percentage e%	Post-test scores	Percentage %	Decline
Career Anxiety	1	Physical Reaction	104	65%	81	50%	15%
	2	Thought Reaction	301	67%	231	51%	16%
	3	Behavioral Reactions	141	63%	118	52%	11%
	4	Mood	78	24%	65	20%	4%
Amount			624	65%	495	52%	13%

From the table above, it can be seen that the recapitulation of *pre-test* and *post-test scores* decreased in all indicators with the following scores: physical reactions decreased by 15%, thought reactions decreased by 16%, behavioral reactions decreased by 11%, and mood decreased by 4%. There was a 13% decrease in career anxiety after being given *treatment through group counseling with a trait and factor approach* .

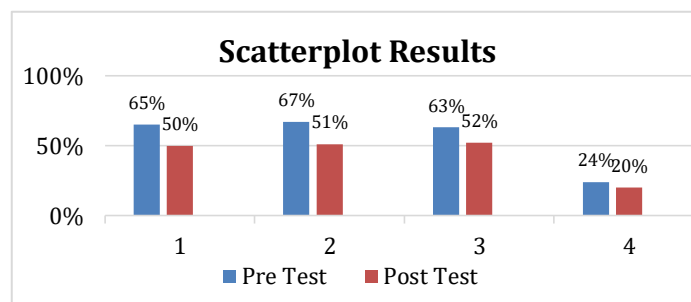


Figure 2 Scatterplot Results of Pre-Test and Post-Test

From the image above, all respondents experienced a decrease in scores from a pre-test score of 624 to a post-test score of 495. The scores were obtained from the pre-test and post-test results, namely the lowest (Xmin), highest score (Xmax), average score (X Average), and standard deviation (s) as in the following table.

Table 6 Results of Descriptive Statistical Analysis of Pre-Test and Post-Test

Pre-test		Post Test	
Mean	78	Mean	61,875
Standard Error	2.017778	Standard Error	1.5170166
Median	75	Median	62.5
Mode	75	Mode	#N/A
Standard Deviation	5.707138	Standard Deviation	4.2907708
Sample Variance	32.57143	Sample Variance	18.410714
Kurtosis	-1.52216	Kurtosis	-0.96765
Skewness	0.688581	Skewness	-0.507936
Range	15	Range	12
Minimum	72	Minimum	55
Maximum	87	Maximum	67
Sum	624	Sum	495
Count	8	Count	8
Confidence Level (95.0%)	4.77128709	Confidence Level (95.0%)	3.587174181

Based on the table above, the average *pre-test data* obtained the lowest score of 72, the highest score of 87 and the average score of 78. While the *post-test data* obtained the lowest score of 55, the highest score of 67 and the average score of 61.8 with the average *post-test score* lower than the *pretest score*. The difference obtained with a significant decrease can be interpreted that *the trait and factor approach group counseling* can reduce career anxiety of class XI students of SMKN 1 Leuwiliang.

Based on the results of the data analysis above, there is an influence of group counseling on career anxiety. It can be said empirically that the group counseling service carried out in class XI majoring in Agricultural Product Quality Control (PMHP) SMKN 1 Leuwiliang has an influence in reducing career anxiety. seen from the descriptive analysis of the pre-test and post-test data, the total score is from 624 to 495 which means that the counselee's career anxiety has decreased quite significantly. With the assessment of career anxiety indicators consisting of 4 indicators, namely physical reactions, thought reactions, behavioral reactions, and moods.

The trait and factor approach to group counseling as a treatment because it is believed to be able to regulate excessive career anxiety in individuals. In this case, the anxiety in question is career anxiety caused by a lack of self-understanding or self-awareness, which leads individuals to develop negative reactions to their potential and interests.

The existence of group dynamics through *a trait and factor approach* with the aim of regulating anxiety which will reduce respondents' reactions to thoughts of worrying about an individual's future career in achieving optimal development in all aspects of personality which include self-understanding, self-acceptance, self-direction, and self-actualization.

Group counseling can also help students achieve personal growth or overcome problems they experience. It can encourage students to increase trust,



mutual understanding, acceptance, and support from all group members. It can increase cognitive depth, which can help them distinguish between good and bad and can participate in various rules with the aim of overcoming problems experienced by group members.

The eleventh-grade students majoring in agricultural product quality control at SMKN 1 Leuwiliang, as respondents, are in adolescence, a crucial period for them as they transition to adulthood. They are in a volatile state, searching for their own identity. Conversely, due to their adolescence, they are beginning to join broader social groups. This is an ideal time to cultivate and apply self-awareness.

Referring to the findings in the study, although in general respondents experienced a decrease in career anxiety after being given group counseling services with *a trait and factor approach*, there were indicators that experienced a minimal decrease, and there were ISO respondents who experienced the least decrease compared to other respondents because there were several factors that could support a decrease in career anxiety, including thought reactions. ISO in the problem exploration counseling session and *the treatment counseling session* revealed that he felt he did not have the ability to work after graduation, which was one of the factors that hindered the decrease in anxiety.

Furthermore, an individual's negative thoughts about their future career anxieties can impact their behavioral reactions. Adolescents need to develop a good understanding of themselves, as this can be detrimental. A lack of self-awareness can lead to negative thoughts and behaviors. Therefore, it is hoped that adolescents can sharpen their self-awareness, which will help them overcome career anxieties about their future.

Based on the findings above, in line with Bandura's theory, career anxiety is an individual feeling uncertainty about their abilities in choosing a career, this uncertainty can be caused by a lack of self-understanding which causes individuals to delay planning career choices. and Frank Parson's theory



which states that *traits and factors* encourage individuals to understand themselves by developing their potential optimally and knowing the factors that can support them in achieving their desired career.

CONCLUSION

Based on the research results discussed in the previous chapter, the trait and factor approach to group counseling can reduce career anxiety in 11th-grade students at SMKN 1 Leuwiliang. The conclusions are summarized as follows:

In the initial study, the researcher conducted a pre-test on the eleventh grade students majoring in Agricultural Product Quality Control (PMHP) to be used as research subjects. The researcher distributed the pre-test in the eleventh grade PMHP majoring in 29 students, the researcher took 8 students who were included in the researcher's criteria, namely those who had high levels of career anxiety as research subjects. The researcher took 8 students as research subjects from the results of the pre-test that the researcher distributed in the class. There were 8 students who had high levels of career anxiety, including, first, a student with the initials SNL with a pre-test score of 87, second, RAR with a pre-test score of 84, third, RSR with a pre-test score of 83, fourth, CF with a pre-test score of 75, fifth, ISO with a pre-test score of 75, sixth, WF with a pre-test score of 74, seventh, FFS with a pre-test score of 74, and eighth, SR with a pre-test score of 72. Of the 8 research subjects, SNL had the highest pre-test score of 87, which is included in the high category, and SR had a pre-test score with a low level of 72, which is included in the medium category.

In the stages of group counseling used not only use the stages of group counseling, The application of the stages or procedures of the trait and factor approach includes the stages of analysis, synthesis, prognosis, counseling, and follow-up. Researchers provide group counseling services with the trait and factor approach in the form of sharpening self-understanding in considering the



career to be taken and the factors that support achieving that career as well as an Islamic approach, namely self-reflection together understanding the weaknesses and strengths possessed. Group counseling in this study was carried out 5 times starting from February 12, 2025 to March 26, 2025. Starting with a group formation session, problem exploration session, trait and factor approach session and self-reflection, action plan development session, Follow-up session, evaluation session, post-test and closing.

When the treatment session was completed, the researcher conducted a post-test by distributing questionnaires to 8 research subjects to determine the level of career anxiety of 8 research subjects after being given treatment. The post-test results of 8 research subjects included, first the initials SNL with a post-test score of 63, second RAR with a post-test score of 60, third RSR with a post-test score of 66, fourth CF with a post-test score of 62, fifth ISO with a post-test score of 67, sixth WV with a post-test score of 65, seventh FFS with a post-test score of 55, and eighth SR with a post-test score of 57. Of the 8 research subjects, ISO had the highest post-test score of 67 with a medium category, and FFS had the lowest post-test score of 55 with a low category.

Career anxiety experienced by 8 research subjects experienced a significant decrease with a total decrease of 13%. The indicators that experienced a significant decrease were thought reactions with an average of 13, decreasing to 10.1. Thought reactions had an average of 37.6, decreasing to 28.8. Behavioral reactions had an average of 17.6, decreasing to 14.7. Mood indicators had an average of 9.7, decreasing to 8. With the post-test results on 8 research subjects there was a significant decrease, so group counseling with a trait and factor approach can reduce career anxiety in class XI students of SMKN 1 Leuwiliang.

Recommendations for all students at SMK Negeri 1 Leuwiliang, in the future it is hoped that they can improve their ability to understand themselves, regulate thoughts that can cause feelings of worry and reduce career anxiety. In



this study, the focus is on providing group counseling services with a *trait and factor approach* to regulate thoughts and self-understanding that can be developed in reducing career anxiety experienced by students. Students are encouraged to actively and voluntarily participate in group counseling services by utilizing the approach used to sharpen self-understanding, career planning, knowing their potential according to their interests and talents, and knowing the supporting factors to achieve their desired career. Guidance and counseling teachers are expected to be able to integrate the *trait and factor approach* into group counseling programs as one of the relevant and effective approaches used, and can be continuously developed according to the needs and characteristics of students. It is hoped that the results of this study can be used as a guideline as a source of information in group counseling activities, as well as as one approach to career anxiety. Schools are advised to support the implementation of the *trait and factor approach* in group counseling services in creating a conducive learning environment for student development in sharpening self-understanding with the aim of regulating career anxiety and being able to plan future careers that are in accordance with their potential, interests, and talents.

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