

GROUP COUNSELING USES COGNITIVE BEHAVIOR THERAPY (CBT) APPROACHES TO INCREASE CAREER MATURITY

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Abstrak

Teenage is an important phase in the developmental period, especially regarding the ability to make decisions about his future career choices. Career decisions will be easily achieved if students have good career maturity. Group counseling is a service that can help students overcome obstacles in career maturity. The research method used is a literature review that is supported by data from several articles, source books, and other supporting documents. Guidance and counseling teachers can apply group counseling services to overcome career problems. One approach that can be used in order to help the career maturity of students in group counseling is an approach that focuses on changing negative thoughts and maladaptive beliefs (CBT) that are owned by students. The results of the study showed that group counseling services with the Cognitive Behavior Therapy (CBT) approach can be effectively help in solving the career problems of students.

Keyword: Career Maturity, Group Counseling, Cognitive Behavior Therapy

1. Introduction

According to Gerald Corey, behavioral counseling is the application of a variety of techniques and procedures rooted in various theories about learning. The application of these learning principles is rooted in the classical conditioning theory of Ivan Pavlov as well as the theory of operant conditioning from B.F. Skinner. The emphasis of the term learning in this sense is on the consideration that counselors help students learn or change behavior. Counselors play a role in helping the learning process create conditions in such a way that the client can change his behavior and solve the problem. Cognitive Behavioral Counseling, is the combination of techniques from a behavioral perspective with techniques from a cognitive perspective, because in its development practitioners of behavioral counseling theory realize, there are limitations in learning theories and recognize the role of cognition, in influencing behavior.

Assumptions to prepare for the future are generally planned by teenagers in high school, especially during class XII. Teenagers are considered to already have knowledge and insight into what kind of career for their future, but most learners are not quite ready to choose the career they will choose. In the field of education, career counseling is one of the program services in guidance and counseling in schools that has an important role in helping and facilitating learners to achieve optimal self-development tasks. Careers will be easily achieved by learners if they have good career maturity, this statement is supported by Super (1977) which states that to make the right career selection one must show the level of maturity of his career. The term career maturity is first used by Super in his career development theory and is defined as the degree to which a person mastered his field and interests that correspond to his developmental duties. Watson and Aarde (1986) say that teenagers will have career maturity if they are able to make career decisions by gaining knowledge about the field of majors and fields of work. Winkel (2006) says that career maturity as an individual success to complete career development tasks that are specific to a particular stage of development. Career maturity is characterized by the ability to plan a career appropriately accompanied by concrete actions to achieve it.

According to Savickas (2002) individuals are said to be able or ready to make career decisions if the knowledge they have to make career decisions will be easier to achieve when individuals have career maturity and are able to utilize guidance and counseling services that exist in schools.

Based on this, the role of guidance and counseling is needed so that learners are able to have better and optimal career maturity and utilize guidance and counseling services in schools, then alternatives in solving the problem by using group counseling services. According to Campbell and Dahir in Astuti (2012) explained that group counseling in high school is a service provided to learners as part of a comprehensive advanced high school guidance and counseling service program. Implementation of group counseling services is described as an effective and sustainable intervention.

2. Method

This article discusses the transmission of culture and the development of educational institutions. The type of this research method is a literature review analysis (literature research). This article will describe a scientific journal analysis that is relevant to the selected discussion.

3. Result and Discussion

Based on the results of this paper with regard to the group approach in counseling, it is explained that:

- A. According to Corey in Sutanti (2015) there are stages in the group counseling process, namely, initial stage, transition stage, working stage and terminating stage, while the characteristics at each stage are as follows:
 - a) Initial Stage is the stage of introduction and building atmosphere between group members. Aim to get to know each other, understand and facilitate group counseling service activities.
 - b) Transition Stage is the stage of explaining the activities that will be taken in the next stage. Offering and observing whether the members are ready to undergo activities at the next stage, also discussing the

atmosphere that occurs and increasing the participation of group members.

- c) The working stage is the actual life stage of group counseling, where members focus on the goals to be achieved, learn new materials, discuss topics, complete tasks and practice new behaviors. At this stage the group's feelings of empathy, fragrance, mindfulness, and emotional closeness gradually grow. This is as a result of interactions between group members and a better understanding of each group member.
- d) Terminating Stage is the stage of termination of the group counseling process. Stops occur at two levels: at the end of each session and at the end of the entire group session. Termination gives group members the opportunity to clarify the meaning of their experiences, to consolidate the results they make, and to make decisions about their behavior that they want to do outside the group and do in everyday life.

B. Therapy Cognitive Group

Cognitive behavioral therapy uses the format of group dynamics, in conjunction with standard cognitive behavioral techniques, to change maladaptive and dysfunctional beliefs, interpretations, behaviors, and attitudes (Petrocelli, 2002). Some of the most common interventions include automatic thought notes, disputing beliefs, mood monitoring, passion hierarchy development, monitoring activity, problem solving, Socrates questions, relaxation methods, risk assessment, and relapse prevention (Petrocelli, 2002; White, 2000b). Cognitive models of group therapy are based on theories that emphasize the interaction of thoughts, feelings, and behaviors; These components are interrelated and multi-way (White, 2000b). The most direct way to change dysfunctional emotions and behaviors is to modify inaccuracies and dysfunctional thinking. To change how we feel about an event, we need to change the way we think about it (Neenan & dryden, 2004).

In this group therapy model, a good therapeutic relationship that emphasizes collaboration and active participation is the basis for effective practice. Cognitive therapists teach group members how to identify these distorted and

dysfunctional cognitions through an evaluation process. Group leaders assist members in forming hypotheses and testing their judgment assumptions, called collaborative empiricism. Through collaborative efforts, group members learn to distinguish between their own thoughts and events that occur in reality. They studied the influence of cognition on their feelings and behavior and even on environmental events, especially the distortions they acquired. In the context of group counseling, members are taught to recognize, observe, and monitor their own thoughts and assumptions, especially their negative automatic thoughts.

CBT's emphasis on assertiveness, independence, verbal ability, rationality, cognition, and behavioral change may limit its use in cultures that value subtle communication over assertiveness, interdependence over personal independence, listening and observing during speech, acceptance of behavioral changes, and a less linear cognitive style (Hays, 2009). In addition, focusing on the present in CBT can result in past neglect. Cognitive behavioral assessment involves investigating a client's personal history. If the therapist is unaware of the client's cultural beliefs, they may have difficulty interpreting the client's personal experience. Another limitation of CBT from a multicultural perspective involves individual orientation, which emphasizes the influence of the physical and social environment.

C. Limitations of Cognitive Behavioral Approaches

When CBT is applied too rigidly, group leaders can forget about people in the group by focusing exclusively on techniques or on solving specific problems. In my opinion, focusing on these problems and symptoms can result in a failure to understand the meaning behind an individual's behavior. This is not to say that group therapy should focus on the "underlying causes" of the behavior.

4. Conclusion

Career maturity is an individual's ability to make decisions about choices and/or career problems to be faced. It is important for an individual to have the ability to identify, select, plan, and decide career goals for an individual's future. Good career maturity in individuals can be used as a reference for

themselves with career knowledge that is owned so that it leads to how adjustments and improvements that need to be made by the individual both on self-competence, career-related attitudes, and the success or satisfaction that he needs to achieve. In helping to increase career maturity students can be done by providing counseling services by using the cognitive behavior therapy (CBT) approach as an insight-focused counseling aid that emphasizes the process of changing negative thoughts and maladaptive beliefs that individuals have when dealing with career problems. The main goal of CBT is to elicit a more adaptive response to a situation by adjusting the cognitive processes that exist in the individual and making behavior modifications. Counseling as a form of problem alleviation service in order to accommodate student problems can be done by setting the group through several stages that are systematic and regular. The implementation of group counseling aims to make it easier for teachers to help solve the problems of many students who almost have something in common. Therefore, the use of CBT approach in group counseling settings by guidance and counseling teachers will have an effective impact when helping students or many students who have problems in their career selection. Attention to the career is an important thing that needs to be prioritized by guidance and counseling teachers because it relates to how the individual has a role (work) in the future.

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