

## IMPLEMENTATION OF TRAIT AND FACTOR THEORY IN IMPROVING CAREER PLANNING FOR CLASS XII STUDENTS OF SMA N 4 SUNGAI PENUH IN THE NEW NORMAL ERA

Tiara Maiza Dianti<sup>1\*</sup>, Mega Iswari<sup>2</sup>, Daharnis<sup>3</sup>

<sup>\*1,2,3</sup> FIP Guidance and Counseling, Padang State University, Padang, Indonesia

<sup>1\*</sup> [tiaramaizadianti11@gmail.com](mailto:tiaramaizadianti11@gmail.com), [megaiswariplb@gmail.com](mailto:megaiswariplb@gmail.com) 2 ,  
[daharnis@gmail.com](mailto:daharnis@gmail.com)

Received: April 15, 2022

Revised: May 18, 2022

Accepted: June 10, 2022

### Abstract

*Career counseling guidance is an activity carried out by school counselors in order to help students' career planning, so BK teachers/school counselors need to pay attention to this because it is found in the field that there are students who are still confused in determining the direction of their career which begins with determining the choice of majors in the field. high school program that he will take when he finishes high school. This article, entitled " Implementation of Trait And Factor Theory in Improving Career Planning of Class XII Students at SMA N 4 Sungai Penuh in the New Normal Era" aims to assist in planning the careers of students at SMA N 4 Sungai Penuh by using trait and factor theory in the new normal era. . This article uses research literature research by collecting theories according to the theme of both reading books and journals.*

**Keywords**– Trait and Factor Theory; Student Career Planning; Career Counseling Guidance.

## **1. Introduction**

In the world of education especially in schools , the problems that arise are experienced by many students , especially high school students who are in class XII. This is related to establishing choices in determining the direction of his career. So that many students are faced with choices of majors and study programs that they will take to pursue further education in higher education. Many of the students are still confused in determining which major to take after completing their studies at the high school. According to Defriyanto & Purnamasari (2016: 207) In relation to the interest in further studies, there are some students who are very interested, some are mediocre, some are less or even not interested. The low interest in continuing their studies, especially to higher education institutions, will have an impact on the choice of majors or jobs that are suitable or in accordance with their interests and talents. In addition, if students are unemployed after graduating from high school, it will increase the unemployment rate at the high school level. It is different if students take higher education or continue their studies to college.

Based on my experience and observations of teaching for approximately 2 years at SMA N 4 Sungai Penuh, namely at the end of each semester 2, class XII students are faced with choosing majors and study programs and universities and colleges which they will later take after completing their education in high school. , can be seen clearly the look of confusion and unsteadiness of students in determining the majors that will lead to their careers in the future. According to Defriyanto & Purnamasari (2016: 207), the career maturity of students is very low, which is a problem in the world of education, as can be seen from students who are still doubtful about their future careers in determining the future that suits them.

In this era of globalization, there are more and more opportunities and challenges in choosing and determining careers, students in making decisions about choosing the career they are interested in according to their interests, talents and personality become difficult for students, this is due to the lack of knowledge of students about the careers they are interested in, so there is a need

for career guidance consulting as a forum for obtaining information for career development according to students' interests and talents (Iswari et al., 2019: 390). For this reason, BK teachers must be observant to see these problems and find solutions to the problems experienced by most students. If this problem cannot be handled properly, correctly and appropriately by a counselor, it can hinder the development of the student's KES itself, especially in the field of career planning. Various ways can be done to overcome the problems that arise experienced by students, one of which is to find and provide solutions to the students themselves. The problems in the education of each school and even each child are different, therefore different solutions are needed. So that several approaches to BK Career have emerged.

One approach and theory that can be applied by counselors in helping students in planning their careers is trait and factor theory. Where human personality is determined by innate and environmental factors. Personality is a system of interrelated traits or factors such as skills, interests, attitudes, and temperaments. In each individual there are general traits and special traits, found in someone who is a unique trait. This happens because the nature and environment of each person is not the same. Therefore, personality is an interdependent system with traits or factors such as; skills, interests, attitudes, temperament, and so on.

According to Gibson & Mitchell (2011:45) the initial theory that emerged for counseling and career development was called trait factors. Fundamental to trait and factor counseling is the assumption that the individual seeks to use his self-understanding and knowledge of his skills as the basis for developing his potential. The hallmark of this view is the assumption that everyone has a pattern of abilities and interests that can be identified through testing; it can also be investigated what qualities are demanded in different areas of work. A person can find a suitable position for him by correlating his abilities, potential, and forms of interest with the qualities that are objectively required if he is to hold a certain position. Perry & Vanzandt (2005:5) The structural school focuses on matching individuals to occupations that mesh with their interests and aptitudes. The

school structure focuses on matching individuals for jobs that match their interests and talents. Therefore, this view mainly highlights how a person will match a responsible vocational choice according to his talents and interests.

This view of Trait and Factor has relevance for career guidance and counseling in educational institutions. Data about students themselves is an important consideration in planning a career, as long as the data is not only limited to data from psychological testing results. Likewise, data on the qualifications required to hold a position is part of the data on the environment (social data) that must be considered. In addition, the idea of matching between psychological data and social data in making job choices can help clients and counselors, as long as matching is not interpreted as an attempt to find the only position that is definitely suitable, but as an attempt to find various alternative options which are then considered. pros and cons (Winkel, 1997:574)

The Trait and Factor view actually never defended the excessive use of testing in counseling, and that Williamson as a pioneer in the development of Trait and Factor theory had also viewed other data as important data in career counseling apart from the test results data. As important data in career counseling, for example work experience and socio-cultural background. Thus, the Trait and Factor view is expanded so that it can produce a practical approach in career counseling.

Based on the explanation above regarding the importance of students understanding their talents, interests, potential and personality so that later they will have no difficulty in undergoing further education, one of the efforts that can be made by counselors to deal with this is by providing various assistance, alternatives and solutions, one of which is by knowing what is the inherent potential of students, namely by applying this trait and factor theory by using test and non-test tools so that students know their talents, interests, potential in what field. So that the counselor actively helps clients direct the selection of the right major according to their talents and interests which will lead to making the right decision for the direction of their career.

## **2. Method**

This article discusses the Implementation of Trait and Factor Theory in Improving Career Planning for Class XII Students of SMAN 4 Sungai Penuh in the New Normal Era . The type of this research method is literature review analysis ( literature research ). This article will describe the analysis of scientific journals that are relevant to the discussion that has been selected, the main material in the analysis of this literature review is about the basic concepts of Trait and Factor Theory , Trait and Factor Counseling Objectives , Characteristics of Theory Trait and Factor , Application of Trait and Factor Theory ( Relationship between Counselor and Client , Counseling Process ) Trait and Factor counseling has six stages in the process, namely: analysis, synthesis, diagnosis, prognosis, counseling ( treatment ) and follow-up.

## **3. Result and Discussion**

### ***The Basic Concept of Trait and Factor theory***

The Trait and Factor pioneered by Williamson is also called directive counseling, because the counselor actively helps clients direct their behavior towards solving their difficulties. According to Gibson & Mitchell (2011: 454), the trait/characteristic approach to career decision making is the oldest, and perhaps the most enduring, of the available theoretical approaches to career counseling. Trait and Factor theory belongs to the cognitive view or rational approach. Sayekti (1998:47) Trait and Factor theory is an intellectually logical and rational approach to try to explain the difficulties faced by clients, how to solve these difficulties and the counseling process is approached logically and rationally. Winkel (2010: 407) in terms of theory and in terms of approach, this style of counseling is rooted in the job guidance movement, as developed in the United States since the beginning of the 20th century.

Trait and Factor Theory has always been associated with the University of Minnesota which included Walter Bingham, John Darley, Patterson, and WG Williamson. In their work, the characters of this approach use a lot of measuring tools on the client's attributes such as talents, abilities, interests, behavior and

personality. From the measurement results, the counselee can be directed to what education and position is suitable for the client, so that he can make his life happy. Through the processing of test results or questionnaires and other measuring tools, it is also possible to predict what the client will do in certain situations. Williamson argues that the basis of modern counseling lies in the uniqueness of the individual and also the identification of that uniqueness, through objective measurement.

of counseling is mostly done by counselors in schools both abroad and in our country. What is meant by a trait is a characteristic that is unique to a person in thinking, feeling, and behaving, such as intelligence (thinking), compassion (feeling), and aggressive (behavior). The trait is considered a dimension of personality, each of which forms a continuum or scale that ranges from very high to very low (Polek et al., 2018) . Trait and Factor theory argues that personality development is determined by innate and environmental factors. Human personality is described through the identification of the number of traits, how they are found when the results of psychological testing are measured in each visible personality dimension. In this case, trait-factor counseling always adheres to the view of being able to use psychological testing together in its analysis and diagnosis ( Bahridah, Yusuf. A & Afdal. 2021:3)

Trait and factor theory views that individuals have a pattern of abilities and potentials that can be known through test instruments, and can also be seen as quality, as the requirements required in various fields of work so that these two aspects can be combined in job selection. (Taylor et al., 2018) .

Williamson formulates the assumptions that underlie the Traits and Factors contained in Theories of Counseling (Stefflre: 1965) (in Winkel, 2010: 410):

- a. Each individual has a number of abilities and potentials, such as the level of general intelligence, special talents, levels of creativity, forms of interest and skills, which together form a pattern that is unique to that individual.

- b. The pattern of abilities and potentials that appear in a person shows a different relationship with the abilities and skills required of a worker in various fields of work.
- c. Different school curricula will demand different capacities and interests. In other words, individuals will learn more easily and effectively if their potential and talents are in accordance with the demands of the curriculum.
- d. Every individual is able, willing, and tends to know himself and take advantage of that self-understanding by thinking carefully.

In accordance with the opinion above, it can be concluded that the assumptions underlying the trait theory and factor, namely that each individual is equipped with a uniqueness that distinguishes him from other individuals, both seen from the pattern of thinking abilities and potential that can be seen from the embodiment displayed by each individual then on the results that are visible or not visible to individuals can be used both test and non-test equipment. a test to reveal the potential it has so that it can be adjusted to the choice of career.

#### ***Trait and Factor Counseling Goals***

The implementation of career counseling at a school, especially at the high school level, is based on the needs of students to help prepare students' careers. Career Guidance is a continuous developmental process that helps individuals prepare for their life careers through active curriculum interventions that enable them to make career planning, decision making, master skill development, career information and self-understanding (Gibson & Mitchell, 2011:485). ).

According to Slamet Riyadi (2010: 106), the objectives of counseling using the Trait and Factor approach are:

- a. Helping individuals achieve the development of perfection in various aspects of human life.
- b. Assist individuals in gaining progress in understanding and managing themselves by helping them assess their strengths and weaknesses in activities with changing life and career goals.

- c. Helping individuals to improve their shortcomings, inadequacies, and limitations as well as helping the growth and integration of personality.
- d. Changing subjective traits and errors in self-assessment by using scientific method.

According to Sayekti (2002:51), the objectives of Trait and Factor counseling are as follows:

- a. Helping individuals feel better by accepting their own views and helping individuals think more clearly in solving problems and controlling their development rationally .
- b. Strengthen the balance between activation and understanding of properties so that they can react fairly and stably.
- c. Changing subjective traits, and errors in self-assessment (self-concept) by using scientific methods or methods.

Counseling also aims to invite clients to think about themselves and find their problems and develop ways to get out of these problems. For this reason, Trait and Factor counseling is generally intended to help clients experience:

- a. Self-clarification ( self clarification)
- b. Self-understanding
- c. Self-acceptance
- d. Self-direction
- e. Self-actualization ( self-actualization)

It can be concluded that the purpose of Trait and Factor counseling is to help individuals to be able to understand themselves by seeing both their weaknesses and strengths so that with this understanding they will feel better and can make the right decisions so that the individual can make his choices, determine the way he thinks and behave and act.

### ***Characteristics of Theory Traits and Factors***

Characteristics of Trait and Factor Theory According to Spokane & Cruza-Guet (2005) “Trait and factor theories posit that job satisfaction, or the fulfillment and happiness of individuals experiences in their job, is determined by the correlation between the work environment and the person” . This means that



trait and factor theory suggests that job satisfaction, or the fulfillment and happiness that individuals experience in their work, is determined by the correspondence between the work environment and the person. The main characteristic of this theory is the assumption that individuals have a pattern of unique abilities or traits that can be measured objectively and correlated with the demands of various types of work. (Munandir, 2016). In addition to the basic conception of man as stated by Williamson, (Fauzan, 2004:79), there is an important scope to put forward other characteristics or essentials about humans, namely: 1. Humans are unique individuals. 2. Humans have common characteristics. Humans are not passive recipients of their innate and environment.

According to Williamson (Lindahl, Colliander, & Danell, 2020) there are seven human bases for Trait and Factor counseling, namely: 1). Congenital from birth already has good and bad potential in humans 2). Society plays a very important role in the development of human nature 3). Want to have a decent life. 4). Human relationship with the universe. 5). Humans are unique individuals; 6). Humans have common traits; 7). Humans are not passive recipients of innate and environmental

### ***Trait and Factor Theory Application***

#### **a. Relationship between Counselor and Client**

In the process of implementing career counseling at schools, the parties involved are BK teachers/supervising teachers, the career counseling process is carried out by an expert (counselor) to individuals and groups (clients). Article 39 paragraph 1 of Law Number 20 of 2003, which states the understanding that counselors as providers of counseling services or BK are professionals.

According to Sayekti (2002:51) the role of the counselor in the relationship between the client and the counselor is:

- 1) Inform the client about the various abilities that the counselor obtains from the results of testing, questionnaires and other measuring tools. Based on the results of testing and others, the counselor knows the weaknesses and strengths of the client, so that he can predict what

major, education or position is suitable for the client. Counselors help clients determine the goals to be achieved according to the results of testing. By telling the client's nature and talents, the client can manage his own life and live a happy life.

- 2) The counselor actively influences the client's development.
- 3) The counselor helps to find out why the individual does not have personal sources to determine his individuality, because he cannot fully understand himself, the counselor's external diagnosis completes his perception. Based on the available data, the counselor formulates a hypothesis to understand the individual.
- 4) Counselors are active in learning situations, making diagnoses, presenting information, collecting and assessing data, to help individuals. The counselor acts as a teacher, whose job is to teach clients to learn about themselves and their environment.

In accordance with the description of the counselor's role above, it can be concluded that the counselor's role here is to inform, provide information, direct, therefore this approach is called the cognitive rational approach.

#### b. Counseling Process

Career counseling guidance is a face-to-face activity between professional counselors and counselees in dealing with a work or career problem programmatically or systematically, using techniques, or services to help individuals understand and have knowledge in the field of work, manage their career development both in formal and informal places (Harahap, 2019:251).

The implementation of career counseling at a school, especially at the high school level, is very important because students who are in high school (SMA) have started planning for the future or career that is in accordance with what they expect before they actually enter the world of work (after students graduate from high school). . Supported by developmental theory, Ginzberg suggests that high school students are in a tentative period where students should be able to think about or plan their careers based on their interests, capacities or abilities and the values or potential they have. For this reason, it is necessary to carry out career

counseling at the high school level. The essence of students' tasks to fulfill in choosing and planning a career are: (1) Students can choose a job that suits their abilities, (2) prepare themselves to have the knowledge and skills to enter the job (Yusuf, 2009: 83).

Sayekti (1998:48) Trait and Factor theory in its approach to both the counseling process and the resolution of client difficulties, rationally, logically, and intellectually, but the philosophical basis is not Rationalism. This theory is closer to Empiricism, which has an optimistic view, that although humans have been equipped with traits, they are not decisive. So that it takes support from the surrounding environment in an effort to help students understand and know the talents, interests and potential that he has, namely being able to use various tests that can reveal the talents, interests and potential of these students.

In implementing the theory of this approach, of course, a BK teacher/counselor needs to use the right services. In the process of implementing Trait and Factor theory, there are techniques that can be used by counselors to carry out the counseling process. The techniques are as follows :

Sayekti (1998:52) explains that there are two counseling techniques applied in Trait and Factor theory :

- a. Test technique, to reveal personality, talents, interests, and other data that can only be revealed by tests.
- b. Non-test techniques, including interviews, questionnaires, observation, autobiography, documentation, and others.

Thus, there are two counseling techniques used in Trait and Factor theory, namely test techniques and non-test techniques. In this theory, the role of non-test techniques is also needed in collecting data as information that can be taken into consideration in deciding career choices.

Lutfi Fauzan (2004:92) Trait and Factor counseling has six stages in the process, namely: analysis, synthesis, diagnosis, prognosis, counseling ( treatment ) and follow-up ( follow-up ).

- 1) Analysis

Analysis is a step to collect information obtained about the client and his background. The data collected includes all aspects of the client's personality, such as abilities, interests, motives, physical health, and other characteristics that can facilitate or complicate the client's adjustment in general. The data collected is classified into two namely:

- a) Vertical Data (including the client self) which can be further divided on:  
Physical Data: health, physical characteristics, appearance or physical appearance and so on. Psychic Data: talents, interests, attitudes, goals, hobbies, habits and so on.
- b) Horizontal Data (with regard to the client's environment that affects him): the client's family, relationships with his family, friends, people closest to him, the environment where he lives, his school and so on.

At this stage the counselor can collect a number of data relating to students so that the counselor can find out important data relating to the condition of students, both physical data and psychological data as well as data about the environment of students that can have an influence on the development of their potential and strengths. both determine the direction of his career choice. Because the role of the closest person or the environment can also affect one's career planning.

## 2) Synthesis

Synthesis is an attempt to summarize, classify and relate the data that has been collected at the analysis stage, which is arranged so that it can show the overall picture of the client. From the results of the analysis can show the client's talents, weaknesses and strengths, adjustment and inability to adapt. The client's self-formulation in this synthesis is concise and concise.

There are three ways that can be done in summarizing the data at the synthesis stage: the first way is made by the counselor, the second is done by the client, and the third is the collaboration method between the counselor and the client.

## 3) Diagnosis

Diagnosis is the stage of interpreting data in the form (from the point of view of) the problem shown. The formulation of the diagnosis is carried out through the process of taking or drawing logical conclusions.

In accordance with Sayekti (2002: 53) in this stage there are three activities carried out, namely:

- a) Problem identification, which is descriptive based on the data obtained, can formulate and draw conclusions about client problems.
- b) Determining the causes, including finding the relationship between the past, present or future that can explain the causes of symptoms. Counselors use intuition checked by logic, by testing of work programs based on provisional diagnoses.
- c) Determine the possibilities that will occur. Counselors are responsible and help students to reach a level of taking responsibility for themselves, meaning they are able and understand logically, but also emotionally willing. Because it might logically understand, but emotionally don't want to accept it.

#### 4 ) Prognosis

Winkel (2010:412) prognosis or estimates of the client's development as well as the implications of the diagnosis. According to Williamson, this prognosis is concerned with efforts to predict the possibilities that will occur based on existing data. For example: if a client (student at school) based on current data is lazy, then the probability of his score will be low, he may not be accepted in the selection of new students. Likewise, students who are active and diligent in carrying out their responsibilities at school so that they get high grades are likely to be accepted at the college of interest.

#### 5) Counseling ( Treatment )

The principles of career guidance in schools, among others: all students must have the same opportunity to develop themselves in achieving

career correctly (Gysbers & Henderson, 2014 ;Iswari et al.,2019 ) every student must understand that career is a way of life, and education is preparation for life; students need help in developing an adequate understanding of oneself

and its relation to personal social development and educational career planning; students are provided with an understanding of where and why they are in the education channel; students as a whole should be helped to gain an understanding of the relationship between their education and careers; students at every stage of their educational program should have a meaningful and realistic career-oriented experience .

In counseling, the counselor helps the client to find resources in himself, the resources of institutions in society to assist the client in the optimum adjustment as far as he can. Assistance in this counseling includes five types of assistance, namely:

- a) Counseling relationship which refers to guided learning towards understanding self.
- b) Counseling is the type of education or relearning that individuals need as a means to achieve their life adjustment and personal goals.
- c) Counseling in the form of personalized assistance for clients in understanding and skilled to apply principles and techniques in daily life.
- d) Counseling that includes guidance and techniques that have a therapeutic or curative effect.
- e) Counseling forms of education for obtaining catharsis therapeutically.

In accordance with the five types of counseling according to Sayekti in the book "Various Approaches to Counseling" (2002:54), namely:

- a) Guided learning towards self-understanding.
- b) Re -education or re-teaching according to individual needs as a means to achieve the goals of his personality and adjustment of his life.
- c) Personal assistance from the Counselor so that clients understand and are skilled in applying the principles and techniques needed in daily life .
- d) Includes relationships and techniques that are both healing and effective
- e) A form of re-education that is cathartic or channeling .

Counseling is an attempt by the counselor to help the client so that he is better prepared to solve the problems faced by his adjustment situation, before the client becomes so involved in self-conflict and judgment that it requires therapy.

#### 6) Follow Up

Follow-up refers to all activities to help students after they have received counseling services, but then encounter new problems or the emergence of past problems. This follow-up also includes determining the effectiveness of the counseling that has been implemented, thus ensuring the success of the counseling. The technique used by the counselor must be adapted to the individuality of the client, bearing in mind that each individual is unique in nature, so there is no standard technique that applies to all.

#### **4. Conclusion**

In the world of education especially in schools , the problems that arise are experienced by many students , especially high school students who are in class XII. This is related to establishing choices in determining the direction of his career. So that many students are faced with choices of majors and study programs that they will take to pursue further education in higher education. Many of the students are still confused in determining which major to take after completing their studies at the high school. One approach and theory that can be applied by counselors in helping students in planning their careers is trait and factor theory . Where human personality is determined by innate and environmental factors. Personality is a system of interrelated traits or factors such as skills, interests, attitudes, and temperaments. Trait and factor theory views that individuals have a pattern of abilities and potentials that can be known through test instruments, and can also be seen in quality, as the requirements required in various fields of work so that these two aspects can be combined in job selection .

There are seven human bases for Trait and Factor counseling, namely: 1). Congenital from birth already has good and bad potential in humans 2). Society

plays a very important role in the development of human nature 3). Want to have a decent life. 4). Human relationship with the universe. 5). Humans are unique individuals; 6). Humans have common traits; 7). Humans are not passive recipients of their innate and environment. Trait and Factor counseling has six stages in the process, namely: analysis, synthesis, diagnosis, prognosis, counseling ( treatment ) and follow-up ( follow-up ). The purpose of counseling is to use the Trait and Factor approach namely a) helping individuals achieve the development of perfection in various aspects of human life ; b) Assisting individuals in making progress in understanding and managing themselves by helping them assess their strengths and weaknesses in activities with changing progress in life and career goals ; c) Helping individuals to improve their shortcomings, inadequacies, and limitations as well as helping the growth and integration of personality ; d) Changing subjective traits and errors in self-assessment by using scientific method.

## References

- Allik, J., & McCrae, RR (2004). Toward a geography of personality traits patterns of profiles across 36 cultures. *Journal of Cross-Cultural Psychology*, 35(1), 13–28.
- Bahridah, Yusuf. A & Afdal. 2021. Trait And Factor Theory In Guidance Development Career In senior high school. Research and Technology (*Journal of Guidance and Counseling*) :UNP
- Defriyanto & Purnamasari . 2016. Implementation of Career Counseling Guidance Services in Increase Student Interest in Continuing Study Class XII at SMA Yadika Natar . Lecturer Faculty of Tarbiyah and Teacher Training, IAIN Raden Intan Lampung : *KONSELI: Guidance and Counseling Journal (E-Journal)*
- Fauzan, Lutfi. 2004. *Individual Counseling Approaches* . Malang : Eagle Mas
- Fauzan, Lutfi and Suliono. 1992. *Individual Trait and Factor Counseling* . Malang: Ministry of Education and Culture
- Gibson & Mitchell. 2011. *Guidance and Counseling* . Yogyakarta: Student Library



- Iswari et al., 2019. The Urgency of the Role of Guidance and Counseling Services in Assisting the Career Planning of Deaf Students. Ministry of Education, Department of Guidance and Counseling, Faculty of Education, Padang State University, *Indonesia: International Journal of Innovation, Creativity and Change*
- please. 2019. Basic Concepts of Career Counseling Guidance and Islamic Perspectives . *AL-IRSYAD: Journal of Islamic Counseling Guidance*
- Mansolf, M., & Reise, SP (2018). Case Diagnostics for Factor Analysis of Ordered Categorical Data With Applications to Person-Fit Measurement. *Structural Equation Modeling: A Multidisciplinary Journal*, 25(1), 86–100.
- McCrae, RR, & Terracciano, A. (2005). Personality profiles of cultures: aggregate personality traits. *Journal of Personality and Social Psychology*, 89(3), 407.
- Munandir. (2016). *Career Guidance Program in Schools*. Department of Education and Culture.
- Perry & Vanzandt. 2005. *Exploring Future Options A Career Development Curriculum for Middle School Students*. New York: IDEBATE Press Books
- Pervin, LA (1994). A critical analysis of current trait theory. *Psychological Inquiry*, 5(2), 103-113.
- Robert L. Gibson and Marianne H. Mitchell. 2011. *Guidance and Counseling*. Yogyakarta : Learning library
- Sayekti P. 1993. *Various Approaches in Counseling*. Yogyakarta: Menara Mas Offset
- Slamet Riyadi. 2010. *Counseling Models* . Semarang: Semarang State University
- \_\_\_\_\_. 2002. *Various Approaches to Counseling*. Surakarta: Slamet Riyadi University Surakarta
- Sulistiyowati, IN, & Mahmudi, I. (2007). *The Effect of Trait And Factor Guidance and Counseling and Understanding of Self Potential on the Accuracy of Selection of Majors for Class I Students of SMP Negeri 5 Madison City*.
- Syamsu, Yusuf (2009). *Guidance and Counseling Programs in Schools*. Bandung: Rizki Press.
- Winkel. 1997. *Guidance and Counseling in Educational Institutions* . Jakarta: Grasindo

Winkel & Sri Hastuti. 2010. *Guidance and Counseling in Educational Institutions*.  
Yogyakarta: Eternal Media

Wikarta, DP, & Nursalim, M. (2009). *Application of Trait and Factor Counseling*

Wiggins, JS (1996). *The five-factor model of personality: Theoretical perspectives*.



© 2022 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).