

TRAIT AND FACTOR THEORY ANALYSIS: LITERATURE REVIEW

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Abstract

The problem that is often experienced by students is that there are still many students who are confused about what their talents, interests or potential are. This study aims to provide an overview based on the literature on Trait and Factor theory that can be used as a career counseling approach to help students choose their future education or work by understanding the fit between themselves and their future work. This study uses a literature study which aims to examine more deeply about the themes raised. The results show that career maturity is quite important because it helps individuals make the right career choices.

Keywords– Trait and factor theory; Career counseling guidance; Students

1. Introduction

All students must get equal opportunities to develop themselves in achieving their careers properly. As explained by Gysbers & Henderson (2014); every student must understand that a career is a way of life, and education is a preparation for life; students should be assisted in developing an adequate understanding of themselves and their relationship 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 meaningful and realistic career-oriented experiences (Iswari et al., 2019).

Career choice is everyone's effort to determine, create, produce, and find a suitable job. As a result, a person can express himself to choose a promising career by strengthening, developing, and choosing to enter the world of work. (Bahridah et al., 2021). Thus the need for guidance from professionals to assist students in choosing career decisions. guidance from professionals is an important method to assist students in making career decisions..(Abivian et al., 2016)

The importance of this career makes many experts who put forward the theory of career development. One of them is Trait and factor theory. Setiawan (2018) The trait and factor approach is one of the counseling approaches pioneered by a character named Williamson. This approach by some is also called by another name directive counseling because in this approach the counselor tends to prefer to direct the counselee's behavior to be in accordance with what the counselor expects so that a problem faced by the counselee can be resolved.

The trait and factor approach uses a lot of measuring tools on the counselee's attributes such as talents, abilities, interests, behavior and personality. From the measurement results, it can be predicted and directed to what education and position is suitable for the counselee so that he can make his life happy. With

the results of processing tests or questionnaires and other measuring tools, it can also be predicted what the counselee will do in certain situations (Setiawan, 2018). The basic concepts of trait and factor theory are two key ideas in trait factor theory. The concept of "traits" is defined in this theory as individual measurable qualities such as intelligence, attention, and ability. The term "factor" refers to the level of efficiency required for professional achievement.

2. Method

The method used is literature study or literature study. According to Melfianora (2017) Literature study is another term for literature review, literature review, theoretical study, theoretical basis, literature review, and theory review. What is meant by library research is research carried out only based on written works, including research results, both published and unpublished. The purpose of using this method is to examine more deeply the issues raised based on relevant theories so as to get a stronger understanding of the topics raised because they have been supported by theories and theoretical studies based on relevant sources.

3. Result and Discussion

Career is an attempt to construct instruction from personal references, personal knowledge, job knowledge growth, education, and job prospects. When choosing a career, one's identity can influence one's childhood, personality, attitudes, and individual qualities. (A.Muri Yusuf, 2021)

Sinambela explained that a career is a number of work positions held by a person during the work life cycle from the lowest position to the top position (Mohamad Muspaw, 2017). Meanwhile, according to Bernardin and Russell (2013) career is the perception of a person's personal attitudes and behavior related to activities and experiences in the range of one's work journey.

According to Herr & Cramer (Santi et al., 2014) Career is a process shaped by instruction from personal references, personal knowledge, knowledge about work, education and employment opportunities, heredity and past childhood

influences or personality and attitude forms. and traits expressed by individuals in the selection process. career identity and behavior.

The career that a person chooses will then become a rich land for actualization (Aminurrohim et al., 2014). As a result, one's career will be actualized in that setting. Individuals may become aware of their presence in the environment through their careers. Because career theory is very vital, several experts have proposed career development theory, one of which is Traits and Factors Theory.

Individual traits and factors can be used to determine linguistic attributes. While factors refer to various types of conditions associated with a job or position. The Trait and Factor Theory assumes that a match between a trait and a component will result in a person's success in a career, and conversely, failure to match a trait with a factor will result in job failure.

Theory of Traits and Factors, according to Hadiarni Irman (2009), states that a person's personality can be described by identifying a number of traits, based on the results of psychological tests that evaluate each personality component. Counseling for trait factors shares this point of view and uses psychological test tools to assess or diagnose traits or dimensions/aspects of a person's personality that are known to be related to a person's success or failure in holding a position and following the Williamson study program in Muhammad Mahfud (2016).

This theory is one approach that can rationally handle the difficulties faced by the client, which in the counseling process and dealing with the problem is done rationally. (Guidance et al. in Fitriani Syamal et al, 2021). There are several things that individuals must do in choosing a career, namely: 1) identify talents, interests, attitudes, yourself first 2) have knowledge of the type of work, know about losses, compensation, opportunities, which must be known by individuals 3) know conditions in the field, understand the reality and the facts (Ramli & Muslihah in Fitriani Syamal et al, 2021)

James (Ristian et al., 2020) has a perspective on the essential assumptions of the nature and factors of counseling, which include: 1) Each individual has a

unique and fixed trait that can be measured, and 2) Everyone has a different personality pattern that is beneficial for convincing job. show. 3) On a reasonable and practical basis, it is possible to match an individual's personality with the attributes needed in a work. 4) The closer a person's characteristics meet job criteria, the more likely that person will be successful. 5) A person's personality can be determined by how well he fits into a broad environment, which includes geographic location, cultural heritage, family background, socioeconomic class influences, school settings, and other factors. 6) In a broader context, career counseling can be in line with developmental tasks such as going to school, taking care of a family, or planning a passion

Next Fauzan (2004) mentions that Trait and Factor counseling has six stages in the process, namely: 1) Analysis is the first step in gathering information about the client and his background. The information collected covers all parts of the client's personality, including abilities, interests, intentions, physical health, and other qualities that may help or hinder the client's overall adjustment. The information collected is divided into two categories: vertical data (about the client) and horizontal data (about the client's environment). 2) Synthesis is an attempt to synthesize, classify, and relate the data collected during the analysis step, which is then arranged to display the image of the client as a whole. The analysis findings can reveal the client's abilities, weaknesses, and strengths, and their ability to change and adapt. 3) The step of interpreting the data in the form (from the point of view of) the problem indicated is called diagnosis. The process of taking or deriving logical conclusions is used in the formation of diagnostics. In this stage there are three activities carried out, namely: Identifying the problem, Determining the causes, Determining the possibilities that will occur. 4) Prognosis According to Williamson, prognosis is concerned with predicting the possibility that will occur based on existing data. For example, if a client (student at school) based on current data is lazy, then it is likely that his score will be low, possibly later not being accepted in the selection of new student admissions. 5) Counseling (Treatment). 3) The step of interpreting the data in the form (from the point of view of) the problem indicated is called diagnosis. The process of taking

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In counselling, 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 self-understanding. b. Counseling is the type of education or relearning that individuals need as a means to achieve life adjustments 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. 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.

These steps are a series of career counseling processes that can be carried out by a counselor by first analyzing and collecting data from students, then providing guidance to students after all data is obtained.

In addition, Fauzan (2004) Briefly, the purpose of this counseling is to find self-clarification, self-understanding, self-acceptance, self-direction, and self-direction. direction (self-direction). -actualization. The purpose of trait and factor counseling, according to Williamson in Jayadi, Setiani, and Fitria (2020), is to

teach clients decision-making skills, assist them in assessing their qualities more successfully, and link self-assessments with relevant psychological and social issues. criteria. Furthermore, quality and variables have their own goals, which include thinking about themselves (the counselee) and the ability to find solutions to the challenges they face.

There are five kinds of Trait and Factor Counseling Techniques, which are as follows:

a. Establishing rapport (creating a new relationship)

The counselor must create a warm, friendly, and friendly atmosphere and eliminate the possibility of dangerous situations in order to quickly build a new, healthy relationship. There are a few things that are most vital, and they all have to do with the desire to build relationships: The counselor's reputation, particularly his reputation and competence (competency repulation), must be positive in the eyes of students. Counselor consideration and respect for the individual The counselor's ability to maintain confidentiality extends to the confidentiality of previous student counseling results. To achieve the desired goals, counselors can take steps to ensure that children feel safe and respected from the moment they arrive. As a result, the counselor must: name the student as soon as he or she appears, shake hands, avoid being shy, refusing or impatient and frowning,

b. Cultivating self-understanding (sharpening self-understanding).

Counselors should work to ensure that clients or students have a better understanding of themselves, including all of their strengths and limitations, and that they are assisted in harnessing their strengths and addressing their concerns. Consequently, it is natural for counselors, for example, to be expected to analyze client data, including test findings.

c. Advising or planning a program of action

The counselor begins by studying the client's preferences, goals, perspectives, and attitudes, and then suggests alternatives, discussing the pros and cons, and their advantages and disadvantages. As a result, clients should be encouraged to submit their own suggestions, and counselors should offer

guidance in decision making and implementation. Advice can be given in three ways: 1) The counselor provides direct advice that conveys his thoughts simply and frankly. When clients are not sure what to do or what they want, they use this strategy. 2) Persuasive, which is used when the client can show logical reasons for his choice but cannot make a decision. 3) Explanatory (explanation), which is completed after the client can convey the information.

d. Carrying out the plan (implementing the plan).

Counselors can provide direct assistance to the choice or implementation or implementation of the client's decision after the choice or decision of the client is made. Such assistance can be in the form of education and training plans or programs, as well as other remedial activities that can further contribute to the success of these actions. For example, if the client is asked to see the teacher as part of the decision, the client is invited to discuss when it was done, where it was done, how it was done, with whom, and so on.

e. Referrals (sending to other experts).

Actually, no counselor can solve all student difficulties, therefore counselors must be aware of their own limitations. Don't push yourself or try if the counselor can't help. Counselors should refer their clients to other, more qualified professionals.

Furthermore, in implementing problem solving, Williamson in Ani Wardah (2012) suggests five kinds of strategies, namely: a. Forcing conformity (forcing adjustment). Selected if the environment cannot be changed. b. Changing the environment (change the environment). It is chosen if the counselee does not allow it to have the power or ability to do so. c. Selecting the appropriate environment (choose the appropriate environment). d. Learning needed skills (learn the necessary skills). e. Changing attitude (change attitude) is an attitude that is considered necessary to change if it is not profitable.

In counseling, the client understands himself more than the counselor, and the counselor's job is to help the client find his own potential and give birth to true independence, while the characteristics and factors of counseling are the opposite. As a counselor at school and outside of school, you have an attitude in

applying counseling in the field, and one of the attitudes of the counselor at work is to see and understand the existing situations and conditions, meaning one theory for one problem. . may be appropriate and appropriate, but may not be appropriate for other problems.

4. Conclusion

Counseling with the Trait and Factor approach is classified into the approach group on the cognitive or rational dimension. In the process of handling the counseling case using a rational method. This theory or approach intellectually, logically and rationally explains, solves client difficulties in a counseling process. Counseling with the Trait and Factor approach, each individual is unique, the pattern of abilities and potentials that appear in the individual is adjusted to the choice of work, the school curriculum that will demand different capacities and interests in the individual, and the tendency to know oneself and use oneself to understand oneself better. think carefully

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