

# Implementing Solution-Focused Brief Model of Group Career Counseling: Elevating Students' Career Aspirations

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## Abstract

Career aspirations can be defined as a strong and directed desire to achieve success in the future. However, limited information and access to career opportunities often lead to confusion among students in planning their future career choices. Additionally, the tendency of students to choose further studies based on non-rational factors also contributes to this issue, necessitating appropriate interventions. This study aims to examine how students' career aspirations can be elevated through the intervention of group counseling using the Solution-Focused Brief Counseling (SFBC) approach. This quantitative study using quasi-experimental method with one-group pretest-posttest design. Data were collected using the "Career Aspiration Scale – Revised" (CAS-R). The sample consisted of 10 eleventh-grade students from UM Laboratory High School. Descriptive results indicated a significant difference in pretest and posttest scores. Further analysis using a paired t-test showed a positive significant difference in students' career aspiration scores before and after the intervention. The findings of this study suggest an increase in students' career aspirations following the implementation of group counseling with the Solution-Focused Brief Counseling approach. The practical implications of this study highlight the use of SFBC as a proven alternative to enhance students' career aspirations.

**Keywords:** career aspiration; career counseling; career service; group counseling; sfbc;

## 1. Introduction

Adolescence is a transitional period from childhood to adulthood, during which adolescents face various developmental tasks. One of the crucial tasks is career development, which is significantly influenced by career aspirations (Fitriana et al., 2021). Career aspirations play a vital role in individual development, guiding individuals to have the ability to determine a directed and desired path (Sa'idah et al., 2021). Career aspirations also foster motivation and high ambitions, enabling individuals to achieve their goals (Chandra, 2017). Clear and directed career aspirations encourage students to learn, develop themselves, and take the necessary steps to achieve their career goals.

Career aspirations can be defined as a strong and directed desire to achieve dreams and goals for future success (Ari et al., 2019). This aligns with Nadeem and Khalid (2018), who state that career aspirations lead individuals to have a desire for a specific job or career in their field. Means (2019) supports this by stating that career aspirations play a role in shaping goals or interests in one's field. These aspirations reflect an individual's understanding of desired career goals, in line with their circumstances and expectations (Kadafi, 2016). Santrock (in Pratiwi & Retnowati, 2019) asserts that individuals with high career aspirations are ready to determine their careers and face challenges in defining their identity and life direction. According to Baker, career aspirations reflect an individual's confidence in making career decisions, serving as a critical mediator for their motivation and career development (Ari et al., 2019). With

comprehensive career planning, all efforts can be coordinated and optimized to achieve established career goals (Rembune et al., 2022).

However, limited information and access to career opportunities often cause confusion for students in planning their career and further study choices. This issue is exacerbated by the lack of access to job and further education information, as well as the tendency of students to choose further studies based on non-rational factors such as peer solidarity or imitating idols (Gangber et al., 2021). In reality, contradictory facts are often found in the field (Akbar & Hamzah, 2022). Communication with parents can also be a barrier, as children often experience pressure in their parent-children relationship style (Edris et al., 2015). Therefore, interventions are necessary (Akbar & Hamzah, 2022) to help students to understanding, promoting, and using their career aspiration in their career path decision. In this context, counseling using the Solution-Focused Brief Counseling (SFBC) approach can help students overcome these obstacles by strengthening their career aspirations.

Previous studies have shown the effectiveness of Solution-Focused Brief Counseling (SFBC) in enhancing students' career maturity. Robbanniyah et al. (2013) found that Solution-Focused Brief Counseling (SFBC) is effective in improving college students' career maturity. Khairun et al. (2016) suggested that low career maturity is due to a lack of career insight, and Solution-Focused Brief Counseling (SFBC) can help students explore career information. Gustiana (2020) found that external and internal factors affect motivation, and Solution-Focused Brief Counseling (SFBC) can increase students' self-disclosure and motivation. Additionally, group counseling using the Solution-Focused Brief Counseling (SFBC) approach has proven effective in enhancing socialization and communication skills, as well as encouraging individual motivation (Hamdi, 2016).

The Solution-Focused Brief Counseling (SFBC) approach is relevant because it focuses on quick solutions and changes (Aprilia et al., 2023). In education, SFBC can help students identify career goals, overcome obstacles, and develop action plans to achieve their career aspirations (Wahyudin et al., 2024). Group counseling using the Solution-Focused Brief Counseling (SFBC) approach enables students to support and motivate each other, creating an environment conducive to career growth (Kim & Franklin, 2016; Ramli et al., 2020). This study was conducted at Laboratory Senior High School UM, one of the largest and most renowned schools in Malang with facilitate and support various career path for their students characteristic. In the same time, this various choice there often experience confusion in making decision, as they had low career aspiration, postponing decision, and other non-rational reasoning. Based on this condition, this study aims to examine how students' career aspirations can be elevated based on the implementation of group counseling with the Solution-Focused Brief Counseling (SFBC) approach. This research is expected to serve as a reference for the field of education, particularly for the Guidance and Counseling service, providing alternatif strategies to enhance and elevate students career aspiration and the following decision. The research hypothesis is that there is an increase in students' career aspirations based on the results of group counseling using the Solution-Focused Brief Counseling (SFBC) approach at Laboratory Senior High School UM.

## 2. Method

This study employs a one-group pretest-posttest design within a quantitative quasi-experimental framework. In this process, there is only one group of participants studied without a control group. The research was conducted at UM Laboratory High School in May 2024. A sample of 10 students was selected through purposive sampling, with the criteria being eleventh-grade students with low career aspirations. The research instrument used is the

"Career Aspiration Scale – Revised" (CAS-R) developed by Gregor & O'Brien (2015), which includes aspects of leadership, achievement, and education, comprising 24 items. The CAS-R consists of statements related to career aspirations, using a 5-point Likert scale for responses: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

The research procedure design includes the following steps: (1) Determining the research subjects using purposive sampling, selecting students from classes with low career aspirations. (2) Conducting a pretest to measure the level of career aspirations before the intervention. (3) Providing an intervention in the form of Solution-Focused Brief Counseling (SFBC) services. (4) Conducting a posttest to measure the change in career aspirations levels after the intervention.

The intervention was conducted in a single session lasting 90 minutes. The data analysis used the Kolmogorov-Smirnov normality test as an assumption test and the Paired Sample T-Test as a hypothesis test to compare the average scores before and after the implementation of group counseling services using the Solution-Focused Brief Counseling (SFBC) approach in an effort to strengthen the career aspirations of high school students.

### 3. Results and Discussion

At the beginning of the group counseling session, the researcher asked the students to introduce themselves and share their career aspirations within the group. Most students were uncertain about their future career plans and preferred to avoid planning their careers at this stage. This extended the counseling process as some students were still confused about their career plans. However, the attitudes observed after the intervention differed from those at the beginning. All students were able to articulate how they would achieve their career aspirations, indicating a strengthening of their career aspirations.

**Table 1. Descriptive Results**

No	Name (Initial)	Career Aspiration Score		N-Gain
		Pre-test	Post-test	
1	DS	72	91	39.58%
2	DE	88	96	25.00%
3	MA	89	92	9.68%
4	DB	77	92	34.88%
5	DK	68	89	40.38%
6	NP	68	91	44.23%
7	AK	58	87	46.77%
8	MJ	74	89	32.61%
9	GK	84	94	27.78%
10	AL	69	90	41.18%
11	SB	92	96	14.29%
12	RC	70	96	52.00%
13	FS	88	96	25.00%
14	GP	69	90	41.18%
15	RM	71	92	42.86%
16	YV	78	91	30.95%
17	KG	90	93	10.00%
18	FA	76	87	25.00%

19	JZ	48	86	52.78%
20	AM	75	90	33.33%
21	SP	82	94	31.58%
22	AA	72	89	35.42%
23	GR	92	96	14.29%
24	AN	71	88	34.69%
25	SI	67	92	47.17%
26	FG	77	89	27.91%
27	GW	78	90	28.57%
28	KO	62	87	43.10%
29	EP	58	86	45.16%
30	BA	76	88	27.27%
31	SL	55	88	50.77%
32	KP	56	82	40.63%
33	AZ	88	93	15.63%
34	AS	71	88	34.69%
<b>Average</b>		<b>74</b>	<b>91</b>	<b>33.72%</b>

From the descriptive analysis, it can be seen that the average post-test score was higher than the pre-test score, specifically 91 compared to 74. This result indicates an increase in students' career aspiration scores after they participated in group counseling with the Solution-Focused Brief Counseling (SFBC) approach. The average score increase was 17 points with the N-gain 33.72% . Therefore, the hypothesis testing using pre-test and post-test results concluded that the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_1$ ) was accepted.

**Table 2. Normality Test Results**

<b>One-Sample Kolmogorov-Smirnov Test</b>		
N	Unstandardized Residual	34
Normal Parameters <sup>a,b</sup>	Mean	0
	Std. Deviation	2.8679512
Most Extreme Differences	Absolute	0.121
	Positive	0.121
	Negative	-0.078
Test Statistic		0.121
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

The difference between pre-test and post-test scores revealed that the eleventh-grade students from class IPS 4 showed a significant strengthening of career aspirations, with an average score increase of 17 points. Initially, students' career aspirations did not exceed 95 (pre-test). However, after receiving group counseling with the SFBC approach, students' career aspirations increased to 95-96, with an average post-test score of 91. The highest score of 96 was achieved by students DE, SB, RC, FS, and GR. Additionally, the lowest score increase was 3, achieved by students MA and KG. The next step involved analyzing the data to test the research hypothesis using the Paired Sample T-Test to compare the average scores before and after the

group counseling intervention with the SFBC approach in strengthening students' career aspirations.

**Table 3. Paired-t test results**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Dev	S. E. Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-15.470	10.136	1.738	-19.007	-11.934	-8.900	33	.000

The study's results were reinforced by the normality test using Kolmogorov-Smirnov, which showed that the career aspiration data before and after the group counseling intervention were normally distributed ( $0.200 > 0.05$ ). To compare career aspirations before and after the intervention, a Paired Sample T-Test was conducted, which indicated a significant difference ( $t(33) = -8.900, p < 0.05$ ). This finding demonstrates that there was a significant strengthening of students' career aspiration scores before and after they received group counseling with the SFBC approach. Therefore, it can be concluded that group counseling using the SFBC approach has a positive and significant impact on strengthening students' career aspirations.

### 3.2 Discussion

The descriptive analysis of the post-test and pre-test data indicates that the average career aspiration scores of students were higher after participating in group counseling with the Solution-Focused Brief Counseling (SFBC) approach compared to before the counseling sessions, specifically  $91 \geq 74$ . This signifies a significant increase in career aspiration scores following the group counseling intervention with the SFBC approach. The average score increase of 17 points and N-gain of 33.73% indicates that students significantly improved their career aspiration scores after the group counseling sessions. This demonstrates the effectiveness of the SFBC approach in strengthening students' career aspirations. Consequently, group counseling with the SFBC approach can be considered an effective strategy for enhancing students' career aspirations.

Career aspirations reflect an individual's understanding of their desired career goals, aligned with their circumstances and expectations (Kadafi, 2016). Santrock (in Pratiwi & Retnowati, 2019) identifies characteristics of individuals with high career aspirations: they are ready to define their careers and face challenges in determining their identity, circumstances, and life direction. Furthermore, Baker explains that career aspirations reflect an individual's confidence in making career decisions. This confidence serves as a crucial mediator for their motivation and career development plans (Ari et al., 2019). With a comprehensive career plan, all efforts can be coordinated and optimized to achieve the set career goals (Rembune, 2022).

It is crucial for adolescents to build a clear and directed career vision. This vision acts as a compass and source of motivation for them to achieve their dreams. With clear career aspirations, students can better prepare for their future careers (Kurniawan et al., 2024). Research shows that career aspirations positively impact individuals. Career aspirations can boost self-confidence (Gangber et al., 2021), aid in self-concept formation (Andreassen, 2016), and enhance self-control (Sawitri & Dewi, 2018).

Effective methods or steps are needed to train students to strengthen their career aspirations. A suitable approach for enhancing career aspirations in a school environment is

Solution-Focused Brief Counseling (SFBC). This approach is well-suited for school settings as it focuses on students' strengths rather than their weaknesses. Additionally, it does not require a lengthy time commitment, emphasizes solutions, and is goal-oriented (Mulawarman, 2014). The SFBC approach is relevant in this context due to its focus on quick solutions and changes. It encourages students to focus on previously successful solutions and develop strategies to overcome current challenges. The SFBC process helps students reframe obstacles as opportunities to leverage their strengths based on small successes that have previously gone unnoticed (Ramli et al., 2020).

Group setting in counseling provide mutual support and motivation, creating an environment that fosters career growth (Kim & Franklin, 2016). Group counseling is a helping process where a professional conducts counseling interviews with several individuals in a small group. This group consists of people with similar problems who need assistance in resolving them (Tarigan, 2018). According to Shazer (in Corey, 2013), this approach does not emphasize the causes of problems or the relationship between causes and solutions. Instead, the clients are encouraged to find solutions to achieve their desired goals. Simultaneously, the SFBC approach in a group setting allows students to share experiences and ideas with their peers, learning from each other's experiences and enhancing their self-awareness. Group interaction can present new perspectives for students, helping to achieve collective reinforcement and support (Hanafi et al., 2020).

As a career counseling implementation, SFBC can assist students in strengthening their career aspirations, overcoming obstacles, and developing action plans to achieve their career goals. The SFBC approach enables students to set clear and specific goals, allowing them to focus on achieving those objectives. Clear goal-setting facilitates how students direct and reinforce their career aspirations (Saputra et al., 2023). These findings underline the success of the SFBC approach in providing positive reinforcement for students' career aspirations.

#### 4. Conclusion

Overall, this study demonstrates that group counseling using the Solution-Focused Brief Counseling (SFBC) approach is effective in strengthening students' career aspirations. The significant increase in students' career aspiration scores after participating in group counseling sessions indicates that this method can help students better understand their career goals, overcome obstacles they face, and develop concrete action plans to achieve those goals. Therefore, the application of the SFBC approach in group counseling can provide positive reinforcement in enhancing students' career aspirations and preparing them for a better future.

This study has several limitations, such as the sample being limited measurement on the pretest and posttest score using single instrument. Additionally, further exploration is suggested to explore the implementation of SFBC Group counseling results, using Action research or Single Subject research. Another suggestions also refer to the measurement results that might be explored to the other career variable related to the career aspiration (Career self-efficacy, Career decision Postponement, Career decision making skills, etc). Practical implication refer to the use of the SFBC Group counseling as an alternative for career service for students.

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