

## The differences in career well-being among Indonesian school counselors based on educational qualifications

**M. Fiqri Syahril**

Guidance and Counseling, Universitas Pendidikan Indonesia, Indonesia

Email: [fiqrisyahril04@upi.edu](mailto:fiqrisyahril04@upi.edu)

**Yusi Riksa Yustiana**

Guidance and Counseling, Universitas Pendidikan Indonesia, Indonesia

Email: [yusiriksa@upi.edu](mailto:yusiriksa@upi.edu)

**Yaya Sunarya**

Guidance and Counseling, Universitas Pendidikan Indonesia, Indonesia

Email: [yayasunarya@upi.edu](mailto:yayasunarya@upi.edu)

Correspondent Author: [fiqrisyahril04@upi.edu](mailto:fiqrisyahril04@upi.edu)

(received: 18-07-2023; revised: 13-10-2023; published: 10-12-2023)

**Abstract:** This study aims to describe the career well-being of school counselors in Indonesia. This study was conducted quantitatively using a quantitative descriptive analysis. The population of this study was all school counselors in Indonesia. The selection of population was made by the researchers because there is no standard Career well-being Scale in the Indonesian context. The sample consisted of 1,000 school counselors throughout Indonesia, selected using simple random sampling technique. The data was collected using the Career Well-Being Scale based on Coetzee's theory. The study began with the development of the Career Well-Being Scale, followed by the distribution of the scale through Google Form, data collection, and data analysis. Data analysis was performed using percentage statistical formula. The results showed that the difference in career well-being of school counselors had a Sig value of 0.00. Obtaining a Sig value < 0.05 indicates that there is a significant difference in the career well-being of school counselors with four different educational qualifications. Educational qualifications influence the career well-being of Indonesian school counselors. School counselors with a master's degree and a PPG certification have higher career well-being than school counselors with a bachelor's degree.

**Keywords:** Career Well-Being; School Counselors.

**Abstrak:** Penelitian ini bertujuan untuk memperoleh gambaran profil *career well-being* Guru BK di Indonesia. Pendekatan yang digunakan dalam penelitian yaitu pendekatan kuantitatif dengan menggunakan metode penelitian deskriptif kuantitatif. Populasi dalam penelitian seluruh guru bimbingan dan konseling di Indonesia. Pemilihan populasi diambil oleh peneliti karena belum ada skala *career well-being* yang baku dalam konteks Indonesia. Sampel yang digunakan yaitu 1000 Guru BK yang tersebar di seluruh Indonesia. Pengambilan sampel yang digunakan yaitu *simple random sampling*. Teknik pengumpulan data menggunakan skala *career well-being* dengan menggunakan teori Coetzee. Prosedur yang digunakan dalam penelitian diawali dengan pengembangan instrumen skala *career well-being*. Skala *career well-being* yang telah dikembangkan kemudian disebar melalui *google form*, melakukan pengumpulan data dan analisis data. Adapun teknik analisis data dengan menggunakan rumus statistik persentase. Hasil uji perbedaan *career well-being* guru BK dengan perolehan nilai Sig 0,00. Perolehan nilai Sig < 0,05 menunjukkan jika *career well-being* guru BK dengan empat (4) klasifikasi kualifikasi pendidikan memiliki perbedaan yang signifikan. Kualifikasi pendidikan yang dimiliki guru BK memberikan pengaruh terhadap *career well-being* guru BK di Indonesia. Hasil penelitian menunjukkan Guru BK yang memiliki kualifikasi pendidikan S2 dan telah mengikuti PPG BK memiliki *career well-being* yang lebih tinggi dibandingkan guru BK dengan kualifikasi pendidikan S1.

**Kata Kunci:** Kesejahteraan Karir; Guru Bimbingan Dan Konseling.

## INTRODUCTION

Education is a means of developing one's potential. Successful implementation of education is inextricably linked to the quality of educators. Educators are obligated to provide educational services in a professional manner. Hidayat, Ilfiandra, and Kartadinata (2017) argued that educators are responsible not only for transferring knowledge, but also for demonstrating competence and professionalism. Lindfors, Pettersson, and Olofsson (2021) stated that future educators are charged with cultivating digital competence and playing an important role in both the labor market and the learning process of the 21st-century society. Future educators are expected to possess pedagogical competence as well as digital literacy to perform professional duties effectively.

School counselors are educators who also play a crucial role in promoting the quality of education. Ardimen (2018) pointed out that school counselors are also educators, alongside teachers, instructors, facilitators, and lecturers. In the national education system, school counselors are stated to have the same qualifications with teachers, lecturers, tutors, instructors, facilitators, *pamong belajar*, and *widyaiswara*. In accordance with Article 1 Paragraph 6 of Law No. 20 of 2003, a school counselor is defined as an educator who has the authority and rights to provide counseling in schools. Farozin, Suwarjo, and Astuti (2017) stated that school counselors are qualified educators who must perform the tasks and meet the performance expectations. The effectiveness of guidance and counseling services is determined by school counselors as the operational and technical executors of the services. School counselors should be professionally competent in performing their functions and roles. Suherman et al (2020) asserted that the quality of school counselors plays a vital role in the implementation of guidance and counseling services, especially in the globalization era. As qualified educators, school counselors are charged with providing effective guidance and counseling services.

Professionalism exhibited when providing guidance and counseling services can have an impact on self-satisfaction with the job performance and profession. In their study, Mora, Trejo, and Roux (2014) showed that teacher identity influences the development of professional services. According to Wardan (2019), teacher professionalism is demonstrated by the quality, satisfaction, pride, and confidence

in performing professional duties. Regarding satisfaction with the work outcomes of school counselors and the desire to continue in a higher position or career, career well-being is a pertinent topic in describing work capacity and sustainable career improvement as the aspects of career development in the digital era (Potgieter, Ferreira, & Coetzee, 2019). Career well-being can be used to examine the extent to which school counselors are satisfied with their performance, pride, self-confidence, and desire to pursue a higher career. Career well-being is influenced by a person's cognitive, spiritual, physical, and social experiences at work (Clark, 2010; Kidd, 2008). Kidd (2008) argued that a person who is satisfied with the aspects of career well-being has the tendency to exhibit proactive and adaptive behaviors to ameliorate the feelings of dissatisfaction. Individuals with higher career well-being are more satisfied with their career and career development (Rautenbach, 2015; Rothmann, 2014). School counselors who can provide exceptional services to students are more likely to feel satisfied with their performance and to strive for career development and advancement. Sholeh (2017) pointed out that teachers' performance has an impact on their motivation, confidence, satisfaction, and commitment in performing their duties. The implementation of professional services can evoke positive feelings in school counselors. Characterized by positive emotions, accomplishments, relationships, and meaning, career well-being is defined as a positive psychological state of an individual (Kidd, 2008; Rothmann, 2014; Schotanus et al 2016).

Ineffective implementation of duties often results in dissatisfaction among school counselors and a lack of desire to pursue higher professional positions. Silalahi, Daharnis, and Alizamar (2016) found that school counselors do not feel satisfied because they often feel disappointed when performing follow-up or having unfinished counseling services. A study by Silalahi, Daharnis, and Alizamar (2016) also found that the performance of school counselors has a positive and significant relationship with job satisfaction. In his study, Troy (2022) revealed that physical and mental exhaustion among school counselors has a negative impact on the implementation of counseling services.

A study by Rahmawati, Neviyarni, and Firman (2016) demonstrated that there is a significant relationship among work motivation, social support, and implementation of school counselors' duties. The combination of work

motivation and social support has an impact on the execution of school counselors' duties. Social support is one of the aspects of career well-being. The study by Turner, Thielking, and Prochazka (2022) found that social support teachers obtain in school influences their well-being, the quality of their relationships with colleagues, and their professional development to perform their duties effectively. Saprudin (2017) revealed that the development of performance among school counselors is expected to contribute to the improvement of the service quality and the career advancement of school counselors. According to Wardan (2019), teacher professionalism is demonstrated by the quality, satisfaction, pride, and confidence in fulfilling professional duties. Therefore, school counselors as professional workers should aim to obtain career well-being by feeling satisfied with their long-term career and current career achievements, as well as preparing for future career advancement, all of which is commonly called as career well-being.

Bester (2018) argued that career well-being is influenced by several factors, such as race, sex, age, professional qualifications, job position, and years of service. A person with higher career well-being tends to have the knowledge and skills needed in the workforce (Brown & Hesketh, 2004; Kidd, 2008). Bester (2018) argued that psychosocial resources of each person correlate positively with career well-being. Higher psychosocial resources lead to higher career well-being. Gibbons et al. (2011) found in their study that self-efficacy and self-control have a positive impact on career well-being. Self-efficacy positively impacts a person's career well-being.

As school counselors' career well-being plays a crucial role in the implementation of guidance and counseling services, the description of career well-being among Indonesian school counselors is needed. There has not been much research on career well-being in Indonesia. However, a study conducted by Anwar, Suhariadi, & Fajrianthi, (2018) found that career well-being

is closely linked to emotional, psychological, and social well-being, as well as relationship well-being between family roles. Research on describing career well-being profiles has been previously conducted (Coetzee, 2021; Rautenbach, 2015; Rothmann, 2014; Millán, et al 2013), but the current study focused on career well-being among school counselors based on their educational qualifications.

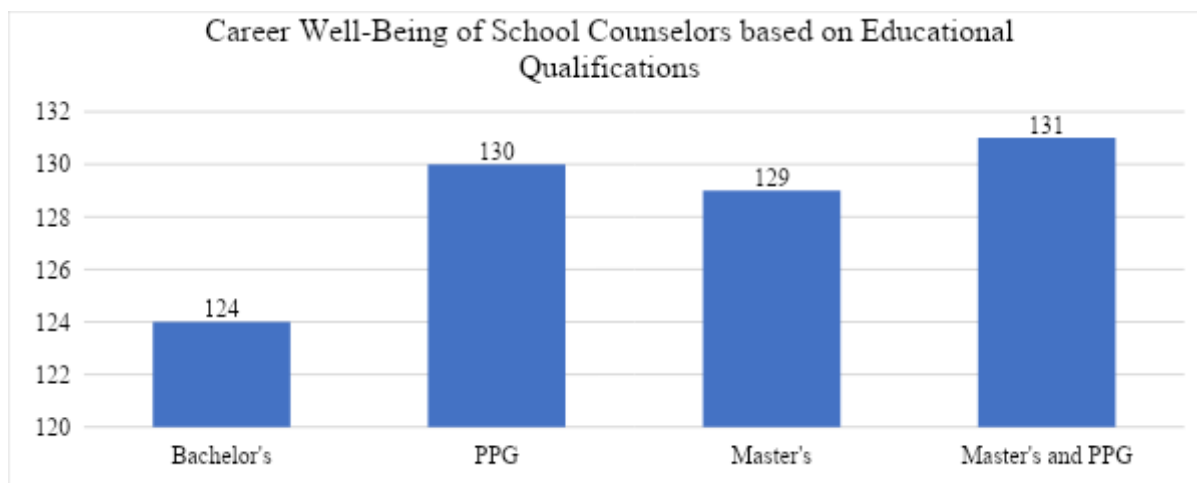
## METHODS

This study was conducted quantitatively using a quantitative descriptive analysis. The sample consisted of 1,000 school counselors throughout Indonesia, selected using simple random sampling technique. This technique allows each member of the population to have the same chance without any bias or favoritism to a certain member of the population. The sample of the study was classified based on educational qualifications and years of service, as both of these factors have an impact on career well-being. Culture, educational qualifications, and years of service are among the factors that influence career well-being (Aknin et al., 2013; Diener & Ryan, 2009). The data was collected using the Career Well-Being Scale.

The validity of the scale was determined through construct validity. Construct validity was assessed by three experts through expert judgment. The experts consisted of two guidance and counseling experts and one instrument expert. They determined that the scale contained all the necessary written elements to be relevant to the measuring instrument's construct domain. The testing on the Career Well-Being Scale revealed 36 items to be misfits.

## RESULTS AND DISCUSSION

This study aims to describe the career well-being of school counselors in Indonesia based on educational qualifications. The results are presented in Figure 1 below.



**Figure 1.** The Career Well-Being Profiles of School Counselors in Indonesia

From the chart above, it can be seen that school counselors holding a bachelor's degree had a mean value of 124. School counselors with a PPG certification had a mean value of 130. School counselors possessing a master's degree had a value of 129. Meanwhile, school counselors holding a master's degree and a PPG certification had a mean value of 131. The highest mean was obtained by school counselors with a master's degree and a PPG certification, while the lowest mean was obtained by school counselors with a bachelor's degree. These results suggest that school counselors with a master's degree and a PPG certification have higher career well-being than school counselors with a bachelor's degree.

Career well-being of Indonesian school counselors can be determined from their educational qualifications. Aknin et al (2013) argued that differences in culture, qualifications, and years of service can influence a person's career well-being. Educational qualifications are the foundation for establishing career well-being profiles. Educational qualifications are classified into four categories: a bachelor's degree, a bachelor's degree with a PPG certification, a master's degree, and a master's degree with a PPG certification.

The levels of career well-being of Indonesian school counselors were determined from the mean value. School counselors with a bachelor's degree had a mean value of 124. School counselors with a bachelor's degree and a PPG certification had a mean value of 130. School counselors possessing a master's degree had a value of 129. School counselors with a master's degree and a PPG certification had a mean value of 131. The highest mean value was obtained by school counselors with a master's degree and a PPG certification, while the lowest mean value

was attained by school counselors with a bachelor's degree. The four categories of educational qualifications had varying mean values, but all fell under the category of high career well-being. The results showed that the difference in career well-being of school counselors had a Sig value of 0.00. Obtaining a Sig value  $< 0.05$  suggests that there is a significant difference in the career well-being of school counselors based on four different educational qualifications. Educational qualifications influence the career well-being of Indonesian school counselors.

These results signify that school counselors with a master's degree and a PPG certification have higher career well-being than school counselors with only a bachelor's degree. Educational qualifications have an impact on the career well-being of school counselors in Indonesia. Bester (2018) argued that career well-being is influenced by several factors, such as race, sex, age, professional qualifications, job position, and years of service. A person with considerable work experience and higher qualifications tends to have better perception and understanding of work environment, leading to higher job satisfaction. In line with Bester's (2018) argument, the results of the current study showed that school counselors with higher educational qualifications are more likely to have higher career well-being. The results of this study also agree with the results of the study by Witter, et al. (1984), in which there is a positive correlation between educational qualifications and career well-being. School counselors who have high qualifications in education tend to have high career well-being.

High career well-being of school counselors show that their work contributes to

their life goals. School counselors are ready to continue their work to fulfill their career objectives and exhibit optimism about their future career. School counselors who have high career well-being can adapt to new roles in the same institution or in a different career path, increase knowledge and skills, effectively meet the demands of their role in the workforce, and gain support to achieve their career objectives. Career well-being is a person's room for improving necessary skills that allow them to effectively compete in the digital-based workforce (Bester, Coetzee, Ferreira, & Potgieter, 2019). Thus, it is important for school counselors to embrace the digital technology needed to fulfill their duties at work. High levels of career well-being among school counselors can have a positive impact on their job performance, particularly in preventing burnout.

## CONCLUSION AND SUGGESTIONS

Career well-being of Indonesian school counselors can be determined through educational qualifications. The results of the study showed that school counselors with a master's degree and a PPG certification have higher career well-being than school counselors with only a bachelor's degree. Educational qualifications have an impact on the career well-being of school counselors in Indonesia.

The career well-being profiles of school counselors in Indonesia can serve as a reference for the professional identity and professional development programs, which can contribute to the improvement of their professional competence. These programs may include the Teacher Professional Education (PPG) and Counselor Professional Education Programs. Professional competence of school counselors can be acquired through career well-being. It is recommended that further research be undertaken to explore other factors that influence the career well-being of school counselors.

## REFERENCES

- Aknin, L. B., Barrington-Leigh, C. P., Dunn, E. W., Helliwell, J. F., Burns, J., Biswas-Diener, R., & Norton, M. I. (2013). Prosocial spending and well-being: Cross-cultural evidence for a psychological universal. *Journal of Personality and Social Psychology*, 104(4), 635.
- Ardimen, A. (2018). Visi baru konselor sekolah dalam rangka meningkatkan kualitas layanan pendidikan di sekolah dan madrasah. *JKI (Jurnal Konseling Indonesia)*, 4(1), 22-29.
- Bester, S. M. (2018). *Toward constructing a psychosocial model of career wellbeing for the South African working adult* (Doctoral dissertation). <https://uir.unisa.ac.za/handle/10500/24341>
- Bester, S. M., Coetzee, M., Ferreira, N., & Potgieter, I. L. (2019). *Conceptualisation of future-fit career wellbeing*. Personal conversation among authors. Pretoria, South Africa: University of South Africa.
- Chen, C. P., & Haller, S. (2015). The role of career counselling in supporting career well-being of nurses. *Australian Journal of Career Development*, 24(1), 15-26.
- Clark, A. (2010). Work, jobs, and wellbeing across the millennium. In E. Diener, J. Helliwell, & D. Kahneman (Eds.), *International differences in wellbeing* (pp. 436-464). New York, NY: Oxford University Press
- Coetzee, M. (2021). Psychological states of career wellbeing and affective commitment as predictors of dual career agility types. *African Journal of Career Development*, 3(1), 8.]
- Farozin, M., Suwarjo, S., & Astuti, B. (2017). Identifikasi permasalahan perancangan program bimbingan dan konseling pada guru SMK di Kota Yogyakarta. *Jurnal Penelitian Ilmu Pendidikan*, 10(1), 40-52.
- Gibbons, C., Dempster, M., & Moutray, M. (2011). Stress, coping and satisfaction in nursing students. *Journal of Advanced Nursing*, 67(3), 621-632. <https://doi.org/10.1111/j.1365-2648.2010.05495.x>
- Hidayat, A., Ilfiandra, I., & Kartadinata, S. (2017). Students' Peaceful Mentality and Pesantren-based School Rules. *Jurnal Kependidikan: Penelitian Inovasi Pembelajaran*, 1(1), 111-124.
- Kidd, J. M. (2008). Exploring the components of career well-being and the emotions associated with significant career experiences. *Journal of Career Development*, 35(2), 166-186.
- Lindfors, M., Pettersson, F., & Olofsson, A. D. (2021). Conditions for professional digital competence: the teacher educators' view. *Education Inquiry*, 12(4), 390-409



- Mora, A., Trejo, P., & Roux, R. (2014). English language teachers' professional development and identities. *Profile Issues in Teachers Professional Development*, 16(1), 49-62.
- Potgieter, I. L., Ferreira, N., & Coetzee, M. (2019). Theory, research and dynamics of career wellbeing: Becoming fit for the future. Springer Nature Switzerland
- Rahmawati, R., Neviyarni, N., & Firman, F. (2016). Hubungan motivasi kerja dan dukungan sosial kepala sekolah dengan pelaksanaan tugas guru BK di SMPN Kab. Kerinci. *Konselor*, 3(3), 94-100.
- Rautenbach, C. L. (2015). *Flourishing of employees in a fast moving consumable goods environment* (Doctoral dissertation). North-West University, South Africa.
- Rothmann, S. I. (2014). Flourishing in work and careers. In M. Coetzee (Ed), *Psychosocial career meta-capacities* (pp. 203–220). Heidelberg: Springer International.
- Silalahi, M. F., Daharnis, D., & Alizamar, A. (2016). Pengaruh Iklim Organisasi dan Kepuasan Kerja Terhadap Kinerja Guru Bimbingan dan Konseling. *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, 2(1), 23-32.
- Suherman, U., Ahman, A., Solehuddin, M., Arip, M. A. S. B. M., Budiman, N., & Suryana, D. (2020, February). Development of ASEAN counselor education standards. In *Journal of Physics: Conference Series* (Vol. 1469, No. 1, p. 012137). IOP Publishing.
- Troy, K. D. (2022). *School Counselor Burnout and Its Impact on Implementation of the School Counseling Program* (Doctoral dissertation, Northcentral University).
- Turner, K., Thielking, M., & Prochazka, N. (2022). Teacher wellbeing and social support: a phenomenological study. *Educational Research*, 64(1), 77-94.
- Witter, R. A., Okun, M. A., Stock, W. A., & Haring, M. J. (1984). Education and subjective wellbeing: A meta-analysis. *Education Evaluation and Policy Analysis*, 6, 165–173.  
<https://doi.org/10.3102/01623737006002165>