

THE ROLE OF PERSONAL RESPONSIBILTY AND CAREER PLANNING IN ADOLESENCE IN INDONESIA: CORRELATIONAL STUDY

Irvan Budhi Handaka¹, Deni Wirawati¹, Aprilia Setyowati¹, Diki Herdiansyah¹, Navy Glenda Triskova¹, Zela Septikasari², Norimune Kawai³

¹ Department of Guidance and Counseling, Faculty of Teacher Training and Education, Universitas Ahmad Dahlan, Yogyakarta, Indonesia

² Univeritas PGRI, Yogyakarta, Indonesia

³International Education Development Program, Hiroshima University, Japan

Article Info

Article history:

Received month dd, yyyy

Revised month dd, yyyy

Accepted month dd, yyyy

Keywords:

Personal Responsibility

Career Planning

Adolescence

Guidance

Counseling

ABSTRACT

Personal responsibility is an individual's ability to identify and regulate one's thoughts, feelings, and behavior, along with a willingness to hold oneself accountable for the choices made and the resulting social and personal outcomes. This research aims to explore the role of personal responsibility and career planning in high school students/adolescents in through a quantitative correlational study. A total of 465 teenage subjects from Indonesia were sampled in the research. The data collection method uses instruments that have been tested for validity and reliability in measuring personal responsibility and career planning. Data analysis was carried out using descriptive statistics to describe the level of personal responsibility and career planning as well as inferential statistics, namely product moment and simple linear regression to test the relationship between the two variables. The research results show that the average level of student personal responsibility is in the high category at 50.9%, while career planning is in the medium category at 60.8%. Statistical analysis also shows that there is a positive and significant relationship between personal responsibility and career planning, with an effective contribution of 88.1%, while the rest is influenced by other factors. The implications of this research can be a basis for school counselors in helping develop students' career planning skills. Apart from that, this research also encourages future researchers to develop guidance and counseling models that can increase students' personal responsibility and students' ability to plan careers more effectively. Thus, this research makes a significant contribution to the development of education and career guidance for teenagers.

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Corresponding Author:

Agus Taufiq

Department of Guidance and Counseling, Faculty of Education, Univeristas Pendidikan Indonesia, Bandung, Indonesia

Jl. Dr. Setiabudi No.224, Ledeng, Kec. Cidadap, Kota Bandung, Jawa Barat 40154, Indonesia

Email: afiq@upi.edu

1. INTRODUCTION

Adolescence is a critical time to prepare for a career and navigate future career transitions. During this stage of development, high school students often focus on exploring potential life paths and preparing for the next phase in their education or work life (Danielsen et al., 2000; Kroger, 2006; Rogers et al., 2018). For many teens, finding a career path that aligns with their interests, talents, and values can be a challenge, as they continue to search for identity and explore their potential (Batool & Ghayas, 2020). That is why it is important

for teenagers to take the right decisions regarding their career path, which will have a significant impact on their future career development (Shen, 2021). By determining the direction of his career and planning concrete steps to achieve his goals, the teenager can shape his identity and future path. A well-informed career choice requires a thorough understanding of the options available and the strategic plan to achieve them.

Various career development theories state that planning is important when facing career challenges (Savickas, 2005). Super points out that the critical years for career preparation are late adolescence and early adulthood (Super, 1980). Then one of the most important tasks of adolescents in career development is to identify their interests, capacities and values, as well as acquire knowledge about different types of work and ultimately decide on a realistic educational and career path (Brown, 2002; Super, 1980). It is also important for adolescents to adopt positive career attitudes and behaviors and make career-related decisions based on relevant knowledge and skills, such as job information that can provide a degree of certainty in decision-making (Super, 1980). In line with this, the theory of career construction (Brown, 2002; Savickas, 2002, 2013) states that building a career identity requires involvement in career exploration, planning, decision-making, and career confidence development. By exploring a variety of career opportunities and developing career planning to achieve their goals, teens can build their career identity and develop the confidence they need to succeed.

Superhuman individual development theory divides life into five stages, each with its own unique characteristics and challenges. For high school students who are usually between 16-19 years old, they belong to the exploration stage, according to Super theory. During this stage, individuals actively explore various career options and make decisions about their future, with elements of fantasy and reality influencing those decisions. It is important for High School Students to make careful consideration and plan appropriate and correct career steps at this stage (Nurmalasari & Erdianto, 2020). By doing this, they can make the right decisions that will shape their future and help them achieve their goals.

Career planning is an important process that allows individuals to identify and take steps towards achieving their career goals (Diogo et al., 2020; Fahmi & Ali, 2022). This process involves setting career-related goals and developing a plan to achieve them (Kurniawati & Hidayat, 2021). Career planning is a step-by-step process that involves a variety of activities, including gaining knowledge and understanding of oneself, exploring job alternatives, making decisions, and planning career paths with a sense of responsibility (Ficanysa & Iswari, 2022). By engaging in career planning, individuals can develop their career path and achieve their goals by making informed decisions and taking appropriate actions. Therefore, career planning is an important process that every individual must undertake to ensure a successful career path.

Based on several research results such as research by Nurfitriya et al. (2021) concluded that most students are in the moderate category when it comes to career planning, with the percentage reaching 82%. However, research conducted by Sari & Istiqoma (2019) showed different results, where the majority of students were classified under very low criteria, reaching 69%. This indicates a variation in students' level of awareness and readiness in planning their future careers. Although the study paints a different picture, overall it shows the importance of greater attention to career planning skills building among high school students.

According to Super (1980), career planning involves searching for information, understanding oneself, and considering various aspects of the job. All the information a student receives can affect his career planning process. Career planning is a long-term process for high school students because it determines the next level of education, such as choosing a study program at university. Hastuti & Winkel (2006) positing that career planning is beneficial for students because it helps minimize the chances of making mistakes when choosing from available alternatives. By engaging in career planning, students can gather relevant information, analyze their interests, abilities, and values, and make decisions that align with their career goals. Therefore, it is important for high school students to engage in career planning to ensure a successful and fulfilling career path.

The aspects of career planning are: *interests*, *abilities*, *values* and *Personality* (Wang et al., 2023). Skorikov (2007) found that career planning, career confidence, and the absence of career hesitation were predictors of well-being, as were social adaptation, emotional stability, life satisfaction, and self-actualization (Marciniak et al., 2022). Students who do not have a career plan will experience confusion in choosing a major, deciding whether to continue their education or enter the workforce, and determining which job is suitable for them. As a result, many students who do not continue their studies face unemployment after graduation (Ghani et al., 2023). By engaging in career planning, students can gain a better understanding of their interests and abilities, explore potential career paths, and make decisions that align with their career goals. This, in turn, can result in greater career satisfaction and overall well-being. Therefore, it is important for students to engage in career planning to ensure a successful and fulfilling career path, which can positively impact their lives in a variety of ways.

The success or failure of students in determining their career direction is closely related to their awareness or understanding of their career path or also called career awareness. Personal responsibility is an

individual's ability to identify and regulate one's thoughts, feelings, and behavior, along with a willingness to hold oneself accountable for the choices made and the resulting social and personal outcomes (Mergler, 2017). To achieve success in career planning, it is important to provide students with effective and up-to-date career information to assist them in making informed decisions. Accurate career information is essential in helping students make informed decisions regarding their career path (Basham, 2011). So the position of personal responsibility is a very important ability to implement in everyday life, because without responsibility life will not run well (Bauer et al., 2022; George et al., 2017; Kolzow et al., 2021; McFadden et al., 2017; Mergler et al., 2017; Schlenker et al., 2010; Zimmerman et al., 2015)

As explained earlier, adolescents face a wide variety of life and career choices that increasingly require knowledge and skills. In recent years, educators have realized the importance of equipping high school students with not only academic knowledge but also career-related competencies (Shen, 2021). Career planning education, which covers topics such as career awareness, exploration, and development, plays an important role in helping students manage their career-related experiences and prepare for the future. School counselors are important educators who can provide students with an understanding of their career path through guidance and counseling programs (Fikriyani & Herdi, 2021; Gunawan & Annisa, 2023). These programs can help students develop self-awareness, explore potential career paths, and make decisions that align with their career goals. By providing career planning education and guidance, school counselors can support students in developing the skills and competencies necessary to succeed in their future careers. Therefore, it is important for schools to prioritize career planning education and provide students with access to professional guidance and counseling programs to ensure their success in the workforce.

Guidance and counseling play an important role in helping students lead themselves, particularly in understanding their career direction. Having personal responsibility and the ability to plan a career is essential for students to prepare and plan their future careers based on their talents, interests, and abilities. In this context, the role of school counselors is to provide career planning services that assist students in developing personal responsibility and making informed decisions regarding their career planning (Adityawarman, 2020; Nurmalasari & Erdiantoro, 2020). The main aim of this study was to explore the relationship between personal responsibility and career planning, particularly in the context of guidance and counselling in secondary education. This research aims to fill gaps in the existing literature by providing a deeper understanding of how personal responsibility contributes to the development of effective career plans. The findings of this study are expected to help educators and counselors to develop effective career planning education programs that increase personal responsibility and support students in making informed decisions about their future careers

2. METHOD

Respondents

The research approach used in this study is quantitative research. Quantitative research is research that presents data in the form of numbers and uses statistical analysis which usually aims to show relationships between variables, test theories and look for generalizations that have predictive value (Creswell & Creswell, 2017). The type of approach used in this study is correlation research or causal relationships (Sugiyono, 2019). This type of research is intended to determine the presence and absence of relationships or influences between two or more variables.

The population in this study was all high school students in Indonesia with a sample of 465 students with an age range of 14 years - 18 years. Samples are used to select a subset of objects or subjects from the population using a procedure. The sample in this study used a non probability sampling technique. Non-probability sampling techniques are used so that each member of the population does not have the same chance as the sample. The sampling strategy uses purposive random sampling.

Instrument

The data collection techniques and instruments are using the personal responsibility scale includes self-control over emotions and thoughts, self-control over behavior, choices and consequences, control over behavior, thoughts and feelings, and consideration of others (Mergler, 2007; Schlenker, 1997; Zimmerman, 1998) and career planning scale applied from Wang & Wang et. al (2023) with aspects of interests, abilities, values and personality that have been tested for validity and reliability. This instrument uses a 4-point likert scale with very appropriate, appropriate, non-conforming and very non-conforming options.

This study uses two variables, namely personal responsibility as an independent variable and career planning as a dependent. Personal responsibility is an integral part of the early stages of an individual's career development, which includes preparation, planning, and making appropriate career decisions based on knowledge, skills, and attitudes through self-awareness, awareness of the world of work, awareness of human relationships, awareness of the relationship between school performance and career choices, and positive

behavioral development. While career planning is a step-by-step process that involves various activities, including gaining knowledge and understanding of oneself, exploring job alternatives, making decisions, and planning career paths with a sense of responsibility.

This research was carried out by distributing questionnaires to students through the messenger whatsapp application and using online surveys in collaboration with Guidance and Counseling Teachers for filling out. The study will be conducted from January 10, 2024 to February 15, 2024. The results of filling out the questionnaire are then coded for further descriptive analysis and inferential statistical analysis. Descriptive statistical analysis is to see the prevalence of personal responsibility and the prevalence of student career planning. While inferential statistical analysis was carried out with product moment tests and simple regression to determine the relationship between personal responsibility and career planning in high school students.

Procedures

In the data collection process, researchers followed two stages, namely the preparation stage and the implementation stage. The preparation stage includes conceptual, technical and administrative data collection. Researchers prepare research by looking for references through articles and other writings related to personal responsibility. The researcher then created the research design, data instruments, and presentation of the instruments before distributing the questionnaire. Before collecting respondent data, questionnaires were distributed for the expert judgment process (pre-trial). This is done to ensure that the items in the questionnaire are in accordance with the aspects, indicators and theory of personal responsibility.

The implementation stage of data collection is carried out using a questionnaire or questionnaire. This method involves compiling a list of statements with answer choices consisting of four categories, namely very suitable (SS), suitable (S), not suitable (TS), or very inappropriate (STS). Researchers distributed a questionnaire in the form of a Google form and sent it to all guidance and counseling students at Ahmad Dahlan University.

Data Analysis

The data analysis used is descriptive statistical analysis and inferential statistical analysis. Descriptive analysis was conducted by looking at the percentage of overall personal responsibility and career planning scores. While inferential statistical analysis by conducting product moment tests and simple linear regression with the help of Statistical Package for the Social Science (SPSS) 25 software. The decision making hypothesis in this study is that if $P < 0.001$, then H_0 is rejected, meaning that there is a relationship between personal responsibility and career planning in high school students

3. RESULTS AND DISCUSSION

Respondents in this study amounted to 465 students, with an age range of 14-18 years. Based on the results of the data obtained, it is known that 465 students, there are 235 students aged 14-15 years, 215 students aged 16-17 years, and 15 students aged 18 years, so the majority of respondents in this study are students aged 14-15 years. In addition, if you look at gender, it is known that of 465 students, 242 of them are male, and 223 are female, so when viewed from gender, the average respondent in this study is male students.

Table 1. Demographic profile

No	Variables	Categories	Total Respondents	N
1.	Age	14 – 15 Yrs	235	465
		16 – 17 Yrs	215	
		18 Yrs	15	
2.	Gender	Male	242	465
		Female	223	

In addition, based on the results of descriptive statistical analysis to find out a general picture of the level of personal responsibility and career planning of students that it can be determined that the average level of personal responsibility of students is in the high category, while in career planning is in the medium category. The general overview is presented in table 2.

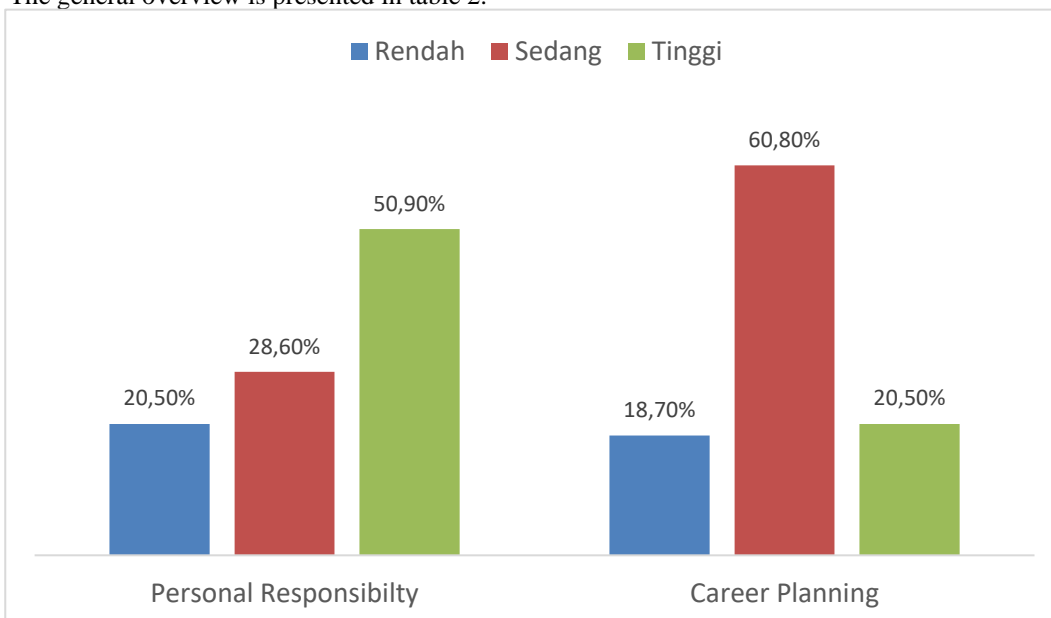


Table 3.

Spearman's Correlation of coefficient

Spreaman's Rho		Persona Responsibility	Career Planning
Persona Responsibility	Correlation Coefficient	1.000	.963
	Sig. (2-tailed)	-	.000
Career Planning	Correlation Coefficient	0.963	1.000
	Sig. (2-tailed)	.000	-

Based on the results of the analysis in table 3. Shows that the value of sig 2(-tailed) 0.000, which means $0.000 < 0.05$, means the relationship between personal responsibility and career planning.

Table 4. Regression analysis of personal responsibility and career planning

Variable	Adjusted R2	F	t
Personal responsibility – Career Planning	0.881	106.334	10.215

$P < 0.001$

Meanwhile, based on the results of regression analysis, it can be seen that the contribution of personal responsibility to career planning is 88.1%, and the rest is influenced by other factors.

Based on the results of the data analysis above, it can be seen that the average level of personal responsibility of students is in the high category, while in career planning is in the medium category. Students who have high personal responsibility tend to be more proactive in planning their careers (Multisari et al., 2020). In other words, individuals who have a strong understanding of career options and a deep understanding of themselves are more likely to plan their careers more effectively. Career planning involves setting career goals, identifying the steps necessary to achieve those goals, and developing long-term plans, and is a direct result of having good personal responsibility (Sirbu et al., 2014). This creates a positive link between personal responsibility and career planning, where a good understanding of careers supports an effective and sustainable planning process. By developing career awareness, individuals can gain a better understanding of their strengths and interests, enabling them to identify potential career paths and make decisions regarding their career planning (Ndung'u, 2008). Therefore, it is important for educators and counselors to prioritize personal responsibility education and support students in developing effective and sustainable career plans.

In addition, based on the results of data analysis, it can be seen that there is a strong relationship between personal responsibility and career planning with an effective contribution of 88.1%. Career awareness, which involves an individual's understanding of different career options, has a direct impact on the career planning process. Personal responsibility can be considered as an important first step in developing an individual's understanding of different fields of work and career opportunities that align with their interests, talents, and values and when individuals have a high level of awareness of various career options, then they tend to be wiser and more cautious in planning their career move (Kolbert et al., 2016). This shows that personal responsibility plays an important role in developing one's career plan. By developing career awareness, individuals can gain a better understanding of their interests, abilities, and values, which can help them make informed decisions regarding their future careers (Akıncı & Cingöz, 2023). Therefore, it is crucial to prioritize personal responsibility education and support students in developing a clear understanding of various career options to ensure their success in the workforce.

There has been a lot of research done on personal responsibility and career planning in the past, as evidenced by various studies such as Akıncı & Cingöz (2023) that in students of the Faculty of Sports Science, personal responsibility has a positive and significant relationship to their career plans. The findings of this study make a valuable contribution to the existing literature, particularly in the context of the relationship between personal responsibility and career planning. The implications of this research may broaden our understanding of how awareness of different career choices can shape a person's career planning process. These findings could provide a solid foundation for further research and enrich the existing scientific literature on personal responsibility and career planning. By leveraging the findings of this study, researchers and practitioners can continue to develop effective career planning education programs that increase personal responsibility and support individuals in making informed decisions about their future careers.

In the 21st century, students face increasingly complex life situations where there are many opportunities and challenges, as well as uncertainty in careers due to the variety of job professions. Therefore, it is important for students to have personal responsibility to explore various careers that suit their interests, talents, and abilities, so that they can make a well-thought-out career plan for the future (Ndung'u, 2008). The world of work has also undergone significant transformations in the 21st century, giving rise to new dynamics that affect one's career. Technological advancements, globalization, and social changes have led to the evolution of the career concept, which requires greater skills and adaptability from the individual. In addition, the importance of "soft skills" is increasingly emphasized in 21st century careers (Bunyamin et al., 2022; Dean, 2017; Majid et al., 2019). The ability to collaborate, communicate effectively, solve problems, and demonstrate leadership are key aspects to look for in a job (Pare & Sihotang, 2023; Ramli et al., 2023). By possessing these skills, students can build and design careers that are relevant, sustainable, and fulfilling in this era. To achieve the desired career in accordance with the demands of today's times, of course, mastery of 21st century skills is very necessary.

It is interesting to note that Trilling & Fadel (2012) has identified three types of 21st century skills that are important to students, namely life and career skills, learning and innovation skills, and media skills and information skills. These skills are essential for students to develop, and they are summarized in a scheme called the 21st century knowledge-skills rainbow. One aspect of life skills and career is having a life plan or future plan. Students who have these skills are able to set goals and objectives, set quality standards, plan the use of resources such as time, human, financial, and material, understand risk management, manage time, and set priorities (Wrahatnolo, 2018).

Research study entitled "Effective Personal Responsibility and Development Programs for K-8 Students" published by (Research, 2012) highlights the importance of developing personal responsibility and planning skills in students. Magnuson & Starr (2000) provides five premises that strengthen the research and its findings,

including the fact that career development is a cyclical process throughout life, career planning involves a series of skills, personal responsibility and career exploration are the foundation for effective career planning, individual uniqueness influences decision making, and child development theory and career development theory are interconnected (Akos, 2020). According to Pulliam & Bartek (2018) What happens at one stage of career development affects the next. Therefore, school counselors have an important role in providing appropriate opportunities to develop career awareness, exploration, and career planning skills in students (Park & Jun, 2017). The analysis provides a solid foundation for understanding the importance of increased personal responsibility to improve individual career planning.

By strengthening the link between personal responsibility and career planning, strategic steps can be taken to support better career development and ensure the achievement of more realistic career goals. School educators and career counselors play an important role in encouraging youth to engage in activities that enhance their knowledge of career development tasks (Wong & Yuen, 2019). This can contribute to the development of their vocational identity, assisting them in identifying job roles, planning, and ultimately making choices for better careers (Flum & Blustein, 2000; Kroger, 2006; Schwartz et al., 2011; V. B. Skorikov & Vondracek, 2011). Educators and counselors can design career education programs that actively involve parents in the career development process. This is likely to increase parents' understanding of their child's career development, increase parent-adolescent compatibility, and increase the potential for greater parental involvement and support.

The findings in this study provide encouragement for practitioners in the fields of career psychology, career counseling, and human resource management to integrate these findings into the development of education and training programs that support career development holistically. By understanding the close relationship between personal responsibility and career planning, practitioners, particularly school counselors, can devise more effective strategies to help individuals plan and achieve their career goals. School counselors may also develop interventions that encourage the development of personal responsibility and planning skills among individuals (Ndung'u, 2008; Zafar, 2019). By doing this, practitioners can support the development of well-informed career options and the achievement of career aspirations, ultimately contributing to an individual's overall well-being and success.

4. CONCLUSION
















Based on the results of the research, it can be concluded that the majority of students have a high level of personal responsibility, amounting to 50.9%, but their career planning level is only in the medium category, at 60.8%. This indicates that even though students have realized the importance of personal responsibility in their lives, they still have difficulty in planning concrete steps to achieve their career goals. This condition emphasizes the importance of the role of school counselors in providing guidance and support to students to develop more effective career planning skills.












In addition, the analysis also showed a positive and significant relationship between personal responsibility and career planning of high school students, with a contribution of 88.1%. These findings confirm that the higher students' career awareness, the better their ability to plan for their career future. Thus, the development of personal responsibility among students can be used as an effective strategy in improving the quality of their career planning. Overall, the results highlight the importance of efforts to improve personal responsibility and career planning skills among high school students. With the right support from school counselors and other related parties, it is hoped that students can face their career future with more confidence and purpose.

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	<p>Irvan Budhi Handaka     is a lecturer at Ahmad Dahlan University. His expertise includes guidance and counselling crisis, and guidance and counselling evaluation. He also as a member of the Guidance and Counseling Association. He can contacted at email: irvan.handaka@bk.uad.ac.id</p>
	<p>Denik Wirawati     is a lecturer at Ahmad Dahlan University. Lecturer in Indonesian language and literature education, he is an expert in the field of language teaching skills. She can contacted at email: denik@pbsi.uad.ac.id</p>
	<p>Aprilia Setyowati     is a lecturer at Ahmad Dahlan University. His expertise includes guidance and counselling family. She also as a member of the Guidance and Counseling Association. She can contacted at email: aprilia.setyowati@bk.uad.ac.id</p>

	<p>Zela Septikasari    is a lecturer at Elementary School Teacher Education, Faculty of Teacher Training and Education, Universitas PGRI Yogyakarta, Yogyakarta, Indonesia. She can be contacted at email: zelaseptikasari.2021@student.uny.ac.id.</p>
	<p>Norimune Kawai    is an Professor in the Center for Special Needs Education Research and Practice, Graduate School of Education at Hiroshima University, Japan. His research topics are listeners auditory perceptions of stuttering and speech motor activities of people who stutter. Although his primary area of interest involves fluency disorders, Nori spends more than 600 hours to deal with children and adults who have various kinds of speech, language, and hearing disorders every year in addition to his teaching and research hours. Research interest. Speech-language pathology, fluency disorders, learning disabilities, special education, and inclusive education. He can contacted at email: nkawai@hiroshima-u.ac.jp</p>
	<p>Diki Herdiansyah   is a student of the Guidance and Counseling Undergraduate Study Program at the Ahmad Dahlan University, Yogyakarta. He was born on January 2, 2002, in Sukabumi, and is a part of the class of 2020. Diki is an active student who participates in various campus activities. In middle and high school, he was a member of the badminton club and participated in several badminton activities. During his university years, he became involved in organizational activities, serving as a member of the Indonesian Guidance and Counseling Student Association (IMABKIN) for the 2022/2024 period. Additionally, enjoys writing and has won several national-level scientific writing competitions. He can contacted at email: diki2000001013@webmail.uad.ac.id</p>
	<p>Navy Glenda Triskova is an undergraduate student majoring in Guidance and Counseling at Ahmad Dahlan University, Yogyakarta. She is part of the class of 2020. Glenda is an active and creative student. During her college years, she took part in the Kampus Mengajar program which is a program from the Ministry of Education and Culture (Kemendikbud). She is also interested in writing. He can contacted at email: navy2000001136@webmail.uad.ac.id</p>