# Implementation of Trait and Factor Counseling for Students Who Experience Difficulty of Choosing Language Programs

**Rahmat Hidayat [1*], Daharnis [2], Mega Iswari[3]**
[1*,2,3] Universitas Negeri padang, Padang, Sumatra Barat, Indonesia
rahmathidayatalfatih0108@gmail.com

**Abstract**

*This study was to determine the differences in the level of difficulty in the selection of a language majors program before and after the application of Trait and Factor counseling for class X-6 SMA NEGERI N 1 Bonjol. This research was conducted using a questionnaire, observation and interviews. Research subjects with 6 students who have difficulty choosing a language program from class X-6 SMA NEGERI 1 Bonjol, Based on the data analysis technique used is the test sign N = 5 and x = 0 obtained p = 0.031 this price is smaller than a = 0.05. Thus H0 is rejected and Ha is accepted. So the hypothesis which says "there is a significant difference between the level of difficulty in choosing a language majors program in class x-6 SMA NEGERI 1 BONJOL between the previous and after the application of counseling" Trait and Factor "can be accepted.*

**Keywords –** Language majors program; Trait and Factor counseling; Level of difficulty

1.      **Introduction**

According to Suharlinah, 2006 that children begin to develop their talents and interests in a field because they try to find experiences. In line with this super theory, career development can be equated with the process of developing self-concept. If the self-concept changes, there will also be changes in choosing a career. Many people think that the selection of a major is very easy and easy so that you can graduate at a favorite college so you can easily get a job. Basically, this view needs to be revisited because choosing a major is not an easy thing. To choose a major, students need to take into account several factors such as abilities, interests, talents, personality, and so on. The wrong choice of major has a significant impact on children's lives in the future.

Based on the results of the initial study at SMA NEGERI 1 Bonjol, it was found that students were confused about choosing the department they wanted to be  interested in, especially the language department. Class X students tend to be pessimistic if they see the number of seniors in class X1 Bahasa with a small number of students. Actually students want to enter the Language Department, it's just that seeing the capacity of students who enter class XI this year is very small so they are reluctant to choose a language major later. There are 5 students in one class who wish to enter the Language Department. Even then, not all students in class X-6 who are interested in choosing science, S or Language majors. The view of people about language majors is that students who are recruited into the Language Department are no more than "outcast" students who are not accommodated in their favorite science or social studies majors. Students who are interested in entering a language major and those who are not interested in majoring in languages are not better off than those who are not interested in entering a language major

In fact, by deepening language, learning various sciences will be easier as well as enriching insights, experiences and relationships. Meanwhile, in order to master certain foreign languages, especially those that are subject matter at school, many students choose courses or additional lessons on an informal basis

after school hours are over. Today's job fair, many companies are looking for someone who is proficient in foreign languages such as Indonesian, Mandarin and other foreign languages to be recruited as employees.

Students do not see the weaknesses and strengths they have to choose further study majors. They only see the number of interested capacities (quantity) entering the Language Department, not the talent or ability (quality) they have to develop it. According to Bordin (Surya, 2003), the diagnostic category consists of: 1) Dependence; 2) Lack of information; 3)

Self-conflict; 4) Anxiety in making choices.

Selection of a major program is an effort to assist students in choosing the type of teaching program or study program that students will participate in in further education (IPBI major committee, 1998). In choosing a major, students are given the opportunity to choose a major that best fits their characteristics. Students who choose a major mean they will choose a career in their future life. Choosing a major is expected to be in accordance with the abilities, talents, interests and ideals of the students (Depdikbud, 1996).

Trait and Factor Counseling is a system of traits or factors that are interrelated with one another, such as skills, interests, attitudes, and temperaments. The task of Trait and Factor counseling is to help individuals gain progress in understanding and managing themselves by

helping them assess their own strengths and weaknesses in self-activity with changes in the progress of life and career goals (Shertzer & Stone in Surya, 2003).

The need for Trait and Factor counseling in these conditions so that students are able to find out their talents and abilities. So that students are not wrong in choosing a major. This theoretical approach is often called rational cognitive because the role of the counselor in counseling is to inform, provide information and direct the counselee so that students can understand the weaknesses and strengths of the individual student's personality.

Thus in accordance with the objectives of this study, through the existence of Trait and Factor counseling, it is hoped that it can overcome the difficulties of students in choosing a language major in class XI, so that students are steady in choosing major programs, especially the Language department

## 2.    Method

This study included a pre-experiment with a one-group pre-test and post-test design. Treatment using Trait and Factor counseling for five meetings. The data collection methods used were questionnaires, observations and interviews. The research subjects were 5 students who had difficulty choosing a majoring program from class X-6 SMA NEGERI 1 BONJOL. The data analysis technique used is the sign test

## 3.    Result and Discussion

Based on the results of the above analysis using the sign test, it is known that $\rho = 0.031$ is in rejection or less than $\alpha = 0.05$. Thus there is a difference in the level of difficulty in the choice of the language majors program for class X-6 SMA NEGERI 1 BONJOL before and after being given Trait and Factor counseling. This can also be seen in the pre-test and post-test charts. Based on this graph, it can be seen that there is a difference, namely the pre-test graph is higher than the post-test graph. The pre-test graph illustrates that the difficulty in choosing a language majors program before being given the application of Trait and Factor counseling is high and the post-test graph illustrates the difficulty in choosing a language majors program that is low for students after being given the application of Trait and Factor counseling.

The hypothesis which reads "there are differences in the level of difficulty in the choice of language majors program before and after being given Trait and Factor counseling class X-6 SMA Negeri 2 Lamongan" has been tested. The results of this study indicate that Trait and Factor counseling can be used as an alternative aid for students who have difficulty in choosing a language majors

program. This is in accordance with the opinion of Winkel (2004: 407) "Trait and Factor counseling emphasizes self-understanding through psychological testing and the application of that understanding in solving various problems faced, especially those concerning the choice of study program and / or field. of work ". The application of Trait and Factor counseling is given to each individual which aims to gain an understanding of the strengths and weaknesses of students and a complete understanding of what is needed for majors (in this case, the language department). Based on this information and understanding, the counselor applies correct reasoning to the decision-making process to make a major planning

Based on the results of Trait and Factor counseling, it was found that students tended to experience difficulties in terms of learning styles in the use or mastery of foreign languages such as Japanese, Mandarin and English. There are also students who experience difficulties in making decisions to choose majors, especially majoring in language, and are confused with the views of their parents regarding language majors.

When students have difficulty choosing language majors, the counselor applies Trait and Factor counseling. Based on the sources obtained, the counselor provides input in the form of goals to be achieved, determines concrete steps to be taken, and allows the student to choose a choice of his own going forward. The application of this counseling is effective in providing assistance to students who have difficulty choosing language majors, because students themselves can find out where their strengths and weaknesses are. It's just that it needs to be considered for further researchers, when dealing with students, it is necessary to provide clear information so as not to confuse students in providing information and easy to understand.

This study only applies to students who have difficulty choosing language majors, but Trait and Factor counseling can also be applied to students who have difficulty choosing science and social studies majors. Then this counseling can

later be developed by further researchers. Likewise with the questionnaire variables, it can be developed according to the problems experienced by the students themselves.

## 4.    Conclusion

Based on the results of data analysis, it can be concluded that "Trait and Factor Counseling is effective in reducing difficulties in choosing a language majors program.

## References

Arikunto, Suharsimi. 2006. Research Procedure A Practical Approach Revised Edition VI. Jakarta: Rineke Cipta.

Ministry of Education and Culture. 1994. Public Middle School Curriculum. Jakarta: Reproduced by the Dikmenum Division of the Regional Office of the Ministry of Education and Culture, East Java Province.

Djarwanto. 2003. Nonparametric Statistics 2003/2004 Edition. Yogyakarta: BPFE-Yogyakarta.

Gani, R. A. 1991. Passing Guidance. Bandung: Space.

Gani, R.A. 1986. Passing Guidance. Bandung: Space.

Hadi, Sutrisno. 1992. Research Methodology. Yogyakarta: Foundation Publisher, Faculty of Psychology UGM.

Hadi, Sutrisno. 2002. Statistics 2. Yogyakarta: Andi Offset.

Herr, Edwin. L & Cramer, Stanley. 1984. Career Guidance and Counseling Through The Life Span. Boston Toronto: Little, Brown & Company.

Hurlock, B. Elizabeth. 1996. Developmental psychology. Jakarta: Erlangga.

IPBI, the Executive Board. 1998. General Guidelines for Senior High School Designation. Padang.

Rawati, Diamond. 2008. Interests Between Parents' Interests and Obsessions. (Online). (http://www.kabarkabari.com, accessed February 27, 2009).

James, Richard K. & Gilliland, Burl. E. Tanpa Tahun. Theories and Strategies in Counseling and Psychotherapy (Fifth Edition). (Online).

(http://wps.ablongman.com/wps/media/objects/208/213944/trait.pdf).

Manrihu, Thayeb. 1992. Introduction to Career Guidance and Counseling. Jakarta: Earth Literacy.

Mappiare, Andi A.T. 2006. Dictionary of Counseling and Therapy Terms. Jakarta: P.T Grafindo Persada.

Nursidik, Yahya. 2009. Trait and Factor Counseling Theory.

Purwoko, Budi. 2007. Journal of Educational Psychology and Guidance. Vol 9. PPB-FIP. Surabaya: Unesa Press.

Satiksna, Agus. 1988. Submission Guidance. Bandung: Space.

Siegel, Sidney. 1992. Statistik Non Parametrik Untuk Ilmu-Ilmu Sosial. Jakarta: PT Gramedia Pustaka Utama.

Sudrajat, Akhmad. 2009. Trait and Factor Counseling Approach. (Online). (http://akhmadsudrajat.files.wordpress.com/2009/04/trait-and-factor.ppt, accessed on 19 June 2009).

Suharlinah, Lyn. 2006. The Relationship of Parenting Patterns with Exploration and commitment in the formation of youth vocational identity. (Online). (Website. Directorate of Special School Development, htm).

Suradi. 1997. Problems & Diagnostic Learning Difficulties. Surabaya: UNESA University Press.

Surya, Mohamad. 2003. Counseling Theories. Bandung: C.V. Pustaka Bani Quraish.

Walgito, Ben. 1995. Guidance and Outreach in Schools. Yogyakarta: Andi Offset.

Winkel, W.S. 2004. Guidance and Counseling in Educational Institution. Yogyakarta: Media Abadi.