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**SELF-TALK TECHNIQUE TO OVERCOME CAREER ANXIETY IN GRADE  
12 HIGH SCHOOL**

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**ABSTRACT**

*Final year or 12th grade high school students often experience anxiety about their future. Symptoms experienced can include confusion, fear, worry, anxiety and depression when discussing plans for further study or career plans after graduating from high school. Therefore, this research aims to study the phenomenon of career anxiety in high school students and recommend appropriate interventions to overcome this. In this case, researchers recommend rational emotive behavior counseling. This research uses a case study type of research with a qualitative approach. The data collection techniques used are through observation, interviews and documentation. The subjects of this research were three high school students who had high career anxiety. The results of the research were analyzed and showed that final year or 12th grade high school students experienced career anxiety because they were worried about further studies or not being able to work as desired, felt insecure about their abilities, and received pressure from people around them if they became unemployed. (not studying or not working). Thus, researchers recommend rational emotive behavior counseling to help overcome the career anxiety they are experiencing.*

Keywords: Career Anxiety, Rational Emotive Behavior Counseling, Self-Talk.

### INTRODUCTION

Adolescence is a period where guidance and direction are needed to face the future, including in choosing a career. Career choice is often a problem faced by students, especially during high school. Students often experience confusion and hesitation in determining career choices for their future. This can be caused by a lack of information regarding the career they will choose so that students do not know completely about the career they will choose and do not know what to do. Most students do not have a mature career plan and tend to change. Usually this is because students are unsure and do not yet know their talents, interests or passions, which can result in students experiencing career anxiety. Students who experience career anxiety will feel low self-esteem, insecure, anxious, and afraid of negative assumptions in their minds even though in reality these negative assumptions will not necessarily happen.

Career anxiety is included in reality anxiety where individuals are faced with worries about themselves, where the individual must determine an appropriate career for the development of their future life (Putri, Yusuf, & Afdal, 2021). According to Pirasik et al. in (Mirah & Indianti, 2018) Career anxiety not only causes mental disorders but can also weaken students physically, thereby hindering their career development. From this statement it can be seen that career anxiety has a negative impact on students' psychology and physicality. According to Daniels et al. in (Mirah & Indianti, 2018) If an individual experiences career anxiety, if it is not addressed immediately, it can result in a lack of commitment to one's career, feeling dissatisfied and failing to contribute to the environment despite having adequate knowledge and education.

Therefore, students who experience career anxiety need the help of other people to guide and direct them so they can determine the right career choice for them. In this case, the other person in question is the guidance and counseling teacher or counselor who is an expert who can help students who experience career anxiety by providing guidance or counseling. One intervention that can be applied to deal with career anxiety problems is the Rational Emotive Behavior Therapy (REBT) counseling approach using self-talk techniques. In this self-talk technique, students are invited to talk about positive things about themselves to fight or eliminate irrational or negative thoughts. With counseling using this technique, students can eliminate the anxiety they experience in determining career choices.

### Problem Concept

Students often experience career anxiety when determining their desired career choice. Career anxiety is an unpleasant feeling of anxiety, characterized by feelings of worry and anxiety about something bad that will happen to him in the future in the individual's development and progress in the world of work. According to Funda Nalbanto Yilmaz in (Mariah, Yasmami, & Pohan, 2020) Career anxiety relates to individual anxiety regarding academic and professional careers, fear of disappointing family, and fear of being away from family and close friends due to work demands or academic requirements. Based on research conducted by Istirahayu et al. in (Meitarasari, Mulia, Chasanah, & I., 2021) stated that many high school students are still confused about choosing a career and feel worried about their choice because it is not in accordance with their wishes, but rather because of demands from their parents. Fear of failure, disappointment with the results of past actions, negative self-

judgment, negative self-feelings about one's abilities or potential, and negative self-orientation can influence career anxiety (Mariah, Yusmami, & Pohan, 2020).

Career anxiety can be caused by a lack of career planning and a lack of knowledge about career decision making. Lack of career planning causes students to have difficulty deciding on a career in the future because they do not have the readiness to plan a career. Career planning needs to be done carefully because it greatly influences the future of students. Apart from that, career anxiety can also arise due to a lack of knowledge about career decision making. Students will experience difficulty in choosing and determining the right career due to a lack of information regarding the career they will take. This can occur due to a lack of information provided by guidance and counseling teachers regarding study programs or majors in higher education and jobs that suit the students' talents and interests.

Career anxiety experienced by students such as feeling restless, afraid, worried, and doubtful can arise due to low career maturity. According to Wibowo in (Septiani, Fatimah, Fatimah, Supriatna, & Supriatna, 2021) Career maturity is an individual's success in carrying out specific career development tasks during a certain stage of development. Career maturity can also be defined as the concept of an individual's skills when making realistic career choices, performing career-related developmental tasks, and doing things necessary for career decision making. (Septiani, Fatimah, Fatimah, Supriatna, & Supriatna, 2021). To measure adolescent career maturity, there are several aspects, namely: (1) Planning, in planning, individuals have self-confidence, are able to learn from experience and make choices about continuing their studies or the world of work; (2) Exploration, in exploration students are able to utilize various existing sources to obtain information related to the desired job; (3) Informational, where students are able to use career information for themselves and begin to group their determination of further studies and specific job categories; and (4) Decision making, students are able to understand various things that must be considered in making choices for further study or work that suit their abilities or potential. Career maturity is very important for students to be able to plan their careers well and appropriately according to their abilities, interests, talents and potential.

### **METHODOLOGY**

The approach used by researchers is a qualitative approach with a case study type of research. The qualitative approach is based on constructivism which assumes that reality has multiple dimensions, is interactive, and shares social experiences concluded by each individual (Sukmadinata, 2020). Then a case study is an activity to understand a phenomenon based on events that occurred in depth (Sani, 2023).

This research was conducted at SMA Negeri 1 Manyar, Gresik Regency. The research subject is a 12th grade male or female student who has characteristics of career anxiety. Based on the results of data collection, it was found that the research subjects were three grade 12 students who had high career anxiety.

This research aims to examine an event or social phenomenon in depth from the participant's perspective. The collection techniques used were observation, interviews and documentation, the results of which were then described qualitatively with descriptive explanations. The instruments used to assist data collection are: (1) interview guide, (2) observation guide, (3) documentation recorder. In doing so, there are steps used by researchers

in this case study, including; (a) determining the case, (b) formulating the focus of the problem, (c) collecting data, (d) processing and analyzing data, (e) triangulating findings, and finally (f) interpreting the results which are then compiled into a research report.

### RESEARCH RESULT

Subject 1 with the initials AA, is a high school student in class 12, semester 2. Subject 1 already has plans to continue his studies, he was accepted at one of the universities in Malang via the SNBP route. However, subject 1 felt worried about the costs that would be incurred during lectures later. Subject 1 sometimes feels anxious, scared and worried about himself, even though the major he is taking is his own choice. In accordance with his statement, "I feel less confident about my abilities, I am afraid that the major I am taking will not match the expectations I imagined. But, hopefully that doesn't happen." Subject 1 also stated that the underlying reason he took this major was because of his own desire, apart from that it was also because of low competitiveness and the potential for acceptance was greater than the major he was actually aiming for. Subject 1 stated that "Actually I also have an interest in this major, and indeed I took this major with the aim of planning my future work. Yes, although sometimes I worry that I won't achieve it." Subject 1 prepared his study plan based on his own wishes, and was assisted by coordination with his older brother. Meanwhile, his parents always support whatever he wants to do and achieve, as long as it is still good and for the good of his future.

From the results of the interview It was found that subject 1 experienced anxiety regarding the cost of studying and also felt less confident, felt afraid and worried about the career he had planned for the future. In fact, subject 1 has basic abilities and interest in the field he will pursue.

Subject 2 (GA) was identified as having high career anxiety. From the results of the interview, GA stated that he did not have future career plans due to financial problems and several other things. He said, "I am already in grade 12, I will graduate soon. But I don't have any plans for the future. This is due to limited funds, so I am confused about where I want to go after graduating." Initially, GA really wanted to continue his studies at university, but due to existing limitations he gave up his intention to continue his studies. I thought about taking advantage of assistance from the government, but was prevented from doing so because the registration process was quite complicated. "At that time, I wanted to take advantage of the KIPK program from the government, but because the process was quite complicated and the website that had to be visited often had errors, I failed to register," said GA. When asked about the situation he was experiencing, which caused GA to worry about his career plans, he said, "My parents have retired and I also have a younger sibling. This situation makes me very dilemma, what should I do? Work? I think there are very few jobs that will accept me as a high school graduate."

Based on the results of interviews with research subjects, it can be said that GA experiences career anxiety. He was worried about what he would do when he graduated from high school. Several existing circumstances make it difficult to make future career plans.

Subject 3 with the initials NQ is a 12th grade high school student. Currently subject 3 is planning to continue his studies at university. Subject 3 has chosen a major according to his wishes and before making this decision, subject 3 previously adjusted his interests, looked for information, and asked people around him. Even though

Subject 3 is sure about the major he wants to take, because he lacks confidence in his abilities and this makes him feel anxious if he is not accepted at a state university, he needs to have a university backup. Subject 3 before the SNBT test he had applied to a private university and was accepted. Subject 3 felt more relieved after being accepted at the private university, but that didn't mean he didn't take the SNBT test, subject 3 still wanted to try the SNBT test.

From the results of the interview above, it is known that Subject 3 is anxious about further studies because he lacks confidence in his abilities and makes him anxious if he is not accepted at a state university, so he chose to apply to a private university first and has been accepted, however Subject 3 remains want to take the SNBT test.

### **Intervention Recommendations**

From the research results, the author provides recommendations for intervention in the form of Self Talk. According to (Ananda & Apsari, 2020) Self talk is talking or contemplating feelings or thoughts to yourself, as well as providing motivation or positive direction to yourself. Apart from that, self talk can make yourself calmer and think more clearly. Self talk is a matter of talking to yourself either quietly or shouting to give yourself positive thoughts (Wahyuni, 2020). According to ME Young in(Syifa, 2-018)Self talk is an attempt to overcome negative thoughts about yourself.

*Self talk* is a technique from Rational Emotive Behavior Therapy (REBT), which is to change irrational thoughts into rational thoughts (Ananda & Apsari, 2020). Apart from that, self-talk can overcome feelings of excessive anger, depression, anxiety, anxiety, and can increase self-confidence. If you continue to practice self-talk, you will be able to control negative emotions within yourself. (Fauzan, Komarudin, Tafaqur, & Novian, 2021) and can improve interpersonal communication(Aldina, 2019).

According to William in (Wahyuni, 2020) Self talk can provide benefits in daily life, namely:

- a. Helps in decision making
- b. Can know yourself better
- c. Helps improve interaction skills
- d. Can control yourself well

According to Erford in(Wahyuni, 2020)There is an ABCDEF model in implementing self-talk techniques, namely:

A = Events that cause the growth of irrational and rational thoughts

B = Behavior

C = Consequences

D = Disput (arguing irrational thoughts)

E = Emotion

F = Feelings after being given the intervention

There are 4 implementation steps(Yusuf & Haslinda, 2019), that is:

- a. Recognize negative thoughts or self-talk within yourself
- b. Rationalize thoughts
- c. Give self-talk or positive affirmations
- d. Train yourself consistently

According to Sugara in (Yusuf & Haslinda, 2019) There are stages of Self talk work, namely:

- a. Give yourself affirmation to act
- b. Act until it becomes a habit
- c. These habits will be embedded in your character and in your daily life
- d. Become a valuable reality belief within yourself
- e. This belief will foster self-talk

According to Yusuf deep tradition (Pritama, 2019) There are things that need to be considered in implementing the self-talk technique, namely:

- a. Alignment of thoughts with actions to achieve goals
- b. Trained by giving positive affirmations
- c. Affirmations should be short and simple so they are easy to memorize
- d. Affirmations are made according to conditions

### CONCLUSION

Based on the results of interviews conducted by researchers, respondents experienced the characteristics of career anxiety. Such as feelings of worry, confusion, fear, anxiety, etc. The career anxiety experienced by the respondent subjects has different factors, such as family economic factors, lack of confidence in the abilities they already have, etc.

Therefore, in this study, researchers recommend intervention in the form of self-talk counseling to reduce career anxiety experienced by students, especially at the final level or grade 12 of high school. This can be done by researchers, when conducting further research, if they refer to the data that has been obtained at this time.

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