

Self-Identity and Career Aspiration Among Millennial Student and Its Contribution on Career Guidance and Counseling Transformation

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Abstract--- *This study aims to describe the self-identity and career aspirations of millennial adolescents and its contribution to the conceptual design of transformative career counseling and guidance services in senior high school. This research idea is motivated by social change and the rapid development of information and communication technology within industry revolution 4.0. Social change in this era requires rapid response from education practitioners, especially academics of guidance and counseling. Career guidance and counseling is one of the important helping for youth to face career challenges of disruption era. This condition require the transformation in helping services. Qualitative with fenomenological design is utilized in this research. School counselor and senior high students in Malang was the key informans. The data was collected through focus group discussion. The results are student think that career guidance and counseling services need to be provided using information technology and social media. They also need update career information such as latest job description. Besides, school counselor realized that millennial generations has unique passion and career aspiration influenced by social media and rapid social and information technology change. This reseach imply on developing transformation in service management of school career guidance and counseling.*

Keywords--- *Career guidance and counseling, career aspiration, career information*

I INTRODUCTION

As a pioneer of career and work studies, Frank Parson (1904) studied and developed a job placement service for students in the early 1900s (Crites, 1981; Zunker, 2002). Since then the career guidance movement continues to spread to various parts of the world. Parson set up his theory based on the condition of American society that is entangled in the storm of economic recession. From the study was born Traits and Factor counseling model. Following the publication of various career-related studies written by many experts, ranging from Eli Ginzberg, Donald E. Super, John Holland, Ann Roe, John D. Krumboltz and David Teideman. These theories have colored the praxis of career guidance and counseling studies (Gibson and Mitchel, 2012; Brown and Lent, 2012).

The industrial world is one of the cultural settings behind the variety of theories, including career theory. As previously written, the development of career theory stems from changes in the industrial world and the world of work in the United States. There are six stages of the development of career counseling. The initial phase took place in 1890 to 1919. At this time it was necessary to put in place proper employment efforts in line with the

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accelerating wave of migration to urban areas and the development of industrial societies. The second stage occurred in 1920 to 1939. This period was a struggling period with the agenda of integrating guidance and counseling at the primary and secondary education levels. The third stage occurred in 1940-1959 this period focused on preparing counselor personnel through the construction and vitalization of counselor education at the tertiary level. The fourth stage took place from 1960 to 1979. The stage was an era of booming counseling services. People realize that meaningfulness of life is very important so that counseling services are needed. At this stage also a career in the organization began to grow. The fifth phase took place from 1980 to 1989, began the transition from the industrial era to the information age. At present there is also a center for counseling services, both career counseling practices by individual counselors and counseling institutions. The sixth phase lasted from 1990 until today. At this stage the visible development is the use of communication technology wisely along with demographic changes. Career counseling services are no longer limited to regions and even countries, but have become internationalization, initiating a multicultural career. (Pope, 2000; Rush, 2010). The development of career counseling now moving into indigenization of career theories.

All career theories are developed in the USA but as evident from the review above, although some career theories have been revised and updated in response to emerging research evidence and social changes. Career guidance practitioners and researchers should be careful not to transport these theories to their own contexts without cultural adaptation and modifications (Leung, 1995). This is a big challenge for Indonesia career and counseling researcher.

In the Indonesian context, the development of guidance and counseling began in 1975. At that time the primary and secondary education curriculum was undergoing major changes. Guidance and counseling are integrated in education. The focus of guidance and counseling is still on assistance with majors. In the course, guidance and counseling services continue to morph, including the use of the term Guidance and Counseling. After several decades, school guidance and counseling services in Indonesia achieved many changes. In the context of the 2013 curriculum, school guidance and counseling services has the role of guarding students' interests, both in junior high and high school. In junior high school students, the counselor or counselor is tasked with providing recommendations for specialization in high school, while at the high school level, the counselor is in charge of determining specialization in accordance with the student's potential. This role indicates that school guidance and counseling services has a career in preparation for junior and senior high school students. This development is an effort to create a better and adaptive school guidance and counseling services.

Associated with efforts to create a good and adaptive school guidance and counseling services service, certainly not free from social change. Entering the 90s, when the information age began to dominate human life, career development became one of the aspects that changed rapidly. Tremendous changes occur primarily in millennial students. Those born between the 90s and 2010 have a familiar lifestyle with communication technology, especially devices, eloquently interact through a variety of social media and have distinctive characteristics of being free and creative. They are also educated with different learning approaches from the past. Behavioristic approach model has been modified by humanistic and constructivist approach. This learning approach then colors the thinking and behaving patterns of millennial generations so they grow into creative individuals, tend to think freely and want to try various activities.

According to this condition, how do career guidance services could fit the characteristics of millennial generations in the current situation? Why does this issue need to be discussed? As career guidance and counseling services must be carried out in accordance with the character of the subject and the peculiarities of the times, where life develops very fast, career guidance services must adapt to the rapid development of the industrial revolution 4.0. For this reason, this study aims to examine phenomenological self-identity, career identity, career aspirations of the millennial generation and its implications on transformation and construction of career guidance and counseling services.

Self-identity, career aspirations, expectations and needs of millennial generations of career guidance and counseling services transformation. The results of this study will be the basis for the reconstruction of career guidance services, both in the form of determining guidance and counseling models that match the characteristics of millennial generations, as well as preparing career guidance and counseling service guidelines for millennial generations. This study produces career guidance and counseling services recommendation for school counselor and millennial student as young people.

II Theoretical Review

Importance of Career Guidance and Counseling for Young Generation

Career terms are often referred to when discussions about work are emerging. Career is identical to work. Essentially, career terms need to be elaborated in an operational definition. There are many definitions of careers. One of the definitions of a fairly comprehensive career is proposed by Herr (1984). Careers are defined as the journey of human life and efforts to fulfill their developmental tasks in achieving their ideals and independence. Meanwhile, the term career is traditionally defined as a job that is occupied in the lives of individuals with various opportunities to develop. This definition is limited to work and tends to lead to formal work. This definition is certainly very limited.

The career component in Herr's sense includes job aspirations, leisure, hobby, lifestyle and environment selected as a place to live. This definition makes a career so complex and dynamic. The process is continuous throughout one's life. On the other hand, in the context of the work world, careers are understood as levels of employment and work assignments that can be achieved through certain requirements.

According to Super (Gibson and Michell, 2006) a person's career development occurs from the beginning to the end of his life. Super divides career development into five stages. Career development starts from the development that occurs since the individual is born until reaching the age of 14 years. At this time many learning experiences will influence career aspirations and aspirations. Furthermore career development switched to entering a career exploration period when an individual reached the age of 15 years until he was 24 years old. At this time individuals seek career identities and learn various alternatives that they can pursue. Career development period or establishment that occurs at the age of 25 to 44 years, a period of stabilization and career maintenance that occurs at the age of 45 years to 64 years, and a decline that occurs at the age of 65 to the end of life.

Career develops throughout life span process, starting from childhood to old age. Career development of students (aged 11-17 years) according to Ginzberg (Brown, 2007: 23) is in the tentative stage, while Super

(Brown, 2007: 25) categorizes the development of youth careers at the growth stage and exploration. The optimal career development indicator in adolescence is the ability to plan and take career decisions independently and rationally according to their basic potential. To achieve this development, career guidance is needed.

Career guidance is an area of guidance and counseling that aims to help students (including those who are students) to understand and accept themselves and be competent in planning their future. Through career guidance, counselors facilitate students achieve independence in choosing and undergoing advanced studies or entering the workplace and business world. Ideally, career guidance services facilitate students to meet current and upcoming career and career challenges and skillfully plan their careers.

Guidance and career planning is so important for students in achieving career success. Harkness (2008) states that good career guidance and counseling will help a person determine career choices appropriately so as to achieve career success and satisfaction. Harkness added that the best start in designing career planning is adolescence. This view supports Super career theory (Gibson and Michell, 2006) which states that students are in a career exploration stage and need to be helped in order to achieve career exploration tasks well. Savickas (2001) also recommends that youth be facilitated to achieve career adaptability where students can understand their potential, access information that supports their future careers and are skilled at career planning so that they are able to deal with current and future career challenges. Herr et al., (2004) asserted that students who lack self-understanding and lack of career information tend to experience career problems and result in the lack of success and satisfaction of their careers.

Savickas (2011) agreed that the need for career counseling reconstruction to keep this service always adaptive to the latest trend changes. Bilon (2013) writes in his article that the current trend of career counseling research is the alignment between social and cultural development and human character along with social and lifestyle development. This study is considered important because science must be transformative and adaptive with various social changes. Mau, Li and Hoetmer (2016) explained their research findings that the transformation of urgent counseling services is to be carried out, given the changes in lifestyle, especially in terms of the use of information technology. Forrier, Sels, Verbruggen (2015) also conducted a contemporary study of teen career trends. They found the results that the influence of career personality types, career satisfaction and career management had to do with the determinants of identifying current career needs.

Furthermore, in the study of the urgency of transformation and reconstruction of career guidance services according to Reddy and Rauchenberger (2015), there are several issues in the transformation of career guidance services for students namely, finding target needs and expectations of counseling and guidance services, revitalizing the role of career counselors, identification obstacles and challenges of career guidance and counseling. All of these themes need to be explored and studied in a contemporary context because they are an important part of career guidance and counseling

III Methods

To answer the problem of research comprehensively, the approach used is qualitative research (Bogdan & Biklen, 1998; Yin, 1999). In the implementation, several data collection was carried out and the results were analyzed so that a temporary theory was arranged. The research design that used was a multi-site

phenomenology design for the development of a theory that is raised from a research setting (Bogdan & Biklen, 1998).

Researchers act as instruments as well as data collectors in order to capture the meaning and interaction of values behind the phenomenon (Yin, 1999). In carrying out data collection, researchers act as non-participatory observers and only become observers of phenomena that occur in the field.

The research data come from two sources, namely: (1) individual or human that are key informant or main informan and supporting informan. The main informants are students who are studying at the senior high school level, universities and adolescent high school graduates and equivalent who have worked. The supportiing informan are senior high school counselor and parent. Second resources is (2) reading material and documents categorized as non-human data sources. These data sources include literature and various printed materials about millennial generation, career theory, identity theory and sociology theory. The information is expected to explain in detail about the transformation and reconstruction of career guidance and counseling services in accordance with millennial generation characters.

The research was conducted in Malang as a new metropolitan, industrial and turism distination areas. The choice of location was based on the focus of the research, where Malang is the most favorite educational site in East Java Indonesia and also the second valuable turism destinantion following Bali. Malang is growing so fast and crowded of student from out site Malang.

There are two groups of informan or research subjects, the main informants and supporting informants. Students are studying at senior high school, college and adolescent high school who have worked will be the main informant. While supporting informants are school counselors. With so many informants, it is expected to provide a more comprehensive picture of self-identity, career identity, career aspirations, needs and expectations of millennial students for career guidance and counseling services in the information age.

This research was carried out in several stages. In the first stage, researchers conducted a preliminary study to see the uniqueness of the millennial identity and aspirations. In the second phase, researchers reviewed various literature related to the development of career theory, identity and characteristics of millennial generations. In the third stage, the researcher explores through data collection in a more in-depth and focused manner with the focus of the research, as well as trying to find data sources or informants that are relevant to the research focus being studied. The fourth phase will be carried out by data analysis and compilation of substantive theories from research findings. In the fifth stage, a report will be formulated which contains the following results of the reconstruction recommendations for career guidance and counseling services in the information age. In stage five, results were also disseminated.

Data collection techniques used in this research were individual interviews, focus group discussions, observation and documentation (Marshall & Roosman, 1989). Research data that will be collected through interviews and observations include: self-identity, career identity and career aspirations of millennial youth, expectations and needs of future generations of career career guidance and counseling services in the information age, transformation of career guidance and counseling services in accordance with millennial student needs and expectations and construction of career guidance and counseling services in current situation. Data was filtered by snowball techniques. During data collection time, researchers used several tools, such as recording with a notebook and mobile device that functions to document important behaviors or events that arise from millennial

generation behavior that are relevant to the research focus. The tool is also used to record and record the answers of informants which are then rewritten into a field record format. This method is very important to see visible behavior and also as a triangulation tool.

Data was analyzed by phenomenological design analysis. Fatchan (2011) mentions that phenomenological studies are a way of describing, reducing, and finding essences that are treated equally, researchers delaying their prejudices, and finding the essential structure of meaning in the form of texture as it is. The end of data analysis is characterized by the discovery of the texture of life experiences or events from a socio-cultural entity. For this reason, three types of data analysis are carried out, namely open analysis, axial analysis and selective analysis. Operationally, data analysis will be carried out in three stages: phenomenal reduction, editis reduction and transcendental reduction.

Cresswell (1998) explains that in data analysis, the researcher organizes data or a comprehensive picture of the phenomenon of experience that has been collected, then he must read the data as a whole and make a marginal note about the data that are considered important and then encode the data. In detail, researchers find and classify the meaning of statements perceived by respondents through horizontalization or apply each data to the same value. Statements that are not relevant to topics and questions or statements that are repetitive or overlapping are reduced and leave only the horizons (textural meaning and constituent elements or compilers of phenomena that do not experience irregularities). The statement is then collected into units of meaning and described. Next the researcher develops an overall description of the phenomenon until the essence of the phenomenon is found. The next step is to develop a textural description or exposure to phenomena that occur in the informant and a structural description or explanation that explains how the phenomenon occurred. The next series is the researcher then provides a narrative explanation about the essence of the phenomenon under study and gets the meaning of the respondent's experience regarding the phenomenon. The explanation of this explanation will be a description of the research report.

The validity of the data will be tested in three ways, namely: (1) triangulation of data source data sources, checking the validity of the data with this technique is done by confirming data from the main data source, namely students to supporting data sources, namely the teacher. Another technique that is done is to deepen the data of other key informants to see the consistency of the data (2) to ask the help of experts and various parties who understand and validate the research findings. This technique is carried out by discussing findings with career guidance experts and with industrial psychologists.

IV Result

Senior high school student as youth population in Malang city have a unique view about themselves. They describe themselves in various ways and in a unique way. Likewise the existence of students today is often referred to as the term millennial youth. They reveal their self-image and views about themselves. One of the informants from a secondary school in the city is Flower (informant D) mentioned that she often changed her mind due some antecedent, she also did not fully have a clear goal because they called themselves still in search of certainty in life goals.

Another informant revealed that he still often experienced confusion when making decisions, especially when faced with difficult problems.

Meanwhile, other informants stated that as young people they are individuals who have many desires and dreams. They want sophisticated communication devices that can support interaction with other people, especially with peers. Millennial student want to look decent in front of their friends like their other friends.

It is understood that millennial teens have the desire to appear as their friends. They want to own and use communication devices in the form of sophisticated and stylish gadgets. On the other hand they admit that they often want their dreams to be achieved quickly.

All implies that millennial teens high motivated to achieve everything quickly and instantly, while at the same time illustrating that students tend to want to get all their desires easily and quickly. Such attitudes according to them are due to the fast-paced habits of everyday life. These habits make them want all their hopes and desires to be realized as quickly as possible according to their expectations.

Millennial generation grows to be a person who are confident when dealing with others. They are confident in developing relationships and networking with people from vary backround. Confidence appears when they express their opinions in the group discussion process carried out during the research. Even though they are dealing with students from other schools that are newly known. Millennial also reveal that their confidence is due to the fact that everyone must appear confident. They could convince their self to express opinion and view.

The fact that they always developing self confidence and building good interpersonal relationships, they revealed that they were trying to have time to meet with their friends. To be good people, open minded person and having good friend are truly the millennial self-identity. In their mind, meet up with friends in a cafe is their way to maintain friendship. No wonder they are meeting intensely with friends. The intensity of the meeting can make their friendship better. For them friendship and friendship are very important needs. In their view the most important thing is the quality of meetings with friends, wherever they are.

The following is an excerpt from an interview with one of the informants:

"I really like hanging out with friends, and now the cafe is a very comfortable place to meet and discuss everything, including passion, future plans and the profession we dream of"

When they meet up with their friends, the theme of chatting was quite diverse, among the boys, they discussed the latest game trends. Meanwhile, among the girls they discussed about fashion, girlfriends and idol artists.

To support its activities, millennial students are also active in social media, they have at least four popular social media accounts namely whatsapp, instagram, line and youtube. According to them, these four accounts are active social media accounts they use to communicate with their peers, with others. Millennials themselves have strong desires and dreams for success and success. In fact they have a unique meaning to define the success that will be achieved later.

In connection with the career aspirations of millennial teens, they have diverse career hopes and plans. The thing that can be known from the plan of millennial students in urban areas has a desire to work in certain fields but also wants to develop independent business development. The types of business that are in demand also range from culinary, livestock business and working in companies.

Among the dream professions desired by millennial students in the city of Malang include having an independent business. Millennial teens seem to want to develop businesses that are of interest to them. Others from millennial students want to become customs officials on the grounds that they can be useful to others and can contribute to the country's economy. Among the choice of millennial students is the programmer profession because it is based on a sense of love with the world of information technology. Another profession that is desirable for female millennial students is to become a professional dancer, therefore she plans to enroll in higher education majoring in dance arts.

The choice of a dream profession is because work is seen as more relaxed, while there are still many jobs. Consideration of hobbies is also a major consideration for millennial students in determining the jobs they are interested in. However, other considerations such as wanting to follow in the footsteps of parents to pursue the same profession, such as wanting to become a member of the Indonesian National Army, Republic of Indonesia Police, civil servant, even those who want to realize the ideals of people old one that hasn't been reached.

One of the interview excerpts about millennial career aspirations is as follows.

“Dream profession is a job that when someone does something that is not regulated by others. I always do things based on passion, I have intention, will and God is the richest”

Changes in teen career aspirations appear from the choice of work. The same thing was also conveyed by the school counselor who said that students today tend to want to own their own business. Almost similar to his friends, the desire to work in government agencies or in state-owned enterprises is still quite large among millennial teens. They are interested in working in company because of the description of the amount of salary that they will then use as capital to develop a business.

Millennial teens say that working at a young age is essentially preparing for the next future in old age. They want to give more time to their families by saving at productive age. Ideal retirement age from the main job according to millennial students ranges from 50 to 60 years of age.

Millennial youth in Malang city said that career guidance services in schools already existed but were still deemed necessary to develop. This is because according to them not all schools have a special schedule for providing career guidance and counseling services. Millennials are in desperate need so that BK teachers can get a class entry schedule.

Students as students need the presence of the school counselor in the classroom. They highly expected to get more career information, self-knowledge training and some exercises in career decision making. They express that career guidance and counseling lacking in intensity. Millennial teens want the intensity of meetings with counselors in classrooms to be expanded so that they can feel the benefits of career guidance and counseling in school.

Meanwhile millennial students need career guidance and counseling that focus on facilitating of student's self-understanding development. They want to be taught how to understand and know their traits, ability, self-potential that could be enhanced. These kind services need to provide in senior high school.

In line with the narrative of students, school counselors as informants in this research confirm that students need intense career guidance especially in terms of self-understanding. According to the adolescent counselor, he currently needs assistance in finding his passion and then developing a career plan. This effort will support

student to arrange good career planning. As Gina (2013) found in her research that even though millennial students have good self-confidence but they lack of self-understanding.

In terms of career information search. Millennial teens seem to be more active in tracking career information through the internet. The gadget facilities and the sophistication of information technology enable them to search information directly, however they really want assistance from the school counselor in career planning.

The choice of millennial student indicates that they want to study more intensely in one field of science before working formally. The choice is according to them because by studying at the bachelor level after high school they will get more opportunities.

Meanwhile, in terms of tracking career information, millennial students are more active in independently searching for career information through the internet. This search indicates that they are actually active students.

Millennial students who are active using gadget and social media want career information and career guidance services provided offline and online. Therefore they expect that career guidance and counseling services in schools are more active and actively use social media.

Through data collection at the counselor data is obtained that the main material that is needed by students is self-understanding. This is because millennial students are often confused in determining career choices. Meanwhile, further complete and informative further study information is needed by students so that they are able to make career choices based on adequate information data. In addition, school counselors view that the use of devices or cellular telephones or other information technology tools is indispensable in tracking career information.

Millennial generation identifies itself as a person who is confident, active in social media, willing to try new and open things with change. They also want to have a dual career, the main job as a stepping stone to develop capital and build an independent business. Millennials have conventional career aspirations like employees, but their main aspirations are to have an independent business based on their hobbies and passion.

They want to continue their studies at the tertiary level but often feel less understanding of themselves so they need career guidance that is systematic, comprehensive and in accordance with the latest developments using information technology communication assistance so that it is easily accessible wherever they are.

Millennial adolescents at the research location still seem to see socio-cultural values as important in determining career goals, they want to achieve a dream career to make them happy and make their parents proud, as the following interview excerpts.

“Happy and proud of both parents, living well, and beneficial to others, earning money and social status from the community”

The data indicates that family and community are one of the factors that shape the career aspirations of millennial adolescents

V . Discussion and Implication

The results of this study focused on two important findings namely the identity of millennial students and their career aspirations. These two important aspects are important factors in the development of career plans and

career decision making in students. Self-identity is an internal aspect of students that is shaped by experience, values and culture. Self-identity will color one's mindset and actions.

The identity of millennial students in this study can be understood with the perspective of psychosocial development theory. According to Erickson (Salkind, 2004) psychosocial development is the basis of individual attitudes. Psychosocial development of students includes the development of beliefs, feelings, hopes, life goals and attitudes.

Table 1. Key Findings of the study

Focus of the Study	Key Findings	Proposition
Millennial Student Self-Identity	Confidence, friendship, always exist on social media, enjoy working freely, optimism, open mind,	High self-confidence. Easy to build networks, social media mania, work freely is millennial Student identity
Millennial Student Career Aspirations	Build your own business according to your passion, become a company employee or civil servant to get capital to build their own business	Work that facilitate independence and freedom is millennial students work aspiration

Furthermore Erickson explained that in adolescence, individuals begin to develop self-identity. In a student grows the feeling that he is a unique individual. He began to realize his qualities, his likes and dislikes, and began to develop future goals. They began to build hope, and the desire to be able to control his own destiny through career plans. Friends really help students in developing their identity. The similarity of age and perspective makes it easy for teens to build friendly relationships.

The development of adolescent identity and career identity is influenced by the environment and examples of important people in their lives. The absence of the main model will lead students to face various identity crises. Students who succeed in facing an identity crisis will have important values in their lives, namely loyalty and loyalty, confidence and confidence. These values will shape the character and behavior of students especially in developing career plans and career decision making.

The view of students in this study can also be studied with Super theory. Super theory views humans based on self-concept. Through this view Super then argues that this concept will determine the choice of work so that it forms the concept of self-vocation. Some research suggests that vocational self-concept develops during physical growth and cognitive development; this development takes place through interaction and observation of work activities of adults who pursue certain occupations, appreciation of life experiences, and environmental influences.

According to the stages of career development in Super theory (Gibson and Mitcell), 2006) it is stated that during students phase, individuals faced exploratory stages. This stage begins when individuals realize that work is an important aspect in human life. The exploration period begins with a fantasy period where the choice of individual work is not realistic and is often influenced by imagination. Entering adolescence, self-concept shapes the desire to find the type of work that suits him.

From this research could be understood that the millennial students try to establish their career identity. They create their career identity through socially comparing oneself with others, often through the groups to which the

person belongs and does not belong, is a continuous self-defining process. Identities are defined and redefined as individuals interact and associate with others (Walsh and Gordon, 2008)

The main findings of this research are the expectations and needs of adolescents to obtain career guidance and counseling services that help develop their self-concept well, provide appropriate and comprehensive career information provided through information technology. Millennials students expect career guidance and counseling services that are renewable along with the development of information technology and lifestyle development.

This phenomena also rise in Croatia, the millennial generation believe to be special in term of their view and way life. This characteristics to be spread all around the world with social media and internet. Industry revolution 4.0 giving more impact on millennial student view and habit (Galetic, Klindzic, Braje. 2017)

The results of this study corroborate career theory of Super and identity theory of Erickson's. This study has implications for the development of effective career guidance services and service strategies in accordance with the characteristics of adolescents and the development of the world of work in the industrial revolution era 4.0.

VI Conclusion

Millennial student self-identity are unique, they have high self-confidence, open mind, social media lovers and want to get financial freedom when they are young. In line with their self-identity, millennial student in Malang have vary career aspiration. The main career aspiration among millennial student is getting job accordance with their passion and develop their own business. They want to build and arrange their own business. This research was conducted to develop a conceptual framework for transformative career counseling and guidance services. Further work of this research is will be followed by research on the developmental study about transformative career counseling and guidance services.

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