

THE EFFECT OF IC-BASED GROUP COUNSELING (INTRA COMMUNICATION INTEGRATIVE) TO REDUCE CAREER ANXIETY OF STUDENTS OF SMA NEGERI 1 BATAUGA

^{*1}Megawidya Wati Nurdin, ²Farida Aryani, ³Abdul Saman

^{*1}Program Studi Bimbingan dan Konseling, ^{2,3} Program Pascasarjana Universitas Negeri Makassar (UNM), Makassar, Indonesia

Email: ^{*1}egawidyawati@gmail.com, ²farida.aryani@unm.ac.id,

³abdulsaman@unm.ac.id

Abstract

The effect of ICI (Intra Communication Integrative) based group counseling on reducing career anxiety among students at SMA Negeri 1 Batauga. The method used is a quantitative approach with a quasi-experimental design, involving 20 students divided into experimental and control groups. Data were collected through observation, a career anxiety scale, and documentation. The results indicate that students' career anxiety was at a high level before the intervention. After receiving ICI-based group counseling, there was a significant reduction in the level of career anxiety among students. Statistical analysis shows that ICI-based group counseling is effective in helping students manage their career anxiety, with a shift from a high category to a moderate category. These findings emphasize the importance of an intrapersonal communication approach in counseling to enhance self-awareness and students' confidence in planning their career futures.

Keywords: Intra Communication Integrative, Career Anxiety, Students, Group Counseling

Abstrak

Pengaruh konseling kelompok berbasis ICI (Intra Communication Integrative) terhadap penurunan kecemasan karir siswa di SMA Negeri 1 Batauga. Metode yang digunakan adalah pendekatan kuantitatif dengan desain quasi-eksperimen, melibatkan 20 siswa yang dibagi menjadi kelompok eksperimen dan kontrol. Data dikumpulkan melalui observasi, skala kecemasan karir, dan dokumentasi. Hasil penelitian menunjukkan bahwa kecemasan karir siswa berada pada kategori tinggi sebelum intervensi, dan setelah diberikan konseling kelompok berbasis ICI, terjadi penurunan signifikan dalam tingkat kecemasan karir siswa. Analisis statistik menunjukkan bahwa konseling kelompok berbasis ICI efektif dalam membantu siswa mengelola kecemasan karir mereka, dengan pergeseran dari kategori tinggi ke kategori sedang. Temuan ini menegaskan pentingnya pendekatan komunikasi intrapersonal dalam konseling untuk meningkatkan kesadaran diri dan kepercayaan siswa dalam merencanakan masa depan karir mereka

Kata kunci: Intra Communication Integrative, Kecemasan Karir, Siswa, Konseling Kelompok

INTRODUCTION

Career anxiety is a common phenomenon faced by students at the high school level, especially in the adolescent developmental phase characterized by the search for identity and future planning. At the age of 15 to 18, students are often faced with a variety of pressures, both from social and personal expectations, which can trigger feelings of anxiety regarding their career choices. This anxiety not only impacts students' mental health, but it can also affect their academic achievement and motivation to learn. Challenges in helping students overcome career anxiety. Many students feel confused and unprepared to plan for their future, which is often due to a lack of information about career options and support from the surrounding environment. In this context, effective interventions are indispensable to help students manage their career anxiety.

One promising approach is ICI (Intra Communication Integrative)-based group counseling. This approach focuses on intrapersonal communication, which allows students to better understand themselves, including their interests, values, and career goals. Through ICI-based group counseling, students are invited to interact and share experiences in a supportive environment, thereby reducing the anxiety they experience.

This study aims to examine in depth the influence of ICI-based group counseling (Identifying, Clarifying, Integrating) on reducing career anxiety in students at SMA Negeri 1 Batauga. In the context of secondary education, career anxiety is one of the crucial issues that students often experience, especially during the transition period to the world of higher education or the world of work. Changes in curriculum, 21st century skill demands, and global competition require students to have mature career readiness, but not a few of them experience psychological obstacles in the form of confusion, uncertainty, and anxiety that have an impact on low confidence in making career decisions. Therefore, guidance and counseling interventions need to be designed effectively to help students manage these anxieties so that they are able to plan for the future more purposefully.

ICI-based group counseling is present as one of the relevant and contextual approaches in helping students understand themselves and their potential, so that they are able to make more rational and confident career decisions. The stages in the ICI model start from Identifying, which is the process of identifying sources of anxiety, personal values, interests, talents, and internal and external obstacles that affect students' career choices. At this stage, counselors help students recognize anxiety triggering factors that they may not be aware of, such as lack of information about major choices, parental demands, or negative perceptions of self-worth. This identification process is important to open up a space of self-awareness so that students have a basic understanding of psychological conditions and their career development needs.

The next stage is Clarifying, which is the process of clarifying the goals, interests, and career tendencies you want to achieve. At this stage the counselor facilitates group discussions that encourage students to exchange views, confirm perceptions, and gain

new perspectives on realistic career choices. Clarification also helps students reprioritize, reduce irrational thoughts, and broaden their understanding of career opportunities that were previously unthinkable. In this session, students are also directed to evaluate the suitability of abilities, personal tendencies, and life values with certain career choices, so that they are able to clarify the direction they want to go. The clarifying stage is very important because most career anxiety arises as a result of unclear goals and lack of information regarding available options.

The last stage is Integrating, which is the process of integrating all the information, self-awareness, and career goals that have been obtained in the previous stage into a structured and realistic career plan. At this stage, counselors help students take concrete steps that they can take in the short and long term, such as developing certain skills, seeking more in-depth information about the major they are interested in, or preparing for college entrance selection. This integration process not only focuses on preparing a plan, but also helps students build commitment and motivation in executing the plan. Thus, the student not only manages to reduce his career anxiety, but also has a clear direction of development for his future.

The application of the ICI model in group counseling has its own advantages because group dynamics allow interaction, emotional support, and exchange of ideas that cannot be obtained in individual counseling. The group atmosphere provides space for students to realize that they are not alone in dealing with career anxiety, so it can reduce the psychological pressure they feel. Sharing experiences and listening to peer perspectives can also increase motivation and a sense of connection, which ultimately encourages students to be more willing to accept input and make changes.

This research is expected to be able to make a significant contribution to the development of guidance and counseling services in schools, especially in dealing with the increasingly complex issue of career anxiety in the modern era. The results of the research can be the basis for guidance and counseling teachers to implement the ICI approach as one of the systematic, targeted, and easy-to-apply intervention strategies. In addition, the results of the study can also enrich academic studies on the effectiveness of group counseling based on humanistic and cognitive approaches in reducing student anxiety. Furthermore, the findings of this study can serve as a reference for other schools in designing career service programs that are more creative and responsive to students' needs, so that they can build confidence and career readiness from an early age. Through ICI-based group counseling, students are not only helped to reduce anxiety, but also directed to become more independent, confident, and career-oriented individuals.

METHOD

This study uses a quantitative approach with a quasi-experimental design, which aims to evaluate the effect of ICI (Intra Communication Integrative)-based group counseling on the reduction of students' career anxiety. The research design applied was the Non-Equivalent Control Group Design, which involved two groups: the experimental group

that received ICI-based group counseling treatment and the control group that did not receive the treatment. The research population consisted of students in grades X and XI at SMA Negeri 1 Batauga, with a total population of 20 students. The sample was taken by purposive sampling, consisting of 10 students for the experimental group and 10 students for the control group, which was divided by class, namely 6 students from class XI - A2, 1 student from class X - 4, and 3 students from class X - 5.

Data were collected through three main techniques: observation, career anxiety scale, and documentation. Observations were made to observe students' behavior during the ICI-based group counseling process. The career anxiety scale used is a standardized instrument consisting of 24 items, designed to measure students' career anxiety levels before and after the intervention, with a Likert format that offers a choice of answers from "Highly Unsuitable" to "Highly Appropriate". In addition, observation sheets are used to record student participation and reactions during counseling sessions.

Data analysis is performed using descriptive statistical analysis to describe the characteristics of the data, including means, standard deviations, and frequency distributions. In addition, inferential statistical analysis was performed using a t-test to test hypotheses regarding differences in career anxiety levels between the experimental group and the control group. Normality and homogeneity tests are also carried out to ensure the validity of the analysis. With this method, it is hoped that the research can provide a clear picture of the influence of ICI-based group counseling on students' career anxiety at SMA Negeri 1 Batauga.

RESULTS AND DISCUSSION

The results of this study show that ICI (Intra Communication Integrative)-based group counseling is effective in reducing students' career anxiety at SMA Negeri 1 Batauga. Prior to the intervention, students' career anxiety levels were in the high category, with an average pre-test score of 90.44 and a standard deviation of 6.21. This suggests that many students feel anxious about their future, triggered by various pressures from the surrounding environment. After participating in ICI-based group counseling, post-test results showed a significant decrease in students' career anxiety. The average post-test score for the experimental group dropped to 73.72 with a standard deviation of 5.11. The average difference between the pre-test and post-test was 16.72 points, which indicates that students are experiencing positive changes in the way they perceive themselves and their future.

Statistical analysis using the t-test showed a t-value of 22.68 with a significance level of 0.000 ($p < 0.05$). This means there is a significant difference between students' career anxiety levels before and after counseling. In other words, ICI-based group counseling has succeeded in lowering students' career anxiety. In addition, students who take this counseling show improvements in self-understanding and clarity about their career goals. They become better able to overcome negative thoughts that interfere and are more

confident in facing the future. The reflection process during the counseling session helps students to recognize their strengths and weaknesses.

This research confirms that ICI-based group counseling can help students overcome career anxiety and prepare them for future challenges. With an approach that focuses on communication with the self, students not only learn to cope with anxiety, but also develop essential skills in career planning. The results of this research are expected to be a reference for the development of guidance and counseling services in other schools, as well as provide insight for educators and counselors in designing more effective programs.

DISCUSSION

ICI (Intra Communication Integrative)-based group counseling has a significant positive impact on reducing students' career anxiety at SMA Negeri 1 Batauga. Prior to the intervention, students exhibited high levels of anxiety, which could be attributed to a variety of factors, such as pressures from the social environment, parental expectations, and uncertainty regarding future career choices. This anxiety often hinders students from planning the right steps for their future. After participating in the counseling session, there was a significant decrease in the level of students' career anxiety. The average post-test score shows that students feel calmer and better prepared for the challenges at hand. This decline suggests that ICI-based counseling not only helps students cope with anxiety, but also gives them the tools to better understand and manage their feelings. The reflection process conducted during the counseling session allows students to explore their thoughts and feelings, so that they can identify the source of anxiety and change negative mindsets into more positive ones.

ICI's approach that focuses on intrapersonal communication provides an opportunity for students to talk to themselves and reflect on their experiences. This helps students to build better self-awareness, which is crucial in planning a career that suits their interests and abilities. By increasing self-awareness, students become more confident in making decisions related to their careers. Students who take ICI-based group counseling show improvements in their ability to cope with negative thoughts and are better prepared for future uncertainty. The results of this study are in line with previous research that showed that a self-reflection-based approach can help students reduce career anxiety.

ICI-based group counseling is one of the approaches that is considered effective in helping students overcome career anxiety that often arises in adolescence, especially at the high school level. Career anxiety is a psychological condition in which students feel worried, confused, or afraid in determining future education or work choices. In the midst of increasingly complex times, increasingly high competency demands, and increasingly fierce global competition, many students feel great pressure in planning their future. This situation is exacerbated by a lack of information about career choices, parental demands, and uncertainty about one's own abilities. Therefore, counseling is a necessity, not just an additional service in schools. ICI's approach which consists of three core stages—

Identifying, Clarifying, and Integrating—can be a structured and holistic solution for students to better understand themselves and their future.

The first stage in the ICI model is Identifying, which is an important process for recognizing the source of a student's career anxiety. Many students experience anxiety due to ignorance about their interests and potential. They may feel forced to follow their parents' wishes, feel less confident, or be confused by the many career options available. At this stage, counselors invite students to identify strengths, weaknesses, personal values, and situations that make them anxious about the future. This process is usually done through group discussions, self-reflection, and talent interest mapping activities. Such identification allows students to see their self-image more objectively. By understanding the root of the problem, students can feel that career anxiety is not something to be ashamed of, but rather part of a normal developmental process. Furthermore, group dynamics provide an opportunity for students to see that their peers also have similar struggles, so that they do not feel alone in facing worries about the future.

Once the student has successfully identified the source of his or her anxiety, the next stage is Clarifying. In this phase, counselors help students clarify the goals, interests, and career direction they want to achieve. Clarification means reprocessing the results of the identification so that it becomes a more directed and meaningful understanding. Often students do not have a clear preference regarding the major of college or the type of job they are interested in. They may have many options, but don't know which ones are most relevant to their abilities and self-worth. At the clarifying stage, students are encouraged to sift through the information they have, consider supporting factors, as well as assess the extent to which a particular career option fits their personality and expectations. This session is an important moment for students to share perspectives with other group members, get feedback, and compare their thoughts with real conditions in the field. Ultimately, clarification helps lower anxiety as students begin to see a clearer direction regarding their future.

The final stage in ICI-based group counseling is Integrating, which is the stage when students combine the results of identification and clarification into a concrete and realistic career plan. This integration involves the preparation of steps that can be taken in the short and long term. For example, students who have learned that they are interested in the health field can begin to design steps such as seeking information about a medical or nursing major, joining a particular learning community, or improving the grades of relevant subjects. The integration process also involves strengthening self-motivation and commitment to the plans made. Students are invited to understand that the career plan is not something static, but can change according to personal development and situations. Counselors also emphasize the importance of flexibility, perseverance, and mental readiness in the face of possible changes. Thus, the integration stage not only assists students in reducing anxiety, but also equips them with more mature decision-making skills.

The great strength of ICI-based group counseling lies in the group dynamics that allow students to learn from the experiences, thoughts, and reactions of their peers. Students can feel more emotionally supported when they know they are in a safe and respectful environment. In groups, they can express thoughts that they might find difficult to express under ordinary circumstances. They can also receive reinforcement from members of other groups who face similar challenges. Social support like this has been shown to reduce anxiety and boost confidence. In addition, group interactions help students develop empathy, listening skills, and communication skills, all of which are important assets in the process of planning their career and future life.

The research findings regarding the effectiveness of this method are expected to be a reference for other schools in developing guidance and counseling services that are more responsive to the needs of students. Many schools still focus on the academic aspect without paying adequate attention to students' psychological development, even though unresolved career anxiety can have an impact on students' motivation to learn, mental health, and future. With empirical evidence that ICI-based group counseling can significantly lower career anxiety, schools may begin to consider incorporating this program into regular BK services. In addition, these findings can provide broader insights for educators and counselors in designing interventions that are appropriate to students' developmental stages as well as the challenges they face.

Overall, ICI-based group counseling not only provides benefits in reducing students' career anxiety, but also helps them understand their identity, build confidence, and plan for the future more carefully. This approach touches on the cognitive, emotional, and social aspects of students, so that it has a more comprehensive impact than an approach that only focuses on providing information. With the right support from counselors, teachers, and the school environment, students can learn to see their future not as a threat, but rather as an opportunity to grow and reach their full potential. These findings reinforce the importance of planned, structured, and needs-based career counseling services for students in shaping a young generation that is ready to face the challenges of education and the world of work in the future.

CONCLUSION

This study revealed that group counseling using the ICI (Intra Communication Integrative) approach had a significant positive impact on reducing students' career anxiety at SMA Negeri 1 Batauga. Before the intervention, students showed high levels of anxiety, but after attending counseling sessions, there was a significant decrease in their career anxiety. The ICI approach, which emphasizes intrapersonal communication, allows students to better understand and manage their feelings, as well as increase self-awareness which is crucial in career planning.

This study confirms that ICI-based group counseling is not only effective in overcoming anxiety, but also contributes to increasing students' confidence in making decisions regarding their future. Thus, ICI-based counseling can be a useful method in supporting

students to face career challenges. These findings are expected to serve as a reference for other schools in developing better guidance and counseling programs, as well as provide insight for educators and counselors in designing interventions that meet their needs.

REFERENCES

- Adler, R. B., & Rodman, G. R. (2011). *Understanding human communication* (11th ed.). Oxford University Press.
- Affandi, A. G. N. (2021). Hubungan social skill terhadap kecemasan menghadapi masa depan pada penyandang disabilitas. Undergraduate Thesis, Universitas Muhammadiyah Magelang.
- Azwar, S. (2012). *Penyusunan skala psikologi*. Yogyakarta: Penerbit Pustaka Belajar.
- Corey, G. (2016). *Theory and practice of group counseling* (9th ed.). Cengage Learning.
- Dewi, F. N. R. (2021). Konsep diri pada masa remaja akhir dalam kematangan karir siswa. *Konseling Edukasi: Journal of Guidance and Counseling*, 5(1). <https://doi.org/10.21043/konseling.v5i1.9746>
- Hammad, M. A. (2016). Future anxiety and its relationship to student's attitude toward academic specialization. 7(15). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1103253.pdf>
- Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, 45(1), 79–122. <https://doi.org/10.1006/jvbe.1994.1027>
- Masykuri, M. N. (2022). Pengaruh kecemasan karir terhadap perencanaan karir peserta didik kelas VIII SMPN 6 Malang. Undergraduate Thesis, Universitas Islam Negeri Maulana Malik Ibrahim. Retrieved from <http://etheses.uin-malang.ac.id/id/eprint/45098>
- Piaget, J. (1952). *The origins of intelligence in children*. International Universities Press.
- Rifaini, A., Karamoy, Y. K., & Mutakin, F. (2025). Penerapan konseling kelompok teknik self talk dalam mengurangi kecemasan karir pada siswa kelas XII B SMKN 1 Maesan Bondowoso tahun ajaran 2023/2024. *Liberosis: Jurnal Psikologi dan Bimbingan Konseling*, 11(2). <https://doi.org/10.6734/liberosis.v2i2.3027>
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Tsai, C.-Y., Yen, Y.-C., Huang, C.-H., & Huang, H.-W. (2017). Development and validation of the career anxiety scale. *Journal of Career Assessment*, 25(1), 123–138. <https://doi.org/10.1177/1069072716651907>