



The Application of a Career Guidance-Based Genogram Technique and Its Effect on High School Students' Career Maturity

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ABSTRACT

This study examines the genogram technique's implementation and effectiveness in enhancing students' career maturity at SMAN 2 Jeneponto. The research employed a quantitative approach with a quasi-experimental design, specifically the nonequivalent control group design. The study population consisted of 30 eleventh-grade science students, with a sample of 20 students divided into two groups: 10 in the experimental group and 10 in the control group. Data were collected through questionnaires and observations and then analyzed using descriptive statistics and a t-test. The results showed that implementing the genogram technique over five sessions significantly improved students' career maturity. Students in the experimental group demonstrated high levels of participation and greater improvements in career maturity scores compared to those in the control group. In conclusion, the genogram technique proved effective in helping students understand their career choices. These findings have important implications for school guidance and counseling practices, particularly in career guidance services. The use of genograms is effective in helping students explore their family's career background and develop greater self-awareness about their career decisions.

KATA KUNCI

Bimbingan;
Teknik Genogram;
Siswa Sekolah
Menengah Atas;
Kematangan Karir
;

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pelaksanaan dan efektivitas teknik genogram dalam meningkatkan kematangan karier siswa di SMAN 2 Jeneponto. Metode yang digunakan adalah pendekatan kuantitatif dengan desain quasi-experimental, yaitu nonequivalent control group design. Populasi penelitian terdiri dari 30 siswa kelas dua, dan sampel sebanyak 20 siswa dibagi menjadi dua kelompok: 10 siswa kelompok eksperimen dan 10 siswa kelompok kontrol. Data dikumpulkan melalui angket dan observasi, kemudian dianalisis menggunakan statistik deskriptif dan uji t. Hasil penelitian menunjukkan bahwa pelaksanaan teknik genogram selama lima sesi mampu meningkatkan kematangan karier siswa secara signifikan. Siswa dalam kelompok eksperimen menunjukkan partisipasi yang tinggi dan peningkatan skor kematangan karier dibandingkan kelompok kontrol. Kesimpulannya, teknik genogram efektif digunakan sebagai intervensi dalam membantu siswa memahami pilihan karier mereka. Hasil penelitian ini memberikan implikasi penting dalam praktik bimbingan dan konseling di sekolah, khususnya dalam layanan bimbingan karier. Penerapan teknik genogram terbukti efektif dalam membantu siswa memahami latar belakang karier keluarga mereka dan mengembangkan kesadaran diri terkait pilihan karier.

1. INTRODUCTION

Adolescence is a transitional phase between childhood and adulthood, marked by significant physical, psychological, and social changes (Lerner & Foch, 2021). Adolescents face various developmental tasks during this stage, including career planning (Suryana et al., 2022). According to Hurlock (as cited in Astuti & Purwanta, 2019), career development in secondary school falls within the exploration stage, where individuals start building

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awareness of the world of work, trying out new roles, and considering future career options. However, many high school students experience confusion and uncertainty when choosing a career path (Lusiani Larasati Simanjuntak et al., 2024).

Based on initial interviews with the guidance and counseling teacher at SMAN 2 Jeneponto, it was found that most students are not yet prepared to make career-related decisions, whether in choosing a college major or identifying a job that matches their talents and interests. Another problem is the lack of family support in the students' career decision-making process (Nguyen et al., 2024). Some students admitted feeling confused about their choices, lacking sufficient information about available education and career pathways, and anxious about future job prospects.

In addition to the interviews, the researcher distributed a career maturity questionnaire based on key aspects of career readiness. The questionnaire was given to 105 eleventh-grade students at SMAN 2 Jeneponto. It contained 20 items, with scores of 50 and above categorized as high career maturity and scores below 50 categorized as low career maturity. Results showed that 75 students had high career maturity, while 30 had low maturity levels in career planning.

Santrock (as cited in Rinaldi et al., 2024) states that adolescents often approach career exploration and post-secondary decision-making with feelings of doubt, hesitation, uncertainty, and stress. This is supported by a study by Triana (Putri, 2023), which found that 45% of high school students had no clear career plan due to ongoing uncertainty. Common problems include limited career information and a mismatch between students' potential and their chosen fields of study. To choose the right academic path, students need guidance from school counselors. Students can avoid confusion and make more suitable academic and career choices with proper guidance.

Super (as cited in Qonitatin & Kustanti, 2021) explains that career maturity refers to an individual's readiness to make decisions related to the world of work, demonstrated by the ability to plan for the future, accept responsibility, and be aware of internal and external factors that influence career choices. Career maturity is important because mature individuals are more prepared for workplace challenges and can adapt to changes in their professional environment. However, not all students possess adequate career maturity. Influencing factors include internal aspects such as intelligence, interests, talents, and personality, and external factors such as the social environment, school education, and family support. The family plays a major role in shaping students' career choices. Family background, including the occupations of parents and other relatives, often serves as a primary reference for students. Unfortunately, low-income family communication about career choices often leads to confusion and a lack of confidence among students when making decisions (Hariyanto et al., 2024).

To address these issues, the genogram technique can be used in guidance and counseling to help students understand how family influences their career decisions. A genogram is a method that enables students to map out their family lineage up to three generations, exploring career and educational patterns within their family (Aryani et al., 2021). McGoldrick and Gerson (as cited in Malinga, 2020) define a genogram as a diagram that illustrates relationships among family members and various aspects that may influence an individual's development. In career counseling, a genogram helps students see how family factors contribute to their career choices.

Using genogram techniques in career counseling has proven effective in helping students recognize the influence of their family background on their career decisions. Peluso (as cited in Hadija, 2020) states that genograms can provide valuable feedback to students about their family dynamics and how those dynamics contribute to their decision-making process. Through this technique, students can explore connections between their career choices and their family background, allowing them to understand their potential better and gain broader insights into various career options.

Several studies have demonstrated the effectiveness of the genogram technique in improving students' career maturity. A study by Rahman and Harum (2023) showed that applying the genogram in career counseling significantly increased the career maturity of twelfth-grade students. The results indicated that genograms are useful in helping students clarify their career paths. Similarly, Sookwah et al. (2023) found that the genogram method effectively enhanced students' ability to plan their careers more strategically.

By integrating the genogram technique into school guidance and counseling services, students can better understand their potential, recognize family career patterns, and broaden their awareness of available career options. This technique also helps students become more confident in making decisions related to further education and the world of work. Therefore, this study aims to examine the implementation of the genogram technique and its effectiveness in enhancing career maturity among students at SMAN 2 Jeneponto. With genogram-based counseling, students are expected to be better prepared to face future career challenges and make educational and occupational decisions that align with their potential and aspirations.

2. METHOD

2.1 Research Design

This study used a quantitative approach with a quasi-experimental research type. The research design employed was the Nonequivalent Control Group Design, which involved two groups: an experimental group that received treatment using the genogram technique and a control group that did not (Creswell & Creswell, 2018).

2.2 Research Subjects

The study was conducted at SMAN 2 Jeneponto, located in Jeneponto Regency, South Sulawesi Province, in 2023. The research took two months, from January to February 2023. The population of this study consisted of eleventh-grade students at SMAN 2 Jeneponto. Based on the initial questionnaire results, the sample was selected using purposive sampling, focusing on students with low career maturity levels. The sample included 20 students, with 10 students in the experimental group and 10 in the control group. This study included an independent variable (the genogram technique) and a dependent variable (students' career maturity). Data were collected using a questionnaire to measure students' career maturity levels before and after the intervention and observation to assess students' engagement during group counseling sessions that applied the genogram technique.

2.3 Data Collection

This study used a Likert-scale questionnaire to measure career maturity. The questionnaire was adapted from the Career Maturity Scale developed by Supriatna (2009). It consists of 34 items, covering aspects such as career planning, career exploration, knowledge of career decision-making, knowledge of labor market information, knowledge of preferred work groups, and realism in career decision-making. The validity of the questionnaire items ranged from 0.30 to 0.90, and the reliability coefficient was 0.925. These results indicate that the data had very strong reliability.

2.4 Data Analysis

The data analysis technique used in this study was inferential analysis to test the proposed hypothesis. The One Sample Kolmogorov Smirnov test was conducted using SPSS 20.00 for Windows. The criterion was to reject H_0 if the significance value (sig) was greater than the predetermined alpha level 0.05.

Table 1. Normality Test Results

Group	Sig Value	α	Description
Experiment	0.200	0,05	Normal
Control	0.200		Normal

Homogeneity of Variance testing using the SPSS 20.00 for Windows application. The criterion used is to reject H_0 if the Sig value > 0.05.

Table 2. Homogeneity Test Table

Group	Sig Value	α	Description
Experiment	0.956	0,05	Homogen
Control	0.956		Homogen

The t-test is intended to test the research hypothesis regarding the level of career maturity before and after treatment using the genogram technique through the gain score (difference value) in the research group. The t-test uses SPSS 20.00 for Windows applications. The criteria used for hypothesis testing is to reject H_0 if the Sig value < α . The predetermined α is the error degree of 5% or 0.05.

3.5 Research Procedures

The implementation of the genogram technique given to the experimental group lasted for five meetings, starting from the pretest to the posttest. The details of the activities are as follows: Preparation (planning), Activity Implementation (providing information (orientation of Career guidance strategies), genogram construction, identification of self-exploration positions, evaluation, and follow-up.

3. RESULTS AND DISCUSSION

3.1 Results

a) Implementation of the Genogram Technique to Improve Students' Career Maturity

The implementation of the genogram technique for the experimental group over five sessions, starting from the pretest and continuing through the posttest. The detailed activities are as follows:

Preparation:

Preparation was carried out one week before the intervention, on January 20, 2023. Activities during the preparation phase included (1) Preparing the career maturity questionnaire, observation guidelines, and career maturity information materials and explaining the stages of the genogram technique that would be implemented; (2) Setting the schedule for the intervention in agreement with the school counselor. The first session was scheduled for Monday, January 27, 2023, followed by additional agreed-upon dates for the remaining sessions; (3) Organizing the setting for implementing the genogram technique, including the venue (second-year classroom) and necessary equipment (stationery, genogram drawing sheets, and a camera).

Implementation:

The study was conducted over 35 days, from January 25 to February 27, 2023. Each session of the genogram technique had been scheduled during the initial meeting with the students. During the implementation, the researcher acted as a facilitator while delivering the genogram technique as part of a counseling strategy.

The intervention was delivered in five sessions, as follows: (1) Providing information (career guidance orientation); (2) Constructing the genogram; (3) Identifying job roles within the family; (4) Self-exploration; (5) Evaluation and follow-up

The core activities can be described as follows:

1) Core Activity Stage;

Providing information (Orientation on Career Guidance and the Genogram Technique):



Figure 1. Providing Information (Career Guidance Orientation and Genogram Technique)

At the first meeting on January 25, 2023, the counselor began by exploring the students' understanding by asking several questions about the meaning and purpose of a career. Afterward, the school counselor explained the use of the genogram as a technique to be applied in the career guidance sessions over the next five meetings. This explanation included the definition, purpose, and steps of using the genogram technique.

The counselor then allowed students to ask questions or share their thoughts about what had been discussed, whether about the concept of career or using the genogram technique in career guidance services. After the discussion, the counselor summarized the career concept and the use of the genogram technique in career guidance.

Before closing the first session, the counselor assigned homework for students to recall and write down their extended family tree covering three generations. The counselor then greeted and thanked the students, hoping the day's activities benefitted everyone, and the sessions would continue according to the agreed schedule.

The meeting results showed that students could build a collaborative relationship with the researcher, began to understand the genogram technique that would be used, recognized and became aware of their low level of career maturity, and showed interest in improving their career maturity through the genogram technique.

2) Genogram Construction



Figure 2. Genogram Construction

The second meeting took place on January 27, 2023. At this stage, the initial genogram construction process was carried out. The counselor greeted the students and checked attendance. Then, the counselor asked each student to arrange seats to create a more comfortable environment for career guidance services. Once the setting was conducive, the counselor explained the purpose of the session and informed the students about the tasks they needed to complete.

After confirming that all students understood what they were expected to do, the counselor distributed blank sheets of paper for the students to use to construct their genograms using previously agreed-upon symbols. The counselor guided the students with the following instructions:

Now, let's start by drawing our family tree, beginning with our immediate family, including grandparents, parents, uncles, aunts, siblings, cousins, and ourselves.

Then, start with the siblings from the mother's side, including their spouses and children, followed by the siblings from the father's side.

After that, continue by drawing the parents of our father and mother (grandparents) from both sides.

Once all students have completed their drawings thoroughly, the counselor asked them to mark important family events such as divorces or deaths of family members.

The counselor walked around the classroom to ensure all students understood their tasks. Then, the counselor summarized the activities that had been done and asked students to share any insights or lessons they gained from the session. The counselor assigned homework to complete the information by asking other family members. To avoid losing or forgetting to bring their work next time, the counselor requested all students submit their papers. The counselor provided an activity journal for service evaluation and thanked all students for cooperating during the session. Before ending the meeting, the counselor reminded students that the genogram technique activities would continue in the next meeting according to the agreed schedule.

The meeting results showed that students could explain important aspects of their three-generation family tree by using specific symbols that both the counselor and the students easily understood. The counselor then created a chart illustrating the occupations of family members. Each family member in one generation was drawn horizontally aligned. Previous marriages, children born from those marriages, living children, deceased members, and divorces were also represented in the genogram. Family members' names were written inside the boxes or circles to make describing and analyzing the client's issues easier.

3) Job Identification Implementation



Figure 3: Job identification exercise

The third session was held on February 3, 2023, to the agreement made during the previous meeting. The counselor explained the objectives of the "job identification" session and informed the students about the task they needed to complete. Each student was instructed to continue identifying various levels of careers held by their family members and to analyze the steps or lifestyle patterns that enabled them to achieve those careers.

The counselor provided worksheet templates consisting of two parts: educational identification and occupational identification. Each worksheet included guiding questions to help students gather information about their family members.

To ensure that all students completed the task, the counselor approached several students who appeared confused or were working slowly. The counselor encouraged students to add any additional information needed to explore their family members' career achievements. Once students had completed their tasks, they were asked to submit their worksheets.

If students had difficulty answering the worksheet questions, the counselor allowed them to take them home as homework. This was intended to help students gather more accurate and complete data.

The counselor then invited all students to engage in a group reflection on the activity by asking several guiding questions, such as:

How did you feel after doing the activity?

What difficulties did you encounter while completing the task?

Would anyone like to share the insights or benefits gained from this activity?

The counselor summarized the "job identification" session and appreciated the students' cooperation before ending the career counseling session with a farewell.

The outcomes of this session were as follows:

Students could trace the educational and occupational fields within their families across three generations, including the efforts made, levels of success achieved, and the consequences experienced in various aspects of life. This process can serve as valuable input in supporting students' career maturity development.

4) Career Exploration



Figure 4. Career Exploration

To the agreement made during the previous meeting, the fourth session was held on February 18, 2023.

The counselor explained the objective of the "self-exploration" service and distributed the previously collected worksheets. The counselor then asked the students to review the results of the previous sessions. Once all students clearly understood what they had done so far, the guidance and counseling teacher asked them to write down possible college major choices based on an analysis of opportunities within their families.

The counselor ensured that all students had identified a career choice. Students were allowed to ask questions and discuss their career choices with the counselor. They were also allowed to continue these discussions outside of regular service hours, either through in-person meetings or by contacting the counselor through available communication platforms.

The counselor concluded the "self-exploration" session and informed the students about the next activity. Finally, the counselor asked each student to resubmit their worksheet.

The outcomes of this session were as follows:

Students could learn about the various steps or strategies taken by their family members in achieving their careers. They identified several alternative college majors they might pursue after graduating high school.

Additionally, students demonstrated an understanding of and the ability to articulate various possible career outcomes, including positive and negative consequences.

5) Evaluation and Follow-Up



Figure 5. Evaluation and Follow-Up

As agreed in the previous meeting, the fifth meeting was held on February 27, 2023. The counselor explained the purpose of the “evaluation and follow-up” activity, which was to assess changes in students’ career maturity levels and to monitor the progress of various activities the students carried out in their career plans, as well as their consistency in career choices after graduating from high school. The counselor summarized the results of the activity and invited the students to discuss their career choices and future career plan development.

The outcome of this meeting showed that students fully understood the careers they had chosen, mentioning the activities they had completed and those planned for the future. Based on observations during the career guidance sessions using the genogram technique over five meetings, the following data was obtained:

Table 3. Student Participation Levels During the Implementation of the Genogram Technique at SMAN 2 Jeneponto

Percentage	Criteria	Activity implementation stage				
		I	II	III	IV	V
80 – 100%	Very high	1	3	7	8	10
60 – 79%	High	5	6	3	2	0
40 – 59%	Medium	4	1	0	0	0
20 – 39%	Low	0	0	0	0	0
0 – 19%	Very low	0	0	0	0	0
Jumlah		10	10	10	10	10

The data above shows the results of the percentage analysis from observations during the implementation of the genogram technique at SMAN 2 Jeneponto. The aspects observed in the five meetings were participation and attention. Based on the percentage analysis of the observations during the genogram technique sessions, it can be concluded that student participation and attention increased in every meeting from the first to the last session.

In the first meeting, attention and participation were seen with one student in the very high category, five in the high category, and four in the moderate category. In the second meeting, there was an increase: 3 students showed very high attention and participation, six students were in the high category, and one student was in the moderate category. Student attention and participation increased again at the third meeting, with seven students in the very high category (up from 3 in the previous meeting) and three in the high category. During the fourth meeting, attention and participation rose again, with eight students in the very high category and two in the high category. By the fifth meeting, all 10 students were in the high attention and participation category.

The increasing student participation and attention during the career guidance activities using the genogram technique also positively improved students’ career maturity at SMAN 2 Jeneponto.

b) Implementation of the Genogram Technique to Improve Students’ Career Maturity

The theoretical hypothesis tested in this study was: “The implementation of the genogram technique can improve career maturity among students at SMAN 2 Jeneponto.” Hypothesis testing was conducted through an experiment using a Randomized Pretest-Posttest Control design, and the data analysis technique applied was the

independent samples t-test (Pandang & Anas, 2019). From the data analysis using SPSS 20.0 for Windows, the output is summarized in Table 4.6 as follows:

Table 4. Hypothesis Test Results Using t-test

Research Group	N	Mean		Gain Score	t	Sig. (2-tailed)	Description
		Pretest	Posttest				
E	10	67.40	104.40	37	11.465	.000	H ₀ is rejected
K	10	68.30	69.70	1			

Based on Table 4, $t = 11.465$, and the Sig value is obtained. (2-Tailed) = 0.000. This means that the calculated significant value (Sig (2-Tailed) $0.000 < \alpha (0.05)$). Thus, H₀ is rejected, and H₁ is accepted. This means there is a significant difference in students' career maturity in the experimental and control groups.

3.2. Discussion

a) Implementation of the Genogram Technique to Improve Students' Career Maturity

The genogram technique is a graphic representation that stores information about family members and their relationships across three generations, from grandparents and parents to the student (Hense, 2023). The genogram helps students understand themselves and their family environment, especially about the world of work (Fathonah, 2019). The process consists of three stages: genogram construction, job identification, and exploration of the counselee. Genogram construction involves mapping the student's family tree. Next, the job identification stage involves interviews to develop alternative career options. Finally, the exploration stage helps students understand themselves and their work environment and plan and make decisions related to their careers (Supriatna, 2019). The genogram is an effective and engaging method to analyze family influences on students' career development. The term genogram comes from "gen," meaning descent, and "gram," meaning drawing or graphic, so in Indonesian, it can be translated as a family tree diagram (Nesteruk, 2024).

In the first activity, the counselor provided information about career guidance and the genogram technique while exploring students' understanding of careers. The results showed that students could collaborate with the researcher, understand the genogram technique, realize their low career maturity, and show interest in improving it. According to Havighurst, teenagers who successfully choose and prepare for their careers are considered to have achieved career maturity (Duru, 2022).

In the second activity, Genogram Construction, the counselor distributed blank sheets for students to draw their genograms using agreed-upon symbols. The students successfully explained their family's three-generation lineage using symbols the counselor and counselee understood. The counselor then created a family occupation chart as a fictional illustration with a limited number of individuals. It is recommended that counselors use large sheets to depict various family configurations for discussion (Supriatna, 2019).

The third activity, Job Identification Implementation, involved providing students with worksheets focused on identifying education and job fields within three generations of their family. Students could trace fields of work; efforts made levels of success, and the consequences in life. This data helped students increase their career maturity. Interviews were conducted carefully to note important family events, family members' occupations, and how students appreciate and draw inspiration from these experiences. This analysis helps identify students' interests and career choices for planning and development (Supriatna, 2019).

The fourth activity, Career Exploration, helped students understand career achievement steps within the family, decide on study majors, and recognize career consequences. The analysis covered important family events, inspirational members, and career success history (Supriatna, 2019).

According to Gill et al. (2024), the Evaluation and Follow-up activity aims to assess students' career maturity and monitor the consistency of their career plans. Students discussed their impressions and evaluated the effectiveness of the genogram technique. The results showed that students better understood their career choices and the next steps. Observations also demonstrated an increase in career maturity after applying the genogram technique. Over five meetings, student participation was very high, indicating active engagement in the process.

b) Implementation of the Genogram Technique to Improve Students' Career Maturity

Data analysis showed an increase in category level for the treatment group (experimental group) from low to very high, while the control group showed no category change and remained low. According to Karahan et al. (2021), career maturity is an individual's ability to master career development tasks appropriate to their developmental stage. Positive career maturity generally involves a process marked by increased attitudes related to careers (orientation, potential, independence, planning, commitment, motivation, and self-efficacy) (Setiyani et al., 2023). Meanwhile, according to Marciniak et al. (2022), career maturity is a person's readiness to complete career development tasks typical for a specific stage and to make realistic career choices.

The data analysis showed a category increase for the experimental group from low to very high, while the control group remained low. Furthermore, the effectiveness of the genogram technique at SMAN 2 Jeneponto aligns with research by Syahrudin Mustika (2018) titled "The Implementation of Career Guidance Strategy Using the Genogram Technique to Improve Career Planning Ability of Second Grade Students at MAN 2 Makassar." Both studies use the genogram technique combined with group guidance.

This is reflected in the hypothesis test results, showing that applying the genogram technique improves students' career maturity at SMAN 2 Jeneponto. Indicators of treatment success were also seen in the worksheets given to counselees. Students learned to understand the challenges faced by their families during their careers, methods used to achieve success, and valuable lessons learned from family career experiences (Hoffman & Schwartz, 2020)

Treatment success was also determined by students' active participation during the genogram process. The t-test showed a significant difference between students receiving genogram technique treatment and those not. The null hypothesis (Ho) was rejected in favor of the alternative hypothesis (H1). This indicates a significant effect of the genogram technique treatment on students' career maturity. This positive effect can be seen by comparing the mean scores of the two groups. The experimental group's average score increased from low to very high, indicating a meaningful improvement in career maturity. In contrast, the control group's score remained low, showing no significant change.

This difference is expected to become more apparent with continued use of the genogram technique as students improve their career maturity. Based on this process, it can be concluded that the genogram technique improves students' career maturity, providing new knowledge for school counseling services to help address career maturity levels. This aligns with research by Afriliyanto & Hastuti (2021), which showed that students receiving career counseling with the genogram technique scored higher in career maturity than those who did not, confirming the effectiveness of the genogram in helping students understand and plan their careers.

4. RESEARCH IMPLICATIONS

a) Theoretical Implications

This research strengthens Donald E. Super's theory of career maturity, which includes career planning, exploration, and decision-making. The findings show that the genogram technique can effectively improve students' career maturity, adding references for academics and researchers in guidance and counseling.

b) Practical Implications

The results of this study show that the genogram technique helps students make career choices and majors in college more mature. For counseling teachers, this research provides a new approach to career guidance services to increase the effectiveness of guidance services at school.

c) Managerial Implications

For schools, the results of this study encourage the need for special time allocation in the school schedule for career guidance services so that students are better prepared to plan their future. In addition, schools may consider providing additional facilities such as genogram-based career seminars or technology-based career exploration platforms.

d) Methodological Implications

This study demonstrates the effectiveness of a quasi-experimental approach in examining the impact of career guidance interventions. The genogram technique used in this study can be further developed in various contexts,

for groups of students with different socioeconomic backgrounds, or in guidance and counseling action research methods.

5. CONCLUSION

The implementation of the genogram technique was carried out following a structured procedure across five sessions: providing information (career guidance orientation and genogram technique), genogram construction, job identification, self-exploration, and evaluation with follow-up. Throughout the implementation, student participation remained consistently high, reflecting strong engagement with the process. The use of the genogram technique proved to be effective in significantly improving the career maturity of students at SMAN 2 Jeneponto. This approach allowed students to better understand their family background and its influence on their career choices, enabling them to develop clearer career plans and make more informed decisions about their futures.

This study offers significant implications for school guidance and counseling, especially career guidance services. The genogram technique has proven to be an effective tool in helping students gain a deeper understanding of their family's career background, which plays a crucial role in shaping their career perspectives. Students develop greater self-awareness regarding their interests, strengths, and potential career paths by mapping out family relationships and career patterns. This increased awareness empowers them to make more informed and confident decisions about their future careers. Moreover, using the genogram technique encourages meaningful reflection and dialogue between counselors and students, fostering a supportive environment that promotes personal growth and career readiness. As a result, this approach enhances students' career maturity and provides counselors with valuable insights to tailor guidance strategies that better address individual student needs.

It is recommended that counselors incorporate the genogram technique as a guidance method to enhance students' career maturity and consider expanding its use in counseling action research. Schools are encouraged to adopt this technique as an effective model for career guidance services that assist students in planning their futures with greater confidence and clarity. Additionally, future studies could broaden the application of the genogram technique by exploring its interaction with other variables, thereby enriching the field of guidance and counseling and providing deeper insights into student development.

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AUTHOR CONTRIBUTION STATEMENT

The authors declare that they have contributed equally and substantially to this work. Their contributions include the conception and design of the study, data collection, data analysis and interpretation, as well as the drafting, critical revision, and final approval of the manuscript.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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