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REBT Group Counseling Services to Prevent Career Anxiety in Muslim Teenagers

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Abstract: This study aims to determine the description of the level of career anxiety in students. The population is 60 students with random sampling techniques. The research method is descriptive quantitative. The career anxiety scale is a Likert scale of 50 statements divided into favorable and unfavorable items with alternative answers strongly agree, agree, disagree and strongly disagree which are compiled from the concept of Tsai, Hsu & Hsu, namely aspects of personal skills, irrational beliefs about work, work environment, education and professional training. Validity test with product moment and reliability test using alpha cronbach with SPSS 26.00 application. From the validity test, 30 valid items were obtained while the results of the reliability test were 0.935 including very strong reliability. The range of career anxiety levels of students is a high group of 11 students, a medium group of 43 students, and a low group of 6 students. The results of this study provide an explanation to students to prevent career anxiety in final year students so that they can manage career anxiety so that it is not excessive.

Keywords: Career Anxiety, Students, REBT

INTRODUCTION

Higher education institutions are places to begin the learning process of acquiring knowledge as preparation for life and for facing the future world of work. When an individual begins to choose a major that suits their abilities and interests, they already have an idea of the kind of work they want to do and are prepared to face a future career in line with their desires. A person who is studying at a university is called a student. At university, students will be equipped with knowledge that will be useful in achieving their future careers after they graduate from university (Noviyanti, A, 2021: 46).

Choosing a major that suits the interests and abilities of students is also very important because it will make it easier to get the desired career. Institutions are further improving and developing career centers to make it easier for graduates to obtain information about job vacancies, academic values, and competent abilities, develop good work skills, not be selective in accepting job offers, frequently participate in seminars, develop skills such as participating in various training programs, activities related to their interests and talents, so that students can decide on a suitable career for themselves, which certainly requires a process (Irnanda, E., et al., 2023).

Career is one of the challenges in the current era and has become a problem, especially for students who are in their final year. It takes a long preparation and a lot of knowledge to achieve

the desired career. In the Big Dictionary of Indonesian Language/KBBI (Kemendikbud, 2021), career is defined as the development and progress of a person's life, work, or position. Choosing a career is more than just deciding what someone will do to earn a living. A career affects many aspects of a person's life as a whole, including physical and mental health. There is an interconnection between the role of career and other roles in life, which can influence each other (M.R.R, Allah, 2022).

Students have different views about their future careers. The world of college or higher education institutions plays an important role in equipping students with a more dignified future after graduation. The ability to make decisions and prepare for the future is very important for students because there will be a large number of graduates after completing their college education, and the mismatch between job duties and skills will affect students' competence. This is supported by open data, unemployment figures from the Central Statistics Agency. The number of unemployed in 2022 was 8.4 million people, in line with the statement by the Indonesian Minister of Manpower (Menaker) Ida Fauziyah who said that around 12 percent of the unemployed in Indonesia are mostly graduates and diploma holders. The high number of unemployed people who have attended college is a cause for concern for final year students (Wardani, E. R. P., Santi, D. E., & Kusumandari, R, 2023).

According to Ghufron and Risnawita (in Hanim, L. M., Ahlas, S, 2020), anxiety is an unpleasant subjective experience in the form of feelings of worry, tension, and emotions experienced by a person. Meanwhile, Greenberger and Padesky define anxiety as nervousness or temporary fear when faced with difficult experiences in life. The word anxiety is also used to describe the temporary nervousness or fear we experience before and during challenging life experiences, such as job interviews or medical tests. Students who experience anxiety usually do not have a clear picture of their future.

Career anxiety, according to Tsai, Hsu & Hsu, is a feeling of anxiety when individuals are unable to make career decisions and find themselves in uncertain situations, leading to a lack of self-understanding, a lack of understanding of the workplace, a lack of confidence, and psychological conflict. Career anxiety can be defined as a condition in which individuals are unable to make decisions because they are stuck in the decision-making process (Mariah et al., in Hidayati, D. A, 2024). Career anxiety is also defined as anxiety related to an individual's career problems, when facing the career development process and feeling uncomfortable about failure in the field of education.

Students who are unable to make career decisions will feel anxious, preventing them from making further decisions and leaving them in a state of uncertainty. These anxiety factors are due to a lack of self-understanding, a lack of understanding of the workplace, a lack of confidence, and psychological conflicts. Therefore, anxiety is one of the negative obstacles to career decisions and career development (Jannah, F. N., Cahyawulan, W, 2023). According to Tsai, Hsu & Hsu (in Hidayati, D. A, 2024), the aspects of career anxiety are divided into four, namely personal skills, irrational opinions about work, work environment, education, and lack of professional training.

According to Albert Ellis (1962:123), Ellis believes that REBT can support people in recognizing and modifying irrational thinking that causes career anxiety, developing more effective coping skills to overcome career anxiety, and increasing confidence in making career decisions. According to Albert Ellis, disturbed emotional reactions such as depression and anxiety are directed and maintained by a self-defeating belief system, which is based on irrational ideas that individuals have internalized.

According to Gerald Corey, REBT is an action-oriented approach focused on helping individuals overcome irrational beliefs and learn how to manage emotions, thoughts, and behaviors in a healthier and more realistic way.

Preliminary research data from observations classified as researcher findings show that several final-year students, especially those in even semesters 4, 6, and 8 at the Attanwir Institute in Bojonegoro, experience symptoms of career anxiety, such as concerns about their skills or talents, difficulty deciding on a career, worrying about a lack of information related to work, avoiding questions about their career plans after graduation, and feeling uncomfortable about uncertainties related to work.

To prevent career anxiety among Muslim youth or students, group counseling services using the *Rational Emotive Behavior Therapy* approach should be provided. According to Ellis, the REBT approach focuses on efforts to recognize and change negative or irrational thoughts and affirmations into positive and rational thoughts.

According to research conducted by Linrl, Irwan, et al., group counseling services using the Cognitive Restructuring (REBT) approach have been proven effective in reducing student anxiety in career planning for 12th grade students at Smk Swasta Mandiri. Through statistical calculations, a t-value of 3.374 was obtained. The results show that the significant value of Two Tailed, which is $0.002 < 0.05$, produces a significant difference in group counseling services between the pretest and posttest scores. The reliability test is 0.742 0.60. The statistical hypothesis test utilizes the Paired Sample T Test with the support of Spss 26.

Based on the results of research conducted by Fadiya Dina Hanifa, et al. (2023) entitled "The role of career anxiety on career decision-making uncertainty with *planned happenstance skill* as a moderator variable in Airlangga University students," the results of descriptive statistical analysis show that respondents have a range of career anxiety scores between 34.539-58.721 ($M=46.43$, $SD=12.091$). Meanwhile, the career decision-making uncertainty scores ranged from 91.119 to 141.041 ($M=116.1$, $SD=24.961$). This indicates that the respondents who filled out the questionnaire were evenly distributed in terms of career decision-making uncertainty and career anxiety scores. Based on the above description, the researcher was interested in conducting further research with the aim of describing the level of career anxiety among students at the Attanwir Institute in Bojonegoro.

METHOD

This study used a quantitative descriptive research method. The research sample consisted of 60 students from the Attanwir Institute in Bojonegoro, selected using random sampling. The instrument used in this study was a career anxiety scale. The career anxiety scale was a Likert scale consisting of 50 statements divided into favorable and unfavorable items with answer alternatives of strongly agree, agree, disagree, and strongly disagree, which were compiled from the concept of Tsai, Hsu & Hsu, consisting of aspects of personal skills, irrational opinions about work, work environment, education, and professional training.

The career anxiety scale that had been compiled was then distributed to a research sample of 60 students. The researcher used a tryout scale. After the scale was filled out by the research subjects, a validity test was carried out using the product moment formula with the help of SPSS 26.0, and a reliability test was carried out using the Cronbach's alpha formula with the help of the SPSS 26.0 application.

Based on the r table for a sample of 60, the value is 0.254. Of the 50 statement items, after testing their validity using the product moment formula with the help of SPSS 26.0, 30 items were found to be valid, namely items 2, 3, 5, 7, 9, 10, 12, 14, 16, 18, 20, 22, 24, 25, 26, 28, 29, 31, 33, 36, 37, 38, 41, 42, 43, 45, 46, 47, 48, and 49. Meanwhile, there are 20 invalid items, including items 1, 4, 6, 8, 11, 13, 15, 17, 19, 21, 23, 27, 30, 32, 34, 35, 39, 40, 44, and 50. The lowest score range was on item 4, which was 0.015, while the highest score was on item 20, which was 0.811. The reliability test results on the career anxiety scale were 0.935, which is in the very strong reliability category. When viewed from the average value, career anxiety is in the very strong category at an interval of 0.91-0.99. Next, an analysis was carried out using descriptive analysis with SPSS 26.00.

Data Analysis

The research subjects were classified into three rankings: Upper Ranking (group of students classified as having high career anxiety), Middle Ranking (group of students classified as having moderate/fair career anxiety), and Lower Ranking (group of students classified as having low career anxiety), using the following formula:

$$\begin{aligned}
 & \xrightarrow{\hspace{1.5cm}} \text{Rangking Atas} \\
 M + 1 \text{ SD} & \\
 & \xrightarrow{\hspace{1.5cm}} \text{Rangking Tengah} \\
 M - 1 \text{ SD} & \\
 & \xrightarrow{\hspace{1.5cm}} \text{Rangking Bawah}
 \end{aligned}$$

Description:

M = Mean

SD = Standar Deviasi

Known:

Mean = 71,95

SD = 13,662

Calculation:

M+1 SD= 71,95 + 13,662 = 85,612

M-1 SD= 71,95 - 13,662 = 58,288

Tabel 1. Classification of Career Anxiety

No	Range	Classification	Number of Students
1	85,612 – 98	High	11
2	58,288 - 85,612	Medium	43
3	0 - 58,288	Low	6
Total			60

To determine the description of the career anxiety level of students at the Attanwir Institute in Bojonegoro, researchers used descriptive analysis tests, as shown in the following table:

Tabel 2. Descriptive Statistic

	N	Ran	Mini	Maxi	Sum	Mean	Std.	Variance	Skewness		Kurtosis	
	Sta	ge	num	mum	Stati	Statist	Devitati	Statistic	Statistic	Std.	Statistic	Std.
	tistic	Stati	Stati	Statis	c	ic	on		ic	Error	ic	Error
	ic	stic	stic	tic			Statistic					
SKOR	60	64	34	98	4317	71,95	13,662	186,658	-.143	.309	.415	.608
Valid N (listwise)	60											

Based on the descriptive analysis using SPSS 26.0, the number of research subjects was 60 students. Among these 60 students, the lowest (minimum) career anxiety score was 34, while the highest (maximum) score was 98. Meanwhile, the sum is the sum of the career anxiety scores of the 60 students at the Attanwir Institute in Bojonegoro, which is 4317. The average or mean of the 60 subjects is 71.95 with a standard deviation of 13.662.

Skewness and kurtosis are measures to see whether career anxiety scores are normally distributed or not. Skewness measures the skewness of the data, while kurtosis measures the peak of the data distribution. Data can be said to be normally distributed if it has skewness and kurtosis values close to 0. In the SPSS output display above, the skewness and kurtosis values are -0.143 and 0.415, respectively, so it can be concluded that the career anxiety scores of Attanwir Institute Bojonegoro students are normally distributed.

Based on the researcher's findings on the research subjects, with a total of 60 students, it is known that out of 17 male students, 3 male students have a high level of career anxiety with a percentage of (17.65%), 12 male students have a moderate level of career anxiety with a percentage of (70.59%), and 2 male students had low career anxiety levels with a percentage of (11.76%). Meanwhile, among the 43 female students, it was found that 8 female students had high career anxiety with a percentage of (18.61%), 31 female students had moderate career anxiety with a percentage of (72.09%), and 4 female students had low career anxiety with a percentage of (9.3%).

When viewed from the age range classification of the 60 research subjects, it can be seen that 1 student in their 19th year, in their 4th semester, had a high level of career anxiety. Among the 5 students aged 20 in their 4th semester, 1 student had a low level of career anxiety and 4 students had a moderate level of career anxiety. Furthermore, among the 25 students aged 21 in their 6th semester, 2 students had a high level of career anxiety, 22 students had a moderate level of career anxiety, and 1 student had a low level of career anxiety.

Then, among 21 students aged 22 years old in their 8th semester, 7 students had high career anxiety, 12 students had moderate career anxiety, and 2 students had low career anxiety. Among the 6 eighth-semester students aged 23, 1 student had a low level of career anxiety and 5 students had a moderate level of career anxiety. Meanwhile, among the 1 eighth-semester student aged 24, the student had a moderate level of career anxiety. Then, among the 1 eighth-semester student aged 25, the student had a high level of career anxiety.

When viewed from the level of education of the research subjects, it was found that 6 students were in their 4th semester, with 1 student having a low level of career anxiety with a percentage of (16.67%), 4 students having a moderate level of career anxiety with a percentage of (66.66%), and 1 student having a high level of career anxiety with a percentage of (16.67%). Among the 25 students in their sixth semester, 1 student had a low level of career anxiety (4%), 22 students had a moderate level of career anxiety (88%), and 2 students had a high level of career anxiety (8%). Furthermore, among 29 students in their 8th semester, 4 students had low career anxiety with a percentage of (13.79%), 17 students had moderate career anxiety with a percentage of (58.62%), and 8 students had high career anxiety with a percentage of (27.59%).

A person who experiences career anxiety will be affected in their ability to make career decisions. Career anxiety can also prevent a person from making decisions about their career path and the career development process they will undergo (M., Thai, Unno, S., Montgomery, S., Benitez, B, 2014). Career anxiety is also influenced by several factors that can cause students to experience career anxiety, namely lack of practical experience, minimal understanding of the world of work, and pressure from parental expectations. In addition, uncertainty in finding a job, fierce

competition, and a negative image of the world of work can also trigger anxiety. Understanding the factors that cause career anxiety in students can encourage students to better prepare themselves to face challenges in the world of work and reduce anxiety levels.

Based on the results of the analysis, it is known that women tend to experience career anxiety more than men. This is in line with research by Berliana Henu Cahyani and Flora Grace Putrianti, which states that there are differences in anxiety about facing the world of work based on gender, where women have higher anxiety than men. Hypothesis testing using a difference test showed significant results, namely $t=-2.427$, $p=0.018$, $p<0.05$. Research by Seilyana Zahrotul Mahmudah et al. also shows that female students tend to experience higher levels of future anxiety than male students. The tendency for female students to experience higher career anxiety than male students encourages them to prepare themselves better before graduating from college, such as by seeking information on job vacancies and participating in training to improve their skills.

A good psychological state will lead final-year students who are experiencing career anxiety to their personal goals, maximizing their potential, developing a more meaningful life, the ability to establish good relationships with others, and successfully managing environmental demands and opportunities. It also increases more independent (autonomous) self-direction and develops positive self-esteem (Ryff & Singer, Strauser et al., in Mahmudah, S. Z, 2025). The results of this study found that career anxiety has an influence on a person's future career planning as well as the social-emotional and psychological aspects of students.

RESULTS AND DISCUSSION

Result

This study consists of one variable, namely career anxiety. The number of subjects in this study was 60. Based on the results of the scale distribution to the research subjects, the results can be described as follows:

Respondent Identity

1. Subject Age

The subjects in this study consisted of several age ranges. The age of the research subjects can be seen in the following table:

Table 3. Umur Subjek Penelitian

No	Age	Number of Research Subjects
1	19 years	1 student in semester 4
2	20 years	5 students in semester 4
3	21 years	25 students in semester 6
4	22 years	21 students in semester 8
5	23 years	6 students in semester 8
6	24 years	1 student in semester 8
7	25 years	1 student in semester 8

Based on the table above, it can be seen that the most common age of the research subjects was 21 years old, with 25 students in their 6th semester. There were 29 students in their 8th semester who were research subjects, ranging in age from 22 to 25 years old. Furthermore, there are 6 students in semester 4 with ages ranging from 19-20 years old. There are 25 students in semester 6 who are 21 years old. There are 21 students in semester 8 who are 22 years old, 6 students in semester 8 who are 23 years old, 1 student in semester 8 who is 24 years old, and 1 student in semester 8 who is 25 years old. This shows that Attanwir Institute Bojonegoro

students in the 4th, 6th, and 8th semesters, especially those aged 19-25 years, are at a productive age full of active growth and development in preparing themselves for the future, especially in terms of career planning.

2. Gender of Subjects

Gender can generally make a difference in the career anxiety felt by final year students at the Attanwir Institute in Bojonegoro. Gender can often be a differentiator in the activities carried out by students at the Attanwir Institute in Bojonegoro. The presentation of research subject data based on gender is as follows:

Table 2. Number of Subjects Based on Gender

No	Number of Students	Gender
1	17 Students	Male
2	43 Students	Female

Based on the gender table above, it can be seen that there were 17 male research subjects and 43 female research subjects.

Discussion

Career anxiety is a negative feeling that includes worry, fear, and doubt about one's future career. This anxiety can be caused by a lack of certainty about one's talents and skills, or an inability to make decisions in choosing the right career. Career anxiety can have a negative impact on a person's psychological well-being, especially for final-year students who are preparing to enter the workforce. High anxiety can reduce career readiness and psychological well-being. People who experience career anxiety may find it difficult to make career choices because of various factors that make them hesitate.

According to Hamed (2016) in Muqarrama R, Razak et al., anxiety is a common psychological disorder due to the complexity of individual roles and diverse responsibilities, which increase fears about the future. Emotional anxiety is intensified by thoughts about the future, work, and work-related fears. According to Mu'arifah (2005), anxiety can be defined as an unpleasant emotional condition characterized by subjective feelings such as tension, fear, worry, and also marked by the activation of the central nervous system. Duranda and Barlow (Pambudhi et al., 2021) reveal that the anxiety faced by students in the world of work is a state of mind in which individuals feel anxious about future failures.

Tsai (Widyastuti, 2021) reveals the dimensions of anxiety about future careers:

1. Personal Ability

Personal ability is an individual's capacity to acquire certain skills used to perform specific activities.

2. Irrational Beliefs About Work

Irrational beliefs about work are illogical thoughts that a person believes and that occur continuously about the work they will face.

3. Work environment

The work environment refers to information about work that can have a major impact, such as concerns about future employment and competition in getting a job.

4. Professional Education Training

Practical knowledge about professional skills and understanding realistic career expectations. This aspect includes concerns about one's expertise, jobs that match one's interests and talents, the application of what has been learned, and one's professional skills.

According to Yonne and Irana (Widyasturi, 2021), the factors that influence career anxiety include:

1. Internal factors: Internal factors include individuals' thoughts and expectations regarding their future, such as their aspirations.
2. External factors: External factors of individual career anxiety include family, such as parents, spouses, or close friends.
3. Surrounding environment: This includes friends, workplace, neighbors, culture or traditions, and even customs.

There are many factors that contribute to career anxiety felt by final year students, namely: feeling that the more competitors there are, the less likely they are to get their desired job, then the news that is often heard by respondents about the world of work is negative information, which becomes a factor causing anxiety experienced by students, then there are parents' expectations that are too high for their children, so that children feel pressured and anxious, then there are friends who have started working and feel the burden of the world of work, so that students feel anxious because they get negative views from their friends, Finally, there is a lack of confidence among final-year students, such as feeling that they cannot compete in the world of work, feeling that they lack skills, being unable to determine their future career, or being afraid to make plans because they always feel incapable of entering the world of work and often compare themselves to others.

The anxiety felt by final-year students can be reduced if they receive social support and strategies for self-motivation. Social support obtained from their surroundings includes emotional support from parents and encouragement from friends to continue improving their skills. Final year students can reduce their anxiety about their future careers by motivating themselves to always be patient and trying to motivate themselves that there will be something better.

This is in line with Vigoni's (Mirah, et al., 2018) opinion that anxiety felt by individuals who have a secure attachment with their parents tends to be well managed. Azhari and Mirza (Pambudhi et al., 2021) state that students need the right strategies to face possible future events in the form of internal motivation, which results in the desire to set goals and evaluate and modify their own behavior.

The results of a study by Harlina et al. (2017) mention that someone feels anxious about their career due to demands from their parents, with most of the 36 respondents (60.0%) agreeing. Parental behavior towards their children greatly affects them physically, socially, and psychologically. The role of parents is as a support system for their children in all matters, especially regarding their future careers. Sometimes parents want to give their children the best, but an excessive attitude on the part of parents will make children feel pressured. Parents tend to want their children to have outstanding achievements and careers, making students feel pressured by their parents' expectations, resulting in anxiety about disappointing them and themselves (Sinaga, 2019). Demands from parents make students afraid to explore careers, afraid of failure and becoming educated unemployed.

Based on the results of Ella Irnanda's (2023) research, almost all of the 50 respondents (83.3%) chose a major according to their interests and talents. Choosing a major that suits one's interests and talents will help in the learning process and is the first step in achieving a career.

Choosing the wrong major will result in poor grades, feeling pressured, causing students to drop out of college, and losing enthusiasm for college. The negative impact of not being prepared in choosing a major is that it often leads to a decline in academic performance and a loss of motivation to study. (Hermawan, in Maharani et al., 2021). One factor in achieving a career is choosing a major that suits one's interests and talents, but this needs to be accompanied by optimism about one's abilities and motivation to learn.

According to Nuraini (2022), in order to be successful, one needs to learn and be motivated to achieve success. The increasingly limited job opportunities require students to study harder in the courses taught by their lecturers. If someone has a negative self-concept, including a lack of experience in work practice, internships, and very little information about the world of work, then anxiety in facing the world of work will tend to be high, due to the prospective employee's lack of understanding of the world of work they will face (Sari & Astuti, in Zulfahmi, 2021).

Feeling indifferent about one's own future will also affect the learning process so that students do not care about themselves and feel resigned about their careers. Students are required to be more competent, especially diploma students who have increasingly limited job opportunities because of professional demands and hospitals wanting graduates with higher education levels.

Three ways to minimize anxiety according to Dale Carnegie (2019): Here are some ways that can help eliminate anxiety:

1. When facing a worrying problem, don't think about it constantly. Face and resolve the anxiety immediately by making a decision. Most anxiety is caused by indecision. Once you have made a decision, stick to it. Your decision may not necessarily be correct, but any positive action is usually better than taking no action at all.
2. Determine where logic ends and anxiety begins. Remember, feeling anxious is not the same as thinking. Clear thinking is constructive.
3. If there is something we can do to solve an annoying problem, do it. We must take all steps to overcome it so that our anxiety disappears.

Based on the researchers' findings on the research subjects, with a total of 60 students with career anxiety levels at the Attanwir Institute in Bojonegoro, it was found that 17 male students had career anxiety levels, 3 male students had high career anxiety levels, 12 male students had moderate career anxiety, and 2 male students had low career anxiety. Meanwhile, among female students, it was found that 43 female students had average career anxiety levels, 8 female students had high career anxiety levels, 31 female students had moderate career anxiety levels, and 4 female students had low career anxiety levels.

When viewed from the age range classification of the 60 research subjects, it can be seen that: 1 fourth-semester student aged 19 had a high level of career anxiety. Five fourth-semester students aged 20 had a moderate level of career anxiety, 1 student had a low level of career anxiety, and 4 students had a moderate level of career anxiety. Furthermore, 25 students aged 21 in their sixth semester had career anxiety, with 2 students having high career anxiety, 22 students having moderate career anxiety, and 1 student having low career anxiety. Then, 21 students aged 22 in their 8th semester had career anxiety, with 7 students having high career anxiety, 12 students having moderate career anxiety, and 2 students having low career anxiety. There were 6 students aged 23 in semester 8 with career anxiety, 1 student with low career anxiety, and 5 students with moderate career anxiety. Meanwhile, there was 1 student aged 24 in semester 8 with moderate career anxiety. Then, there was 1 student aged 25 in semester 8 with high career anxiety.

When viewed from the educational range of the research subjects, 60 students at the Attanwir Institute in Bojonegoro can be identified; 6 students are in their 4th semester with a high level of career anxiety, 1 student has a low level of career anxiety, 1 student has a high level of career anxiety, and 4 students have a moderate level of career anxiety. Then, 25 students were in their 6th semester with high career anxiety, 22 students had moderate career anxiety, 2 students had high career anxiety, and 1 student had low career anxiety. Furthermore, 29 students were in their eighth semester with career anxiety levels, 17 students had moderate career anxiety levels, 8 students had high career anxiety levels, and 4 students had low career anxiety levels.

Based on the results of the above study, it can be stated that students at the Attanwir Institute in Bojonegoro have moderate career anxiety, which will have an impact on obstacles in their ability to make career decisions. Career anxiety can also prevent someone from making decisions about their career path and the career development process they will undergo (Thai, 2014).

Career anxiety is also influenced by several factors that can cause students to experience career anxiety, such as lack of practical experience, minimal understanding of the world of work, and pressure from parental expectations. In addition, uncertainty in finding a job, fierce competition, and a negative image of the world of work can also trigger anxiety. By understanding the factors that cause career anxiety in students, they can better prepare themselves to face challenges in the world of work and reduce their anxiety levels.

A good psychological state will lead final-year students who are experiencing career anxiety to their personal goals, maximize their potential, develop a more meaningful understanding of life, build good relationships with others, and successfully manage the demands and opportunities of their environment. It also increases more independent (autonomous) self-direction and develops positive self-esteem (Ryff & Singer, 1996; Strauser et al., 2008). The results of this study found that career anxiety has an influence on a person's future career planning as well as the social-emotional and psychological aspects of students.

REBT group counseling is a method created by Albert Ellis, which focuses on irrational thinking to become rational thinking. This method is related to emotional behavior and thinking that aims to help individuals recognize what causes irrational beliefs to arise. According to Thahir, the main objective of counseling using the *Rational Emotive Behavior Therapy* (REBT) method is to help individuals realize that they can live in a more rational and productive way.

This also shows that group counseling services using the *Rational Emotive Behavior Therapy* (REBT) approach are an effort to prevent career anxiety among Muslim youth or students. This study shows findings that are in line with the research conducted by Nur Hikmah M, Siti Dea Ananda entitled "The Effectiveness of Group Counseling Services with the *Rational Emotive Behavior Therapy* Approach Using Symbolic Techniques and *Live Modeling* in Minimizing Career Anxiety in Final Year Students." The results show that the analysis of *paired t-test (non-parametric statistic)* SPSS version 16.0.

CONCLUSION

Based on the results of the study, it is known that the career anxiety scale compiled by the researcher from 50 valid items consists of 30 items, with 20 items discarded. The reliability of the career anxiety scale is 0.935, which falls within the reliability category of 0.91-0.99, thus classified as very strong reliability. The aspects of career anxiety among students at the Attanwir Institute in Bojonegoro are personal skills, irrational beliefs about work, work environment, education, and professional training. The classification range or groups of career anxiety among students at the

Attanwir Institute in Bojonegoro are 11 students in the high group, 43 students in the medium group, and 6 students in the low group.

Based on the results of this study, it is hoped that it can be used as a reference for ways to anticipate student career anxiety. The researcher's suggestions include efforts to anticipate excessive anxiety during the career selection process. For the Attanwir Institute in Bojonegoro, this study provides information about career anxiety trends among students and recommends programs to reduce student career anxiety by providing career guidance as preparation for entering the workforce and providing counseling services to students who have high career anxiety tendencies. For future researchers, this study is expected to be used to add to the field of research in the future.

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