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Basis For Career Guidance Program Development: Identification Of Transferable Skills In Generation Z Students

Akhmad Harum*
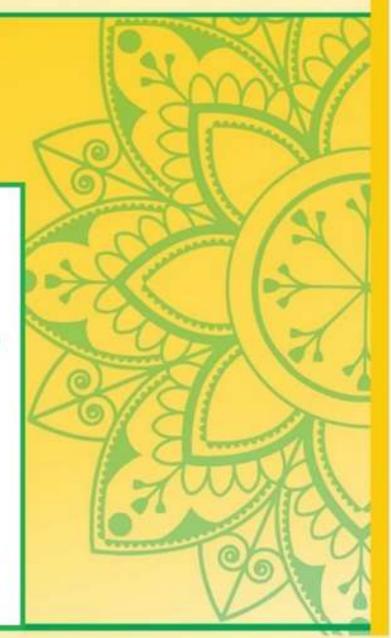Universitas Negeri Makassar, Indonesia
Email: akhmad.harum@unm.ac.id

	Abstract
Keywords: *career; career guidance program; transferable skill; Z generation*	*A transferable skill ensures success in learning and at the workplace. This study aimed to identify the transferable skills of Guidance and Counseling students as a basis for the development of career guidance programs. The method used in this research was descriptive quantitative. The researcher collected data using a transferable skills questionnaire. There were 222 students selected using simple random sampling in this study. The results of this study indicated that students' overall transferable skills were categorized as high, with skill aspects ranging from moderate to very high. The researcher found no gender difference in overall transferable skills (p>0.05). However, upon analyzing each aspect discovered a difference in social skills between male and female students (p<0.05). This study can be the basis for developing Generation Z's career guidance programs.*

	Abstrak
Kata kunci: karier; bimbingan karier; *transferable skills*; generasi Z	*Transferable skill* memastikan bahwa siswa dapat sukses dalam pendidikan maupun kariernya kelak. Penelitian ini bertujuan untuk mengidentifikasi *transferable skill* mahasiswa program studi Bimbingan dan Konseling. Metode yang digunakan dalam penelitian ini adalah kuantitatif deskriptif. Data dikumpulkan oleh peneliti transferable skill. Sampel penelitian adalah 222 mahasiswa yang dipilih melalui *simple random sampling*. Data menunjukkan bahwa secara umum *transferable skill* partisipan berada dalam kategori tinggi, dengan aspek-aspek keterampilan berkisar antara sangat tinggi hingga sedang. Selain itu, peneliti menemukan bahwa secara umum tidak terdapat perbedaan *transferable skill* antara mahasiswa dan mahasiswi. Namun, analisis berdasarkan aspek menunjukkan perbedaan *social skill* antara mahasiswa dan mahasiswi. Hasil penelitian ini dapat menjadi dasar pada pengembangan program bimbingan karier generasi Z.

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INTRODUCTION

Background Of The Study

Universities face challenges in producing qualified and competitive graduates. The global competition makes it imperative for universities to ensure the quality of their students. In the era of globalization, everyone is required to overcome various complexities due to global changes. Entering the 21st century, there have been notable changes that affect life, including changes in the work environment and workers' expectations (Kadarisman, 2017). In the last 10 years, Indonesia has made efforts to increase the Human Development Index, which is still categorized in the middle, with an average increase of 0.77% per year (BPS, 2022). Universities play a role in improving human resource quality by developing ecology, culture, and skills needed in the global competition landscape (Suryahadikusumah, Harum, & Prabiastuti, 2022).

There have been discussions about higher education for "Generation Z", also known as "Gen Z". This term refers to a group of people born around the mid-1990s to early 2010s, known as the technology generation. Currently, this generation is studying in higher education. Gen Z is accustomed to accessing information through online platforms. Generation Z's ability to manage various things simultaneously or multitask is also recognized (Subowo, 2021).

Based on the Statistics Indonesia (*Badan Pusat Statistika*/BPS), Generation Z represents 27.94% of Indonesia's total population, Generation Y accounts for 25.87%, and Gen X constitutes 21.88%. Gen Z is expected to dominate the Indonesian workforce (Jayani, 2021; Pandang, Rivai, Umar, & Arifyadi, 2022). There will be many challenges in the future, and universities need to prepare strategies to deal with them. Besides higher education institutions, the Indonesian Ministry of Education, Culture, Research, and Technology is responsible for preparing Gen Z for the future.

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The Ministry of Education, Culture, Research, and Technology issued the "Learning Independence – Independent Campus" (*Merdeka Belajar - Kampus Merdeka*/MBKM) program in 2020, which encourages every student to become more competitive (Siregar, Sahirah, & Harahap, 2020; Suryahadikusumah et al., 2022), especially through the emphasis on creativity and innovation in the workforce (Wilhelmus, 2020). The MBKM program comprises self-exploration and environmental exploration for students' development (Suryahadikusumah, Nadya, & Syaputra, 2022).

Career exploration refers to efforts to collect career information from various industries to prepare an individual to select a career based on potential, interests, and talents (Jiang, Newman, Le, Presbitero, & Zheng, 2018; Rahman & Bhakti, 2020). One form of career exploration program at school is transferable skill development. Transferable skills are important because they link students' understanding of themselves and their environment. These skills encompass abilities and knowledge that can be used in various jobs and career paths and are related to student career development in the era of disruption (Wibowo & Syamwil, 2019). Transferable skills are cross-sectoral abilities that make it easier for someone to navigate the workplace environment.

Transferable skills are the adhesive for all skills (UNICEF, 2019). They are life skills, 21st-century skills, soft skills or socio-emotional skills that enable young people to become agile, adaptive learners and citizens ready to face personal, academic, social and economic challenges (UNICEF, 2019). These skills are acquired in one situation but can be applied to new situations (Fajriani, Supriatna, & Kartadinata, 2022; Lambert, 1984; Yena, 2020). This indicates that transferable skills are basic life skills for all students and are needed to face the future.

Transferable skills are interpreted as a set of general skills needed in education and career, which are used in more than one context (Ruuskanen, Vehkamäki, Riuttanen, & Lauri, 2018) and learned in one context but can be useful in another (Weber et al., 2018). Suryahadikusumah, et al. (2022) suggested the multifaceted nature of transferable skills, listing several skills under that category, namely: 1) communication skills (CS), a skill that individuals need to communicate effectively, including the ability to convey information clearly, listen actively, and organize ideas well; 2) management skills (MS)

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are skills needed by individuals to manage time well, organize different tasks, and prioritize the list that has been made; 3) numerical skills (NS) refer to skills required to understand, interpret and process data numerically which is related to data analysis; 4) creativity skills (CRS) help individuals create diverse and innovative new ideas; 5) social skills (CS), which people need to socialize, adapt to a new environment, and collaborate as a team; 6) critical thinking skills (CTI), which enable individuals to analyze data and information in depth, and be able to make wise decisions; 7) business skills (BS), which guide individuals in carrying out business tasks, such as managing budgets, leading meetings, making financial projections, and recognizing business opportunities.

In addition, the term "transferable skills" often refers to 21st-century skills (Cleeton, 2011; Pellegrino & Hilton, 2012; UNICEF, 2019; Warren, 2022). Each student can learn character-building skills (21st-century skills), which are transferable to the next education level and can be applied in other contexts (Bertrand & Namukasa, 2020).

This reinforces that transferable skills are indeed an aspect or something that is needed for student development and should be included in Generation Z's career guidance programs. The implementation of career guidance by counseling teachers in schools is very important to support the success of educational goals. The teacher's ability to understand students through a series of assessments is the key to career guidance (Marantika & Nugraha, 2021). Career assessment is one of the most important facilities used in career selection and development (Schultheiss, Stead, & Liao, 2019).

According to a survey conducted by the US Department of Labor (Fajriani et al., 2022; Mynatt & Gibbons, 2004), the personal qualities most employers desire are responsibility, self-esteem, self-management, sociability and integrity. Each of these unique qualities is categorized as a transferable skill. One way to realize and achieve the competencies demanded by certain jobs is career guidance. Career guidance includes all components of services and activities in educational institutions and other organizations that offer career-related counseling and programs (Zunker, 2015).

The current changes impact all aspects of life including education and the workforce. In the face of these changes, researchers, educators, and employers agree that transferable skills are important. UNICEF also emphasizes that students need transferable skills, considering that they continue to look for jobs that demand them to

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connect skills such as basic skills, digital skills, and job-specific skills so they will be successful in multiple life aspects (Fajriani et al., 2022).

Rationale Of The Study

Given the importance of students preparing themselves to face the workforce, it is necessary to identify key transferable skills for developing a Generation Z career guidance program. Developing a career guidance program based on theoretical and empirical studies is important. As explained in the previous section, transferable skills are important in any industry, including the counseling sector. Counselors need most aspects of transferable skills: 1) communication skills (CS), which play a role in establishing communication with clients; 2) management skills (MS), which help manage time and activities as a counselor; 3) creativity skills (CRS), which are useful in assisting counselors to formulate appropriate solutions; 4) social skills (SS), which help counselors establish social interactions, especially with clients; and 5) critical thinking skills (CTI) to analyze client problems.

At the same time, counselors play a role in formulating guidance and counseling programs that can improve transferable skills, making it necessary for them to possess such skills. Therefore, it is important to conduct research on students from the Guidance and Counseling Program who are trained to work as counselors in the future. The present study focused on students of the Guidance and Counseling Study Program, at Makassar State University, Indonesia (Universitas Negeri Makassar, Indonesia).

Novelty Of The Study

Several studies had examined transferable skills (Baser, Hasan, Asha'ri, & Khairudin, 2017; Bertrand & Namukasa, 2020; Justice, Rice, & Warry, 2009; Kemp & Seagraves, 1995; Muhamad, 2012; O'Halloran, 2001; Purnomo, Marsono, & Tuwoso, 2022; Sapp & Thoron, 2014; Setyorini, Shabrie, & Faisal, 2022; Watson, 2003; Weber et al., 2018; Wibowo & Syamwil, 2019; Nägele & Stalder, 2016; Ruuskanen et al., 2018; Suryahadikusumah, Harum, et al., 2022). The present study has differences from its predecessors. It used a quantitative approach with descriptive and comparative methods. Apart from describing the level of each transferable skill, this research aimed to reveal gender differences in transferable skills. It also examined a new population,

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namely students from the Faculty of Education, Guidance and Counseling Study Program, Makassar State University.

METHODS

Research Design

The study used the descriptive quantitative research design. This research identified transferable skill aspects of students at the Faculty of Education, Makassar State University, Indonesia (Universitas Negeri Makassar, Indonesia).

Sampling and Research Sample

The researcher chose students majoring in education for the present study because the program is expected to generate teachers. The research participants were students of the Faculty of Education, totaling 222 Generation Z students (101 men and 121 women) who entered the university in 2021 and 2022, aged 17-19.

Instruments Of Measurement

The transferable skills instrument used in this study was developed by Suryahadikusumah et al. (2022) based on dimensions of essential skills proposed by UNICEF (2019). The validation test instrument using the confirmatory factor analysis test showed RMSEA=0.079 (RMSEA<0.080), CMIN/DF of 977.194/443 with a significance of 0.01, or <2.0, which confirmed the data-model fit. Then, by looking at other criteria, namely CFI = 0.916 (CFI>0.900), TLI = 0.908 (TLI>0.900), and GFI=0.905 (GFI>0.900), the data model further confirmed its fitness and validity. The reliability test on JASP showed McDonald's omega = 0.949 (ω_t > 0.70) and Cronbach's alpha = 0.949 (α>0.70), which confirmed the instrument's reliability (Saifuddin, 2020, 2021). The data analysis methods used were descriptive analysis and ANOVA.

RESULTS AND DISCUSSION

Research Results

This research was conducted on students of the Faculty of Education, Guidance and Counseling Program, Makassar State University. There were 222 people participating in the study (101 men and 121 women), spread across multiple class years. Their ages ranged between 17 to 19 years old.

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Overview Of Students' Transferable Skills

Transferable skills comprise several variables namely communication skills (CS), management skills (MS), numerical skills (NS), creativity skills (CRS), social skills (SS), critical thinking skills (CTI) and business skills (BS).

Categories were developed based on the scores obtained: mean 31 and above (very high), mean interval 20-30 (high), mean 10-15 (medium), and mean below 10 (low). Based on the results of descriptive analysis (Table 1), students' transferable skills are in the high category, with a mean value of 157.302 and SD = 23.123.

Table 1.

Differences In Transferable Skills Based On Gender

Variable	Mean	M-Square	p-Value
Transferable Skill	157.302	328.530	0.434 (p>0.05)
CS	27.086	52.275	0.067 (p>0.05)
MS	33.775	0.028	0.975 (p>0.05)
NS	18.869	1.220	0.805 (p>0.05)
CRS	21.617	5.455	0.573 (p>0.05)
SS	20.167	74.019	0.009 (p<0.05)
CTI	15.252	0.554	0.972 (p>0.05)
BS	20.536	2.677	0.712 (p>0.05)

Based on the results of the data analysis in Table 1, there was no gender difference in general transferable skills (*p*>0.05). Data also showed no gender differences in several aspects of transferable skills, namely CS, MS, NS, CRS, CTI, and BS (*p*>0.05). However, there was a significant gender difference in the SS aspect (*p*<0.05). Detailed SS data can be seen in Table 2.

Table 2.

Differences In SS Aspects Of Students Based On Gender

	Gender	Mean	SD	N
Aspect SS	Woman	19.535	3.632	101
	Man	20.694	42.924	121
N total				222

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Descriptive Analysis Of Students' Transferable Skill Aspects

Table 2 explains the results of the descriptive analysis of each transferable skill. It was found that students' MS level was very high. Meanwhile, CS, CRS, SS, and BS were categorized as high. The medium categorization of transferable skill levels was found in NS and CTI.

Table 3.

Descriptive Analysis Of Each Transferable Skill In Students

Transferable Skill	N	Minimum	Maximum	Mean	SD	Category
CS	222	17.000	35.000	27.086	3.943	High
MS	222	19.000	45.000	33.775	5.291	Very High
NS	222	6.000	30.000	18.869	4.466	Moderate
CRS	222	12.000	30.000	21.617	4.133	High
SS	222	12.000	25.000	20.167	3.308	High
CTI	222	6.000	20.000	15.252	2.815	Moderate
BS	222	6.000	30.000	20.536	4.421	High

Discussions

The study found that participants generally had a high level of transferable skills. Management skills (MS), which include managing projects, working in teams, and solving problems (Cleeton, 2011; Nägele & Stalder, 2016; Pellegrino & Hilton, 2012; UNICEF, 2019), were categorized as very high. Management skills are also related to people and time management (Muhamad, 2012; Sainz, Ferrero, & Ugidos, 2019; Setyorini et al., 2022). Students gain management skills because they have reached development tasks where they are expected to interact with others and work in teams to complete projects. Students also can learn independently, managing themselves and their environment.

Communication skills (CS), creativity skills (CRS), social skills (SS), and business skills (BS) among students were found to be high. Communication skills encompass the capacity to convey information by speaking, writing or other media (Cleeton, 2011; Pellegrino & Hilton, 2012). They are also related to nonverbal communication and intercultural sensitivity (Bedwell, Fiore, & Salas, 2014; Phillips, 1993; Bedwell, Fiore, & Salas, 2011). Creativity skills include generating new, diverse, innovative ideas (Pellegrino & Hilton, 2012). These skills are also related to perspective and visualization

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(Bedwell et al., 2014; Kozhevnikov, Kozhevnikov, Yu, & Blazhenkova, 2013; Bedwell et al., 2011; Setyorini et al., 2022). Social skills include being cooperative and working with others (Pellegrino & Hilton, 2012; UNICEF, 2019). The ability to adapt to various social situations is another facet of social skills (Bedwell et al., 2014; Nägele & Stalder, 2016; Oliveira, Castro, Silva, & Taveira, 2023; Pourpeyghambar, 2019). Business skills (BS) include the skills to carry out business tasks effectively (Milanovich & Eagleson, 2014; Purnomo et al., 2022). These skills are related to managing budgets, making financial projections, and recognizing business opportunities (Bhagra & Sharma, 2018; Mushtaq & Ansari, 2021; Watson, 2003).

High capability in students' communication skills, creativity skills, social skills, and business skills indicate that they have fulfilled their developmental tasks. These skills are embedded in students' learning activities and organizational involvement. However, they need to be consistently strengthened. These skills also greatly support students in completing their education and become beneficial in the workplace later. A study by Wibowo & Syamwil (2019) found a high level of communication skills, cooperation, discipline and responsibility in students.

Participants of this study were found to exhibit moderate levels of numerical skills (NS) and critical thinking skills (CTI). Numerical skills include understanding and processing numerical data (Setyorini et al., 2022; UNICEF, 2019) and problem-solving (Reinhold et al., 2020). They are also related to mastery of information technology for data analysis (Muhamad, 2012; Setyorini et al., 2022). Meanwhile, critical thinking skills include the ability to perform analysis, information processing, decision-making, and problem-solving (Fajriah, Surahman, & Mustofa, 2021; Heidari & Ebrahimi, 2016; Nägele & Stalder, 2016; Orhan, 2022; Turan, Fidan, & Yıldıran, 2019; UNICEF, 2019). These skills are also related to research, logic and evaluation skills (Setyorini et al., 2022). This moderate ability in numerical and thinking skills indicates the need for more emphasis on these skills, especially since Generation Z students are expected to deal with a high volume of data in the workforce.

Critical thinking skills are among the essential abilities that directly affect students' academic and professional success in the future (Wiyoko, 2019). Critical thinking skills are important in preparing the nation's next generation to become critical, honest and

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dignified thinkers who can face various challenges with full confidence (Wiyoko, 2019). According to a study by Nadiasari & Palma (2022), critical thinking and numerical skills tend to be less developed in Generation Z.

The researcher found no significant differences in general transferable skills between male and female students. However, data suggested a gender difference in the social skill aspect. Past studies (Abdi, 2010; Aprianti, 2019; Handayani, Wikanengsih, & Rosita, 2021; Purnama & Wahyuni, 2017) found that the social competence of female adolescents is generally higher than their male counterparts. However, a study by Salavera & Usán (2021) discovered that men displayed higher social competence than women. Different results may be influenced by respondents' conditions and trends in the current generation. The present study indicates that men and women have different levels of social skills, which are related to the ability to adapt to new environments and cooperate with others. This study was contained in the context of learning.

There was no gender difference found in the aspect of management skills, which are related to learning management in students. Research conducted by Damayanti (2012) and Nurahaju (2020) showed no significant differences in learning styles regarding personality type and gender. Previous studies (Anita, 2015; Nurahaju, 2020) also found no significant difference in the learning motivation between genders.

Syamsu & Milla (2014) examined self-management in 605 students and found no gender difference showed in self-management. Both male and female students in the study showed moderate levels of self-management. This means that students were capable of planning, organizing, implementing/directing and controlling academic activities up to some level. Planning is the most important process of all management functions.

Regarding communication skills, Deborah Tannen theorized that there are differences in communication styles between men and women (Griffin, 2006; Muhtar, 2021). Tannen's Genderlect theory suggests that men's talk focuses on service status, conversation content, and power, while women focus on connectivity or relationships (Griffin, 2006). Women are more cooperative and subtle when engaging in interpersonal relationships, while men focus more on maintaining hierarchical relationships (Amin, 2017; Muhtar, 2021). A study by Muhtar (2021) showed differences in communication

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styles between men and women when communicating face-to-face and digitally. In line with research conducted by Mirawati, Suryana, Hidayat, & Agustin (2018), women initiate less humor into conversations than men but can still be engaged in ones. Women often feel like the target of the humorous themes being discussed.

According to research by Masril, Dakhi, Nasution, & Ambiyar (2020) and Kurnia, Sukarmin, & Sunarno (2021), women tend to be better at creative thinking and writing than men. Brizendine (2007) explained structural differences between men's and women's brains, resulting in differences in thought, perception, communication, etc. Carlson's research (Mansur, Ratnasari, & Ramdhan, 2022) found that men tend to be socially oriented, while women are more personally oriented.

Gender differences in business skills have been examined by Sherlywati, Handayani, & Harianti (2017); Fauzi & Fahlia (2023); and Taneo, Noya, Melany, Nirwana, & Adriana (2021). Male entrepreneurs are more independent in facing competitive challenges than female entrepreneurs, who have a more independent image in running their businesses. Women are risk-takers and like the challenge of business compared to male entrepreneurs. Men tend to think more about business development and are more flexible in facing future challenges, so it can be predicted that male entrepreneurial creativity is higher than their female counterparts. Meanwhile, female entrepreneurs almost have no tolerance for environmental changes that occur and will occur and lack creativity.

All aspects of students' transferable skills are needed, as well as the development of career guidance programs. As stated by Warren (2022), to be successful in the 21st century workforce graduates should have a combination of technical and transferable skills. Deeper learning is essential for developing 21st century competencies (including skills and knowledge) and applying transferable skills (Pellegrino & Hilton, 2012).

The literature shows that transferring knowledge and skills is a process that needs to be consciously shaped through learning design. Transferable skills can be embedded in curriculum design, including developing career guidance programs. Preparing students to become continuous learners requires teaching transferable skills that can be used in various situations and contexts (Kennedy & Dull, 2008).

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Skills can be acquired through formal training courses provided by higher education institutions but are not limited to professionally accredited training. Collins-Nelsen et al. (2022) mentioned that students seek opportunities to develop transferable skills, often through extra and co-curricular programs. Many transferable skills can be acquired through learning-by-doing activities, such as work-based learning, internships, and extracurricular experiences (Weber et al., 2018).

Using the transferable skills template in designing training will help develop a teaching philosophy for these skills (Fajriani et al., 2022; Kolot, Lopushniak, Kravchuk, Varis, & Ryabokon, 2022). Various learning approaches are carried out to develop transferable skills in students, including task-based learning (O'Halloran, 2001), action learning (Yeadon-Lee & Hall, 2013), scientific approach learning strategy (Hadromi et al., 2021), authentic learning (Ornellas, Falkner, & Edman Stålbrandt, 2019), innovative learning (Justice et al., 2009), dan experiential learning (Collins-Nelsen et al., 2022).

Research provided evidence that the inquiry learning process is transferred from the course to other learning situations, and the transfer of core skills occurs under certain learning conditions that can be fostered by specifying the course's pedagogical objectives (Justice et al., 2009).

Transferable skills are also developed with other techniques or interventions such as transferable skill badges (Hill, Overton, Kitson, Thompson, & Bayley, 2020), team management techniques (Kennedy & Dull, 2008), training modules (Sapp & Thoron, 2014), and supplemental instructional model (Achat-Mendes et al., 2020). A study showed that transferable skill badges increased student proficiency and ability to identify skills that were improved through the curriculum. With this approach, students participate in reflective discussions and are asked to display transferable skill badges on learning resources or assigned tasks. This makes students more aware of skills improvement, helping to identify areas that they need to develop more (Hill et al., 2020).

Transferable skills are becoming a part of early career guidance, not only in higher education. According to Lumley & Wilkinson (2013), developing the right skills and attitudes is essential for successfully transitioning from education to the workforce. This aligns with the purpose of career guidance according to Farozin (2016), which is to help someone understand the correlation between skills gained in school and needed in their

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career goal. Fede, Gorman, & Cimini (2018) and Suryahadikusumah, Nadya, & Syaputra (2022) asserted that the assessment of transferable skills can be the basis for developing learning experiences at school.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Students of the Faculty of Education, Makassar State University, showcased moderate to high levels of transferable skills, which comprise communication skills (CS), management skills (MS), numerical skills (NS), creativity skills (CRS), social skills (CS), critical thinking skills (CTI), and business skills (BS). Generally, there is no difference in overall transferable skills between male and female students. However, an analysis of transferable skill aspects found that women have higher social skills than men. Transferable skills are formed due to experience, work ability, and personal history. Therefore, it is assumed that students have undergone various learning experiences affecting their transferable skills.

Suggestions

The present study only described transferable skills among students in a certain faculty. Future research should expand the study, such as by examining students' demographic factors. The results of this study can be the basis for developing career guidance programs for Generation Z. These programs can help students successfully transition from academics to the workforce.

AUTHORS CONTRIBUTION STATEMENT

Akhmad Harum: Conceptualization; Data Curation; Formal Analysis; Funding Acquisition; Investigation; Methodology; Project Administration; Resources; Validation; Visualization; Writing Original Draft; Writing, Review & Editing

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1. The article must be **scientific**, either based on the **empirical research** or **conceptual ideas (example systematic literature review and meta-analysis)**. The content of the **article have not published yet in any journal, and should not be submitted simultaneously to another journal**.

2. Article must be in the range between **20-30 pages**, including title, abstract, keywords, and references

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All submitted manuscripts will be double-checked for plagiarism using at least two anti-plagiarism softwares and Academic Journal of Psychology and Counseling unique detection of plagiarism. The submitted manuscripts written under the same 100% or less condition as other published manuscripts would be blacklisted.