



Need-Based Development of Out-Of-School Guidance and Counseling Services to Strengthen Self-Identity of Karang Taruna Youth

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Abstract : This study aims to design a needs-based Out-of-School Guidance and Counseling program to strengthen self-identity and career readiness among members of the “X” Karang Taruna youth organization in Bantaeng Regency. A qualitative case study approach was used. The instruments employed were observation and interviews. The subjects of this study were 30 Karang Taruna members aged 16–25 years. Data analysis was conducted using thematic analysis, which included open coding, thematic grouping, and interpretation of meaning. Data from observations and interviews were transcribed verbatim and then categorized into main themes such as self-confidence, career, and life skills. The research results revealed three main issues: low self-efficacy and anxiety when speaking in public, an unclear career path, and limited life skills. This program comprises three components: Public Speaking Training, Career Planning Guidance, and Life Skills Training, and is proposed as a community-based counseling model to address psychosocial issues in non-formal youth settings.

Keywords : Out-of-School Guidance and Counseling; Self-Identity; Career Readiness; Youth; Community Counseling.

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INTRODUCTION

Youth are a strategic national asset, playing an essential role in social, economic, and cultural development. However, the transition to adulthood often represents a period full of challenges, especially in the formation of self-identity, career direction, and independence. (Erikson, 1968) affirms that identity formation is a key developmental task at the end of adolescence and the onset of adulthood, while Arnett (Arnett, 2014) describes emerging adulthood as a phase of exploration of values, roles, and life aspirations. During this stage, individuals are required to understand themselves, determine life direction, and adapt to complex social and economic demands.

Recent studies show that positive self-identity development correlates with psychological well-being and life satisfaction (Klimstra & Adams, 2021). Conversely, identity confusion is associated with increased anxiety, low self-efficacy, and a lack of career orientation. In the Indonesian context, young people who join non-formal social organizations such as Karang Taruna often face similar psychosocial obstacles, largely due to limited access to contextual guidance and counseling services (Panda, 2024).

According to Lase (Lase, 2018), institutions outside of formal education—such as community welfare centers, social institutions, and career development centers—play a strategic role in integrating guidance and counseling (BK) services to provide broader positive impacts for society. Within this framework, implementing BK services outside of school opens more inclusive access for individuals not directly involved in the formal education system. These services not only help individuals overcome mental health issues but also play a vital role in strengthening social skills and

improving career decision-making abilities (Fitriyah et al., 2023). Additionally, institutions like FAHASTA that implement BK services contribute to creating a safe and supportive environment for those who face obstacles or discomfort in seeking help (Rahman, et al., 2022).

Needs assessment is crucial in designing out-of-school counseling services to ensure that interventions are relevant to the psychosocial needs of youth. On the other hand, Thomas & Henrickson (2022) found that counselors working with emerging adults face complex dynamics such as identity instability and social role ambiguity.

Previous studies in Indonesia have mostly focused on BK services in formal schools, while community-based approaches remain rarely developed systematically and based on actual needs. This shows a research gap in developing out-of-school BK service models that explicitly target strengthening self-identity and career readiness in non-formal youth communities. International studies, such as the report by The Wallace Foundation (The Wallace Foundation, 2024) confirm that career readiness and self-identity clarity are determining factors for a successful transition into healthy adulthood.

Based on this context, this research has two main objectives:

1. To identify the need for guidance and counseling services in the "X" Karang Taruna community in Bantaeng Regency using a qualitative case study approach.
2. To design an out-of-school guidance and counseling service model that is contextual and meets the needs of strengthening self-identity and career readiness among youth.

This study assumes that fulfilling community-based counseling needs can strengthen self-efficacy, clarify career direction, and foster a positive self-identity in youth. Thus, the conceptual hypothesis of this research is that need-based out-of-school BK services have the potential to enhance self-identity and career readiness among youth in non-formal communities.

This research is important because: (1) it provides empirical contributions to the development of community-based guidance and counseling models in Indonesia; (2) it enriches the theory of identity formation during emerging adulthood; and (3) it provides a conceptual and practical basis for designing youth empowerment services relevant to local needs.

Conceptually, the results of this study are expected to contribute to the development of the state of the art in out-of-school BK, strengthening the integration between identity development theory and community-based counseling practice. In addition, this research is expected to open new avenues of study on the effectiveness of non-formal BK interventions in increasing career readiness and psychological well-being among youth.

METHOD

This study employed a qualitative case study design to develop need-based Out-of-School Guidance and Counseling (BK) Services for youth in the "X" Karang Taruna community in Bantaeng Regency, South Sulawesi. This approach was chosen to deeply understand the needs, experiences, and psychosocial challenges faced by community members. The focus of the study was the exploration of self-identity, self-confidence, career planning, and life skills in the context of non-formal communities. The results are expected to produce a contextual and applicable service design.

The scope of this study includes all social and entrepreneurial activities undertaken by members of Karang Taruna "X". The operational focus is on identifying the need for out-of-school BK services to strengthen youth self-identity. Self-identity in this study encompasses self-confidence, understanding of social roles, and career direction. Out-of-school BK is defined as counseling and guidance services provided outside formal educational institutions, oriented toward individual potential development in the community.

The study was conducted in Bantaeng Regency, with the population comprising all members of Karang Taruna "X" aged 16–25 years, among whom 40 are active members. Of these, 30 active members engaged in social and entrepreneurial activities were selected as main participants using

purposive sampling. Sample selection was based on active involvement, availability, and willingness to participate in interviews and other data collection activities.

The research instruments consisted of interview guidelines, survey questionnaires, and observation sheets. The interview guidelines used open-ended questions to explore personal experiences, perceptions, and expectations regarding Guidance and Counseling services. The questionnaire identified counseling and guidance needs, focusing on three main areas: self-confidence, career planning, and life skills. The observation sheets were used to document social behaviors, interaction patterns, and participation levels in group activities. Data validity was strengthened through source triangulation and method triangulation, combining observations, interviews, and surveys to ensure consistency and reliability of the information obtained.

Data collection was carried out in three main stages. The first stage involved participatory observation of community activities to understand group dynamics and member involvement patterns. The second stage consisted of in-depth interviews with administrators and members representing diverse social backgrounds, each lasting 30–60 minutes. The third stage was the distribution of needs surveys to all active members to obtain quantitative descriptions of areas requiring attention in BK services. Data collection took place over two months, aligned with the community activity schedule.

Data analysis was performed using thematic analysis as developed by Braun & Clarke (Braun, V., & Clarke, 2006), including open coding, thematic grouping, and interpretation of meaning. Data from observations and interviews were transcribed verbatim, then categorized into main themes such as self-confidence, career, and life skills. Interactive analysis followed the model of Miles and Huberman (Miles, M. B., & Huberman, 1994) comprising data reduction, data display, and conclusion drawing simultaneously. To ensure validity, member checking was conducted with several participants to verify the researchers' interpretation of the data provided.

The underlying assumption of this study is that Karang Taruna members have the potential and awareness to grow but require systematic support through BK services suited to their social context. The scope of the study is limited to the exploration of BK needs in the Karang Taruna "X" community and does not cover full-scale service implementation. Therefore, the study's results focus on conceptual and applicable service design, not effectiveness testing.

The methodology was adapted from qualitative research guidelines by Creswell (Creswell, 2018) dan (Miles, M. B., & Huberman, 1994), and adhered to ethical standards of social research, obtaining informed consent from participants before interviews and observations. With a transparent and verifiable research design, the results of this study are expected to be replicable or adaptable to similar community contexts for the development of out-of-school BK services in other regions.

RESULT AND DISCUSSION

Result

Based on observations and in-depth interviews with administrators and members of Karang Taruna "X" in Bantaeng Regency, three main psychosocial problems were identified: (1) low self-confidence, (2) confusion in career choice, and (3) lack of life skills. These findings formed the foundation for designing need-based Out-of-School Guidance and Counseling (BK) Services to strengthen youth self-identity.

Tabel 1. Summary of Key Psychosocial Problems Among Karang Taruna “X” Members

| No | Aspect | Deskripsi Temuan Lapangan | Result on Self-Identity |
|----|----------------------------|---|--|
| 1. | Low Self-Confidence | Most members feel anxious when speaking in public and are reluctant to participate in community activities. | Resulting in lower engagement and a reduced sense of competence. |
| 2. | Confusion in Career Choice | Many members are unsure of their interests and potential, leading to | This triggers identity crises and future-related anxiety. |

| | | | |
|----|---------------------|--|---|
| | | indecision about educational or career paths. | |
| 3. | Lack of Life Skills | Members experience difficulties in time management and effective communication | Hindering collaboration and social adaptation within the community. |

These findings align with the perspectives of Baumeister and Vohs (in Owens & Stryker, 2001), who emphasize self-confidence as a crucial factor for social effectiveness and personal achievement. Career confusion among members supports the concept of identity crisis during emerging adulthood (Schwartz, S. J., 2011), while weak life skills reflect low readiness for adult life (Hagborg, 1996).

Based on these findings, a need-based Out-of-School Guidance and Counseling Service was designed, focusing on three main intervention topics:

Tabel 2. The Topic Out-of-School Guidance and Counseling Service for Youth

| No | The Topic | Tujuan Utama | The Main Material |
|----|---|--|---|
| 1 | Strengthening Self-Confidence through Public Speaking | Aims to increase members' confidence in public speaking | Covering basic public speaking skills, emotional regulation, and positive body language. |
| 2 | Career Identity Exploration and Planning | Helps members identify interests, talents, and career direction. | Through interest and talent assessments, educational and workplace information, and life design mapping. |
| 3 | Training in Adaptive Life Skills | Improving and training in Adaptive Life Skills | Improves time management and effective communication skills, covering strategies for time management and assertive, empathetic communication. |

Each topic was developed through a participatory approach, emphasizing direct participant experience. The service design includes the following components:

1. Time and Duration: Each session is delivered as a structured face-to-face or blended (offline and online) activity lasting 2–3 hours, conducted over three meetings within one month.
2. Implementers and Participants: Services are facilitated by out-of-school counselors in collaboration with practitioners in public communication, career development, and personal growth. Participants consist of active members and administrators aged 18–25, with a group approach chosen to foster active participation and peer learning.
3. Implementation Methods and Strategies: Experiential learning methods such as role playing, simulations, and case studies are used, ensuring participants not only receive information but also practice social skills and self-reflection.
4. Service Evaluation Recommendations: Evaluation employs formative and summative approaches, including behavioral observation during activities (e.g., activeness, communication, cooperation), written self-reflection, products such as career planning maps and personal journals, and follow-up group meetings to reinforce social awareness and mutual support. Evaluation results serve as a basis for improving future out-of-school BK services in the Karang Taruna environment.

Discussion

The research results indicate that the three main psychosocial challenges faced by members of Karang Taruna "X"—low self-confidence, confusion in career choice, and lack of life skills—are closely tied to the process of youth self-identity formation. According to Erikson's identity development theory, further developed by Arnett (Arnett, 2014), the phase of emerging adulthood is characterized by identity exploration and the search for life direction. Therefore, interventions through out-of-school guidance and counseling services should focus on strengthening both personal and social identity, enabling youth to function adaptively within their communities.

The first service topic, aimed at enhancing self-confidence through public speaking training, draws support from social cognitive theory (Bandura, 1997), which posits that mastery experiences and social modeling are the primary sources of self-efficacy. Implementing role-playing techniques and providing positive feedback allow members to experience real successes in social contexts, thus strengthening their sense of competence and self-worth. This is consistent with findings by Vatankhah et al. (Vatankhah et al., 2013) showing that communication skills training can significantly improve self-concept, self-esteem, and assertiveness among adolescents—key factors for increased social participation.

The second topic, career identity exploration, helps members construct a personal narrative aligned with their interests and values. Life Design Counseling theory (Savickas, 2013), suggests that individuals need to construct meaning and life direction through reflection on their experiences and aspirations. This process supports participants in moving from moratorium status to identity achievement (Muttaqin, 2022), enabling more conscious and directed career decisions.

The third topic focuses on strengthening adaptive life skills such as time management and effective communication. These skills not only support individual growth but are also integral to social competence within community organizations. Consistent with Ekhsan et al. (2023), structured life skills training contributes to improved group effectiveness and readiness for the workforce. Sharma et al. (2021) also confirm that life skills training services enhance decision-making abilities and social literacy among participants.

Overall, the design of these out-of-school guidance and counseling services is holistic and applicable, addressing not only career aspects but also social and personal competence development. This approach aligns with Saputra (2023), who describes community-based counseling services as empowerment agents fostering awareness, competence, and social responsibility among youth.

Consequently, the service model is not only designed as a need-based intervention but also as a conceptual framework that can be replicated in other communities. Future evaluation of its implementation will provide empirical data on the model's effectiveness in strengthening self-identity, improving social efficacy, and increasing youth career readiness.

CONCLUSION

This study produced a need-based design for Out-of-School Guidance and Counseling (BK) Services for members of Karang Taruna "X" in Bantaeng Regency, with a focus on strengthening youth self-identity. Through data analysis from observations and interviews, three main challenges were identified: low self-confidence, unclear career direction, and a lack of adaptive life skills such as time management and effective communication. The service design addresses these needs through three core service topics: (1) building self-confidence through public speaking training, (2) career identity exploration using a Life Design Counseling approach, and (3) adaptive life skills training to strengthen social and personal competencies. Conceptually, these services contribute to the development of out-of-school BK service models as empowerment agents within youth communities. This study has limitations, as the proposed service design has not yet been tested in practice. However, theoretically, it expands the application of identity development and non-formal/out-of-school BK service theory. Practically, the results of this design have the potential to become an applicable intervention model for increasing social efficacy, career direction, and personal identity among youth in similar communities. Overall, this research contributes to the advancement of community-based guidance and counseling, serving as an initial step in strengthening the paradigm of youth empowerment through out-of-school counseling services beyond formal educational institutions.

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