STAR (*SEE, THINK, ACCURATE, RESPONSIBLE*) CAREER INTERVENTION FOR STUDENT-ATHLETES CAREER ENGAGEMENT

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Keywords/Kata kunci	ABSTRACT/ABSTRAK:
STAR Career Intervention, Career Engagement, Teenage Athletes.	*Student-athletes are faced with two possible carrier choices either to remain athletes in the long term or to choose an alternative path. When they are not engaged in their choice, this may lead to indecision in the future. Furthermore, a need analysis conducted at Vocational High School X showed that student-athletes are not involved in their carrier, hence, they need intervention as external support. Therefore, this study aimed to examine the effectiveness of STAR career intervention in increasing student-athletes career engagement, enabling appropriate choices. This was a quasi-experiment with a one-group-pretest-posttest design, and the subjects were 9 student-athletes. The results analyzed using the Wilcoxon test showed that STAR career intervention significantly increased understanding of the material (p-value=0.012), career engagement (p-value=0.002), and reaction evaluation (p-value=0.018). The implications of this study can be applied by school guidance counselors.*
Intervensi Karier STAR, Keterlibatan Karier, Atlet pelajar.	Atlet pelajar dihadapkan dengan dua kemungkinan pilihan karier di masa mendatang, tetap menjadi atlet dalam jangka panjang atau memilih alternatif karier lainnya. Jika atlet pelajar tidak terlibat dengan kariernya, maka ia mungkin dapat mengalami kebingungan karier ke depan. Sementara itu, hasil analisis kebutuhan menunjukkan atlet pelajar di SMK khusus olahraga tidak terlibat dengan kariernya dan membutuhkan intervensi karier sebagai dukungan dari pihak eksternal. Dengan demikian, tujuan penelitian ini adalah melihat efektivitas intervensi-karier-STAR terhadap peningkatan keterlibatan karier atlet pelajar, sehingga mampu menetapkan alternatif pilihan kariernya secara tepat. Penelitian ini merupakan penelitian quasi-eksperimental dengan desain *one-group-pretest-posttest-design*. Subjek dalam penelitian ini adalah 9 atlet pelajar. Hasil penelitian menggunakan uji Wilcoxon menunjukkan bahwa intervensi karier STAR ini secara signifikan meningkatkan pemahaman materi intervensi(*p-value*=0.012), keterlibatan karier(*p-value*=0.002), dan evaluasi reaksi(*p-value*=0.018). Implikasi penelitian ini dapat diterapkan oleh guru BK / konselor sekolah.

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Student-athletes are attendees of specialized schools which serve as their home, irrespective of whether they represent the city, regional, province, national, or international level. These individuals are tasked with fulfilling dual responsibilities as both athletes and students and should be able to perform both roles in a balanced manner, by participating in sports activities as well as academic pursuits (Stambulova et al., 2021).

According to Stambulova et al. (2021), student-athletes are faced with two possible career choices, which are known as dual career transitions, and can either continue developing as long-term athletes (by pursuing a coaching career and ensuring their body remains injury-free and muscle strength remains optimal) or switch to a different profession. This implies preparing themselves to face the reality that being athletes is not a lifelong profession. Furthermore, when they are not proactive in their career development, it may lead to confusion and difficulty in adapting to future career developments (Afifah & Salim, 2020).

Proactive behavior toward career development is called career engagement (Hirschi et al., 2014). Furthermore, it is considered a behavior resource and is closely related to career success (Hirschi et al., 2018). Hirschi examines the level of an individual's engagement based on the frequency (almost never to very often) displayed and each behavior is interconnected with the magnitude of the association.

The 6 proactive behaviors identified by Hirschi were (1) career planning, (2) career exploration, (3) environmental exploration, (4) networking, (5) human capital/skill development, and (6) positioning behavior.

In August 2022, an initial survey was conducted using a questionnaire and interview, to examine the level of career engagement among student-athletes at a sports-specific vocational school. The results significant majority displayed insufficient engagement, as evidenced by their lack of participation in 3 proactive behaviors. Firstly, most student-athletes did not engage in adequate career planning. Instead, their focus was primarily on the sports training program, with a narrow emphasis on achieving short-term goals such as participating in championships. Furthermore, the majority demonstrated minimal involvement in career and environmental exploration. These individuals lacked the motivation to explore their strengths, weaknesses, and future career opportunities in the long term. Consequently, most student-athletes experienced carrier confusion and were unaware of alternative options.

During high school, student-athletes require optimal support from their surrounding environment, including teachers and parents (Niles & Harris-Bowlsbey, 2017). According to an article published on The Conversation website, which cited 126 studies conducted in 2013 across countries such as the United States, Australia, Brazil, China, and various European countries, 16% of athletes experienced difficulties in their post-sports career transition (Juwono, 2021). The results indicated that student-athletes need support and encouragement to develop their career engagement. This enabled the enhancement of their competence in assessing, choosing, and being accountable for their choices, ultimately reducing confusion.

Social support plays a very important role in one's career development (Hendrianti & Dewinda, 2019; Lutfianawati & Widyayanti, 2019; Rossallina & Salim, 2019). Schools, as an institution, can provide support in the form of career guidance, which can direct student toward proactive career development. This program aimed to enhance the youth's self-concept, provide knowledge about alternative career choices, and determination of temporary career choices (Niles & Harris-Bowlsbey, 2017). According to Nurkolis & Sulisworo (2018), a school is ineffective when it has not provided career path coaching program that can meet learning needs according to the interests and aspirations of student.

A follow-up survey was conducted at the specialized sports vocational high school in September 2022, through interviews with the school principal, the vice principal in charge of student affairs, guidance counselors, and student-athletes. This was in the form of a needs analysis to determine appropriate intervention. The results identified several ineffective aspects at the specialized sports vocational high school. This includes the school's guidance counselors not providing optimal career guidance programs which have not even been implemented for a class in the XI grade at the school.

The results of this survey is consistent with the earlier preliminary survey, where the majority of student-athletes have not received comprehensive information regarding career development. This lack of information has an impact on student's career planning, as they do not have clear orientations and long-term goals for their future. These results indicated the need for career intervention.

Career intervention can begin by enhancing an understanding of self-concept and self-awareness, exploring various career options, and employing methods to evaluate choices in order to make informed decisions for the future (Niles & Harris-Bowlsbey, 2017). Furthermore, STAR career intervention, which stands for See, Think, Accurate, and Responsible was developed in this study using the *Cognitive Information Processing* (CIP) approach (Osborn et al., 2020) and Kolb's learning cycle (Kolb, 2015). This has encouraged student-athletes to actively engage in their career development by observing and reflecting on their potential, accurately assessing future career opportunities and obstacles through exploration, and creating clear plans to take responsibility for their determined choices.

This intervention is an adaptation of a previous study conducted by Akmal et al. (2016). Akmal et al. (2016) discovered the effects of career training based on the CIP approach on enhancing individual career maturity in making interim choices. The novelty of this study primarily lies in the duration of implementation, types of activities, and the specific target group.

The original intervention, which consisted of 7 sessions over 2 days, was condensed into 3 over 3 days for STAR career intervention. In terms of activity types, the self-reflection activity was modified into a case study activity. This allowed student-athletes to understand the concept by first examining the cases of other individuals before reflecting on their own experiences, aligning with Kolb's experiential learning cycle (Kolb, 2015). Furthermore, STAR career intervention incorporated more kinesthetic activities rather than focusing solely on theoretical materials and readings. This adjustment was made considering the preference of student-athletes for practical and kinesthetic learning experiences. Topics such as films were also modified to include characters who exemplified successful stories transitioning from athletics to other professions. The target audience was also different from previous career intervention studies, which often focused on junior or

high school student (Akmal et al., 2016; Aprial & Irman, 2022; Nurrega et al., 2018). In contrast, the novelty of this study lies in testing the effectiveness of STAR career intervention specifically on student-athletes attending specialized sports vocational high schools.

The CIP approach provided an understanding of the cognitive process underlying individual decision-making through self-knowledge, career environment awareness, understanding of decision-making methods, and individual metacognitive abilities (Niles & Harris-Bowlsbey, 2017). Furthermore, it outlines the CASVE cycle (Communicating, Analyzing, Synthesizing, Valuing, Executing), which represents the steps in individual career decision-making (Niles & Harris-Bowlsbey, 2017; Osborn et al., 2020). The decision to condense intervention program into three-session was based on its potential to enhance student career engagement and conduct empowerment during career transition period (Hirschi et al., 2014). Career engagement encompasses various aspects, including self-exploration (self-knowledge, strengths, weaknesses, and interests), career environment exploration (competitiveness, external support, and so on), and future career planning by evaluating alternative career options (Niles & Harris-Bowlsbey, 2017).

STAR career intervention was conducted in group settings using experiential learning methods which encouraged the participation of subjects to actively and enhance collaboration (Lawson, 2015). Through these activities, there can be an increase in information, knowledge, and experiences transferred from the facilitator to the subjects, thereby enabling learning and providing guidance towards change in their behavior and attitudes in line with the training goals (Martin et al., 2014). Kolb's learning cycle consists of four recurring stages aimed at building new understanding,

attitudes, and behaviors, and they include *Concrete Experience* (CE), *Reflective Observation* (RO), *Abstract Conceptualization* (AC), and *Active Experimentation* (AE) (Morris, 2020).

This study aimed to enhance career engagement of student-athletes. Career engagement in this context focused on three proactive behaviors, namely (1) student-athletes being able to explore (career exploration) by identifying their strengths, weaknesses, and interests in order to gain self-awareness, (2) seeking career information (environmental exploration) regarding the prospects of college majors and potential occupations they can pursue, and (3) plan future career (career planning) by evaluating various alternative options. Therefore, the hypothesis of this study posits that STAR career intervention can improve career engagement of student-athletes, thereby enabling more informed decision-making about career alternatives.

STUDY METHODS
Study Design

This study was a quantitative quasi-experimental with a one-group pretest-posttest design. Due to the limited number of subjects, only one group was utilized, which precluded the randomization process between the experimental and control groups (Sugiyono, 2018). However, to ensure success, the measurement scales were compared before and after the training intervention (Sugiyono, 2018). The study was considered successful when the post-intervention scores on the measurement scale were higher than the pre-intervention (Hair et al., 2018).

Study Subject

The sampling technique used was non-random purposive sampling, while the characteristics of the subjects were high school student-athletes (grades 10, 11, and 12) who showed low career engagement.

These individuals were randomly selected from the survey conducted during the previous need's analysis process. Initially, 34 student-athletes were chosen to participate in the training, but they were unable to attend the sessions due to training activities and preparations for athletic competitions. The first session was attended by 25 athletes, followed by 13 in the second, and 18 in the third session, including some additional participants who were not initially on the list.

The evaluation of the effectiveness of STAR career intervention focused solely on participants who attended all sessions and completed the pretest and posttest assessments in their entirety, as not all student were in attendance. Therefore, the subjects in this study amounted to only 9 student-athletes.

STAR Career Intervention Program

Intervention module was developed into STAR career intervention based on the study conducted by Akmal et al. (2016). This was done by adapting to the conditions, situations, and characteristics of student-athletes in the study subjects. The development process primarily focused on the duration of implementation. Initially, intervention consisted of 7 sessions in 2 days, with a total duration of 600 minutes. However, it was condensed into 3 sessions over 3 days, with a total duration of 360 minutes. The module was made more concise to accommodate the subjects' training commitments each day, in order to succeed in their championships, with the hope of achieving the goals of the group intervention.

The focus of this intervention module was to enhance three proactive behaviors, namely career exploration, environmental exploration, and career planning.

Firstly, career exploration: This section discusses the extent to which the subjects can explore self-concept, including their strengths, weaknesses, and interests. Secondly, environmental exploration: It discusses the extent to which the subjects can explore career/environmental aspects related to their field of interest. Both of these behaviors fall within the basic domains of CASVE in the CIP theory. Assistance was provided by study analysts in communicating career-related issues that may arise during the transition period. Furthermore, they guide how to engage in self-exploration and explore career environment as part of the decision-making process. Lastly, career planning: Evaluate the extent to which subjects can plan their career by examining various alternative options. In this section, the study analysts help participants synthesize and assess appropriate career alternatives based on their self-knowledge and the work environment.

The validation of this intervention module was conducted using the expert judgment method by Dr. Puji Lestari Suharso, M.Psi., a Psychologist and expert in the field of career education. For further validation, the development of STAR career intervention received another expert judgment by Fitri Arlinkasari, PhD., a Psychologist and expert in the field of career development. This module was then perfected by Prof. Dr. Frieda Maryam Mangunsong Siahaan, M.Ed., Psychologist.

Method of Collecting Data

The measuring instrument used in this study was a knowledge questionnaire in the form of a g-form, designed to assess the effectiveness of STAR career intervention material, career engagement, and reaction evaluation. This form is used to facilitate the filling process and scoring by subjects and study analysts, respectively. Furthermore, career engagement statement was compiled based on the theory of Hirschi et al. (2014). The measuring instrument grid went through an expert judgment process by a

psychologist and an expert lecturer in the field of career education, namely Dr. Puji Lestari Suharso, M.Psi. The following table presents the details of the measuring instrument which consists of 3 parts.

Table1 Study Measurement Tool

	Measured	Sample Question
Part 1	Understanding of STAR career intervention material	Things that should be considered in exploring career are…";
Part 2	Career engagement based on the theory of Hirschi et al. (2014)	"I know myself until now",
Part 3	Evaluation of reactions prepared using the Kirkpatrick method	"I try to do self-reflection"

Part 1 consists of 3 (three) questions with 5 answer choices (A-E) related to the understanding or insight of the study subject related to the material presented. Part 2 consists of 19 statements on a scale of 1-6, ranging from very inappropriate to very suitable, and it also comprises 5 (five) essay questions regarding self-introduction. Statements were derived from career engagement theory (Hirschi et al., 2014) with a detailed emphasis on career planning, career exploration, and environmental exploration sections to determine the extent of attitude and behavior changes in study subjects before and after training. This measurement scale demonstrated reliability with a value of $\alpha=0.917$. Part 3 consists of 8 (eight) reaction statements regarding the training that took place. The questions are in the form of a scale ranging from 1 (very inappropriate) to 6 (very suitable).

Study Procedure
(1)   Intervention Preparation
In the preparation section, a needs analysis was conducted on student-athletes. The results showed that they have not been able to determine alternative career choices temporarily, comprehensive information about career development has not been received, and counseling teachers at Vocational High School X have not conducted intensive career guidance due to limited resources.

Based on the needs analysis results, intervention module was prepared according to the literature and then coordinated with the school authorities. During the development, the content to be delivered to the subjects and the targets to be achieved by the participants were considered. After the module was created, an expert judgment from Dr. Puji Lestari Suharso, M.Psi., a psychologist and expert in career study, was sought. Due to time constraints, a readability test of the module with student-athletes was not conducted.

(2)   Intervention Implementation
The activity took place within 3 days, with each comprising a single session lasting approximately 90-120 minutes. The pre-test and post-test were conducted at the beginning of the first session and the end of the third session, respectively. The following table describes the themes, materials, and targets of intervention:

Table 2 Intervention Session

Theme	Material	Target
"*I Know My Self!*"	Self-concept and Self-awareness	– Participants understand their strengths – Participants understand their shortcomings – Participants understand how to overcome their shortcomings – Participants understand their interests – Participants understand the importance of self-concept and self-awareness
"*Around the World*"	– Differences in majors in high school and college majors – Types of higher education institutions (University, Institute, Police Academy/Military Academy, Service School) – What external factors influence career choice (parental support, competitiveness, capacity) – Future job prospects	– Participants know various alternative career choices that can be chosen in the future – Participants understand what external factors need to be considered in choosing career choice in the future – -Participants know their future job prospects
"*My Dreams Come True!*"	Career choice evaluation strategy using the SWOT method (strength, weakness, opportunity, and threat)	– Participants understand how to evaluate career choices – Participants practice evaluating their future career choices (is it correct or not)

Based on Table 2, the first session was held on Tuesday, September 27 2022 from 09.00 - 11.00 WIB with the activity title "*I Know My Self!*". The activity contains an introduction to self-concept about strengths, weaknesses, how to overcome deficiencies, and self-interest. Furthermore, these were packaged in a collab cycle, where in the CE section, a case study of Andi and Bena was provided, which emphasized a lack of awareness. The participants were divided into groups and tasked with identifying the strengths, weaknesses, and interests of Ani Bena. In the RO section, the subjects were encouraged to reflect on the previous activity in CE. Discussion prompts such as "What did we do earlier? Anyone wants to share?" "How did you feel after doing the case study? Do you relate to your current condition? Which part is relevant?" "What

was challenging or difficult in the discussion process earlier?" "What can you learn from the case study?" were used to initiate dialogue. This section helps student-athletes reflect on their self-concept. In the AC section, the studyer provides materials on self-concept and self-awareness. The objective was to help the participants gain a deeper understanding of effective self-exploration. Finally, in the AE section, the subjects were asked to fill out a self-love worksheet and also reflect on their strengths, weaknesses, and interests. The section encouraged the subjects to apply what they have learned in the previous cycle. Additionally, they were provided with personality assessment sheets and engaged in discussions as a tangible form of support.

The second session was held on Thursday, 29 September 2022 from 09.00 to 11.00 WIB with the activity title "Around the World". The activities contained an exploration of career environment, opportunities to be obtained, and external factors influencing individual career choices. Before entering the second day's session began, the participants were prompted to recall the activities of the previous day. In the CE section, a "CAREER TREE" was made on a large cardboard to be filled by the subjects with their various alternative career choices (major, university, profession, and so on) using colorful sticky notes, and were encouraged to write "don't know" and the reasons, for places where they were confused. The goal was to provide direct experience regarding the exploration of career environment, and determining their future path. In the RO section, a class discussion was facilitated, starting with prompts such as "What did we do earlier? Anyone wants to share?" "How did you feel after writing those majors? More positive emotions or negative emotions?" "What was challenging or difficult in writing the major earlier?" "What can you learn in writing the major?". This section aimed to promote self-reflection based on previous stage experiences. In the AC section, material regarding the exploration of career environment and external factors that can support it was conveyed. This section provided new insights that student-athletes might not have been previously aware of, expanding their understanding of career exploration. In the AE section, the participants were asked to work on the Around the World worksheet which contained self-reflection regarding alternative major choices and supporting external factors. The aim was for the subjects to be able to apply the material obtained in the previous session.

The third session was held on Friday, 30 September 2022 from 09.00 to 11.00 WIB with the activity title "My Dreams Come True"." The focus was on the methods and steps to evaluate alternative career choices, allowing participants to make appropriate and responsible decisions. Similar to the implementation of the second session, before entering the third, the core activities conducted in the second session were reiterated. In the CE section, individual case studies regarding the continuation of Andi and Bena's case were provided. In this case, the present internal issues were addressed and external factors that can influence Andi and Bena's career choices were introduced. The study subjects were asked to evaluate the appropriateness of career choices. In this section, they were directly involved in the evaluation process. This experience is digested and reflected upon in the RO section, where a classroom discussion about what was done in the previous CE discussion session was facilitated. Furthermore, the subjects are asked to reflect on the feelings or emotions that arose when evaluating the case study. The expectation is that after reflection, they can internalize the process and form a new understanding. In the AC section, a presentation was delivered on the SWOT method, and career choices were eliminated to evaluate various alternative options. This presentation provides a more detailed explanation of career evaluation process. In the AE section, the study subjects were asked to complete the "My Dreams Come True" worksheet, which involved self-reflection on the evaluation of alternative career choices.

During the implementation process, assistance was delivered by three accompanying facilitators who are responsible for providing icebreakers and energizers. Furthermore, they offer suggestions or feedback for future training sessions to enhance effectiveness.

(3) Intervention Evaluation

The evaluation was based on the quantification of pre-test and post-test results. Furthermore, additional analysis was conducted through observation, document analysis of the study subjects' completed worksheets, and the study subjects' reflections on intervention process at the end of each session. Intervention was deemed successful when the quantitative evaluation indicates a significant change effect from before to after STAR career intervention, supporting the acceptance of the study hypothesis.

Data Analysis Technique

The analysis technique used was a quantitative approach with the Wilcoxon test, and this is because the data analyzed was less than 60 (Hair et al., 2018). Furthermore, the analysis was performed using the statistical program JASP version 17.1.

STUDY RESULT
Description of Study Subjects

This study involved a total of 9 student-athletes from senior high school who fully participated in the three career training sessions. The subjects consisted of one student from grade X (initials: S), six from grade XI, 5 from the social sciences stream (initials: J, Fk, Dv, Dk, H), and 1 from the natural sciences stream (initials: L). Additionally, there were two students from grade XII, and the natural sciences stream (initials: Fr and U).

Hypothesis Test Results

The primary aim of conducting this test was to address the hypothesis presented in the introduction section that career STAR intervention can enhance career engagement of student-athletes. This can be observed through three aspects that also show improvement. These aspects include understanding of career STAR intervention material, attitudes, and behaviors related to career engagement, and reaction evaluations. The following shows the results:

Table 3. Wilcoxon Test

	Statistics	p-value (1-tailed)
Understanding of STAR career intervention material	-2.192**	0,012
Career engagement	-2,666**	0,002
Reaction evaluation	-2,201**	0,018

Description: **Significance $p<0.05$ | 1-tailed.

According to Table 3, the study subjects demonstrated an improvement in understanding career STAR intervention material, which includes self-concept, career exploration, and the SWOT method for evaluating career choices, and they also showed an increase in career engagement. Lastly, these subjects exhibited a positive increase in reaction before and after implementing career STAR intervention.

This indicated the acceptability of the hypothesis stating that intervention can enhance career engagement of student-athletes.

The changes in understanding, career engagement, and reaction evaluations for each study subject using graphs were presented. The explanations were divided into the graphs of changes in the understanding of career STAR intervention material, career engagement, and reaction

evaluations. First, when comparing the pre- and post-career STAR intervention stages for the 9 subjects, the shows the dynamics of the changes in their understanding:
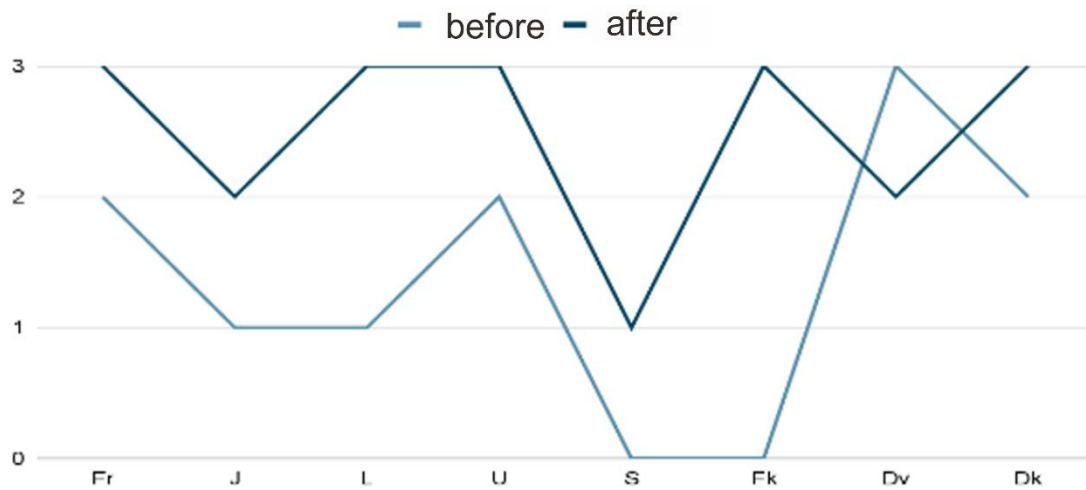

Figure 1. Changes in Understanding of STAR Career Intervention Material

Based on Figure 1, it can be observed that subjects with initials F4, J, L, U, S, Fk, and DK experienced an increase in scores with correct answers. This result indicated the effect of career STAR intervention on improving understanding of the concepts of self, career environment, and decision-making processes in career planning. Subject Dv showed a decrease in the score with correct answers. Before the training, Dv answered all three questions correctly. However, after the training, they only provided 2 correct answer out of 3 questions. Furthermore, it was noted that during the pre-test session, the subject randomly guessed the answers, and by chance, they happened to be correct.

Next is a graph of changes in attitude and career engagement observed before and after STAR career intervention.
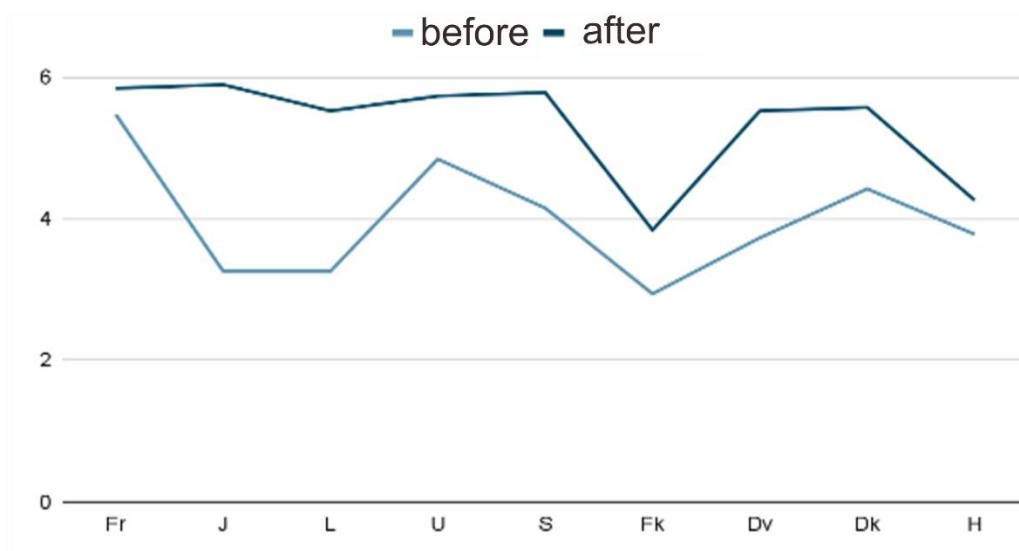

Figure 2 Change of Career Engagement

According to Figure 2, the dynamics of changes in career engagement behaviors for each of the 9 study subjects were observed, and it was identified that they experienced an increase in their scores. The training had a positive impact on the subjects, such that they become more engaged in their career development. This was observed from the increased career exploration, environmental exploration, and career planning, which ultimately improved their ability to evaluate career alternatives accurately.

The following is a graph of changes in reactions from before and after STAR career intervention:
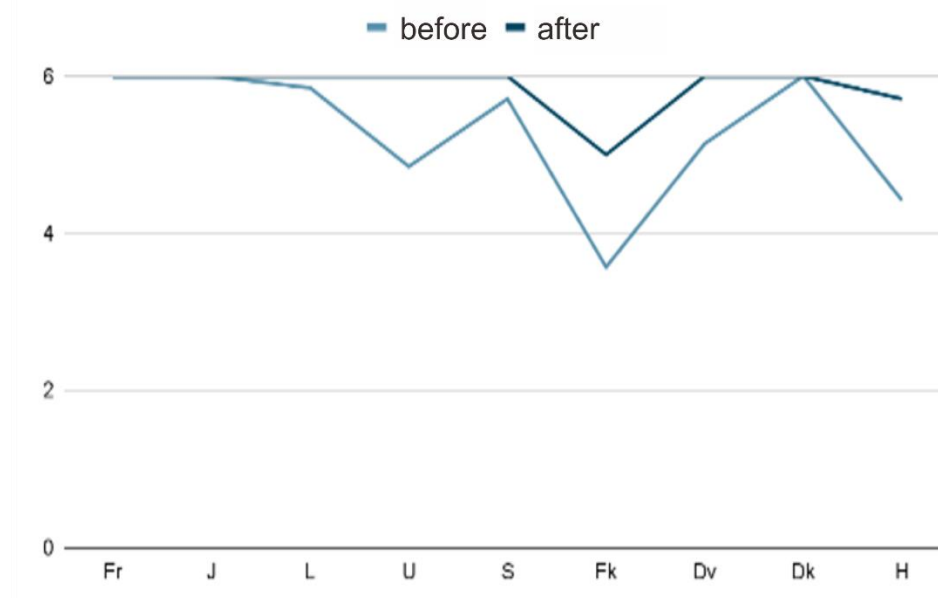

Figure 3 Reaction Changes Before and After Training

According to Figure 3, the dynamics between initial impressions and expectations before the training and the reactions after, were observed. Fr, J, and Dk felt that the training was enjoyable, beneficial, and important to them both before and after completion. However, other subjects such as L, U, S, Fk, Dv, and H, initially did not have maximum impressions, but after participating in the sessions, they showed a positive reaction and were able to benefit from career development training provided.

DISCUSSION

The study results shown that STAR career intervention, based on the CIP theory and Kolb's experiential learning cycle, can enhance career engagement of student-athletes. Furthermore, it improves their understanding of intervention materials, including self-concept, career environment, career planning, and decision-making processes. These were in line with previous studies conducted by Akmal et al. (2016) as well as Nurrega et al. (2018), indicating that STAR career intervention supports general high school student, as well as adolescent student-athletes in developing proactive behaviors in their career development. The increased career engagement among athletes, enables informed decisions regarding career alternatives.

CIP theory in career training can be the basis for individual decision-making abilities (Osborn et al., 2020). Furthermore, its role lies in cognitive abilities help individuals choose the right career path

through information processing, beginning from self-information, career environment information, information on how to evaluate and eliminate career choices, and ends with executing those career choices (Nurrega et al., 2018). The results of this study indicate that CIP theory can not only be used for individual and group counseling but proves effective in the application of training methodologies (Niles & Harris-Bowlsbey, 2017).

The novelty of this study lies in the perception of STAR career intervention as social support from external sources that nurtures internal motivation. The initial emergence of internal motivation was observed through an increased understanding of self-concept, career environment, career planning, and decision-making processes. This encouraged individuals to actively engage with their career, starting from career planning, career exploration, and environmental exploration. The internal motivation was known as the "can-do" power, having a "reason," and "energy" (Hirschi et al., 2013).

In addition to previous study, STAR career intervention can provide valuable assistance during the transitional phase for student-athletes who juggle dual roles as both students and athletes (Stambulova et al., 2021). During the training process, in the CE, RO, AC, and AE sections, study subjects were encouraged to reconstruct perceived barriers into opportunities by seeking appropriate solutions (Hirschi & Freund, 2014). An increased career engagement is part of career readiness, which serves as a source of adaptability (Coetzee & Schreuder, 2018). Ultimately, adolescents who demonstrate career engagement will be better prepared to achieve success (Marciniak et al., 2022).

A weakness in the implementation of STAR career intervention lies in the lack of reaching the execution or metacognition stage within the CIP approach. The

metacognition stage in the CIP approach can be achieved by teaching the appropriate execution to realize the evaluated career alternatives (Niles & Harris-Bowlsbey, 2017). This involved creating a concrete action plan that aligns with their chosen alternatives (Osborn et al., 2020). The action plan may include establishing connections with individuals who can support student-athletes' career development (networking), participate in relevant activities related to their career choice (human capital/skill development), and position according to their future aspirations (positioning behavior).

CONCLUSIONS AND SUGGESTIONS

This study concluded that career training can help study subjects decide on alternative choices indicated through the emergence of career engagement. Therefore, the objectives of this intervention were achieved.

Suggestion

For schools, student affairs department can coordinate with guidance counselors or school counselors to regularly implement STAR career intervention plans every three to six months. This is intended to monitor career engagement of student-athletes, ensuring they have a clear long-term vision and can make appropriate choices. Furthermore, guidance counselors can guide student-athletes in creating concrete action steps that aligns with their aspiration, considering various career alternatives. For example, this may involve building connections, participating in career webinars or internships, and similar endeavors.

Future studies should develop career intervention module to the execution or metacognition stage according to the CIP approach. The design can convey a variety of general methods that can be used to plan further career. These methods may include

the use of priority scale to determine who needs to be contacted and what activities should be performed to reach career choice, employing the mind map technique to outline plans that need to be put in place to achieve a better career, and incorporating other relevant methods.

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