CHILDREN'S CAREER DEVELOPMENT WITH FANTASY GAME TECHNIQUE
(LITERATURE STUDY BASED ON GESTALT THEORY)

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Abstract: This paper discuss about career choice especially for children with fantasy game technique based on Gestalt theory. One of the development tasks of children is playing, so with this technique children can learn about some of occupation around them. Gestalt Theory with fantasy game technique, both teacher and counselor can find out the child's talents and interest early on.

Keywords: Career Development, Fantasy Game Techniques, Children

1. Introduction

Work is one important aspect in the life of every healthy individual, where and whenever the individual is. Levinson (Isaacson, 1985) reveals that the most important component of the life of every individual is family and work. These two components determine the happiness of an individual's life so that work and family problems practically take away attention, energy, and time.

Work is not just a career. Word of works indicate every activity that produces goods or services (Isaacson, 1985), while the word career refers more to the job or occupation occupied and is believed to be a life calling that permeates all individual thoughts and feelings and colors all of his lifestyle (Winkel, 1991). So that career selection requires careful preparation and planning.

According to Ginzberg, Ginsburg, Axelrad, and Herma (1951), there were three career development efforts.
1. Fantasy stage: 0 – 11 years.
2. Tentative stage: 12 – 18 years.
3. Initial stage: 19 – 25 years.

Based on this range, children are included in the fantasy stage because it starts from the range of 2 to 12 years. (Issacson & Brown, 1996, p. 78)

In Gestalt theory concept there are three major groups of counseling methods and techniques is language techniques, game techniques, and fantasy techniques (Thompson & Henderson, 2007, p. 189). The fantasy game is one group of methods and techniques of Gestalt counseling in which is there an interaction between counselors and counselees that counselees gain fuller awareness, experience internal conflicts, resolve inconsistencies and dichotomies, and breakthrough a deadlock that hinders the completion of unfinished affairs (Corey, 2010, p. 132). Through this game technique, children can convey the ideals they want and then play the role of their dreams.

2. Literature Review

a. Children's Career Choices

1) Career Development Theory

There are several perspectives on careers, such as career development from Ginzberg (1951), career development theory and life development from Super (1981), career decision-making theories from Krumboltz (1993), and career choice theory from Roe (1972).

Ginzberg, Ginsburg, Axelrad, and Herma (1951) stated that there are three stages in the occupational selection process, there is the fantasy period, tentative, and realistic. Each of these characteristic stages is as follows.

a) *Fantasy Period. Childhood (ages 0 – 11 years)*
At this stage, the initial stage is purely play-oriented, but towards the end of this stage, playing becomes work oriented. During this period, play gradually become work oriented and reflect the initial preferences for certain types of activities. Various occupational roles are reflected in playing activities, which results in value judgments in the world of work.

b) *Tentative Period. Early Adolescence (ages 12 – 18 years)*
At this stage is a transition process which is marked by the introduction of work requirements. Introduction of interests, abilities, employee benefits, values and time perspective. The tentative period is divided into four stages, are (1) *the stage of interest*, in which the individual makes more definitive decisions about likes or dislikes; (2) *the stage of capacity* to be aware of one's own abilities related to vocational aspirations; (3) *stage of value*, a time of a clearer perception of occupational styles; (4) *the transition stage* is a time when the individual is aware of his decision about his career choices and the responsibilities that accompany the career.

c) *Realistic Period. Occurs In The Middle of Adolescence (ages 19 – 25 years)*
Until the beginning of adulthood occurs integration of capacity and interest. The realistic period is divided into three stages, are (1) *the exploration stage*, centered at the time of admission to college. At this stage, individuals narrow their career choices to two or three possibilities but are still uncertain; (2) *crystallization* is the formation of a commitment to a particular career field. If there is a change from the direction, it is called "pseudo-crystallization"; (3) *the specification stage*, which is the stage in which individuals have chosen work for a particular career.

Super (1981) said that career choice is a function of the stage of individual development and the process takes place when completing developmental tasks. The development task itself consists of several stages, namely job preferences between 14-18 years, job specifications 18-21 years, preference implementation 21-25 years, job stabilization 25-35 years.

Super's formulation regarding the stages of vocational development as follows.

a) *Growth (from birth to 14 or 15 years)* which is marked by the development of capacity, attitudes, interests, and needs related to self-concept.
b) *Exploration (age 15-24)* which is marked by a tentative phase where the range of choices is narrowed but not final.
c) *Stabilization (age 25-44)* is characterized by trial and stabilization through work experience.
d) *Maintenance (age 45-64)* which is characterized by a continuous adjustment process to improve work position and situation.
e) *Decline (age ≥ 65)* marked by pre-retirement considerations, work output, and finally retirement.

In career selection is influenced by the following factors (Krumboltz, 1993).

a) *Genetic.*
Genetic are factors that born from birth, as an inheritance from parents where there are a number of innate qualities that include certain physical conditions and abilities. Physical conditions can direct preferences and can also limit education and employment choices. That everyone has different abilities both in talent, intelligence or muscle strength.
b) *Environment.*
This factor is an external factor which is generally beyond the control of the individual but there are effects that can be planned and those that cannot be planned which include opportunities to take education, training, legislation, and government policies, including work regulations, natural events, resources nature, technological progress, social organization, financial ability, education system, family environment, neighbors, community, learning experience and so on.
c) *Learn.*
The learning factor referred to here is not formal learning, but in various broad aspects of each experience gained during the life process. This learning experience influences people's behavior and decisions in job choices. Everyone has a different learning experience. There are two types of learning, namely instrumental learning and associative learning. Instrumental learning is learning that occurs through direct experience with the environment, such as observation or working directly. This happens in three stages, are antecedents (which precede learning events), the second component is the response (action), and the third is the consequence (a result of the action). Associative learning is where people observe the relationship between events and are able to predict the consequences of individuals seeing the relationship between stimuli in the environment.
d) *Task Approach Skills.*
This skill includes that have been developed by individuals, such as problem-solving skills, self-regulation, mental settings, emotional responses, and cognitive responses. This skills can change or develop, such as various feedbacks or evaluations obtained from others during an activity.

Roe (Issacson & Brown, 1996) describes career selection factors that are based on propositions that affect individuals in determining careers, that are: genetic traits, determining the development of people's traits; individual experience, including cultural background, socio-economic position in the family or community that affects innate traits; interests, attitudes and personality traits, all developing influenced by the way a person gets satisfaction with these aspects; the pattern of psychic energy, such as motives that encourage one's interest and attention; the power to satisfy the need and ability to organize it.

Roe (1972) assumes that the decision to choose one's career in adulthood is largely determined by the experience of childhood, in the family, parenting and the experiences they received.

2) Children

Childhood a continuation of infancy with an age range of 2 to 12 years. Hurlock (2003, p. 14) explained that childhood is divided into two. First, that is early childhood with an age range from two years to six years, and the second is the end of childhood with an age range from six years to ten or two twelve years. One of the main developmental tasks was to play so that the method of learning through playing would be effective for children.

To determine the method of learning through play, both counselors and teachers should see the developmental tasks that are being passed by children, so that children can develop optimally and do not experience obstacles when going through further developmental tasks. As explained by Havighurst (Hurlock, 2003, p. 10) developmental tasks in childhood, are: ***first, in early childhood:*** learning to eat solid food, learning to walk, learning to speak, learn to control body sewage, learn about sex differences and procedures, prepare to read, and learn to distinguish right from wrong, and begin to develop conscience; ***second, in late childhood:*** learning physical skills that need to be developed for general games, building a healthy attitude about yourself as a growing creature, learning to adapt to friends of his age, starting to develop the right social roles of men or women, developing basic skills for reading, writing, and arithmetic, developing insights needed for daily life -day, developing conscience, moral understanding, as well as order and level of value, developing attitudes of understanding towards social groups and institutions, and achieve personal freedom.

b. Fantasy Games in Gestalt Theory for Children

Methods and techniques of Gestalt counseling used for children are basically the same as counseling for teenagers and adults. As explained by Perls that language, games, and fantasy can be used to maintain orientation during counseling and this technique can be used also for children aged 5 to 12 years and grouped into three major groups, are: language techniques, game techniques, and techniques fantasy (Thompson & Henderson, 2007, p. 189).

1) Language

a. The use of the word "I" in counseling, this is an effort to encourage counselees to use generalizations when to speak. So there are no very contrast differences between the counselee and counselor, and the counselee also feels that his position with the counselor is same.

b. Changing the word "can not" to "will not", because the word "can not" implies counselee helplessness, so the counselee feels helpless, can not do anything. It is different if you use the word "will not" because there is still potential that is owned by the counselee and also still needs a very clear reason so that the counselee can still utilize the potential to develop themselves.

c. Replacing the words "what" and "how" for the word "why", the word "why" should be avoided in the counseling process, because the counselee will answer the word "because" so that the counselee will likely use reasons to cover it. Different if you use

the "what" and "how" questions, the counselor will get a more rational response from the counselee.

d. Not gossiping. Not only make a sin, certainly, when counseling on ongoing the topics being discussed not allowed to go off the line, not talk about other people than the problems being faced by the counselee, still have to focus on the problems faced by the counselee. If the counselee talks about someone outside the counseling process, the counselor can direct to the empty chair technique and let the counselee to convey what wants to express.

e. Change the questions into statements. This method has the effect of helping children to express what is in their thoughts and feelings. For example, a boy asks about his ability to do math problems, "Can I answer all these math tasks?" Changed to "I can answer all these math tasks." Indirectly this can provide internal motivation for counselee.

f. Take responsibility. In the application, the counselee is asked to fill in the blank sentences by the counselor in an effort to examine the responsibilities taken and regulate the life of counselee. For example: "I am ____ currently ____, and take responsibility for ____. "I have done ___ percent to do it." Then the child is asked to complete it into a complete sentence, "I am <u>Dwiwidya</u> currently <u>I've done to be patiently and not angry with my friends</u>, and take responsibility to <u>forgive all my friends who mocked me because I used a glasses</u>. "I have done <u>100</u> percent to do it."

g. Complete the incomplete sentences. Almost the same as the previous method, but in this method, a counselor is more directed at an exercise of take responsibility to counselee and is expected to help counselees become aware of helping or hurting themselves. "I help myself when____." Then the child completes his sentence to, "I help myself when <u>my friends are pushing me and ridiculing for using glasses</u>." Or other examples like, "I limit myself when____. Then the child completes it to be, "I limited myself when <u>I was upset and wanted to repay a friend who mocked me</u>."

2) Game

a. *Application of the Differential Thinking Concept Towards the Concept of Thought in Bipolarity.*
    The terms of differential thinking are applied to the concept of thinking in terms of the opposite. Most of the counselee's daily life is spent resolving conflicts caused by competing for polarity, such as "I must" versus "I want" when someone is faced with a difficult decision.

b. *Topdog vs Underdog*
    One of the most common bipolarities is top-dogs and underdogs, a label given by Perls. The counselee who behaves top dog will feel that the thing he does right, authoritarian towards himself, and knows all the best for himself. This behavior becomes a disruption because it will pressure himself to be perfect so that individuals will demand themselves to do what they should and blame themselves if they do what they are not supposed to do. While underdog behavior will manipulate himself by being defensive or apologizing, persuading, and crying in order to seek pleasure and find out the counselee's personality.

c. *Empty Chair Technique*
    This technique is often used to resolve conflicts in counselee's life with others. The counselee be besought sits on one chair and plays the role of his own part, then counselee can sit in the other chair and play the projection of what is said or done by others in response. Simply, counselee can sit in another chair to discuss other people who make decisions, then refute the conclusions of the decision while sitting in the opposite chair.

d. *The Biggest Weakness is The Biggest Strength.*

Counselee asked to mention his biggest weaknesses and write it in a short paragraph about his weaknesses. So counselee realizes that the biggest weakness he has turned out to be the greatest power he has and the counselee can control his weaknesses into his strength rather than making that weakness as something that weakens him. The counselee also realizes that counselors who use this technique do not encourage them to correct their "weaknesses".

e. *Hate, Demand, and Appreciate: Integration of Thought, Feelings, and Contrary Beliefs.*
Counselor asks counselee to list the three people closest with him and then write down one thing they hate, one thing he wants and one thing that is valued by that person. This practice can help a counselor to realize the feelings that others have and find ways to hate and respect someone at the same time, and conflicting thoughts and feelings can be integrated.

3) Fantasy

a. *Fantasy Games to Create Awareness*
Fantasy games will be very fun not only for children but also for all ages. Certainly, this allows the counselee to realize the feelings that are felt at this time. Fantasy games can be made from all objects or situations.

b. *Dream Work*
Dreaming is one way to realize the world here and now. Awareness is the dominant theme of Gestalt, dreaming and Gestalt seem to work well together. Dreaming acts as a guardian of individual existence because in dreams is always associated with individual survival, well-being, and growth. Therefore, counselors can help counselees to overcome the problems of their counseling life through serious dreams experienced directly by the counselee.

The main tasks of childhood development are learning to read, learning various things through games and starting to learn to socialize with friends around him. Through fantasy games, children begin to introduce desired goals. So that counselor can find out ideals desired by the child when they grow up because fantasy techniques which include child's dream work can play the desired profession, such as doctors, chefs, pilots and flight attendants, and through this game technique children can play profession in accordance with their want.

In the previous study written by Louise Siwabessy (2012) in his research *"Pendekatan Ekologi Dalam Pemilihan Karir Usia Dini Pada Masyarakat Tradisional"*, explained about career selection of children tend to prefer the same job as their parents to become entrepreneurs and relay the reasons for them to choose the job through an ecological approach. And in this paper, explains one of the theoretical learning methods for children that can be applied by counselors and teachers in the school especially to find out career development of children. The method is using fantasy games in Gestalt theory presented by Fritz Perls.

3. Methodology

The writing method used is a method of a literature study and is included in the qualitative research. This paper was written theoretically described the fantasy game techniques in Gestalt theory through several sources as the main reference.

4. Analysis Result

Cognitively, children learn actively to build their way of thinking, so both the counselor and teacher can find out some changes that occur especially in the children thinking from one point of development to the next point of development. In the process of childhood cognitive development, Piaget (Santrock, 2011, pp. 243-244) believes that important processes include schemes, assimilation, accommodation, organization, balance, and balance. A scheme is a mental representation that organizes knowledge. Assimilation is incorporating the concept of new information into existing knowledge (schema). Accommodation is an establishment of a scheme to fit new information and experience gained by the child. An organization is the group isolated behavior into a higher level

cognitive system that functions smoothly, grouping or arranging items into categories. Balancing or equilibration is a mechanism to explain how children move from one stage to the next. Displacement occurs when a child experiences an imbalance (dis-equilibrium) in an effort to understand the world.

The fantasy game is one of the counseling techniques in Gestalt theory and this is very fun for children and it allows them to realize what children aspire currently (Thompson & Henderson, 2007, p. 194). It can be designed in various objects or situations, such as utilizing conditions and some objects in the classroom. Using some tables as a mini platform that children can play one type of work they like or use several chairs that become a tool for children when playing the role they take. Both the counselor and teacher can help provide some of the equipment that is considered necessary to support the child to play the role. Of course, some properties used must be safe and not harmful for children.

In the application, counselors and teachers ask the child to express desired goals when the child has grown up, such as doctors, pilots, astronauts, flight attendants, and teachers. Then they asked to play a role in accordance with what their chooses and aspired. In general, children will see some of the professions they're chosen from environment and adults around them, both seeing from their parents and teachers who tell about some work that is considered attractive by children. But at this age, children have not been able to choose a type of work in a rational and objective manner because they don't know all about themselves, both their interests, their talents, and their potential. Through this technique, children can learn various things about several types of work, to know what they really want in the future and things that can be done if the child chooses the profession. Especially for counselors and teachers can help guide children towards their goals especially what is expected of children so that children can still learn well and can grow optimally.

5. Conclusion

Childhood is a period where children prefer to spend time playing. Through fantasy game techniques found in Gestalt theory by Fritz Perls, it's expected that counselors and teachers to engage children to learn, get to know and understand an occupation they aspire to. In childhood, certainly they are still unable to choose a job rationally and objectively and they will choose a job that considered attractive and desirable because they don't know all about of them, their abilities, interests, and some hidden talents. Surely, both educators and parents don't worry about it because children are still in the process of learning and knowing several things in the around them. As time goes by, children will know about themselves and will choose a job that is more rational than before, when they were little.

This fantasy game technique is certainly still needed to study further and more deeply. Especially in the main topic, that is a technique of game, because this is not only discussed in Gestalt theory but also in cognitive theory. Surely to complement this topic still requires direct research to children so that can find out more clearly about the application of fantasy game techniques for children.

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