

**PENGEMBANGAN PROGRAM PELATIHAN PANGGILAN JIWA
GURU BIMBINGAN DAN KONSELING**

DISERTASI

Diajukan untuk memenuhi salah satu syarat memperoleh gelar
Doktor Pendidikan dalam Bidang Bimbingan dan Konseling



Oleh:
Robbani Alfian
1907417

**PROGRAM STUDI BIMBINGAN DAN KONSELING
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS PENDIDIKAN INDONESIA
2025**

**PENGEMBANGAN PROGRAM PELATIHAN PANGGILAN JIWA
GURU BIMBINGAN DAN KONSELING**

Oleh:
Robbani Alfian
M.Pd. UNJ Jakarta, 2019
S.T UGM Yogyakarta, 2013

Sebuah disertasi yang diajukan untuk memenuhi salah satu syarat memperoleh
gelar Doktor Pendidikan (Dr.) pada Fakultas Ilmu Pendidikan

© Robbani Alfian
Universitas Pendidikan Indonesia
Januari 2025

Hak Cipta dilindungi undang-undang. Disertasi ini tidak boleh diperbanyak
seluruhnya atau sebagian, dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa
ijin dari penulis

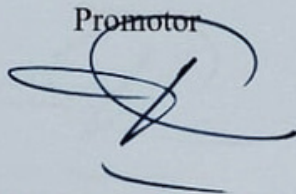
HALAMAN PENGESAHAN

ROBBANI ALFAN

PENGEMBANGAN PROGRAM PELATIHAN PANGGILAN JIWA GURU BIMBINGAN DAN KONSELING

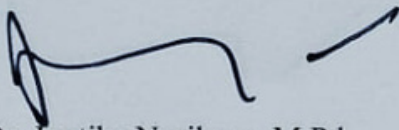
disetujui dan disahkan oleh panitia disertai:

Promotor



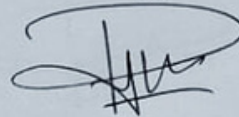
Prof. Dr. M. Solehuddin, M.Pd., M.A.
NIP. 196202081986011002

Ko Promotor



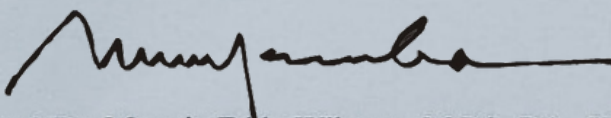
Prof. Dr. Juntika Nurihsan, M.Pd.
NIP. 196606011991031005

Anggota



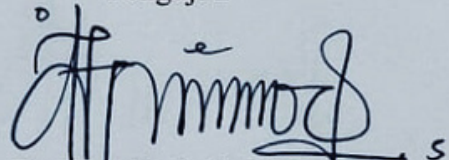
Dr. Yusi Riksa Yustiana, M.Pd.
NIP. 196611151991022001

Penguji 1



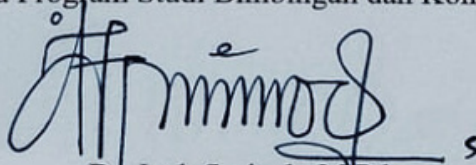
Prof. Dr. Mungin Eddy Wibowo, M.Pd., BA., Kons.
NIP. 195211201977031002

Penguji 2



Dr. Ipah Saripah, M.Pd.
NIP. 197710142001122001

Mengetahui,
Ketua Program Studi Bimbingan dan Konseling



Dr. Ipah Saripah, M.Pd.
NIP. 197710142001122001

ABSTRAK

Robbani Alfani. 2025. Pengembangan Program Pelatihan Panggilan Jiwa Guru Bimbingan dan Konseling. Disertasi. Dibimbing oleh Prof. Dr. M Solehuddin, M.Pd., M.A (Promotor), Prof. Dr. Juntika Nurihsan, M.Pd (Ko-promotor), dan Dr. Yusi Riksa Yustiana, M.Pd (Anggota). Universitas Pendidikan Indonesia, Bandung.

Kekhasan profesi guru bimbingan dan konseling (BK) tercermin pada salah satu identitas profesionalnya yaitu panggilan jiwa. Perkembangan panggilan jiwa menjadi esensial bagi kesejahteraan psikologi guru BK dan kualitas layanan yang diselenggarakan untuk peserta didik. Penelitian ini bertujuan untuk menghasilkan program pelatihan panggilan jiwa guru BK. Program pelatihan dengan pendekatan pembelajaran naratif dikembangkan melalui tiga tahap dalam strategi *Educational Design Research*, yaitu (1) analisis dan eksplorasi masalah seputar panggilan jiwa guru BK, (2) perancangan dan konstruksi program pelatihan hingga tersusun buku panduan, dan (3) evaluasi dan refleksi melalui uji coba *micro-cycle* (2 kali iterasi). Konstruk panggilan jiwa guru BK diukur menggunakan Inventori Panggilan Jiwa (IPJ). Untuk memperoleh gambaran panggilan jiwa, inventori yang telah *valid* dan *reliable* tersebut disebarkan kepada 126 Guru BK di Provinsi Banten dan tahap uji coba melibatkan total 15 guru BK. Data kuantitatif dikumpulkan menggunakan IPJ dan dianalisis menggunakan analisis deskriptif berbasis modus. Data kualitatif dikumpulkan menggunakan pedoman observasi dan rekaman video dan dianalisis menggunakan analisis deskriptif kualitatif. Hasil penelitian menunjukkan 61,1% guru BK telah mencapai tahap keempat atau tahap tertinggi perkembangan panggilan jiwa, yaitu tahap menjalani panggilan jiwa (*living a calling*). Indikator panggilan jiwa yang paling berkembang yaitu indikator tujuan bermakna, hasrat mendalam, orientasi prososial dan keberlanjutan. Indikator perintah transenden dan pengorbanan ditemukan belum berkembang optimal di sebagian besar guru BK. Perbedaan jenis kelamin dan usia responden memperlihatkan perbedaan kecenderungan panggilan jiwa. Sebaliknya, kecenderungan panggilan jiwa berdasarkan latar belakang pendidikan dan sertifikasi tidak tampak berbeda. Penelitian juga menghasilkan program pelatihan panggilan jiwa yang fisibel bagi guru bimbingan dan konseling. Hasil penelitian ini direkomendasikan kepada peneliti selanjutnya untuk pengujian efektivitas program pelatihan panggilan jiwa.

Kata kunci: guru bimbingan dan konseling; identitas profesional; panggilan jiwa; program pelatihan dengan pendekatan naratif.

ABSTRACT

Robbani Alfian. 2025. Development of a Career Calling Training Program for School Counselors. Dissertation. Supervised by Prof. Dr. M. Solehuddin, M.Pd., M.A (Promoter), Prof. Dr. Juntika Nurihsan, M.Pd (Co-promoter), and Dr. Yusi Riksa Yustiana, M.Pd (Member). Universitas Pendidikan Indonesia, Bandung.

The distinctiveness of the school counselor is reflected in one of its core professional identities: career calling. The development of career calling is essential for the psychological well-being of school counselors and the quality of services provided to students. This study aimed to develop a training program to enhance the career calling of school counselors. The training program, which adopts a narrative learning approach, was developed through three stages based on the Educational Design Research (EDR) strategy: (1) analyzing and exploring issues related to the career calling of school counselors, (2) designing and constructing the training program, culminating in the development of a training manual, and (3) evaluating and reflecting through micro-cycle trials (two iterations). The construct of career calling for school counselors was measured using the Inventory Panggilan Jiwa (IPJ). To capture an overview of career calling, the validated and reliable inventory was distributed to 126 school counselors in the Banten Province, with 15 school counselors participating in the trial phase. Quantitative data were collected using the IPJ and analyzed descriptively based on the mode. Qualitative data were gathered through observation guidelines and video recordings and were analyzed using descriptive qualitative methods. The findings reveal that 61.1% of school counselors have reached the fourth or highest stage of career calling development: living a calling. The most developed indicators of career calling include meaningful purpose, deep passion, prosocial orientation, and sustainability. However, the indicators of transcendent summons and sacrifice were found to be less optimally developed among most school counselors. Differences in gender and age showed varying tendencies in career calling, while no significant differences were observed based on educational background or certification status. The study also resulted in a feasible career calling training program for school counselors. It is recommended that future researchers test the effectiveness of the developed program.

Keywords: school counselors; professional identity; career calling; narrative-based training program

DAFTAR ISI

HALAMAN PENGESAHAN.....	ii
PERNYATAAN.....	iii
UCAPAN TERIMA KASIH.....	iv
ABSTRAK.....	vii
<i>ABSTRACT</i>	viii
DAFTAR ISI.....	ix
DAFTAR TABEL.....	xii
DAFTAR GAMBAR.....	xiv
BAB 1 PENDAHULUAN.....	1
1.1 Latar Belakang Penelitian.....	1
1.1.1 Urgensi Panggilan Jiwa sebagai Identitas Profesional Guru Bimbingan dan Konseling.....	1
1.1.2 Persoalan Kebijakan dan Konseptual Panggilan Jiwa bagi Profesi Guru Bimbingan dan Konseling.....	6
1.1.3 Persoalan Empiris Panggilan Jiwa pada Guru Bimbingan dan Konseling.....	7
1.2 Rumusan Masalah Penelitian.....	15
1.3 Tujuan Penelitian.....	16
1.4 Signifikansi Penelitian.....	17
1.5 Struktur Organisasi Disertasi.....	17
BAB II TINJAUAN TEORETIS TENTANG PANGGILAN JIWA DAN PROGRAM PELATIHAN BERBASIS PEMBELAJARAN NARATIF.....	19
2.1 Asal-usul Konsep Panggilan Jiwa.....	19
2.1.1 Konsep Panggilan dalam Pemikiran Yunani Kuno.....	20
2.1.2 Konsep Panggilan dalam Ajaran Islam.....	21
2.1.3 Konsep Panggilan dalam Tradisi Monastik Katolik.....	23
2.1.4 Konsep Panggilan dalam Era Reformasi Protestan.....	24
2.1.5 Konsep Panggilan dalam Ide Kapitalisme Modern.....	26
2.1.6 Konsep Panggilan dalam Era Revolusi Industri Hingga Teknologi Informasi.....	27
2.2 Landasan Filsafiah dan Psikologi Eksistensial Panggilan Jiwa.....	31

2.3 Perspektif Pedagogis Panggilan Jiwa Sebagai Bentuk Motivasi	39
2.4 Konseptualisasi Panggilan Jiwa	42
2.5 Definsi Operasional.....	51
2.6 Diferensiasi Panggilan dengan Konstruksi Vokasional Serupa	51
2.7 Dinamika Perkembangan Panggilan Jiwa	54
2.8 Faktor-faktor yang Mempengaruhi Panggilan Jiwa.....	60
2.9 Panggilan Jiwa sebagai Identitas Profesional Guru Bimbingan dan Konseling ...	62
2.10 Pengembangan Panggilan Jiwa	66
2.11 Penerapan Pelatihan dalam Pengembangan Panggilan Jiwa.....	69
2.11.1 Definisi dan Sejarah Teori Pembelajaran Naratif	69
2.11.2 Tujuan Pembelajaran Naratif	72
2.11.3 Tahapan Pembelajaran Naratif	73
2.11.4 Strategi Pembelajaran Naratif	76
2.11.5 Penerapan Pembelajaran Naratif dalam Pelatihan Panggilan Jiwa	77
2.12 Kerangka Pikir	80
BAB III METODOLOGI PENELITIAN.....	83
3.1 Paradigma Penelitian	83
3.2 Pendekatan Penelitian	85
3.3 Metode Penelitian.....	86
3.4 Strategi Penelitian	88
3.5 Prosedur Penelitian.....	89
3.5.1 Fase Pertama: Analisis dan Eksplorasi	90
3.5.2 Fase Kedua: Perancangan dan Konstruksi	93
3.5.3 Fase Ketiga:Evaluasi dan Refleksi.....	95
3.6 Partisipan Penelitian	98
3.7 Instrumen Penelitian.....	100
3.7.1 Inventori Panggilan Jiwa (IPJ)	100
3.7.2 Instrumen Evaluasi Program Pelatihan	106
3.8 Teknik Analisis Data.....	111
BAB IV TEMUAN PENELITIAN DAN PEMBAHASAN.....	114
4.1 Kecenderungan Panggilan Jiwa Guru Bimbigan dan Konseling	114

4.1.1 Kecenderungan Panggilan Jiwa Guru BK Secara Umum.....	114
4.1.2 Kecenderungan Panggilan Jiwa Guru BK Berdasarkan Indikator	120
4.1.3 Kecenderungan Panggilan Jiwa Guru BK Berdasarkan Faktor Sosio-demografis	127
4.2 Rancangan Purwarupa Program Pelatihan Panggilan Jiwa Guru BK.....	140
4.3 Uji Coba Purwarupa Program Pelatihan Panggilan Jiwa Guru BK	153
4.3.1 Sesi ke-1 Orientasi Pelatihan	153
4.3.2 Sesi ke-2 Asesmen Pemahaman Awal Peserta.....	155
4.3.3 Sesi ke-3 Materi Panggilan Jiwa	164
4.3.4 Sesi ke-4 Aktivitas Mendengarkan Cerita	167
4.3.5 Sesi ke-5 Aktivitas Menceritakan Ulang	170
4.3.6 Sesi ke-6 Aktivitas Merekognisi Cerita	172
4.3.7 Sesi ke-7 Aktivitas Mengontekstualisasi Cerita.....	178
4.3.8 Sesi 8 Refleksi.....	180
4.3.9 Sesi 9 Evaluasi	186
4.4 Refleksivitas.....	190
4.5 Perbedaan Uji Coba ke-1 dan ke-2.....	191
4.6 Keterbatasan Penelitian.....	193
4.7 Kebaruan Penelitian	193
BAB V_SIMPULAN, IMPLIKASI, DAN REKOMENDASI	196
5.1 Simpulan	196
5.1.1 Simpulan Umum	196
5.1.2 Simpulan Khusus	197
5.2 Implikasi.....	198
5.3 Rekomendasi	199
DAFTAR PUSTAKA	201
LAMPIRAN-LAMPIRAN.....	220

DAFTAR TABEL

Tabel 2.1 Analisis Landasan Psikologi Eksistensial Panggilan Jiwa	35
Tabel 2.2 Definisi Panggilan dan Dimensi Utamanya	44
Tabel 2.3 Perbedaan Pandangan Neoklasik, Modern, dan Moderat dalam Panggilan Jiwa.....	45
Tabel 2.4 Konseptualisasi Panggilan Jiwa	49
Tabel 2.5 Penjabaran Aspek ke Indikator Panggilan Jiwa	51
Tabel 2.6 Penelitian Intervensi Terkait Panggilan Jiwa.....	67
Tabel 3.1 Ringkasan Tahap, Sesi dan Alokasi Waktu Pelatihan Panggilan Jiwa	94
Tabel 3.2 Partisipan Penelitian.....	98
Tabel 3.3 Hasil Penilaian Pakar Terhadap Program Pelatihan Panggilan Jiwa	107
Tabel 3.4 Butir Pernyataan Lembar Persepsi Kepuasan, Kebermanfaatan dan Pemahaman Peserta	110
Tabel 4.1 Karakteristik Demografi Partisipan Penelitian	114
Tabel 4.2 Kecenderungan Perkembangan Panggilan Jiwa Guru BK Secara Umum	115
Tabel 4.3 Kecenderungan Perkembangan Panggilan Jiwa Guru BK Berdasarkan Indikator	120
Tabel 4.4 Kecenderungan Perkembangan Panggilan Jiwa Guru BK Berdasarkan Jenis Kelamin	127
Tabel 4.5 Kecenderungan Perkembangan Panggilan Jiwa Guru BK Berdasarkan Kelompok Usia	133
Tabel 4.6 Kecenderungan Perkembangan Panggilan Jiwa Guru BK Berdasarkan Latar Belakang Pendidikan Sarjana	135
Tabel 4.7 Kecenderungan Perkembangan Panggilan Jiwa Guru BK Berdasarkan Sertifikasi Guru	137
Tabel 4.8 Tahapan dan Sesi Pelatihan Panggilan Jiwa Guru Bimbingan dan Konseling	148
Tabel 4.9 Hasil Evaluasi Keterlaksanaan Pelatihan	188

Tabel 4.10 Hasil Evaluasi Persepsi Kepuasan, Kebermanfaan, dan Pemahaman

Peserta.....	189
--------------	-----

DAFTAR GAMBAR

Gambar 2.1 Pergeseran Makna Panggilan	29
Gambar 2.2 Tahap Perkembangan Panggilan	55
Gambar 3.1 Lapisan Kulit Bawang Metodologi Penelitian	83
Gambar 3.2 Tahapan Penelitian Strategi <i>Educational Design Research</i>	89
Gambar 3.3 Bagan Alir (<i>flowchart</i>) Fase Analisis Dan Eksplorasi	92
Gambar 3.4 Bagan Alir (<i>flowchart</i>) Fase Perancangan dan Konstruksi	95
Gambar 3.5 Bagan Alir (<i>flowchart</i>) Fase Evaluasi dan Refleksi	96
Gambar 3.6 Kisi-kisi Inventori Panggilan Jiwa	102
Gambar 4.1 Persentase Perkembangan Panggilan Jiwa Berdasarkan Indikator	122
Gambar 4.2 Perbedaan Perkembangan Indikator Panggilan Jiwa Berdasarkan Jenis Kelamin	128
Gambar 4.3 Perbedaan Perkembangan Indikator Panggilan Jiwa Berdasarkan Latar Belakang Pendidikan	136
Gambar 4.4 Tata Letak Ruangan yang Disarankan	150
Gambar 4.5 Suasana Sesi Orientasi	154
Gambar 4.6 Suasana Perkenalan Peserta	155
Gambar 4.7 Suasana Sesi Asesmen Pemahaman Awal Peserta.....	157
Gambar 4.8 Peserta Mendengarkan Cerita Fasilitator	169
Gambar 4.9 Fasilitator Bercerita Dengan Bantuan Presentasi Foto dan Buku	170
Gambar 4.10 Peserta Menceritakan Ulang Dengan Menunjukkan Kronologi Alur Cerita	171
Gambar 4.11 Peserta Lain Mengapresiasi Peserta Yang Berhasil Menceritakan Ulang Dengan Baik	172
Gambar 4.12 Peserta Membaca Lembar Panduan Pertanyaan.....	174
Gambar 4.13 Lembar Rekognisi Cerita sebagai kerangka <i>mind map</i>	175
Gambar 4.14 Peserta Menuliskan Kata Kunci Di <i>Sticky Notes</i> Lalu Menempelkannya Di Lembar Rekognisi Cerita.....	176

Gambar 4.15 Peserta mengontekstualisasi panggilan jiwa hidupnya	180
---	-----

DAFTAR PUSTAKA

- Adnyana, I. B. (2024). Geneologi gender: pembuktian logis dominasi spiritual wanita atas pria: perspektif hermeneutik filosofis manawa dharmacastra. *Pangkaja: Jurnal Agama Hindu*, 27(1), 51–66.
- Ahn, J., Dik, B. J., & Hornback, R. (2017). The experience of career change driven by a sense of calling: An interpretative phenomenological analysis approach. *Journal of Vocational Behavior*, 102, 48–62.
- Al Quran, K. A. R. (2015). *Alquran dan Terjemahannya*. Lajnah Pentashihan Mushaf Al-Quran.
- Ali, R., & Mehdi, I. (2020). The relationship between burnout and self-efficacy among Iranian male and female EFL teachers. *Journal of Language and Education*, 6(1 (21)), 173–188.
- Al-mawardi, I. (2014). *Ahkam Sulthaniyah: Sistem Pemerintahan Khilafah Islam*. Qisthi Press.
- Amabile, T. M., Hill, K. G., Hennessey, B. A., & Tighe, E. M. (1994). The Work Preference Inventory: assessing intrinsic and extrinsic motivational orientations. *Journal of Personality and Social Psychology*, 66(5), 950.
- Ancho, I., & Bongco, R. (2019). Exploring Filipino teachers' professional workload. *Journal of Research, Policy & Practice of Teachers and Teacher Education*, 9(2), 19–29.
- Antoniou, A., Polychroni, F., & Vlachakis, A. (2006). Gender and age differences in occupational stress and professional burnout between primary and high-school teachers in Greece. *Journal of Managerial Psychology*, 21(7), 682–690.
- Apriliani, R., & Susilawati, S. (2018). Kajian Sertifikasi Guru dalam Upaya Peningkatan Profesionalisme Guru dan Kualitas Pendidikan. *Seminar Nasional Pendidikan Dan Kewarganegaraan Iv*, 114–124.
- Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55(5), 469.
- Ayinselya, R. A. (2020). Teachers' sense of professional identity in Ghana: listening to selected teachers in rural Northern Ghana. *Practice*, 2(2), 110–127.
- Bandura, A. (2023). Cultivate self-efficacy for personal and organizational effectiveness. *Principles of Organizational Behavior: The Handbook of Evidence-Based Management 3rd Edition*, 113–135.

- Barab, S., & Squire, K. (2016). Design-based research: Putting a stake in the ground. In *Design-based Research* (pp. 1–14). Psychology Press.
- Barida, M., Prasetyawan, H., & Muarifah, A. (2019). The Development of Self-management technique for Improving Students' Moral Intelligence. *International Journal of Educational Research Review*, 4(4), 660–669.
- Barigozzi, F., Parasnis, J., & Tani, M. (2022). *Gender, Motivation, and Self-Selection into Teaching*.
- Beattie, M. (2009). Narrative, Arts-Based Pedagogy: Connecting the Personal, Professional and Scholarly. In *The Quest for Meaning* (pp. 29–71). Brill Sense.
- Bellah, R. N. (2019). Individualism and commitment in American life. In *American Social Character* (pp. 283–293). Routledge.
- Bellah, R. N., Madsen, R., Sullivan, W. M., Swidler, A., & Tipton, S. M. (2007). *Habits of the heart, with a new preface: individualism and commitment in American life*. Univ of California Press.
- Beloborodova, P., & Leontiev, D. (2024). Make your future job matter: A career calling intervention for college students. *The Career Development Quarterly*, 72(1), 63–76.
- Bergmark, U., Lundström, S., Manderstedt, L., & Palo, A. (2018). Why become a teacher? Student teachers' perceptions of the teaching profession and motives for career choice. *European Journal of Teacher Education*, 41(3), 266–281.
- Berkelaar, B. L., & Buzzanell, P. M. (2015). Bait and switch or double-edged sword? The (sometimes) failed promises of calling. *Human Relations*, 68(1), 157–178.
- Bermejo Toro, L., & Prieto Ursúa, M. (2014). *Absenteeism, burnout and symptomatology of teacher stress: sex differences*.
- Betts, S. C. (2004). Gender differences in multiple jobholding: moonlighting among teachers. *Journal of Business & Economics Research (JBER)*, 2(8).
- Bland, A. M., & Roberts-Pittman, B. J. (2014). Existential and Chaos Theory: “Calling” for Adaptability and Responsibility in Career Decision Making. *Journal of Career Development*, 41(5), 382–401.
- Bloom, M., Colbert, A. E., & Nielsen, J. D. (2021). Stories of calling: How called professionals construct narrative identities. *Administrative Science Quarterly*, 66(2), 298–338.
- Bott, E. M., & Duffy, R. D. (2015). A two-wave longitudinal study of career calling among undergraduates: Testing for predictors. *Journal of Career Assessment*, 23(2), 250–264.

- Brennfleck, K., & Brennfleck, K. M. (2004). *Live your calling: A practical guide to finding and fulfilling your mission in life*. John Wiley & Sons.
- Brigman, G., & Campbell, C. (2003). Helping students improve academic achievement and school success behavior. *Professional School Counseling*, 91–98.
- Brown, A. L. (1992). Design experiments: Theoretical and methodological challenges in creating complex interventions in classroom settings. *The Journal of the Learning Sciences*, 2(2), 141–178.
- Bruner, J. (1995). Meaning and self in cultural perspective. *The Social Self*, 15, 18–29.
- Buckingham, W. (2011). *The philosophy book*. Dorling Kindersley Ltd.
- Bullough Jr, R. V, & Hall-Kenyon, K. M. (2012). On teacher hope, sense of calling, and commitment to teaching. *Teacher Education Quarterly*, 7–27.
- Bunderson, J. S., & Thompson, J. A. (2009). The call of the wild: Zookeepers, callings, and the double-edged sword of deeply meaningful work. *Administrative Science Quarterly*, 54(1), 32–57.
- Burkholder, D. (2012). A model of professional identity expression for mental health counselors. *Journal of Mental Health Counseling*, 34(4), 295–307.
- Burnett, S., Grinnall, A., & Williams, D. (2015). What have we learned so far? The development and application of an organisational learning narrative. *Knowledge Management Research & Practice*, 13(2), 160–167.
- Çalışkan, Y., Kılınçarslan, Ö., & Efeoglu, İ. E. (2023). The Relationship Between Teachers' Calling, Job Performance, and Organizational Commitment: The Mediating Role of Work-Related Flow Experience. *İşletme Araştırmaları Dergisi*, 15(2), 848–864.
- Carroll, D., Parasnis, J., & Tani, M. (2018). *Teaching, gender and labour market incentives*. IZA Discussion Papers.
- Chater, M. (2005). The personal and the political: notes on teachers' vocations and values. *Journal of Beliefs & Values*, 26(3), 249–259.
- Chen, J., May, D. R., Schwoerer, C. E., & Augelli, B. (2018). Exploring the boundaries of career calling: The moderating roles of procedural justice and psychological safety. *Journal of Career Development*, 45(2), 103–116.
- Christopherson, R. W. (1994). Calling and career in Christian ministry. *Review of Religious Research*, 219–237.
- Clara de Inocencio Laporta. (2020). *The psychology of career calling*. University of Kent at Canterbury.
- Clark, M. C. (2010). Narrative learning: Its contours and its possibilities. *New Directions for Adult and Continuing Education*, 126(3), 3.

- Clark, M. C., & Rossiter, M. (2008). Narrative learning in adulthood. *New Directions for Adult and Continuing Education*, 2008(119), 61–70.
- Clinton, M. E., Conway, N., & Sturges, J. (2017). “It’s tough hanging-up a call”: the relationships between calling and work hours, psychological detachment, sleep quality, and morning vigor. *Journal of Occupational Health Psychology*, 22(1), 28.
- Cobb, P., Confrey, J., DiSessa, A., Lehrer, R., & Schauble, L. (2003). Design experiments in educational research. *Educational Researcher*, 32(1), 9–13.
- Correll, S. J. (2001). Gender and the career choice process: The role of biased self-assessments. *American Journal of Sociology*, 106(6), 1691–1730.
- Corsini, R. J. (2001). *Handbook of innovative therapy*. John Wiley & Sons Inc.
- Dale. (2022). *Randomized Trial of a Narrative Career Intervention on College Student Calling and Career Development*. Colorado State University.
- Dalimunthe, R. Z., Hilmi, A. W., Rahmania, N., Nurhalimah, S., Ramadani, F. S., & Mulia, S. S. (2023). Analisis Latar Belakang Pendidikan Guru BK dalam Pelaksanaan Layanan Bimbingan dan Konseling di SMP. *Jurnal Bimbingan Dan Konseling Ar-Rahman*, 9(2), 280–288.
- Dalla Rosa, A., & Vianello, M. (2020). Linking calling with workaholism: Examining obsessive and harmonious passion as mediators and moderators. *Journal of Career Assessment*, 28(4), 589–607.
- Dalla Rosa, A., Vianello, M., & Anselmi, P. (2019). Longitudinal predictors of the development of a calling: New evidence for the a posteriori hypothesis. *Journal of Vocational Behavior*, 114, 44–56.
- Dalton, J. C. (2001). Career and Calling: Finding a Place for the Spirit in Work and Community. *New Directions for Student Services*, 95, 17–25.
- Davidson, J. C., & Caddell, D. P. (1994). Religion and the meaning of work. *Journal for the Scientific Study of Religion*, 135–147.
- Dawson, J. (2005). A history of vocation: Tracing a keyword of work, meaning, and moral purpose. *Adult Education Quarterly*, 55(3), 220–231.
- Day, C., Kington, A., Stobart, G., & Sammons, P. (2006). The personal and professional selves of teachers: Stable and unstable identities. *British Educational Research Journal*, 32(4), 601–616.
- Desmazières, A. (2018). Toward a Sacralization of the Religious Vows? Religious Consecration and the Solemnity of the Vow in Thomas Aquinas’s Works. *Mirator*, 19(1), 32–42.

- Dickey, M. D. (2011). Murder on Grimm Isle: The impact of game narrative design in an educational game-based learning environment. *British Journal of Educational Technology*, 42(3), 456–469.
- Dik, B. J., Byrne, Z. S., & Steger, M. F. (2013). *Purpose and Meaning in the Workplace*. American Psychological Association.
- Dik, B. J., & Duffy, R. D. (2009). Calling and vocation at work: Definitions and prospects for research and practice. *The Counseling Psychologist*, 37(3), 424–450.
- Dik, B. J., Duffy, R. D., & Eldridge, B. M. (2009). Calling and vocation in career counseling: Recommendations for promoting meaningful work. *Professional Psychology: Research and Practice*, 40(6), 625.
- Dik, B. J., Eldridge, B. M., Steger, M. F., & Duffy, R. D. (2012). Development and validation of the calling and vocation questionnaire (CVQ) and brief calling scale (BCS). *Journal of Career Assessment*, 20(3), 242–263.
- Dik, B. J., & Shimizu, A. B. (2019). Multiple meanings of calling: Next steps for studying an evolving construct. *Journal of Career Assessment*, 27(2), 323–336.
- Dik, B. J., & Steger, M. F. (2008). Randomized trial of a calling-infused career workshop incorporating counselor self-disclosure. *Journal of Vocational Behavior*, 73(2), 203–211.
- Dobrow, S. (2004). Extreme subjective career success: A new integrated view of having a calling. *Academy of Management Proceedings*, 2004(1), B1–B6.
- Dobrow, S. R. (2013). Dynamics of calling: A longitudinal study of musicians. *Journal of Organizational Behavior*, 34(4), 431–452.
- Dobrow, S. R., & Heller, D. (2014). Siren Song? A Longitudinal Study of the Facilitating Role of Calling and Ability in Career Pursuit. *Academy of Management Proceedings*, 2014(1), 13632.
- Dobrow, S. R., & Tosti-Kharas, J. (2011). Calling: The development of a scale measure. *Personnel Psychology*, 64(4), 1001–1049.
- Dobrow, S. R., Weisman, H., Heller, D., & Tosti-Kharas, J. (2023). Calling and the good life: A meta-analysis and theoretical extension. *Administrative Science Quarterly*, 68(2), 508–550.
- Douglass, R. P., Duffy, R. D., & Autin, K. L. (2016). Living a calling, nationality, and life satisfaction: A moderated, multiple mediator model. *Journal of Career Assessment*, 24(2), 253–269.
- Duffy, R. D., Allan, B. A., Autin, K. L., & Bott, E. M. (2013). Calling and life satisfaction: it's not about having it, it's about living it. *Journal of Counseling Psychology*, 60(1), 42.

- Duffy, R. D., Allan, B. A., Autin, K. L., & Douglass, R. P. (2014). Living a calling and work well-being: a longitudinal study. *Journal of Counseling Psychology*, 61(4), 605.
- Duffy, R. D., Allan, B. A., Bott, E. M., & Dik, B. J. (2014). Does the source of a calling matter? External summons, destiny, and perfect fit. *Journal of Career Assessment*, 22(4), 562–574.
- Duffy, R. D., Allan, B. A., & Dik, B. J. (2011). The presence of a calling and academic satisfaction: Examining potential mediators. *Journal of Vocational Behavior*, 79(1), 74–80.
- Duffy, R. D., Bott, E. M., Allan, B. A., Torrey, C. L., & Dik, B. J. (2012). Perceiving a calling, living a calling, and job satisfaction: testing a moderated, multiple mediator model. *Journal of Counseling Psychology*, 59(1), 50.
- Duffy, R. D., & Dik, B. J. (2013). Research on calling: What have we learned and where are we going? *Journal of Vocational Behavior*, 83(3), 428–436.
- Duffy, R. D., Dik, B. J., Douglass, R. P., England, J. W., & Velez, B. L. (2018). Work as a calling: A theoretical model. *Journal of Counseling Psychology*, 65(4), 423.
- Duffy, R. D., Dik, B. J., & Steger, M. F. (2011). Calling and work-related outcomes: Career commitment as a mediator. *Journal of Vocational Behavior*, 78(2), 210–218.
- Duffy, R. D., Douglass, R. P., Autin, K. L., & Allan, B. A. (2014). Examining predictors and outcomes of a career calling among undergraduate students. *Journal of Vocational Behavior*, 85(3), 309–318.
- Duffy, R. D., Douglass, R. P., Autin, K. L., England, J., & Dik, B. J. (2016). Does the dark side of a calling exist? Examining potential negative effects. *The Journal of Positive Psychology*, 11(6), 634–646.
- Duffy, R. D., Foley, P. F., Raque-Bodgan, T. L., Reid-Marks, L., Dik, B. J., Castano, M. C., & Adams, C. M. (2012). Counseling psychologists who view their careers as a calling: A qualitative study. *Journal of Career Assessment*, 20(3), 293–308.
- Duffy, R. D., Manuel, R. S., Borges, N. J., & Bott, E. M. (2011). Calling, vocational development, and well being: A longitudinal study of medical students. *Journal of Vocational Behavior*, 79(2), 361–366.
- Duffy, R. D., & Sedlacek, W. E. (2007). The presence of and search for a calling: Connections to career development. *Journal of Vocational Behavior*, 70(3), 590–601.
- Duffy, R. D., & Sedlacek, W. E. (2010). The salience of a career calling among college students: Exploring group differences and links to religiousness, life meaning, and life satisfaction. *The Career Development Quarterly*, 59(1), 27–41.

- Dumulescu, D., Opre, A., & Ramona, B. (2015). "Is your career meaningful?" Exploring career calling on a Romanian students sample. *Procedia-Social and Behavioral Sciences*, 187, 553–558.
- Ecklund, E. H., Daniels, D., Bolger, D., & Johnson, L. (2020). A nationally representative survey of faith and work: Demographic subgroup differences around calling and conflict. *Religions*, 11(6), 287.
- Ehrhardt, K., & Ensher, E. (2021). Perceiving a calling, living a calling, and calling outcomes: How mentoring matters. *Journal of Counseling Psychology*, 68(2), 168.
- Eklund, N. (2009). Sustainable workplaces, retainable teachers. *Phi Delta Kappan*, 91(2), 25–27.
- Elangovan, A. R., Pinder, C. C., & McLean, M. (2010). Callings and organizational behavior. *Journal of Vocational Behavior*, 76(3), 428–440.
- Elias, J. L. (2003). Reflections on the vocation of a religious educator. *Religious Education*, 98(3), 297–310.
- Embet, E., Harapan, E., & Putri, R. D. (2021). Pengaruh Latar Belakang Pendidikan Guru Bimbingan dan Konseling Terhadap Pelaksanaan Layanan pada Siswa SMK Negeri 1 Benakat. *Jurnal Wahana Konseling*, 4(1), 46–57.
- Ensher, E., & Ehrhardt, K. (2022). Antecedents and outcomes of callings for university students: An examination of mentoring and insight experiences. *Journal of Career Development*, 49(2), 326–343.
- Erikson, E. H. (1963). Eight ages of man, Childhood and Society. Nova York, Nortonand Company, 247–274.
- Eroshenkova, E. I. (2019). Prosocial orientation of pedagogical activity in modern science and education: from essence to content. *Research Result. Pedagogy and Psychology of Education*, 5(2), 3–16.
- Estola, E., Erkkila, R., & Syrjä" la", L. (2003). A moral voice of vocation in teachers' narratives. *Teachers and Teaching*, 9(3), 239–256.
- Farkas, S., Johnson, J., & Foleno, T. (2000). *A Sense of Calling: Who Teaches and Why. A Report from Public Agenda*. ERIC.
- Fatharani, T., & Riasnugrahani, M. (2022). Panggilan keterikatan kerja dan kepuasan kerja pada guru. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 8(1), 313–324.
- Feller, R. W. (2003). Aligning school counseling, the changing workplace, and career development assumptions. *Professional School Counseling*, 6(4), 262–271.
- Fisher, W. R. (2021). *Human communication as narration: Toward a philosophy of reason, value, and action*. Univ of South Carolina Press.

- Frankl, V. E. (2014). *The will to meaning: Foundations and applications of logotherapy*. Penguin.
- Franklin, B. (2022). *Autobiography of Benjamin Franklin*. Project Gutenberg.
- French, J. R., & Domene, J. F. (2010). Sense of "calling": An organizing principle for the lives and values of young women in university. *Canadian Journal of Counselling and Psychotherapy*, 44(1).
- Fulmer, R. (2019). Artificial intelligence and counseling: Four levels of implementation. *Theory & Psychology*, 29(6), 807–819.
- Fussy, D. S. (2023). The sense of vocation in the practice of teaching. *Proceedings of the 1st International Conference on Education*, 166–179.
- Galles, J. A., & Lenz, J. G. (2013). Relationships among career thoughts, vocational identity, and calling: Implications for practice. *The Career Development Quarterly*, 61(3), 240–248.
- Gati, I., & Perez, M. (2014). Gender differences in career preferences from 1990 to 2010: Gaps reduced but not eliminated. *Journal of Counseling Psychology*, 61(1), 63.
- Gawel, J. E. (2019). Herzberg's theory of motivation and Maslow's hierarchy of needs. *Practical Assessment, Research, and Evaluation*, 5(1), 11.
- Giacalone, R. A., & Jurkiewicz, C. L. (2010). The science of workplace spirituality. *Handbook of Workplace Spirituality and Organizational Performance*, 2, 3–26.
- Gjedde, L. (2005). Designing for learning in narrative multimedia environments. In *Interactive multimedia in education and training* (pp. 101–112). IGI Global.
- Goodson, I. F., Biesta, G., Tedder, M., & Adair, N. (2010). *Narrative learning*. Routledge.
- Goodson, I. F., & Gill, S. R. (2011). Narrative Construction and Narrative Capacity. *Counterpoints*, 386, 55–70.
- Goodson, I. F., Loveless, A. M., & Stephens, D. (2013). *Explorations in narrative research* (Vol. 6). Springer Science & Business Media.
- Gradišek, P., Pečjak, S., Rijavec, M., & Jurčec, L. (2020). Teaching as a calling and well-being of Slovenian and Croatian teachers. *Psihologijske Teme*, 29(2), 249–267.
- Gregoire, J., & Jungers, C. M. (2013). An existential approach to understanding counselor identity. *Counseling Ethics: Philosophical and Professional Foundations*, 25–46.
- Guignon, C. B. (2004). *The existentialists: critical essays on Kierkegaard, Nietzsche, Heidegger, and Sartre*. Rowman & Littlefield.

- Hadi, S. (2018). Pengaruh kompetensi pedagogik dan kompetensi profesional terhadap kinerja guru bimbingan dan konseling di SDLB Kota Bandung. *JIPSI-Jurnal Ilmu Politik Dan Komunikasi UNIKOM*, 8.
- Hagmaier, T., & Abele, A. E. (2012). The multidimensionality of calling: Conceptualization, measurement and a bicultural perspective. *Journal of Vocational Behavior*, 81(1), 39–51.
- Hagmaier, T., Volmer, J., & Spurk, D. (2013). Calling and burnout: Integrating career research with occupational health psychology. *Psychology of Burnout: New Research*, 19–32.
- Hall, D. T., & Chandler, D. E. (2005). Psychological success: When the career is a calling. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 26(2), 155–176.
- Hall, D. T., Yip, J., & Doiron, K. (2018). Protean careers at work: Self-direction and values orientation in psychological success. *Annual Review of Organizational Psychology and Organizational Behavior*, 5, 129–156.
- Hall, S. F., Burkholder, D., & Sterner, W. R. (2014). Examining spirituality and sense of calling in counseling students. *Counseling and Values*, 59(1), 3–16.
- Hamilton, C. (1998). Kierkegaard on truth as subjectivity: Christianity, ethics and asceticism. *Religious Studies*, 34(1), 61–79.
- Hansen, D. T. (1995). *The call to teach*. Teachers College Press.
- Hansen, J.-I. C., & Leuty, M. E. (2012). Work values across generations. *Journal of Career Assessment*, 20(1), 34–52.
- Hardy, L. (1990). *The fabric of this world: Inquiries into calling, career choice, and the design of human work*. Wm. B. Eerdmans Publishing.
- Hartnett, S., & Kline, F. (2005). Preventing the fall from the ‘call to teach’: Rethinking vocation. *Journal of Education and Christian Belief*, 9(1), 9–20.
- Harzer, C., & Ruch, W. (2016). Your strengths are calling: Preliminary results of a web-based strengths intervention to increase calling. *Journal of Happiness Studies*, 17, 2237–2256.
- Hasmiah, H. (2020). Dampak Sertifikasi Terhadap Peningkatan Kualitas Mengajar Guru Di SD Negeri Kompleks IKIP Kota Makassar. *JEKPEND: Jurnal Ekonomi Dan Pendidikan*, 3(1), 37.
- Haste, H., & Abrahams, S. (2008). Morality, culture and the dialogic self: Taking cultural pluralism seriously. *Journal of Moral Education*, 37(3), 377–394.

- Heinz, M. (2015). Why choose teaching? An international review of empirical studies exploring student teachers' career motivations and levels of commitment to teaching. *Educational Research and Evaluation*, 21(3), 258–297.
- Heppner, P. P., Wampold, B. E., & Kivlighan, D. M. (2008). Quantitative descriptive designs. *Research Designs in Counseling*, 3, 224–255.
- Hirschi, A. (2011). Callings in career: A typological approach to essential and optional components. *Journal of Vocational Behavior*, 79(1), 60–73.
- Hirschi, A. (2012). Callings and work engagement: moderated mediation model of work meaningfulness, occupational identity, and occupational self-efficacy. *Journal of Counseling Psychology*, 59(3), 479.
- Hirschi, A., & Herrmann, A. (2013). Calling and career preparation: Investigating developmental patterns and temporal precedence. *Journal of Vocational Behavior*, 83(1), 51–60.
- Hobson, A. J., Malderez, A., Tracey, L., Giannakaki, M. S., Pell, R. G., Kerr, K., Chambers, G. N., Tomlinson, P. D., & Roper, T. (2006). *Becoming a teacher: student teachers' experiences of initial teacher training in England*. Department for Education and Skills Nottingham.
- Hodge, D. R., & Gillespie, D. F. (2007). Phrase completion scales: a better measurement approach than Likert scales? *Journal of Social Service Research*, 33(4), 1–12.
- Hong, J. Y. (2010). Pre-service and beginning teachers' professional identity and its relation to dropping out of the profession. *Teaching and Teacher Education*, 26(8), 1530–1543.
- Hooley, N. (2007). Establishing professional identity: Narrative as curriculum for pre-service teacher education. *Australian Journal of Teacher Education (Online)*, 32(1), 49–60.
- Howard, A. (2000). *Philosophy for counselling and psychotherapy: Pythagoras to postmodernism*. Macmillan.
- Hunter, I., Dik, B. J., & Banning, J. H. (2010). College students' perceptions of calling in work and life: A qualitative analysis. *Journal of Vocational Behavior*, 76(2), 178–186.
- Hyslop-Margison, E. J. (2002). Liberalizing career education: An Aristotelian approach. *Alberta Journal of Educational Research*, 48(4).
- Ibarra, H. (1999). Provisional selves: Experimenting with image and identity in professional adaptation. *Administrative Science Quarterly*, 44(4), 764–791.

- Intan Yunelia. (2019). *Tes “Panggilan Jiwa” Pastikan Pendaftar Punya Passion Guru*. <https://www.medcom.id/pendidikan/news-pendidikan/DkqVyG4K-tes-panggilan-jiwa-pastikan-pendaftar-punya-passion-guru>
- Irwin, R. R. (1996). Narrative competence and constructive developmental theory: A proposal for rewriting the bildungsroman in the postmodern world. *Journal of Adult Development*, 3, 109–125.
- Isari, V., Efendi, Z. M., & Suhaili, N. (2017). Perbedaan latar belakang pendidikan dan masa kerja guru bimbingan dan konseling terhadap pelaksanaan layanan bimbingan dan konseling format klasikal. *Jurnal Bikotetik (Bimbingan Dan Konseling: Teori Dan Praktik)*, 1(1), 21–29.
- Jamieson, S. (2004). Likert scales: How to (ab) use them? *Medical Education*, 38(12), 1217–1218.
- Jennings, P. A., & Min, H. H. (2023). Transforming empathy-based stress to compassion: Skillful means to preventing teacher burnout. *Mindfulness*, 14(10), 2311–2322.
- Joldersma, C. W. (2006). Not only what or how, but who? Subjectivity, obligation, and the call to teach. *Journal of Education and Christian Belief*, 10(1), 61–73.
- Joseph, P. B., & Green, N. (1986). Perspectives on reasons for becoming teachers. *Journal of Teacher Education*, 37(6), 28–33.
- Jost, J. T., Federico, C. M., & Napier, J. L. (2009). Political ideology: Its structure, functions, and elective affinities. *Annual Review of Psychology*, 60(1), 307–337.
- Jurčec, L., Golub, T. L., & Rijavec, M. (2021). Teachers’ Wellbeing: The Role of Calling Orientation, Job Crafting and Work Meaningfulness. *Psychological Applications and Trends*, 167–171.
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692–724.
- Kamila, I. N. (2017). Perbedaan kinerja mengajar guru pendidikan anak usia dini ditinjau dari latar belakang pendidikan. *Tunas Siliwangi: Jurnal Program Studi Pendidikan Guru PAUD STKIP Siliwangi Bandung*, 3(1), 38–56.
- Kaminsky, S. E., & Behrend, T. S. (2015). Career choice and calling: Integrating calling and social cognitive career theory. *Journal of Career Assessment*, 23(3), 383–398.
- Kanto, K. (2015). Pengaruh Sertifikasi Terhadap Motivasi Kerja, Kepuasan Kerja & Kinerja Guru BK SMAN. *Journal of Educational Science and Technology*, 1(2), 177121.
- Karpiak, I. (2000). Writing our life: Adult learning and teaching through autobiography. *Canadian Journal of University Continuing Education*, 26(1).

- Keller, M., Neumann, K., & Fischer, H. E. (2013). Teacher enthusiasm and student learning. In *International guide to student achievement* (pp. 247–249). Routledge.
- Khan, I., & Singh, N. (2013). A study on gender differences on gratitude, spirituality and forgiveness among school teachers. *International Journal of Applied Sciences and Engineering*, 1(1), 9–14.
- Korthagen, F. A. J. (2004). In search of the essence of a good teacher: Towards a more holistic approach in teacher education. *Teaching and Teacher Education*, 20(1), 77–97.
- Kovalčikienė, K., & Daukilas, S. (2018). Vocational teachers' personality, career calling and the aspects of teaching quality. *Contemporary Educational Researches Journal. Kyrenia: SciencePark Science, Organization and Counseling*, 2018, Vol. 8, No. 1.
- Kuusisto, E., & Tirri, K. (2021). The challenge of educating purposeful teachers in Finland. *Education Sciences*, 11(1), 29.
- Kuzon, W., Urbanchek, M., & McCabe, S. (1996). The seven deadly sins of statistical analysis. *Annals of Plastic Surgery*, 37, 265–272.
- Kyriacou, C., & Coulthard, M. (2000). Undergraduates' views of teaching as a career choice. *Journal of Education for Teaching*, 26(2), 117–126.
- Kyriacou, C., Hultgren, Å., & Stephens, P. (1999). Student teachers' motivation to become a secondary school teacher in England and Norway. *Teacher Development*, 3(3), 373–381.
- Laurel, B. (2003). Muscular design. *Design Research: Methods and Perspectives*, 16–19.
- Lazar, A., Davidovitch, N., & Coren, G. (2016). Gender Differences in Calling and Work Spirituality among Israeli Academic Faculty. *Journal of International Education Research*, 12(3), 87–98.
- Lee, H.-S., Lee, E. S., & Shin, Y.-J. (2020). The role of calling in a social cognitive model of well-being. *Journal of Career Assessment*, 28(1), 59–75.
- Levinson, D. J. (1986). A conception of adult development. *American Psychologist*, 41(1), 3.
- Levoy, G. M. (1998). *Callings: Finding and following an authentic life*. Harmony.
- Lortie, D. C. (2020). *Schoolteacher: A sociological study*. University of Chicago press.
- Marshall, J. M. (2009). Describing the elephant: Preservice teachers talk about spiritual reasons for becoming a teacher. *Teacher Education Quarterly*, 36(2), 25–44.
- Mattingly, P. H. (1975). *The classless profession: American schoolmen in the nineteenth century*. NYU Press.

- May, R., & Yalom, I. (1989). Existential psychotherapy. *Current Psychotherapies*, 363–402.
- McAdams, D. P. (1988). *Power, intimacy, and the life story: Personological inquiries into identity*. Guilford press.
- McKenney, S., & Reeves, T. (2018). *Conducting educational design research*. Routledge.
- McKenney, S., & Reeves, T. C. (2021). Educational design research: Portraying, conducting, and enhancing productive scholarship. *Medical Education*, 55(1), 82–92.
- Meyer, J. P., & Herscovitch, L. (2001). Commitment in the workplace: Toward a general model. *Human Resource Management Review*, 11(3), 299–326.
- Molloy, K. A., J Dik, B., E Davis, D., & D Duffy, R. (2019). Work calling and humility: framing for job idolization, workaholism, and exploitation. *Journal of Management, Spirituality & Religion*, 16(5), 428–444.
- Moran, A., Kilpatrick, R., Abbott, L., Dallat, J., & McClune, B. (2001). Training to teach: Motivating factors and implications for recruitment. *Evaluation & Research in Education*, 15(1), 17–32.
- Morrison, D. (2001). Politics as a vocation, according to Aristotle. *History of Political Thought*, 22(2), 221–241.
- Munawir, M., Aisyah, A. N., & Rofi'ah, I. (2022). Peningkatan kemampuan guru melalui sertifikasi. *Jurnal Ilmiah Profesi Pendidikan*, 7(2), 324–329.
- Nalipay, M. J. N., King, R. B., Yeung, S. S. S., Chai, C. S., & Jong, M. S. (2023). Why do I teach? Teachers' instrumental and prosocial motivation predict teaching quality across East and West. *British Journal of Educational Psychology*, 93(2), 453–466.
- Novak, M. (1999). Business as a Calling: Work and the Examined Life. *Pro Ecclesia*, 8(1), 116–117.
- Palmer, P. J. (1999). *Let your life speak: Listening for the voice of vocation*. John Wiley & Sons.
- Palmer, P. J. (2017). *The courage to teach: Exploring the inner landscape of a teacher's life*. John Wiley & Sons.
- Phillips, S. L. (2011). Path models of vocational calling in Christian college students. *Christian Higher Education*, 10(3–4), 296–323.
- Plomp, T. (2013). Educational design research: An introduction. *Educational Design Research*, 11–50.

- Polkinghorne, D. E. (1996). Narrative knowing and the study of lives. *Aging and Biography: Explorations in Adult Development*, 77–99.
- Ponton, R. F., & Duba, J. D. (2009). The ACA Code of Ethics: Articulating counseling's professional covenant. *Journal of Counseling & Development*, 87(1), 117–121.
- Pool, J., & Laubscher, D. (2016). Design-based research: is this a suitable methodology for short-term projects? *Educational Media International*, 53(1), 42–52.
- Pop, M. M., & Turner, J. E. (2009). To be or not to be... a teacher? Exploring levels of commitment related to perceptions of teaching among students enrolled in a teacher education program. *Teachers and Teaching: Theory and Practice*, 15(6), 683–700.
- Praskova, A., Creed, P. A., & Hood, M. (2015). The development and initial validation of a career calling scale for emerging adults. *Journal of Career Assessment*, 23(1), 91–106.
- Praskova, A., Hood, M., & Creed, P. A. (2014a). Testing a calling model of psychological career success in Australian young adults: A longitudinal study. *Journal of Vocational Behavior*, 85(1), 125–135.
- Praskova, A., Hood, M., & Creed, P. A. (2014b). Testing a calling model of psychological career success in Australian young adults: A longitudinal study. *Journal of Vocational Behavior*, 85(1), 125–135.
- Rahman, F. (2009). *Major Themes of the Qur'an*. University of Chicago Press.
- Rampa, S. H. (2014). Passion for teaching: A perspective for South African teachers. *Africa Education Review*, 11(3), 386–404.
- Ramsey, C. (2005). Narrative: From learning in reflection to learning in performance. *Management Learning*, 36(2), 219–235.
- Reeves, T. (2006). Design research from a technology perspective. In *Educational design research* (pp. 64–78). Routledge.
- Reeves, T. C., Herrington, J., & Oliver, R. (2005). Design research: A socially responsible approach to instructional technology research in higher education. *Journal of Computing in Higher Education*, 16, 96–115.
- Reigeluth, C. M., & Frick, T. W. (2013). Formative research: A methodology for creating and improving design theories. In *Instructional-design theories and models* (pp. 633–651). Routledge.
- Reinking, D., & Bradley, B. A. (2008). *On formative and design experiments*. Teachers College Press.
- Reissner, S. C. (2002). *Narrative, Organisational Change, Development and Learning*.

- Remmik, M., Karm, M., & Lepp, L. (2013). Learning and developing as a university teacher: Narratives of early career academics in Estonia. *European Educational Research Journal*, 12(3), 330–341.
- Ricoeur, P. (1992). *Oneself as another*. University of Chicago press.
- Ritzmann, S., Hagemann, V., & Kluge, A. (2014). The Training Evaluation Inventory (TEI)-evaluation of training design and measurement of training outcomes for predicting training success. *Vocations and Learning*, 7, 41–73.
- Robinson, D. (2015). *Introducing Kierkegaard: A graphic guide*. Icon Books Ltd.
- Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. *Teachers College Record*, 104(4), 842–866.
- Rodgers, D. T. (2014). *The work ethic in industrial America 1850-1920*. University of Chicago Press.
- Roger B. Hill. (1992). *Historical Context of the Work Ethic*. <http://workethic.coe.uga.edu/historypdf.pdf>
- Rosenwald, G. C., & Ochberg, R. L. (1992). *Storied lives: The cultural politics of self-understanding*. Yale University Press.
- Rossiter, M. (1999). A narrative approach to development: Implications for adult education. *Adult Education Quarterly*, 50(1), 56–71.
- Rosso, B. D., Dekas, K. H., & Wrzesniewski, A. (2010). On the meaning of work: A theoretical integration and review. *Research in Organizational Behavior*, 30, 91–127.
- Rothmann, S., & Hamukang'andu, L. (2013). Callings, work role fit, psychological meaningfulness and work engagement among teachers in Zambia. *South African Journal of Education*, 33(2).
- Russell, J. F. (2008). Enthusiastic Educational Leadership. *Florida Journal of Educational Administration & Policy*, 1(2), 79–97.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67.
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 101860.
- Rylander, A. (2012). Pragmatism and design research. *Ingår i Designfakultetens Serie Kunskapssammanställningar*, 42.
- Saunders, M., Thornhill, A., & Lewis, P. (2019). *Research methods for business students* (8th ed.). Pearson.

- Savickas, M. L. (2002). *Career construction*. *Career Choice and Development*, 149-205. John Wiley & Sons.
- Schultz, K., & Ravitch, S. M. (2013). Narratives of learning to teach: Taking on professional identities. *Journal of Teacher Education*, 64(1), 35–46.
- Schuurman, D. J. (2004). *Vocation: Discerning our callings in life*. Wm. B. Eerdmans Publishing.
- See, B. H., Munthe, E., Ross, S. A., Hitt, L., & El Soufi, N. (2022). Who becomes a teacher and why? *Review of Education*, 10(3), e3377.
- Seghedin, E. (2014). From the Teachers Professional Ethics to the Personal Professional Responsibility. *Acta Didactica Napocensia*, 7(4), 13–22.
- Serow, R. C. (1994). Called to teach: A study of highly motivated preservice teachers. *Journal of Research & Development in Education*.
- Shapiro, J. L. (2015). *Pragmatic existential counseling and psychotherapy: Intimacy, intuition, and the search for meaning*. Sage Publications.
- Sharf, R. S. (2015). *Theories of psychotherapy & counseling: Concepts and cases*. Cengage Learning.
- Smith, G. T. (2011). *Courage and calling: Embracing your God-given potential*. InterVarsity Press.
- Soenens, B., Sierens, E., Vansteenkiste, M., Dochy, F., & Goossens, L. (2012). Psychologically controlling teaching: Examining outcomes, antecedents, and mediators. *Journal of Educational Psychology*, 104(1), 108.
- Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). *Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques*. John Wiley & Sons.
- Squire, K. D. (2005). Resuscitating research in educational technology: Using game-based learning research as a lens for looking at design-based research. *Educational Technology*, 8–14.
- Stein, D. M., & DeBerard, S. (2010). Does Holding a Teacher Education Degree Make a Difference in School Counselors' Job Performance?. *Journal of School Counseling*, 8(25), n25.
- Sterner, W. R. (2012). Integrating existentialism and Super's life-span, life-space approach. *The Career Development Quarterly*, 60(2), 152–162.
- Strangeways, A. (2015). Becoming stories: Creating narrative spaces in initial teacher education. *Learning Communities: International Journal of Learning in Social Contexts*, 18(Special Issue: Narrative Inquiry), 66–78.

- Sumintono, B., & Widhiarso, W. (2014). *Aplikasi model Rasch untuk penelitian ilmu-ilmu sosial (edisi revisi)*. Trim Komunikata Publishing House.
- Super, D. E. (1980). A life-span, life-space approach to career development. *Journal of Vocational Behavior*, 16(3), 282–298.
- Suyadi, S. (2018). Diferensiasi otak laki-laki dan perempuan guru taman kanak-kanak Aisyiyah Nyai Ahmad Dahlan Yogyakarta: Studi pendidikan islam anak usia dini perspektif gender dan neurosains. *Sawwa: Jurnal Studi Gender*, 13(2), 179–202.
- Thébaud, S. (2010). Gender and entrepreneurship as a career choice: do self-assessments of ability matter? *Social Psychology Quarterly*, 73(3), 288–304.
- Thompson, J. A., & Bunderson, J. S. (2019). Research on work as a calling... and how to make it matter. *Annual Review of Organizational Psychology and Organizational Behavior*, 6(1), 421–443.
- Timms, C., Graham, D., & Caltabiano, M. (2006). Gender implication of perceptions of trustworthiness of school administration and teacher burnout/job stress. *Australian Journal of Social Issues*, 41(3), 343–358.
- Timms, C., Graham, D., & Cottrell, D. (2007). “I just want to teach” Queensland independent school teachers and their workload. *Journal of Educational Administration*, 45(5), 569–586.
- Tisdale, T. C. (2004). A call to connect: Reflections on clinical practice as vocation. *Journal of Psychology and Christianity*, 23(3), 249–253.
- Treadgold, R. (1999). Transcendent vocations: Their relationship to stress, depression, and clarity of self-concept. *Journal of Humanistic Psychology*, 39(1), 81–105.
- Trombly, C. A. (1995). Occupation: Purposefulness and meaningfulness as therapeutic mechanisms. *The American Journal of Occupational Therapy*, 49(10), 960–972.
- Turner, K., & Thielking, M. (2019). How teachers find meaning in their work and effects on their pedagogical practice. *Australian Journal of Teacher Education (Online)*, 44(9), 70–88.
- UNESCO. (2004). *Training guide and training techniques*. UNESCO Asia and Pacific Regional Bureau for Education.
- van den Akker, J., Branch, R. M., Gustafson, K., Nieveen, N., & Plomp, T. (2012). *Design approaches and tools in education and training*. Springer Science & Business Media.
- Van den Akker, J., Gravemeijer, K., & McKenney, S. (2006). Introducing educational design research. In *Educational design research* (pp. 15–19). Routledge.
- Van Deurzen, E. (2009). *Everyday mysteries: A handbook of existential psychotherapy*. Routledge.

- Van Zyl, L. E., Deacon, E., & Rothmann, S. (2010). Towards happiness: Experiences of work-role fit, meaningfulness and work engagement of industrial/organisational psychologists in South Africa. *SA Journal of Industrial Psychology*, 36(1), 1–10.
- Vianello, M., Dalla Rosa, A., Anselmi, P., & Galliani, E. M. (2018). Validity and measurement invariance of the Unified Multidimensional Calling Scale (UMCS): A three-wave survey study. *Plos One*, 13(12), e0209348.
- Vianello, M., Galliani, E. M., Rosa, A. D., & Anselmi, P. (2020). The developmental trajectories of calling: Predictors and outcomes. *Journal of Career Assessment*, 28(1), 128–146.
- Von Devivere, B. (2018). *Meaningful work: Viktor Frankl's legacy for the 21st century*. Springer.
- Wahyuni, S. (2014). Profesi guru adalah panggilan Ilahi. *Jurnal Antusias*, 3(5), 147–160.
- Wang, H.-H., & Fwu, B.-J. (2001). Why Teach? The Motivation and Commitment of Graduate Students of a Teacher Education Program in a Research-Oriented University. *Proceedings of the National Science Council, Part C: Humanities and Social Science*, 11(4), 390–400.
- Wang, S., Laia, E. P., & Waruwu, J. H. (2023). Panggilan ilahi berdasarkan yeremia 1: 5 dan dampaknya pada pengembangan dedikasi guru dalam mengajar peserta didik. *Excelsis Deo: Jurnal Teologi, Misiologi, Dan Pendidikan*, 7(1), 82–95.
- Warsono, W. (2017). Guru: antara pendidik, profesi, dan aktor sosial. *The Journal of Society and Media*, 1(1), 1–10.
- Watson, C. (2006). Narratives of practice and the construction of identity in teaching. *Teachers and Teaching: Theory and Practice*, 12(5), 509–526.
- Watt, H. M. G., & Richardson, P. W. (2007). Motivational factors influencing teaching as a career choice: Development and validation of the FIT-Choice scale. *The Journal of Experimental Education*, 75(3), 167–202.
- Weber, M., & Kalberg, S. (2013). *The Protestant ethic and the spirit of capitalism*. Routledge.
- Wenström, S., Uusiautti, S., & Määttä, K. (2018). “The force that keeps you going”: Enthusiasm in vocational education and training (VET) teachers’ work. *International Journal for Research in Vocational Education and Training (IJRVET)*, 5(4), 244–263.
- Whitbeck, D. A. (2000). Born to be a teacher: What am I doing in a college of education? *Journal of Research in Childhood Education*, 15(1), 129–136.

- White, M., Dik, B., Beseler, C., & Peila-Shuster, J. (2018). *Calling in the United States: Prevalence and the role of source*.
- White, M. J., Marsh, D. R., Dik, B. J., & Beseler, C. L. (2021). Prevalence and demographic differences in work as a calling in the United States: Results from a nationally representative sample. *Journal of Career Assessment*, 29(4), 624–643.
- Wineberg, T. W. (2006). *Enacting an ethic of pedagogical vocation: Pursuing moral formation in responding to the call of sacrifice, membership, craft, memory, & imagination*.
- Wrzesniewski, A. (2015). Callings and the meaning of work. *Being Called: Scientific, Secular, and Sacred Perspectives: Scientific, Secular, and Sacred Perspectives*, 1.
- Wrzesniewski, A., McCauley, C., Rozin, P., & Schwartz, B. (1997). Jobs, careers, and callings: People's relations to their work. *Journal of Research in Personality*, 31(1), 21–33.
- Wu, H., & Leung, S.-O. (2017). Can Likert scales be treated as interval scales?—A simulation study. *Journal of Social Service Research*, 43(4), 527–532.
- Wu, J., Ghayas, S., Aziz, A., Adil, A., & Niazi, S. (2024). Relationship between teachers' professional identity and career satisfaction among college teachers: role of career calling. *Frontiers in Psychology*, 15, 1348217.
- Xu, H., & Tracey, T. J. G. (2014). The role of ambiguity tolerance in career decision making. *Journal of Vocational Behavior*, 85(1), 18–26.
- Xu, H., & Tracey, T. J. G. (2017). Career decision ambiguity tolerance and its relations with adherence to the RIASEC structure and calling. *Journal of Career Assessment*, 25(4), 715–730.
- Yankelovich, D. (1981). *New rules: Searching for self-fulfillment in a world turned upside down*.
- Yotyodying, S., Dettmers, S., & Jonkmann, K. (2024). Teachers' prosociality and well-being at work: The mediating role of teacher engagement in family-school partnerships. *Social Psychology of Education*, 27(4), 1413–1430.
- Younger*, M., Brindley, S., Pedder, D., & Hagger, H. (2004). Starting points: student teachers' reasons for becoming teachers and their preconceptions of what this will mean. *European Journal of Teacher Education*, 27(3), 245–264.
- Yount, W. (1999). *Called to teach: An introduction to the ministry of teaching*. B&H Publishing Group.
- Yudiyawaties, N. D., Anwar, K., Yuliansyah, M., & Jarkawi, J. (2022). Hubungan Sertifikasi Kepuasan Kerja dan Pembinaan Profesionalisme dengan Manajemen

- Kinerja Guru BK SMP di Kecamatan Kelua Pugaan dan Banua Lawas. *Jurnal Humaniora Dan Ilmu Pendidikan*, 1(2), 129–138.
- Yusuf, S., & Nurihsan, A. J. (2009). Landasan dan bimbingan konseling. *Bandung: PT. Remaja Rosdakarya*.
- Zhang, C., Hirschi, A., Herrmann, A., Wei, J., & Zhang, J. (2017). The future work self and calling: The mediational role of life meaning. *Journal of Happiness Studies*, 18, 977–991.
- Мулярчук, Є. І. (2019). Towards the Concept of Calling: Existential Philosophy and Ethics. *Науково-Теоретичний Альманах Грані*, 22(6), 5–12.