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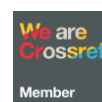
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Understanding career calling: historical roots and practical relevance for school counselors

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ABSTRACT

This article critically examines the origins and evolution of the term "career calling" and its relevance for school counselors. Tracing its roots from Ancient Greece to modern times, the concept of career calling has shifted from a spiritual vocation to a broader, secularized understanding, yet remains deeply tied to prosocial motivation and meaningful work. Employing the Critical Interpretive Synthesis approach, this study systematically and interpretatively analyzes the historical and social evolution of 'career calling.' By integrating comprehensive literature reviews from databases such as JSTOR, PubMed, ERIC, and Google Scholar, the methodology facilitates a nuanced exploration of how the concept has transformed, focusing on its impact on the professional role of school counselors. The evolution of the term "calling" from its traditional religious roots to a more secular interpretation highlights the broadening scope of the concept in modern contexts, reflecting shifts in Western cultural norms and values. This transformation underscores the ongoing debate among scholars about the definition of calling, with some advocating for a return to its historical, prosocial origins and others embracing its contemporary relevance to individual fulfillment and professional identity. The insights gained from this study not only expand school counselors' understanding of the profound implications of career calling, enhancing their perception of professional identity, but also provide a foundational basis for the development of instruments specifically tailored for measuring career calling among school counselors. Furthermore, these insights are instrumental in designing effective career calling development interventions, enabling school counselors to better support students in aligning their educational paths with their life's purposes.

Keywords:

School counselors
Motivation
Career calling
Historical perspectives
Critical interpretive synthesis study

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Introduction

Research on the concept of work as a calling has significantly expanded in recent years, particularly within the context of helping professions, such as school counselors. Career calling plays a critical role for school counselors by enriching the meaning of their work and enhancing job satisfaction. This article addresses the challenge of conceptualizing career calling, noting, as (Dik & Shimizu, 2019) pointed out, that the concept still lacks coherence. Through a comprehensive literature review and the application of an interpretive-analytic approach, this study seeks to trace the evolution of this term from its origins in ancient Greek philosophy, through its development during the monastic era of the Middle Ages, to its current implications in the modern era. This historical

perspective enriches the professional identity of school counselors by providing a deep, nuanced understanding of calling as a blend of personal fulfillment, spiritual duty, and societal contribution. For school counselors, comprehending this evolution can enhance how they perceive their roles, fostering a more profound dedication to guiding students towards academic and career success.

For school counselors, having a work orientation characterized as a "calling" can propel them to play a more active role in assisting students in achieving their academic and career goals. Research indicates that counselors who perceive their work as a calling tend to experience higher job satisfaction and lower stress levels. A study involving 347 teachers in Slovenia and Croatia revealed a positive correlation between a work orientation as a calling and both job satisfaction and overall life satisfaction (Gradiš ek et al., 2020). Additional research has shown that counselors with a strong calling orientation exhibit lower burnout rates and are more emotionally engaged in their work (Ehrhardt & Ensher, 2021). The significance of career calling for school counselors extends beyond personal well-being; it positively impacts the quality of services they provide to students. Feller (2003) contends that counselors who view their careers as a calling are more effective in aiding students to understand career choices and in developing the skills necessary for success in the workforce. A study by Brigman & Campbell (2003) demonstrates that guidance programs led by school counselors can enhance students' academic achievement and behavior. Counselors who feel called to their profession are likely to invest more in interventions that boost students' success skills. This investment positively affects students' academic success and social behavior.

The concept of calling, deeply rooted in a tradition of service, has been central to the teaching profession for centuries (Mattingly, 1975) and is especially relevant to school counselors. Palmer (2017) describes it as *"the voice of the teacher within, the voice that invites me to honor the nature of my true self"* (p. 29), highlighting the profound internal and external dimensions of a calling. For school counselors, the ability to differentiate career calling from related concepts like vocation, passion, work engagement, and meaningful work is crucial, yet challenging due to their historical interconnections. Initially, these constructs were closely linked with the idea of calling, but distinctions have become clearer over time, although inconsistencies remain in the literature, leading to overlapping terminologies that complicate policy making and practical application (Schoorman, 2004; Serow, 1994). The origins of the terms calling and vocation, from the Latin "vocare" meaning "to call," reflect their deep ties to service-oriented professions (Elias, 2003). The intersection of calling with work engagement, which empowers individuals at work (Kahn, 1990), and its link to passion and meaningful work driven by prosocial motivations (Rosso et al., 2010) are particularly pertinent for school counselors. Understanding these relationships and clarifying the terminology are essential for school counselors to effectively grasp their professional identity and optimize their role in fostering student achievement and well-being. This underscores the importance of exploring the historical evolution of career calling to ensure school counselors can apply these concepts with clarity and purpose.

Tracing the historical roots of "career calling" has significant practical implications for school counselors in Indonesia, impacting both regulatory frameworks and the implementation of guidance and counseling services. In the Indonesian context, where school counselors are recognized under law as professional educators with a stipulated need for a "career calling" as per Undang-Undang Nomor 14 Tahun 2005, a clear understanding of this term is crucial. Currently, the ambiguity in its legal definition—highlighted by gaps in key regulations like PP Number 74 of 2008 and PP Number 19 of 2017—hinders effective policy implementation and professional development. A thorough historical examination of "career calling" could inform more precise legal definitions, ensuring that policies are more aligned with the practical and motivational needs of educators. On a practical level, a well-defined concept of career calling can enrich the implementation of school counseling services. By understanding calling as encompassing not just a job but a deeper, prosocial motivation, school counselors can better engage with their roles, leading to enhanced student

support, more effective career guidance, and ultimately, improved student outcomes. Thus, exploring the evolution of this concept not only addresses a regulatory need but also enhances the efficacy of counseling practices in schools, fostering a more supportive educational environment.

Methods

This study employs the Critical Interpretive Synthesis (CIS) methodology to examine the evolution of the concept of 'career calling' from Ancient Greek times to the modern era. Focusing on historical and interpretative analysis, this method enables a profound exploration of how historical and social contexts have influenced contemporary understanding of 'career calling' within the field of school counseling. The CIS method, developed by [Dixon-Woods et al. \(2006\)](#), is designed to extract critical interpretations from complex literature. It integrates a systematic approach with interpretative analysis, facilitating an exploration of intricate and dynamic concepts such as 'career calling'. This approach prioritizes reflection on the social and historical contexts of the phenomena under study, providing deep insights into how understandings and influences have evolved over time.

Data were collected through searches in leading academic databases such as JSTOR, PubMed, ERIC, and Google Scholar, using predetermined keywords such as "career calling," "vocation," "counselors as a calling", "teachers as calling", and "historical evolution of calling in helping profession". Selection criteria for literature included relevance to the topic, source credibility, and significant contributions to the understanding of the concept from a historical perspective. Selected sources encompassed peer-reviewed journals, recognized books in the fields of education and psychology, and relevant historical documents. Data analysis was conducted by identifying, categorizing, and synthesizing key themes from the literature using the CIS technique. A historical timeline of 'career calling' was constructed to illustrate the concept's evolution across various eras, focusing on its impact on the role of school counselors. Historical periods were marked based on significant events that contributed to the evolution of the concept.

Source validation was performed by checking the presence and usage of these sources in other academic literature and through peer review by experts in the fields of education and psychology. The theoretical approach guiding this analysis included theories of professional identity development and work motivation, which strengthen data interpretation within a broader context of work dynamics and professional identity. The study acknowledges several limitations, including potential biases in historical interpretation and limited access to some primary sources that may not be available online. To address these challenges, the research strives to utilize a diverse range of sources and obtain verification through peer reviews.

Results and Discussion

This section presents a timeline tracing the use of the term "career calling" in literature, spanning from ancient Greece to the modern era. The concept of calling has evolved through various phases, as illustrated in Figure 1. The earliest recorded use of the term "calling" in relation to work is believed to have emerged during the monastic Catholic period in the Middle Ages, with the term vocation ([Dawson, 2005](#)). However, Greek philosophers are credited with laying the conceptual foundations for the idea of calling.

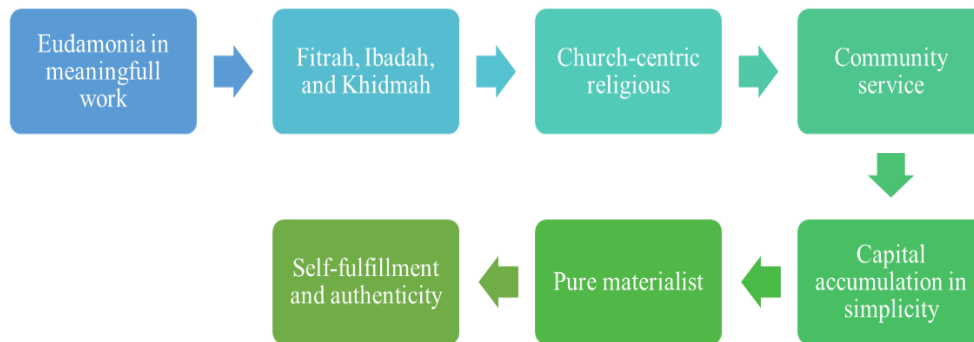


Figure 1. The shift in the meaning of career calling

The Concept of Calling in Ancient Greek Philosophy

In modern interpretations, calling places the individual at the center as both the subject and the object, aligning with classical views on the meaning of work. Greek philosophers emphasized the importance of the individual's role in meaningful work, as those who view their work as a calling tend to be more engaged and motivated. Meaningful work provides a strong sense of purpose, which resonates with the Aristotelian concept of *eudaimonia*—true happiness. Aristotle believed that this happiness is achieved through intellectual virtue and activities aligned with reason (Hyslop-Margison, 2002). In this context, a calling is not merely a job but a reflection of an individual's highest potential.

Aristotle emphasized that intellectual virtue is essential to achieving happiness (*eudaimonia*), which he considered the ultimate goal of human life. True happiness, according to Aristotle, comes from engaging in activities that align with reason and virtue. In the *Nicomachean Ethics*, he argues that the most fulfilling activity involves thought and reflection, as this represents the highest function of human beings. Therefore, work that engages the intellect and makes a positive contribution to society is highly meaningful and leads to true happiness (Hyslop-Margison, 2002). Aristotle also introduced a prosocial dimension to the concept of calling, asserting that the ultimate goal of human action is the public good. In the *Nicomachean Ethics*, he explains that when individuals ask, "What is the ultimate purpose of my work?" the answer should be, "The *eudaimonia* of my polis," meaning that an individual's life purpose should contribute to the well-being of society. Work viewed as a calling often involves dedication to the community and brings significant value to both the individual and society (Morrison, 2001).

This view is supported by modern literature, which shows that individuals who see their work as a calling experience higher levels of inner balance and self-esteem. They feel their lives hold deeper meaning because they are contributing to the common good. Research suggests that people who view their work as a calling have greater job satisfaction, stronger commitment to their profession, and better psychological well-being (Dik et al., 2013). This indicates that a calling-oriented approach to work benefits both individuals and society as a whole. By understanding how the concept of meaningful work was developed by Greek philosophers, we can assess its relevance to the modern concept of "career calling," particularly in enhancing professional identity and job satisfaction among school counselors today.

The Concept of Calling in Islamic Theology

The term calling in Islamic theology frequently appears in commands related to various forms of worship, such as the call to prayer (*adhan*), the call to pilgrimage (*hajj*), the call to strive in the way of Allah (*jihad*), the call to promote good (*dawah*), and the call to return to Allah after sinning (*tawbah*). These calls go beyond mere ritual practices, reflecting the broad and profound nature of spiritual, moral, and social responsibilities in Islam. Each call holds deep significance, reminding Muslims of their purpose in life, which is to worship Allah. As stated in the Qur'an: "And I did not

create jinn and mankind except to worship Me" (Q.S. Adh-Dharyat [51]: 56, Al Quran, 2015). The concept of career calling in Islam can also be understood in the context of fulfilling one's duties assigned by Allah with sincerity and responsibility. This demonstrates that the Islamic notion of calling is deeply rooted in theological and ethical principles, offering a clear framework for individuals to discover and pursue their calling in line with Islamic theology.

In essence, the concept of calling extends beyond worship and also encompasses ideas such as *fitrah* (innate nature) and *khidmah* (service). *Fitrah* connects to calling in three main ways. First, the natural state of the human soul (*fitrah*) is its innate desire to be close to Allah. Allah describes the peaceful and content soul that always longs to return to its Creator: "O tranquil soul, return to your Lord, well-pleased and well-pleasing" (Q.S. Al-Fajr [89]: 27-28, Al Quran, 2015). This demonstrates that in its *fitrah*, the soul finds peace and contentment in obeying and being near its Creator.

Second, *fitrah* is inherent from birth and remains unchanged. This is illustrated in a hadith narrated by Abdullah ibn Mas'ud, in which Prophet Muhammad said: "Verily, one of you is created in the womb of his mother for forty days as a drop of fluid, then as a clot for the same period, then as a lump for the same period. Then an angel is sent to breathe the soul into him and is commanded to record four matters: his provision, his lifespan, his deeds, and whether he will be wretched or happy" (HR Bukhari and Muslim in Lajnah Pentashihan Mushaf Al-Qur'an, 2016). Allah also states in the Qur'an: "So direct your face toward the religion, inclining to truth. Adhere to the *fitrah* of Allah upon which He has created [all] people. No change should there be in the creation of Allah. That is the correct religion, but most of the people do not know" (Q.S. Ar-Rum [30]: 30, Al Quran, 2015). This verse reminds us that the *fitrah* of humans is a natural inclination toward Allah's religion. Lastly, *fitrah* represents the original state of humans that guides them toward truth and goodness (Rahman, 2009). A soul in its *fitrah* consistently seeks truth and goodness, aligning with the teachings of the righteous religion. This *fitrah* embodies the soul's drive to seek truth, do good, and carry out responsibilities assigned by Allah.

The concept of calling is also tied to the notion of *khidmah* (service). Islam places great emphasis on serving the community and helping others as part of one's calling. In this sense, calling is seen as a drive to contribute positively to society, assist those in need, and bring goodness to one's surroundings. Al-Mawardi, in his book *Al-Ahkam As-Sultaniyyah*, stresses that serving the community is a duty that every individual must fulfill according to their capacity (Al-mawardi, 2014). He also highlights that serving society is a central aspect of Islamic ethics, emphasizing positive contributions and social responsibility.

This aligns with the Qur'anic verse: "But seek, through that which Allah has given you, the home of the Hereafter; and [yet], do not forget your share of the world. And do good as Allah has done good to you. And desire not corruption in the land. Indeed, Allah does not like corrupters" (Q.S. Al-Qasas: 77, Al Quran, 2015). This verse emphasizes the need to balance the pursuit of the Hereafter with worldly responsibilities, urging individuals to do good and avoid causing harm. As stewards of the earth, humans are entrusted with the responsibility to care for, manage, and use its resources wisely, without causing harm to the environment. In this context, a career calling reflects the inner motivation to fulfill this trust with full responsibility and awareness of our role as Allah's vicegerents on earth. This moral and ethical duty requires individuals to live according to Allah's guidance, uphold justice, and ensure the well-being of all.

The Concept of Calling in the Catholic Monastic Tradition

The concept of "calling" holds deep significance in Catholic religious traditions, with its earliest origins traced back to the monastic practices of the Middle Ages. The term *vocatio*, which later evolved into the idea of vocation or calling, was used to describe the work of monks, nuns, and priests who withdrew from secular life to serve God through devotion to the Church. This calling was viewed as a directive to abandon worldly pursuits in favor of a life dedicated to prayer and contemplation. By doing so, these individuals sought to attain salvation and receive divine grace (Christopherson, 1994; Dawson, 2005; Dik & Duffy, 2009). Originally, the commitment to monastic life was a private affair. However, over time, it became more ritualized and public. In the early fifth

century, John Cassian's Institutes introduced a formal acceptance ceremony called *professio*, which was essentially a verbal vow of loyalty, repentance, and obedience. After making this verbal promise, the individual would then submit a written pledge called *petitio*, which was placed on the altar of the monastery's church. This act symbolized a profound connection between the monk's or nun's offering and the sacrifice of Christ. By placing their petition on the altar, they reached the height of self-sacrifice to God (Desmazières, 2018).

In the Middle Ages, social status was closely tied to one's profession. The Catholic Church established a professional hierarchy, as developed by Thomas Aquinas, where agriculture held the highest status, followed by craftsmanship, and then trade. Despite this, these professions were still considered worldly, while religious work within the Church was seen as the highest calling. Monastic life, characterized by prayer and contemplation, was regarded as the ideal occupation. Workers were expected to remain in their social class, with professions often passed down from father to son (Hill, 1992). During this time, the virtue of work was associated with ascetic discipline, aimed at enhancing one's contemplative capacity. Work was not viewed as a means of personal satisfaction or material gain; in fact, finding pleasure in work was considered an expression of sinful pride. Chapter 57 of *Regula St. Benedict*, a foundational document of Western monasticism, states that if a monk becomes "proud of his skill in work," he should be removed from that task. Even earning wages from work was seen as equally sinful (Dawson, 2005).

The Concept of Calling in the Protestant Reformation Era

The Protestant Reformation broadened the concept of calling beyond religious vocations, such as monastic life, to encompass all areas of life, including secular work. Protestant reformer Martin Luther criticized monastic life, seeing it as a selfish practice that neglected responsibilities to one's neighbors (Hill, 1992). This transformation took place in the late 15th and early 16th centuries, when Luther advocated for a broader understanding of calling, presenting it as God's directive on how to best serve both Him and society (Dawson, 2005). Luther emphasized that individuals could follow God's calling through non-religious professions, meaning that all work was considered sacred, blessed, and worthy of enjoyment. As a result, the Protestant Reformation redefined work, no longer as a purely secular activity, but as an expression of religious devotion that reflected spiritual values in every aspect of life.

Another influential Protestant leader, John Calvin, described calling as God's way of assigning specific duties and responsibilities to each individual. According to Calvin, work was an active effort to reshape the world in accordance with God's will through hard labor, serving as evidence that one was among the "elect chosen by God to inherit eternal life" (Hill, 1992, p.4). Calvin's view highlighted that calling was not merely a form of self-expression but rather a religious responsibility. During this time, the idea of calling became more secularized, emphasizing service to society as a whole, not just the faith community. Calvin taught that all work—whether inside or outside the church—was a concrete demonstration of one's faith and devotion to God, urging people to find spiritual value in any job they performed.

The teachings of Luther and Calvin introduced a new work ethic, encouraging individuals to view their labor as a service to God. Their principles promoted diligent work aimed at achieving the greatest possible results, allowed individuals to pursue professions different from their father's, and linked success in work to God's divine plan. Both reformers stressed the importance of hard work and integrity, which ultimately influenced the rise of capitalism in Western Europe. This Protestant ethic framed work as a divine calling to be pursued with dedication, teaching that through honest labor, people could meet their material needs while serving the community and pleasing God.

The impact of the Protestant Reformation continues to shape modern perceptions of career and calling. Current research suggests that the concept of calling remains relevant in today's workforce, with many people seeking purpose and meaning in their careers as a way of serving society (Duffy et al., 2018). This modern interpretation of calling is often associated with higher job satisfaction, stronger organizational commitment, and improved performance. Thus, the legacy of the Protestant Reformation—by blending the spiritual with the secular dimensions of work—

remains a significant factor in discussions of purpose and meaning in contemporary professional life.

The Concept of Calling in Modern Capitalism

The notion of everyday work as a calling from God became a cornerstone of the classical Protestant work ethic, which ultimately laid the groundwork for modern capitalism. A prominent figure in interpreting this idea was the German sociologist Max Weber. In his well-known book, *The Protestant Ethic and the Spirit of Capitalism*, Weber argued that the Protestant ideal of calling played a crucial role in the rise of Western capitalism. He claimed that the teachings of Martin Luther and John Calvin, which emphasized hard work and simple living as forms of devotion to God, encouraged individuals to work diligently. Weber also observed that predominantly Protestant countries tended to be more economically prosperous under capitalism compared to Catholic-majority nations, attributing this to the Protestant focus on hard work, perseverance, and efficiency (Weber & Kalberg, 2013).

Weber described the spirit of capitalism as a secular calling to act with frugality and morality in order to maximize wealth accumulation. This idea of a secular calling stems from the Protestant ethic, particularly John Calvin's doctrine of predestination. Calvin believed that a person's salvation and prosperity were predetermined by God, so if someone was destined to succeed, they were required to work hard and accumulate wealth as a sign of God's favor (Wrzesniewski, 2015). This belief led people to view hard work and financial success as proof of being chosen and blessed by God. The combination of predestination and the Puritan ethic of simplicity contributed to significant capital accumulation in many Northern European and American societies, forming the basis of modern capitalism.

Another influential figure, Benjamin Franklin, expanded on this capitalist spirit during the pre-industrial era. Franklin emphasized that "the calling to work and accumulate wealth is not a religious calling—it is a worldly one." He promoted values like hard work, honesty, and frugality as keys to success and financial prosperity. These principles not only encouraged wealth accumulation but also shifted society's view of work, framing it as both a moral duty and a social responsibility (Franklin, 2022). Franklin's ideas reinforced Weber's vision of capitalism, highlighting that work and the pursuit of wealth were not solely for personal gain but also for the greater good of society and economic progress.

The Concept of Calling from the Industrial Revolution to the Information Technology Era

The Industrial Revolution of the mid-19th century marked a shift toward a more secular and mechanized work ethic. The traditional view of work as a calling was replaced by the idea of public usefulness, with an emphasis on the need for mass production. Moralists encouraged individuals to work hard, stressing that productivity was a social obligation and a way to improve collective well-being. Economists warned that failure to work hard would lead to poverty and societal decline (Rodgers, 2014). During this time, the education system reinforced the idea that laziness was shameful. However, the downside of this era was that the mechanized focus on productivity left many workers feeling unfulfilled, intellectually unstimulated, and disconnected from any deeper sense of purpose (Hill, 1992).

By the 1950s, the Industrial Revolution entered a new phase, characterized by increased competition that pressured factory owners to cut costs. Ironically, workers were often seen as lazy and primarily motivated by money during this period (Hill, 1992). In response, factory owners sought to make work more rewarding beyond financial incentives to keep workers motivated. Employee recognition programs and corporate social events were introduced to help workers feel valued and important. In his 1959 book *The Motivation of Work*, Herzberg identified factors like achievement, recognition, responsibility, advancement, and personal growth as key motivators that led to improved job performance (Gawel, 2019).

In the Information Technology era, work became a source of greater personal fulfillment. Jobs in this era offered more freedom for self-expression (Yankelovich, 1981), allowing workers to exercise

discretion and make decisions, thus giving them a deeper sense of purpose. The driving forces behind work in this period were values like trust, care, meaning, self-awareness, challenges, opportunities for personal development, and dignity. The rise of information technology transformed the work environment, enabling remote collaboration and flexible work schedules, which in turn boosted job satisfaction and engagement.

In the Information Technology era, the concept of calling is more focused on the search for personal meaning and life purpose. Palmer (1999) described this quest for calling as a journey toward discovering one's true identity and potential. Studies have shown that work aligned with personal values and meaning contributes to greater happiness and psychological well-being (Wrzesniewski, 2015). As a result, the concept of calling has evolved from simply working to make a living into a journey toward self-fulfillment and the realization of individual potential within a broader social and professional framework.

Implications for Conceptualization

The evolution of the term calling over time reveals a significant broadening of its meaning. Originally synonymous with "vocation" and deeply rooted in religious context, the term has gradually shifted to refer to one's occupation in more secular terms (Schuurman, 2004). Scholars attribute this shift to the growing secularization of Western culture. Despite the cause, it is evident that the meaning of calling has changed. However, not all scholars agree with this shift. Some favor definitions that preserve the term's historical or neoclassical usage (e.g., Dik & Duffy, 2009), while others support more contemporary or modern interpretations (e.g., Dobrow & Tosti-Kharas, 2011).

The neoclassical definition of calling is based on the historical notion that it is motivated by a prosocial desire to use one's talents for the benefit of external or transcendent entities, such as God, societal needs, or family interests. In this view, a calling originates from an external source, as seen in Davidson & Caddell's (1994) definition, where calling is described as a directive to serve God, or Dalton (2001) view of calling as God's call to a particular career. The prosocial nature of calling stems from its traditional meaning, which emphasizes the significance of contributing to the greater good or societal well-being, either directly or indirectly. It is also understood as a motivation to honor God through one's work (Tisdale, 2004).

In contrast, Hall and Chandler (2005) argue that modern definitions of calling tend to focus more on individual fulfillment, viewing it as a path to personal growth or happiness. For instance, Dobrow dan Tosti-Kharas (2011) define calling as "a meaningful passion that individuals experience for a particular domain of work" (p. 105). This perspective highlights calling as central to one's identity, encouraging meaningful involvement in a specific field of work that benefits not only oneself but also family and society.

Relevance for School Counselors

The concept of career calling, which has evolved from Ancient Greece to the present day, highlights the importance of understanding and applying this idea in various professional settings, including school counselor roles. Aristotle's notion of eudaimonia, which emphasizes meaningful work and contributing positively to society, is highly relevant for school counselor. When school counselor views their work as a calling, they are more likely to approach it with enthusiasm and motivation, guiding students to discover meaningful life goals while supporting their psychological and emotional growth. Therefore, the concept of career calling can serve as a powerful foundation for school counselor to foster an inspiring and nurturing educational environment.

Moreover, understanding career calling within the context of Catholic monastic and Protestant Reformation traditions also holds valuable lessons for school counselor. The Catholic monastic tradition, which frames work as service to both God and society, emphasizes values such as loyalty, sacrifice, and strong commitment. School counselor who embraces these values will perform their duties with greater sincerity and responsibility, not only as educators but also as genuine mentors. Similarly, the Protestant Reformation's broader interpretation of calling, which extends to all areas of life, reinforces the idea that every profession, including guidance and counseling, is a service to

society and an expression of faith. School counselors who adopt this perspective will more deeply appreciate their role as agents of social change, contributing to the well-being of students and the broader school community.

In the information technology era, the concept of career calling also inspires school counselors to adapt to the fast-paced changes of modern times. This era requires new skills and more flexible approaches in guiding students. Information technology provides school counselors with opportunities to develop innovative and effective methods of counseling, allowing them to engage with students more broadly and meaningfully. By viewing career calling as a journey toward self-fulfillment and the realization of one's potential, school counselors can help students uncover their interests and talents, guiding them to pursue careers that align with their personal values. With a student-centered, technology-driven approach, school counselors can play a crucial role in preparing the next generation to face future challenges with confidence and integrity.

Conclusion

This study conducts a thorough review of the evolution of the concept of "career calling" through comprehensive literature analysis and an interpretive-analytic approach. It aims to delineate this terminology across history, focusing on the social, economic, and technological shifts that have influenced its development. By clarifying this concept, the research strives to assist school counselors in effectively applying the idea of career calling within their professional roles. A deeper understanding of career calling not only enriches academic discourse but also lays a solid foundation for formulating more relevant and targeted educational policies. Additionally, this article is intended to serve as a reference for future research exploring the practical applications and manifestations of career calling in the field of guidance and counseling.

This research offers a robust theoretical foundation that future researchers can utilize to develop specific instruments for measuring and defining the vocational calling of school counselors. The findings invite subsequent researchers to design effective and appropriate interventions for fostering vocational calling within the context of guidance and counseling. Such interventions might include training, workshops, or professional development programs that not only help counselors identify their own vocational callings but also enable them to support students in pursuing careers aligned with their life's calling. Thus, these insights are expected to facilitate the development of a more holistic approach to career development and student guidance in educational settings.

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