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SCHOOL COUNSELOR COMPETENCIES APPLICATION

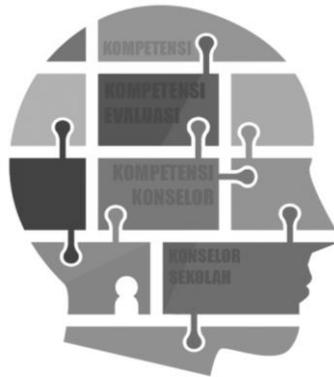
Preface: Prof. Dr. Mungin Eddy Wibowo, M.Pd., Kons.

Editor : Prof. Dr. Slameto, M.Pd

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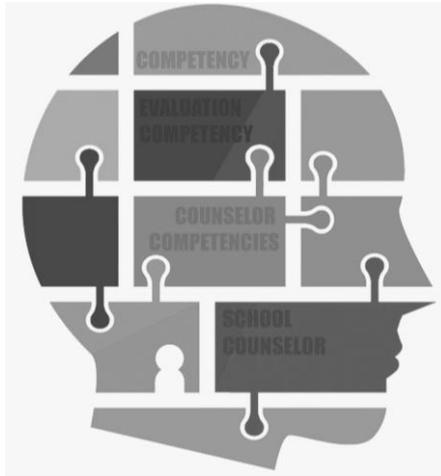


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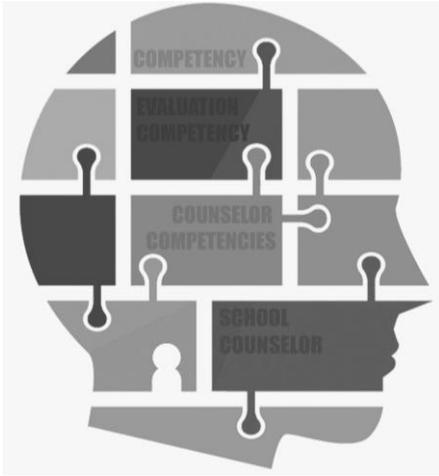
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**This book is dedicated to
Universitas Negeri Semarang Civitas
Academica, the Indonesian Association of
Guidance and Counseling, the Indonesian
Counselor Association, and the Guidance
and Counseling Alumni Association, as a form
of caring in developing the profession of
Guidance and Counseling in Indonesia.**



Foreword

Foreword



Textbook development is considered as a strategic way to support the development of guidance and counseling profession in educational institutions, Hence, the publication of this book is expected to enrich the literature in the scope of guidance and counseling profession.

This book is published for counselors, students majoring in guidance and counseling, lecturers, and practitioners who work in the field of guidance and counseling. The book entitled “School Counselors Competencies Application” was written by applying counselor competencies as the main key in achieving guidance and counseling goals. It is hoped that after reading this book, the readers can comprehend the application of counselor competencies which take place in school, covering the definition of school counselor, duties and roles of school counselors, the required competencies by a counselor, the application of counselors competencies in school, comprehensive guidance and counseling, counselor

competencies evaluation, and school counselors collaboration.

The author would like to give all praises to Allah SWT, the almighty God who has helped the author complete this book. The next thanks are addressed to Prof. Dr. Slameto, M.Pd. who was willing to spend his valuable time to be the editor of this book. He always motivated and encouraged the author to have her own book, and thank God, it has completed after years of struggle. The author hopes that he is always be under the God's blessing for his guidance during the writing of this book.

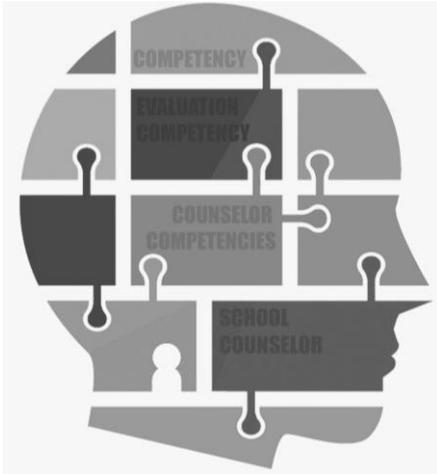
Countless thanks are directed to the second author, Mr. Yudhi Nugraha, S.Pd., Kons, the third author, Ms. Layyinatus Syifa, S.Pd., the fourth author, Ms. Endang Rifani, S.Pd., Mr. Indarajati Kunwijaya, S.Pd., as the cover designer, and also Mr. Najib Khumaidillah, M.Pd., the graduate of Graduate Program of Universitas Negeri Semarang, as the translator. In addition, the author would like to express grateful appreciation for the honorable Prof. Dr. Mungin Eddy Wibowo, M.Pd., Prof. Sugiyo, M.Sc, and Prof. Dr. Dwi Yuwono Puji Sugiharto, M.Pd., Kons., the Professors of Guidance and Counseling Department in Universitas Negeri Semarang, and fellow Lecturers in the Guidance and Counseling Department, Graduate and

Postgraduate Programs Lecturers in Universitas Negeri Semarang, as well as colleagues, friends, and students whom I cannot mention one by one.

The author hopes that this book will be useful for counselor practitioners in schools, lecturers and students, especially in the guidance and counseling profession.

Semarang, June 2020

AUTHOR TEAM



Preface

Preface



School Counselor Competencies Application is a book that comprehensively discusses a series of school counselor competencies which can support the counselor performance in carrying out a role as a professional counselor. The discussion starts by explaining school counselor definition and roles that the counselor has in school, school counselor competencies, types of guidance and counseling services, applicable approaches to the implementation of counseling services, and counselor competencies evaluation. These discussions make this reference book worth reading, especially for counselors and prospective counselors as an effort to gain insight in the field of Guidance and Counseling.

This book offers advantages to counselor competencies evaluation in which the evaluation aims to determine counselor's performance effectiveness in the implementation of guidance and counseling programs, and in turn, provides evaluation of the counselor and motivation to continuously develop self-competency as a professional

counselor. As a result, it is expected that there is an improvement in the stages of planning up to the evaluation of school programs. In addition, this book also thoroughly discusses the importance of collaboration between the counselor with other parties to facilitate students in achieving their developmental tasks. Similarly, the urgency of the roles of counselor are discussed in the such a way that this book is significant to be a source of reading for counselors and prospective counselors.

Semarang, June 15, 2020

Prof. Dr. Mungin Eddy Wibowo, M.Pd., Kons.

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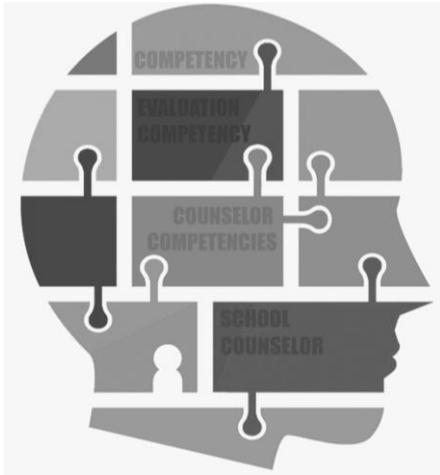


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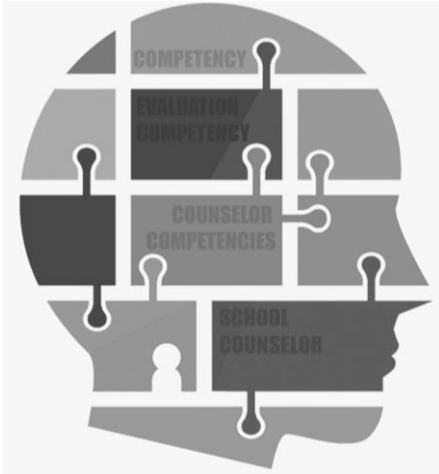
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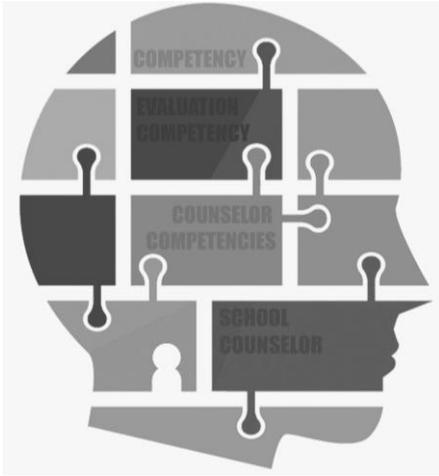


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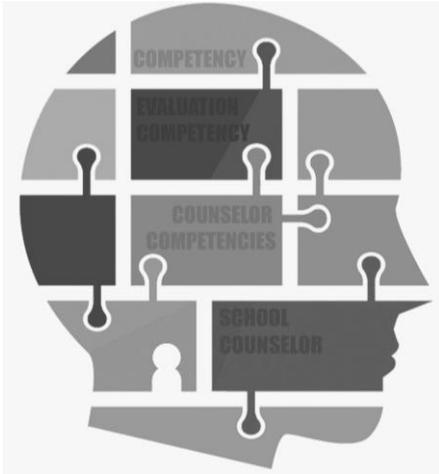


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Introduction

Introduction



Professional counselor in the 21st century is one of important professions in the field of mental health. A professional counselor works in the domain of human development in terms of both psychological and social. In the educational field, a professional counselor provides counseling services in school as a part of educational system.

School counselor's work is based on the Minister of Education and Culture Regulation Number 111 year 2014 article 1 paragraph 3 (Minister of Education and Culture, 2014) that counselor is a professional and academically qualified educator with the minimum title of Bachelor Degree (S-1) majoring in Guidance and Counseling who has graduated from counselor profession education program. Another basis of counselor profession is stated in the Education Minister Regulation number 27 year 2008 concerning the Academic Qualification Standard and Counselor Competencies (Education Minister Regulation, 2008) that counselor is a professional educator who has completed bachelor degree (S-1) majoring in guidance and counseling study program, and graduated from counselor

profession education program from a university which organizes procurement of accredited education personnel.

Counselor competency standards are regulated in the Education Minister Regulation number 27 year 2008 concerning academic qualification standard and counselor competencies. Based on this regulation the competencies counselors should have are pedagogic competency, personality competency, social competency, and professional competency. Pedagogic competency is the realization of counselors' abilities both theoretically and practically to conduct the preparation of implementation, assessment, and practice of guidance and counseling services. Personality competency is a reflection of attitudes and behavior during the process, program planning, implementation of guidance and counseling services. Social competency covers counselors' abilities to establish interpersonal relationship effectively with various parties. Professional competency refers to a counselors' abilities to provide services based on theories and practices widely and in depth.

Competencies are crucial domains for professional counselors. It is because the competencies they have reflect their credibility in carrying out a series of school guidance and counseling program. As commonly known, there are four competencies that counselors must have. These

competencies must be developed and expanded to multicultural and technology-based competencies. Ways these two competencies synergize will be discussed in this book.

Counselors' competencies to apply various types of guidance and counseling services, such as instrumentation application, approaches of counseling services, program evaluation, and counselors' roles in school are some interesting topics to discuss in this book. Therefore, this book aims to study several matters related to school counselors' attributes to give descriptions to counselors and prospective counselors to become a professional counselor.

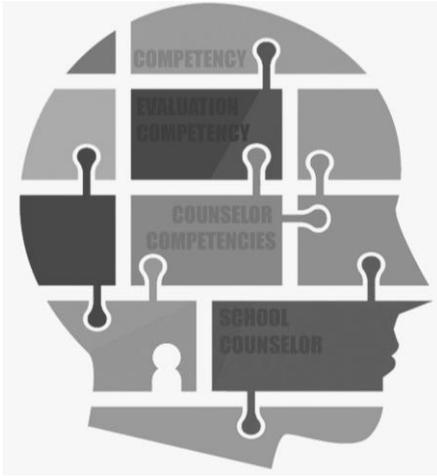
To know the level of counselors' competencies, there is a need to conduct evaluation independently or by the institutions. The procedures to carry out the evaluation processes by the counselors themselves and competent institutions as well as various evaluation approaches for guidance and counseling services in school are presented in this book.

This book has the application of school counselors' collaboration in the last chapter. This topic needs to be discussed because guidance and counseling services can be done optimally when the collaboration between counselors and related parties goes well, while the aim of collaboration

is to achieve shared interests for the optimal development of students in terms of personal, social, learning, and career aspects.

School counselors are the frontmen who are able to facilitate students. However, in fact, school counselors are not alone in performing this task. There is a need for collaboration established by school counselors and partners from various fields of science who have the potential for students' development. How counselors build collaboration with various parties, and in what areas counselors can collaborate will be an interesting discussion.

The discussion in this book attempts to focus practical ways for students, prospective counselors, school counselors, and educational management. It starts with counselor concepts, counselor competencies, school counselors competencies implementation, comprehensive guidance and counseling, school counselors competencies evaluation, and school counselors collaboration. Further discussion will be elaborated broadly in each chapter.



CHAPTER 1

School Counselor

Chapter 1



SCHOOL COUNSELOR

1.1 School Counselor

In the past, school counselor in Indonesia was called as *Guru Bimbingan Penyuluhan* which has the same definition as guidance and counseling teacher. Several years later the name changed to school counselor. School counselors are responsible for providing guidance and counseling services to counselees in schools or in education units. A person who works as a school counselor is also categorized as an educator based on Law Number 20 year 2003.

School counselor is the organizer of guidance and counseling activities in schools. This term is officially used in Law Number 20 year 2003 stating “a counselor is an educator” and in the Education Minister Regulation Number 22 year 2005 which mentions that “counselor is the organizer of counseling services in school’ that was previously done called as BP (*bimbingan penyuluhan*) personnel, guidance and counseling teacher, and guidance counselor.

According to the Joint Decree between Education Minister and Head of State Finance Accountability Committee Number 0433/P/1993 and Number 25 year 1993 concerning Guidelines for the Implementation of the Functional Position of the Guidance Counselor and the Credit Score, school counselor is a teacher who has duties, responsibility, and authorities. His duty and responsibility are to provide guidance and counseling services for counselees in education units. This profession even becomes one of the most prestigious profession the 21st century because it is strongly related to the process of human development in both psychological and social aspects.

Government recognition of counselor profession is in line with the emergence of various responsibilities to be carried out by school counselors. There are at least four competencies that counselors have, namely; 1) pedagogic competency; 2) professional competency; 3) personality competency, and; 4) social competency. These competencies are standards for counselors to meet their work expectations organized in the Guidance and Counseling Operational Guide (Aminah et al.: 2016).

As a profession, counselor is equal to other professions (teacher, lecturer, learning mentor, tutor, trainer, facilitator, and instructor) that the government has

recognized legally that this profession is the one which has a legal basis. It explains that counselor profession has potential to develop and be recognizable by the wider community as a profound and credible profession in the field of guidance and counseling.

Since 1970 until present, Indonesia counseling exists in the field of education and is handled by school counselors. In school setting, the process of counseling guided by school counselors deserves appreciation because it gives benefits to counselees' development since the process is based on theories, scientific method, clear, explicit, and systematic. It is also done with the basis of professional ethics. Therefore, working as a counselor requires understanding and mastery to make the service provided in line with the professional corridors based on values and norms exist in community.

More comprehensively, a counselor is defined as a professional educator who has a minimum academic qualification of Bachelor Degree (S-1) in Guidance and Counseling program and has graduated from counseling profession education program. In this way, every counselor can gain comprehensive competencies in the field of guidance and counseling and carry out his task, responsibilities, authorities, and functions in the implementation of counseling at school level, in Islamic

educational institution settings, business and industrial settings, and in the wider community. The following table presents differences and similarities between school counselor and counselor.

Table 1.1 Differences and Similarities between School Counselor and Counselor

Dimensions	School Counselors	Counselors
Status	Educator*	Professional Educator
Educational background	Graduate of Bachelor Degree in Guidance and Counseling	Graduate of Bachelor Degree in Guidance and Counseling + Counseling Profession Education
Skills	Competencies in the field of counseling	Competencies in the field of counseling
Main duties	Designing learning process in the field of counseling	Designing learning process in the field of counseling
	Carrying out learning process through counseling services	Carrying out learning process through counseling services
	Conducting researches in the field of counseling	Conducting researches in the field of counseling
Targets	Counselees in school/ Islamic School/ Islamic Boarding School	Students, University and community
Setting	School/ Islamic School/ Islamic Boarding School	Counselees in school/ Islamic School/ Islamic Boarding School, business and industrial world, and community

School counselors are also called as professional educators if they have met the requirements and graduated from certification process proved by the certificate as a formal recognition of professional educators. The school counselors who have been equipped with academic qualifications and competencies in the field of counseling need to gain fair recognition and dignified jobs in line with the nature of the existence of counseling profession as an effort to improve the quality of educational services.

Guidance and counseling as an integral part of educational system in an effort to improve the quality of education must be supported by educators who are academically competent in the field of counseling prepared from Higher Education institutions that have an accredited educational program for teachers or educators.

According to a preliminary study, school counselors who have mastered knowledge and basic concepts of guidance and counseling studied and mastered cognitively during their study apparently still need more learning experiences to perfect the expected competencies. This condition is supported by Rosjidan (in Gumilang, 2016) that the development of Guidance and Counseling educational program is insufficient if it only standardizes the list of courses required to achieve Bachelor Degree in Guidance

and Counseling. It is supposed to standardize the organization of students' learning experiences which enable the achievement of personal attitudes and professional competencies of guidance and counseling. Rakhmawati (2017) further confirms that professionalism development is not an instant, but a long process. Hence, school counselors need to keep adapting to the needs of community so that they can be more effective in fulfilling counselees' expectations and needs.

Counselors personal quality is a key to the success of guidance and counseling services (Awalya, 2013) apart from other criteria, such as knowledge, insights, skills, and values owned by the counselors. The personality quality of counselors is significant and determining in the effectiveness of counseling. It is related to various aspects inherent in the counselors that become a reflection for counselees and environment.

School counselors should have broad insights, think smart, and be skillful as well as clear visions to improve the quality of educational services through counseling. These services are not only given to those who have problems, but also given to facilitate counselees' development optimally (Wibowo, 2019). Accordingly, (Dahlan, 2019) in the guidelines for the implementation of guidance and

counseling in formal schools (Depdiknas, 2014) explain that professional counselors provide services, including advocacy, coordination, collaboration, and consultation to give opportunities to counselees and enable them to achieve success and develop based on professionalism concepts, namely; (1) every individual has his own rights to be respected and have opportunities to obtain guidance and counseling services. It means that counselors are obligatory to give assistance in form of services to individuals coming from diverse life backgrounds in terms of culture, ethnicity, religion and beliefs, age, socioeconomic status, and even counselees who have special needs (handicaps in language and gender identity), (2) every individual has the right to obtain information that supports his needs to develop himself. (3) every individual has the right to understand the importance of life choices and how those choices will affect his future, and (4) every individual has the right to be private in accordance with the rule of law, policy, and ethical standards of service.

School counselors must be smart and creative in taking advantage of opportunities as well as strengthening their personal capacity with management capabilities so that they are able to utilize the resources around them in carrying out professional counseling. For the sake of the practice,

Sink and C., A (2008) elaborate school counselors' efforts in the development of 21st century, namely to focus on (1) developing and updating skills required to provide services to counselees. (2) exploring and innovating in education and counseling both theoretically and practically. (3) providing advocacy for the counselors themselves and programs they design. (4) carrying out comprehensive programs that are prepared thoroughly. (5) collaborating with other parties, school personnel, institutions, and community. (6) facilitating counselees both needs and achievement programs. (7) creating a comfortable community in school, and (8) demonstrating high-level professionalism.

As counseling personnel, the primary roles of counselors are to carry out counseling, covering individual counseling, group counseling, family counseling, career counseling, educational counseling, teacher consultation, parents' consultation, evaluation of guidance and counseling services, and facilitating referral to institutions or experts outside the school environment (Wibowo, 2019).

Improving educational services quality in schools can be done through counseling, so researches and evaluation of the implementation of guidance and counseling programs need to be done continuously. This is explicitly stated by (Ardimen, 2016) that in addition to the approaches and

techniques of counseling, one approach that can be used by guidance and counseling teachers / counselors to improve the quality of the process and the results of counseling services is research. It is true because doing a research can evaluate the process and learning outcomes accountably through particular instruments so that the improvement of the future process and learning outcomes can be made. (Ardimen, 2017).

1.2 School Counselor Main Duties

Quality education is surely supported by qualified educational personnel, such as school counselors, teachers, lecturers, facilitators, and others. School counselors as professional educational personnel who has qualified academic title and competencies in guidance and counseling field must have new visions in preparing and implementing school counseling programs which are comprehensive, developmental, and according to Gysbers' principles (Gladding, 2012). School counselors' main duties are not only focused on resolving counselees' school problems, but also practicing counseling to assist individuals who are undergoing the development process in accordance with the stages of development to achieve optimal development, independence and happiness in undergoing various life

'(Wibowo, 2019). Besides, school counselors' duties are to make systematic, logical, programmed, and continuous efforts to facilitate counselees' development optimally.

School counseling services provided to students are diverse and unique. To realize this practice, counselors need to always update their knowledge, skills, personality and perspectives so that they can answer challenges in every change that occurs. In fact, school counselors have not yet been able to fulfill these expectations. (Gumilang, 2016b) states that today's counselors' performance has not yet showed maximum results, so there still found many misconceptions in the community regarding the work of school counselors.

Rasiyo's study (in Gumilang, 2016a) found that school counselors are assumed as the most comfortable job at school because they have free time do home visit, simple duties, lack of collaboration with other teachers, have a spacious room to work, are rarely present because they often arrive late and come home early. Triyono (2012) states that these misconceptions often occur because counselors prefer to work alone without any collaboration with teachers, work after an order, are hated by counselees, are less innovative, only treat counselees who violate school rules, and depend on system resources.

The above descriptions are based on the perspectives of school stakeholders. However, in a real condition, counselors' competencies are not only limited to how they show the work ethics, but also how they carry out their main duties to provide counseling services. (Awalya, et. al, 2020) found different facts about what others think about counselors' job, namely at the level of Junior High School, more than 50% of counselees have a good perception on the competencies of counselors in individual counseling.

School counselors have several duties in the implementation of guidance services. According to Erickson in Mortensen & Schumuller (1964: 8) their duties cover "individual inventory, the counseling, the information services, the placement services and the follow-up services". Besides, the implementation of guidance and counseling services should cover data collection, counseling, provision of information, placement and follow-up. Further, Bernard & Fullmer (1977: 8) add research and consultation to be present in the services. Also, Gibson & Mitchell (2011) state the duties of school counselors are:

(1) Assessment of the individual's and other characteristics; (2) Counseling the individual; (3) Group counseling and guidance activities; (4) Career guidance, including the providing of occupational educational

information; (5) Placement, follow-up, and accountability evaluation; and 6) Consultation with teachers and other school personnel, parents, pupils, in groups and appropriate community agencies. School counselors are obligatory to guide counsees completely along with their uniqueness, conduct individual counseling, group guidance and counseling, conduct career guidance, including providing education and career information, placement, follow-up and assessment, consultation with the counselors, all school personnel, parents, counsees, group, and community.

Furthermore, Prayitno (2015) states school counselors' duties as follows: (1) familiarize guidance and counseling services, (2) plan guidance and counseling programs, especially unit of service programs and unit of supporting activities. These programs are organized in daily, weekly, monthly, semiannual, and annual bases, (3) carry out the whole guidance and counseling service units, (5) assess the process and results of the implementation of service unit and supporting activities, (6) analyze the assessment results of guidance and counseling services and activities, (7) carry out follow-up based on the results of assessment, (8) administer service unit and supporting activities of the guidance that has been done, (9) account for their duties and activities in the guidance and counseling services

comprehensively to the guidance and counseling coordinators and the principal.

Generally, school counselors' duties are projected to guide counsees individually to obtain mature personality and recognize their potential comprehensively. Thus, it is expected that the counsees are able to make the best decision for themselves, both in terms of problem solving and future career decision.

ERIC Resource Center (www.eric.ed.gov) further explains that school counselors need to have an understanding and characteristics in carrying out their duties, including:

1. Responsibility

It means that the counselor is responsible to fulfill his duties and form counsees' confidence, independent, and committed.

2. Perseverance

A counselor is required to objectively work and pursue every activity related to guidance and counseling by patience and courage to face any failure.

3. Caring

It is a counselor's ability to show up his understanding to both counsees and other in social life realized by

treating them fairly, kindly, generously, and with a spirit of forgiveness.

4. Self-discipline

It is a counselor's ability to show his best treatment in any situation through controlling emotions, words, encouragement, desires, and actions.

5. Citizenship

The ability to obey the law and engage in service to schools, community and the country.

6. Honesty

The ability to tell the truth, admit mistakes, be trustworthy, and act with dignity

7. Courage

A counselor's ability to act properly when facing difficulties and follow the conscience of the opinion of many people.

8. Fairness

A counselor must be fair to others without differentiating background, able to cooperate with and understand others as well as accept the uniqueness and values of every individual in community.

9. Respect

A counselor must show respect for others, himself, and the country. Also, he needs to understand that all people share the same human values.

10. Integrity

It is realized by counselor's assertiveness in obeying moral values to make him honest, trustworthy, and full of honor.

1.3 School Counselor Roles in Education

ERIC Resource Center (www.eric.ed.gov) explains that the role of counselors in schools is as a character developer in which if character education is held at the school, the school counselors will become the pioneer and also the coordinator of the program. That is because school counselors have a role and duty to facilitate counselees in developing themselves both in the context of social care, and mental health. Thus, school counselors need to familiarize themselves with programs related to character development.

American School Counselor Association (ASCA) shows its support regarding the important role of school counselors in character education by stating: "Professional school counselors need to take an active role in initiating, facilitating and promoting character education programs in

the school curriculum. The professional school counselor, as a part of the school community and as a highly resourceful person, takes an active role by working cooperatively with the teachers and administration staffs in providing character education in the schools as an integral part of the school curriculum and activities "(ASCA, 2003).

The above statement implies that it is important for school counselors to understand and realize their main duties in character education. (Ryan, & Bohlin, 2000) argue that guidance and counseling basically has accommodated character education materials and tasks. Even so, the school counselors still need to concern and consider that everything related to education actually covers materials which teach goodness, humanity, and life which in essence are all character education. Therefore, there are several roles of school counselors in the implementation of character education.

1. School Counselors as Educators

As previously mentioned, a counselor is an educator who carries out the function of National Education, namely to develop the nation characters. As a result, as an educational representative, school counselors truly have a strong rationale in delivering character education to counselees. However, they previously need to

understand how to select, deliver, and facilitate character education programs, which is the basic role of every educator.

2. The Role of School Counselors as A Manager of Character Education Activities

School counselors in carrying out their duties are required to collaborate with stakeholders (counsees, subject teachers, parents, the principal). They act as the main actor to realize the planned programs, starting from the basic service programs in form of the guidance curriculum containing materials of character education, such as cooperation, diversity, honesty, and others. These basic service programs include individual planning programs that is aimed at equipping students abilities to make choices, make decisions, and so on and responsive service programs which include individual counseling and group counseling.

3. The Role of School Counselors as Counselors

Counselors are faced with the fact that every individual/counselee is not free from life problems which disrupt their development as an individual and social creature. In this way, counselors hold an important role to empower the individual to free from these obstacles. This effort is necessary to do given counsees often feel

a dilemma when faced with many things, for example the ability of self-acceptance to the problems that involve other people.

The ability of self-understanding, self-acceptance and self-direction requires an assistance to facilitate counselees in doing a selection of many alternatives with various consequences so that the counselees can be independent later on. Similarly, the ability to understand others, accept others, and treat others properly and correctly requires a long process of assistance so that each counselee is able to be friendly, have solidarity, tolerant, empathic, etc. and finally make himself far from being arrogant, rude, fierce, cruel, and so on.

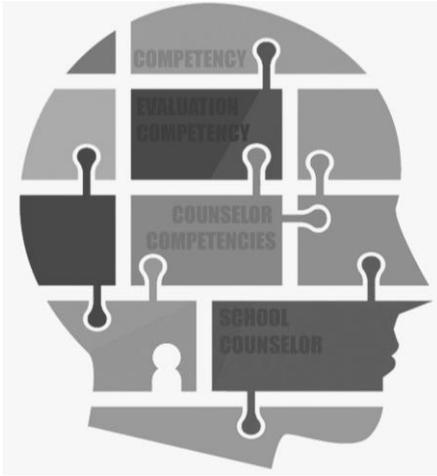
4. The Role of School Counselors as Consultants

Character education is a complex effort that needs a lot of parties involved, such as parents, subject teachers, the principal, and community. By referring to this perspective, all parties have a complementary role. School counselors as those who have psychopedagogical tasks should be able to provide consultative services for the interests and involvement of various parties.

School counselors are the organizers of guidance and counseling activities in schools. To do so they need at least ten attitudes, including (1) responsibility, (2) perseverance, (3) care, (4) discipline, (5) citizenship, (6) honesty, (7) courage, (8) justice, (9) respect, and (10) integrity (ERIC Resource Center).

Professional school counselors need to be active in initiating, facilitating, and promoting character education program in the school curriculum. Besides, as a part of school community and as an intelligent people, the counselors need to be active in cooperating with teachers and administration in an effort to implement school character education as an integral part of the curriculum and school activities. According ASCA, the roles of school counselors in education are: (1) counselor as an educator, (2) school counselors as the manager of character education program, (3) school counselors as a counselor, and (4) school counselors as a consultant.

The presence of attitude and roles owned by the counselors are expected to motivate them in giving professional services to students as counselees and support the character education in the school curriculum.



CHAPTER 2

Counselor Competencies

Chapter 2



COUNSELOR COMPETENCIES

2.1 Counselor Competencies

Competent counselors certainly provide effective and civilized services to counselees. To be competent, they must have graduated a basic education and counselor profession education program as well as been supervised by a professional institution (American Counseling Association, 2014). Once after possessing all these requirements, counselors deserve to be members of a dignified counselor professional institution. However, in the era of accountability and evidence-based, it was found that standard counseling services seem to be not enough. Thus, counselors need to improve cultural-based counseling service competencies apart from the standards of academic qualifications.

Academic qualifications standards and counselors' competencies are formulated based on a framework which emphasizes the specificity of services by a counselor. This is affirmed by the Education Minister Regulation number 27 year 2008 concerning the standard of academic qualifications

and counselors' competencies that counselors' duties as a professional are to assist counselees' independence and develop their potential to achieve a productive and prosperous life. However, counselors' current competencies need to be upgraded by having cultural-based competency and technology-based competency as a basis of providing services for counselees. To begin the discussion of this chapter, we would like to give some questions. First, what are the meanings of counselors' competencies and competent counselors? Second, what are the standard competencies of counselors in the mental health discipline? Third, how is the relevance of competencies in counseling?

2.2 Competency and Competence Definitions

Competency and competent are two terms that are commonly used to refer to capacity or ability and performance. Competency is defined as knowledge, skills, and values in a particular field reflected in thinking habits and action of a professional (Awalya, et. al., 2019). Meanwhile, competent is described as an ability possessed by someone to accomplish a task in his field of expertise. Kaslow (2004) defines professional counselor competency as performance quality that can be evaluated based on professional standards and developed or improved through

professional trainings and personal growth. In addition, Sperry (2011) describes a competent person as the one who has abilities to integrate knowledge and attitude in a practice that is useful for others and can be evaluated based on professional standards, developed, improved through professional trainings and reflection. Further, a competent counselor is obligatory to be able to integrate knowledge, skills and attitudes in the implementation of counseling services which are evaluated based on professional standards by a professional organization and willing to upgrade himself through professional education.

A competent counselor is different from a skillful counselor (Sperry, 2011). A competent counselor is the one who has been supervised and got a recognition from a professional institution to practice professional counseling that is based on knowledge, skills, and effective values of performance (Falender & Shafranske, 2007). Meanwhile, a skillful counselor is a counselor who obtains abilities from trainings, but is not supervised and has no external standards to evaluate his comprehension (Allan, et. al., 2017). In details, it is agreed that a competent counselor is a counselor who has obtained recognition from a professional organization to conduct counseling services which are based on knowledge, skills, and effective values of performance.

Bennett-Levy (2019) confirm that trainings and supervision that are only focused on skills training can be problematic. This opinion is based on recent studies report showing that: (1) counselors' personal quality and interpersonal competencies play a key role in the results of counseling services; and (2) personal practice is the most effective way to achieve changes in personal and interpersonal quality of counselors.

2.3 Counselor Competency Definition

Competency is defined as an interaction between behavior, knowledge, and skills that is used to meet sufficient performance and quality as well as enable to perform a particular role (Lundberg; 1970). Boyatzis (2008) states that competency is a basic characteristic of a person which guides and makes his performance effective and sophisticating. Antariksa (2007) generally defines that competency is a combination of skills, personal attributes, and knowledge reflected through job behavior that is observable, measurable, and evaluable. Then, Cut Zurnali (2010) groups competency into three dimensions, namely (1) cognitive competencies; (2) emotional intelligence competencies; and (3) social intelligence competencies. These definitions mean that competency is a basic

characteristic of someone that consists of some skills, knowledge, and personal attributes (emotional intelligence and social intelligence) that can be observed, measured, and evaluated.

Spencer and Spencer (1993) mention twenty competency factors that can predict behavior and performance widely in all situations and job tasks. The factors are:

1. Achievement Orientation, an ability to keep orienting towards achievement. This ability makes someone continues to focus on his goals, namely to continue to excel and continue to improve the achievements they have from time to time both in community and in a company.
2. Concern for Order, an ability to keep focusing on the desired goals. This factor makes someone continuously performs activities to get closer to his goals
3. Initiative, an ability to move without making any movement. This ability makes someone move faster than others, and arises within a person without any coercion from outside. Usually people who have this ability have the desire to be able to move a step faster than others in acting and in achieving the expected goals.

4. Information Seeking, an ability to find information. A person who has this ability usually has an assumption that people who are capable to rule the world are those who master information. The person with this ability has a lot of knowledge resources sources. Also, his information and knowledge are more up-to-date than others.
5. Interpersonal Understanding, is one component that triggers to keep moving sincerely, prioritizing relationships with others, and always trying to continue to please all parties who are interconnected with that person. That person is always oriented towards the welfare of all parties and does everything without strings attached because it is accompanied by sincerity.
6. Customer Service Orientation, an ability gained by someone who has goals to always keep serving customers. This ability strives for customer satisfaction because the satisfaction is believed to be a key factor to the success of a person and organization which has this ability.
7. Impact and Influence, is a person's ability to see and base his actions according to the impact, causes and possibilities which may occur. One who has this ability can be a person who can do something by ignoring the

risks and, as a result will not regret what he does. Moreover, the person with this ability tends to assume that anything he does will bring consequences so that the person will act carefully in every action.

8. Self-Control, an ability to control ourselves. In other words, controlling ourselves will result in steps which bring the goals to get closer. This ability can be in forms of anticipating bad things so that a person can continue to do good and optimum things in an organization in association with the objectives to achieve.
9. Expertise is a component that suggests the emphasis on one's ability so that he can master the desired field. It can be said that this ability enables a person to be an expert in his field.
10. Analytical Thinking is an ability to think analytically. By having this ability, one can identify, recognize, understand, and provide solutions to a problem.
11. Conceptual Thinking is an ability to think and solve problems using a concept. One who has this ability will have a clear framework in solving problems.
12. Flexibility is an ability which enables someone to act based on the situation. This ability also functions to make someone able to continue to adapt the situation that happens to him.

13. Self-confidence is realized by trusting in all abilities and competencies possessed by ourselves in every action that leads to the desired goals. For students, self-confidence is usually formed because someone has done everything in full preparation to achieve his goals in advance.
14. Organizational Commitment, a commitment to an organization. It can be interpreted as loyalty to an organization or company in which he works and lies his trust towards the mandate of the organization. In this way, a person will always struggle using his whole abilities to keep running the vision and missions of the organization so that the organization achievement will increasingly be strong.
15. Personal Effectiveness, an ability to make others more useful. One with this ability tends to have a character that can motivate others, give encouragement to the people who are motivated so that later the people will have their self-confidence back and be focused on pursuing their organizational and personal goals.
16. Directiveness, an ability to give orders directly. This ability enables someone to quickly make decisions which can satisfy all parties without any disadvantageous.

17. Teamwork and Cooperation, abilities to work together in a team fairly by providing tasks to achieve goals which are in line with the principles of an organization as an effort to emphasize the vision and missions of the organization. These abilities belong to one of managerial skills to manage something by optimizing human resources in an organization.
18. Team Leadership, an ability to lead and optimize human resources in an organization. This leadership can be seen from the ability to lead the organization in any situations, both good and bad to obtain the desired goals. The leadership ability can also create and develop the human resources' commitment and innovation in an organization so that there will be a simultaneous relationship among the existing resources in the organization.
19. Socialized Power Motivation, an ability to socialize with others. This ability can be in form of socialization ability both individually and in organization which further can create a clear interaction among human resources in an organization to achieve goals.
20. Helping Competency, a person's ability to be able to help others. This competency is manifested in socialization with community and the maintenance of

organization social aspects with related parties. In a company, helping competency emphasizes corporate social responsibility aspects.

2.4 Counselor Competency Standard

Indonesia counselors' competency standard has been regulated in the Education Minister Regulation Number 27 year 2008 concerning academic qualifications standard and counselor competencies. However, this regulation is still lacking due to the absence of multicultural competency (Cates, et. al., 2007; Hastuti & Marheni, 2017) and online-based service competency (Shaw & Shaw, 2006). Along with the rapid advancement of technology, especially the internet, online service is inseparable from life. (Bac & Kocab, 2019). Unfortunately, there are only four counselor competencies mentioned in the above regulation, namely pedagogic competency, personality competency, social competency, and professional competency.

Pedagogic competency refers to theories understanding and counseling service practices, covering preparation of services, assessment, and the implementation of services to actualize various counselees' potential (Wardhani, et. al., 2019). Further, pedagogic competency is related to counselors' ability to apply educational practice

theories, understand counselees' personality, such as physiology, psychology, and behavior, and implement the guidance and counseling services. A competent counselor can be identified using these aspects: (1) master educational theories and praxis; (2) able to apply right treatments for counselees' physiological and psychological development; (3) able to master the essence of guidance and counseling services according to types and level of the education unit.

Personality competency is reflected in attitudes and behavior in the process, programs preparation, and implementation of counseling and so on. (Awalya, et. al., 2019). Additionally, a competent counselor is a reflection of personality that is a steady, stable, mature, wise and personality, respects cultural differences, becomes an example to students, and has good character. The personality competency is shaped by continuous training and evaluation until counselors are truly able to form a professional personality and be ready to provide maximum services (Pane, 2016). Having this competency is a must as a part of school counselor services.

Social competency is counselors' ability to establish interpersonal relationships and communicate effectively with other counselors, peers, educational personnel, parents, and surrounding community (Mayasari, 2016). Alternatively,

counselors must be able to communicate with other professions and parties involved in resolving students' problems. It is because school guidance and counseling services cannot optimally run if counselors are not able to collaborate. Efendi (2013) confirms that guidance and counseling services can effectively run with the support of all parties, especially subject teachers and the principal. Counselors need to collaborate with subject teachers in order to obtain information related to students' achievement, personality, and other things which can be used to determine the practice of counseling services to students.

Professional competency is counselors' ability to give guidance and counseling services that is based on mastery and comprehension of service implementation materials (Malik & Kurniawan, 2015; Wardhani et al., 2019). In this way, the implementation of guidance and counseling services can be supported by counselors' knowledge about research findings and application based on the professional ethics, awareness and commitment. The mastery of this competency means that counselors can uphold the principles and the professional code of ethics. Again, this competency can be deepen through long and authentic trainings packaged in Counselor Profession Education (PPK) under the authority of

professional institutions as the supervisor (Anggraini, 2017). In brief, the four competencies can be seen in table 2.1

Indonesia is an archipelago with a diverse culture. This diversity requires counselors to have multicultural competency. Arredondo, et. al., in Rosycar, 2003; Erford, 2007 mention that Multicultural Competence Counseling (MCC) consists of a tripartite model with 3 domains and 3 areas. The three domains are counselor awareness of own cultural values and biases, counselor awareness of client's worldview, and culturally appropriate intervention and strategies. Meanwhile, the three areas contained in each domain are attitudes and beliefs, knowledge, and skills. Multicultural competencies can be seen in Table 2.2

Table 2.1 Academic Qualification Standard and Counselor Competencies in Education Minister Regulation Number 27 Year 2008

Pedagogic Competency	Personality Competency	Social Competency	Professional Competency
Master educational theories and praxis	Belief in the Almighty God	Implement an intern collaboration in the workplace	Master all assessment concepts and praxis to understand counselees' condition, needs, and problems.

Pedagogic Competency	Personality Competency	Social Competency	Professional Competency
Apply physiological and psychological development and counselees' behavior	Respect and uphold the values of humanity, individuality and freedom of choice	Take part in an organization and guidance and counseling professional activities	Master theoretical framework and praxis of guidance and counseling
Master the essence of guidance and counseling services in terms of corridor, types and educational units	Demonstrate integrity and stability of a strong personality	Implement collaboration between professions	Design guidance and counseling programs
	Demonstrate high-quality performance		Implement comprehensive guidance and counseling programs
			Assess the process and results of guidance and counseling activities
			Have awareness and commitment to the professional ethics
			Master guidance and counseling research concepts and praxis

In addition to multicultural competency, counselors need to master technology-based competency as well. The development of technology gives the ease of access to human. One of this development is the use of the internet to meet human needs. The internet can also be utilized in the field of work and professional development. Through the internet, counselors can provide remote or online counseling services. Lee (Shaw & Shaw, 2006) argues that online counseling services (via the internet) must be as ethical as general counseling services. Koocher and Keith-Spiegel (Shaw & Shaw, 2006) state that a good code of conduct characterizes professional job. Based on this explanation it can be interpreted that counselors must apply a code of ethics in providing services and have competence in the field of development and use of technology.

**Table 2.2 Multicultural Competency in Education
According to Arredondo et. al (Roysircar, 2003)**

	Counselor awareness about self-assumptions, values, and cultural biases	Understand the worldview of counselors from different cultures	Develop appropriate counseling interventions, strategies and techniques
Belief	Have a sensitivity of various cultures Understand the	Be aware of negative emotional reactions from	Respect diverse religious beliefs and values Respect

	limitations of differences and cultural influences	counselees Be aware of racist stereotypes and behavior	community customary practices and assistance networks
Knowledge	Be aware that culture influences attitudes, values and norms Acknowledge racist attitudes, beliefs and feelings	Understand the impact of culture on personality, preferences and behavior Understand culture against sensitive sociopolitical influences	Be aware of conflicts of cultural values. Understand institutional barriers Be aware of bias judgment
Skills	Look for consultative education, training experience, and know the limits of competence Disseminate non-racist identities actively	Be familiar with relevant research and findings Follow the development of non-professional social involvement with minority	Understand nonverbal messages that arise in the counselees Appropriately use judgment to eliminate bias, prejudice, and discrimination

It has been explained that professional counselors are tightly supervised by professional institutions. However, if the counselors would like to work at schools, they will be supervised by school supervisors. Slameto (2016) explains that school supervisors function as a person who receives orders from the state based on the government regulation

Number 38/ year 1992 concerning educational personnel to monitor teachers/ counselors' competencies and assist the school principal to improve the quality of education. In carrying out their duty, the school supervisors will perform evaluation based on standards, targets, and criteria that have been mutually dealt. (Kartomo & Slameto, 2016). Further, it is understandable that professional counselors receive tight supervision from professional institutions and school supervisors if they work in schools.

2.5 Counselor Competencies in Mental Health Discipline

Developing countries prefer allocating their funding for public health care services infrastructure and professional staff to mental health services for their educators (Kutcher, et. al., 2005). Kutcher further explains the effect of setting mental health as non-prioritized services; stigmatization of counselees and mental health professionals; limited number of mental health professionals; maximum distribution in various mental health professional services; less competent professional staff lack; and lack of institutions to train mental health professionals. The Institute of Medicine in Sperry (2011) states that mental health services are important for achieving general competency standards that are effective, efficient, and evidence-based services.

Engels, et. al., in Sperry (2011) argue that counselors' competencies in dealing with mental health include; (1) relationship: establishing and facilitating a relationship that is constructive, safe, and ethical with counselees. (2) intervention planning: involving in a comprehensive biopsychosocial assessment and assessment strategies; developing and implementing diagnostic-based service programs. (3) Ethical and cultural sensitivity: maintaining appropriate ethical, legal and professional behavior. These competencies can be further elaborated as follows:

Relationship. Competent counselors require to maintain an effective therapeutic relationship. This effective relationship is important since it grows a trusty bond between counselees and counselors in determining goals, roles, and methods during treatment processes (Fairburn & Coopera, 2011). Sperry (2011) mentions that relationship competencies consist of five essential sub-competencies, namely: (1) establishing a positive interpersonal relationship; (2) assessing counselees' readiness, encouraging counselees' spirit to join the services completely; (3) recognizing and completing resistance and ambivalence; (4) recognizing and improving tension in the interpersonal relationship; (5) recognizing and resolving transference and counter-transference.

Intervention planning. Competent counselors develop their skills in preparing and planning intervention programs. Intervention planning is the core competency to conduct assessment, diagnosis, and treatment planning (Spruill, Rozensky, Stigall, Vaquez, Bingham, et al., 2004). Sperry (2011) further explains that planning competencies consist of five essential competencies, namely: (1) conducting a comprehensive assessment; (2) developing accurate diagnostic instruments; (3) developing effective service program designs; (4) developing effective treatment plans; and (5) compiling reports integratively.

Ethical and cultural sensitivity. Competent counselors need cultural and ethical awareness. This is similar to Cater et. al.'s idea (2007) that school counselors are urged to have cultural awareness and competent culturally. These practices demand a capacity to develop cultural formula, plan and implement consistent interventions through those formula (Sperry, 2010). Similarly, sensitive practices ethically need competencies to recognize problems and ethical dilemma to maintain confidentiality and agreement based on information and avoid conflicts of interest. These core competencies cover three essential competencies, namely: (1) developing effective cultural formulation; (2) planning and

implementing sensitive interventions based on the culture, and (3) making sensitive decisions ethically.

Unfortunately, Sperry (2011) in general states three common competencies, including, (1) conceptual foundation; (2) intervention implementation; and (3) intervention evaluation and termination. These competencies are specifically explained as follows. First, conceptual foundation is the use of systematical conceptual framework to understand and guide counseling process. This framework is often the realization of basic theoretical orientation or counseling approaches. It consists of one essential competency; applying basic theories or conceptual approaches to understand and direct counseling process functioning as a “guide” to understand a general process of growth, development, self-deviation (psychopathology), and change (psychotherapy). More specifically, this conceptual guide helps counselors establish and maintain therapeutic relationships, plan, implement, and evaluate in ways that are culturally and ethically sensitive.

Intervention implementation is counselors’ ability to be skillful in providing services based on needs, expectations and conditions of counselees by utilizing intervention modality, strategies, techniques and methods from various counseling approaches to achieve goals and targets. Thus, the

core competencies of this aspect include: (1) determining counseling focus. (2) maintaining service focus. And (3) recognizing and resolving disrupting factors in counseling process. Further, it is a general competency, while the specific intervention can be made based on approaches which are cognitive, dynamic, and systematic.

Intervention evaluation and termination is needed to carry out evaluation and prepare counselees to stop the process of services. Continuous assessment or monitoring of treatment is needed to not only evaluate the effectiveness of services, but also to modify and refocus treatment. Anker, Duncan, & Sparks (2009) state that ongoing monitoring of the counseling process can significantly improve results, especially when counselee feedback is officially obtained. Preparations for ending the services belong to a plan to prevent recurrence or setbacks. Core competencies of this aspect consist of two essential competencies: (1) monitoring progress and modifying appropriate care and (2) evaluating progress and preparing counselees for service termination.

2.6 Relevance of Competence in Counseling

Competent counselors are able to integrate the six competencies. It is because these competencies are highly interrelated. Sperry (2011) illustrates the linkages of the six

core competencies in Figure 1. Pay attention to the centrality of relationship establishment and maintenance which influence each other. What surrounds it is the middle circle representing the basic counseling intervention process: planning, implementing intervention, and evaluating intervention and termination. The outer circle includes the conceptual foundation and practices that are sensitive to culture and ethics, and influences other core competencies in the circle.

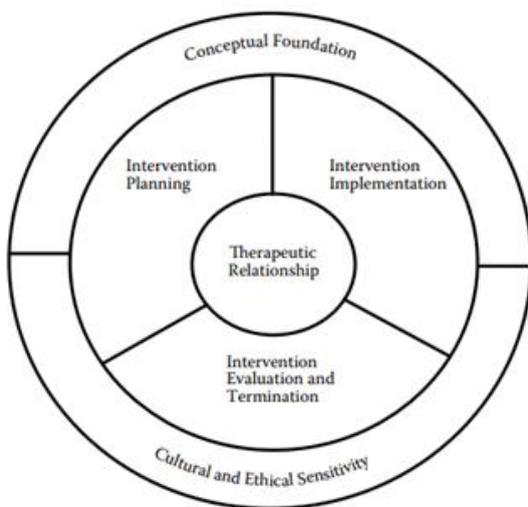
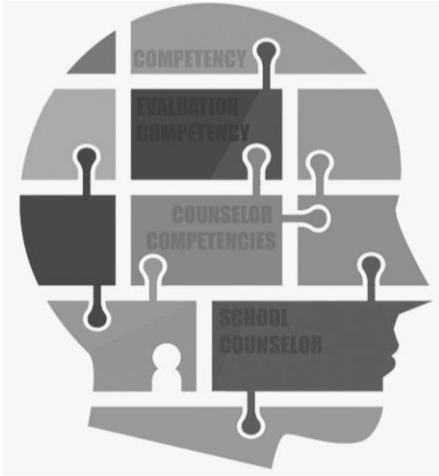


Figure 2.1 Relevance of Core Competencies in Counseling An illustration of Competencies by (Sperry, 2011)

As a counselor, one has to have competencies because competencies are the basic characteristics of someone which contain various skills, knowledge, and personal attributes (emotional intelligence and social intelligence) that are observable, measurable and evaluable. Based on the Education Minister Regulation number 27 year 2008, there are four competency standards of counselors, including; pedagogic competency, personality competency, social competency, and professional competency. Pedagogic competency is realized by the understanding of theories and practices of services, assessment, and implementation of services to actualize counselees' various potential. Personality competency is a reflection of attitudes and behavior during the process, planning of service programs, implementation of counseling process, and so on (Awalya, et. al., 2019). Social competency is a counselors' ability to establish an interpersonal relationship and effectively communicate with other counselors, peers, educational personnel, parents, and surrounding community (Mayasari, 2016). Professional competency is a counselors' ability to provide guidance and counseling services with the basis of extensive and comprehensive service materials mastery (Malik & Kurniawan, 2015; Wardhani, et. al., 2019).

Therefore, by having competency standards, school counselors are supposed to be able to do well preparation not only in the provided guidance and counseling processes, but also in cooperating with teachers, the principal, administration staff, and parents.



CHAPTER 3

School Counselor Competencies Implementation

Chapter 3



SCHOOL COUNSELOR COMPETENCIES IMPLEMENTATION

3.1 Types of Counselor Service in School

3.1.1 Types and Techniques in Basic Services

The purpose of basic service is to support the developmental task of students optimally. Here are the following basic services (Ramli et al, 2017):

1. Classroom Guidance, a set of planned instructions given to all of the students in a class-based. Ziomek Daigle (2016) states that school guidance is a service that is given through class program and integrated with wider topics related with daily experiences such home activities, citizen duties, personal care, and socialization. Taking everything in consideration, it could be said that classroom guidance is a service that is made in a classroom format to develop students' potential.
2. Orientation Services, service that encourage the students to understand and adapt themselves to their environment,

especially in education environment. Orientation service could be done in a big or small group type by face-to-face orientation.

3. Information Services, is a service that could be used to give any information related to personality, study, and social as well as career information. Information services could be done by direct or face to face meeting or using media.
4. Group Guidance, a service that can be used for limited members between 5 until 10 people in a group. Group guidance is made to response the student or counselee needs associated with particular materials in a purpose to reach the developmental task. The general topic is used in this kind of service. For example, how to focus on study tips and the importance of communication skills. The group dynamic such as discussion, role play, and etc. are expected to occur in this service.
5. Data Collection (Instrumentation application), an activity that is made to collect data or information related to students or counselees as well as the environment. The counselees data and information are importantly required to help the counselor understands the counselees and as the basis of program preparation in guidance and counseling service.

3.1.2 Types and Techniques in Responsive Services

Responsive services are given to students or counselees who need any immediate treatment or help. Here are the following services that can be used:

1. Individual and Group Counseling. Individual or group counseling is expected to help the counselees identify their problems and find the best solution according to their needs. There are some models and techniques that are utilizable by the counselors. However, model and technique selection should be wisely adjusted based on the characteristics and counselees' problems.
2. Referrals. These services are done by referring counselees to more qualified and competent authorities at counselees' problem. Referrals are the follow-up actions towards counselee's case through counselling, in which according to the counsellor evaluation result, the problem that is faced by the counselee is out of the counsellor authority and competency. As an example, a counselee is addicted to drugs, so the counsellor could refer the problem to more proper authorities that work on that case.
3. Collaboration Between School Counselors and Subject or Homeroom Teachers. This collaboration has a very important role because by involving the subject or

homeroom teachers, school counselors could get more information about the counselee and find easier to solve the counselee's problems. Moreover, by having subject and homeroom teachers participation, the counselors will be easier to collect academic progress, academic report, school discipline referral, particular concern, and general information about the counselee. Also, it is done as a platform to figure out the parents/student guardians assisted by their advisor as well as an overpass between home and school to facilitate the communication to get any information about the counselee.

4. Consultation. Consultation has a role as a counseling main function during its first establishment in elementary school. Despite the concern of some of critiques that consultation takes counselling time, school counselors at all levels could see the compatibilities between these two services and the needs to combine both services to develop the guidance and counseling program. Consultation with parents, teachers, and administrators is an intervention that could improve the atmosphere of learning environment and also be beneficial for students and people around them (Brigman, et al. 2005).
5. Peer Guidance Program. This term refers to a student who makes use of assistance skills and concept to help

other student hence sometimes the adults to determine their ideas and feelings, to explore the alternative of a situation, as well as made a responsible choice or decision.

6. Case Conference. This type and technique aim to collect further information related to an undergoing case, so it could be solved together. The authorities that associated in case conference are those who know the counselee problems such as their parents.
7. Home Visit. Home visit is made to get counselee data and information by visiting the counselee's home. In this way, counselors could observe the counselee home environment. In other sides, the counselor could get the information from counselee parents or other people who lives in the same house.

3.1.3 Types and Techniques in Specialization and Individual Planning Services

Indonesia Minister of Education and Culture Regulation No. 111, 2014 states school counselors activities in a major courses services, namely (1) informing students/counselees about school programs; (2) mapping and determining students/counselees major courses started from collecting data, analyzing, and determining the major

courses; (3) cross-interest services; (4) enrichment program services; (5) specialization change services; (6) specialization assistance service through classroom guidance, group guidance, individual counseling, group counseling, and consultation; (7) development and channeling; (8) evaluation and follow-up.

The important role of school counselors in delivering major courses services could be found in the 2013 curriculum by conducting those 8 activities.

Counsees' specialization related to the majors can be directed from early childhood period and started in formal education. This individual planning service is related to individual, social, learning, and career aspect development. Counselor's duty in major courses and individual planning services is to help counselee identifies potential talent and specialization. Later, the counselee is assisted to analyze their strengths and weaknesses so that he can understand and accept himself as well as deciding the right plan related to the education, career, even to other life plans.

3.2 Applicable Approaches to School

3.2.1 Directive Counseling Approach

Directive counseling is a term used to refer a service system based on the formal plan in identification processes

and etiological factors modification in maladjustment. Thorne (1948) states that counselor who uses this approach should have knowledge, skills, and experience to properly utilize all of methods based on the time and place standard. Moreover, it is explained that counselor has a big responsibility to lead all of the services steps and has to delegate the problem solving responsibility to other person, including the counselee itself. Some initiators of this approach were Williamson and Darley (Bordin, 1946). They said that one of the main characteristics of a toxic person is his inability to solve his problem without any help (Thorne, 1948). Furthermore, it is explained that the person who experiences the malediction asks for help spontaneously or must be forced for his own good.

One of the significant directive counseling approaches that can be done in school is trait-factor approach. Atli (2016) explains that the career counseling service that is based on trait-factor could significantly improve secondary school counselees' career maturity. Its process contributes to counselee's skills to use decision making strategies and create the awareness about interest, skills, and values. Further, there are six service procedures of counseling, namely analysis, synthesis, diagnosis, prognosis, treatment, and follow-up.

3.2.2. Non-Directive Counseling Approach

Rogers has been the main source to introduce a counseling theory and non-directive therapeutic procedures (Bordin, 1946). He provides a description that is taken from treatment process. Non-directive treatment process explained by Rogers seems to be the most valid and most direct to psychological problems. Rogers assumed that a person who is experiencing self-conflict problem, such as mixed feelings should be helped, recognized, and accepted until he could get into the positive decision to solve the conflict (Bordin, 1946).

One of the non-directive counselling approaches is Emotion-Focused Therapy (EFT) (Corey, 2017). EFT was developed primarily by Leslie Greenberg to help counselees by improving their awareness of emotion and use it productively (Greenberg, 2004). The focus of EFT strategic has two main tasks: (1) help counselees with less emotion access ability, and (2) help counselees with plenty of emotion to control their emotion (Greenberg & Goldman, 2019). The purpose of EFT is to help a person to access and process the emotion to figure out the new ways (Greenberg, 2006). Greenberg (2004) describes steps to help counselees control their emotion. First, it is important to help counselees to accept their emotion. Secondly, counselees should be

trained to accept new emotional experiences and express that emotion (not all emotions, but tend to be self-acceptance). Furthermore, counselees need to be trained to help them control their emotion. Third, counselees need to be helped to bravely express their feelings with words to help them solve their problems. Fourth, counselors assist counselees to recognize whether their emotional reactions are what that they want. If not, they must be guided to find them. Fifth, after counselees recognize their main emotional feeling, both counselors and counselees evaluate whether the emotional reaction is a healthy or unhealthy response related to the situation. The response could be use as a guide to treat them if it is healthy. If it is unhealthy, counselors must change it. Sixth, if the unhealthy response is the primary emotion that can be accessed by counselees, they should be helped to identify the negative factors related to their emotion. Seventh, counselees need to be facilitated in finding and relying on alternative responses and healthy emotional needs. Lastly, counselees need to be trained to challenge the destructive thought on their unhealthy emotion from the new inner voice based on the healthy emotion and primary needs as well as to learn how to control that emotion.

Helping counselees to label their feeling verbally, accept their emotion, discussing how to express feelings with

counselees, facilitating counselees new ways to process the emotions, and teaching them how to calm and control the emotions include in emotional guidance (Greenberg, 2006). Furthermore, it is noted that some of counselees are difficult to be taught the new ways, but counselors should facilitate them to learn these.

3.2.3 Behavioral Approach

Behavioral approach initially emerged around 1950s and early 1960s. This approach is one of the kinds that opposes psychoanalytic perspectives (Corey, 2017). Cognitive Behavioral Therapy (CBT) is a counseling approach that focuses on cognitive aspect of thoughts and behaviors. CBT assumes someone's belief will affect their action and feelings. Some figures in CBT approach; Albert Ellis, William Glasser, Donald Meichenbaum, and others, developed counseling theories based on behavior and cognitive approach. The benefit of CBT-based program service is due its time allotment and expense which are relatively economical (Erford, 2015). One of the techniques in CBT approach that is empirically proved effective is systematic desensitization.

Systematic desensitization is a general counselling service to treat anxiety and phobias (Corey, 2017; Erford,

2015). Furthermore, this service is used by asking the counselees to remember, imagine, or experience triggering situation and continue with relaxation to reduce the anxious stimulus that is managed by the triggering situation. Head & Gross (Corey, 2017) state that there are three main processes in desensitization: (1) relaxation training; (2) gradual anxiety hierarchy development; and (3) systematic desensitization through hierarchy item presentation, while counselling is in the most relaxing state.

The systematic desensitization service procedures include: first, counselees are taught to do some relaxation (i.e., deep respiration, progressive muscle stretching) until they are accustomed to it. For the extension, counselors could ask the counselees to make a comfort and relaxing visualization for a situation as they lay down in a place with the cold air (Corey, 2017; Eford, 2015).

Second, prepare the anxiety hierarchy scale. Counselors identify and organize lists that are predicted as something that could trigger or increase the stimulus of the anxiety. The hierarchy situations are listed in order from the most until the least triggering situation (Corey, 2017). Desensitization steps should not be used until counselees are proficient enough to do relaxation and counselors have done classifying the triggering situations on hierarchy list.

Decentralization process is started by having counselees reach the entire relaxation with closed eyes. Counselors direct the counselees into the neutral scene and counselees are asked to imagine it. If the counselees look relax, the counselors could ask them to imagine the least triggering scene in a situation hierarchy that has been arranged (Corey, 2017). Decentralization process works in a progressive way by increasing the stimulus hierarchy until the counselees show the deprived symptoms based on the situation hierarchy. Treatment will be ended after the counselees could stay relax while imagining the most disturbing and triggering scene. The main purpose of decentralization is the repeated exposure in an imagination related to the situation that could stimulate the anxiety without having any negative consequent (Eford, 2015).

Follow-up action is an important part of desensitization service. In this action, counselees are forced to practice the relaxation procedures regularly to visualize scenes on previous session. Gradually, counselees could expose the situation in their daily life to overcome anxiety (Corey, 2017). Head & Gross (Eford, 2015) explain that counselees will get the beneficial results after they have various ways to handle the situations that stimulate their

anxiety and use it in daily life even after the session has ended.

3.2.4 Gestalt Approach

In 1960s and 1970s there was an interest among the counselors regarding “the third power” in counselling services as an alternative form of psychoanalytic and behavioral approach. Gestalt counselling is an approach that is existential, phenomenological, and process-based which assumes that an individual must be understood based on a context of his relationship with the environment (Corey, 2017). Gestalt approach was developed based on a premise that human knowledge is limited to visible phenomena which could be observed by human senses or added up with consciousness. Thus, this approach sees that a person is always in a state of becoming something, reforming, and finding his own identity.

In this approach, changes are seen as an eternal state and counselors who use gestalt and psychodrama approaches always try to distinguish the environment, interpersonal, and intrapersonal challenges, as well as the obstacles. Regarding this theory, counselors should help counselees to adapt and accommodate their internal and external situations (Eford, 2015). Psychodrama and gestalt techniques tend to create

strong emotion which is seen as unreal emotion for some counselees who wish more traditional therapeutic approach. There are three psychodrama and gestalt techniques, such as: empty chair, body movement and exaggeration, and reversal role.

Empty chair is used to make a counselee gets a strong dialogue with deep emotion. This can be done in two ways, namely by involving an individual as a medium for the counselee to express his emotions or called two sides dimension and single dimension by having the counselee talks to himself. In this situation, whenever a counselee has a conflict and needs to find the solution, he can take advantage of acting and discussing internal dialogue externally with a counselor to support him. Gestalt technique often causes an intense emotional reaction to a counselee, and may not be suitable for cultures which prohibit someone to express his strong emotions to others (Eford, 2015). Based on Suryaman's study (2017) empty chair technique in group counseling is effective to improve the verbal communication of the tenth grade students of SMA Negeri 3 Bantul. The purpose of training in this technique is to promote higher integration of polarity and conflict experienced by everyone. It is not to get rid of particular characters, but to learn to accept and along with the polarity.

3.2.5 Postmodern Approach

Postmodern approach, social constructive approach, solution-focused brief therapy are related to the way people are seeking for solutions to their problems (Sharf, 2012). Solution-Focused Brief Therapy (SFBT) is a counseling approach with future orientation. SFBT was developed by Steve de Shazer and Insoo Kim Berg at Family Therapy Centre in Milwaukee in the early 1980s (Corey, 2017). SFBT is an optimistic, anti-deterministic, and future-based oriented approach derived from an assumption that a counselee has an ability to quickly change and could create problem-free language when they try to face a new reality (Neukrug, 2016). Even though counselors look like only hearing the counselee's yelp, they are actually giving a particular observation about the counselee's wishes and the probability of changes as well as solution (Sharf, 2012).

Walter and Peller (Sharf, 2012) define five assumptions about SFBC: (1) focus on success and lead to constructive changes; (2) counselee is awakened by reality that every problem must have exceptions and receives solutions to his problems; (3) specifically and positively small changes which lead to bigger positive changes; (4) counsees have their own strength to solve their own problems by exposing, arranging, and replicating the success

in an exceptional situation; and (5) the purpose of the counseling should be positive, measured, and actively stated. Counselors in SFBT need to identify the goals clearly and concretely (Sharf, 2012). Moreover, giving some questions related to the goals of counseling will clarify the counseling directions. It is important to measure the objectives specifically, so the counseling goals could be achieved faster.

Murphy (Corey, 2017) states that techniques in SFBT should be used flexibly and adjusted to clients' uniqueness. A good counselling process is based on goals, perception, resources, and feedback from counselees. There are five techniques in SFBT, such as: scaling, exceptions, problem-free talk, miracle question, and flagging the minefield (Eford, 2015). Scaling is a common technique that is used for an individual counseling process which requires counselees to assess their current situations and desired situations. For an example, sadness is given (1) or happiness (10), calmness is given (1) or an extreme anger is given (10). This scaling is used to measure counselees' state for some problems. It becomes more beneficial to be reused periodically to measure the counselees' progress. Scaling is the quickest and most beneficial assessment technique with a wide range in counselling (Corey, 2017).

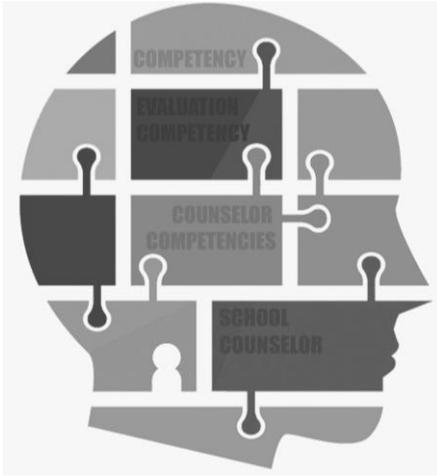
Based on a study of Mulawarman et al. (2016) explained that Solution Focused Brief Counseling (SFBC) is effectively used to improve the career adapt ability of students. Furthermore, the effectiveness of the counselling process is decided by the utilization of therapeutic factors, not by some specific techniques. The common therapeutic factors are such as: empathy, attention, positive appreciation, warmth, and development support (Nugroho et al., 2018). In a counseling process, a counsellor is demanded to help counselees to assess whether their behavior is strong enough to fulfill academic tasks and activities that lead to responsible behavior.

School guidance and counseling as a service given to the students has several types and techniques, namely: (1) basic service, (2) responsive service, (3) specialization and individual planning service. Classroom guidance, orientation service, information service, group and individual guidance include in basic service. Meanwhile, individual counseling, referrals, collaboration, consultation, peer guidance, case conference, and home visit belong to responsive service. For specialization and individual planning service includes: (1) informing students/counselees about the school programs; (2) mapping and deciding students/counselees specialization started from collecting data, analyzing, and deciding; (3)

cross-major courses service; (4) enrichment service; (5) specialization change service; (6) specialization assistance service that runs with classroom guidance, group guidance, individual counseling, group counseling, and consultation; (7) development and channelization; (8) evaluation and follow-up.

There are some approaches that can be used while carrying out counseling services, including: directive counseling approach, non-directive counseling approach, behavioral approach, gestalt approach, and postmodern approach. Those various approaches can be used depending on the problem that is faced by the students or counselees. However, some approaches also can be combined to one and another or commonly called as eclectic counselling.

These types of services and approaches expect school counselors to give appropriate help that is suitable with students need and help the students solve their problems as well as achieve developmental task.



CHAPTER 4

Comprehensive Guidance and Counseling

Chapter 4



COMPREHENSIVE GUIDANCE AND COUNSELING

4.1 Comprehensive Guidance and Counseling

A comprehensive school counseling program was initially conceptualized in 1960s and 1970s and has continuously been developed from time to time, committed to school academic mission, and based on counselees' competencies in academic, career, social, and emotional field (Gybers & Henderson, 2012). One of comprehensive school counseling frameworks that is often used is ASCA National Model (ASCA, 2012; Gybers & Henderson, 2012). This model is based on (a) ASCA National Standard for School Counseling Program which defines standard and competencies of counselees regarding their academic, career, personality, and social development (Campbell & Dahir, 1997), and (b) Educational Transformation School Counseling Initiative which emphasizes the roles of school counselors in covering the achievement gap for low-income and minority counselees and performing a good leadership, advocacy, systemic changes, collaboration, and team work

(Martin, 2015). This model was constructed in 2003 and recently updated in 2005 and 2012. Further, it has provided professional counseling schools integrated vision, voice, and identity in terms of school counselors roles (ASCA, 2012; Gysbers & Henderson 2012).

Comprehensive guidance and counseling focuses on what counselees must know, understand, and be able to do in their academic, personal/social, and career domains in order to develop and be successful community members. Alternatively, school curriculum, individual counselees plans, service and support system are media to achieve the comprehensive guidance and counseling.

4.2 Comprehensive School Counseling Programs

The following descriptions are the characteristics of guidance and counseling programs which are similar to other educational programs.

1. Student Standards

In Indonesia, there are standards of student dependency which are in line with educational arrangement of professional counselors and guidance and counseling services in formal education path. The implementation of activities and service delivery are intended to help

counselees in achieving the established competency standards.

2. Professional Certificate

Professionals need a professional certificate in implementing a comprehensive guidance and counseling. Therefore, a school counselor should have a professional counselor certificate to support the implementation of programs.

3. Materials and Resources

The availability of materials and resources, such as facility and infrastructure as well as financial support greatly affect the success of guidance and counseling services in school. In addition, school principal's support is also necessary to support the implementation of guidance and counseling programs.

4. Program, Personnel, and Result Evaluation

Guidance and counseling program must have clear framework and objectives, such as clear work programs, supporting personnel, and the needs of result evaluation of guidance and counseling service programs.

5. Guidance and Counseling Programs aim to Development and Comprehension

Guidance and counseling programs are conducted systematically and well-planned to help counselees

achieve development in academic, career, personality, and social. Especially, to give counselees experiences to grow and develop well.

6. Team-building Approach of Guidance and Counseling Programs

The need of involvement of teachers, administration staffs, parents, and community in conducting guidance and counseling programs with counselor as the main person who is in charge is very important. Additionally, the counselor also works consultatively and collaboratively with other team members.

7. Guidance and counseling programs are arranged systematically from planning, designing, implementation, evaluation, and sustainability. These activities must be conducted accurately and precisely by implementing management function.

8. Guidance and counseling programs are supported by a strong leadership.

The performance and accountability achievement in guidance and counseling programs are usually supported by good leadership factors.

4.3 ASCA Model

American School Counselor Association (ASCA) National Model publication regarding framework for comprehensive school counseling program (2012) and association of school counselors of each state have encouraged responsible practitioners to develop comprehensive school counseling programs. As the result, school counselors are expected to be able to harmonize their goals with school's main mission (to improve students' academic achievement). In the philosophy of success, it is known that school counselors should carefully design and deliver a strategic intervention that aims to improve academic achievement of counselees (Brown & Trusty, 2005).

Comprehensive school counseling programs are integral components of school academic mission. Data of counselees which are based on standard of academic, career, and personality/ social development highly support comprehensive guidance and counseling programs. Further, ASCA National model is elaborated as follows:

1. Ensure an equitable access of strict education for all counselees.

2. Identify knowledge and skills that all counselees will possibly obtain as a result of comprehensive school counseling programs K-12.
3. Systematically delivered to all counselees.
4. Make data-based decisions
5. Provided by credential school counselors

An effective school counseling program is a collaborative effort from school counselors, parents, and partners to create a supportive environment climate in achieving students' achievement. School staffs and counselors should appreciate and respond to individual diversity and differences in community. For more, the comprehensive school counseling program ensures a fair access to opportunities and strict curriculum for all counselees to fully participate in education process.

School counselors must take advantage of their skills, time, and energy to give direct and indirect services for students. Therefore, to achieve maximum program effectiveness, ASCA recommends school counselors handle counselees with a ratio of 1:250. It means they spend 80% or more of their time in direct and indirect services for students/ counselees. School counselors participate as a member of education team and use their leadership, advocacy, and

collaboration skills to promote appropriate systematic change.

The framework of comprehensive school counseling programs consists of 4 components including foundation, management, delivery, and accountability. They are well described as follows:

1. Foundation

School counselors make a comprehensive guidance and counseling programs that focus on students' outcomes, teach competencies of counselee, and deliver it based on an identification of professionals' competencies.

- 1) Focus of Program: to establish focus of program, counsees get advantages from school counseling programs. To build this trust, school counselors should make a vision that defines what result that counsees expect. Additionally, counselors create a mission statement which is line with school mission, develop the objectives, and define how the vision and missions will be measured.
- 2) Competencies of Students; to improve counseling service process for all counsees in three main fields, namely the development of academic, career, and social/emotion.

3) Professional Competency; the ASCA School Counselor Competencies explain knowledge, attitude, and skill that ensure school counselors to meet professional demands. The ASCA ethics standard for school counselors has principles of ethical behavior that must be maintained including integrity, leadership, and professionalism standards. Those standards are arranged to guide counselors in making decisions and help standardize professional practices which protect counselees and school counselor.

2. Management

Management that school counselors can do is by including organizational assessments and concrete tools which provide a clear description and represent school needs. The assessment and tools consist of:

- 1) Competencies of school counselors and counseling program assessment that are used to conduct self-evaluation of strength and improvement for individual skills and activities of program.
- 2) Use time assessment to determine the amount of time spent by school counselors, at least 80% or

more to provide direction and indirect services for students

- 3) Annual agreement that is developed and approved by administrator at the beginning of school year regarding how school counselling programs are organized and how objectives will be achieved.
- 4) The advisory board consisting of students, parents, teachers, school advisory, administrators, and community member reviews and recommends activities and outcomes in school counseling programs.
- 5) The use of data to measure the outcome of programs and promote systematic changes in school system, so once each counselee graduates, he is ready for a career.
- 6) Provision of curriculum, small group, development, prevention, and intervention activities as well as service that measure the expected competencies of counselees and their impact on counselees achievement, behavior, and attendance.
- 7) Annual and weekly calendars for students, parents, teachers, and administrators to encourage active participation in school counseling programs.

3. Delivery

School counselor should provide services for students, parents, school staffs, and community in several sectors, including:

1) Direct Counseling Service

Direct counseling service is a direct interaction between counselors and counsees, covering:

a. Core Curriculum of School Counseling

This curriculum consists of structured-lesson arranged to help counsees to achieve the expected achievement and provide appropriate knowledge, behavior, and skill for all counsees' development level. This curriculum is implemented to all of school curriculum as a whole and systematically presented by counselors along with other professional educators in school and group activities.

b. Individual Counsee Planning

School counselors coordinate systematic and continuous activities to help counsees in determining their personal objectives and developing future plans.

c. Responsive Service

Responsive service is an activity that is arranged to meet an urgent need and problem of counselees. The responsive service covers counseling in individual, group, or small group control or crisis response.

2) Indirect Counselee Service

Indirect service provided on behalf of a counselee is resulted from an interaction between counselors and others, including reference as additional help, consultation, and collaboration with parents, teachers, other educators, and community organization.

4. Accountability

In comprehensive guidance and counseling, accountability shows the effectiveness of school counseling programs, or as the responsibility of school counselors in the success or failure in the implementation of a program in achieving the goals. Counselors use data to show school counseling programs pact on achievement, attendance, and behavior of counselee and analyze the assessment of counseling programs to determine future decisions or action for all students. Then, counselors' performance in

implementing comprehensive school counseling programs will be evaluated based on the expected practice basic standards.

4.4 Comprehensive Guidance and Counseling In Indonesia

In Indonesia, guidance and counseling services are already familiar in education field. In 1960s, guidance and counseling service had begun. At that time, it was called as *bimbingan dan penyuluhan*. Formally, guidance and counseling services were structurally begun along with the Curriculum 75. The existence of guidance and counseling services do not mean eliminating the system that has been running for more than 25 years, yet it arranges the system according to development, need, and research findings (Kartadinata, 2017).

In Indonesia, guidance and counseling services are stated in Education minister regulation No. 111 Year 2014 regarding The Implementation of Guidance and Counseling Services in Elementary and Junior High School. This regulation becomes the basis in arranging the operation of guidance and counseling services implementation or known as POP BK for elementary school (SD), junior high school (SMP), senior high school (SMA), and vocational high

school (SMK). Education minister regulation and POP BK emphasize the term of comprehensive guidance and counseling as the official name.

Characteristics, development orientation, and students' potential are the basis of comprehensive guidance and counseling programs development (Yusuf in Sutoyo, 2015). Consequently, the implementation of BK programs in school is oriented towards efforts to facilitate the potential of students/ counselees including personality, social, academic, and career aspects; or personal development of counselees as human with bio-psycho-social-spiritual dimension (biological, psychological, social, and spiritual/ religious awareness).

There are 4 components of comprehensive guidance and counseling programs, namely (1) basic service of guidance, (2) responsive service, (3) individual planning, and (4) systems support. Those components are illustrated in the following figure.

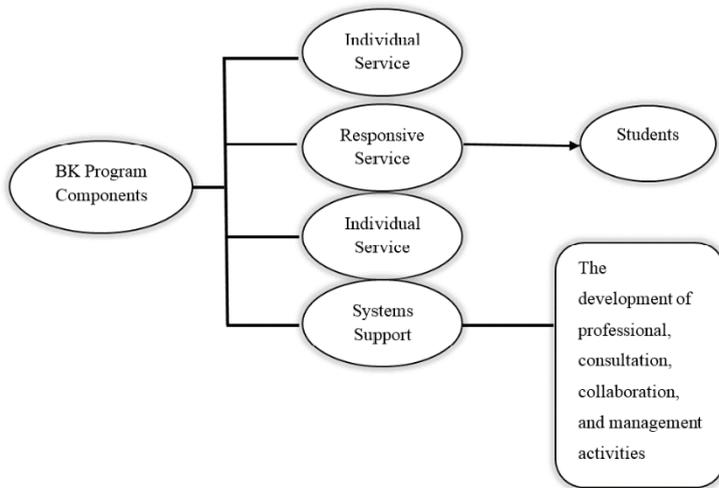
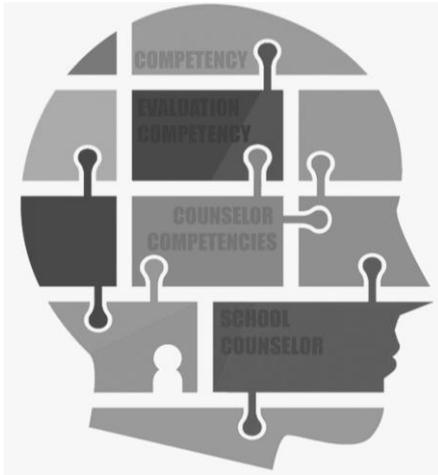


Figure 4.1 Guidance and Counseling Program Components

Comprehensive counseling programs are a complete program from counselors for counselees. Within these programs, counselors can facilitate the need of counselees in several fields namely social, study, personal, and career based on what American Counselor Association (ASCA) (2012) suggests. The achievement of comprehensive guidance and counseling programs can be carried out by counselors through several ways as previously mentioned in this chapter, including by performing collaboration with other parties during program process. Moreover, these programs have broad main duties and functions in its

practice, so counselors are expected to be able to apply the programs as their occupational self-efficacy in the field.

Within the implementation of comprehensive counseling programs, counselors can easily facilitate counsees to achieve their development orientation. The framework of comprehensive guidance and counseling consists of foundation, management, delivery, and accountability which have been previously explained in this chapter. Each component is interrelated in which if they are applied, they will support counselors' performance in the implementation of the comprehensive programs. It goes without saying that it will be very crucial for professional counselors to apply the standards of comprehensive guidance and counseling and give services according to the need of counsees so that the effectiveness of service programs can be achieved.



CHAPTER 5

School Counselor Competencies Evaluation

Chapter 5



SCHOOL COUNSELOR COMPETENCIES EVALUATION

5.1 Measuring Competencies Evaluation

School counselors are professionals who have an important role in the process of counselees' development through the implementation of guidance and counseling programs in school. Counselors are also frontmen who train counselees dependency; Therefore, they should emphasize their competencies, credibility, and accountability in their profession and programs they handle. The competencies include spectrum of personal and professional capacity possessed to meet the minimum requirements (Sperry, 2010). In counseling, American School Counselor Association (2012; 2019) explains that one of competencies counselor must have is evaluation. Evaluation is necessary for counselors to give contribution to the success of guidance and counseling services given to counselees.

Several methods can be done to obtain results and data of competencies, including interview, observation, and questionnaire. Indeed, measuring the counselors evaluation

competency is greatly important as a reflection and an initial step from counselors to optimally conduct self-development and encourage professionalism in carrying out their duties. Maras et al. (2013) argue that through competency measurement, counselors' level of knowledge regarding many competencies, both personal and professional, such as self-awareness, self-confidence, and the ability to obtain and process the data, the involvement in guidance and counseling research, and other competencies including academic, professional, pedagogic, social, and personal competencies can be obtained.

Along with the advancement of technology, the evaluation competency is highly necessary to find out the extent to which counselors able to adapt to the rapid development of technology. Through the measurement of competency evaluation, counselors' behavior and skills can be observed during the process of counseling service. Then, the final outcome of this measurement is used to improve the quality and accountability of comprehensive counseling programs.

5.2 Practical Application for Competencies Evaluation

Competencies evaluation will be distributed to school counselors as an effort to determine the competency level

and understanding of counselors regarding professional standards of guidance and counseling covering every activity of guidance and counseling from management to service practice. Since 1980s, school counseling has been considered as an organized program in schools which provide a complex set regarding improvement and prevention services to encourage the development of counselees in various domains – academic, career, and personal/ social development (Gysbers, 2001).

Therefore, in its practice, a competent counselor needs to apply various guidance and counseling administration, such as program evaluation activities. Additionally, program evaluation is not only an effective method to improve counseling programs, but also a sustainable approach to legitimize programs from decision makers for funding and accountability purposes (Carey & Dimmitt, 2008; Gysbers & Henderson, 2006; Hatch, 2008). Through survey and research activities, the first step can be carried out to observe the competencies of counselor including pedagogic, social, and professional competencies.

In 2004, American Evaluation Association found the final form of evaluation guidance after conducting several collaborations and revisions. This association releases final guidelines that include 5 principals, namely (1) systematic

investigation, (2) competency, (3) integrity and honesty, (4) respect to people, and (5) responsibility for public welfare. Furthermore, these principals can be implemented for evaluation purposes in various scientific diciplines. A high credibiity evaluation outcome can be obtained using principles or standards of competencies evaluation.

Afterwards, procedures for counselor competencies evaluation can be carried out by distributing research scale with quantitative method that will be explained on the next chapter of this book. Further, this method has been already applied by Awalya et al., (2020) by distributing scale of competency evaluation of counselors in Indonesia, consisting of competencies in evaluation of program, service, and counselor skills in using research result data. These steps were effective to obtain information related to competencies evaluation. Another method that can be used is qualitative method by conducting interview with and observation to counselors. The aim of competency evaluation is to gain data and results of counselor competencies level that can be used to optimize the counselor competencies to meet the demands as a form of credibility.

5.3 Evaluation Competency Vs Research

Evaluation is not the same as research. Both have different purposes, criteria for adequacy, and methodology (Fitzpatrick et al., 2004). The final purpose of evaluation is to make better assessment and consequent decisions about what is being undertaken and whether it functions well or not. The Joint Committee on Standards for Educational Evaluation (JCSEE) has already established standards of effective educational evaluation (JCSEE, 2009). According to JCSEE, good evaluation is accurate (the collected information represents the fact), useful, and serves the need of users. Additionally, good evaluation is practical, feasible, economical, and time effective. It must be done legally and ethically. As previously mentioned, the purpose of evaluation is to obtain information that can be used to make better assessment and consequent decisions on what is being done and whether it functions well or not (Dimit, 2010).

Research is a sequence of activities carried out by counselors to develop continuous professionalism. It covers several activities, including (1) designing, conducting and utilizing any findings from guidance and counseling researches to regenerate the quality of guidance and counseling service, and give data source for school and implementation of learning process, as well as program

development for improving counselor's; (2) making and carrying out the design, and evaluating professional counselors self-development according to the standard of counselors competencies; (3) developing the awareness of counselors to commit to professional ethics; and (4) giving an active role for counselors in an organization and professional activities of guidance and counseling.

The final purpose of research is to improve knowledge or information in a particular field of study. A good research is determined by internal and external validities, in other words, the extent to which causality and generalization towards other variable are investigated. Research becomes a source information that has high value in determining the effectivity of intervention, have evidences as the basic information, and obtain the results of a treatment that is specifically given (Dimit, 2007). Also, research is more necessary than evaluation because there is a protection guarantee of subject identity. Besides, research can be used as basic information of what and how an appropriate treatment will be given to counselees according to their needs.

School counselors need to exactly understand what they should understand and do in evaluation and research fields to advocate the standard of appropriate accreditation, license, quality assurance system (for instance, license

review criteria), and design of license investigation. More importantly, a good understanding and mastering of evaluation and research will absolutely provide added value for counselor to be a competent in guidance and counseling field. Hatch and Chen-Hayes (2008) add that the success of school counseling practice depends on the ability of counselor to analyze new skills, change old practices, and design and implement programs evaluation and study of treatment research that shows the effectivity of program model components.

5.4 Various Types of Competencies Evaluation

Evaluation of counselor competencies includes: (1) counselor mastery of concepts/ materials, the curriculum, methods, and guidance evaluation; (2) ability to organize and manage the implementation of assistance or guidance for counselee; (3) self-potential development; and (4) attitude and personality. In details, according to the standards and legislation, counselors should have 4 competencies, namely (1) academic; (2) professional, (3) pedagogic; and (4) social competencies. Further description of these competencies are presented in the following.

1. Academic competency is a competency that can be attained through educational degree at least bachelor

degree (S1). In its practice, the academic competency of counselors covers ways to further recognize counsees to serve, master theoretical and procedural principals, including technology in guidance and counseling, organization of guidance and independent counseling services, and continuous development of professionalism as a counselor. This competency mastery can be proved through written test.

2. Professional competency is formed through trainings and application of counselors' academic competencies in guidance and counseling field in school context. This competency can also be formed through the provision guidance and counseling services and assessment application which is in accordance with the applicable regulation and standards.
3. Personality competency is counselors' behavior and characteristics that represent counselors themselves. Hence, counselors who have this competency should be friendly, empathetic, warm, have self-awareness, have self-confidence, respectful, honest, concrete, genuiness, and be able to make counsees feel comfortable. Personality competency of counselors is not only applied when they carry out their duties, but also in their daily life.

4. Social competency is counselors ability to effectively communicate and interact with environment inside and outside the school, uphold humanity values in socialization, apply positive and dynamic views to counselees and others as well as prioritize counselees' welfare.

5.5 Ways to Measure Competencies Evaluation

In competency evaluation measurement, there are several ways that can be applied.

1. Interview Method

This method can be an option to identify and find out data related to counselors' competencies evaluation. Through direct interview with counselors, an overview and information related to thier skills and competencies can be obtained. Owing to the explanation, a step that can be carried out is make several questions that contain competencies and skill of counselors in guidance and counseling field, including in program planning, design, implementation, and evaluation conducted in the school by considering counselors competency standards.

2. Observation Method

This method is carried out by observing administration, counseling practice, and the activities caried out by

counselors while they are in school. The first step before conducting evaluation is by preparing guidelines according to standards that contain competencies that must be possessed by a counselor. A direct observation in the field is able to provide information about counselors' competencies, such as how they apply the guidance and counseling services in accordance with the guidelines of guidance and counseling in school.

3. Scale Distribution Method

A scale is identical to characteristic of research. Several previous researches proved the success in making a valid and applicable scale to evaluate counselors' competencies. A scale can be in the form of statements or questions that can be fulfilled by counselors based on their feelings. The following explanation are several scales recommendation to evaluate competencies of counselors.

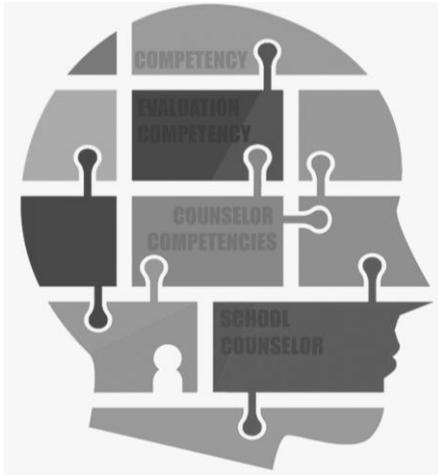
- 1) Competency evaluation scale developed by Maras, Coleman, Gysvers, Herman, & Stanley (2013) which consists of 19 items of questions containing 4 factors, namely self-efficacy evaluation, guidance program competency, statistical process competency, and program evaluation competency.

- 2) Competency evaluation scale developed by Astramovich (2016), namely Program Evaluation Interest and Skills Assessment (PEISA). It has been developed based on evaluation skills of counseling program that has been identified by ASCA (2012). It consists of 20 items including competencies of counselors in evaluating guidance and counseling programs in school.

A professional counselor should continuously develop and improve his competencies in guidance and counseling field. Competency evaluation is believed as one of alternatives that counselors can possibly have to find their competencies. Evaluation process is one of assessment processes toward professionals' competency from planning to application of programs in the field. A professional counselor is not merely based on what has been described, yet he has got concrete competencies to master based on ASCA standards. A counselor who is capable and willing to carry out an evaluation is professional. In other words, counselors must be encouraged to continuously develop for the effectiveness of service programs given.

Along with the rapid development of era and latest technology advancement, counselors should adapt and be

able to go along with demands, so they will obtain novelty in terms of information and practices. In this chapter, as the author has already explained how to achieve evaluation competency, hopefully readers, especially counselors or counselor candidates are expected to gain some overview in order to always be ready and well-prepared to evaluate their competencies and contribute to guidance and counseling researches. As a result, they will be the professional counselors.



CHAPTER 6

School Counselor Collaboration

Chapter 6



SCHOOL COUNSELOR COLLABORATION

6.1 Collaboration

Collaboration often appears in our daily activities. In this book, collaboration means an activity carried out by counselors to build an interaction, communicate actively, and deliver useful ideas in the implementation of guidance and counseling service programs. Lusky & Hayes (2001) argue that efforts and active involvement are highly needed to build a collaboration. Furthermore, counselors possibly experience difficulties as they must give an understanding and explain the design of renewal program of guidance and counseling design in school.

In guidance and counseling, collaboration an intervention process between counselors and the principal, teachers, and parents to socialize the service programs that will be conducted (Yustiana, et al., 2019). Guidance and counseling services can be achieved if a collaboration between counselors and partners occurs (Surakhmad, 2009).

American School Counselor Association (ASCA) confirms that collaboration between counselors and stakeholders in education becomes one of efforts to promote mental health programs (Lambie et al., 2019). Furthermore, the involvement of stakeholders in education is significant to support mental health program in school.

Also, a collaboration between counselors and partners advocates students' academy, career, personality and social needs (Brown et al., 2019). An optimum collaboration can create school cultures that encourage students' success, systemic changes, advocacy, and strengthen missions of school counseling programs (Doğan & Julian, 2019). Moreover, counselors and stakeholders in the collaboration give positive effect for all parties, especially school.

6.2 Guidance and Counseling Implementation Collaboration

Jonathan (2004) defines collaboration as an interaction process between counselors and interested parties in guidance and counseling service programs. Based on American Heritage dictionary (2000), collaboration is defined as a form of ideas collection from several people who work for common goals. Gray (1989) defines

collaboration as a thinking process to collectively find a solution of a problem as a means of overcome mind limitations.

Education minister regulation Number 111 Year 2014 informs that collaboration is an important activity in guidance and counseling services. The purpose of collaboration is to achieve the common goals and students optimum development, including personality, social, study, and career aspects.

To build relationship of collaboration, counselors need knowledge and skill. Dettmer et al. in Hidayat (2013) say that a collaborative relationship can be formed using collaborative school consultant concepts. Further, interpersonal competency, cooperativeness, and coordination are also required to build a collaboration relationship. Hidayat (2013) argues that a school especially a counselor, needs to collaborate with professionals to develop an effective service for students. Subsequently, to conduct an effective service implementation, counselors should do the following matters: (1) counselors should establish effective communication with other parties. Therefore, when there is a problem that needs assistance from other profession, counselors can immediately give services; (2) counselors should build an intimate relationship with students to give

the best service for students problem; and (3) counselors should provide information needed from various profession to give the best service.

Carpenter (1990) explains the characteristics of collaboration in the implementation of guidance and counseling services in school, namely (1) participation is not limited and not hierarchycal; (2) participants should be responsible in achieving success; (3) logical purposes; (4) problem definition; (5) participants educate each other; (6) identifying and testing various options; (7) solution implementation should be shared with several involved participants, and; (8) participants should understand the development current situation.

Keys of an effective guidance and counseling services implementation include (1) counselor should appreciate counselees' opinion and be willing to examine several alternative views and change in trust; (2) counselors should behave assertively to hear counselees' opinion; (3) responsibility to support any decisions resulted from a meeting; (4) information about issues obtained from members' communication must be shared; (5) a mutual concept that is understood as a relationship which facilitates dynamic processes among people who share common goals and pursue members' welfare; (6) trust in common concepts

becomes very important since its absence will result in threats, responsibility avoidance, and communication disruption.

Several experts have already provided several collaboration types to achieve the objectives of guidance and counseling in school, including CASTT model developed by Stone and Dahir; Collaboration Inclusion Model developed by Clark and Bremen, and; Collaborative Culturally Competent Schools developed by Simcox, Nujiens, and Lee (Dollarhide & Saginak, 2012; 166 – 170). Further, these forms will be described as follows.

CASTT Model

CASTT model developed by Stone and Dahir is the abbreviation for Community, Administrators, Students, Teachers, and Technology (Dahir & Stone, 2012: 401). A collaboration made between counselors, administration staffs, students, teachers and technology experts is aimed at optimizing students' potential. Further, collaboration is elaborated as follows.

Administrators. A collaboration between counselors and administrator staffs is performed to provide information related to data of students, socialization of school programs, and support conducive situation in the school.

Teachers. A collaboration between counselors and teachers aims to create comfortable conditions for students and share any information. Additionally, teachers can possibly refer their case to counselors, promote the school programs, and conduct remedial activities.

Students. A collaboration between counselors and students aim to support peer counseling service, such as peer helper, peer facilitator, peer mediator, peer tutor, and peer supporters. Dahir & Stone (2012: 397) explain six advantageous parties for counselors to conduct a collaboration, including parents, other professions, group, company, university, and alumnae. These parties are explained further as follows:

Parents. Parents is the main actor regarding financial support in school program implementation. In the same way, parents can be tutor, mentor, consultant, participate in group and school activity, and help the achievement of school program goals.

Other Professions. A collaboration between counselors and other professions aims to academic success and influence parents to help students achieve their academic success.

Community Group. Group plays role in the success of program implementation regarding education, housing,

recreation, and community improvement. Community environment is expected to support the school programs and becomes the important factor in achieving optimum development orientation of students.

Company. A collaboration between counselors and a company in education and training is important for career training. In addition, a company is possibly available to be involved in school activities programs (as sponsor), such as procurement of school uniform, books and school equipments.

University. Counselors should collaborate with university to provide education and training for students and the improvement of counselors competencies. It can be carried out through internship, practical works, and experience sharing.

Alumnae. A collaboration between counselors and alumni can be beneficial to support school programs, such as sharing career experiences and lives to students.

Collaborative Inclusion Model

Collaborative inclusion model was developed by Clark and Bremen (2009). This model is recommended to be conducted through 6 inclusive steps of collaboration between counselors and teachers to make plans, implementation, and

evaluation programs. The 6 inclusive steps are (1) counselor should collaborate with teachers, administrators, and parents or on students' own initiative to get counseling services from the counselors; (2) programs and problem identification begin with collecting information by involving teachers, parents, and administrators; (3) intervention planning in class should be performed to find solutions in achieving the common goals; (4) implementing and modifying interventions if necessary. Within these steps, infusion from peer tutors/ mentors is involved to provide continuous support for student; (5) developing a plan that leads teachers and students to follow-up the activities that have been done previously by counselors. This steps also includes providing reinforcement, a feedback system, and possible guidelines, and; (6) evaluating and monitoring the interventions. Counselors should periodically observe teachers, students, and interventions implementation in class.

Collaborative Culturally Competent Schools

Collaborative culturally competent schools was developed by Simcox et al. (2006). This model emphasizes a cooperative relationship between counselors and psychologists for preparation, implementation, and evaluation. For more, there are 4 main levels of services for

students, parents and family, educators, and community. Those levels are elaborated as follows.

Students-centered Intervention. This intervention facilitates students to improve in their academic, personality – social, and career through individual, small group, and consultation interventions.

Family Reinforcement. The intervention focuses on reinforcement of family’s role. Programs are carried out by presenting topics and meeting forum with topics of school curriculum, assessment and placement, relationships between teachers and parents, and administration education.

Collegial Consultation. This activity is a way to improve professional development for education staffs and professionals by promoting cultural sensitivity, responses, and school competencies. For instance, workshops and seminars can be conducted to create competition in educational practices and strategies.

Utilization of Community Resource. School should work together with many parties as an effort of school programs improvement. The activity is conducted through the preparation of community-based programs.

6.3 Parties who Become School Counselor Partners

Students need facilities that support the achievement of developmental tasks. School counselors become the frontmen who are able to facilitate them. In fact, school counselors are not alone to meet their needs. A collaboration is necessary to be performed by school counselors with partners from various fields of science who are potential for students development. Dahir & Stone (2012: 394) assert that the accomplishment of counselee's needs in achieving success depends on a collaboration ability by counselors and other parties as a means of helping the counselee. Professional counselors who are able to collaborate and cooperate in group can support the achievement of counselee's success in dealing with teachers, friends, parents, and community.

The characteristics of collaboration implementation in counseling as revealed by Young, A.A., et al. (2013) are (1) participants are neither restricted nor hierarchical; (2) participants are responsible to ensure the service success; (3) realistic goals; (4) problem definitions; (5) participants teach each others; (6) identifying and testing various alternatives; (7) solution implementations are shared with participants involved; and (8) participants observe the development of situation. Then, in order to be effectively carried out, a

collaboration strategy of guidance and counseling service implementation has several elements, namely (1) cooperation and mutual respect among collaboration partners and willingness to identify various opinion alternatives; (2) being assertive to ensure that partners and counselors' opinion are thoroughly listened and consensus is achieved; (3) being responsible for applying and supporting decisions; (4) establishing good communication among collaboration partners to share any information about related issues; and (5) building trust in all elements who are involved in collaboration. Trust becomes very important since without trust, cooperation will not be established, assertiveness becomes threats, responsibility will be avoided, and communication will be disrupted (Clark, M.A. & Breman, J, C., 2009).

Nowadays, counseling services lead to comprehensive paradigms and development oriented to efforts to encourage students' success in performing their developmental tasks, potential development, and problems (Gysbers & Henderson, 2012). To achieve the goals, cooperation from various components in education, such as the principal, homeroom teachers, subject teachers, and others are needed, so the goals do not only depend of guidance and counseling teachers. Further, the followings are

several partners who are potential to help school counselors in achieving students' developmental tasks through collaboration.

1. Collaboration with Parents. Actually, parents are the first partners who are possibly able to give protection and development for students since the time that students spent most after school is at home. Parents are responsible for their daily activities, including their social, personality, learning, and career activities.
2. Collaboration with Human Resource Development. One aspect that students must achieve as an effort to fulfill their developmental tasks is career aspects. Therefore, school counselor should be able to establish partnership with companies and provide opportunities for students to meet the needs of their career.
3. Collaboration with Psychiatrist. Inevitably, students' problems are quite complex. Sometimes, it has negative impacts on their psychological health given school counselors do not have authority and educational background in students psychology. Thus, counselors may cooperate with institutions that have authority and expertise in mental health. This positively solves students' needs both in social and personal aspects.

6.4 School Counselor Referrals

A referral must be considered when school counselors believe that students' problems are beyond their knowledge and ability, or when school counselors are uncomfortable in solving students' problems (Batubara & Ariani, 2018). A referral can be made if students' problems interfere their academic activities, such as problems in learning process and unusual behavior outside their academic activities

Referrals are complementary activities done by guidance and counseling teachers to get more appropriate and total treatments for students problems referring the treatments to another party. How does a counselor organize referrals? As previously stated, referral must be considered when counselors believe that students' problems are beyond their experience and capability or when the counselors feel uncomfortable in solving students' problems (Suryahadikusumah & Dedy, 2019).

1. Consideration for Doing Referrals:

- 1) Indicating the decline of quality in a course work, school participation, quality of papers or test result, increasing absence in class, or the failure at submitting works.

- 2) Chronic depression indicated by sadness, apathy, weight loss, (seemingly lack of sleep), and tears.
- 3) Nervous, restless, chronic worries, irritability, aggressiveness, and constantly talk.
- 4) Weird, strange behavior or utterance, and violent outburst.
- 5) Extreme dependence on teachers or staffs, including spending most of time visiting them during office hours or other time.
- 6) Significant change in personal hygiene
- 7) Signs of excessive alcohol or drug use
- 8) Confused or cleaning the food
- 9) Withdrawal from friends or social isolation
- 10) Physical or sexual assault
- 11) Talking about suicide, either directly or indirectly, for instance “I won’t be there for the test,” or “I am not worry about getting a job; I do not need it though”.
- 12) Unusual comments on students’ problems that cause concern.

2. Referral Goals

Generally, the goals of referral are to provide an optimum services and to solve the problems of

counselees. Particularly, the goals of referral are closely related to the functions of counseling service, namely:

1) Improvement Function (curative)

To give specific service to resolve a counselee's problems by cooperating with other professions.

2) Understanding Function

In this function, a referral is carried out to analyze the problems faced for counselees improvement

3) Preventive Function

A referral is expected to avoid the emergence of more complicated problems.

4) Development/Maintenance Function

A referral aims to alleviate counselees from their problem and maintain and develop their potential.

5) Advocacy Function

A referral is provided to protect the rights of counselees.

3. Components of Referral

The main components of referral include (1) counselor, (2) counselee/ client, and (3) other experts who are in line with counselee's problems.

1) Counselees and Their Problems

- (1) A counselor is required not to discriminate counselees in giving services. However, since counselees come with different problems sometimes the problems are beyond counselor's ability.
- (2) Problems beyond counselors' ability are such as physical illness, mental illness, crime, and psychotropics. Therefore, counselors are required to recognize the category of problem which they or other experts who are more authorized can handle (beyond counselors' ability)

2) Counselor

In referral, counselor needs an ability and knowledge to analyze counselees' problems. If the problems are still normal, counselors should directly deal with it. On other hand, if the problems are beyond counselors' ability, they may refer other experts. More importantly, counselors should deeply know the experts who are in charge of the referral.

3) Other Experts

Counselors should have knowledge and understand well about the expertise of other experts who are referred, such as psychologist, doctor, psychiatrist, teacher and others.

- (1) Psychologist is an expert at psychological condition.
- (2) Doctor is an expert at physical illness treatment.
- (3) Psychiatrist is an expert at psychological illness treatment
- (4) Teacher or lecturer is an expert at certain subjects.
- (5) Other experts in certain fields are experts who master certain field, such as religious leader, elders, police, and so on.

Cormier & Bernard (1982) argue that there are several mistakes done by counselor in referral activities, namely counselors do not give alternative choices regarding experts they are referred; counselors refer counselees' problems to experts whose expertise is in doubt or lack of reputation; counselors discuss the problems of counselees with the expert candidates without counselees' permission; and counselors mention the name of counselees to the expert candidates.

In other words, the previous description suggests what counselor should and should not do in referral.

(1) Guidelines To Make A Referral

These guidelines are adopted from Sylvia R. Balderrama, et al. via website counseling and psychological service university of central Florida that aim to help lecturers and staffs of Vassar College in making a referral to counseling services.

The main purpose is to get the referral process run well and provide successful directions. Also, the guidelines provide answers or alternatives for questions that are often asked to consulting firms. Almost 500 students are involved counseling services, either individually or in group. About 15% of them confirm that they have been referred. In addition, the author provides procedures for making a referral as follows:

- 1) Counselors make a report of referral implementation (from other party to counselor, or from counselor to other professional). Further, all reports should be given to a referral coordinator in written forms. It should be noted that whenever there is an emergency situation which threatens students' health or lives, a referral can be verbally made immediately in written form.
- 2) Counselors provide information to for parents about the referral and assessment results.

- 3) Counselors give information to administrator staffs about the result of assessment.
- 4) All parties deserve to give agreement, especially parents. Furthermore, if asked, counselors should give information about the service that becomes the referral.
- 5) A referral coordinator saves the complete list, including the updated contact information, mental health service provider, counseling and drugs treatment providers, and other public and private services that are appropriate and available for students and their parents.
- 6) A referral is given to professional services assigned by parents (on parents' behalf)
- 7) Follow-up must be made by staff members who make a referral through giving required information about students.
- 8) Counselors should not give any recommendation about which service that must be used by parents or students because counselors may be burdened with any unforeseen accidents, such as service cost.

Counselees have various reasons in asking for counselors' help. Mostly, they hope for problem solving

and enhancing personal development. These indications are useful to make a referral for individuals who need counseling services

To prevent possible excessive reactions to isolated behavior, counselors are suggested to find any indication that emerges in the same time.

(2) Indication of Counseling

The need for counseling is indicated by the need of help. This can be stated directly or indirectly. Thus, parents need to be present to confirm what students express.

In listening, counselors should attentively listen to what a counselee says, carefully pays attention to counselee's intonation, and observes the utterance and gesture of the counselee. Special instruction should be taken if the silence or extreme of expression or emotion occurs.

Counselees may communicate their personal problem via email rather than face to face. Other people may help counselee in their writing class a referral for emotion, physical, sexual abuse, depression, suicide, or death.

a. Mood or Behavior Change

Unconsistent actions in one's normal behavior indicate that an individual experiences psychological pressure. Withdrawal from social interaction indicates that individual is not willing to communicate, being antisocial, having unexplainable utterance, or irritated. These actions somehow show that the individual experiences a psychological problem.

b. Anxiety and depression

Both anxiety and depression are common psychological disorders that lead significant problem to students. When these common emotional conditions last for long timey, the can interfere individual normal function. If it occurs, several kinds of psychological help are possibly usefeul and recommended.

c. Referral to Suicide

While referral cases regarding suicide must be taken into account more serious than others, counselors must prepare specific plans to deal with counselors who experience this situation. In this case, professional assistance must be immediately sought so that counselees will never assume that suicide is

an effort to get others' attention. Judgement on a referral of suicide threat must be under mental health professional consultants.

d. Physical Complaints

Physical complaint may not seem to have unclear causes. It probably indicates an emotional problem. This symptom includes lack of appetite or carving, insomnia or excessive sleep, digestion problems, and headache

e. Traumatic Changes In Personal Relations

Personal problems often occur when someone experiences traumatic changes in his personal relation (Sugiyanto, et al.). The death of family or close friends, difficulties in marriage or family relationship, divorce, changes in family responsibilities, and other difficulties can affect the increase in stress and other psychological difficulties.

f. Drugs and Alcohol Sbuse

Students who attend a class under drug effects, drugs abuse or dependency mostly indicate psychological problem indicate that they are having psychological problems. This drugs abuse and emotional problems urge someone to get a referral to a professional.

g. Academic Problems

Students or counselees often experience bigger academic demands than they predict. Even though they are expected to be able to adapt with the new condition and demands, those who show consistency in their performance and potential may need help or assistance. The problems that may appear are being frequently absent, failed in completing assignments, and lack of attention. If these circumstances happen for many times, they absolutely need consultation in counseling services. Many counselees indicate that their personal problems positively affect their academic performance.

(3) Time for A Referral

A referral is usually indicated by the following situations:

- a. Counselees have problems or ask any information beyond counselors' knowledge. In fact, counselees often have complex and complicated emotional problems that may feel overwhelming for counselors as the listener. In addition, counselors worry if the difference in counselors and counselees' personality will disrupt the counseling process.

- b. Counselors feel uncomfortable with the problems due to the personal relationship, for instance counselee is counselors' friend, neighbour, relative, etc.
- c. Students or counselees are not willing to discuss their problems with counselors.
- d. Counselors are uncertain whether the contact made by counselees with their surroundings has been effective.
- e. Counselors do not have enough time to effectively listen students/ counselees.
- f. Students/ counselees become more dependent to counselors.
- g. Counselors may feel that the counseling relation has crossed the line of counseling relation or therapeutic.

If counselor is uncertain if counselee comes in the good time for counseling, or if counselor has some certain concern about counselee, counselor should consult with a more senior counselor.

(4) Consideration for Referrals

- a. Consideration
Counselor must consider thoughtfully whether counselees' problems need a referral or merely deep discussion. However, it is counselees' choice to agree

or disagree because counselors only facilitate the referral.

b. Contact

A counselor should immediately, precisely, and initially make a contact with an expert to refer. If the initial contact is successful, the counselor then ask counselee to directly meet the expert with a letter and some necessary notes. Then, counselors should liaise and cooperate with the expert in the referral place to facilitate the counseling service.

A referral can be carried out if the two requirements are fulfilled, namely counselee has decided to do a referral and the expert positively responds it. Subsequently, counselors evaluate whether the referral is running well and quite productive to determine the overall counseling process.

(5) Referral Relevance

All services and supporting activities given by counselors aim to resolve counsees' problems and meet their needs. As previously stated, a referral is given because counsees' needs are not fully met and demand someone more capable. A cooperation between

counselor and expert is certainly expected to resolve the problems and meet the needs of counselees.

Regarding orientation service, counselees need a referral for getting further comprehension about certain elements from the previous service. The comprehension is covers certain knowledge beyond counselor's authority. Then, for the fulfillment of counselees' need, counselors are responsible to facilitate the activities of referral in which it is held based on the analysis of counselee's problems and will.

By referring to information service, sometimes counselees want to deepen certain information regarding their problems. Further treatment should be taken as the information is urgently needed by the counselee. Therefore, counselors should facilitate it. Nonetheless, if the information is beyond counselor's authority, a referral must be undertaken. Particularly, the implementation of referral is managed by counselor along with counselee' will.

A referral for consultation service is done if the third party brought by consultee is beyond consultant's authority. However, prior to the handling the consultant must ensure that the problems owned by the third party do not belong to crime, physical illness, or other

problems beyond his ability and authority. Also, before the consultee continuously raises his problem, the consultant should limit or even stop any contacts about a referral to other experts. After that, the consultant may continue to provide alternatives to do a referral to another expert as counselee decides. Once this is done, the counselor can give individual counseling to the third party and further cooperate to resolve the consultee who is referred.

Suryahadikusumah & Dedy (2019) suggest that referral is carried out based on the assessment results of a service. If the impact is beyond counselor's authority and ability, so the new problems of counselee can be referred to other experts. Also, a referral can be undertaken as the preliminary study to observe potential and condition of counselees and their environment. Experts may help counselors in providing complete and accurate data as well as support and facilitate the observation of counselees' problems. Additionally, a referral can be applied on the unresolved problems either in individual or group counseling (through procedures) including instrumentation application.

In relation to mediation service, Batubara & Ariani (2018) argue that a referral can be given to

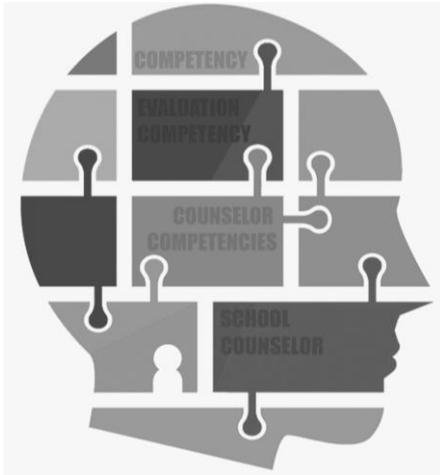
several or the whole participants. It depends on the characteristics and condition of individual and problems. If the referral is decided to be conducted, counselors should explain the reason of referral and to whom it will be conducted. They also should prepare the materials that will be brought by counselee to the expert (at least a letter) in accordance with their needs and interests. Afterwards, the result of a referral will be discussed in the next mediation service.

Counselors should thoughtfully observe the relevance between referral and the types of service as well as supporting activities to conduct a referral in the right time, right targets, and right ways. Eventually, a referral is expected to meet counselees' needs and solve their problems to optimally achieve their developmental tasks.

Counselor is a professional who is able to cooperate with stakeholders or other experts to facilitate counselees in achieving their developmental tasks. It goes without saying that a counselor needs other professionals to give counseling and understand counselees' needs. Collaboration is believed as one of alternatives that can be carried out by counselor to achieve the goals. Counselor surely needs a lot of

information related to development and needs of counselees regarding counseling service, such as information and involvement from parents which absolutely encourage the achievement of service program goals.

The need of counselees to develop their social, study, career, and personality becomes a comprehensive goal to achieve if it is done without collaboration. Thus, in fulfilling these duties, counselors should facilitate and encourage counselees to meet the needs for their development. Within collaboration and referral, counselees have more chances to develop themselves from many information obtained. Then, the roles of parents, community, family, and other experts also affect the effectiveness of service programs. This chapter has discussed the importance of collaboration for counselors. To sum up, the materials in this chapter are expected to give an overview and motivate counselors to develop and expand the networking as a form of care to counselees.



Glossary

GLOSSARY



Achievement orientation: the ability of counselor to continuously have a good performance, keep focus on the goals, and improve the achievement.

Concern for order: the ability of counselor to keep focus on the goals and attention so as to form a behavior pattern on everything someone has or does is oriented on the goals.

Initiative: also called as flexibility of a counselor to keep moving and having initiative on what someone does without any coercion and encouragement from others.

Information seeking: the ability of counselor to find any accurate information comes from his assumption to get the information sought and have deep knowledge about the newest or update information.

Interpersonal understanding: the ability of counselors to keep moving, maintain, and is the ability of self-counselors to sincerely keep moving, maintain and condemn relationships with others have an orientation towards happiness and welfare of others and others

Customer service orientation: is oriented on counselors' ability to meet the need of counselees during the process of guidance and counseling service in which it affects the success of service.

Impact and influence: the ability of counselors to observe and base an act in line with the effect, causes, and possibility that may happen.

Self-control: is the ability of counselors to control their selves either during the guidance and counseling process or not in order to achieve the goals.

Expertise: is the ability of counselors to be competent and fully master the guidance and counseling.

Analytical thinking: is the ability of counselors to think analytically in counseling process and it requires counselors to identify, analyze, understand, and give a solution for a problem.

Conceptual thinking: is the ability of counselors to think and solve the problems by using a concept, so someone or probably counselee has a clear frame mind in solving the problems.

Flexibility: is the ability of counselors to be adaptive in any situation faced.

Self-confidence: is the ability of counselors to believe in their selves or toward all of thier abilities and competencies in doing any steps to achieve the expected goals.

Organizational commitment: is the loyalty given by counselors to the organization and counselees during the counseling process

Personal effectiveness: is the ability of counselors to lead counselee to be useful by motivating and giving encouraging behavior.

Directiveness: is the ability of counselors to make the exact and satisfying decision for all parties and none of parties feels disadvantaged.

Teamwork and cooperation: is the ability of counselors to be able to work together with counselees and in a team, be fair that is by placing the task to achieve the success.

Team leadership: is the ability of counselors to be able to lead and optimize the capabilities and potential of human resources in an organization

Socialized power motivation: is the counselors' ability to interact with others both individually and in groups.

Helping competency: is the ability of counselors to help others

School Counselors: are professionals who have minimally graduated at bachelor degree (S1), worked in school, had

expertise and focused in guidance and counseling field, and been responsible to facilitate students or counsees in achieving their development orientation.

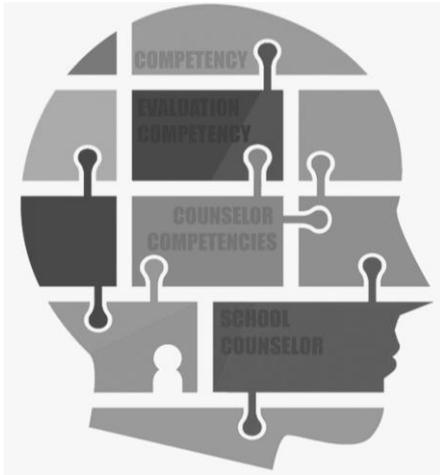
Competency Evaluation: is skill assessment of counselors in guidance and counseling that is able to support the performance of counselors' professionalism either in the program design or program evaluation, procurement and management of assessment, and the implementation of guidance and counseling service. It covers professional, social, personal, and pedagogic competencies.

Guidance and Counseling Service: is an activity that is able to support the development of students or counsees in social, study, personal, or career aspects. It has certain aims and various types and forms of services given to students or counsees.

Counseling approach: is school counselors' effort to provide a treatment for students/ counsees through guidance and counseling service along with the psychological theories which has been already adjusted with students' problem criteria. It aims to make students/ counselee become independent in deciding or getting a decision.

Guidance and Counseling Program: a series of activities conducted, arranged, planned and evaluated by school

counselors based on professionalism standard as the basis of guidance counseling service to facilitate the students/ counsees in achieving their development orientation.



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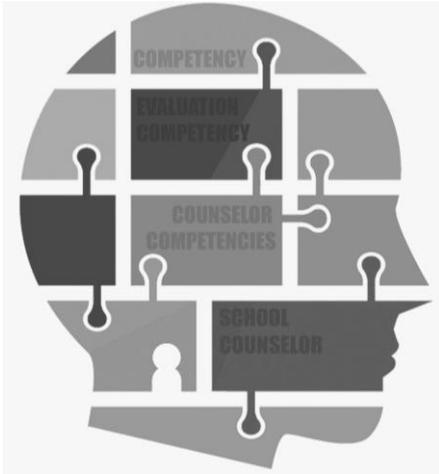
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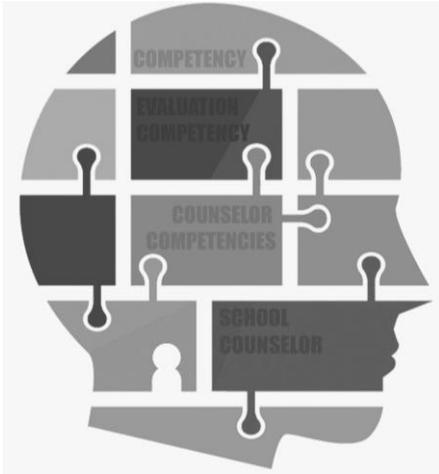


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About The Author

ABOUT THE AUTHOR



Awalya was born in Semarang, November 1, 1960. She is the first daughter of six siblings born of the late Mr. Bepi Pandi Tjakrawerdaja and the late Mrs. Euis Darjani. Her early career as a guidance and counseling teacher began when she taught at MTs Nahdatul Ulama Salatiga in 1984-1987 and SMA Muhammadiyah Salatiga in 1985-1987 as a non-permanent teacher. Meanwhile, her career momentum as a Probationary Civil Servant began in 1987 when she was accepted as a lecturer in Guidance and Counseling Department of IKIP Semarang which later changed to Universitas Negeri Semarang. Awalya took his Bachelor Degree (S1) at IKIP Semarang majoring in Psychology Education and Counseling Department. She obtained her professional education from the Counselor Profession Education program batch three held by Guidance and Counseling Department of Faculty of Education of Universitas Negeri Semarang. In addition, the Doctoral Degree (S3) she has was achieved from her study in

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This book, *School Counselor Competencies Application*, has specifically been prepared for professional counselor practitioners in schools, community institutions, and academics who orient towards counselor skills advancement through conceptual, critical, analytical thoughts, and commit to the counselor profession to achieve personal effectiveness by improving self-control competencies and developing dignified professionalism motivation.

The competencies evaluation discussed in this book is aimed at knowing ways to measure the level of counselor competencies both personally and professionally. It covers self-awareness competency, self-confidence competency, data processing skills, and research involvement which are in line with pedagogical, professional, social, and personal competencies.

This book consists of 6 chapters. Chapter 1 discusses School Counselor; Chapter 2 discusses Counselor Competencies; Chapter 3 discusses School Counselor Competencies Implementation; Chapter 4 discusses Comprehensive Guidance and Counseling; Chapter 5 discusses School Counselor Competencies Evaluation; and Chapter 6 discusses School Counselor Collaboration. The publication of this book is expected to facilitate academics and guidance and counseling practitioners to gain more comprehension about their profession, insights, and professional competencies.

In short, this book discusses many important things related to competencies, particularly counselor competencies, evaluation of competencies, and collaboration of school counselors who carry out tasks to determine the success of school counselor profession. *Barakallah, amen.*