

PROFESSIONALIZATION SCHOOL COUNSELORS IN INDONESIA

Blasius Boli Lasan *

*Department of Guidance and Counseling - Faculty of Education-State University of Malang,
Indonesia.*

Email: blasiusbolilasan@yahoo.co.id

Abstract

Among educators, counselors profession in Indonesia is still are relatively new - it comes in Indonesia in 1960-- Compared with existing teachers since the Dutch colonial era. Therefore, counselor preparation institutions issuing its graduates as a counselor in the year 1980. The graduate who worked at the school for this is still Considered less professional. The observations reveal that there are many counselors who do not have a guidance and counseling program. Many of the which already have the program, but not implemented to the fullest. In addition, the program has been carried out but not accompanied by evaluation and accountability. Based on reviews these conditions, efforts are needed professionalization of applying the correction start of input: new admissions, the process of learning to be a counselor, and maintenance of professionalism up to the counselors are already working at the school. Efforts in the form of receiving candidates counselors abilities are pretty holistic from some aspects, educational institutions counselor should prepare as well as possible for example to reproduce the practice, and when at school he should work based on the program, and there accountability. Also counselors formally always either in private or maintain professionalism.

Key Words: professionalisation, meaning to profession, profesionalisation by the system, gate keeping.

A. BACKGROUND

Since arrive in Indonesia in 1960, guidance and counseling profession have not really recognized as a profession as the profession of teachers, nurses, doctors or lawyers. Its presence is already recognized officially in the school curriculum since the enactment 1975/1976 up to the 2013 curriculum that emphasizes the role of counselor in the specialization of students, and is reinforced by the Decree of the Minister of Education and Culture No. 111 in 2014, but the recognition of the performance is not in line with the official recognition for counselors do not work professionally.

One of the things that cause the slow recognition of the professionalism that is performance has not been up according to their tasks. Results of the study revealed that counselors are orthodox (Lasan, 1992), the preparation of the program without any guidance is based on the needs assessment and implementation of the program was not evaluated (Msen, 2005) as well as its performance is below standard (Setyowati, 2014). In addition, counselors are generally not too seeks to help students to achieve their potential but rather another role, one example as an enforcer of discipline in schools. Stigma that counselor as a police school is not erased because it does not show the work program in accordance with

the mission of guidance and counseling. As a result, students have a perception of the counselor as what is seen and experienced, or as imaged by some students who receive services from it. Forming a negative perception because of what happened differs from what the real role in school text books and school counseling theory guidance.

Some things are the external factors as the cause of the slow professionalization of guidance and counseling in Indonesia, including the public schools in Indonesia do not have a culture of consultation or counseling, and school management less facilitates counselor so he has a chance to run a guidance and counseling program. Community schools in Indonesia know that teachers have teaching duties so that they began to wonder if the counselor was not to teach but to provide consulting services and or counseling. Likewise, the principal who did not leave on the hour to run the curriculum guidance counselor or basic services in the classroom in general the counselors running the program responsive service or individual planning only.

The following issues that are internal factors are not running a program guidance counselors as well. In general, counselors in schools has had the guidance and counseling program. In practice such programs rarely carried out according to plan and at the end of the year there is rarely

a program evaluation. In turn, infrequently accountability guidance and counseling program to school principals and the government and private institutions as funders of education in general and the implementation of guidance and counseling in particular. Another problem that also allegedly participated slow professionalization of guidance and counseling professions are less applying their efforts to prepare and monitor counselor since pre-service training through in-service training.

Based on this background, this paper starts from the appreciation of the meaning of the profession because this is where the commencement of professional training. The next effort is the preparation of counselors applying, the manufacture of guidance and counseling programs in schools, accountability implementation of programs, and professional training himself.

B. APPRECIATING THE MEANING OF PROFESSION

One counselor professionalization effort in Indonesia is live up to the meaning of the profession. Deep appreciation of the meaning of the profession can move a person to improve professionalism. Instead appreciation superficial, such as the profession is the instrument for a living then someone will provide services for the

obligations were not for the love of his profession. The appreciation of the affective touch that makes one reflect on himself and on that basis was built professionalism.

In connection with the meaning of profession, counselors should know some professions criteria as stated by Ornstein and Levine (2004), McCully and Lieberman (1969) as follows. *First*, counselors should be aware that it is his job just for social services in the context of humanity, for the welfare of the students, and ignoring profitability. *Second*, the unique professional services counselor was not the same as the work of teachers or scholars. By implication, the counselor made himself an expert guide and counsel in terms of development and the development of self-esteem, human resource utilization as talent and interests of students. *Third*, the work was based on the intellectual techniques on models and theories of guidance counseling. He should not be working in amateur but in practice he is always critical and reflective, whether the service is effective or not. *Fourth*, the authority or authorities. Its authority or authorities because he has obtained the competencies or a minimum standard by a board of examiners both from an accredited college, as well as of professional organizations. That authority exclusively to the school counselor because they had been

prepared through a special curriculum that guidance and educational counseling. *Fifth*, the members constantly improve professionalism itself. With the completion of higher education and professional education does not mean complete professionalization him anyway. She should continue to update their competence by reading the relevant literature, use research results, follow a scientific meeting in the field as advocated by McCully (1969). *Sixth*, to be member in professional organizations. The existence of professional organizations (the Association of Guidance and Counseling Indonesia) aimed at managing and maintaining the sustainability of the profession. Therefore, counselors should become members of the profession. By becoming a member of a professional organization, the professional conduct embodied in the practices stipulated in a code of professional conduct for guidance and counseling. *Seventh*, there is a scientific journal. The counselor should read and or write in a scientific journal that aims to publish thoughts about the profession and research results related to the profession.

We can conclude two things with respect to the meaning of the profession of expertise and responsibility. Expertise is a *conditio sine qua non*, a prerequisite of a profession. Although someone has graduated from college, became a member

of a profession, protected by laws but an absolute requirement that must be met is expertise. Expertise is what ensures the viability or sustainability of the profession counselor that his ministry felt by the community. A profession in the service difficult to solve a problem or is unable to bring the public welfare will be abandoned sooner or later. The following are responsible. Responsible means that: a) he uses scientific techniques, the right methods, the right procedures in providing services, b) take informed decisions, c) implement the decision, d) The services are conducted in a responsible manner because he is a member of an organization profession has a code of ethics as a regulator of behavior or practice, e) in practice at the school, (in-service training), he is constantly adding or renewing ability.

By trying to qualify for the profession and the meaning we may shy away from criticism of Martin H. Ritchie (1990) who said that counseling is not a profession because it is not owned professional autonomy and legal recognition. For professional Ritchie or not an employment shall come from outside the profession instead of executing. Furthermore it is said that the members of the profession should not announce that it was a professional job, but let the recognition that comes from outsiders who get services. It should be noted by the

counselor, despite the criticism that has been opposed by Stephen S. Feit and Arthur P. Lloyd (1990) have stated that counseling has been qualified at least are looking for professionalism.

C. EFFORTS SCHOOL COUNSELORS PROFESSIONALIZATION IN SYSTEM

Professional training counselors do not incidental but should be applying. The system means that professional counselors prepared through the components penyiap counselor. That system is a continuum and open. Continuum means the formation of a professional counselor was not completely finished, but starting from the stage to the example of the introduction stage to stage skills, and to the appreciation of the stage or from stage to stage low-skilled expert in applying a skill. Open means counselor after graduating enter or continue to receive additional training or education in order to further professionalism shows. The counselor is not a closed system so that the tablet is no longer accepting new element after the finished tablet. He should always update and upgrades itself is professionalism-the knowledge, skills, attitudes or values.

As a professional training system then it can be performed on each system component.

1. Input

In the input components are students majoring in guidance and counseling, teaching materials, government policy in the form of education law or decrees, educational goals, learning methods. In the process components are professors, laboratory staff, coaches, administrators teaching, research, training. While the output is a graduate component, product research, thesis, models, schemes, guidelines, and public services. In addition to these components, the system always has goals/objectives for example to produce qualified candidates counselors and limitations (constraints) eg preparation time limit, the authority of the graduates, management, cost and effort.

Input is part of a system that receives raw materials (raw material) or subject. In counselor education system, input is prospective students who are interested to become a counselor. Prospective students may come from teachers by principals assigned to a counselor because of concern for students and or students who have graduated from high school. The candidates should be selected in advance. Why selected? Due to

being a counselor is to be a personal counselor with the knowledge and skills of guidance and counseling.

Admittedly, the nature or personality can be formed so that a character is not suitable as a counselor may be formed in counselor education. But the selection in question is to choose a relatively ideal personality as a counselor and do not pick someone that are far from being ideal counselor. institutions of counselor education would prefer a candidate who better meet these requirements. While the characteristics of candidates are not accepted as a prospective counselor: a candidate who does not like the person, but the goods, antisocial, racist, monoculture, suffering from a personality disorder, would also not fit major in counseling and guidance because it does not pass the test at the other majors.

Although personality is the first condition to be a counselor, but he needs to have adequate knowledge and skills. The knowledge and skills it is quite varied so prospective counselors needed should have too divergent thinking skills and broad general knowledge. It required the intelligence counselor plural (multiple) are quite divergent because of the competence and the counselor's task is distributed fairly divergent anyway. A prospective counselors were very high in logical-mathematical intelligence but low once in

interpersonal intelligence and language necessarily less qualified. Instead a prospective counselor high intelligence of interpersonal but weak in intelligence analytical and synthesis of course also less qualified because it might later not be able to analyze a client's problems, found no relationship between the facts and the other one in counseling, and can not make a conclusion let alone lead the counselee to find smart solutions.

How does the composition of good characteristics would be difficult, but the institution of counselors education can conduct research or make use of research about the profile of the counselor works, what factors lead to success that is prioritized intelligence scholastic and social intelligence-emotional or more dominant social intelligence emotional, then the language of logical-mathematical intelligence or other formulas.

2. Subsystem process

The process is the processing of raw materials or education or training on the subject. The preparation process for counselors means of education, teaching, training, apprenticeship to the prospective student counselor. Preparation was carried out in educational institutions accredited counselors who must have had a curriculum: vision, mission, goals, competencies, courses, teaching, evaluation

systems, laboratory practices and some other supporting components.

How to setup models counselor? Model setup should based on on the goals of counseling. If counseling is the restoration and the accelerated growth of the individual's personal counselor preparation should coincide with the goals of counseling. For Jack R. Gribbs (in Parker, 1968, p. 19), it means growing private enterprises toward: (1) in the direction of trust and personal relationships, free from fear and impersonal relationships, (2) in the direction of open and free of behavior covered, (3) in the direction of self-realization and freedom of behavior that is not opinionated, and (4) in the direction of interdependence (mutual need) and free from dependence (solely dependent on others).

Preparation Institutions counselors need to be aware that a healthy organism is to grow and take root in the habitat. This metaphor seems to apply also in counselor education. Habitat is a great counselor beginning his lecture on the course for guidance and counseling. This is where the synergies initially didactic, training, and practice should start from the beginning of the semester in each course major. Knowing what it is about guidance and counseling, guiding and counseling practice, practice in schools is the synergy obtained by prospective counselor at the

habitat first. Submit training and practice only when the certification process in counselor training is a step too late.

In connection with the counselor education model, Ziomek-Daigle, Jolie, Christensen, Teresa M (JCD, 2010, Vol. 88) proposes a theory about keeping gate practice in counselor education. Keeping the gate is a process to monitor and evaluate the competence of counselors in order to put into practice in guidance and counseling. Keeping the gate has also been defined as the process by which educators, counselors intervene students who are not prepared with the knowledge, skills, and values necessary in the practice of counseling. Neither the ACA nor CACREP requires educators counselors to keep the gate of the counseling profession and provide remedial assistance to students.

Here are the stages:

1. Stage Selection

Prospective students attend the admission and was accepted as a student in higher education that has a course guidance and counseling. At this stage of selection include intelligence cognitive, social, emotional, either through written tests, interviews, and practices of certain behavior. Good selection carried out by the special committee's Terms accommodate requirements being a counselor.

Ziomek-Daigle, Jolie, Christensen, Teresa M (JCD, 2010, Vol. 88) -research qualitatively few master students in guidance and counseling - call this selection phase as Screening Preadmission. At this stage held a review of the responses or readiness candidates practitioner. Readiness it can be seen from a review of the documents, the results of interview and observation. Through a review of documents known to the academic aptitude of candidates practitioner, and interpersonal interaction skills as nonacademic factors are assessed through observation and interviews, eg academic talent (General Potential Accademic), standardized test scores, letters of recommendation, personal statements, additional education and previous work experience. Interpersonal interactions skill and cultural sensitivity can be seen when the interview the candidate assigned to play the role, to answer specific questions, and informal discussions were held by interviewing applicants to assess interpersonal skills and cultural sensitivity. As said by Wendy (the JCD, 2010, Fall, Vol, 88) that in general counselor educators believe more in the interview because it is more significant than any other method.

2. Following the Pre-service education (pre-service training)

Once accepted, students attend education by activities: theory classes in

the course of counseling, practices that are inherent to the subject of theory, observations on the best practice in schools which have a good counselor, exercises on the subject - practicum and exercises or private. Ziomek-Daigle, Jolie, Christensen, Teresa M (JCD, 2010, Vol. 88) named as the second phase of screening Postadmission. At this stage, the counselor educators to evaluate the sustainability along the course. Candidates was still monitored the development of academic talent in each semester to attend classes if there is an increase of knowledge, attitudes and skills. But some educators counselors feel worried. According to Nate (in JCD 2010, Fall, Vol, 88) continuous evaluation it would be excessive. Instead some counselors considers that ongoing evaluation that can actually help them in monitoring the strengths and weaknesses of the student.

In assessing the development of a student, a distinction between knowledge and skill in following the course of guidance and counseling and skills perform duties as a counselor. Other counselors educators also found assess interpersonal skills can be done through interaction in supervision. Nate (in JCD 2010, Fall, Vol, 88) argues that supervision can measure the professional and personal growth of the students and through observation we can give feedback to skills among students.

Student interpersonal interactions can be identified and discussed through a variety of settings: classes, meetings, social gatherings.

3. Preparation for Field Experience

Steps usually followed was a student has passed the courses required to follow the field experience. It is to be identified by the department. Programs and or laboratory counseling identify the competencies necessary to be practiced in schools, identify a learning experience that will be obtained when the practice, training skills and attitudes (and knowledge) before they are deployed to the field, selecting who deserve to be released into the field and who are still require coaching again, If necessary there matriculation in students who have not been able to practice a competency.

4. Stage practice in schools

At this stage the practitioner that guided by the school counselor began a practice of guidance and counseling in schools, for example, know the organization of the school, making plans practice guidance and counseling who consulted a counselor tutors, practice guidance personal-social, learning, and career counseling with practice alone, practice with the team, practice accompanied by the counselor or supervisor, following the evaluation

conducted by counselors or tutors and lecturers.

5. Phase remedial

In the evaluation of the counselor and supervisor or perhaps it was found that the practices of the beginning, the practitioner can not practice or counseling RPBK well. For that needed repair (remedial). According Ziomek-Daigle et al (JCD, 2010, Vol. 88) remediation plan was implemented when students do not show a poor performance in other words they need help.

Two principal components implemented in this stage is the supervision and intensive personal development. Besides getting to know the limitations of students and develop a plan of remediation consisting of supervision and development of personal, educators, counselors also show that they are responsible for (a) help the students to take the help of remedial actions, (b) provide advice on dokumetasi service referrals, and (c) ensure that the students have to fix it and the process was run.

6. Practice Results

After a long practice in schools there must be results obtained by the practitioner. According Ziomek-Daigle et al (JCD, 2010, Vol. 88), there are three categories: (a) work, (b) does not work, (c)

does not, indicating no difference or neutral. Successful remediation when students follow proper procedures and perform well against the recommendation that has been designed. Unsuccessful remediation occurs when the students do not carry out the plan as well as it has been designed by the faculty or they run it well but the changes are not obvious. Remediation neutral or no difference if remediation only bring marginal results.

Back in the overall learning process in the components, all models in the learning stage of the process of preparing a counselor necessarily refer to the competencies counselor who had been scattered in many of the courses. It refers not just to the content but also centered on competency assessment. Centered assessment of competence should be tight means only students who meet the competence, that they were granted. If a student is granted even though he has not competent then it will effect later when he worked as a counselor so that there is some sort of screening during the ongoing preparatory program counselor. Therefore we need an objective and comprehensive assessment so as to ensure the acquisition of real competence.

3. Output Subsystems

Output is the result of a product or a process of graduates who have had at least

a minimum standard as a counselor. In Indonesia, the graduates already have four competency as a counselor that pedagogical competence, personal, social, and professional.

Counselors who have graduated from institutions producing estate, has now become a new cell enters into a another system that the school system. When received in a school, it is an existential input for the system. Allegedly there was some form of existence counselors as input in the school. *First*, enable the existence counseling as one aspect of the curriculum supplements in addition to administration supervise. If the school is no component of guidance and counseling so he asked the principals to be held component of guidance and counseling. *Second*, if the school guidance counseling is not functioning properly and therefore counseling now start functioning properly then it is an existential input for the school. *Third*, he went into the school and immerse themselves in a system that has crippled the guidance and counseling it is not affecting the cell but he was actually affected by the environment which may distort the function of guidance and counseling a school police or other functionalized counselor (aloplastis). *Fourth*, he has the professional ability but could have been because of the tight constraints of curriculum, the culture of shame consultation or counseling, or

counselor are not proactive "pick up the ball" then the office devoid of visitors. *Fifth*, at first many consultations but there are many clients who were disappointed because they have the wrong expectations towards counseling for example be obtained prescription is efficacious, whereas the counselor suggested that he tried himself to make that recipe. The sixth form of existence that can happen because maybe he could not give an explanation of the function of the actual counseling. Seventh, because there is no supervision of the practice counselor ended up just giving a minimum service.

To ensure that permanent professional counselor, he should be controlled in a system of supervision of guidance and counseling, both internally conducted by the principal and externally carried by the supervisors of the local education office and the supervision of the professional organizations that is Indonesia Guidance and Counseling Association. In addition he was in control of himself (self-control), he should remain under the system of professionalization in the office (in-service training) for example he or she get training program in continous counselor development.

D. TRANSFORM THEMSELVES INTO PROFESSIONAL COUNSELOR

The counselor should transform himself to a professional counselor. Belkin (1981) suggest counselors that he began his career with a clear work program and are ready to implement a successful program and there will be accountability (VanZandt & Hayslip, 2001). The counselor also should have a program that is already "ready to fight" also provides opportunities to all school personnel and students to know the programs you want to run it. In addition, the school counselor should always maintain a professional attitude without disturbing the harmonious relationship between the counselor and other school personnel and students. In this case the counselor should feature professionalism, but still avoid elitist attitude or professional snobbery. Here, he had to work accountable to all students, whether students who fail, causing interference, which is likely to drop out of school, which is experiencing emotional problems, who have learning difficulties, as well as students who have special talents (gifted), which potentially on average, were shy and withdrawn from the front of people and so on.

Donna M. Gibson et al (2010) have proved that the transformation in the counselor may occur if the counselor to develop a professional identity. Professional identity is built on a Grounded Theory, which consists of three

developmental tasks of complementarity that is external validation was obtained from peers, professors, supervisors and counselors (I), Course work, experience and commitment of experience, training, courses (II), self-validation is the creation of a commitment to lifelong learning, have a sense of professional community, eventually integrated in the personal and professional identity (III).

E. CLOSING

It was realized that the profession has gained recognition legal counselors in schools ranging from elementary and secondary education since the 1975 curriculum with the curriculum until 2013. But the legal recognition should be followed by a satisfactory performance in the user community services. In fact, as observed in schools and some research results revealed that counselors are still struggling to say by people who have a professional job.

There are two major factors that hinder the professionalization of the internal and external factors. Internal factors such as reluctance prepare guidance and counseling program was good. If it has been arranged, the program does not begin with a needs analysis. Implementation of the program also was incidental. At the end of the year, the program was also generally

not evaluated, and do not get accountability from outsiders.

Professional effort that was offered was appreciation of the meaning of a professional so as to motivate the counselor to always strive to meet these conditions. The main effort is held professionalisation applying, ranging from component input, process and output. On the input component, students accepted in educational institutions counselor should

have the properties of patient, helpful, intelligent, and skillful. Prospective counselors should be selected in advance. In this component of the process, prospective counselors get sufficient education and training so that it has the competence as a professional counselor. When to become a counselor, he or she always up-dating and up-grading their profession continuously.

REFERENCES

- Belkin, G. S. 1981. *Practical counseling in the schools*. 2 ed. Dubuque, Iowa: Wm, C. Brown Company Publishers.
- Feit, S.S. & Lloyd, A.P. *Point/counterpoint: counseling is a profession: a profession in search of professionals*. Counselor of education and supervision/JUNE 1990/VOL. 29.
- Gibson, D.M., Dollarhide, C.T., Moss, J.M. 2010. Professional identity development: a grounded theory of transformational tasks of new counselors. *Counselor Education & Supervision*. September 2010. Volume 50.
- Lasan, B.B. Survey terhadap penggunaan metode konseling pada konselor SMA Negeri se Jawa Timur. Lembaga Penelitian IKIP Malang.
- McCully dan Miller (Ed). 1969. *Challenge for change in counselor education*. Minneapolis: Burgess Publishing Company.
- Moore III, James L. 2005. A call for greater collaboration between the counseling psychology and school counseling professions. *Journal of counseling & Development*. 83, 504-508.
- Msen. 2005. *Studi Evaluasi Program Bimbingan dan Konseling Pada Sekolah Menengah Atas Di Kota Jayapura*. Tesis tidak diterbitkan. Malang: UM Malang.
- Ornstein, A.C. & Levine, D.U. 2004. *Foundations of education*. Boston: Houghton Mifflin Company.
- Parker, C.A. 1968. *Counseling theories and counselor education*. Boston: Houghton Mifflin Company.
- Parcott III, L. 2003. *Counseling and psychotherapy*. 2 ed. USA: Thomson Brooks/Cole.
- Ritchie, M.H. *Point/counterpoint: a response counseling is not a*

profession-Yet. Counselor of education and supervision/JUNE 1990/VOL. 29.

Setiyowati. 2011. *Riset Evaluatif penyelenggaraan Layanan Konseling Di SMA Se-Kota Malang*. Tesis tidak diterbitkan. Malang: UM Malang.

VanZandt & Hayslip, Jo. 2001. *Developing your school counseling program: a handbook for systemic planning*. USA: Wadsworth.

Ziomek-Daigle cs. An Emergent Theory of gatekeeping practices in counselor education. *Journal of counseling & Development*. Fall, 2010, vol 88.

