

## Research Article

# The Development of Group Guidance Service Model to Increase The Competence Of Counselor Candidate

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**Abstract:** The group guidance service model is one of the solutions done to increase the competence of counselor candidate, as the model will help students to know their self to be better. This service guidance is done by designing a program, implementing, evaluating, grasping the concept, and doing an assessment. The purpose of this study is to develop group guidance service model which can be accepted by the students to escalate the competence of counselor candidate. Another goal is to know the affectivity of the model in increasing the competence of counselor candidate. The type of this study is research and development by using development strategy model. The development cycles consist of product development, testing the product, revising, retesting, and re-revising until the product is considered proper to be used. Based on the study result, we can conclude that group guidance service model is acceptable, appropriate to be used, and useful to help in increasing the competence of counselor candidate. It is proven based on the sig value by comparing data of pre-test and post-test. The sig value (0.000) is lower than the standard (0.05). Therefore, there is significant influence between group guidance service model in increasing the competence of counselor candidate.

**Keywords:** group guidance service models; development; competence of counselor

GUIDENA: Jurnal Ilmu Pendidikan, Psikologi, Bimbingan dan Konseling  
website: <http://ojs.fkip.ummetro.ac.id/index.php/bk>

Received: 2016-11-05, Published: 2017-06-31.



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## INTRODUCTION

School counselors have the main task of conducting counseling and guidance in schools. The use of the term counselor officially used in Act No. 20 of 2003 Article 1 point 6 by stating "Counselors are educators" and the National Education Minister Regulation No. 22 of 2005 states the counselor is implementing counseling services in schools that previously used the term BP, teacher BP / BK and the supervising teacher. For that school, counselors have a duty, responsibility, authority and full rights of counseling to a number of students. In general, the school counselor's task is responsible to guide, nurture and help students that have a mature personality and the potential for self-maturely.

Sukardi and Kusmawati (2008: 30) explains that the image of guidance and counseling is compounded by the existence of a school counselor whose performance is not professional. They are still weak in 1) understand the concepts of guidance in a comprehensive manner, 2) develop guidance and counseling program, 3) implement the techniques of guidance and counseling, 4) the ability to collaborate with school leaders or teachers of subjects, 5) managing the guidance and counseling, 6) evaluate the program (process and results) guidance and counseling, and 7) do follow-up (follow-up) the results of the evaluation for the improvement or development of the program. Of course it is very worrying to see a professional counselor performance demanded in the work, it can be assumed that if it happens in schools, the implementation of guidance and counseling services in schools can not be run properly. Researchers from the field (Fitria & Sukma, 2013) revealed a counselor at a high school field has the competence that has not been fully optimized this happens because not optimally perform guidance and counseling services in schools, even in the desert counselor backgrounds instead of guidance and counseling many have shortcomings in the evaluation counseling services. Besides students' perceptions about the competence of the teacher's personal guidance and counseling in Pariaman still quite good or is still low in terms of guidance and counseling services. (Sisrianti, Nurfarhanah, 2013).

Regulation of the Minister of National Education 16 of 2007 on Academic Qualification

Standards and Teacher Competency. Explaining the implementation of the teacher's task can not be separated from the ability of a teacher in the mastery of knowledge, application of knowledge and skills, as competencies required as mandated by the candy. Counselors as a tutor certainly required to understand and be able to apply the counseling process both personal, social, learning and career.

In counseling, a counselor needs to have expertise competence or skill which includes mastery of the concepts and practices: (1) insight integrated on counseling (meaning, purpose, function, principle, principles, and the foundation, (2) approaches, strategies, and techniques through various types of services and support activities of counseling services, (3) preparation of the program of advisory services, (4) media sources and counseling services, (5) assessment and evaluation of the results and the process of counseling services, and (6) management counseling services ..

Suara Merdeka daily proclaims October 19, 2012, informed the Head of Human Resources Development and Education Quality Assurance Education (BPSDMPPMP) interim results analysis and mapping of Teacher Competency Test (UKG) are below the average or get 49%. And the results of research Abdullah Pandang (2015) on the profile of Teachers Counseling Results UKG South Sulawesi Province stated that the professional competence of teachers Counseling gets 37% or below average compared with pedagogical competence explained 63% or more than average. It clearly reveals that the competence of the counselor is still below the average. While the role of counselors in schools is needed competencies that are sufficient for the role counselor at the school can be run in accordance with what is desired. It Permendiknas 27 of 2008 on Standards of Academic Qualifications and Competencies Counselors (SKAKK) explained that the academic qualification of counselors in the education unit at formal education is a Bachelor of Education (S-1) in the field of counseling.

Based on the professional competence of counselors (Planning Counselor Professional Education, 2008, p. 144), guidance and counseling activities were organized at point C, which contains (1) designing guidance and counseling program; (2) the implementation of a comprehensive guidance and counseling

program; (3) assess the process and the results of the guidance and counseling; (4) master the concepts and practices of assessment to understand the conditions, needs, and problems of the counselee. It explains that the counselor at the school must have the ability to organize activities, especially in the preparation of guidance counseling program, implementing and assessing guidance and counseling. Prayitno (2009: 10) states that the implementation of guidance and counseling services in schools is the principal task of the counselor (teacher BK) in school. Therefore, guidance and counseling services are an integral part of the overall education in a school that seeks to help students understand themselves, adapt, solve problems, make choices and realize himself in real life and develop their potential to achieve the optimal development of both individuals or groups.

Counseling services through the group are one of guidance and counseling services to assist learners in understanding and helping himself to a better direction. Group counseling services implemented by discussing things that are useful for personal development and problem-solving groups and individuals. because of this phenomenon on the above, to improve the competence of the counselor to do with group counseling services. The counselor will be accompanied by activities together so that they can design the program, implementation, assessing the process and master the concepts and carry out the assessment.

The problem in this study was (1) How develop a model that is acceptable group counseling services to improve the competence of the prospective counselor ?. (2) Is the service model of group guidance feasible to increase the competence of candidates counselor?

## METHOD

This research is the development of the model development strategy proposed by Borg and Gall (2003). The development strategy consists of a detailed development cycle and systematic, the development cycle through product development, product testing in the field, revise, test back on the field, revise until the product is totally in accordance with the purpose of development is expected. Borg and Gall (2003).

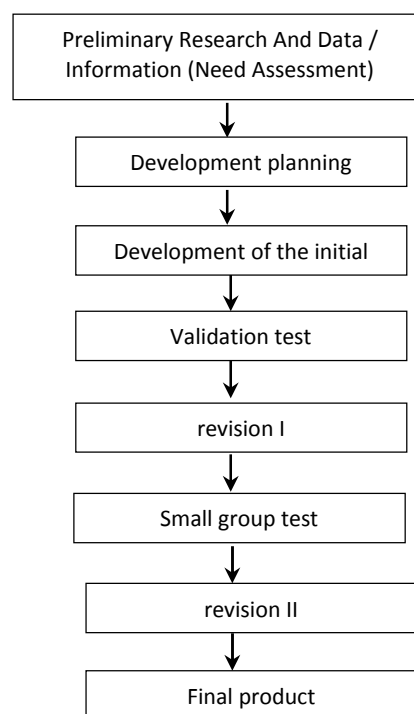


Figure 1. Flow model development cycle (Borg. Gall, 2003)

This strategy is called research and development (Research and development), which is a cycle of development that consists of 10 steps of development. In this study, not all the steps are done, but more adapted to the needs. The steps can be seen in Figure 1.

The procedure is done with the research developed through the following stages:

### Pre-Development

The first phase development procedure is to conduct a needs assessment to determine the competence of the prospective counselor or student through focus group discussions and group counseling services for student activities. Additionally do conceptual analysis aimed at the assessment of the principles, concepts, and rules on competence development counselor through guidance services group through the study of literature, journals, research reports, books, as well as discussions with the leadership, faculty, and staff as well as students of S2 PPs UNM UNM.

## Development

In this development, the activities carried out are: Develop Research Instruments. The instrument used in this study, there are three, namely: questionnaires (questionnaire to test the acceptability assessment experts and potential users of the product), interview and focus group discussion (FGD). Develop a model or group counseling and evaluation guidelines

## Post Development

Activities after the development of group guidance guide for improving the competence of testing experts and counselors are field testing with the following details:

Test phase (Phase One Trial or Test Expert) try to assess the model guidelines to improve the competence of group guidance counselor that has been developed to be more effective, namely: (1) expert, (2) an assessment by the group. Design expert test intended to test the guidelines that will be used to determine acceptability. Assessment experts are testing is done after the first stage is completed guide. The goal is to know the shortcomings of the model guidelines were drawn up. The assessment is carried out by expert guidance and counseling. Subjects trying experts in the test phase of experts selected based on the following criteria: (1) the selection of subjects trying experts is to have a degree at least is someone who is concerned educated S3, (2) an expert in the field of competence of counselors (3) and have experience and/or research in the field of education, Experts test subjects (design and content) were asked to rate the level of acceptability of this guide which includes: usability, feasibility, and accuracy before tested.

Then the Field Trial. In the second phase of the field trials, it is intended to assess the degree of success (effectiveness) model of group counseling services after training is conducted, using a quasi-experimental design with category one-group pretest-posttest design. The main feature of this design is that the groups being compared to itself. Differences in the final test score (T-2) with the initial test (T-1) is considered as the effect of treatment (X) (Dwiyogo & Karwono, 1992). If the score difference T2-T1 is no significant difference, the difference is the effect of treatment (X) (Tuckman, 1999). An outline of quasi-

experimental design used for this purpose can be seen in the following figure:

Table 1: One group pretest-posttest design

Initial tests	Treatment	the final test
T - 1	X	T - 2

To encompass various types of information from various sources, will use a variety of methods and means of collecting data are: interviews and questionnaires and focus group discussion (FGD)

Validation Methods and data analysis in this study emphasizes the validity of the content (Content Validity) which indicates the extent of the validity of the items in the test include the contents of the entire area to be measured. Reliability is the extent of the measurement results can be trusted. In principle, the reliability indicates the extent of a measurement can give different results when measurements were taken back to the same subject (Tuckman, 1999). Calculation of the validity and reliability using SPSS version 20.0.

To determine the effectiveness of group counseling module, then use statistical analysis. This analysis is important to determine whether the changes in the target reliably. Furthermore, in order to see significant changes before and after the intervention of t-test to compare groups before and after group counseling services (Tuckman, 1999).

## RESULT AND DISCUSSION

The first phase of development research activities, is conduct need assessment by distributing a questionnaire consisting of 15 statements and conducting the focus group with students to find out things that are needed related to the development of guidance services model and supported by the activities of the focus group discussion (FGD).

This questionnaire aims to illustrate the level of implementation and service needs of group guidance counselor. There are 50% of the students mastered the essence of guidance and counseling services through education, types, and levels of education unit, there are 67% of students can provide services BK, only 45% of students know the rare-step guidance group,

there are 80% of the students agreed that guidance service groups addressed by counselors who are professionals, only 35% of students can plan a program of group counseling, 40% master framework theoretical guidance services group, there were 50% of the students know the theories related guidance services group, 55% can facilitate academic development of clients through the guidance of the group, there are 60% developed a program of counseling services according to their needs, 90% of respondents in desperate need of the service module group guidance, active participation 50%, there is a 60% can lead the guidance of the group, there were 70% Understanding the duties and roles of each, and there are 57% giving conclusions and follow-up in group counseling activities.

From the results of need assessment the aspects developed from the service module group guidance is preparing guidance in the form of guidance modules group contains steps group guidance, counseling programs group, theories related guidance service groups and developing a program of guidance services according to their needs that are packed more interesting and fun so that prospective counselors to use it more practical and easier to include group counseling through play activities.

Structural model of group counseling techniques socio drama to brawl between students in adolescents who developed include: (a) rational, (b) objectives, (c) the assumption, (d) leaders and members of the group, (e) stage (f) competency counselor, (g) the material, (h) evaluation and indicators of success.

Results Test Expert (expert validation)

**(1) Usefulness (utility)**

Table 5.1. Assessment Test Usefulness (Utility) by experts 1, 2 and 3

Statement	level of Usability							
	1		2		3		4	
	F	%	F	%	F	%	F	%
1	0	0	0	0	1	4.76	2	9.52
2	0	0	0	0	0	0	3	14.29
3	0	0	0	0	0	0	3	14.29
4	0	0	0	0	1	4.76	2	9.52
5	0	0	0	0	1	4.76	2	9.52
6	0	0	0	0	0	0	3	14.29
7	0	0	0	0	0	0	3	14.29
	<b>Total</b>						<b>14.28</b>	<b>85.72</b>

From the table of above 5.1 indicates that the test results usefulness (utility), there are 7

The results of the expert validation phase of the research are intended to assess the acceptability of the form and content of group counseling service module that will be used as material to develop these modules. The test is given to faculty experts in guidance and counseling expert Dr. Abdullah Sinring, M Ed, Dr. and Dr. H. Kulasse Kanto M.Pd as an expert in counseling and expert in the development of instructional media module is Dr. Muhammad Rais, MT.MP. Experts test subjects selected based on the following criteria: (1) the selection of subjects try expert is to have at least degree educated S3 is concerned, and (2) academic qualifications who are experts in the field of counseling psychology. Experts test subjects asked to judge the acceptability of Group Guidance Service Module, which includes: usability, feasibility, and authenticity. Test to do by giving a questionnaire assessment module development Guidance Services Group.

Questionnaire assessment scale form (1-2-3-4). Each figure was given the following meanings, not useful / incorrect / not worth it / do not need / not clear (given the number 1), less useful / less precise / less worthy / less need / less obvious (given the number 2), usable / right / feasible / necessary / obvious (given the number 3), and very helpful / very exact / very decent / very necessary / very clear (given the number 4).

Here are the results of acceptability figures given by each of the expert tests.

(seven) statements to assess the utility of the model acceptability Guidance Services Group.

Ratings given by three experts on the usefulness of the questionnaire test these guidelines, in general, are at a scale of 4 (four) is 85.72% and for the scale of 3 (three) is 14.28%. From this

data, it can be seen that the model guidance this group was highly rated handy to use in order to increase the competence of the counselor.

## (2) Eligibility Test (Feasibility)

Table 5.2 Feasibility Assessment (Feasibility) by experts 1, 2 and 3

Statement	Feasibility level								
	1		2		3		4		
	F	%	F	%	F	%	F	%	
1	0	0	0	0	0	0	3	14.29	
2	0	0	0	0	0	0	3	14.29	
3	0	0	0	0	0	0	3	14.29	
4	0	0	0	0	0	0	3	14.29	
5	0	0	0	0	0	0	3	14.29	
6	0	0	0	0	1	4.76	2	9.52	
7	0	0	0	0	0	0	3	14.29	
	Total						4.76		95.26

From Table 5.2 shows that the results of feasibility studies (Feasibility) to 7 (seven) statements to assess the acceptability of group counseling services model. Ratings given by three experts in this guide due to diligence questionnaires, in general, are at a scale of 4 (four) is 95.26% and on the scale of 3 (three) is 04.76%. From this data, it can be seen that the model of group counseling services rated highly has a very high feasibility with a view to improving the competence of the counselor.

From Table 5.3 shows that the accuracy of the test results (Accuracy) there are six (6) a statement of acceptability for assessing the accuracy of the service module group counseling. Ratings given by three experts on the questionnaire test the accuracy of these guidelines, in general, are at a scale of 4 (four) is 88.74% and for the scale of 3 (three) is 11%. From this data, it can be seen that the model is

highly rated group guidance has good accuracy is used to improve the competency of counselors.

The test results the expert pointed out that in general the assessment of expert guidance and counseling to the model guidance this group either through questionnaires and discussions have been good, that is a model of group counseling is very feasible and acceptable for use as a guide or a model that can be used prospective counselors to increase competence. It is seen from the distribution of the value of the three criteria established namely in terms of usefulness, appropriateness, and accuracy, have an average score at the level of 4 and 3. It can be concluded that the model of group counseling services are acceptable (acceptable) to increase the competence of candidates for counselors,

## (3) Test Accuracy (Accuracy)

Table 5.3 Assessment Test Accuracy (Accuracy) by a 1, 2, and 3

Statement	level Accuracy								
	1		2		3		4		
	F	%	F	%	F	%	F	%	
1	0	0	0	0	0	0	3	16.66	
2	0	0	0	0	1	5.5	2	11.05	
3	0	0	0	0	0	0	1	16.66	
4	0	0	0	0	1	5.5	2	11.05	
5	0	0	0	0	0	0	3	16.66	
6	0	0	0	0	0	0	3	16.66	
	Total						11		88.74

**Revision I**

Revision I carried out based on the results of the expert test data. Based on the data provided by the experts, either the data or the results, basically three experts said that the group counseling services model is feasible and can to be used and applied to improve the competence of the prospective counselor. There are some suggestions given by the experts who carried out the revision are:

- a. Use language that is simpler
- b. Each of the steps in more detail the activities of group counseling, clear
- c. Add each activity group counseling services with ice breaking activities
- d. Add pictures more interesting, according to the topics do.
- e. Give the description theory in the service model
- f. Attach a worksheet or group counseling activity evaluation sheet
- g. Add pieces of observation used to assess the reaction of the group members.

**Trial Stage Two (Test Group)**

The activities of this phase are to determine the effectiveness of group counseling services model to improve the competence of students as the prospective counselor. The training was attended by 25 students from the

class of 2013 and 2014 guidance and counseling courses PPs UNM. Before the trial is limited to students, performed validation testing instruments. Before testing the instrument contained 20 items, but after statistical test obtained 12 items that are valid and reliable and eight items that fall for use in research. Based on the results of the statistical test Cronbach's Alpha value is 0713 so it can be said that the reliability of such questions is excellent for use on a student or prospective counselor.

Reliability Statistics		
Cronbach's Alpha Based on		
Cronbach's Alpha	Standardized Items	N of Items
, 713	, 686	20

Furthermore, to determine whether there is the effectiveness of group counseling services model, then the tests on an experimental group pre-post control group design (pre-experimental design) involving 30 candidates counselor. The following results are outlined in Table 5.4.

On the results of paired samples test table average pretest results Std Deviation 29.40 with 2.291 while the posttest results have results Std Deviation 3.618 39.44. The number of respondents or students as the study sample as many as 25 students.

Table 5.4. Paired Sample T Test Statistics pretest - post test in the experimental group

Paired Samples Statistics					
		mean	N	Std. deviation	Std. error Mean
pair 1	PretestFretest	29.40	25	2,291	, 458
	PosttestPostes t	38.44	25	3.618	, 724

Paired Samples Test									
		paired Differences					t	df	Sig. (2-tailed)
		mean	Std. deviation	Std. error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
pair 1	PretestFretest - posttest	-9.040	4.458	, 892	-10.880	-7.200	-10.139	24	, 000

Based on the results table 5.4. t test above, Unknown t 10.139 then df 24 and Sig. (2-tailed), 000 <0.05. Because of the value of Sig. (2-tailed) of, 000 less than 0.05 then there are the data treatment influences the posttest and posttest, we can conclude that the use of the model is very effective group counseling services to be applied to improving the professionalism of the student or prospective counselor.

Based on this research it is clear that the service module group guidance is needed to help prospective counselors to improve the competence both professional competence, pedagogical and social personal. These competencies should be built with a variety of activities counselor's personal potential development, improve the competence of good work skills through counseling services, counseling techniques and instrument development group counseling (Wibowo, 2005). In Permendiknas 27, 2008, also explained that to improve the competence of counselors through the mastery of theoretical and practical education, course guidance service module of this group must be controlled by counselors as well as be able to apply in order to better counselor competence. By running the competent performance of other good thing is to show quality performance by running programs that are clearer, detailed, practical in improving the competency of counselors.

Group guidance is an effort to provide assistance in which there are several elements of the goal of understanding, prevention, and potential development by utilizing group dynamics that occur in the process of guidance (Susanto: 2012). Group guidance services run by their proper interaction and communication client and counselor. Group guidance is not a set of individuals who for one reason or another joined together, but a unit of people who have a goal to be achieved together, interact and communicate intensively with each other at the time of assembly, are dependent on the process of working together, and got personal satisfaction of psychological interaction with all members who are members of the unit ". (Winkel: 2006). through the efforts of this group model application guidance counselor will have counselors who are able to work together, to master the technique of group-

based case management, preventing social personal problems, develop a positive attitude among others, more interactive between the members and foster relationships with clients.

Counselor competence increases with improvement through self-development exercises conducted continuously, such as applying module group counseling services. By having a handle and guidance counselors will certainly make it easier to apply the techniques and more precise way.

## CONCLUSION

Based on the results of this study concluded that the model of group counseling services acceptable (acceptable) means to have the accuracy, eligibility and have benefits in helping brokers counselor in increasing competence. In addition, based on the field test prospective counselors indicate that the service module group counseling is effective in increasing the competence of the prospective counselor.

The results of this study suggested that in future studies of group counseling service modules in testing the effectiveness of using the population and a larger sample for prospective counselors

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