

Adaptation and Psychometric Test Measurement of The Counseling Self-Estimate Inventory (COSE) Instruments for School Counselors In Indonesia

Flaviana Rinta Ferdian^{1*}, Desy Chrisnatalia², Vera Verina³, Maristela Adeline⁴

[1] Universitas Katolik Indonesia Atma Jaya, Indonesia.

Abstract

School counselors must have counseling self-efficacy. High self-efficacy in counseling allows school counselors to provide high-quality counseling services, increase the sense of achievement, feel more involved with work, and be confident in their ability to do counseling. Despite the importance of counseling self-efficacy for school counselors, insufficient counseling self-efficacy measurement tools in Indonesia are available. So far, one available self-efficacy measuring tool with good psychometric properties that has been adopted for various countries is the Counseling Self-estimate Inventory (COSE) instrument. However, COSE has not been adapted to the Indonesian language. Due to the rarity of self-efficacy tools for school counselors, this study aims to adapt the COSE instrument to the Indonesian language. The analysis was carried out through reliability and validity tests. The results of the adapted COSE scale into Bahasa Indonesia (for school counselors) were deemed reliable, where each dimension's reliability is above 0,70. The validity of the adapted COSE scale used content validity with a qualitative method by conducting forward and backward translation processes.

Keywords: Self-Efficacy; Counseling Self-Estimate Inventory; Scale Adaptation; Reliability; Validity

Article Info

Artikel History: Submitted: 2022-11-21 | Published: 2024-06-30

DOI: <http://dx.doi.org/10.24127/gdn.v14i2.6489>

[Vol 14, No 2 \(2024\)](#) Page: 552- 561

(*) Corresponding Author: Flaviana Rinta Ferdian, Fakultas Psikologi, Universitas Katolik Indonesia Atma Jaya, Indonesia, Email: flaviana.ferdian@atmajaya.ac.id



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INTRODUCTION

School counselors are teachers who provide counseling, which is considered part of offering support and advice for educational development (Lopez, Higuera, Martin, 2016). The role of school counselors is not limited to children who have problems at school but also to all children who are members of the school where the counselors work. School

counselors in Indonesia are also referred to as Guru Bimbingan Konseling (Guidance and Counseling Teachers). Through counseling, these teachers help students reach optimal development and independence in personal, learning, social, and career aspects (Permendikbud No 111 the year 2014 article 3, Depdikbud, 2014). School counselors can carry out many activities as part of their functions at school; one is providing counseling services.

Counseling is a process of providing assistance, conducted through counseling interviews by an expert (called a counselor) to an individual who is experiencing a problem (called a client) and aiming to solve the problem (Prayitno & Amti, 2009). School counselors provide counseling services to help students reach their developmental stages goals by guiding them in achieving an independent attitude and sense of happiness (Ardimen, 2018). Through a comprehensive school counseling program, school counselors help shape students' academic, social, and emotional development (Savitz-Romer et al., 2018).

Larson (1998) states that counseling self-efficacy contributes to counselors' performance in conducting counseling. Counseling self-efficacy refers to an individual's belief in his ability to perform counseling effectively (Larson & Daniels, 1998). Meyer (2015) states that increases in counseling self-efficacy positively correlate with counseling skills. Larson (1998) also says that counselors who lack confidence in carrying out their duties tend to be anxious when carrying out counseling sessions and have a poor self-assessments. This shows that counseling self-efficacy is essential for school counselors whose main task is to provide effective counseling to students. A high level of counseling self-efficacy results in school counselors being able to provide high-quality counseling services, increase their sense of accomplishment, feel more involved in their work, and be confident in their ability to do counseling (Tan & Chou, 2018).

Larson and Daniels (in Kozan, 2020) described a counselor's self-efficacy as a subjective belief about a person's capacity to do counseling. Counseling self-efficacy (CSE) involves evaluating the counselor's ability to conduct counseling sessions effectively (Larson & Daniel in Yusof, Ishak, Salleh, Zahidi & Bakar, 2017). According to Larson et al (1992), there are five dimensions of counseling self-efficacy, namely efficacy in micro-skills, efficacy when conducting the counseling process, efficacy in dealing with difficult or problematic clients, the efficacy of cultural awareness, and efficacy on value of awareness. Efficacy in micro skills includes the quality of the counselor's response to the client. Efficacy occurs through a series of processes during the counseling process. Efficacy when dealing with difficult or problematic clients, the efficacy of cultural awareness when dealing with clients with different cultural backgrounds, and efficacy in being aware of counselors' values and biases.

Researchers are aware that it is necessary to measure counseling self-efficacy. Still, until now, it is rare to find a measurement tool that specifically measures counseling self-efficacy, especially for school counselors in an Indonesian context. The counselor self-efficacy measurement tool available and widely used to measure self-efficacy in school counselors is the Counseling Self-estimate Inventory (COSE) (Kozina et al, 2010). COSE has been adopted in numerous countries such as Arab, China, Israel, Malaysia, Taiwan, and Turkey (Karairmak, 2018) with good psychometric test results (Al-Darmaki, 2004); Bakar, Zakaria & Mohamed, 2011; Karairmak, 2018; Yuen, Chan, Lau, Lam, & Shek, 2004). The researchers want to adapt COSE for the Indonesian context because of the importance and rarity of self-efficacy measurement tools for school counselors.

METHOD

Participants

The participants in this study were Indonesian school counselors, guidance & counseling teachers, and school psychologists whose job is to provide counseling to students. The sampling method used is convenience sampling. Data collection is done by utilizing Google Forms. The number of participants in our study are 118 school counselors. In detail, the following is the demographic data of the participants.

Table 1. Participant Demographic Data

Category	N=118
Sex	
Male	21 counselor
Female	97 counselor
Age	
21-35 year old	47 counselor
36-50 year old	48 counselor
51-65-year old	23 counselor
School Role	
Guidance & Counseling Teacher	96 counselor
School Counselor	12 counselor
School Psychologist	9 counselor
Did not fill	1 counselor

Instrument

Counseling Self Estimate Inventory (COSE) is consist of 37-item and developed by Larson et al (1992). The good reliability of COSE showed that the item is internally consistent and steady over time (Larson, et.al, 1992). The good validity of COSE is shown by it's positive relation to some construct such as counselor's self concept and problem solving appraisal and by it's negative relation to state and trait anxiety (Larson, et al, 1992).

Counseling Self Estimate Inventory (COSE) is used to evaluate counselor's confidence in 5 areas, which are ability to use microsills (related with basic counseling skilss), attending to processes (includes counseling responses that occur in the context of client-counselor relationship), dealing with difficult client behavior (emphasizes on challenge from clients behavior), behaving in a culturally competent way (consist of abilities in handling ethnic and socioeconomic diversity in clients), and being aware of one's values (involves items related with counter-transference in counseling process) (Larson, et al, 1992).

All 37 items in the Counseling Self Estimate Inventory (COSE) were translated into Indonesian, with permission from Lisa Larson. The scale required a respondent to indicate their agreement on 6-point, Likert Scale, with 1 representing strongly disagree, 2 moderately disagree, 3 slightly disagree, 4 slightly agree, 5 moderately agree, 6 strongly agree. The total score will be 37-222.

The COSE scale adaptation procedure starts with translating from the original language (English) into Indonesian and translating it back from Indonesian to English (Forward and backward translation). After the complete translation process, it is continued by distributing the data online to the participant using google forms. The procedure of

statistical reliability analysis was conducted using Cronbach alpha. The validity analysis was proceeded using content validity with forward and backward translation process by an expert. The following is a detailed explanation of the procedure:

Phase 1: Counseling Self Estimate Inventory (COSE) Adaptation Procedure

Scale adaptation was carried out based on the procedure stated by Abubakar, Dimitrova, Adams, Jordanoc, and Stefenal (2013). The scale adaptation procedure contains the following steps

Forward Translations: Two bilingual individuals (who Speak Indonesian and English translated the scale). Individuals were required to be fluent in English (original scale language) and Indonesian (targeted language). They were instructed to translate the scale appropriately based on its context instead of word by word. Two psychologists with experience in counseling were appointed to translate the scale. The first psychologist was an Indonesian citizen with an IELTS test score of 7 & with two years of experience living in an English-speaking country. The second psychologist was also an Indonesian citizen who lived in an English-speaking country for more than five years.

Back Translations: the back translation process was carried out independently by two bilingual individuals. There were several requirements for the two translators. First, the two individuals have not seen the scale in the original language. Second, they must best be fluent in both the scale original language and the targeted translated language. Back translation was carried out by two psychologists that have counseling experience. The first psychologist was an Indonesian with an IELTS score of 6,5. The second psychologist was an Indonesian with more than five years of experience living in an English-speaking country.

Harmonization Step: A panel of psychologists, translators, culture experts, and linguistic experts discussed the forward and backward translation results. The panelist then discussed each item and selected the best wording for each item through consensus. The harmonization stage was carried out by a group of researchers consisting of a psychology lecturer specializing in the educational field, another psychology lecturer specializing in psychological measurement, and two undergraduate psychology students.

Quality check: A quality check is a cognitive interview using the two languages to check the equality of items' conceptual and semantic purposes. This process was carried out by conducting interviews with prospective participants, in this case, a school counselor who had worked in the school for more than five years.

Statistical Evaluation: Psychometrics and invariance analysis. In this stage, psychometric testing and invariance analysis were administered on the item to obtain empirical evidence that participants could understand the items equally for both languages. Bias is controlled and is equivalent to individuals from various cultural backgrounds/groups. Psychometric test methods to be carried out include item analysis, validity testing, and reliability testing.

Phase 2: Counseling Self-Estimate Inventory (COSE) Validity and Reliability Testing

Validity is often defined as "what test is measured and how well it does" (Anastasi & Urbina, 1997). Validity testing is carried out through content validity of the forward and backward translation process. Reliability is the consistency of individual scores when the test is measured at different times or with similar items (Anastasi & Urbina, 1997). Considering the instrument is in the form of a scale, the reliability was scored based on the Cronbach alpha score. The reliability indicates whether an instrument can measure the construct consistently, consequently showing whether the results can be trusted. This study conducted the validity and reliability analysis using JASP version 0.16.

RESULT AND DISCUSSION

Counseling Self-Estimate Inventory (COSE) Reliability and Item Analysis

Reliability analysis was performed using Cronbach alpha analysis by using JASP 0.16. According to Kaplan and Saccuzzo (2013), the reliability value of the Cronbach alpha technique can be said to be reliable if the results are more than 0.7.

Table 2. Frequentist Individual Item Reliability Statistics after dropped item

Item	If Item Dropped		Item	If Item Dropped	
	Cronbach Alpha	Item Rest Correlation		Cronbach Alpha	Item Rest Correlation
M1	.903	.633	D2	.718	.338
M2	.910	.538	D3	.673	.532
M3	.906	.580	D4	.706	.401
M4	.900	.709	D5	.722	.351
M5	.906	.587	D6	.673	.535
M6	.901	.685	D7	.681	.504
M7	.900	.706	CP1	.871	.555
M8	.899	.725	CP2	.865	.616
M9	.899	.717	CP3	.861	.663
M10	.900	.707	CP4	.877	.495
M11	.905	.601	CP5	.860	.666
M12	.904	.608	CP6	.861	.661
V1	.627	.538	CP7	.857	.704
V2	.617	.557	CP8	.854	.737
V3	.723	.367	CP9	.873	.524
V4	.606	.568	CC3	Item less than 3; cannot be analyzed	.550
D1	.698	.467	CC4	Item less than 3; cannot be analyzed	.550

Note. M= Microskillss; CP= Counseling Process; D=Dealing with Difficult Client Behaviors; CC= Cultural Competence; V = Values

Table 2 shows the result of the item rests correlation test. According to Azwar (2015) and Chizanah & Hadjam (2011), items with an item rest correlation of less than 0.3 are to be dropped (Azwar, 2015). The item rest correlation analysis showed three items with an item rest correlation value of less than 0.300, which are items CP 10, CC 1, and CC 2. Items in CP 10 include an item that measures the counseling process dimension, with item number 33 prompting, "I am not sure how I can direct the clients to develop and determine concrete attainable goals." On the other hand, item CC 1 and CC 2 measures the dimension of cultural competence. Item CC 1 (number 29) prompts, "When dealing with clients from minority groups, I believe I can bridge cultural differences in the counseling process." Item CC 2 (number 30) prompts, "I will be an effective counselor for clients from different social classes.

Table 3. Cronbach Alpha per dimension/ total after dropped items

Dimensions	Number of Items	Cronbach Alpha
Microskills	12	.910
Counseling Process	9	.878
Dealing with difficult client behaviors	7	.728
Cultural Competence	2	.703
Values	4	.713
Total scale	34	.920

Table 3 shows the results of the reliability analysis using Cronbach alpha. A scale is reliable if it has a Cronbach alpha value above 0.7 (Kaplan & Saccuzzo, 2017). After dropping items CP 10, CC 1, and CC 2, all dimensions showed a reliability value of more than 0.7. Therefore, it can be said that the dimensions of Microskills, Values, Dealing with difficult client behaviors, Cultural competence, and Counseling Process are reliable.

Counseling Self-Estimate Inventory (COSE) Validity Analysis

Validity is often referred to "what test is measured and how well it does" (Anastasi & Urbina, 1997). Validity can be defined based on the process in which the test developers or test participants collect conclusive evidence supporting the test type they conduct. The three types of tests are content description procedures, criterion predictive procedures, and construct identification procedures.

The content description procedure is a validity test that determines whether the instrument includes behavioral samples within the measured domain (Anastasi & Urbina, 1997). There are two methods of content validity testing: qualitative and quantitative. In this study, the researcher used a qualitative approach. Researchers use the help of experts to properly assess measured items qualitatively based on the construct. Experts have also been involved in the adaptation of this instrument, specifically during the forward and backward translation and the cultural analysis of the adapted items.

Discussion

Cultural differences are an essential factor to consider in the effectiveness of counseling. Based on the result of this study, it was found that two items in the dimension of cultural competence (CC 1 /item 29 & CC 2/item 30) had a low correlation with the total score of the dimension of cultural competence. Item number 29 reads, "Ketika menghadapi klien dari kelompok minoritas, saya yakin bahwa saya dapat menjembatani perbedaan

budaya dalam proses konseling” (“When working with ethnic minorities clients I am confident that I will be able to bridge cultural differences in the counseling process”). Item number 30 reads, “Saya akan menjadi konselor yang efektif untuk klien yang berasal dari kelas sosial yang berbeda” (“I will be an effective counselor for clients who come from different social classes.”). Both items 29 & 30 cover the counselor's assessment of their ability to conduct counseling with clients from different cultural backgrounds and social classes. The low correlation between these items and the total score of the cultural competence dimension indicates that the two items are poorly related to the counselor's cultural competence level.

Counselors must be aware of cultural sensitivity when dealing with clients from different cultural contexts (Nugraha & Sulistiana, 2017). Counselors in Indonesia should also own this cultural awareness. Especially considering that according to Suwarni (2016), Indonesia is an archipelagic country consisting of 14,000 islands which consist of hundreds of ethnic groups with different cultures, traditions, and customs, ranging from the most 'primitive' to 'developed.' In item number 29, the participants deemed the term "minority group" less specific and unclear. A possible explanation is that all participants work in Indonesia, which consists of many cultures, so there is no absolute boundary between minority and non-minority. Item number 36, on the other hand, was shown to have a good item correlation score for cultural competence dimensions. In item number 36, cultural differences are described more specifically as "clients from different cultures." A similar difference can also be seen in items 30 and 37. Item 30 had a less specific and clear prompt i.e., "different social class". On the other hand, item 37 presented prompts specifically referring to lower economic status.

Item number 33 (measuring the counseling process dimension) was shown to have a negative and low corrected item correlation score ($r = -0,143$). This indicates that item 33 has the opposite meaning to what is assumed from the counseling process dimension. In item number 33, there are two ideas in one sentence: can direct clients to develop and determine concrete goals. The duality of ideas in one prompt can result in a confusing prompt for participants (DeVellis, 2016), which consequently causes the item to have a low and negative correlation with the total score of the counseling process dimension.

Another explanation for the negative and low corrected item correlation score was the conflict of roles among school counselors. Conflict among school counselors is caused by the school counselor's multiple responsibilities, which may contradict one another (e.g., Cervoni, Annemarie, DeLucia-Waack, Janice, 2011; Blake, 2020). School counselors are not only required to aid children but also parents, teachers, and school counselors in focusing on the child's personal goals. Most children who come to the counselor are referred by teachers, parents, or other staff at the school. As a result, the counseling objectives follow the initial referral request.

This study is limited by the small participant pool of 118 participants. This small number of participants limits the researcher's ability to conduct more advanced statistical analyses such as factor analysis. Therefore, it is suggested that further research increase the number of participants. This study has already contributed to this research domain by providing an Indonesian adaptation of the COSE scale.

CONCLUSION

Based on the result of the psychometric analysis of the Indonesian adaptation of the COSE scale, the following conclusion can be drawn: (1) Three items were dropped after being translated to Indonesian, (2) the result of the COSE scale test can be said to be reliable, (3) the translation process with forward and backward translation showed good content validity, and (4) the COSE scale can be used to measure the level of confidence of the counselor in providing counseling.

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