

Supervision in counseling service based on psychological test result to student's learning satisfaction

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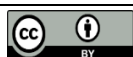
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Abstract

As a profession, guidance and counseling have a supervision procedure in order to maintain and evaluate purpose to make evaluatif decision in guidance and counseling service. A supervision it self not only about process and result of counseling service, but also an asesment using psychological test, this asesment was useful for complete an informmation about psychological competence and individual difference of student. This result of psychological tes will benefit for counselor and also for student to understand and clarification about decision making in counseling service and placement for student according their expertise. A phenomena in Indonesia about counseling profession has been found that was lack of supervision process in guidance and counseling service and also lack of interest about psychology test in school, there are, it's just to preserve an administration and formality. Phenomena in that practical way maybe can be assumed that because there is lack of information about the ideal of supervision process and also lack of experience and knowledge also untrained a supervisor and counselor about their own abilities. In this case, this paper will describe how should be a supervision be conducted, and the result of this evaluaton study show that with psychological test for student has a significant satisfaction almost 74% with their placement in first grade at senior high school.

Keywords: supervision, guidance counseling, psychological test and education

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Introduction

As a rapidly growing science as a multidisciplinary science, counseling is a science that master not only the handling of human psychological conditions in the personal field but also in the social, learning, career and career fields. In the process of guidance counseling services, the important thing is to establish a supervision in the counseling service to assess whether the service is running properly. Each counseling practice has a different emphasis on understanding the assessment of counseling base on psychological test with all the uniqueness and problems that arise in the counseling process itself. As a counseling expert, this supervision approach needs to be studied and pursued holistically analysis and synthesis.

The complexity of human problematics along with technological advances and changes in the human mindset makes new insights and innovations in the counseling theory approach to implementation counseling service based on psychology test, and also how supervision as an evaluation implemented. A

phenomena that was found in the field there are many student has a perception about the report of psychological test was just a bunch of papers that not worthy and also a counselor has not informed a student about the important of that result for their learning and placement. Based on survey that conducted to 22 school counselor in Padang, found that school counselor has been conducted a supervision and also give an explanation about the important of psychological test result for student, that give a student's satisfaction with their placement and learning. But in private school and suburban school that has been surveyed that condition of supervision and utilization of the data from psychological test, this condition still apprehensive.

That phenomena about counseling profession has been found it because of, lack in supervision process about guidance and counseling service and also lack of interest about psychology test in school, it's just to preserve an administration and formality. Phenomena in that practical way maybe can be assumed that because there is lack of information about the ideal of supervision process and also lack of experience and knowledge also untrained a supervisor and counselor about their own abilities

That condition was make a low of student's satisfaction in learning and placement, and also a quality of counseling profession has doubted, this found from 25 data that has been collected about student perception in counseling service. This concern was urgently and seriously to handle with care, and in this article, authors has been conducted a measurement through psychological test for placement to discover for student quality in learning and capability. With this data, authors and school counselor supervise a student's satisfaction in their placement and learning process.

Method

This article was an evaluation study of fact in quantitative data, through out a survey in practice of supervision in counseling service based on psychological test result about student's satisfaction with their placement. This is a evaluation study with quantitative and qualitative survey that collect an information from many paper, discussion, questionnaire about an idealism the supervision in counseling was and compare with a latest condition and practical in a school about how are a student's satisfaction with their placement test. The subject of this research was 160 students has given a psychological test such CFIT Form A & B, DAT (Differential Aptitude Test) and Minat Jabatan Test (Lee Thorpee) and students has ordered to answer a questionnaire about their satisfaction about the test result and counseling service for placement.

Result and Discussion

Supervision in Education

The term supervision is adopted from the English language is supervision which means supervision. While in the view of some experts provide the formulation of supervision in a different paradigm (Anggraini, 2017: 337).

1. Adams and Dickey formulated supervision as a program that plans to improve teaching in this learning process.
2. McNerney defines supervision as a step and procedure for providing guidance and regulation and conducting critical evaluations and developments in the teaching and learning process.

Based on the views of some experts, it can be concluded that supervision is an attempt to stimulate, coordinate, regulate in a sustainable manner in order to develop from the aspects of supervised and guided. If the subject is education, then the emphasis is on the process of learning and teaching teachers in the classroom, both starting from learning planning, teaching strategies, and learning evaluation (Alfaiz, 2014; Alfaiz, Zulfikar & Yulia, D, 2017).

In this case, the focus of the discussion is supervision in guidance and counseling that is part of education and counseling practice practitioners are also called as a counselor whose status is educators. This is stated in Law No. 20 of 2003 Article 1 Paragraph 6 of BK counselors or teachers in the National Education System is stated as one of the qualifications of educators, parallel to the qualifications of teachers, lecturers, tutors, widyasarana, facilitators, and instructors.

In the Joint Decree of Mendikbud and the BAKN Chief No. 0433 / P / 1993 and No. No. 25/1993 on Guidelines for the Implementation of Functional Teachers' Offices and Credit Score explained that "the supervising teacher is the teacher who has the duty, responsibility, and authority. Then in Article 39 Paragraph 2 of Law No. 20 of 2003 on National Education System states: "Educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training and conducting research and community service, especially for educators on College".

So guidance and counseling into the reality of education and known as a counselor entered the circle as an educator. In other words as a profession and scientific recognition certainly has a supervision process. In the process of teaching and learning the subject teachers are supervised by the authorities in supervision in the case of principals or individuals appointed by the authorities in educational institutions. So is basically the BK teacher as a counseling practitioner is also supervised by counselor guidance and counseling at the institution.

Supervision in Guidance and Counseling as a Part of Education

In the previous discussion, it has been explained that the supervision process in counseling runs in the education field, but the emphasis of supervision implementation process is different in the stages and the process. Henderson (2009: 3) explains that supervision in counseling is an administrative supervision that aims to assess and ensure that counseling services provide high-quality counseling services to clients with a mission to provide assistance and counselor performance to clients. This talk about such how to place a student with their aptitude and interest in placement class like Science class, Social class or Linguistic class.

This administrative supervision is not directly supervised on the client counseling process but oversees how the counselor's service process in the professional counseling process (Henderson, 2009: 3). The following is presented a very achievable goal in administrative counseling supervision is to build and maintain a conducive working environment in the counseling process (Henderson, 2009: 4).

- a. Provide efficient, effective, and tolerant service within the culture of different clients
- b. Provide positive reinforcement of counselor performance
- c. Contribute to achieving agency objectives and support policies and regulations that apply to run the service process

The results of this administrative supervision resulted in a balance between client interest and improved professionalism of counselors and staff within the institution, resulting in a quality and conducive service process. While the obligation of the function of a supervisor in guidance and counselling is responsible in 10 functions (Henderson, 2009: 9) that is

- a. Identify the moral goals for the work it has done through the fostering of a meaningful vision, value and work environment and provide adequate services for the client.
- b. Developing personal counselors with whom they work, is building relationships, professional skills in parenting and mentoring, motivating and directing counselors to communicate with others.
- c. A supervisor must have a global mindset
- d. Directing to the preliminary process of changing, designing, implementing and evaluating each counselor reports its activities.
- e. Supervisors need to build a learning community for supervised counselors
- f. Having the ability to organize counselors and other individuals in the process of activities for self-development
- g. Must build a balanced personal counselor between as a manager in service and as a professional career in counseling practice
- h. Ensure the environment to be accountable and able to monitor and evaluate the work
- i. Designing and implementing a systematic approach to accomplishing tasks in the development of a service system
- j. Allows clients to be able to solve problems of clients, counselors and other staff within an institution (Synthesized from Arredondo, 1996; Drucker, 1974; Fullan, 2001; Henderson & Gysbers, 1998; Henderson & Gysbers, 2002; Hersey et al., 2001; Khandwalla, 2004; Tsui, 2005).

This view is a synthesis of the various views which are the views of experts who also perform services as well as supervising every counseling service in practice institutions and in educational institutions. This is almost in line with how international counseling as compiled by the American Counseling Association (ACA) (1990). That has the ability of an effective counselor through a formal education process, has

capabilities in good personality and consistent personality traits, possesses knowledge related to ethics, legality and regulatory aspects that defines his skills, possesses personal and professional abilities in interpersonal interaction, understanding and mastering the methods of supervision and practice, mastering the concept of knowledge about the counselor's personal development and application of the skill, possessing skills in client assessment and evaluation, speaking competence and writing in the report of service practices, self-evaluation and performance to reflect service.

As mentioned above, the supervision of guidance and counseling process focuses on how the counseling service process is carried out in accordance with the rules of the ACA (international rules) and the ABKIN rules of the Indonesian Guidance and Counseling Association, which is a professional organization that overshadows and oversees all activities professional guidance and counseling profession. Focus on the service is convinced from the client assessment stage with IIBKIN rule with psychological tes for education, to build rapport relationship counselor with the client, to how the evaluation phase is done in counseling. All are not separated in interpersonal relationships that build a comfortable relationship with clients and for the counselor itself as a form of accountability and transparency in counseling.

Why it is necessary to supervise process, this is explained by Henderson (1994) that is because of the need for professional and important supervision integrated in the process of nurturing and guiding school counselor to carry out the counseling process as appropriate, to improve understanding and complexity of counseling process to make counseling more effective and efficient. Even the Wiggins (1993) study explains ongoing research on counseling supervision, 28% of the group is very low in effectiveness for 10 years, through the supervision of a counselor. So the counselor's supervisor should be a practicing as counselor. The process of leading the objective of supervision is to foster the effectiveness of practitioners (Borders, 1991, Henderson, 1994), due to the emphasis on improving the process of performing skill-based counselors in program management, counseling, guidance, consultation, coordination, student assessment derived from how communication counselors with students, based on it developed the process of nurturing (care) counselor in the supervision process.

Likewise with the view of Smith & Koltz (2018) explains that supervision of counseling in school also focuses on how the formation and change of students in terms of personality development that leads to self-awareness, understand the uniqueness of himself and understand how should behave in his environment, then wellness associated with the development of personal development determines satisfaction and happiness to be themselves with their uniqueness. And support the development of maturity as a personal, social, learning and career.

Supervision Implementation Issues in the Counseling Services Process

Implementation of supervision in guidance and counseling has been implemented so far but has not run properly. Based on the previous points explained that supervision is very necessary in the process of a professional activity in this case guidance and counseling, as well as how the professional activities of guidance and counseling in Indonesia in general. The purpose of guidance and counseling supervision is. **First**, to monitor the quality of the work of the counselor in terms of implementation of BK service activities which results can be observed through the attitude and behavior of students in school. **Secondly** to help a school counselor to grow professionally and responsibly in every action and behavior personally, socially and religiously. **Third** to find errors and misunderstandings in the implementation of BK services at school both theoretically and practically as well as in terms of program management and record of service activities undertaken at school in practice. Therefore a supervisor should have leadership skills, interpersonal and intrapersonal skills, master theoretical counseling skills, practice and managerial skills, ability in building communication in groups and able to perform logical and systematic evaluation (Anggraini, 2017: 338).

In its development to carry out supervision of BK in the ABKIN rules that are compiled in the event of the XIV National Convention and Congress X ABKIN to carry out supervision in order to achieve certain goals then the supervisor must determine the special techniques that are 1) class visits and observations, 2) individual conferences with energy counselor, 3) Mut each visit to each BK room, 4) Present form of self-evaluation to counselor, 5) arrange supervision bulletin distributed to school, 6) holding BK meeting, 7) demonstration of BK service, 8) Workshop, 9) scientific panel discussions, 10) training in central and regional professional organizations. (Anggraini, 2017: 338).

In its development, issues emerging in the process of counseling supervision are absent and rarely found in schools or educational institutions that have homogeneous populations. In this case, the issue of supervision concerning diverse clients in terms of culture, race, and religion.

However, it will be the main focus for the supervision process of BK by a supervisor to explore this, because Indonesia is a country that has many cultures, races, and religions. So Carrol & Holloway (1999: 7) explains that the relationship of counselor supervisors with counselors is a formal relationship where the counselor reports the client's progress which he has provided with complete service and service intensity at the supervisor. So report the activity to note the status of the client faced by the counselor (supervised), Carrol & Holloway (1999: 8) states that if the counselor is different in terms of culture, religion or race will affect the course of the counseling process, so that supervisors who understand this condition should be logical and rational in supervising counselors, and also not being racist to the client if the counselor is in the same culture/religion/race with the counselor.

This is certainly the case in Indonesia which has a different culture and religion. Except in the social environment of homogeneous societies whose majority of cultures and religions are the same, this issue is rarely found. Then the issue in supervision of BK is gender issues, in this case talking about how the assessment of the supervision process that often occurs in the supervision process if each individual is different gender (male and female). As Holloway (1999: 10) observed in the scenario of supervisor dialogue (female) and supervisee (male counselor) providing counseling to the recorded client (male) and supervisor watching the recording of the counseling and conducting assessment and discussion with the supervisor (male counselor), following the dialog scenario.

Supervisor : It really helps to just really break through for somebody just to name the feelings. And I think it is because [the person] feels, 'I'm being heard.'

Trainee : OK. Well, we'll see if it works on guys too, huh?

Supervisor : Yeah.

Trainee : 'Cuz I haven't found many that can get in touch.

Supervisor : [playing a videotape] See how angry he is?

Trainee : I think I'm taking it too cognitively, the things that are going through my head. I'm not making process statements. Because I knew he was angry from his voice and his delivery.

Supervisor : Well, he hasn't gotten away from his emotions yet.

Trainee : But I think you're right. What I could have done is make a process statement.

In that dialogue, the supervisor (woman) is trying to direct how to behave to know that the client is so angry in the interaction process, the counselor should be able to understand the client's feelings, in this case so tender the feelings of the supervisor. With the sentence that I understand and listen to your emotions according to what I hear (feels, 'I'm being heard'). Then the counselor responds to the supervisor's comment who watched the video together, with the sentence (strongly, and questioningly, with the meaning that the client has been given such intervention but has no influence at all, so with the word "guys" means the business has been implemented so that no longer the client's word is used again.

So the condition of this male counselor in the process of supervision by women feel challenged and considered not maximal in three things 1) feel logic ability questioned by woman, 2) as supervisor (woman) hence have legitimasi in evaluating counselor (man) but the counselor responds by demonstrating his strength in knowledge through his self-esteem in terms of gender this replaces the legitimacy of the supervisor authority (female), 3) the counselor has anxiety about how to deal with emotional communication with male clients and hides his psychological condition he faces male clients, unlike women (Carroll & Holloway, 1999: 25).

So in some of these issues in the process of counseling supervision, need to be a concern in counseling, let alone between supervisors BK, between counselors with clients just experience a variety of issues in counseling such as if the male counselor and his client women, how the process of counseling services, until there is an emotional attraction in the counseling process and vice versa. This issue in gender is a matter of equality in the feelings and cognitive abilities that need to be balanced in the counseling process as well as the supervising process itself. Therefore, every profession has its own challenges in the process of oversight, who is being watched, what is supervised, how to monitor it and how it evaluates without the occurrence of a subjective bias.

Student’s Satisfaction in Placement Test Based On Psychological Test

According to previous poin, there is important the implementation of supervision in counseling service for student as a client in educational process. Counselor as a practition also as supervisor for evaluation of their profession achievement to make a student feel comfort, satisfaction and understanding about their self such aptitude, personality and intelgence. That because the implementation of counseling service also base on placement test in educational process this test result as a data about individual atribute of student, with this data counselor has an confirmatory data to convice a student to make a decision with their interest and aptitude (Yuzarion, Alfaiz, Kardo R, Dahen, L.D : 2017).

Table 1, will describing evaluation of psychological test for student placement test about how their satisfaction about their decision in placement. This data collect through questionnaire about satisfaction of their learning in their expertise such science class, social science class and linguisitic class.

Table 1. Distribution Classification of Subject

No	Interval Skor	Klasifikasi	Frekuensi	Persentasi
1	> 84	Ver High	35	21,88
2	68 - 83	High	74	46,25
3	52 - 67	Middle	42	26,25
4	36 - 51	Low	9	5,63
5	< 35	Very Low	0	0,00
	Total		160	100

In that table we can understand 74 student has high satisfaction about placement test result and learning process that their live on, and 35 student has perception very high satisfaction, and 42 student in a middle level in satisfaction perception. If this describe, can possible that student will take seriously and focus to pursue their goal with their expertise, and also for counselor will more easily to consider to give a guidance and consult the student with the right way.

In the figure 1 and 2 we can see that percentage and frequency of student’s satisfaction in their decision base on psychological tes for their placement in school. This data will be complete a counselor’s psychological data about their student, for counseling service, supervision in the evaluatif purpose for a better profession of counseling.

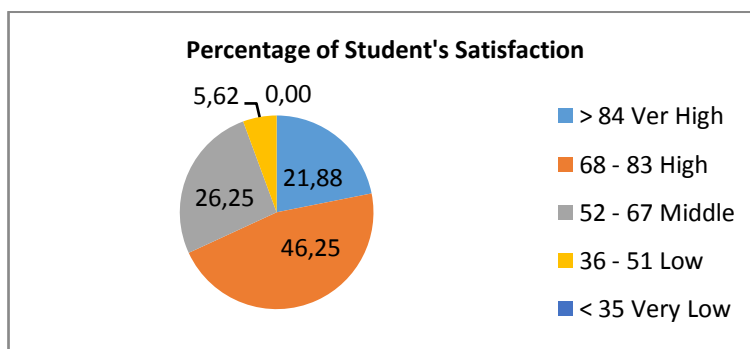


Figure 1. Percentage of Student’s Satisfaction

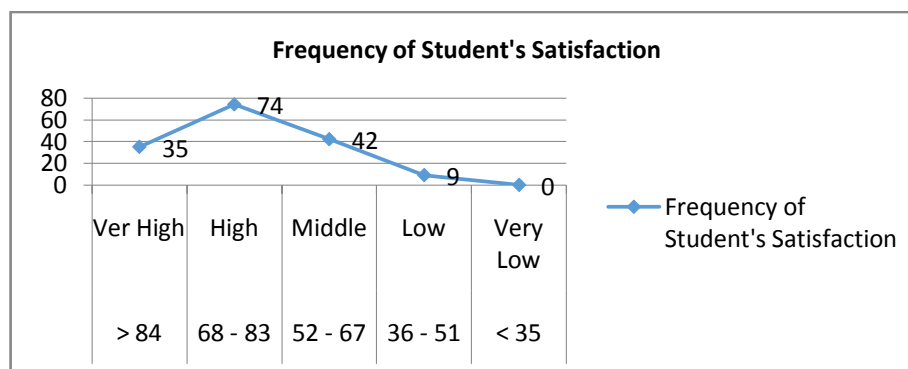


Figure 2. Graphic of Student's Satisfaction

With this data collection and analyse process in this year, it should be can continue with evaluation study for looking forward about how this student achievement in learning in the next year, because a learning achievement can not separate from condition of affection, and environment in school (Alfaiz, 2014; Alfaiz, Rafiola R. H, Hariko, R, Zulfikar, 2017), that can influence their self concept and efficacy (Alfaiz, Yandri. H, 2015). So the supervision as evaluatif process very important and urgen to maintain a quality of counseling profession.

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Conclusion

Based on the discussion in the above, it can be concluded that supervision is one of the processes to manage, maintain quality and evaluate the planning, implementation, process, and the result of guidance and counseling services. From several explanations, the supervision of guidance and counseling services aims to

Planning, which is the administrative process of the importance of the service, this is related to the assessment of the psychological needs of students in learning, which students need services and have difficulty in learning and adaptation in the school environment. This is related to the basis of the implementation of the service, this is an important point for the supervision of guidance and counseling services.

Implementation is the process of implementation of guidance and counseling services related to the implementation of service report, it is related to administration and archive of service activities and service evaluation, it is important to see the professionalism of teachers guidance and counseling in carrying out counseling services in schools.

Process is a supervision that aims to see whether the involvement in counseling services only involves students and teachers of counseling and guidance only, or involving all elements of the school if it is related to adaptation of students in the learning process, in this case, co-ordination coordination and counseling runs with must be.

In ther result a process of supervision about student's satisfaction in result of their placement and learning process in their class that has ben choosen, this data will be consider as a good sign in implementation psychological test for education that suitable with education curriculum.

All of this is an effort to maintain the quality of guidance and counseling services in schools and to improve or improve the services of guidance and counseling for the future and the basis for conducting training and improving the professional quality of guidance and counseling profession.

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