

EFFECT OF KNOWLEDGE AND SKILLS OF COUNSELORS ON THE LEVEL OF SELF-EFFICACY IN EVALUATING GUIDANCE AND COUNSELING PROGRAMS

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Abstract— Program evaluation Guidance and counseling aims to maximize the efficiency and effectiveness of services through a careful and systematic examination of program components, methodologies, and results. However, often the counselor avoids these activities. There are three components that influence the counselor in developing the program. First, counselor's knowledge of evaluation; second, counselor skills in evaluating programs; third, counselor's self-efficacy towards data usage. His study aims to determine the effect of knowledge and skills possessed by counselors in making programs to self-efficacy in evaluating programs. This type of research is quantitative research with ex-post facto design. The research sample consisted of 50 school counselors in the city of Bandung. Data collection uses a questionnaire that the researcher developed himself. There are three questionnaires used, first, the Questionnaire of counselor's knowledge in compiling a guidance and counseling program; Second, Questionnaire Skills for counselors in developing guidance and counseling programs; Third, promote self-efficacy counselors in evaluating guidance and counseling programs. Data analysis techniques used multiple regressions. The results showed that the knowledge and skills possessed by the counselor in making the program had an effect of 59% on self-efficacy in evaluating. To be able to conduct a good evaluation, school counselors are expected to have high understanding and skills in the preparation of guidance and counseling programs.

Keywords: Counselors knowledge, Counselor skills, Self-efficacy in evaluating.

1 INTRODUCTION

Guidance and counseling programs in schools have guidelines in accordance with the curriculum in each school. The guidelines are outlined in the form of implementation instructions and compiled as program rules (Suherman, 2011). Guidance and counseling programs are a set of activities designed to achieve certain goals. This program is not only comprehensive, but must also be preventive and developmental (Bowers & Hatch, 2000). The demands faced by school counselors today are very complex. Guidance and counseling as part of the education system have an important role in supporting achievement. The main objective of guidance and counseling services is to provide support for the achievement of personality maturity, social skills, academic abilities, and the formation of individual career maturity (Suherman, 2011). Counselors must understand that the normative reference of performance expectations is to be independent of the counselee in the development of learning, social, personal and career through optimum capacity development (Ottwell & Mullis, 1997; Paisley & Hayes, 2003), in order to create a productive, prosperous life and care for welfare general (Lapan, Gysbers, & Sun, 1997).

Since the beginning of the counselor profession, there have

been changes in the roles and responsibilities of school counselors due to changes in the paradigm of society in general. This change has produced expectations that school counselors can demonstrate the effectiveness of counseling programs and interventions that are used to improve student academic achievement (Myrick, 2003). Improved student achievement is expected to be proven because of a counseling program (Loesch & Ritchie, 2005). The effectiveness must be documented through systematic and sustainable accountability practices. Program evaluation is part of accountability that focuses on program improvement and effectiveness (Isaacs, 2003). Evaluation of counseling programs aims to help school counselors to maximize the efficiency and effectiveness of guidance and counseling services through careful and systematic examination of program components, methodologies, and outcomes (Loesch, 2001). Evaluation of counseling programs has inherent value in helping practitioners plan, implement, and improve counseling practices.

Evaluation as part of accountability counseling can provide specific information to stakeholders and other authorities about the effectiveness and efficiency of the service (Studer & Sommers, 2000). However, many counselors carry out program evaluation activities. Some counselor moisturizers avoid evaluating activities, among others, because of ignorance about the criteria to measure (Keene & Stewart, 1989); think that accountability activities are too complex and difficult (Astramovich & Coker, 2005; Fairchild, 1993; Keene & Stewart, 1989); don't know where to start (Miller & Grisdale, 1975); lack of interest in evaluating counseling programs. This is confirmed by research by Astramovich, Coker, & Hoskins (2005) and Perera-Diltz & Mason (2010) which shows that counselors are currently interested in data-based evaluations, but they lack the skills and self-confidence to carry out

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systematic evaluations. Furthermore, Holcomb-McCoy, Gonzalez, and Johnston (2009) also investigated school counselors who would predict the use of data for evaluation. They found that self-efficacy in the counselor had an effect of 25% in determining the implementation of the evaluation. Self efficacy gives an impetus to the cognitive, motivational, and affective processes of an individual (Bandura, 1992). People tend to avoid activities that they believe to exceed their abilities. Isaacs (2003) found that school counselors lacked confidence in their ability to collect, analyze, and apply findings to their professional practice. School counselors also usually receive inadequate training in the field of program evaluation (Hosie, 1994). Thus, the researcher concludes that there are several predictors that influence the implementation of the evaluation, namely, counselor knowledge and counselor skills as well as the counselor's self-efficacy towards the use of data.

2. LITERATURE REVIEW

Knowledge is information that is known or realized by someone (Meliono & Irmayanti, 2007). In addition, knowledge is a variety of symptoms encountered and obtained by humans through observing reason. Knowledge arises when a person uses his intellect to recognize certain objects or events that have never been seen or felt before. Knowledge is information that has been combined with understanding and the potential to behave according to that is inherent in someone's mind (Suparlan, 2007). In general, knowledge has a predictive ability to something as a result of the recognition of a pattern. If information and data can cause confusion, then knowledge can direct action. This is called the potential for action. Understanding skills according to Gordon & Stokes (1994) is a person's ability to operate work more easily and precisely. Opinions about skills according to Gordon are more directed at activities that have psychomotor properties. Skills are the capacity of an individual to perform various tasks in a job (Robbins, et al., 2008). A skill is a current assessment of what a person can do. Self-efficacy is the ability felt by individuals to make an assessment of the ability of oneself to do an action that has to do with a specific task or situation. According to Bandura (1986) self-efficacy is an individual's subjective consideration of his ability to arrange the actions needed to complete tasks. Self-efficacy is not directly related to skills possessed by individuals, but rather on self-assessment of what can be done. The basic concept of self-efficacy theory is the problem of the belief that everyone can control thoughts, feelings, and behavior. Self-efficacy is a matter of subjective perception, meaning that self-efficacy does not always describe the actual ability, but is related to the beliefs that an individual has (Bandura, 1986). This self-efficacy comes from social learning theory, which emphasizes the mutual causal relationship between environmental factors and interrelated personal factors (Norwich, 1987). Self-efficacy can be a determinant of the success of performance and implementation of work. Self-efficacy also greatly influences mindset, emotional reactions in making decisions. Whereas activities to measure the success of a program are known as program evaluations. Program evaluation is a series of activities carried out deliberately to see the level of success of

a program (Arikunto, 2004). Program evaluation is done systematically, which can determine the quality of school programs and how the program is improved (Sanders, 1994). Conduct program evaluation is an activity that is intended to find out how high the level of success of the planned activity. Program evaluation is usually done for the benefit of policy makers in determining the next policy.

2. METHODS

2.1. Study design

This type of research used in this study is ex-post facto. In this study, the researcher did not exercise control over the independent variables because their manifestations had already occurred. Researchers cannot manipulate variables. Researchers only describe what happens to independent variables and looks for information about the causal relationships of events (Cohen, Manion, & Morrison, 2007).

2.2 Sampel

The populations in this study were all counselors at the high school level in Bandung City. The study sample was 50 school counselors, consisting of 24 men and 36 women, with undergraduate educational background in guidance and counseling. Samples were taken using the Simple Random technique. The counselors who were sampled were between 27 years and 45 years old.

2.3 Instrument

The instrument used to collect data was a questionnaire. The questionnaire was developed independently by the researchers. There are three questionnaires used, first, the Questionnaire of counselor's knowledge in compiling a guidance and counseling program; Second, Questionnaire Skills for counselors in developing guidance and counseling programs; Third, promote self-efficacy counselors in evaluating guidance and counseling programs.

2.4 Analysis

Data analysis was performed using multiple regressions, which is a causal analysis between several independent variables (X) to one dependent variable (Y). The inclusion of additional predictor variables usually increases prediction accuracy (Nesselroade & Grimm, 2019).

3 FINDINGS

The analysis of this research was carried out with a number of steps, first, calculating the linear regression equation and the significance coefficient test of the equation; second, to test the significance of the equation; third, multiple regression determination tests.

The results of the linear regression equation and the significance test of the regression equation coefficients can be seen in table 1.

Table 1. Linear regression equation and significance test for the regression coefficient

Model	Unstandardize d Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Beta			
(Constant)	.168	1.320		.127	.899
Knowledge	.539	.099	.542	5.467	.000
Skills	.365	.092	.394	3.973	.000

Based on the data in table 1, column B is obtained constant $b_0 = 0.168$, regression coefficient $b_1 = 0.539$, and $b_2 = 0.365$. So the double linear regression equation is $Y = 0.168 + 0.539X_1 + 0.365X_2$

Hypothesis: $H_0: \beta_1 \leq 0$ vs $H_a: \beta_1 \geq 0$ and $H_0: \beta_2 \leq 0$ vs $H_a: \beta_2 \geq 0$. From the results of the analysis in table 1, shows the statistical price for the coefficient of knowledge variables namely $t = 5.467$ and $p\text{-value} = 0,000 / 2 = 0,000 < 0.05$ or H_0 is rejected, which means knowledge is positively correlated to self-efficacy. Furthermore, the statistical price for the coefficient of the skills variable, $t = 3.973$ and $p\text{-value} = 0.000 / 2 = 0.000 < 0.05$, or H_0 is rejected, which means the skill is positively correlated to the self-efficacy counselor.

The next step is to analyze the significance of the multiple regression equation. The results can be seen in table 2.

Table 2. Test analysis of the significance of the multiple regression equation

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	108.842	2	54.421	33.807	.000 ^a
Residual	75.658	47	1.610		
Total	184.500	49			

The analysis results in table 2 obtained $F_{\text{count}} = 33,807$ and $p\text{-value} = 0,000 < 0.05$ or H_0 rejected. This means that there is a linear correlation between the Knowledge variable and skills to the self-efficacy counselor. This means that there is a correlation between Knowledge and skills on the self-efficacy counselor.

The results of the multiple regression determination test can be seen in table 3.

Table 3. Multiple regression determination test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.768 ^a	.590	.572	1.26876

While the coefficient of determination shown by $R_{\text{Square}} = 0.590$, which implied that 59% of the variable self-efficacy (Y) can be explained by the components of knowledge (X1) and skills (X2), so it can be concluded that there is a relationship of knowledge and skills by 59% to self-efficacy, while 41% are

determined by other variables.

4 DISCUSSION

The results showed that 59% of counselor's self-efficacy was influenced by knowledge and skills related to programming preparation and evaluation. The results of this study are in line with research Badrujaman, et al, (2015) which states that the evaluation of guidance and counseling programs, especially low basic services in school's results in stakeholder confidence in the guidance and counseling program to be poor. The guidance and counseling program evaluation is a weak component in the implementation of the guidance and counseling program in Indonesia. This is evident in the lack of school counselors who evaluate the guidance and counseling program in schools. Even in some schools, school counselors are shunned by students because they are considered "school police" (Buchori, 2001). Subject teachers also have a low confidence in the school counselor program. The guidance and counseling program is only a complementary component of school administration requirements. The results of research conducted by Suastini, Suhandana, & Yudana (2013) about the professional competence of counselors in high schools in Tabanan districts implies the urgency of coaching needs for counselors in schools to improve their performance. The research shows that the competence of the implementation of concept mastery and assessment praxis is in the poor category, which is less than 20%. The results of a similar study conducted by Fauziyah (2016) showed that the level of understanding of BK teachers on the concepts and praxis of BK assessments was in the low category (28%). Counselors who have moved towards an accountability-based model can make changes to school quality improvement. Data-based research requires counselors to be part of the research, so that it can help improve their professional development and identity. Counselors need to identify problems and set goals for improvement, use accountability practices that are carried out and get feedback, develop visions and targets that are identical to school vision, identify measurable changes, develop research plans, implement plans, collect and analyze data, and report results. Developing and implementing a system for program evaluation requires time (Trevisan, 2001). Counselors must have the support of the principal to carry out effective program evaluations. Creativity and innovation are needed in the implementation of counseling (Adiputra, et al, 2020).

5 CONCLUSION

The results of this study indicate that knowledge and skills together influence 59% of self-efficacy, while 41% are determined by other variables. So that school counselors are expected to be able to improve their knowledge and skills in the preparation of guidance and counseling programs in order to create self-efficacy to conduct program evaluations.

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