

Subject teachers' perceptions of academic mentoring and counseling services

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Abstract

In developing students' potential requires, among others, psycho-education services. This effort can be provided not only by counselor but also by subject teachers at school. This research is aimed at investigating subject teachers' perceptions of academic guidance and counseling services provided by the teachers to students who had learning difficulties. Employing descriptive method, this research involved fifty counseling and guidance teachers to participate as research participants. To collect data, paper- and online-based questionnaires were used. The data gathered were then categorized and analyzed. The results indicated that the majority of the subject teachers have sufficient understanding on their roles in substantially providing academic guidance and counseling related to the students' academic problems. In addition, it was found that the counseling teachers always give the students referral to their respective teachers whenever the students get learning difficulties.

Keywords: perception, guidance and counseling, learning difficulties

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Introduction

It has been a consensus that developing life competency requires an integrated educational service system in each educational unit. This effort does not only rely on subject learning services/fields of study and management, but also on special psycho-educational services through guidance and counseling services (See Permendikbud No. 111 of 2014). In addition, efforts to develop the students' potential fully and optimally is a collaborative task involving teachers, counselors, and other educators as partners (Guidance and Counseling Implementation in Formal Education).

Based on the Ministry of Education and Culture and the Regulations of Guidance and Counseling, the efforts of developing students is a shared responsibility of stakeholders (teachers, principals, counselors, and educational staffs). Viewed from functional partnership between counselor and teachers, the problems of student development faced by the teacher related to learning processes will be referred to the counselor. The counselor otherwise will also refer students who have learning difficulties in particular subjects to the respective subject teacher.

Learning difficulties experienced by students actually stem from teaching and learning activities in the classroom. This means that in developing a quality learning process the teacher needs to pay attention to the implementation of the guidance and counseling functions. Thus, it is expected that learning difficulties experienced by students could be overcome. This is consistent with the relevancies and

specificity of learning services provided by teachers, and guidance and counseling services by counselors. Pilon (2010) said In all realms of contemporary science, to understand, describe and act upon reality, an all-encompassing sense of totality is needed, which demands complex thought, transdisciplinary approaches and conceptual maps based on new paradigms and rules of legitimacy and coherence.

Table 1. The uniqueness and interrelation of teacher and counselor services

Dimension	Teacher	Counselor
Activity Focus	Ability development of subject matters and its problems	Development of personal potential in the personal, social, learning, and career fields and their problems

However, in reality subject teachers in schools often find students experiencing academic problems other than personal, social, career, etc., which are not possible to be handled by the guidance and counseling teacher alone. It is clear that counseling guidance services must be carried out by the respective subject teacher. In this case, the guidance and counseling teacher must conduct a referral to the subject teacher so that the handling of the problem would be optimal. It is this optimal guidance and counseling service activity that will help students achieve their academic potential. Ganies Putra (2018) said sustainable Development Professionalism is a guide to continuous learning for teachers as the main line to bring about the changes that related to student success.

Furthermore Kartadinata (2008) said that quality, effective and ideal education is education that integrates three main areas of activity in synergy, namely the administrative and leadership fields, instructional or curricular fields, and guidance and counseling field. It may imply that education that only carries out administrative and instructional fields but put aside guidance and counseling will only produce counselees who are academically smart and skilled, but personally lack the ability or maturity. This was said by Kurniawan (2018) that “The era of globalization exposes the whole country to complex and rapid developments and changes. Every component of society within a country, required to race, improve its competence. The global situation makes life more competitive and opens opportunities for anyone to achieve better status and life. The positive impact of global conditions is to encourage individuals to continue to think and improve their ability, and not satisfied with something that is achieved at this time”.

Method

This study is aimed at investigating subject teachers' perceptions of academic guidance and counseling services for students who experience learning difficulty. The method used in this research is descriptive research method. The population and sample of this study involved all subject teachers in Karawang Regency. Data were collected using an online questionnaire that was distributed to research respondents via the WhatsApp message. Respondents were then asked to fill out the questionnaire by clicking on the URL link (Uniform Resource Locator) that was sent by the author. The respondents were asked to respond to questions and statements by choosing one of four Likert scale choices, namely Strongly Agree (SS), Agree (S), Disagree (TS) and Strongly Disagree (STS).

Table 2. Percentage criteria for questionnaire perception

No	Percentage	Category
1	P = 100%	All
2	76,00% ≤ P < 100%	Almost All
3	50,00% < P < 76,00	Majority
4	P = 50,00%	Half
5	26,00% ≤ P < 50,00%	Almost Half
6	0,00% < P < 26,00%	Minority
7	P = 0%	None

Adapted from Fazri (2012)

The respondents responses were calculated using simple statistical calculations to find the percentage of respondents' answers by the formula: $P = f/n \times 100\%$, with P = Percentage Value, f = Frequency of Answers, and n = number of respondents.

Results and Discussions

The subject teachers should provide Guidance and Counseling services to students who have learning difficulties as part of their duties.

The results showed almost half of the total respondents expressed Strongly Agree (40.86%) and Agree (38.05%) that the guidance and counseling teacher must make a referral of students who have difficulty learning to teachers of their respective subjects (For example Mathematics, English, Science, etc.). This referral is possible because subject teachers are considered knowledgeable about the subject matter than counseling teachers. This is in line with the Ministry of Education and Culture Regulation No. 111 of 2014 and Guidelines for the Implementation of Guidance and Counseling in Secondary Schools. According to Beatrice Asante Somuah, et.al (Matemilola : 1991), knowing the counseling needs of students can always provide a valid basis for providing the essential guidance service through which students can learn new coping mechanisms or seek help for those problems they cannot handle.

The respondents who stated Disagree and Strongly Disagree were 9.95% and 11.14% respectively. This means that only a small percentage of teachers disagree if guidance and counseling services in the area of learning difficulties are resort to the teachers of their respective subjects.

Table 3. Subject teachers must provide Guidance and Counseling services to students who have learning difficulty.

No	Statement	OPTIONS			
		SA (%)	A (%)	D (%)	SD (%)
1	Subject teachers must provide guidance and counseling services for students who have learning difficulty.	40.86	38.05	9.95	11.14

Source: questionnaire number 1

Based on the Table 3 it is showed that the subject teachers in general has understood the implementation of guidance and counseling services in schools for the academic field to overcome the learning difficulties of the subjects. This is an effort to implement a synergistic guidance and counseling service among stakeholders in schools, and thus provide reinforcement through the socialization of Permendikbud No. 111 of 2014 concerning guidance and counseling in primary and secondary education from related parties such as supervisors and education affair.

Ebizie Elizabeth Nkechi (2016) to say “The implication for guidance and counselling is that the teacher observes the students during and after the class. The teacher also evaluate the students to know their knowledge of assimilation and if there is need for counselling, the teacher may which to invite the counsellor to the class for general class discussion of refer a particular students that is deficient to the counsellor for guidance section”.

Because I am a subject teacher, I do not need to have knowledge about Guidance and Counseling services.

From the results it was revealed that the majority of respondents stated Strongly Disagree (62.95%), and a small portion stated Disagreement (25.71%) in terms of the necessity of subject teachers to have knowledge about Guidance and Counseling services. Thus it can be concluded that respondents strongly disagree with the statement that subject teachers do not need to understand guidance and counseling services. This finding is in accordance with one of the teacher roles, namely the teacher as an educator, instructor and supervisor in carrying out their main tasks and functions in school.

Table 4. Because I am a subject teacher, I do not need to have knowledge about Guidance and Counseling services

No	Statement	OPTIONS			
		SA (%)	A (%)	D (%)	SD (%)
2	Because I am a subject teacher, I do not need to have knowledge about Guidance and Counseling services.	5.57	5.76	25.71	62.95

Source: questionnaire number 2

Table 4 indicates that a small proportion of respondents stated strongly agree (5.57%) and agree (5.76%). Thus, the socialization of guidance and counseling services for subject teachers is very important to avoid misconceptions regarding the role of subject teachers as counselors for students who have learning difficulties. This reinforced opinion Muijs D. And Reynolds D. (Müyesser Ceylan and Esra Turhan, 2010) that teacher is the director of teaching process, he/she is an orchestrator. He/she is the one who spreads the content like a supervisor or an advisor (guidance) and also the one who performs teaching. Teacher is the one who teaches learning to the students. Therefore, perception because I am a subject teacher, I do not need to have knowledge about Guidance and Counseling services is wrong perception.

Duties and roles of subject teachers do not include Guidance and Counseling Services.

Data shows that almost half of the total respondents stated Disagree (47.43%) and Strongly Disagree (34.29%) if the duties and roles of the subject teachers do not include Guidance and Counseling Services. In addition, a small portion of respondents stated Strongly Agree (6.57%) and Agree (16.71%) to the statement. From this term, it is important to emphasize the role and function of subject teachers as counselors. This is because there are parts of the guidance that cannot be done by guidance and counseling teachers, including problems specific to subject matters. Ebizie Elizabeth Nkechi (2016) to say “The teacher in a classroom condition act as a counsellor in the form of Teaching Advisory Programme (TAP); in the light of this situation the teacher counsel the students in the right direction to take using life instance and experience to act of a guide since the students already see him/her as a role model”.

Table 5: Duties and roles of subject teachers do not include guidance and counseling services.

No	Statement	OPTIONS			
		SA (%)	A (%)	D (%)	SD (%)
3	Duties and roles of subject teachers do not include Guidance and Counseling Services.	6.57	16.71	42.43	34.29

Source: questionnaire number 3

Subject teachers must grasp the competency of Guidance and Counseling service skills for students who experience academic problems.

The data shows that almost half of the total respondents stated strongly agree (47.43%) and agree (33.48%) that subject teachers are required to master competency in Guidance and Counseling service skills for students who experience academic problems. A small percentage of respondents have a wrong perception about the guidance and counseling service skills.

Conclusions

Based on the presentation of the findings and discussion above, it can be concluded several points as follows: 1) The majority of subject teachers understand their role as mentors in guidance and counseling services for the academic field, especially the problem of learning subject matter substantially; 2) Teacher guidance and counseling should conduct referral activities to subject teachers if there are students who have difficulty in learning subject matter. This is in accordance with the guidelines for implementing guidance and counseling.

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The differences in assertive behavior between Minang, Malay, Batak, and Kerinci student's culture

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Abstract

Assertiveness is the ability of students to convey what they feel without hurting the feelings of others. This study examines the differences in the assertive behavior of students based on cultural backgrounds (Minang, Malay, Batak, Kerinci). It utilizes a comparative descriptive approach with a total sample of 248 students. The samples were selected using a proportional random sampling technique. The instrument of this research is a questionnaire on assertive behavior with a Likert scale model. Data were analyzed using analysis of variance (ANOVA) and processed through SPSS version 20.00. The findings of this study indicate that there is no significant difference in the assertive behavior of students when viewed from a cultural background. In other words, the cultural background does not determine assertive student behavior. This is indicated by the calculated F value, which is equal to 0.779 while Sig. on the degree of freedom (db) 1 and alpha (α) worth 0.05 is 0.506. According to hypothesis testing criteria through analysis of variance (ANOVA), a value of more than 0.05 means that there is no significant difference between the assertive behavior of guiding and counseling students of Universitas Negeri Padang in terms of cultural backgrounds.

Keywords: Assertive behavior, cultural background

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Introduction

Adolescence is a transition from childhood to adulthood, which is accompanied by the growth and development of all aspects. Teenagers at the age of 17/18 to 21/22 years are often in the tertiary level of education and about to join adulthood. (A. P. Sari, Ilyas, & Ifdil, 2017). In general, students are young individuals studying in college whose principal activities include learning science, organizing, socializing, and training themselves to be leaders (Sagita, Daharnis, & Syahniar, 2017; Chan, 2014; Goldstein & Keller, 2015).

Adulthood is the longest time in the human life span and starts from the age of 18 years until death (Yahya, 2012). At this time, the development of individual experiences, including physical, mental, social, and emotional maturity. They experience changes, such as the need to adapt to physical and psychological adjustments, the search for identity, and forming new relationships (MacDonald & Price, 2019; A. P. Sari et al., 2017; Shu & Lam, 2016). Also, during adulthood, individuals socialize with family and community environment and adjust to the prevailing norms (Liu, Peng, Zeng, Zhao, & Zhang, 2019; Prayitno & Amti, 2004).

As social creatures, individuals will always adjust to others through their ability to socialize. In case individuals behave assertively, they may relate positively to the surrounding environment (Yulmirti, 2014). Assertiveness refers to interpersonal behavior that involves honesty, open-mindedness, and feelings (Gunarsa, 2004). This means that the individuals convey what they feel without hurting the feelings of others.

Assertive behavior varies between different individuals as well as cultures. In general, culture emanate from the efforts made by humans to meet all their needs (Ahmadi, 2016). According to (Marpaung, 2007), there were differences in the level of assertiveness between students from different institutions. For instance, Toba Batak students in Medan were more assertive compared to their counterparts in Yogyakarta. From (Andayani & Mardianto, 2017) different test analyses had at value of -5,498 with a significant two-sided 0.002 level at <0.01 . Work hypotheses were accepted, and there were significant differences in assertiveness between Minang and Batak students. The research also shows that the Batak is more assertive compared to the Minang. This is attributed to the culture adopted, including being open in communication and expressing their feelings. Furthermore, (Fajriana & Listiara, 2018) showed that students of Ormada members with Javanese cultural backgrounds at Diponegoro University had a high level of assertiveness. They felt that they could excel and be involved in various organizations on campus. Additionally, these students could adapt to changes effectively. This boosted their self-confidence, encouraging them to be actively involved in organizational activities on campus. Therefore, cultural background greatly influences the ability of individuals to behave assertively.

Several studies will be discussed in this study, including Minang, Malay, Batak, and Kerinci. The four tribes have a unique way of communicating and a philosophy of life that influence their approach to problems, both personal and as groups, including expressing their opinions (Wisma, Nirwana, & Afdal, 2018). For instance, the Minang culture is known to pay attention to the family system in conveying emotions. Malay is known to be simpler because it often avoids something that causes discomfort. Batak is harder than other cultures because they do not accept to be seen lowly in front of others. Lastly, Kerinci is known to be more courageous in expressing their opinions.

The interview showed that students are unable to behave assertively. They prefer to remain silent than to ask questions while the lecture is in progress (Ilkhchi, Poursharifi, & Alilo, 2011). Additionally, they cannot respond to the statement they want to refute or play truant during the lecture, showing that they lack assertiveness (Orengo Castellá, Zornoza Abad, Prieto Alonso, & Peiró Silla, 2000; Ingram & Salzberg, 1990). Also, cultural differences owned by students influence their mindset, attitudes, and behavior (Zollo, Heimberg, & Becker, 1985). Therefore, this study examines the differences in students' assertive behavior based on cultural backgrounds (Minang, Malay, Batak, and Kerinci).

Method

This is a comparative descriptive study that aims to describe the assertive behavior of students based on their cultural backgrounds. The number of the sample comprised 248 students, including Minang culture with 148, Malay 31, Batak culture 38, and Kerinci 31. The research instrument was an assertive behavior questionnaire with a Likert scale model. Data were analyzed using variance analysis technique (ANOVA) and processed through SPSS version 20.00.

Results and Discussions

Overall, data processing results regarding the assertive behavior of students based on the cultural background is shown in the following table 1. The data analysis showed that the assertive behavior of BK students with Minang, Malay, Batak, and Kerinci cultural backgrounds was in the medium category (S). The highest mean score was in the Kerinci culture with 121.97, while the lowest was in Malay with 118.10. This shows that Kerinci culture is more assertive than Malay. Moreover, the Kerinci culture was able to express positive feelings more effectively compared to the rest. They also introduce themselves to the new people around them. This means that individuals can introduce themselves to new people and ask for help from those around them by express their feelings. Individuals need to express the feelings experienced to be it in happiness or difficulties (Supratiknya, 2003).

Table 1. Average Assertive Behavior of Students from Cultural Background

Aspect	Minang		Malay		Batak		Kerinci	
	Mean	Category	Mean	Category	Mean	Category	Mean	Category
Express positive feelings	51,93	Medium	50,77	Medium	50,89	Medium	53,74	Medium
Self-affirmation	30,88	Medium	30,26	Medium	29,82	Medium	30,81	Medium
Express Negative Feelings	37,33	Medium	37,06	Medium	37,71	Medium	37,42	Medium
Total	120,14	Medium	118,10	Medium	118,42	Medium	121,97	Medium

In terms of showing positive feelings to others, Kerinci culture has the highest mean score of 53.74 compared to Minang, Malay, and Batak. This means that they are more open in conveying positive things to other people around them. Individuals with the ability to express positive feelings often display honesty and comfort. They have the ability to express disapproval, anger, show reflection and friendship with others, and acknowledge feelings of fear or anxiety, express approval, support, and be spontaneous (Oktafisa, Mitra & Mulyana, 2013). The interview with one of the respondents from Kerinci culture showed that individuals feel more satisfied when they express their feelings directly without covering it politely. The respondent showed an example by praising a friend with good grades.

Self-affirmation, referred to in assertive behavior, can defend all rights and dare to express a personal opinion even though others may not like it (Andayani & Mardianto, 2017). The Minang people had the highest mean score compared to Malay, Batak, and Kerinci cultures, specifically 30.88. This means they can adequately defend their rights in various situations compared to other cultures. However, this assertion contradicts (Andayani & Mardianto, 2017), which stated that Batak culture could better defend its rights compared to Minang since they are hard-tempered and consistent in advocating for their rights. Fajri & Nirwana established that individuals from Minang backgrounds only display their emotions temporarily because they adhere to the kinship system (Fajri, Nirwana, & Alizamar, 2019).

In expressing negative feelings, Kerinci culture had the highest mean score of 37.42 while the lowest was Malay. This is because Malay people prefer avoiding the things that cause disagreements or disputes with others. Primarily, the Malay people are known to be quiet and shy (Wisma et al., 2018).

Batak culture with a mean score of 37.71 can better express negative feelings to others. The study showed that they are angry and express their feelings to the persons concerned. Moreover, they are known to be harder than other cultures because they show themselves superior to others. (Andayani & Mardianto, 2017) states that individuals from the Batak culture are more honest, frank, more open, and do not involve themselves in complicated deals. This means they have the ability to express negative feelings than Malay culture.

Table 2. Variant Analysis (ANOVA) assertive behavior score data based on cultural background

Source of Variance	Sum of Squares	Df	Mean Square	F	Sig.	Explanation
Cultural background	260,618	3	86,873	.779	.506	Not significant

From the data in table 2, the cultural background, including Minang, Malay, Batak, and Kerinci culture categories, had a Fcount value of 0.779, while sig. at degrees of freedom (dk) 1 and (α) 0.05 was 0.506. According to the hypothesis testing criteria through analysis of variance (ANOVA), sig. more than 0.05 means there is no significant difference between the assertive behavior of students based on cultural background (Minang, Malay, Batak, and Kerinci). This means that assertive behavior is not significantly influenced by cultural background, and therefore, the hypothesis in this study was rejected. That is because

the Minang, Malay, Batak, and Kerinci people are almost the same when it comes to displaying assertive behavior. According to (Minauli, Desriani, & Tuapattinaya, 2006), there were no significant differences between Javanese, Bataks, and Minangkabau when it comes to handling family conflicts. This is attributed to living in urban areas and studying in tertiary institutions. Consequently, they can control anger and behave decisively. Assertiveness, referred to in this case, is a form of behavior displayed by individuals in communicating privately or between people characterized by the desire to defend their needs and interests openly and directly (Parray & Kumar, 2016).

Culture is a unique way for humans to adapt to their environment and involves building nature to meet their desires and life goals. It is a process of humanization and the whole system of ideas, actions, and results of human work in the community life (Kuswarianandhika, 2017). Culture exists because a human creator is living in its midst (Setiadi, dkk, 2006:27). Also, it is made from patterns of thought passed down from parents to children and between other individuals in a society. In coordinating people's actions, it is necessary to understand their values, beliefs, and expressions (Hofstede, 1984). Cultural values are always held fast and learned from the beginning of life and changes from generation to generation (Parham et al., 2015). Previous works showed how ethnic and cultural norms affect the assertiveness and willingness of individuals to ask questions, raise concerns, or be assertive (Alston-Mills, 2003; Taras, Rowney, & Steel, 2013). For this reason, appropriate treatment is needed to form direct assertive behavior (Galassi, Delo, Galassi, & Bastien, 1974; Rathus, 1973).

Data analysis showed that the assertive behavior of college students with Minang, Malay, Batak, and Kerinci cultural backgrounds was in the medium category (S). One of the factors that influence assertive behavior is a cultural factor. According to (Kuswarianandhika 2017), in case culture is high, assertive behavior formed increase. Conversely, if culture is low, the assertive behavior formed decreases. Therefore, each culture discussed in this study has different characteristics that affect assertive behavior.

The study also shows that Kerinci culture is more assertive than Batak. This is because the Batak culture pays more attention to itself, perceiving itself as superior to others. When behaving assertively, detailed culture pays attention to what is said to avoid hurting the feelings of others and feel relieved when they convey their feelings without limitations. The Batak culture fears to hurt other people's feelings with what and therefore prefer not to convey or use intermediaries.

The provision of information services is also useful in improving assertive student behavior and help them adjust to different cultural environments. Individuals need a variety of information both for their daily needs now and for future life planning (M. N. Sari, Yusri, & Sukmawati, 2015). Furthermore, content mastery services are needed to improve assertive behavior. This involves assistance provided both individually and in groups to master abilities. It helps to express opinions and responses and good ways without hurting the feelings of others (Ilham & Ibrahim, 2014).

Conclusions

The assertive behavior of students is in the medium category, with a percentage of 67.74%. The results also showed that Kerinci had a high assertiveness compared to other cultures, specifically 41.94%. Furthermore, there was no significant difference in the assertive behavior of students based on cultural background. This means that differences in cultural backgrounds do not determine the assertive behavior of students. This is indicated by the calculated F_{count} value of 0.779 while Sig. at degrees of freedom (db) 1 and alpha (α) 0.05, which is 0.506. According to the hypothesis testing criteria through analysis of variance (ANOVA), if F_{count} is higher than F_{table} , there is no significant difference between the assertive behavior of students from a cultural background. Students with low assertive behavior can be assisted through guiding and counseling services. This helps to convey what they feel without hurting others, even though they are in a different culture.

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Ingraining goal orientation behavior among Malaysian adolescents using Solution-Focused Group Work (SFGW)

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Abstract

Setting goals can be reviewed as aspirations for future betterment especially among adolescents. Goal-setting process involves aspects like future planning, principles, values, priorities, application of knowledge and decision making. This process varies according to individual needs and requires different approaches and guidance. Literature review prevailed that the essential ingredient of Solution-focused approach is setting goals. Solution-focused techniques found to be vital and crucial in assisting adolescents to set goals. Two objectives were drawn through literature reviews. Objective one is to determine the effectiveness of SFGW in increasing adolescent's goal orientation behavior mean score between pre-test, post-test and follow-up test. And, the second objective is to compare the effects between SFGW intervention module (treatment group) and traditional module (control group) on goal orientation mean score for post-test and follow-up test. This is a true experimental with pre-test and post-test design using Solution-focused module and administration of questionnaires for data collection. A total of 66 samples who met the inclusion requirement were assigned randomly to experimental (n = 32) and control (n = 34) groups using paired-matched design. The samples in experimental group were given treatment using the SFGW intervention program for seven weeks. After the completion of the treatment, posttest and follow-up test were carried out and data was collected using Goal Orientation Scale. The collected data was analyzed using descriptive statistics, independent samples t-test, and one-way repeated measure ANOVA. The study discloses that SFGW does significantly affect the level of goal orientation behavior among Malaysian adolescents.

Keywords: Adolescents, goal orientation behavior, solution-focused theory, goal setting

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Introduction

It is timely that Ministry of Education has had introduced National Educational Blueprint (2013) with one of the focus is to produce a well-informed students, be it academically or non-academically. Schools are encouraged to create a harmonious environment for students to explore themselves and provide opportunities for them to correct their behavior. Since adolescence is a crucial stage to develop their strengths towards positive living, they need to be empowered with confidence and ability to figure out solutions for their own problems (Morton & Montgomery, 2013). Razali, Dokoushiani & Rajendran (2013) clinched that Malaysian adolescents face problems in schools and at home which in return challenges their adolescence life cycle. Kuldass, Hashim & Hairul (2015) viewed adolescents involvement in at-risk activities are associated with factors like negative social environment, low self-concept, bad parental influence and disadvantaged socioeconomic background. Current behavioral problems portrayed by Malaysian adolescents are suicidal, internet addiction, drug offences, stealing, house-breaking (Mohd. Isa, Hashim, Kaur & Ng, 2016; Tin, Jessemine Khoo, Wong & Tan, 2017). Lee (2014) reported that juvenile crimes show an increasing trend from 3700 cases in 2012 to 7816 in 2013. Malaysian adolescents

also depicted as have no appropriate knowledge of life skills such as refusal skills, communication skills, anger control and coping mechanism with emotion (Marjan & Hayati, 2017). Apart from this, Malaysian adolescents facing mental illness like depression and various addictions like internet and substances uses. The cause of behavioral problems among adolescents is their failure to cope with daily life stressors. Such failure leads adolescents to inability to control behaviors and involved in undesirable activities.

Despite all the hindrance factors, there are many adolescents who succeeded within same unfortunate background. They have shown satisfactory ability in using their cognitive tasks to face challenges and attain success. Moshman (2011) affirmed that, despite the difficulties and stereotypes by the adults, adolescents often demonstrate remarkable competence in leading their adolescence world. This contradict view requires empirical evidence on what makes them to be successful despite all the challenges. Hence, Kuldass et al. (2015) recommend the development of a care giving relationship model for Malaysian adolescents to boost their cognitive tasks performance and resilience. Thus, all they need to grow as positive adolescents are be recognized, appreciated, and acknowledged by adults (Moshman, 2011). In line with this, current study aimed to assist the adolescents to create their own goals and challenge their thoughts and ultimately achieve the goals set in a group setting.

Literature reviews (Kuldass et al. 2015; Abdullah, Ortega, Ahmad, Ghazali, 2015; Mohd Isa, et al. 2016; Tin, et al. 2017) suggested early psycho-educational interventions in schools to assist adolescents in coping with social issues. Researchers suggest teachers and school counselors to help adolescents by increasing programs focusing on coping skills and emotional regulative strategies. As to laud the suggestions from previous researches, current study develops SFGW intervention program which aimed to increase adolescents' goal orientation behavior. The dependent variable is found to be a core element in helping adolescents to create suitable social skills and ultimately lead to a successful adulthood.

In grounding a theoretical framework for studying the instillation of goal orientation behavior using Solution-Focused group work, goal-setting theory of motivation provides a useful model. According to Locke & Latham (1990), cognitive and motivational factors play vital role in determining human behaviors. Human behaviors are constantly influenced by conscious purposes, plans, intentions, tasks and interest. In essence, human behaviors are the product of consciously goal directed and performed with intention. With acknowledgement that not all human behavior performed under fully conscious control, this theory ascertains that goals do play significant role in formation of human behavior. The module developed based on the Solution-focused tenets and goal-setting theory could explain the significance of empowering the adolescents to focus on solutions to their problems. Empowering adolescents can be done by encouraging them to plan, set goals, to experience, to review goals, to reframe obstacles and to celebrate little change that they observe is happening to them. Solution-focused setting goals tenet encourages adolescents to frame their own goals which eventually they will practice and strive to achieve. Effective goal setting will increase individual's confidence, which ultimately develops their sense of competency and become productive regardless of their basis. Apart from that, as mooted and practiced in the interventions by many researches (Paul, 2017; Zainudin, Lee, Ng & Tan, 2014; Carroll, Gordon, Haynes & Houghton, 2013 & Moeller, Janine, Theiler & Wu, 2012), support is found to be important in assisting adolescents to achieve their goals. Solution-focused techniques like compliment and exceptions are souls to provide support and encourage the adolescents to work more to achieve goals. In conclusion, even though other variables might influence the success of adolescents, personal goal-setting or goal orientation behavior (GOB) found to be significant. This results in the formulation of H01 – There is no difference of goal orientation behavior means score at pre-test, post-test and follow-up test, H02 – There is no difference of goal orientation behavior means score between SFGW intervention module compared to traditional module towards adolescents at post-test and H03 - There is no difference of goal orientation behavior means score between SFGW intervention module compared to traditional module at follow-up test.

Method

The first step involves in the study is the formulation of research hypotheses. Through literature reviews, three research hypotheses formulated and terms that used in the research were defined. Secondly, experimental research design established. The internal and external threat were identified and verified accordingly. This is a very important aspect of experimental design as to ensure that independent variable is the only cause for the effect on dependent variables. And, based on Sidek Module Development Model (SMDM), SFGW was developed and validated.

After that, pilot study was carried out. Pilot study is viewed as one of the significant steps in this study to ensure that the instruments developed measure the intended variables as proposed by the conceptual framework. The pilot study enables to the identification of inappropriate items and unanticipated problems in the instruments. The current study adapted the Goal Orientation Scale and the administration on Malaysian adolescents revealed .722 of Alpha Cronbach value. Permission was obtained from the Ministry of Education to conduct the research. Permission letter from the Educational Planning and Research Division (EPRD) was secured and the letter to use the school platform for the experiment will be sent to participating school Principal. Upon obtaining the permission, a number of 30 students were recruited for the pilot study. Finally, the researcher discussed with the supervisors of this study before an invitation to participate made to participants in Selangor. As soon as the pilot study completed and the reliability and validity of the instruments established, the actual data collection procedure was implemented.

Determining sample size is an essential step in designing the research. It is important because adequate sample size ensures reliable results. To ensure that the study has sufficient statistical power to reduce Type II error, G-Power 3.1 analysis was conducted. Statistical power is a measure that a researcher identifies the statistical significance in a sample if the effect exists in the real population. Power is a function factor like sample size, effect size, significance level, and the power of the statistic used. As to identify if there is statistically significant difference when the null hypothesis is rejected, power (Cohen, 1988) justifies these levels of effect sizes. The result indicated that a total sample of 52 people needed to detect medium effects ($d = .5$) with using power of 80%, t-test between means with alpha at .05. F-test ANOVA required 10 people to detect medium effects ($d = .5$) with using 80% power, means with alpha at .05. And, a total of 14 people needed to detect medium effects ($d = .5$) using 80% power using F-test MANOVA between means with alpha at .05. A total of 66 samples were found sufficient to determine the effect of the intervention as in the study. Therefore, the current study used 66 samples who had been assigned to experimental ($n = 32$) and controlled ($n = 34$) groups randomly.

The selection of the samples conducted after the permission obtained from Ministry of Education, Selangor State Educational Department and the schools. The announcement was made by the school counselors about the intervention program. Researcher accompanied by school counselor distributed the consent form to all intended Form 2 students. After that, school counselor made the arrangement for the researcher to meet the students who have obtained their parental approval. A relief slot of 1 hour 10 minutes was arranged by the relief teacher. The selection of the participants was based on following condition inclusive criteria: 1) All Form 2 students in public secondary schools in the district of Petaling Perdana, and 2) Participants are able to communicate and write in English Language.

When a list of interested and eligible participants secured, the questionnaire was administered. The school counselor assisted the researcher to gather all Form 2 students in the school hall on the first day of meeting. After the introduction session by the school counselor, a briefing session about the intervention program was led by the researcher. Once students are briefed about the purpose of the meeting, students were asked to respond to the questionnaire. The competency in English required as the instrument were prepared in English and treatment too carried out in English. Students who are not interested and not competent in English withdrew from the pretest.

After the completion of the pretest, the mean of each participant was determined using the SPSS Version 24. Participants who scored between -1 and +1 standard deviation from the mean will be selected as samples. This method ascertains that all the individuals from the population have the equal chance to participate and those who scored extremely low or high had been excluded. A total of 66 samples were selected and assigned to experimental (32 samples) and control (34 samples) groups using matched pair randomization. Later, samples from experimental group were assigned to 4 sub-groups each group consists of eight to nine participants. Then, experimental groups were treated with SFGW intervention for seven consecutive weeks and on 8th week the posttest was administered. Lastly, on the 12th week participants were asked to answer the questionnaire again and follow-up data was collected. The data was analyzed using the SPSS. Both descriptive and inferential statistics will be used to analysis data obtained. The study also sought to examine the relationship among SFGW (independent variable) and goal orientation behavior (dependent variable). Table below illustrates the types of statistical analysis for this study based on the research hypotheses formulated.

Table 1. Statistical Analysis based on Research Questions/ Hypotheses

Research Hypotheses	Type of analysis
SFGW is not a valid and reliable module	Descriptive Statistic
H ₀₁ There is no difference of goal orientation behavior means score at pre-test, post-test and follow-up test	Repeated Measures ANOVA
H ₀₂ There is no difference of goal orientation behavior between SFGW intervention module (treatment group) and traditional module (control group) at post-test.	Independent Sample T-test
H ₀₃ There is no difference of goal orientation behavior between SFGW intervention module (treatment group) and traditional module (control group) at follow-up test.	Independent Sample T-test

Results and Discussions

This study aimed to determine the effect of SFGW in increasing the goal-orientation behavior among Malaysian adolescents. A total of three hypotheses derived from the research question; (1) H01 – To determine the effectiveness of SFGW in increasing adolescents’ goal orientation behavior mean score (pretest, posttest and follow-up test); (2) H02 – To compare the effects of SFGW intervention module compared to traditional module towards adolescents’ goal orientation behavior means score at posttest; (3) H03 – To compare the effects of SFGW intervention module compared to traditional module towards adolescents’ goal orientation behavior mean score for follow-up test.

H₀₁: There is no difference of goal orientation behavior means score at pre-test, post-test and follow-up test

Table 2. Mean of goal orientation behavior means score in experimental and control group between pre-test, post-test and follow-up test

Evaluation	Treatment Group			Control Group		
	N	M	SD	N	M	SD
Pre-test	32	2.26	0.13	34	2.15	0.28
Post-test	32	3.66	0.28	34	2.16	0.28
Follow-up test	32	3.68	0.24	34	2.09	0.38

To test this hypothesis, one-way repeated measure ANOVA was used. The use of one-way repeated measure ANOVA is to analysis the difference between pretest, posttest and follow-up test of goal orientation behavior scores of same samples. Table 5.11 indicates that there is a significant difference in self-efficacy between treatment group (M = 2.26 SD = 0.13) and control group (M = 2.15, SD = 0.28) at pretest. At post-test the scores for treatment group is (M = 3.66, SD = 0.28) and control group (M = 2.16, SD = 0.28). And, at follow-up test the result in treatment group is (M = 3.68, SD = 0.24) and control group is (M = 2.09, SD = 0.38). The results indicate that there is a difference in mean scores between pre-test, post-test and follow-up test. Mauchly’s test indicated that the assumption of sphericity had been violated, $\chi^2(2) = 39.333, p < .05$. Therefore degrees of freedom were corrected using Greenhouse-Geisser estimate of sphericity ($\epsilon = .685$). The results show that the goal orientation behavior mean score was significantly affected by the time, $F(1.37, 89.09) = 41.667, p < .001, \eta^2 = .391$.

Table 3. The results of Bonferroni comparisons tests for goal orientation behavior

Pairwise Comparisons							
(I) factor1	(J) factor1	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	Lower Bound	Upper Bound
1	2	-.678*	.090	.000		-.900	-.457
	3	-.651*	.103	.000		-.904	-.398
2	1	.678*	.090	.000		.457	.900
	3	.028	.050	1.000		-.095	.151
3	1	.651*	.103	.000		.398	.904
	2	-.028	.050	1.000		-.151	.095

***. The mean difference is significant at the .001 level.

b. Adjustment for multiple comparisons: Bonferroni.

Bonferroni comparisons tests show that there was a statistically significant difference in the goal orientation behavior mean score for the following pairs: Pre-test and post-test ($p < .001$), Pre-test and follow-up test ($p < .001$), but not for post-test and follow-up test ($p = 1.00$). Therefore, we can conclude that the SFGW intervention module does affect adolescents' goal orientation behavior between pre-test and post-test and remains unchanged between post-test and follow-up test. The analysis showed that the partial eta squared is .391 which is falls under the large effect size. Thus, hypothesis one was rejected.

The second objective of the study is to compare the effects between SFGW intervention module (treatment group) and traditional module (control group) on adolescent's goal orientation behavior mean score for post-test and follow-up test. Two hypotheses (H02 and H03) were drawn and tested using independent-samples t-tests. The analysis was conducted to compare the adolescent's self-efficacy mean score for post-test and follow-up test between treatment group and control group. The results of the finding presented below.

H₀₂ There is no difference of goal orientation behavior between SFGW intervention module (treatment group) and traditional module (control group) at post-test.

Table 1.4. Results of independent sample t-test between treatment group and control group on adolescents' goal orientation behavior mean score at post-test.

GOS	N	M	SD	T	sig-t
Treatment	32	3.66	0.28	21.642	.000*
Control	34	2.16	0.28		

Note: *** Significant at $\alpha = .005$

To answer the second hypotheses, independent-samples t-tests were conducted to compare the adolescent's goal orientation behavior mean score for post-test and follow up test between treatment group and control group. For post-test, there was a significant difference in the adolescent's goal orientation behavior mean score for treatment group ($M = 3.66$, $SD = 0.28$) and control group [$M = 2.16$, $SD = 0.28$; $t(64) = 21.642$, $p < .000$]. The effect size is large ($d = 5.33$). An inspection of the two means suggest the treatment group respondents have higher mean score compared to control group respondents.

H₀₃ There is no difference of goal orientation behavior between SFGW intervention module (treatment group) and traditional module (control group) at follow-up test.

Table 5. Results of independent sample t-test between treatment group and control group on adolescent's goal orientation behavior mean score for follow- up test

GOB	N	M	SD	<i>T</i>	sig- <i>t</i>
Treatment	32	3.68	0.24	20.255	.000*
Control	34	2.09	0.38		

Note: *** Significant at $\alpha = .001$

For follow up test, there was a significant difference in the adolescent's goal orientation behavior mean score for treatment group ($M = 3.68$, $SD = 0.24$) and control group [$M = 2.09$, $SD = 0.38$; $t(64) = 20.255$, $p < .000$]. The effect size is large ($d = 4.99$). An inspection of the two means suggest the treatment group respondents have higher mean score compared to control group respondents. Overall, statistical analysis indicates that the intervention (SFGW) has been effective in increasing the goal orientation behavior in the experimental group. Therefore, all three null hypotheses were rejected.

The results reveal similarities with other findings of previous studies such as Paul, (2017); Zainudin, et al. (2014); Carroll, et al. (2013); Moeller, et al. (2012). In the cited studies, Solution-focused approach has been effective in the intervention of increasing goal orientation behavior. Their findings support the current finding that Solution-focused approach had been a tool in assisting adolescents to achieve their goals. As literature reviews pointed out, solution-focused techniques like compliment and exceptions are souls to provide support and encourage the adolescents to work more to achieve goals (Law & Jacob, 2013; Trepper, et al. 2011).

It is evident that many researches viewed goal orientation behavior as a catalyst for children and adolescents well-being. Such claim is broadly consistent with Moeller, et al. (2012) longitudinal study which reveals that personal goal-setting and students' achievement in Spanish language class found to be interrelated. A short term longitudinal study of goal setting and decision making over 14 months of college life was deemed to established that goals changes over the year but setting goals lead a successful college life (Katheleen & Lacey, 2014). Carroll, et al. (2013) suggest that a specific goal setting programs should be developed as to assist adolescents to set clear goals and provide essential support through the process.

Many findings found that Solution-focused approach in the research has successfully managed adolescent's academic stress (Busari, 2016), enhance adolescents social competency (Ates, 2016), assisted both victims perpetrators of bullying in schools (Paolini, 2016) and other aspects of adolescents well-being. Goal orientation behavior plays an important role in assisting success in adolescent's life. Like Guthrie, Klauda & Ho (2013) suggests in their study, the current result concludes that, goal orientation behavior is a must in adolescents to successfully achieve their desires. The study can confidently claim that SFGW intervention is at par to provide skills of setting goals, reframe the goals and foresee success in achieving the goals. Current study is advocating the suggestion made where the results shows that SFGW intervention program is one of such goal setting program.

The results show that the techniques in SFGW intervention increases goal orientation behavior in adolescents. As in this study, the analysis showed that the eta squared is .957 which is falls under the large effect size. These results can be illustrated based on literature reviews which ascertain that the essential ingredient of Solution-focused approach is setting goals. Solution-focused techniques found to be vital and crucial in assisting adolescent's to set goals. From the initial stage, adolescents asked to set clear, specific and attainable goals. Solution-focused setting goals tenet encourages adolescents to frame their own goals which eventually they will practice and strive to achieve. The goals can be measured using the scaling techniques, where the adolescents will scale from 0 – 10. Scaling the goals helps the adolescent's to see their confidence level in achieving goals (Trepper, et al. 2011). Apart from that, as mooted and practiced in the interventions by many researches (Paul, 2017; Zainudin, et al. 2014; Carroll, et al. 2013; Moeller, et al. 2012), support is found to be important in assisting adolescents to achieve their goals.

Conclusions

With the references to literature reviews and the results of the study, researcher can ascertain that SFGW intervention program able to increase adolescent's goal orientation behavior. The result of the study cannot be generalized to the population as a whole as the study limited to 66 participants from two schools in Selangor. A larger number of participants needed to make generalization. Hence, further research with larger number of participants and different research design like longitudinal study will be needed to validate the effectiveness of SFGW. This will further assist counselors or other stakeholders to groom a goal orientated young generations.

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Have school counselors assessed students' anxiety?

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Abstract

Anxiety needs to be assessed and reduced so that it does not interfere with the mission of adolescent development. Guidance and counseling services in formal education must be provided based on the assessment of needs, one of which is in dealing with anxiety. This study was qualitative research with a type of phenomenology. The data related to the implementation of anxiety assessment were collected using interviews and observations. The participants were 15 Senior High School counselors in Yogyakarta. The data analysis was conducted using qualitative data analysis. The results of the study showed that there were still many school counselors who had not deeply assessed students' anxiety. There were still school counselors who experienced obstacles in assessing students' anxiety, such as regarding the time, analytical skills, students' openness problems, and there were no instruments that could be applied easily.

Keywords: assessment, students' anxiety, school counselor

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Introduction

Adolescence is a transitional period or natural transition of human life span that bridges childhood and adulthood (Santrock, 2012). During this period, adolescents experience several significant changes in various matters, including physical, mental, and emotional changes of the child. Khemka & Rathod (2016) stated that adolescence is a period of internal conflict, psychological balance, and uncertain behavior. Adolescents fight different life pressures ranging from terrible life events, constant tension, and everyday problems (Sharma; 2017).

Another problem that might occur is anxiety. Anxiety is a heterogeneous disorder that has different etiologies and outcomes. Furthermore, anxiety has different physiological characteristics (Wiedemann; 2015). This is in accordance with Dawood (2016) who defined anxiety as an unwanted and unclear feeling when someone predicts a dangerous situation. Extreme levels of anxiety will influence an individual's mental and physical health and also have a negative effect on their personal, social, family, work, and educational performance (Dawood; 2016). High levels of anxiety resulted in a person's normal life becomes difficult as disrupted activities and social life. Anxiety is one of various emotional and behavioral disorders. Vitasari (2010) mentioned that students with anxiety disorders show passive attitudes in their studies, such as lack of interest in learning, poor performance on examinations, and doing poorly on assignments. Sharma (2017) also believed that anxiety and stress are caused by various existing problems, such as problems at school, financial problems, family problems, and problems around them. High levels of anxiety experienced by a number of adolescents are due to expectations and pressure for achievement that is not realistic from parents, facing evaluation, social comparison, and when experiencing failure (Santrock; 2007)

Adolescents in formal education, especially at the Senior High School level, need services provided so that learning activities and students' potential can develop optimally. Schools implement character education by providing models, interventions, consistent habituation, and reinforcement (Zurqoni, 2018). Character education has a positive impact on increasing the value of students' characters including religiosity, personality, social attitudes, and competitive attitudes. The character guidance has so far existed in schools, such as in guidance and counseling services (Arifin, 2017). Within the scope of the school, the guidance and counseling services for students will be provided by school counselors. Ebizi (2016) argued that guidance and counseling are important educational tools in shaping an increasingly more positive orientation to children because there are negative ideas or views instilled by their friends in the social environment. Therefore, the school needs a counselor to help children to shape the future of students through guidance and counseling services. Anyi (2017) mentioned that guidance and counseling is illustrated as a process that helps people by facilitating positive growth and adaptation through self-understanding. In the Appendix of Regulation of Minister of Education and Culture Number 111 of 2014, it is stipulated that Guidance and Counseling is a systematic, objective, logical, and sustainable as well as programmed effort carried out by the school counselor to facilitate the development of students/counselees to achieve independence in the form of the ability to understand, accept, direct, making decisions, and realize themselves responsibly to achieve happiness and prosperity in their life. Putra (2015) explained that the existence of guidance and counseling is required as a support to the learning process and includes the students' adaptation. The duty of school counselors is very significant, so that in carrying it out, it requires a professional attitude from school counselors. In dealing with anxiety, school counselors need to choose the right strategy which suits the students' needs. In the implementation of guidance and counseling, it requires a structured program started from the assessment. The assessment is important to be conducted because by doing it, the program made will be right on target and in accordance with needs. In the National Education Regulation Number 27 of 2008 concerning the academic qualification standards and counselors' competence in professional competence, it is stated that the counselor must master the concepts and praxis of the assessment to understand the condition, needs, and problems of the counselee.

Another study that had been conducted and related to this study states that school counselors provide services related to anxiety but is not structured. Rosmawati (2016) stated that to overcome the anxiety of students at 3th Senior High School of Makassar, school counselors tended to use behavioristic counseling approaches and rational emotive therapy. However, the use of these approaches was still partial, incidental, routine, and had not been implemented systematically. Based on the assessment of the students and the school counselors, the counseling service applied by the school counselors to deal with the students' anxiety at SMA Negeri 3 Makassar had not been maximized so that the expected behavioral change in students was also not optimal. Moreover, Mardiana (2017) stated that the role of school counselors in an effort to reduce the level of students' anxiety when taking the National Final Examination at SMA Nusantara I Tangerang - Banten was included in the moderate category.

Based on the problems that have been explained, this study is considered important. This study aims to determine whether the students' anxiety has been understood and handled by school counselors in schools, especially in Yogyakarta.

Method

This study was qualitative research with a type of phenomenology. The phenomenon that would be revealed was the number of school counselors who have assessed anxiety and used interpretation in the process of providing guidance and counseling services in the Guidance and Counseling program. The data were collected using interviews and observations. The interviews were carried out by contacting the school counselors one by one. The interview material included the school counselors' knowledge about anxiety assessment, the importance of anxiety assessment, the use of anxiety assessment, the use of interpretation of assessment results, and the program making based on the interpretation. In addition to the interviews, observations related to assessment tools in schools and their use were also made by the researchers.

The participants were school counselors of Senior High Schools in Yogyakarta. The teacher's criteria were school counselors with work experience of more than 2 years and a minimum education of Bachelor's Degree in Guidance and Counseling. The participants were school counselors in 15 schools in Yogyakarta, Indonesia. The researchers explained to the teachers that the interview and observation were

carried out only for research. All data related to the teachers were coded and kept for its confidentiality. The researchers also conveyed that the results of observation did not affect anything.

The data analysis was carried out using quantitative and qualitative data analysis. The quantitative analysis was done by calculating the percentage of teachers who had conducted anxiety assessments by using data tabulation. An analysis was also carried out regarding the reasons whether the teachers conducted anxiety assessments or did not do it, as well as the obstacles and strategies for anxiety assessments and also the use of the results of anxiety assessments. The data of the interview results were then reduced and presented in tabular form and grouped into sub-themes in small groups. The data analysis was done by determining the relationship between themes which then found understanding which was analyzed by using Bogdan & Biklen's model (1982).

Results and Discussions

Information about the school counselors

The school counselors are educators with academic qualifications of at least a Bachelor's Degree in Education (S-1) in the Guidance and Counseling field and have competence in the Guidance and Counseling field. (The Regulation of Minister of Education and Culture Number 111 of 2014). In this study, the school counselors who are the subjects of the study are at least a Bachelor's Degree in Guidance and Counseling with a minimum working period of two years. The results of the study showed that most were a Bachelor's Degree in Guidance and Counseling and several others were from a Master's Degree in Guidance and Counseling and Bachelor's Degree in Islamic Guidance and Counseling.

The school counselors' knowledge about anxiety assessments

The school counselors need to have knowledge about anxiety assessments because if there are students experiencing anxiety, the teachers know the services to be provided and can prevent students' anxiety. In this study, data was obtained that most teachers understood about anxiety and ways to detect anxiety. Some teachers already know but some are hesitant in answering. The teachers also know an anxiety tool that can be used in assessing students' anxiety. The results of reduction regarding the school counselors' knowledge about anxiety assessments. Most school counselors understand the importance of assessing students' anxiety.

Next, the school counselors were given questions about the relation of anxiety with aspects of students' achievement. The results of the study showed that most teachers have understood the concept of anxiety and the impact that occurs when a student experiences anxiety. The anxiety that is experienced by students will influence students' achievement because anxiety is associated with students' concentration, psychological comfort, and focus which will ultimately reduce students' achievement.

Table 1. The results of reduction regarding the relation of anxiety with aspects of achievement

No.	Sub-Theme	Relation between sub-themes
1	Not all anxiety is related to students' achievement	Most teachers have understood the concept of anxiety and the impact that occurs when a student experiences anxiety. Anxiety that is experienced by students will influence students' achievement because anxiety is associated with students' concentration, psychological comfort, and motivation which will ultimately reduce students' achievement.
2	Anxiety can interfere students' concentration	
3	Anxiety makes a small thinking space so that it does not give the mind a chance to develop	
4	Anxiety makes students difficult of concentrate	
5	Psychological comfort will be disrupt because of anxiety and ultimately disrupt students' behavior	
6	Anxiety influences the students' learning comfort	
7	Anxiety influences in choosing the priority of what action will be taken	
8	Anxiety will reduce one's confidence in reaching achievement	
9	Anxiety makes students' motivation to learn to be low	

The importance of anxiety assessment

Anxiety assessment is a way to detect students’ anxiety. This is considered important because school counselors need to help students in dealing with their problems. All school counselors understand the importance of anxiety assessment. Teachers can position themselves when they know the level of students’ anxiety by providing services as needed. The services can be preventive and curative services.

Examples of school counselors’ opinions related to the importance of assessing students’ anxiety are as follows

“So if we already understood the extent to which students experience anxiety, we can determine what we should do next ...” (teacher 8)

“There are preventive and curative guidance and counseling services, to determine it, it needs an assistive device. Anxiety measure can be used as an alternative ...” (teacher 14)

Table 2. The results of reduction regarding the benefits of using anxiety assessment

No.	Sub-Theme	Relation between sub-themes
1	To find out how much we experience anxiety, then we will be able to position ourselves more calmly	The school counselors understand the anxiety assessment as an assistive device to determine students’ anxiety levels
2	As an assistive device to determine students’ anxiety levels	
3	Helping students deal with anxiety problems that arise	Anxiety assessment is used to help students in dealing with problems through guidance and counseling services
4	Detect anxiety in students so that it can be helped by optimizing guidance and counseling services	
5	Detect individuals who have excessive anxiety, so they can be helped	
6	Detect if individuals have excessive anxiety or not, if they experience it, the follow-up must be done by taking a preventive or curative action for the student	Assessments as prevention of the impacts of anxiety and solution when students experience anxiety
7	As a reference medium for anxiety prevention and solution	
8	To find out what factors can reduce excessive anxiety	Assessments help the school counselors in determining factors to reduce anxiety

The Use of Anxiety Assessment

In this study, there are many opinions regarding the timing of anxiety assessment. Some think that the time to carry out an anxiety assessment can be done flexibly according to students’ needs, considering that not all students experience anxiety. However, there are those who argue that the assessment is carried out programmatically within a predetermined period, for example at the beginning of the semester or the beginning of the year and when they will take the exam.

In terms of the strategies taken to assess students’ anxiety, some teachers do not understand. During this time, the teachers use test kits passed from generation to generation and automatic data collection applications so they do not know the specific strategies in dealing with anxiety. The school counselors use a curative approach in assessing anxiety. In addition, some teachers understand the strategy to conduct an anxiety assessment which is understood as a test tool and implementation time.

Table 3. The results of reduction regarding the use of anxiety assessment

No.	Sub-Theme	Relation between sub-themes
1	The assessment is carried out when needed	The period to use anxiety assessment can be done flexibly according to students' needs
2	Anxiety assessment is good to carry out at the beginning, middle, and end of the semester	
3	The assessment in the form of an interview is carried out when the children starts to show symptoms of anxiety	
4	When children do not seem eager to learn	
5	The assessment is carried out when facing a problem	
6	When someone will face a situation that is considered difficult, an assessment can be carried out	
7	The assessment can be carried out at the beginning of the academic year	According to some school counselors, the assessment should be carried out programmatically within a predetermined period.
8	The assessment is carried out at the beginning of the academic year and before the students take the exam	
9	The assessment should be carried out routinely, once every 6 months	
10	Anxiety assessment is carried out at least once a year	

Table 4. The results of reduction regarding strategies undertaken to assess anxiety

No.	Sub-Theme	Relation between sub-themes
1	If there are students who experience anxiety, the teacher starts to assess the anxiety with a variety of test and non-test tools	The school counselors use a curative approach in assessing anxiety
2	When the teacher sees something different in children in everyday life, the teacher takes non-test assessments, such as interviews and observations	
3	Determine the respondent's difficult situation through interviews and observations, and then give solutions for anxiety experienced by students	
4	Give assessments to students and interpret it. The interpretation is then used for the guidance and counseling service process	
5	The assessment is carried out by adapting the assessment scale questionnaire	The strategy to conduct an anxiety assessment implementation is understood as a test tool and implementation time
6	The assessment is carried out by using instruments based on test and non-test assessments through guidance and counseling services	
7	Understanding students' anxiety based on observations from several people	
8	In addition to tools, interviews are usually used as identification of students' anxiety	
9	In addition to using integrated tools, observations are also used as an assistive device to determine the students' anxiety levels	
10	Students' anxiety is assessed periodically and or at the right time	

Table 5. The results of reduction of obstacles encountered when making assessments

No.	Sub-Theme	Relation between sub-themes
1	Not all students convey that they experience anxiety, so sometimes the school counselors are confused	Students are less open to the school counselors
2	Students are still shy in expressing their anxiety sometimes	
3	Not every time the respondents face a difficult situation	
4	If a lot of instruments are used, the data overlaps, so the analyze should be done from the results of the statements given and it is difficult to do	The school counselors have difficulty inserting several instruments in one guidance and counseling program
5	Interpretation of the results of assessment tools and follow-up is difficult to apply in the guidance and counseling program	There are still problems in the interpretation of anxiety assessment results
6	Accuracy of input is very necessary in analyzing students' anxiety	
7	Interpretation of results and follow-up is difficult to do	
8	Not every day dealing directly with the children	Time is an obstacle in the process of carrying out assessments due to several things, including the absence of classical time, the amount of responsibility received by the school counselors, and no time to analyze
9	There is not enough time to identify students' anxiety one by one	
10	The schedule in class to provide classical guidance and interact with students are not too clear	
11	The time available is too limited due to the many works delegated to the school counselors	
12	Human resources available or school counselors in schools do not have the ability to assess students' anxiety	Competence to take assessments is still lacking
13	There is no specific instrument for assessing anxiety	Instrument of anxiety is not widely known so that the teachers have not been directed in anxiety assessment
14	Making questions that represent someone's psychological is very difficult	

In guidance and counseling, there are many services that must be carried out so that anxiety is equated with other symptoms. Many obstacles faced by school counselors, in which students are less open to the school counselors, difficulties in inserting several instruments in a guidance and counseling program, problems in interpreting anxiety assessment results, time of implementation of anxiety services, assessment competencies that are still lacking and lacking instrument of anxiety that makes the teachers not yet directed in assessing anxiety.

The following are examples of teachers' statements related to implementation obstacles:

"I know anxiety needs treatment, but I'm confused when I need to do it ..." (teacher 13)

"Actually, I don't know how to use anxiety instruments ..." (teacher 14)

"There is no standard instrument, so what should I do? ..." (teacher 5)

The use of assessment interpretation results

The results show that the school counselors use results quickly which is using counseling services (individual and group counseling) because anxiety is considered as something that requires immediate treatment. The interpretation results are used as a basis for making annual programs, and prioritize and classify results. In practice, anxiety is not a priority to deal with sometimes because of the many problems

faced by students. The results show that (1) school counselor use the results as a determinant of the service to be provided. The service is fast-response because anxiety is considered as something that requires immediate treatment. (2) The interpretation results are used as a basis for making an annual program. (2) The use of interpretation by prioritizing and grouping so that sometimes anxiety is not a priority treatment

The school counselors are educators with academic qualifications of at least a Bachelor's Degree in Education (S-1) in the Guidance and Counseling field and have competence in the Guidance and Counseling field. (The Regulation of Minister of Education and Culture Number 111 of 2014). The results of the study showed that all school counselors were a Bachelor's Degree in Guidance and Counseling. This means that the conditions in the field are in accordance with the regulation of the Ministry of Education and Culture Number 111 of 2014.

Furthermore, in the National Education Regulation Number 27 of 2008 concerning the academic qualification standards and counselors' competence in professional competence, it is stated that the counselor must master the concepts and praxis of the assessment to understand the condition, needs, and problems of the counselee. The American Counseling Association (ACA) code of ethics (2014) in section E explains the counselors' duties in carrying out evaluation, assessment, and interpretation. Moreover, the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009 in Susan 2017; 3-4) stipulates that eight core areas are required of all students in the counseling accreditation program, one of which is the assessment. A study conducted by Bunu (2016) stated that types of counseling services include helping clients develop polite behavior, helping overcome anxiety, and exploring students' potential. Based on the explanation above, a school counselor should have the ability to use assessments. In fact, not many school counselors have competence in non-test assessments. A thorough evaluation is required regarding the competencies of school counselors, specifically about anxiety assessment.

Anxiety has a negative relationship with several things. Anxiety and motivation level of students have a negative relationship (Widodo, 2017), meaning when anxiety is high, the level of students' motivation is also high. Besides, anxiety has a significant negative relationship with achievement (Swadesi; 2015). Furthermore, Pratama (2018) stated that anxiety has a relationship with the concentration level. A significant negative relationship also occurs between self-confidence and anxiety (Kristanto, 2014). The same thing was expressed by Wahyuni (2014) who revealed that there is a negative relationship between self-confidence and anxiety in public speaking. This is in line as what was conveyed by the school counselors who are the subjects of this study. Anxiety in students disturbs the level of motivation, achievement, concentration, and self-confidence.

Learning assessment functions as a way in the learning process used to determine the score and the reporting so that the overview of learning outcomes implemented by teachers can be known not only by students, but also by all parties (Sudarwan, 2015). In anxiety, assessment is considered important because anxiety needs to be detected immediately so that anxiety disorders can be detected as early as possible and to help counselors or psychologists to assess the anxiety level of their clients (Chrisnawati, 2019).

Many school counselors have not yet taken assessments due to a number of obstacles. The number of teachers who carry out authentic assessments is still small and requires improvement (Kartowagiran, 2016). The obstacle most experienced by school counselors is the limited time they have. This is actually regretted by school counselors, including many schools that do not provide classical time in class. In the Operational Implementation Guidelines of guidance and counseling, it is stated that each school counselor can provide services in the classroom. However, in the 2013 Curriculum, it is mentioned that there is no schedule for guidance and counseling. Actually, the 2013 curriculum aims to improve the quality of human resources and improve the competitiveness of the nation, and in line with the development of science, technology, and art (Retnawati, 2015). However, in relation to guidance and counseling, it still needs improvement. This makes many schools do not provide the schedule for guidance and counseling in the classroom. This can be overcome by school counselors by implementing group guidance and group counseling.

Furthermore, the use of interpretation results also faces obstacles, in which the school counselors cannot use two or more instruments because there is an overlap in the interpretation results. This makes many teachers use integrated assessment because it is considered easier to interpret. There are many anxiety assessments that can be used, such as Fear of Negative Evaluation (FNE) and Social Avoidance

and Distress (SAD) (Watson and Friend, 1969). Liebowitz's Social Anxiety Scale (LSAS) (1987) and Brief Social Phobia Scale (BSPS) are developed by Davidson, Potts, Richichi, and Ford (1991). In their use, the school counselors must cooperate with psychologists in terms of instrument analysis. This is related to the meaning of assessment in the discipline of psychology carried out in relation to the objectives of pure and applied science (Hidayat, 2011) that the school counselors should not do.

Conclusion

Based on the results of the analysis, it is known that the school counselors actually understand anxiety and its impacts. However, there are many obstacles found in this study that make the school counselors not carry out anxiety assessment by themselves. In addition, there is no non-test instrument that can be used, such as a scale, which makes the school counselors consider it is enough to use interviews and observations. In this case, a new problem occurs because one school counselor teaches of at least 150 students, which makes not all students monitored.

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The relationship between organizational development and teacher performance?

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Abstract

This study analyzes the contribution of the principal's organizational development to teacher performance. It uses a descriptive correlational method, with a total sample of 86 teachers. The study used organizational development and teacher performance questionnaires for data collection. The analysis of data were based on partial correlation and multiple linear regression techniques. According to the results, organizational development has a significant influence on teacher performance.

Keywords: Organizational development, teacher performance, principal

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Introduction

Employees are expected to perform satisfactorily and maximally contribute to the achievement of the goals of the organization. Performance is the appropriateness of work results in relation to the expected standards (Christian, Garza, & Slaughter, 2011; Tierney & Farmer, 2011). In general, it is driven by a motive to achieve under workloads based on the skills, experience, and the commitment of the concerned employees (Cohen, Dierkes, & Bradley, 2011). Also, performance can be defined as a result achieved by certain functions and positions within a specified period based on the level of achievement of organizational goals (Buller & McEvoy, 2012; Dobre, 2013).

A school is an organization with specific goals, objectives, visions, and missions that need to be realized. It requires a superb performance since teachers are form part of its structure (Darling-Hammond, 2010; Dee & Wyckoff, 2015; West, 2013). Performance refers to the outcome of implementing professional and functional tasks in learning over a certain period (Guarino, Reckase, & Wooldridge, 2015; Taylor & Tyler, 2012; Woessmann, 2011). It involves implementing tasks assigned to teachers based on ability, experience, seriousness, and the use of time to accomplish responsibilities.

For the tasks and responsibilities to follow predetermined standards, there is a need for organizational development support, mainly from the principal (Ball, 2012; Reynolds, 2010). Organizational development encourage stakeholders in the school to work optimally and create excellent performance (Benn, Edwards, & Williams, 2014; Gable & Wolf, 2012; Horner, Sugai, & Anderson, 2010). An inappropriate organization development hampers the implementation of work and hurts performance (Benn, et al., 2014; Cummings & Worley, 2014).

Although teachers are expected to perform based on the set standards, they often do not achieve (Elliott, 2015; Harris & Sass, 2014; Hyslop-Margison & Sears, 2010). Organizational development needs to guide the actions of every teacher to improve productivity (Thoonen, Slegers, Oort, Peetsma, & Geijsel, 2011). It is a planned effort initiated by process experts to help an organization develop its diagnostic skills,

mastery abilities, relationship strategies in the form of temporary or half-fixed systems, and cultural equality (Boyd, 2010; Cummings & Worley, 2014; Lewis, Cantore, & Passmore, 2016). In general organizational development is a set of interventions built on democratic humanistic values to improve effectiveness and welfare of employees (Anderson, 2019; Benn, et al., 2014; Boyd, 2010). It aims to create order in the organization to improve effectiveness through planned interventions with behavioral science. Therefore, this study analyzes the contribution of organizational development to teacher performance.

Method

This study uses quantitative non-experimental methods (Blundell & Costa Dias, 2000), which are descriptive and correlational (Lappe, 2000) to determine the contribution between two variables by measuring the coefficient and its significance. The population included all teachers in Nanggalo District Elementary School, with a total sample of 86. Data collection uses teacher performance and organizational development questionnaires. Also, simple regression and correlation techniques are used to analyze data.

Result and Discussions

Descriptive analysis

Teacher performance

The teacher performance questionnaire comprised of 37 items. The minimum and maximum scores are 37 and 259, respectively. Based on respondents' answers, the lowest and the highest scores are 187 and 229, respectively. The average data processing score was 206.80, while mode and median are 199 and 207, with a standard deviation of 9.422. The average score price, mode, and median is not much different and does not exceed one standard deviation. This means that the distribution of teacher performance is normal. An illustration of the frequency distribution of teacher performance scores is shown in Table 1:

Table 1. Frequency distribution of teacher performance scores

Interval Class	Frequency	%
187 – 192	4	4.65
193 – 198	11	12.79
199 – 204	22	25.58
205 – 210	20	23.26
211 – 216	15	17.44
217 – 222	10	11.63
223 – 228	3	3.49
229 – 234	1	1.16
Sum	86	

Based on the calculations in Table 1, the frequency of teacher performance is 25.58%. The table shows that 17.44%, and 82.56% of respondents scored below and above the average value respectively. The difference in average score, median, and mode does not exceed one standard deviation, and the distribution of teacher performance data is normal.

The level of achievement of respondents' scores on teacher performance was 89.90%, which is in a good category. Therefore, teacher performance is in a good category. The results of the analysis of the level of achievement of each teacher performance indicator are presented in Table 2 below.

Table 2. The level of achievement of the respondents per teacher performance indicator

No	Indicator	Ideal Score	Average Score	%	Category
1	Make a draft implementation of learning	56	48.80	87.15%	Good
2	Carry out the learning process	49	43.33	88.42%	Good
3	Manage class	35	29.77	85.05%	Good
4	Professional development and additional tasks	55	42.94	78.08%	Good Enough
5	Professional responsibility	54	41.97	77.71%	Good Enough
				89.04%	Good

Based on table 2, there are three indicators in both good and sufficient categories. However, the two indicators in the sufficient category still need to be increased, including a professional responsibility, which indicates performance. Essentially, teacher performance will not be good in case the professional responsibilities are not carried out (Ambrosetti, 2011; Dang, 2013; Taylor & Tyler, 2012). This principle of responsibility is an obligation that all professionals need to fulfill.

The organizational development questionnaire comprised of 37 items. The minimum and the maximum scores were 36 and 252, respectively. Based on respondents' answers, the lowest and the highest scores were 185 and 238, respectively. From the results, the mean score was 213.97. Additionally, mode and median were 211 and 213.00, respectively, with a standard deviation of 10,345. The average score value, mode, the median were not much different and did not exceed one standard deviation. This means that the distribution of organizational development is normal. An illustration of the frequency distribution of teacher performance scores is shown in Table 3:

Table 3. Frequency distribution of organizational development scores

Interval Class	Fo	% Fo
185 – 191	1	1.17
192 – 198	6	6.98
199 – 205	13	15.12
206 – 212	21	24.42
213 – 219	19	22.09
220 – 226	17	19.77
227 – 233	7	8.14
234 – 240	2	2.33
Sum	86	

Based on Table 3, the frequency of organizational development is 21 (24.42%) of the number of respondents with an average score. Also, 20 (23.27%) and 66 (76.73%) respondents scored below and above the average value, respectively. Since the difference in average score, median and mode do not exceed one standard deviation, the distribution of organizational development data is normal. The level of achievement of respondents for each indicator of organizational development is presented in Table 4.

Table 4. Level of achievement of respondents for each indicator of organizational development

No	Indicators	Ideal Score	Average Score	%	Category
1	Change intervention	56	51.16	89.36%	Good
2	Data collection process	42	37.74	89.87%	Good
3	Action planning	35	31.02	88.6 %	Good
4	Develop diagnostic skills	49	38.37	78.5%	Enough
5	Develop mastery skills	34	28.45	83.7%	Good
6	Develop a relationship strategy	35	27.12	77.42%	Enough
				89.90%	Good

From Table 4., 4 indicators are in a good category, while 2 are in a sufficient category. This means that these two indicators still need to be improved. The first and second indicators develop diagnostic skills and a relationship strategy, respectively. Developing relationship strategies in organizational development are the main things that need to be prioritized (Kraimer, Seibert, Wayne, Liden, & Bravo, 2011; Lengnick-Hall, Beck, & Lengnick-Hall, 2011). However, the results show it is in a sufficient category, and therefore, there is a need to improve it. In an organization, building relationships between workers is one of the determining factors for goal achievement. A good relationship between members fosters mutual respect, care, and support, forming strong cooperation.

Normality test

Testing the normality of the teacher performance, variable scores, and development, was based on the Kolmogorov Smirnov-Z technique (SPSS program version 20). Data is said to be generally distributed in case K-S has a significant level (asymp. sig) > 0.05. Suppose the significance level (asymp. sig) < 0.05, then the data are not normally distributed. The results of the examination are in Table 5:

Table 5. Summary of normality test results

	Teacher Performance	Organizational Development	Democratic Leadership Style
Kolmogorov-Smirnov Z	0.740	0.679	1.004
P	0.643	0.745	0.265

From Table 5, the significance value of each variable is greater than alpha 0.05. Therefore, the data normality has been fulfilled.

Homogeneity Test

The homogeneity test is carried out to determine the similarity of variance tied to teacher performance variables using the Levene test method. In case the significant value is over 0.05, the variants of two or more data groups are the same. The homogeneity test using the Leven technique with SPSS version 20.00 involves looking at the asymp.sig value > 0.05, which means the research data is from the same variance (homogeneous). In case the asmp.sig value < 0.05, the research data is from unequal variance as shown in Table 6.

Table 6. Results of the variance similarity test

Prices for groups	Levene Statistic	Sig.	Conclusion
Organizational Development	2,358	0,006	Homogenous

The results of teacher performance calculations on organizational development are homogeneous.

Linearity test

This regression test is conducted to determine the data of organizational development in terms of linear lines against teacher performance. Decisions regarding a linear regression line are assessed through the F

test with a significance level of 0.05. The results of the intermediate linearity tests are presented in Table 7 below.

Table 7. Summary of the results of the linearity test analysis

Source	Number of Squares	Dk	RJK	F	P
Deviation	2573.881	33	77.996	.872	.658
In Group	4563.389	51	89.478		
Total	7545.6488	85			

In Table 7, the price $F = 0.872$ with $\rho = 0.658$ ($\rho > 0.05$) means that the regression equation is linear.

Contribution of organizational development to teacher performance

The results show that organizational development significantly contributes to teacher performance, precisely with 5.4%. The regression equation obtained between the development and teacher performance is $= 161.48 + 0.212 X_1$. This shows that when X_1 has not affected Y , the value is 161.48, and when X_1 influences Y , it changes to $161.48 + 0.212$. The regression equation shows that organizational development contributes significantly to teacher performance. Organizational development needs to be increased to enhance teacher performance through new policies and strategies.

Conclusion

Organizational development in this study was included in both good and sufficient categories, with a contribution of 5.4% to teachers' performance in Nanggalo District Elementary School by 5.4%. This means that organizational development has a significant positive contribution to teacher's performance in schools.

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