

## An important role of educational supervision in the digital age

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### Abstract

Educational supervision is one of the most important supports for the educational system and educator's professional development. This paper attempts to highlight the importance role of educational supervisor in digital age. There are three significance factors for efficient educational supervision in the higher educational institution which are Teaching & Learning, Digital Ethics and Training and Professional Development. Education is no longer restricted to considering human needs and the requirements of the present, but it seeks to address and reflect on developing human skills and capacities, and the necessities of the future. Digital age demand the educators to undertake life-long, upgrading, reviewing of their own professional learning and adopting continuous professional development. In order to help students to gain access to information independently and practice the digital ethics, educator in digital age needs a new approaches to teach including those that emphasize high order thinking skills, constructivist approaches to learning and understanding, co-operative learning strategies, multiple intelligence, and the use of computer-based and other technology related. At this stage, the most suitable training for the right person at the right time is required and a Training Need Analysis (TNA) is crucially necessary. CUDBAS is one of the approaches for TNA to structure the training need. The quality of education cannot be improved by only adding more resources into the system. It also calls for effective management of these resources at the school level, ensuring an effective system of professional supervision, and preventing the deterioration of essential support structures for educators. Through quality collaboration, educators could move from their subjectivity and draw some conclusions about their experiences and views. This makes educational supervision, which is a co-operative problem-solving process a crucial concept in the professional development of educators.

**Keywords:** educational supervision, digital age, professional development.

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### Introduction

In recent years, the popularity and predominance of the digital technologies has accelerated and continues to grow exponentially. The digital wave is becoming increasingly associated with everyday life: from schooling and education, to political engagement and even financial and health management. Moreover, the developments in digital technology, and the speed at which the technology emerges, drive innovation and new applications that touch our lives in different and often profound ways. While there are

numerous opportunities and aspirations associated with digitalisation, there is also a crucial need to understand and mitigate the challenges it presents to society.

Initially, the educational institutions around the world are making big changes to embrace the Industrial Revolution (IR 4.0) by bringing the technology in the classroom and spark innovative spirit among the educator. Surrounded by the talk about the latest gadgets and apps, a strong team is needed as the responsible for executing the overall vision and managing the significant change in these educational institution as well as to bridge theory and practice. The global digital activities as depicted in Figure 1.

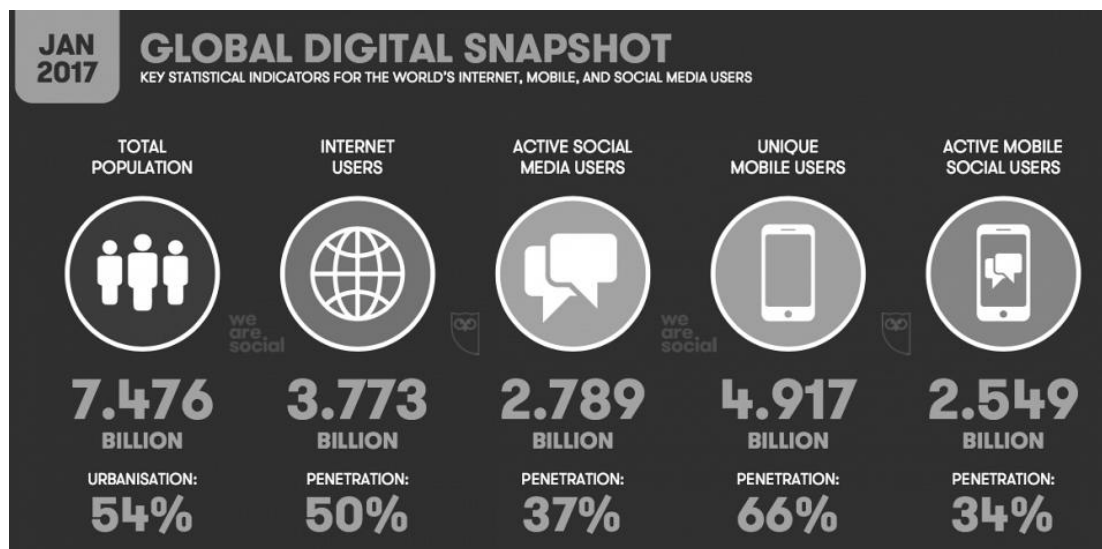


Figure 1 : The Global Digital Snapshot

The educational supervision is an integral part of the educational management, and is one of the important transactions in the educational system, especially in the learning and teaching processes. Consequently, to make sure the technology works efficiently, the educational supervisor is responsible for providing adequate support to the trainees/students for the development of their learning requirements and ensuring that appropriate training opportunities are made available to acquire the necessary competencies as mentioned in (A. Abdulla: 2014). Therefore the engagement of information technology in academic environments is necessary to fulfill missions that address current trends and future demands.

## Discussions

### Teaching and Learning

The digital world is increasingly penetrating the education and skills domain, with technology gradually being used to deliver education, knowledge and skills in new and innovative ways. This penetration is coupled with future changes to the mode and pattern of work, which are affected by the current climate of economic uncertainty, as well as by political shifts. Given the increased use of fast-changing digital technologies in the workplace, new skills needs have emerged. The use of these technologies has contributed to transforming learning and skills development into a lifelong process. Indeed, as in (S. Grand-clement: 2017), people now have to continue to develop and refresh their skills and knowledge in order to keep abreast with the constant innovations and new developments in the digital world. It is estimated that technology skills have to be updated every three years in order to have continued relevance. This applies to the workforce in general, where emphasis is placed not so much on knowing the information, but, rather, on how to find it, and the ability to assess its quality and reliability.

The emergence of the role as educational supervision is an example of task specialisation within the teaching-learning environment. The report in (J. D. Wake and O. Dysthe: 2007) highlighted that two different types of skills are required: digital skills and digital navigation skills. Digital skills are technical skills required to use digital technologies, whereas digital navigation skills are a wider set of skills needed to succeed in the digital world. These include finding information, prioritising information and assessing the quality and reliability of information. These digital navigation skills are not fundamentally different from the non-digital skills that were necessary in the past and that are still required today, although they have to be ‘translated’ for use in a digital context. These digital navigation skills were also referred to as ‘eternal skills’.

In the digital age, the position of the educator is more adaptable and being an educator is no longer limited to the traditional role of the teacher. Views were held that in the digital context, the emphasis is placed on what is being received, rather than on what is being delivered, and the group advocated replacing the term education with the term learning, as the latter places a more active role on the learner, rather than on the educator. The educator’s role is to guide the learner and to point out where the learner can access and evaluate information, rather than to be the source of the knowledge since information is on the fingertip. Community should be moving away from the idea that learning is a one-way process. For example, in the analogy of the educator as sports coach: motivating, encouraging teamwork, and working to improve the students in an all-round way as this shows the importance of the term coaching, as opposed to the term teaching, to emphasize this holistic approach, which includes ensuring the wellness of the learners, developing a team spirit, providing support and mentoring, asking for questions rather than asking for answers, and guiding the learner into future learning avenues.

Educational supervision therefore requires time, dedication and, more importantly, adequate training to qualify for the role. Although it is recommended that educational supervisors should have an understanding of educational theories and practical educational techniques including constructive feedback, communication skills and dealing with difficulties, regrettably this is not the case.

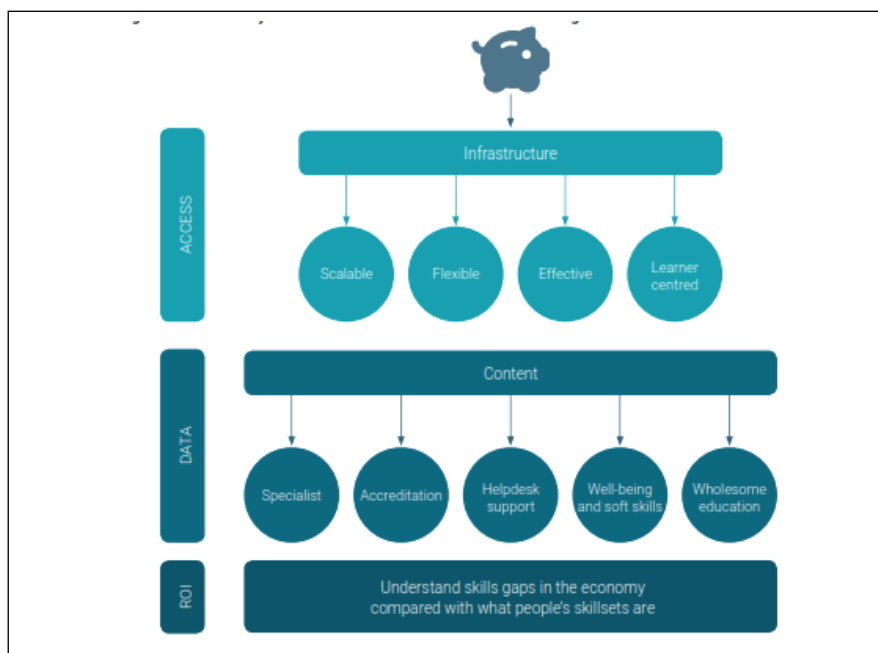


Figure 2: Preliminary Framework For Inclusive Education In The Digital World (A. W. Tony. Bates: 2015)

Another role of educational supervision as in figure 2 (A. W. Tony. Bates: 2015) is to complete the student’s assessment and nothing is likely to drive student learning more than the method of assessment. At the same time, assessment methods are rapidly changing and are likely to continue to change to adapt with the emerging digital technology.. Assessment in terms of skills development needs to be both ongoing and continuous as well as summative. There is an increasing range of digitally based tools that can enrich

the quality and range of student assessment. Therefore the choice of assessment methods, and their relevance to other components, are vital elements of any effective learning environment.

### **Digital Ethics**

Another important role of educational supervision is to create awareness about the digital ethics. By considering the needs of current students, it is important to monitor and instruct the students on how to behave in the digital world. With the experience of these technologies and online resources, parents and educators often need to supervise and create awareness as the important rules children need to learn prior to participating in our digital world. Digital etiquette provides an insight for parents, educators and students as it addresses the appropriate conduct, the best practices for technology use and the consequences for misuse of technology resources. To become informed digital citizens, parents and educators must learn about this topic and the issues involved in order to address the topic with our students. It is a continuous learning process and as new technologies emerge, there is a potential for new issues to arise. By being informed and prepared for the digital world, students will be able to act responsibly, make appropriate choices, and enjoy the many benefits that accompany technology use while the educators playing the importance as the educational supervisor.

There are many issues related to this topic of digital etiquette. Educators have to guide and monitor the students to make responsible choices as participants in the digital world. These choices include viewing age appropriate websites, communicating with others in a courteous and respectful manner, respecting others' views and material, and using technology during the appropriate times and in the appropriate settings. In addition, students must avoid engaging in inappropriate behaviors such as harassing, threatening or flaming others, cyber bullying, posting or sharing personal and private information and using inappropriate language. Students must learn the etiquette for communicating online. They must recognize that what they say can have an impact on others even when they cannot see others' facial expressions. Joking and sarcasm are not easily identifiable and students need to be aware of the negative effects of cyber bullying and hurtful language. Simply using all capitals is a sign that one user is screaming at another and digital etiquette encourages others to avoid it if possible. These are serious issues that have serious impact. It is important to remember that students cannot just be told a list of rules and expectations for online behavior. They need guided instruction, guided practice, lessons and discussions and they need to see their parents and teachers, their role models demonstrating appropriate conduct.

On the other hand, institutions operates under a clear set of practices/ guidelines for maintaining privacy, confidentiality, and security in its use of digital technology. Besides that the institution also need to develop a responsible-use policy that is framed in the positive, flexible enough to accommodate changes in technology, and frequently reviewed. It is suggested by (Nais: 2013), the educators establishes a curriculum-based digital citizenship/digital responsibility program that includes ongoing discussions of online behavior, cyberbullying, and respectful and legal use of online tools. Educators teach, model, and expect safe, healthy, ethical, legal, and responsible use of digital resources and interaction on social media by students and parents. The educators need to stays current on issues, events, and concerns related to online behavior and digital citizenship and informs faculty, students, and parents when appropriate.

### **Training for Human Resource Development**

The curriculum development is the most significance factor as it will have a big impact on the educational institution. The pattern of educational supervision also will reflect towards the curriculum as this is the documents they use as the guidelines. Education in the 21st century, is poised to grow and exploit new global markets via the Internet, the distribution mechanism and the arena in which software applications that address the scope of educational and training needs to engage millions of people every day (R. S. Friedman and F. P. Deek: 2003). The curriculum need to become relevant with the technology changes and the educators also need to be train with the relevant skills. The study results in (D. Fitzgibbons: 2005) indicated that one of the obstacles in the way of developing the supervisor' efficiencies was the lack for training programs that may cause them acquire efficiency in the use of technological aids. In the light of these results, the researcher suggested holding courses that may develop the supervisor's efficiencies in this area.

Due to current exponential growth in technology and its effects on the economy and society at large, the need for training has become more evident than ever. Improving the skills and knowledge of the workforce through training is now one of the most important agendas of most organizations in both developed and developing countries. According to (Luckin, Rosemary, Brett Bligh, Andrew Manches, Shaaron Ainsworth, Charles Crook & Richard Noss. 2012), modern organisations invest a huge amount of money in training programs and learning. When the educators have the experience and abilities on the technology and all the skills and knowledge that they need to adapt, then the curriculum can be developed based on the industry driven technology. Before sending them for training, it is very important to identify the needs of the employees. Training Needs Analysis (TNA) is a valuable tool to provide a detailed picture of an employee's knowledge, skills and attitudes. TNA is the method of determining if a training need exists and, if it does, what training is required to fill the gap. One of the approaches used to conduct TNA is CUDBAS.

CUDBAS is the acronym for Curriculum Development Based on Ability Structure and originated in Japan. It is a method of structure-based curriculum development based on abilities namely, skills, knowledge, and attitudes. CUDBAS as illustrated in figure 3, can be applied in various areas including developing training curriculum, course scheduling, assessment, training development, and more. It is also suitable to be used in company or organization interested in improving the quality and production according to the specific needs of the organization and company.

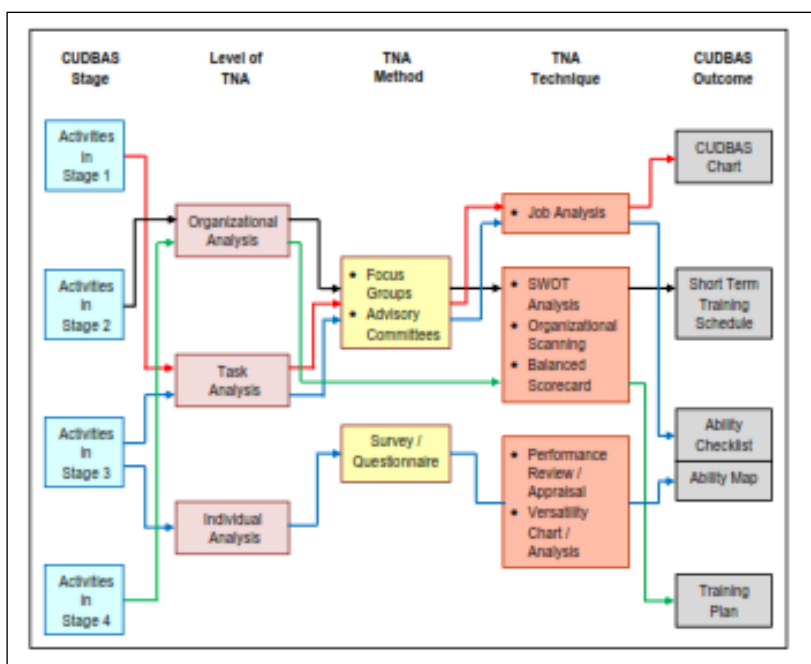


Figure 3: Conceptual framework for conducting TNA using CUDBAS approach (I. Ismail, Z. Abd. Karim, M. Z. Haron, and Z. Gani: 2016)

CUDBAS is one of the new elements (I. Ismail, Z. Abd. Karim, M. Z. Haron, and Z. Gani: 2016) that can help increase the level of education especially in skills based education. It is an acronym from the progression of the curriculum structure of ability by Prof. Dr. Kazuo Mori in 1990 in Japan. CUDBAS will provide detailed direction related to the knowledge, skills and attitudes of workers to do job. In addition also CUDBAS also assists organizations in identifying and launching the work process, reduce costs in training and upgrading the quality of skills of workers also reduces waste production caused by human error. CUDBAS is a new approach to implementing TNA for skills training and industries in Malaysia. CUDBAS product consists of (i) CUDBAS Chart, (ii) Short Term Training Schedule, (iii) Ability Check List and Ability Map, and (iv) Yearly Training Plan. TNA can be considered the most important phase in ensuring the effectiveness of the planned training (I. Ismail, Z. Abd. Karim, M. Z. Haron, and Z. Gani: 2016). It needs to be approached systematically and formally by following certain steps. The needs at

organizational level should first be analyzed, followed by operational level and individual level analysis. Therefore, it is important to identify the TNA levels covered in CUDBAS and the suitable methods and techniques for conducting TNA using CUDBAS.

In the time being, a method of analysing tasks/abilities which reliably prescribes the training procedure nearly doesn't exist. It is suggested to build a method that may begin with a provisional set of categories of relatively specific training methods and conditions and an essential step to test the value of providing specific methods and conditions in training for the real environment. The most important is the tasks/abilities analysis may have to resolve the problem to encode capabilities in their particular trainee population. It will often be apparent during task analysis that the same performance may be achieved in different ways. Procedure is easier to train than principles and indeed may be supported by job training or no need training at all. A group may be achieving better performance by following the procedures that attempting to work from first principle. On the other hand, the cost of producing good procedural guides may be tough but in digital age, this is the most importance element.

## Conclusions

Regarding the conventional roles, the educators have to update their abilities in the field of education provision in this digital age, there is individual responsibility to continuously upskill and renew one's knowledge, as well as a wider responsibility across government and businesses in terms of making learning and the education system accessible, efficient and relevant. There is a need for digital skills to be better integrated in formal education and lifelong learning opportunities, in order to provide citizens with the tools they need to succeed in everyday life as well as in potential future careers. Currently the emphasis is on technical digital skills, whereas the softer skills, such as digital navigation, are not as highly recognised, despite being just as important. Nevertheless, the reality is that in any system with a wide diversity of students, as is so common today, teachers and instructors as the educational supervisor will have to provide effective learner support, unless we are willing to sacrifice the future of many thousands of learner's without proper guidance in this digital era.

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## **The relationship between emotional intelligence, self efficacy and prosocial behaviour on interpersonal conflict management**

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### **Abstract**

This study aimed to determine influence of emotional intelligence, self efficacy and prosocial behaviour on interpersonal conflict management of Guidance and Counseling student at University of Yogyakarta. This research method is quantitative with an ex-post facto type which takes a sample by using proportional random sampling technique. The sample consisted of 40 students of Universitas Negeri Yogyakarta, 126 students of Ahmad Dahlan University, 38 students of Sanata Dharma University, 66 students of PGRI University Yogyakarta, 21 students of Yogyakarta University of Technology, 5 students of Mercu Buana University Yogyakarta and 39 students of IKIP PGRI Wates who were all students of Guidance and Counseling semester IV. Data of emotional intelligence, self efficacy, prosocial behaviour and interpersonal conflict management is taken by using scale. Reliability Test used technique of Cronbach's alpha, obtained  $p=0.929$  for emotional intelligence variable,  $p=0.917$  for self efficacy variable,  $p=0.915$  for prosocial behaviour variable, and  $p=0.849$  for variable of interpersonal conflict management. There was a positive and significant correlation between emotional intelligence, self efficacy and prosocial behaviour and interpersonal conflict management, with correlation coefficient 0.559, obtained  $p=0.000$  and effective contribution equal to 31.3%.

**Keywords:** emotional intelligence, self efficacy, prosocial behavior, interpersonal conflict management, guidance and counseling student

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### **Introduction**

The Students in late adolescence will progress towards early adult development. Adolescent development is a cyclical process in human life a benchmark of individual happiness and success (Santrock, 2003:26). Students who are able to prepare themselves in late adolescence will determine the individual's readiness towards early adult development. Papalia, et al (2009 : 115- 210) states that young adults range from 18-21 years. Students will choose majors of interest from a wide range of majors that colleges offer. Student activity in college is following lectures and self-development activities. Encounter students with the people around him as well as facing a variety of new characteristics. Difficulty in accepting points of view and behavior patterns causes students to experience obstacles and blame the people around them. Barriers often arise they want to interact directly for example by meeting and face to face, or indirectly for example through social media. Interpersonal conflict happens to be one of the

problems that can hinder student relation. one of the solutions is having interpersonal conflict management. Interpersonal conflict management is needed to assist students in determining the right attitude in the face of interpersonal conflict.

Good conflict management skills will be a positive value for students will grow and be accepted in their environment. Conversely, poor student conflict management brings increasingly difficult situations and obstacles to its development. According to Thomas and Kilmann (1976:8) in interpersonal conflict management individuals have cooperative capabilities shown in aspect of accommodation, compromise, and collaboration. Researchers limit the three aspects of interpersonal conflict management to students. Good conflict management is a way to escape from the conflict. According to Goleman (Martin, 2007:30) that the management of interpersonal conflict is one of the social skills in the individual that is influenced by the awareness within the individual one of them related to emotional awareness, has self-management related to individual self-confidence one of them is the belief to achieve success or achievement, and has an initiative in providing services to people around them through prosocial behavior. According to Goleman (2009:59) individuals who have emotional intelligence able to be able to recognize emotions themselves, manage emotions, motivate yourself, recognize the emotions of others, and foster relationships with others. Students are expected to learn to apply all dimensions of emotional intelligence so that they are ready to take decisions in the face of conflict situations. Students' efforts to become individuals who have positive interpersonal conflicts require self-regulation to be ready for future situations. One of them is through self-efficacy, have the endurance and ability to achieve the goals or achievements desired. Prosocial behavior is an individual action to provide assistance to others without receiving rewards. According to Stenberg and Mussen (Dayaksini and Hudaniah, 2002:87) one's efforts to prosocial behavior include sharing, cooperating, helping, donating and honesty.

Interviews with 7 students 4 experienced low self-efficacy, among them refusing to attend classes various reasons to avoid questions and group tasks. Students give the assumption that if the task by friends of the group. The task that should be one of responsibility, becomes a burden for the group. This method illustrates that the individual has not had self-efficacy to plan himself solving the problems encountered. Furthermore, the students do not experience obstacles in running the lecture. Students have the ability to manage emotions when there is a force to do group work. By giving assertiveness to be done together, and give confidence in friends to try to do the tasks with the potential they have. Positive dynamics are expected to occur interpersonal interaction on university guidance and counseling students in Yogyakarta. According to Winkel (2006:184-186) the personality qualities that a counselor must possess are: (1) knowing himself, (2) understanding others and (3) having good communication skills with others. If the counselor is ready to deal with situations of conflict that occur from within himself then he was ready to deal with situations of conflict that arise from the environment.

Based on the fact that guidance and counseling students have problems related to emotional intelligence, self-efficacy, prosocial behavior and interpersonal conflict management, so that the counselor candidate is expected to have good personality quality and have the ability to assist the counselee optimally. This evidence is shown based on interviews conducted by researchers. In this research we want to know the relationship of emotional intelligence, self-efficacy and prosocial behavior with interpersonal conflict management of university guidance and counseling students in Yogyakarta

## Method

This research method is quantitative research using ex-post facto type. The study population is all students of Guidance and Counseling semester 4 at university in Yogyakarta which amounted to 670 students. From the amount of research, the sample is taken as much as 50% by using Proportional Random Sampling technique considering the number of students Guidance and Counseling at each university is different so that the total sample used in this study is 335 students. The instrument of data collection using the scale of emotional intelligence with  $\alpha$  0.929 item reliability, self-efficacy scale with  $\alpha$  0.917, prosocial behaviour scale with  $\alpha$  0.915 and conflict interpersonal management scale with  $\alpha$  0.849. The data obtained were analyzed using descriptive data analysis technique and partial regression test.

## Results and Discussions

The results of the data collection of the four variables are presented as shown below:

Table 1. Classification of Student Emotional Intelligence Scores

Score Range	Category	Total (Student)	Percentage (%)
131- 156	Very High	13	4
110 – 130	High	117	35
88 – 109	Medium	149	44
67 – 87	Low	52	16
39-66	Very Low	4	1
<b>Total</b>		335	100

Table 1 shows the variation in the level of emotional intelligence held by students of Guidance and Counseling at the University of Yogyakarta in the academic year 2016/2017. Based on the data in the table it can be seen that there are 4 students or 1% who have emotional intelligence in very low category, 52 students or 16% categorized low, 149 students or 44% moderate category, 117 students or 35% categorized high and 13 students or 4% categorize very high. The tendency of aspects of students' emotional intelligence Guidance and Counseling at university in Yogyakarta in 2017/2018 academic year can be observed through five aspects: 1) the aspect of recognizing self-emotions 2) aspects of managing emotions 3) self-motivating aspects 4) the aspect of recognizing the emotions of others and 5) aspects of fostering relationships. The aspect of recognizing self-emotion is the ability to recognize the emergence of one's own emotions. The aspect of managing emotions is the ability to manage your feelings.

Table 2. Classification of Student Self-efficacy Scores

Score Range	Category	Total (Student)	Percentage (%)
125 - 148	Very High	37	11
103 – 124	High	172	51
81 – 102	Medium	116	35
59 – 80	Low	9	3
34 - 58	Very Low	1	0
<b>Total</b>		335	100

Table 2 shows the variation in the level of self-concept held by students majoring in Guidance and Counseling at universities throughout Yogyakarta in 2017/2018 academic year. Based on the data in the table it can be seen that there are 1 students or 0% who have self-efficacy in the very low category, 9 students or 3% categorized low, 126 students or 35% moderate category, 172 students or 51% categorized high and 37 students or 11% categorize very high. The tendency of self efficacy aspect of the student of Guidance and Counseling at university in Yogyakarta year 2017/2018 can be observed through three aspects: 1)challenging task orientation 2)facing challenges and 3) persistence reach the goal 4) confidence to achieve success 5)strategy to face challenges 6) improve the performance.

Table 3. Classification of Student Behaviour Prosocial Scores

Score Range	Category	Total (Student)	Percentage (%)
125 – 148	Very High	45	13
103 – 124	High	158	47
81 – 102	Medium	119	36
59 – 80	Low	12	4
37 - 58	Very Low	1	0
<b>Total</b>		335	100

Table 3 shows the variation in the level of prosocial behaviour held by the students of Guidance and Counseling at the University of Yogyakarta in the academic year 2017/2018. Based on the data in the table it can be seen that there are students 1 or 0% who have prosocial behaviour in the very low category, 12 students or 4% categorized low, 119 students or 30% categorized medium, 158 students or 47%

categorized high and 45 students or 13 % categorized very high. The tendency of interpersonal communication aspect of the students of Guidance and Counseling at the university in Yogyakarta for the academic year 2016/2017 can be observed through five aspects: 1) sharing 2) cooperative 3) donating 4) helping 5) honesty.

Table 4. Classification of Student Interpersonal Conflic Management Scores

Score Range	Category	Total (Student)	Percentage (%)
74 – 88	Very High	31	9
61 – 73	High	107	32
48 – 60	Medium	161	48
35 – 47	Low	35	10
22–34	Very Low	0	0
<b>Total</b>		<b>335</b>	<b>100</b>

Table 4 shows the tendency of interpersonal conflic management that students have in Counseling Guidance at university in Yogyakarta academic year 2017/2018. Based on the table, it is known that there are 0 students with very low interpersonal conflic management tendency, 35 low categorized students, 161 middle-class students, 107high categorized students and 31 students are in a very high category. Furthermore, the percentage of the data can be seen in Figure 5 page 119.

Based on the data in the table and the picture can be seen that there are 0 students or 0% who have social adjustment ability in very low category, 35 students or 10% categorized low, 161 students or 48% moderate category, 107 students or 32% categorized high and 31 students or 9% are categorized as very high. The tendency of interpersonal conflic management aspect of student Guidance and Counseling at university in Yogyakarta year 2017/2018 can be observed through 3 aspects, namely: 1) collaboration and 2) compromise 3) accomodation.

Based on the data obtained then can be done the analysis of the influence of emotional intelligence, self-efficacy and prosocial behaviour to the interpersonal conflic managementof students Guidance and Counseling. The calculation results can be seen in the following table:

Table 5. Model Summary Partial Regression Test of Emotional Intelligence, Self efficacy and prosocial behaviour to Student interpersonal conflic management.

Model Summary<sup>b</sup>

Variabel	R	R Square	F	p	Significant level
<b>Emotional Intelligence, Self-Efficacy, Prosocial Behaviour</b>	0,559	0,313	50,273	0,000	Very significant

a. Predictors: (Constant), Emotional Intelligence, Self-Efficacy, Prosocial Behaviour

## Conclusions

In terms of age and stages of student development, guidance and counseling students at the University of Yogyakarta in the academic year 2017/2018, in this case, is a student of the 4 semester, belonging to the final teenage group. The time span of the transitional period from adolescence to adulthood is so short that students in this period have special characteristics that differ from the period before and after.

The development of late teens that briefly affects the ability to make interpersonal conflic management in the environment where they are. Moreover, Yogyakarta is a student city, where students come from all over Indonesia which of course requires good social adjustment ability. Good social adjustment skills will help students to merge with others who have different tribes, residence, and language brought from home.

Together variables of emotional intelligence, self efficacy and prosocial behaviour give a significant contribution to the interpersonal conflict management ability of students. The higher the emotional intelligence, the more positive self efficacy and the higher the prosocial behaviour, the higher the students' interpersonal conflict management ability. This is caused by the aspects that support the improvement of interpersonal conflict management ability of students supported positively from the variable of emotional intelligence, self efficacy, and prosocial behaviour.

Based on the results of the discussion can be concluded that emotional intelligence, self efficacy, and prosocial behaviour together affect the interpersonal conflict management of students Guidance and Counseling at the University of Yogyakarta in the academic year 2017/2018.

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## The role of career exploration in career decision participants

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### Abstract

In the digital era, humans were required to be able to develop themselves suit with his/her potentials. Career selection was one of processes of making most important decision in an individual life. However, today the learners were facing various different career environment both in its characteristics as well as its kinds, and also there was a trend of learners less understand their potentials both due to their ignorance as well as due to undeveloped potentials owned. So that it gave a negative impact for selves in a career decision. So that understanding, awareness and acceptance towards potentials owned was very necessary in supporting career in the future. Efforts conducted in preparing learners' career were so many. The efforts in preparing it included through a career exploration. Roles of career exploration in a career decision related to career exploration area includes selection orientation, self exploration, environmental exploration, in-depth environmental exploration, decision status and commitment.

**Keywords:** career exploration; career decision, decision-making, career of learners.

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### Introduction

In the digital age, people are required to be able to develop themselves in accordance with their potential and every individual must understand his abilities and be able to develop various other skills. With formal education being one part in helping learners to achieve career development tasks. This role Teacher guidance and counseling should be part in helping learners to achieve career development tasks. Because career development is an important component of the educational experience as it will involve work values, career exploration, employment choices and career decision making.

According to Suherman, U. (2008: 116) career exploration is the desire of individuals to search information on career information sources. Therefore exploration is very important to do early to help learners explore their careers. So career exploration will have an impact on someone's readiness to make career choices and decisions. Based on Taveira & Moreno, (2003: 189-191). Career exploration is seen as an important part of career development, and is an important element in career decision making. In the process of career development, career exploration is needed for the readiness of a person to know and understand about the direction of interests and potentials that are expected so that the understanding then the individual can determine the job he wants and furthermore will make it easier to be able to focus on the field of careers in running it. Based on Suherman, U. (2008: 119) the tendency of problems often faced by learners in doing career exploration is usually less / not trying to dig and seek career information from

various sources (Teacher Guidance and Counseling, successful parents, lack of insufficient knowledge of self-potential, including talent, interests, intelligence, personality, values and achievements, does not have enough career information.

Much research has been done regarding the contribution of career exploration in career decision making. Based on the research Arrington (2000: 103-109) explained that junior high school students have decision makers who have an effect on the future of education and their path. Learners will think about career plans. The foundation is career awareness and career exploration experience. This study shows that decision makers have an effect on the future of education and their paths and career exploration is very useful in providing experience for junior high school students. In addition, the exploration process is also very important to understand yourself and know about the career environment so that learners are able to make career decisions independently. Based on Bartley & Robitschek's research, 2000: 63). In recent years, the level of individual career exploration has become an illustration of how one is able to determine career or vocational choice. Research conducted by Ferrari, L., Ginevra, M. C., Sara, S., Laura, N., Sgramella, T. M., & Salvatore, S. (2015: 113-130). This study shows that career exploration can provide actual knowledge and perceptions of learners' career knowledge. Meanwhile, according to research Creed, P. A., Patton, W., & Prideaux, L. A. (2006: 377-392). The results indicate an important role for self-efficacy and early work experience in career planning and exploration currently influencing career decisions and future high school students. According to Levi & Ziegler's research. (1993: 10) Career exploration includes a range of activities including information gathering and knowledge on job searching, planning, opportunities, and career options. Based on Blair's research, 2012. Career exploration activities help students evaluate socialization and academic talent (Blair, 2012). In a study conducted by Gamboa, V., Paixao, M. P., & De Jesus, S. N. (2013: 78). The results of this study found that the quality of work experience by using the relevant pre and post-internship is used to explore a career so that it can affect the development of vocational and career decision making students. In a study conducted by Gushue, G. V., Clarke, C. P., Pantzer, K. M., & Scanlan, K. R. L. (2006: 307). The findings of this study indicate that the involvement of career exploration can determine career decision making and self-efficacy related to the identity of the department. Based on Hou's research, Zhi-Jin, & Tracey, J. G. (2014: 654). The findings of this study indicate that the benefits of career exploration can predict career. Based on Wilkins research, K. G., Santilli, S., Ferrari, L., Nota, L., Tracey, T. J.G., & Soresi, S. (2014: 329). The findings of this study indicate that career exploration has two dimensions of career adaptability dimensions of curiosity and confidence. Based on Yanjun Guan's research, Fuxi Wang, Haiyang Liu, Yueting Ji, Xiao Jia, Zheng Fang, Yumeng Li, Huijuan Hua, & Chendi Li. (2014: 95). The findings of this study indicate that parental support may affect career exploration. So support from parents is needed for continuity of career exploration. Based on research Vignoli, E. (2015: 182). The findings of this study indicate that the benefits of career exploration can address career anxiety and anxiety. Based on the research of Lee, B., Erik, J., Porfeli, & Hirschi, A. (2015). The findings of this study indicate that the benefits of career exploration can increase work valence and agency confidence.

The results of the above research it can be concluded that the role of career exploration in career decision making in learners is essential for information gathering and improvement of self-understanding and knowledge about the careers of learners. Career exploration aims to be able to describe the ability and competence of interest in want, as well as the process in the formation of interest in learners.

Therefore career is a part of life that affects the happiness of human life as a whole. Therefore the accuracy of choosing and determining career decision becomes an important point in the journey of human life. The decision to choose a career begins when the individual is in adolescence. In adolescence, schooling is an important aspect of life because education prepares them in a state of being ready to take a career selection and decision.

So that learners in making decisions require guidance from teachers, counselors, parents, or other adults so they can plan a future that matches their talents, interests, or abilities. An objective view of work helps learners develop and design a better and brilliant future.

Career selection is one of the most important decision-making processes in an individual's life. Teacher career decisions are influenced by internal and external factors. According to Sardiman (2007: 89-

91), internal factors include the level of intelligence, mental attitude, gender, religion, talent, interest and future orientation. External factors include the economic level of the family, parents, teachers, friends and social conditions of the community. Based on Suherman, U. (2008: 120) problems in career decision making that often faced by adolescent student that is problem in making career decision which often faced by learners that is: lack / inadequate knowledge about making career decision, not knowing how to make career decisions, not knowing the steps in making career decisions, especially career plan preparation, lazy / unwilling to learn how other people make career decisions, do not have a good understanding of the strengths and weaknesses associated with career choices desirable, unable to see the factors that would support or hinder the desired career, not being able to see the opportunities that exist with regard to the desired career choice, not being able to choose one of the alternative occupations of diverse occupations; and can not develop learning habits and work effectively.

This article is intended to review the role of career exploration in career decision making learners. It reveals that the role of career exploration in schools has an important role in helping learners recognize and understand their careers, and be able to explore their careers, and plan for the future in accordance with the expected life form, so as to determine and make career decisions appropriately and responsible for his decision.

## Method

This article uses an analytic descriptive type, which describes and analyzes how current learners and what efforts are made in career decisions. The types of data used in this article are secondary data obtained from literature, books, journals, reports and information from BK teachers in the field. Data collection techniques used are library studies (library research) by searching and collecting secondary data sourced from various references both books, journals, internet, learners, and teacher's BK which validity can be accounted for. The analysis technique used in this article is the method of content analysis that is by explaining and analyzing from existing sources, after which various references are associated with the research undertaken.

## Results and Discussions

The Guidance and Counseling is a service activity that has the purpose of understanding, receiving, realizing, directing, making decisions and realizing decisions with responsibility. While career guidance is a service activity that aims to learners are able to recognize, understand and understand the world of work and understand the interests and talents in accordance with himself. According to Winkel and Sri Hastuti (2013: 632) describes the process of career development is divided into five stages, namely development phase (<15), explorative phase (15-24), stability phase (25-44), coaching phase (45-65) , and phase setbacks. This we need to observe that in the exploration phase learners are expected to explore all the potential they have. At this stage learners develop understanding and awareness of himself and the world of work and start trying new roles to be more prepared with his choice in the world of work. Another point is also explained by According to Greenhaus & Callanan (2006: 103-107) explains that career exploration is one way or effort as a collection of information about the characteristics and knowledge of the environment, with the aim of fostering progress and self-development. Meanwhile, according to Bora Lee, Porfeli E. J, & Hirschi. A. (2015: 152-134) Career exploration is a critical process for the development of children and youth that leads people to appropriate work and develops vocational identity. This shows that in adolescence is the beginning of learners explore their respective careers.

The purpose of career exploration according to Permedikbud (2014: 15) confirms that the aim of career guidance and counseling is to facilitate career development, exploration, aspirations and decision-making throughout the life span of learners / counselees. Thus the purpose of career exploration is to facilitate in understanding the self and the career environment of learners / counselees. In line with the regulation, Greenhaus and Callanan (2006: 104) explain that there are two types in career exploration. Self exploration and environmental exploration. Such self-exploration is the focus on excavating the value of a job, career interest, past experience, talents, acquiring a deep understanding of self and career goals. While

the exploration of the environment in question is the exploration of positions, jobs, organizations and families. While based on Holland, in Brown, (2005: 24-25). Career exploration is an effort given by counseling teachers and counselors / counselors in their efforts to provide assistance and facilitate students / counselees so that they can use their personal and environmental resources available to them, appropriate and congruent with their personalities. There are several opinions about the purpose of career exploration whereas according to Purwanta, E. (2012: 8-15) describes the purpose of career exploration in the guidance service is that students / counselees can: plan the completion of the study activities, career development and life in the future , developing all of the potentials of self, adjusting to the environment, and overcoming the obstacles faced during the study.

All of these goals lead to the experience and knowledge retention of learners. This means that learners can be said to be ready when he has had a lot of experience and have a broad understanding of both the world of work, colleagues and so forth. therefore, the career exploration phase of learners as peroses for career decision-making learners. There are various strategies that can be done in carrying out career exploration. The strategies are career fantasy, temporary apprenticeship, tour work, research career, career interview, interpersonuer project, career portfolio, self-assessment, self-discovery, integrated curriculum, career exploration package, parent class present, group dynamics, leadership training, problems, decision making, and communication skills (Studer, JR 2005: 185). While the Career Exploration Center at Cornell University states among others are; The first step, understand yourself and assess yourself. Knowing about yourself is the basis of career decision making. What are your interests, skills, values? What's important to you about your work? What are your personal traits and characteristics ?. The second step, gathering Information about career. Learn about careers, occupations, educational requirements, and job functions that are important in understanding careers that match your interests and goals. Third step: Integration. This step requires you to take what you know about yourself and put it together with the reality of the working world. You begin to evaluate career choices that are practical to you. With a variety of strategies that can be applied in carrying out career exploration, learners are expected to recognize himself and the world of work so that he is able to compete in the labor market. In addition, Learners will be more prepared in the career, confident and have a good self efficacy in facing the work environment and learners are able to make career decisions in accordance with the potential they have.

According to Gati, I., Asher. (2001: 331-341) career decision making is an individual process for seeking career information, sorting and comparing and up to a set of choices. Thus it can be stated that a career decision is an action to be able to decide or make choices on a career choice from various career options available. So that aspects of decision making become important things to be mastered in taking a decision. according to Germeijs, V., Verschueren, K., & Soenens, B. (2006: 397-410) discloses six core aspects of the career decision-making process, with respect to further study: (1) the orientation of choice, ie awareness of the importance of making choice and motivation to engage in decision making, (2) self exploration, which is collecting information about oneself in this case including information of excess and lack of self, (3) environmental exploration, that is collecting general information about environment related to alternative study option (5) decision status, namely progress in choosing alternative career decisions, (6) commitment, ie belief in alternative career decision to be selected.

The basic factors that influence career decision making according to K. Mitchell & Krumboltz (Patton, WA, & McMahon, ML, 2014: 96) say there are four basic factors that affect career decision making ie each of the four components of this career decision plays an important role in the eventual selection of certain career alternatives, the four components of which are heredity, genetic, environmental conditions, learning experiences and task-setting skills. Meanwhile, according to Ming-Shang Su, Ta-Chun Chang, Chin-Chang Wu, & Chin-Wen Liao. (2016: 843-850). Factors Affecting Student Career Decision Making are as follows: (1) the main factors affecting a student's career decision are "personal factors", (2) students studying in schools on a larger scale and taking home-based courses most vulnerable to the influence of "personal factors" in educational decisions, (3) for students with middle- and college-educated parents, "family factor" is the most influential student decision-making factor, (4) for students enrolled in home course, "school factor" is the most prominent factor in a student's career decision, (5) attending a home course will affect the career exploration factor, and is the most important factor in the student's career decision.

From some of the above exposures it can be concluded that career decisions are a career-making process by individuals looking for career alternatives, reviewing career choices, and making choices in a career choice. In career decisions there are six core aspects of the career decision-making process: career orientation that will be choice, self exploration, environmental exploration, in-depth environmental exploration, status / confidence in dropping a career decision, and the need for a commitment when it has dropped a career decision . The factors that can influence a person's career decisions are: personal, talent, interest, values in society, social environment (parents, family and peers), career understanding, individual decision-making and career exploration factors the most important role in the career decisions of learners.

After reviewing the two studies above it can be concluded that career exploration has an important role in career decision making. Based on the opinion Greenhaus & Callanan (2006: 104) explains that there are two types of career exploration, namely: self-exploration and environmental exploration. This is in line with the opinions of Germeijs, V., Verschueren, K., & Soenens, B. (2006: 397-410) reveals six core aspects of the career decision-making process: elective orientation, self-exploration, environmental exploration, environment in depth, decision status, and commitment. Thus the role of career exploration in career decision making by Germeijs, V., Verschueren, K., & Soenens, B. (2006: 397-410) reveals six core aspects of the career decision-making process, namely: (1) awareness of the importance of making choices and motivations to engage in decision-making, (2) self-exploration is focused on excavating the value of a job, career interests, experience, talents possessed, gaining a deep understanding of self and career goals as well as collecting information about yourself in this case including information of the advantages and lack of self. So that learners are able to identify self-understanding and be able to self-assess, identify skills, values, interests, and strengths to analyze the feasibility of career paths and employment opportunities. Hopefully with learners already exploring their own careers to know about oneself is the basis of career decision making. What are your interests, skills, values? what is important to you about your work? what are your personal characteristics and characteristics ?, (3) the exploration of the environment in question is the exploration of position, occupation, organization and family. So learners are able to identify career information gathering including career, cultural, mission, career specialization, and current issues. It is expected that learners have explored their own careers to collect information about their careers, learn about careers, occupations, educational requirements, and job functions that are important in understanding careers that are relevant to their interests and goals; (4) deep-seated exploration of information gathering details of alternative career options, (5) decision status, namely progress in choosing alternative career decisions, (6) commitment, ie confidence in a predetermined career choice.

Career exploration in schools is the most important factor in the career decisions of learners, where learners are directed and given the understanding to know the world of work, to know the career environment, deep understanding of self, and career goals, especially if learners who do not want to think it is seriously possible to enter the certain field of positions and career decisions to be established. Therefore, the role of guidance and counseling teachers should be able to capture the relationship between the qualifications required in holding a position, further education, and in various aspects of the career environment in the work market. Career exploration aspects include self-exploration and environmental exploration. Self-exploration is a focus on excavating the value of a job, career interest, experience, talents, acquiring a deep understanding of self and career goals. While the exploration of the environment is the exploration of positions, jobs, organizations and families.

The importance of career exploration is a key component in the formation of career interest in learners. Career exploration is important because it selects goals and flows to achieve future goals so that learners can make career decisions appropriately according to their interests and talents. Everyone would want to succeed in his career, because if successful in the career will increase the self-esteem and more appreciated the community compared with people who do not have a good career and learners will increase and able to take decisions independently and after graduation can compete in the labor market.

The purpose of the career exploration role in the career decisions of learners, namely: (1) plan a goal completion of studies, career development and life in the future, (2) develop all potential and ability possessed optimally, (4) an effort to prepare the learners' career exploration in enhancing their self-understanding and the outside world in the learner, (5) assessing (6) gathering information about the

career, (7) to facilitate in understanding the self and the career environment of learners / counselors, (8) with the understanding of career exploration, learners are able to compete in the labor market.

## Conclusions

In this matter, a guidance and counseling teacher should be a part in helping learners to achieve career development tasks. Due to career development became an important component from education experience because it will involve work values, career exploration, work selection and career decision making. Therefore this article considered the importance of career exploration roles in a right career decision taking and suitable with interest and talent of learners. One of efforts of career exploration role in learners career decision making, includes: (1) selection orientation, includes an awareness of the importance of making selection and motivation to get involve in decision making, (2) self exploration meant was focus on exploration of job values, career interest, previous experience, talent owned, acquire an in-depth understanding on self and career purpose and also gathering information on self in this case includes information of self advantages and disadvantages so that learners are able to identify self understanding and able to assess self, identify skills, values, interest and power to analyse feasibility of career path and work opportunity. It was expected that learners already explored their own careers are able to identify on self that was a principle in a career decision taking. What were your interest, skills, values? What important for you on your careers? What are your personal characteristics?, (3) environmental exploration meant were explorations of position, occupation, organization and family so that learners are able to identify information gathering on career covers career kinds, culture, mission, specialized field in career field and problems facing today. It was expected that learners have explored their own careers are able to gather information on career, learning about career, work kinds, educational requirements and important work function in understanding career suitable with interest and purpose, (4) in-depth environmental exploration includes gathering detailed information on career selection alternatives, (5) decision status includes advancement in selecting career decision alternatives, (6) commitment includes belief in career selection determined. The six facts would make learners were more convince and believe in ability and interest owned so that the learners are able to make decision on their careers and able to compete in work market.

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## **Effectiveness of group counseling with people-centered approach to improve student's social skills**

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### **Abstract**

Humans are social beings who cannot live alone and always have relationships with others. Each individual is expected to relate well with other individuals in order to fulfill social needs. Fulfillment of good relationships with others requires skills of social skills. However, in reality there are still students who do not have good social skills. Therefore, the purpose of this study was to determine the effectiveness of group counseling with a person centered approach to students' social skills. The method used is quasi experimental research with non-equivalent control group design. The research was conducted in SMP Negeri 8 Yogyakarta with sample of 10 students of class VII. The instrument used in this study is the scale of social skills. Data analysis technique using wilcoxon test. The results showed that group counseling with a person centered approach was effective on the students' social skills.

**Keywords:** group counseling, person centered, social skills.

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### **Introduction**

Humans are social beings who can not live alone and always have relationships with others. Learners are part of social beings who need others to help their survival, which is marked by the interaction with other individuals in the surrounding environment. This interaction will be more intensive and mature in adolescence. Based on the development phase, junior high school (junior high school) students enter the stage of teenage development. According to Papalia and Olds (in Jahja, 2011: 220) adolescence is a period of transition or transition from childhood to adulthood, which generally begins at the age of 12 or 13 years and ends in the late teens or early 20s . In addition Erickson (in Santrock, 2002: 43) reveals that in adolescence learners are expected to know his identity, knowing the advantages and weaknesses of the self, have ideals in life and began to take a role in activities in the environment. Therefore, when adolescents allow individuals to establish social relationships with other individuals in their environment.

Building relationships with others will make individuals experience more advanced growth, otherwise individuals who can not establish good relationships with others will experience obstacles in their growth. It shows that relationship with others is a significant and very important aspect for human life. Like the research conducted by Marriage (2005) which mentions that individuals lacking social skills,

the individual is isolated from the association in his school and rejected by his peers (Painter, 2006: 13). The previous statement shows that establishing relationships with others is an important aspect of human life. In order for learners to establish a good relationship and acceptable to the environment, learners are expected to have a skill. Skills in question is a social skill. This is supported by the opinion of (Lee, 2015: 561) that social skills play a crucial role in enhancing collaboration and cooperation among individuals and in conflict resolution.

Corey (2013: 263) reveals that social skills are the ability to connect with others appropriately and effectively. Jarvela (2011: 137) defines social skills as the ability to be successful in relationships with others, both in school, workplace, family and community. In line with previous opinions (Frick, 2010: 150) defining social skills is a necessary skill to be successful in interacting with peers and adults. Social skills play an important role in one's life. Opinion (Matson, 2009: 2) social skills are special skills that need to be learned. Social skills are the ability of individuals to behave with other individuals to make individuals acceptable to their environment (Merrel, 2003: 313). Others argue that social skills are the ability to be able to do the deeds that will be accepted and avoid actions that will be rejected by the environment (Certledge & Milburn, 1995: 151). Social skills have been conceptualized as skills that effectively understand social cues, precisely and accurately in interpreting interpersonal dynamics, and flexibly adjust one's behavior to respond to social demands (Sharon, 2012: 54).

However, in reality there are still learners who do not have social skills. of course this cooking will hinder the social life of learners in the school environment. Based on the results of media analysis of problem tracing (MLM), there are learners who have low social skills seen from students difficult to adapt to the environment as many as 64 students, less able to organize as many as 51 students, less able to interact as many as 37 students, and difficult to communicate as many as 34 learners. Of course it will hinder the lives of effective learners. Research conducted by Gottman (in Painter, 2006: 19) states that unskilled learners in social life will be socially rejected, and such rejection will occur throughout the ages and even into adulthood.

One of the most appropriate types of counseling and counseling services to assist students in improving social skills is group counseling services. Group counseling is one of the services in guidance and counseling with a group system. Group counseling is counseling using groups to help provide feedback and learning experiences and processes using group dynamics principles (Latipun 2008: 178). According to (Corey, 2012: 28) group counseling focused on issues of learning, career, and personal social. Group counseling activities are expected to be a means of self-development in order to learn to interact positively within the scope of small groups. Many approaches can be used in group counseling services, one of which is the person-centered approach. According to (Corey, 2013: 188) the group counseling approach can be applied in group processes. In a person-centered approach, counselors as group facilitators try to get the group to congruence, unconditional acceptance, and empathy. When group facilitators demonstrate a sense of trust to group members, accepting unconditionally, as well as counselors and group members can empathize about what individuals convey in groups can then develop attitudes and behaviors that enable members to interact with each other. Thus, group counseling services with a person-centered approach that will be provided to students continuously are expected to affect the social skills of learners.

## Method

The research design in this study used quasi experimental (Creswell, 2010; Sugiyono, 2008). The design used is Non-equivalent Control Group Design. In this design the experimental group and the control group are equally given pre-test and post-test. However, only the experimental group was treated. The population in this study are students of class VII SMP Negeri 8 Yogyakarta, amounting to 278 students. Sampling technique in this research use purposive sampling technique. According to (Johnson & Christensen, 2014: 364), purposive sampling is a non-random sampling technique in which the sample determines according to certain characteristics. Characteristics in question are learners who have social skills are in the low category. Based on the results of social skills scale, there are 10 students that will be divided into two groups, ie five students in the experimental group who will be given treatment using

counseling service group of person-centered approach and five students in the control group are given treatment as done in school that is by technique discussion.

Data collection techniques used in this study by using the scale of social skills developed by researchers. In addition there are techniques of supporting data collection in the form of documentation methods, interviews. Stages or procedures in this study is the beginning stages, working stages and termination stages.

Data analysis technique used in this research is by using Wilcoxon Test that is increase of sign test, because in this research Pretest and Posttest test using SPSS (Statistical Package for Social Science) version 16. Based on wilcoxon test using SPSS 16 program, obtained level of significance, with qualification if sig. <0,05 then Ho is rejected and Ha accepted, meaning that there is improvement of social skill of learners after given treatment in form of group counseling with approach of person-centered.

## Results and Discussions

The Based on the result of dissemination of social skill scale instrument to 278 students of class VII of SMP Negeri Yogyakarta, the percentage of social skills profile of learners is 143 students (51,43%) are in high category, social skill in medium category as many as 125 students (44.96%) and high social skills low category of 10 students (3.59). Based on previous explanation, it can be seen that the social skill of students of class VII of SMP Negeri 8 Yogyakarta is mostly in high category, but there are still students who are in medium and low category. The data is used as data pretest. Then 10 students who are in the low category were given treatment in the form of group counseling with the approach of person centered, after the treatments, experimental group and control group given post-test. The following table presents the pre-test and post-test of the experimental and control groups.

Table 1. Pretest and Posttest Results of Experimental Social Skills Group

No	Name (Initial)	Score	Category	Score	Category
		Pretest		Posttest	
1.	BL	93	Low	156	High
2.	JO	92	Low	164	High
3.	HT	95	Low	161	High
4.	AR	94	Low	163	High
5.	YM	95	Low	162	High

Table 1 shows that the post-test value has an increase from the pre-test value. Overall the pre-test and post-test developments are presented in the following figure.

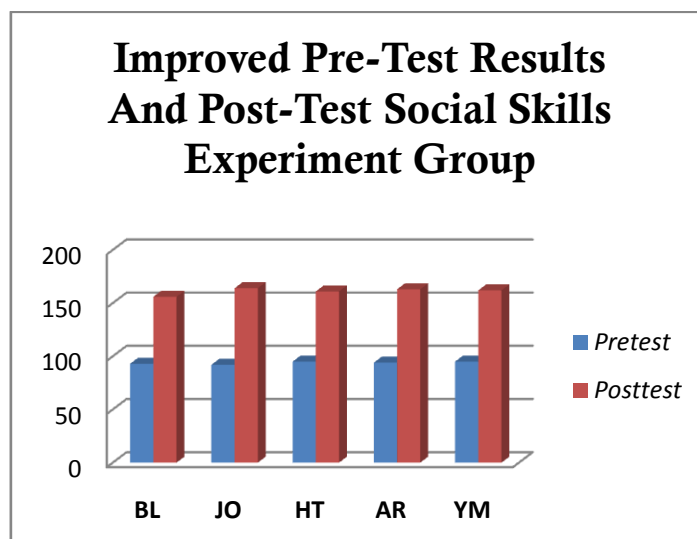


Figure 1. Graph of Pretest Development and Posttest of Social Skill of Experiment Group

Based on the results of pre-test and post-test, all learners who become samples experienced an increase in social skills. The observed changes that have shown behavior such as good relationships with peers, have good self-management, academic skills, compliance in social behavior, and assertive behavior. The results of the social skills of control groups are as follows:

Table 2. Pretest and Posttest Results of Social Skills of the Control Group

No	Name (Initial)	Score Pretest	Category	Score Posttest	Category
1.	RN	93	Low	92	Low
2.	FT	91	Low	91	Low
3.	PL	96	Low	97	Low
4.	AN	92	Low	90	Low
5.	VR	98	Low	98	Low

Table 2 shows no significant change between pre-test results and post-test results. Overall the pre-test and post-test developments are presented in the following figure:

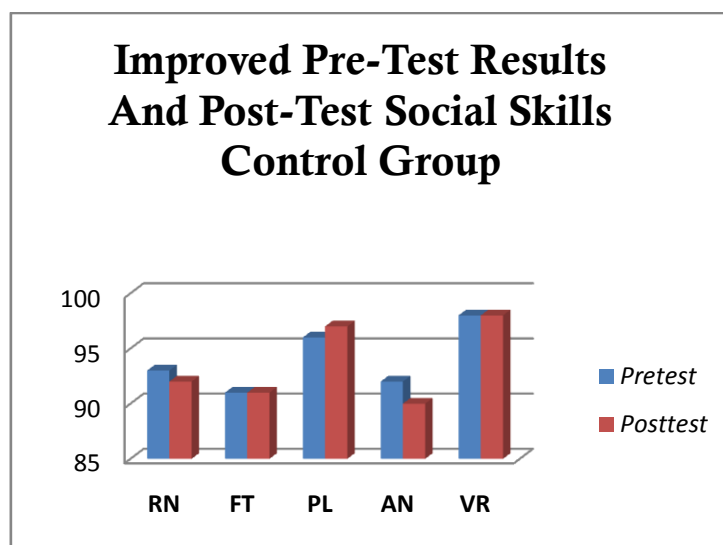


Figure 2 Graph of Pretest Development and Posttest of Social Skills Control Group

Based on the results of pre-test and post-test, all subjects in the control group did not experience significant improvement. The result of test of influence of group counseling with person-centered approach to individual social skill using wilcoxon test, while wilcoxon test of social skill in experimental group showed that there was difference of result before and after treatment (sig value 0,043 <0,05). In addition, there was an increase in the average pretest and posttest score of social skills in the experimental group of 67.4 (93.80 <161.20). While in the control group of wilcoxon test results showed that the sign value of 0.414 is greater than 0.05, so it can be concluded that there is no significant difference before and after treatment. While based on the average value of pretest and posttest decreased by 0.4 (94.00 <93.60). Thus, it can be concluded that after being given treatment in the form of group counseling approach person-centered learners have increased social skills.

Group counseling is effective in helping individuals deal with social skills issues. Group counseling is a unique intervention system that differs significantly from procedures that can be described as guidelines and therapeutic processes commonly referred to as psychotherapy (Berg, 2006: 13). Group counseling is a type of group activity characterized by a dynamic interpersonal process in order to solve problems collectively in groups (Mapiare, 2010: 164). Group counseling is a counseling service between counselors and counsees in a group that utilizes group dynamics in the development and growth of group members (Jacobs, 2012: 13). In line with that opinion (Gibson & Mitchell, 2011: 52) revealed that group counseling provides experiences to grow within the group.

The use of group centered counseling approaches can foster individual self-management skills such as being able to control emotions, follow rules and limitations, compromise with others, and be able to accept criticism well (Merrel 2003: 316). The previous opinion is similar to the opinion (Morgan, 2012: 6) which suggests that social skills are needed for school success because it can lead to behaviors such as pleasant behavior toward teachers, can express opinions and needs in a way that can control emotions, work together with peers and able to follow directions. Further (Lodder, 2016) discloses that learners who do not have good social skills will have difficulty interacting with others, limiting the quantity of social relationships, can not cope with life stressful events, and will affect the quality of low friendships.

The person-centered approach is one of the approaches of humanistic counseling. For counselors who use humanistic counseling, counselors will help counsees to improve self-understanding and be able to make decisions and as initiators of their own growth and development (Glading, 2015: 244). In line

with (Sharf, 2012: 234) reveals that the individual is able to develop the ability to understand himself, able to change his own attitude and behavior.

In counseling groups of person-centered approaches believe that the individual has the power to be able to access the power within him, then in the counselor counseling process makes the individual realize that the individual has low social skills. Counseling groups of person-centered approaches train individuals to dare to speak or express their opinions and feelings, train individuals to mutual tolerance, train for mutual respect, train to respond to the opinions of others, train to interact and communicate. The group atmosphere created in long-term group counseling will affect the attitude and behavior of the individual so that the individual will follow whatever his friends do in groups. Knowledge of him will increase if the individual interacts with many friends who will improve social skills. someone with good social stature will show the behavior of providing help, being able to listen to others, communicate openly, be able to control emotions, be self, show concern for others, and be more confident (Santrock, 2011: 433).

Through a group atmosphere, individuals will gain knowledge about their weaknesses and strengths. The individual becomes aware that he or she has low social skills and it can disturb him in social relationships with others. The stronger the relationships created in the group the greater the group's influence on the individual. The influence appears like a tendency to speak, how to behave and behave. The process of impersonation done by individuals learned through the learning process in a group atmosphere that over time will create a picture of the individual's self how to behave and behave. Through group counseling, individuals can develop social aspects and abilities in social interaction with other group members. When in a group, individuals will be required the ability and social skills to be able to connect with others. Being willing to listen to others' opinions, expressing opinions, empathizing, cohesiveness is a positive thing for group members, so group process as one way to develop personality (Schmidt, 2003). A series of group counseling activities will be a learning process for each individual to learn new behaviors within the group to take positive values at each meeting that ultimately provide the expected improvement of social skills.

## Conclusions

Based on the objectives, the results of the research discussion, it can be concluded that group counseling with the approach of person centered effectively on improving social skills of class VII students SMP Negeri 8 Yogyakarta. The result of the treatment is that students are able to establish good relationships with others, able to manage themselves, have academic skills, compliance and assertive behavior. Researchers realize there are still many shortcomings in this study. Therefore, it is hoped that the next researcher can research counseling group of person centered approach to improving social skills better.

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## Promoting Interventions to Develop Religious Identity of Secondary School Students

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### Abstract

Adolescence is known as the transition from childhood to adulthood. In this period, the adolescent will experience many changes related to their identities in various domains of life, including the religious domain. This study aims to investigate the profiles of religious identity status of early adolescents. A total of 116 secondary school students participated in this study. Data were collected by using the Scale of Religious Identity Status. The results showed that students' religious identity statuses were distributed in four categories: achievement (66%), searching moratorium (23%), foreclosure (10%), and moratorium (1%). Implications for guidance and counseling services in secondary school are discussed to promote the development of religious identity of early adolescents.

**Keywords:** religious identity, secondary school, guidance and counseling.

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### Introduction

Adolescence is a period of identity search. At this period, adolescents will be exposed to many roles and encounter various issues about who they are, what is important to them, and what they want to address in life. Erikson (1968) was the first to realize how central such as questions are to understand adolescent development. Adolescents able to deal with conflicting roles and identities will have a new and acceptable awareness of themselves, while teenagers who fail through an identity crisis will experience a confusion of identity (Santrock, 2014).

The work of Erikson, identity, further investigated by Marcia (1993). He extended Erikson's concept of identity and concluded the four types of adolescent's identity statuses based on the amount of explorations and commitments that adolescents experience or have experienced. Exploration refers to the active questioning and weighing of various identity alternatives before deciding about the values, beliefs, and goals to pursue. Commitment involves making a firm choice about an identity domain and engaging in significant activities geared toward the implementing of that choice (Crocetti et al., 2008).

The four Marcia's identity statuses are diffusion, foreclosure, moratorium, and achievement. These identity statuses represent the way adolescents deal with their identity crises and the extent of adolescents' exploration and commitment. Specifically, in the diffusion status adolescents have not engaged in a proactive process of exploration of different alternatives, nor have they made a commitment in a specific

identity domain. In the foreclosure status, adolescents have made a commitment without exploration. In the moratorium status, adolescents are actively exploring various alternatives and have not yet made a commitment. In the achievement status, adolescents have made a commitment to a specific identity domain, following a period of active exploration (Crocetti et al., 2008). Papalia & Feldman (2015) argued that adolescent in diffusion status does not have a high degree of seriousness in considering choices and also avoid commitment. Conversely, an adolescent who has made a choice and expressing his commitment to his choice is said to have an achievement status.

The original concept of Marcia's identity status further elaborated by Crocetti et al.(2008) who extended Marcia's previous two-dimensional model (commitment and exploration) to the three-dimensional model (commitment, in-depth exploration, and reconsideration of commitment). Their recent work was based on empirical evidence which revealed two contrasting facets of this status.

The moratorium is defined, theoretically, as a positive or adaptive status in the developmental trajectory from diffusion to achievement. The positive aspect of the moratorium is consistent with findings demonstrating that individuals in this status were similar to their peers in the achievement status on a number of variables, such as autonomy, moral reasoning, low authoritarianism, and warm, intimate relationships (Crocetti et al., 2008). On the other hand, the moratorium is defined as the status indicative of an "identity crisis". Previous research has consistently demonstrated that being in the moratorium status is accompanied by some negative characteristics, such as the highest level of depression and substance use (Luyckx et al., 2005), elevated existential anxiety (Berman et al., 2006; Crocetti et al., 2009), lower levels of adjustment (Luyckx et al., 2008). The moratorium status also tend to be more neurotic and less extraverted, open, and agreeable while conversely for adolescents with strong commitments (Meeus, 2011).

The three-dimensional model results to five, rather than four identity status. The achievement status would be characterized by high commitment, high in-depth exploration, and low reconsideration of commitment. The foreclosure status would be characterized by high commitment, low to moderate in-depth exploration, and low reconsideration of commitment. The moratorium status would be characterized by low commitment, low in-depth exploration, and high reconsideration of commitment. The diffusion status would be characterized by low commitment, low in-depth exploration, and low reconsideration of commitment. Finally, the fifth new status, searching moratorium, would be characterized by high commitment and high in-depth exploration (as for the achievement status) but also high reconsideration of commitment (as for the moratorium status).

Several findings from recent studies have demonstrated the correlation between identity status in adolescence and psychological well-being. Adolescents with achieved identity status show high scores in various aspects of psychological function (such as self-esteem, internal locus of control, psychological well-being, satisfaction of life, realization, and adjustment). The "achieved" adolescents also have a positive personality profile and a high level of awareness and emotional stability. In contrast, adolescents with diffusion identity status have low self-esteem, internal locus of control, and psychological well-being scores and show a high tendency to engage in antisocial behavior and health-related risk behaviors, such as drug abuse (Schwartz et al., 2011; Meeus, 2011).

The identity status of adolescents in a domain may differ to any other domains (Goossens, 2001; Fadjukoff, Pulkkinen, & Kokko, 2005). An adolescent can have achieved identity status on a single domain, but diffused on other domains. There are at least eight identity status domains that commonly studied by recent scholars. According to Marcia (2001), one of the strategies to choose a domain is by assessing the domain that considered being important in a certain period.

Religious is an ideological domain that considered to be important in adolescence. An individual may be examining self-definition attributes in domains such as vocational choice, ideology, sexuality, family roles, and/or sex-role preference during this period (Marcia, 1993). In addition, a thorough understanding of adolescents' religious experiences is important given the substantial identity development that occurs during this period (Fowler & Dell, 2006). Cohen-Malayev et al. (2014) refer the term of religious identity to an individual's religious self-definition and to the significance ascribed to religion in

one's self-definition, whereas Griffth & Griggs (2001) specifically defined religious identity status as a conceptual framework defined by exploration and commitment within the specific domain of religion.

Religious identity as well has been proved to relates positively to psychological well-being parameters (e.g. Abu-Rayya & Abu-Rayya, 2009; Francis & Katz, 2002; Francis & Robbins, 2000; Hackney & Sanders, 2003; Helm, Hays, Flint, Koenig, & Blazer, 2000; Koenig & Larson, 2001; Leondari & Gialamas, 2009; Lewis, Maltby, & Day, 2005; Swinton, 2001), self-esteem, positive affect, and meaningfulness (Davis & Kiang, 2016; Chan, Tsai, & Fuligni, 2014). These studies affirm the importance of religious domain to the identity development in adolescence.

The aim of this study is to investigate the profiles of religious identity status of early adolescents. It is important to figure out the religious identity status since it was related positively to many psychological well-being parameters. By mapping adolescent's religious identity status, the guidance and counseling teacher can propose several appropriate interventions to foster the development of religious identity into achievement status.

## Method

### Participants

The participants of this study were 116 secondary school students in Sleman, Yogyakarta. The age range of student participant was 12–17 years (M = 14.19, SD = .99).

### Instruments

Religious identity status was measured by using the Religious Identity Status Scale (RISS). RISS was based on Five Identity Status Model (Crocetti, et al., 2008) which consist of 38 items ( $\alpha = .663$ ). The favorable items were responded to a 4-point scale from 1 (strongly disagree) to 4 (strongly agree) and conversely for the unfavorable items. The measure is comprised of three subscales, including commitment (21 items), in-depth exploration (11 items), and reconsideration of commitment (6 items).

### Data Analysis

There are two main processes of the data analysis. First, descriptive statistic analysis is employed to determine the religious identity status of each participant. The participant's total score of each subscale will be categorized as high or low based on criteria below.

Table 1. Categorization of Participant's Scores

Subscale	Level	Score
Commitment (Co)	High	52.5-84
	Low	21-52
In-depth Exploration (IE)	High	27.5-44
	Low	11-27
Reconsideration of Commitment (RC)	High	16-24
	Low	0-15

Based on score's level above, the participant will be classified into one of five identity statuses (achievement, searching moratorium, moratorium, foreclosure, or diffusion) based on criteria of table 2.

Table 2. Religious Identity Status Classification

Status	Level of Scores
Achievement	High Co, high IE, low RC
Searching Moratorium	High Co, high IE, high RC
Moratorium	Low Co, high IE, high RC
Foreclosure	High Co, low IE, low RC
Diffusion	Low Co, low IE, low RC

## Results and Discussions

The The descriptive statistic analysis of Religious Identity Scale revealed that majority of students were in achievement religious identity status (66%). The second majority students were in searching moratorium status (23%), while only few students were in foreclosure status (10%) and moratorium status (1%). None of students represented the diffusion status.

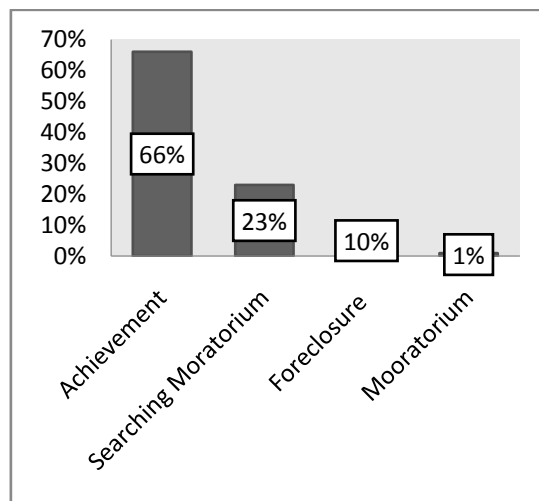


Figure 1.

Religious Identity Status Profiles of Secondary School Students in Sleman, Yogyakarta

Each of the statuses represent its specific psychosocial problems. Adolescents in achievement and foreclosure status are characterized by low levels of psychosocial problems and indicated a condition of identity stability. However, the foreclosure adolescents are less extroverted, agreeable, conscientious, and open to experience than adolescents in achievement. On the other hand, adolescents in searching moratorium and moratorium status report more psychosocial problems, both internalized and externalized behaviors. Therefore, these two types of the moratorium represent a condition of identity instability, which is indicated by the high symptoms of depression and anxiety. However, the moratorium adolescents appeared to be much more troubled than the searching moratorium cluster, as revealed by higher scores on several psychosocial problems (Crocetti et al., 2008).

Although adolescents in achievement status were the healthiest individuals as they indicated lower psychosocial problems than any other identity status, the existence of their current statuses may change as the characteristic of identity formation during adolescence and early adulthood is not permanent for later life periods (McAdams & Cox, 2010). According to Marcia (1994 in Santrock, 2014), many adolescents who have developed a positive identity follow the “MAMAcycle”; that is, their identity statuses change from moratorium to achievement to moratorium to achievement. This cycle may recur throughout their lives. Marcia (2001) also noted that the first identity status which is formed by an adolescent is not a final identity for him.

Adolescents who encounter the “MAMA cycle” will enter a moratorium status before finally achieving a return status. At this moratorium status, adolescents will experience an identity crisis which defined as a period to sort through some meaningful and available alternatives to a certain domain. As a result, adolescents with moratorium status will tend to experience an instability of identity. Therefore, it is important to suggest appropriate intervention, which aims to prevent the achieved adolescents from a condition of prolonged identity instability.

One of the preventive interventions in Guidance and Counseling is a group guidance. Prayitno & Amti (2004) defined guidance as a service delivered by an expert (counselor) for one or group of people

(counselee) in order to facilitate the development of their own self-supporting abilities. Specifically, Regulation of the Minister of Education and Culture Number 111/2014 about Guidance and Counseling for Elementary and Secondary Schools elucidate group guidance as for the provision of assistance for students (counselee) through small groups of two to ten people in order to prevent any potential problem and to maintain or develop necessary students' life skills. A type of group counseling services which enacted as a prevention effort for adolescents in achievement is a group discussion technique. A counselor or Guidance and Counseling teacher divide the achieved students into several groups and discuss a topic about nurturing the healthy religious identity.

Adolescents in searching moratorium status differ only in reconsideration of commitment aspect than adolescents in achievement status. A searching moratorium adolescent characterized with a high level of reconsideration of commitment. In contrast, those in achievement status have a low reconsideration of commitment. A high level of reconsideration of commitment indicates a decrease of satisfaction toward adolescents' current commitment. However, adolescents in searching moratorium status will continue to carry on the process of in-depth exploration. This condition may lead to a state of identity instability. Therefore, the curative type of Guidance and Counseling service is needed by providing a person-centered approach for individual or group counseling.

According to person-centered approach, psychological problems arise as a result of discrepancies between ideal-self and real-self of the counselee. The role of the counselor is to help the counselee to minimize or even eliminate the discrepancies. With regard to the religious identity status, a counselor will help the counselee to identify the ideal-self-image of his or her current religiosity as well as the real-self-image. The counselor then seeks to create a counseling atmosphere filled with unconditional positive regard and provides an accurate empathetic understanding of the disequilibrium condition experienced by the counselee. In addition, the counselor also needs to express a genuine to impose the normative restrictions of the counselee's dissatisfactions.

Foreclosure identity status is characterized by the high level of commitment and the low level of in-depth exploration and reconsideration of commitment. Consequently, the foreclosure adolescents tend to conform to the values shared by the surrounding environment. They are more reluctant to explore deeply their current religious choices because they think that they would feel guilty and anxious if they tried to do such a deep exploration (Marcia, 1993).

An adolescent with foreclosure religious identity status would encounter a spiritual conformity. According to Griffith & Griggs (2001), spiritual conformity is the adoption of religious beliefs and behaviors to gain acceptance from others. At this level of spiritual formation, motivation is still external and self-serving. Adherence to religious beliefs tends to be superficial and compartmentalized due to a lack of rigorous critique and evaluation. Therefore, the required Guidance and Counseling service for the foreclosure adolescents are a service which aims to enhance adolescents' self-confidence. The goal is to make them able to explore their religious beliefs deeply without any feelings of guilt or anxiety.

A school counselor may use a variety of techniques to enhance the adolescent's self-confidence, such as the assertive training. According to Bishop (1999) assertiveness will develop self-confidence and self-ability to judge, argue, and respect others. Other recent studies have been shown that assertive training can be applied to improve students' self-confidence (Asrowi, Chadidjah, & Utami, 2017; Turina, Giyono, Rahmayanti, 2015; Indrawati, Setyorini, & Padmomartono, 2014).

The basic assumption of assertive training is that everyone has the right to express his feelings, opinions, beliefs, and attitudes to do things without any hesitation but does not hurt the feelings of others. Assertive training is a social-skill exercise given to an anxiety-plagued individual, unable to defend his rights, too weak, letting others undermine him, unable to express his temper properly and quickly offended (Corey, 2009).

## Conclusions

The results showed that students' religious identity statuses were distributed in four categories: achievement (66%), searching moratorium (23%), foreclosure (10%), and moratorium (1%). The recommendations of Guidance and Counseling services for adolescents with their respective religious identity statuses are: (1) group guidance services about the development of a healthy religious identity for adolescents with achievement status; (2) individual or group counseling services by a person-centered approach for adolescents with searching moratorium and moratorium statuses; and (3) individual or group counseling services by assertive training technique for adolescents with foreclosure status.

This study only employed participants in early adolescence. It is important to draw more participants in the middle as well as late adolescence to capture a more complete description about the development of religious identity status in adolescence. Moreover, it is also necessary for a further researchers to consider more specific about adolescent's contexts (e.g. residency and culture) since it was proved to be highly related to adolescent identity development.

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