

The construction and validation of solution-focused group work (SFGW) for Malaysian adolescents

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Abstract

Solution-focused Group Work (SFGW) approach is proven to be effective in resolving adolescents' life struggles and assist them to lead a successful adolescence hood. Common practices of developing the intervention module and assessing the module are presented in this study. The data was collected by two stages: (i) validation process by 4 counseling module development experts; and (ii) a total of 30 samples aged 14-15 years old was piloted to obtain the reliability score of SFGW. The collected data were subjected to descriptive test. The result yielded that SFGW have good validity and high reliability with Cronbach's alpha of .87 and .94 respectively. Hence, it is concluded that SFGW is a valid and reliable module for adolescents who increases their self-efficacy, achievement motivation and goal-setting behaviors.

Keywords: Solution-focused Group Work (SFGW), Adolescents

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Introduction

It is timely that Ministry of Education has had introduced National Educational Blueprint 2013 – 2025 with one of the focus is to produce a well-informed students, be it academically or non-academically. Schools are encouraged to create a harmonious environment for students to explore themselves and provide opportunities for them to correct their behavior. Since adolescence is a crucial stage to develop their strengths towards positive living, they need to be empowered with confidence and ability to figure out solutions for their own problems (Morton & Montgomery, 2013).

Mahzam (2013) suggested that students should be given a continuous guidance and assistance to develop their life skills. Borhan, L., Hashim F., & Othman J (2014) recommended schools to provide support and opportunities to adolescents to explore and form their identity through co-curricular and instructional approach. Acquiring adequate skills will empower students to face challenges in life positively. Ultimately, students with stable mental state will contribute to the wellness of themselves as well as their environment like schools. Students who have a clear understanding on themselves and equipped with necessary skills to face challenges will later increase their academic achievement and decrease disciplinary problems in school setting (Mahzam, 2013). Engaging in group work and role playing activities will provide a platform for adolescents to make real-world decisions on matters like sex and drugs (Santrock, 2013).

As to assist and uphold the importance of counseling, numerous studies conducted in school setting. In recent years, research on counselors' competency, effectiveness of counseling and various intervention modules were validated and tested its reliability in school setting (Bavani & Sorooshian 2012; Mohamad, Z., Hj, A., & Rahman, A., 2011; Mahzam, 2013; Amalie Madihie & Sidek Mohd Noah, 2013). With this progress in mind, counselors may reach more students to assist them in their positive personal development. Programs based on group works found to be effective as adolescents are more contented to express themselves in the peer groups (Corey, 2012). As to laud the need for interventions, current move to develop an intervention program using SFGW in Malaysian context is much welcomed. Intervention using SFGW approach proven to be effective in resolving adolescents struggles in life like low self-esteem and depression (Javanmiri L. et.al, 2013; Mahzam, 2013; Reddy et.al, 2015). Hence, integration between solution-focused approach and group work will definitely be anticipated in providing a solid intervention in Malaysian schools.

Theoretical Foundation of SFGW

Solution-focused is a post-modern therapeutic approach which emerged in 1980s. The approach strongly influenced by the work of Milton Erikson and the MRI Group in Palo Alto, CA. The distinguish aspect of the approach is the use of artful vague language and well-crafted statements to allow the client to come up with their own understanding. Steve De Shazer and Insoo Kim Berg spent more than 25 years with clients by observing and paying attention to what was most useful to promote solutions. They are in the opinion that sessions are meant to help satisfy what clients wanted and subsequently creating solutions within the short period of time. Following tenets explain the reasons behind the selection of the theory as a guideline in development of SFGW.

One of the solution-focused basic tenets is the identification of positive signs in individual. Clients are seen as the nucleuse of the session that always cooperative. They are viewed as the expert of their own life and change happens as client experience themselves as competent and successful. Counselor and client identify exceptions to most problems put forward and look for solutions. Problems are viewed as a way of describing things rather than pathology and complex problems not necessarily needs complex solutions. This approach ought to facilitate changes in clients, in the way chosen by them. Small change in thought or act can lead to larger change in client life.

This is a straight forward, time effective, efficient, and positive psychological approach towards solutions for any situations faced by clients. The approach is differed from traditional counseling psychotherapy approaches in that it shifts the focus from problem solving to solution focus (Sobhy & Cavallaro, 2010; Saadazaade & Khalili, 2012). Counselors do not necessarily need to know the pathology of clients but to collaborate on signs of when the problem has been solved (Sobhy & Cavallaro, 2010).

Hence, this positive based orientation views people as competent and has the strength to construct solutions for their well-being. Solution-focused theory interpret that people have all the capability to find solution but sometimes tend to lose awareness of their competencies. The therapeutic tasks provided in the session aimed to shift from past-oriented focused to present and future. The belief here is that of clients are able to identify and specifically present the problems and goals and also pronounce the positive changes encountered during the process. The emphasis on the positive changes actually leads towards solutions in the session.

This simple, fast and client centered theory views clients as always cooperating in the sessions. The clients are recognized as the expert in their own life. This futuristic based theory focuses on the positive side of life, and always looks for solution. In addition, the theory facilitates and guides a person towards a positive change in their desired direction. It assumes that a small change may lead to larger change in a persons' life. This assumption based on the facts that change happens as people experience themselves as competent and successful. And, its view about problem significantly differentiates it from other theories. Complex problems not necessarily need a complex solution. It focuses on how to solve the problem rather that questioning the reason on why the problem occurs. Exceptions to most problems can be identified by counselors and clients.

Here, the duty of solution-focused counselors is, help the clients to recover their lost awareness by using the techniques in theory. The techniques used are goal setting, the miracle question, exception questions, scaling questions, coping questions, relationship questions and the therapeutic feedback. The reaction

towards the techniques builds an active and directive approach (Sobhy & Cavallaro, 2010). The utilization of the techniques based on seven principles of solution focus approach. They are 1) to change the interaction pattern and aware the limitation in relationship with others; 2) to encourage a person to do something differently; 3) to establish an accommodating relationship with clients; 4) to derive new and useful meaning from client's complaints; 5) to look for clients' small changes; 6) the emerge of small changes is enough to create changes in the whole system of the clients' life; and 7) it is not a mandate for counselors to know deep about the clients' problems.

Corey (2008) modified the basic assumption of SF to suit the group counseling. They are (1) changes are expected to occur with the focus on the future and solution bases; (2) group members are blocked with negative thought for progress despite their high capability of resolving issues; (3) exceptions exist for every problems, thus focus on exceptions will lead to solutions; (4) clients given opportunity to present their other sides of the self; (5) a small changes recognized as this will lead to other changes; (6) group leaders should facilitate clients desire to change; and (7) groups members can be trusted in their intention to find solution that uniquely suits themselves.

Gerald B.S. (2005) concluded that adolescents do not have the cognitive skills needed to understand where and how they get into the problem as the way adults are able to grasp the nature of the problem. As the SF uses the clients' words, counseling became easier for adolescents to comprehend. Counseling becomes more personalized and met the needs of students as the counselors use students language. Students' ability to communicate at their level and to recognize that they are understood creates an ideal situation. Another aspect is the focus on language that directs them to take positive actions (Gerald B.S., 2005). The qualitative data of conversation analysis revealed SFGW influenced and gradually changes adolescents' problem based speeches to a more solution focused and hope for success conversation. He further said that specific SFGW techniques like miracle questions, scaling questions, and exceptions able to bring a solution for clients. The research proved that low self-esteem clients could utter high self-esteem speeches after SFBT intervention (Mulawarman, 2014).

The above discussion clearly stated that adolescents are able to lead a constructive lifestyle with guidance from adults through education. Group work activity, based on well researched modules would benefit adolescents a lot. SF tenets found to be adequately assist adolescents to create their life purpose and built a solid life foundation. The goal-setting, exception and change variables derived from SF will be used in this study. The development of SFGW module would be a great platform for all the stakeholders for empowering adolescents in Malaysia.

A good module development should be based on theoretical background (Rozubi & Lau P.L., 2015). As for the study, Solution-Focused Theory will ground the SFGW module development. The module grounded by Solution-focused tenets could explain the empowerment of adolescents to focus on solutions to their problems. Adolescents would be empowered by encouraging them to plan, set goals, to experience, to review goals, reframed obstacles and celebrate little change observed by them.

On the whole, Solution-focused literature can be categorized into two broad themes. These are, firstly, solution construction using the goal-setting and self-regulation. Secondly, create exceptions to the problem and utilizing of strengths available within individuals (Grant, 2011). Grant (2012) focused on three key factors: (1) goal orientation; (2) resource activation and (3) problem disengagement in the development of solution-focused inventory. Henceforth, current study suggests fourth theme focusing on the capacity of the person to recognize positive change. The notification of positive change in individuals will motivate and encourage them to pursue life positively. Such encouragement is seemed a must for adolescents to see life positively. This would empower them with the sense of objectiveness, self-efficacy and motivation to achieve successful and healthier life.

In conclusion, the study will develop a personal development module based on four core themes drawn from literature review of Solution-focused theory. The themes are named as (1) Goal-Setting (GS); (2) Resource Activation (RA); (3) Solution-Focused (SF) and (4) Positive Change (PC).

The Need to Develop the SFGW Module

The need to develop the module was felt, mainly for three reasons. Firstly, study by local researchers suggests more preventive programs being developed for Malaysian adolescents so that, Malaysia can

produce a better future generation (Abdul Hamid et.al., 2015). There is a gap in youth programs that focus on values and moral's education and life competency skills on how to behave (Abdullah et.al., 2015).

Secondly, adolescents are viewed as competent and full of ability to endure their lives journey (Moshman, 2011 & Santrock, 2013). They have inner strength for achievement to lead their life. To lead a successful adolescence hood, they need psychological, social and other related supports from adult (Santrock, 2013). All they need is affirmation on their capability in accomplishing given tasks, ability to construct goals of their own and constant motivation to achieve goals. The integration of self-efficacy and goal-setting techniques would be beneficial to increase achievement motivation among adolescents (Zimmerman, 1992). Hence, the module developed will look into adolescent's self-efficacy, goal-setting behavior and achievement motivation grounded by Solution-Focused theory.

Thirdly, to date, in attempt to address issues related to adolescents, local researchers documented numbers of studies which mainly pay attention to the outcome of interventions using various theories and approaches like Cognitive-Behavioral Therapy and Rational Emotive Therapy (Mahzam, 2013; Madihie, A., & Mohd Noah, S., 2013) Most of these studies focused on the effectiveness of such approaches on adolescents' academic achievement, self-esteem and self-efficacy. Unfortunately, only handful of these studies focused on the effectiveness of Solution-Focused group work intervention among adolescents, especially academic achievement. Thus, current study is in the hope to fill in such a loop in counseling intervention field. The study will reveal the effectiveness of Solution-focused group work on adolescence goal-setting behavior, self-efficacy and achievement motivation.

Method

As to determine the validity and reliability of the drafted module, validation and reliability processes involved. The processes are explained as follows:

Process I – Validation Process.

Experts in the field of counseling and module development were identified. The experts have more than 10 years' experience in module development and two of them have the competency in Solution-Focused theory. The other two experts were involved extensively in counseling development in Malaysia. Researchers identified 6 potential counseling experts and sent an email to seek willingness to evaluate the module. All 5 of them responded and agreed to become the evaluator. An appointment letter was prepared by the second author and sent to respective evaluator with the module draft and the validation form. After two weeks, researcher sent an email to remind about the evaluation, and after a month 3 evaluators returned the module. In between that period of time, evaluators provided feedback via phone calls and emails. One of the evaluator asked the researcher to meet personally to get the feedback and collect the module and validation form. Within a month 3 evaluators responded and return the module with validation form. The fourth evaluator sent in the module after two months but the fifth evaluator unable to accomplish the evaluation due to some personal reason. Finally, data were collected from 4 experts and analysis to get the validation percentage. The analysis was performed and calculated by using percentage (%). The formula was formulated by SidekMohd Noah and Jamaludin Ahmad (2005) and presented below:

$$\frac{\text{Total Score from Experts (x)}}{\text{Maximum Score (100)}} \times 100\% = \text{Content Validity Achievement}$$

A good content validity should score more than 70% and if the less than that, the module does not have a good validity result and it is advisable to recheck the content according to the objective of study. Apart from percentage, the result can be presented in a point form, where 100% as 1.00 and 0 % as 0.00. This way of writing is similar to a correlation index (SidekMohd Noah and Jamaludin Ahmad, 2005).

Process II – Reliability Measuring Process

Pilot test was carried out to reveal the relevancy, appropriateness and usability of the module on intended participants (Arip, M. A. et.al., 2013). Pilot test also provides feedbacks on the aspects that need

improvement in the module constructed (Ahmad, J., Amat, M. A. C., Yahaya, S. N., Yusof, R., & Alias, S. R., 2011). A number of 30 adolescents participated for the pilot study. Permission was obtained from the Ministry of Education to conduct the pilot study and research in schools. Permission letter from Ministry of Education was sent out to participating school Principals and upon obtaining the permission, the researcher visited the schools. With the assistance of school counselors, list of participants was obtained. The participants were given explanation about the SFGW program and their consents were secured. A total of 30 samples were used in this pilot study. Permission from the parents obtained and the participants were made aware that their participation was completely voluntary and that they could withdraw from the study at any time. The usual time to complete the form was about 20 minutes. After the recruitment of participants, they went through the following activities:

1. Activity 1 - I Know You, You Know Me; and Yes!! This is my hope. Activity 1 focus on ice-breaking session, where facilitator and members are get to know each other. Then, group members construct their own rules and goals of being in the group.
2. Activity 2 - provides more opportunities to build confidence and competency among members.
3. Activity 3 - Keys to Solution. Activity 3 focuses on finding solutions for obstacles brought by members. Members are expected to be instilled with positive thoughts about self, utilize their strengths and provide exceptions to obstacles.
4. Activity 4 - members will continue to exercise finding solutions for obstacles and start to scale their progress.
5. Activity 5 - members are to point out positive change in them. Members are expected to analysis the change by eliciting, amplifying and reinforcing (EAR).
6. Activity 6 - anticipated to support members to reframe their obstacles and lead them to solution building. The validity and reliability of the instruments is mandate in research.
7. Activity 7 - Let's Party. The aim is to celebrate members' new understanding, achievement and positive change. This activity expected to affirm the success achieved and also to minimize the relapse among members. The emphasis on the positive changes actually leads towards solutions in the session.

After each session, participants were asked to respond to the reliability instrument that developed from objectives of each activity. The evaluation instrument which was adapted from SMDM consists of 20 items. The items in Reliability Measuring form are on a Likert-scale of 1- Strongly Disagree to 5 – Strongly Agree. Finally, module is ready to use after the validity and reliability is determined.

Results and Discussions

Validation analysis

Table 2 Division of validity achievement according percentage of four counseling experts

Evaluators	Evaluators Score (x/25)	Total of Validity Achievement (%)	Validity Index
Evaluator 1	18	72	.72
Evaluator 2	23	92	.92
Evaluator 3	25	100	.100
Evaluator 4	21	84	.84
Total Achievement Average	.870 = .9 (1 d.p.*)		

***d.p.: decimal point**

The result shows that, overall validity of the module scored is 87%. The highest percentage was given by evaluator 3 (100%), followed by evaluator 2 (92%), evaluator 4 (84%) and lowest percentage by evaluator 1 (72%). The SFGW validity index obtained an overall total of .9 (1 d.p.).

The overall comments and suggestions from the evaluators are (i) the module is suitable for the intended samples; (ii) to conduct pilot test prior the actual research to avoid any possible hiccups; (ii) steps in activity 1 and 2 looks similar; (iv) to provide sample dialogues in every activity as to guide others especially the module users. In sum, all evaluators agreed that the content of SFGW is related to the

objective and suitable for adolescents.

Reliability analysis

The module reliability instrument can be developed by referring the objectives of activities involved or steps in the activities (Jamaludin Ahmad & Sidek Mohd Noah, 2005). In this study, the reliability instrument was developed using the objectives of the activities. A total of 20 objectives were identified from all 7 activities, hence the reliability instrument consists of 20 items. The Statistical Packages for Social Sciences (SPSS) version 21 was used to determine the Cronbach's Alpha of the module. The analysis revealed that SFGW module score .938 for 20 items. Othman Mohamed (2000) suggests that a module can be accepted only and if the module obtains .90. Hence, the analysis proved that SFGW module has a high reliability which is .94. This suggests that the module has a consistency and reliable for be used in school setting.

This study has proven that SFGW module contains good content validity and has high reliability and suitable to be used in school setting. The module too can be conducted for adolescents' especially secondary school students. Therefore, the module can provide insights to counselors in schools to conduct a properly planned and researched module for adolescents. Besides that, (Schunk, 1995) raised concern on the need to conduct research to examine the relationship between motivation, performance and self-efficacy. Training and skills teaching are common practice in school settings but such activities considered insufficient without assessing its effectiveness on students' self-efficacy and their performance. Due to importance should be given for the effect on the training and skills teaching where self-efficacy and performance be measured. Thus, SFGW intervention module not only teaches students skills, but measures how it impacts students' efficacy, and performance. Well planned guidelines like SFGW enable adolescents to cope with life challenges especially negative thoughts that nailed in them since young.

Most of the studies in Malaysia focused on the development and effectiveness of approaches focus upon adolescents' academic achievement, self-esteem and self-efficacy. Unfortunately, only handful of these studies focused on the effectiveness of Solution-Focused group work intervention among adolescents, especially academic achievement. Thus, the development of SFGW module is in the hope to fill in such loop in counseling intervention field. Programs based on group works found to be effective as adolescents are more contented to express themselves in the peer groups (Corey, 2012). As to laud the need for group interventions, the development of intervention program using SFGW module in Malaysian context is needed.

Conclusions

The development of SFGW module went through a proper validation and reliability process as suggested by the experts in the field. The skills thought in the module will enable adolescents to be ready to start a successful adulthood. Thus, the current module will enhance adolescents' self-efficacy, achievement motivation and goal-setting behavior.

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Graduate profile of guidance and counseling department faculty of education universitas negeri semarang

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Abstract

Faculty of Education Universitas Negeri Semarang, and 3) readiness alumni of Guidance and Counseling Department Education of Faculty Universitas Negeri Semarang to compete in the work world. The method used is a survey-descriptive. The population for this study is the alumni of Guidance and Counseling Department Faculty of Education Universitas Negeri Semarang that graduated in 2013, 2014, 2015, and 2016 in the region of Central Java Province. The sampling used cluster random sampling techniques (cluster random sampling area). Cluster sampling technique procedures implemented by selecting a sample in Central Java Province randomly. An instrument which is used was questionnaire and interview. Quantitative data analysis techniques using descriptive statistical data and qualitative data analysis using interviews. The results showed that 1) the competence of alumni Guidance and Counseling Department Faculty of Education Universitas Negeri Semarang very well in accordance with the Regulation of the Minister of Education and Culture of the Indonesia Republic No. 27 of 2008 on Standards Academic Qualifications and Competencies Counselors Indonesia, 2) the suitability of the field work with the field of graduate studies Study Guidance and Counseling Department Faculty of Education Universitas Negeri Semarang is very appropriate, and 3) the alumni are very ready to compete with the alumni Guidance and Counseling Department from other universities.

Keywords: Alumni, Field Work, Competence, Competition

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Introduction

Third Standard in the accreditation forms BAN PT on students and Alumni is one of the reference standard of excellence the quality of students and graduates of guidance and counseling department faculty of education Universitas Negeri Semarang. Guidance and counseling Department of UNNES with A grade of accreditation, need to maintain the grade of the accreditation in 2017. Guidance and counseling department faculty of education of UNNES always run the trust authority in conducting a search of alumni, especially with regard to the general data of academic and curriculum guidance and counseling department.

Guidance and counseling department has positioned students as the main stakeholders as well as plus value in in the implementation of education process in order to actualize the vision, realizing the mission, achieve goals through strategies developed by the guidance and counseling department. Guidance and

counseling department constantly sought to maintain continuity in the quality of the program, to assess performance and establish continuous relationship and cooperation with alumni.

The products of an educational institution is the alumni, the quality of graduates is the quality parameters of the education provider institutions including higher education study guidance counseling department of UNNES. This phenomenon was felt to be important to the recorded the track of their competence in order to maintain the quality of education and its continuity. Study Program Guidance Counseling FIP-UNNES already have alumni about 90 to 100 every year spread all over Indonesia, especially in the province of Central Java. A large number of guidance and counseling alumni will have an impact upon the quality and life througho the nation, especially in education (Bodycott, P. 2009).

One important effort that needs to be done is evaluating the educational institution graduates including needs and satisfaction of students and stakeholders (stakeholders) after graduate from the university. To know the progress guidance and counseling department over the years relating to interest, absorption in the labor market as a result of the competitive world of work are higher. Related to this fact, guidance and counseling department UNNES competence will be studying whether it has met the expectations of various demands of the working world.

Another dimension of alumni searching are providing data for materials through department evaluation adapted to the needs of the labor market. This is consistent with what has been proposed by the former Minister of labor and Transmigration, Muhaimin Iskandar (in www.Okezone.com Thursday, May 30, 2013) that university graduates can no longer rely solely on a diploma in finding jobs, there is a demand for the bachelor to have competence and skills, so it can be absorbed by the labor market quickly. The quality of educational outcomes of Counseling program can be seen from whether graduates can meet the needs of stakeholders Citing the BAN PT (2008), explained that the quality of graduates has a characteristic mastery of academic competencies include hard skills and soft skills as stated in quality objectives as well as evidenced by the performance of graduates in society in accordance with the profession and science.

Government regulations of the qualifications and competence of guidance and counseling teachers or counselor is Education Minister Regulation No. 27 Years 2008 regarding the standard of academic qualifications and competence of counselors in Indonesia. The policy requires preparing and producing graduates with appropriate qualifications and competence (Raybould, M., & Wilkins, H. 2005; Jackson, D. 2010; Jackson, D. 2009). The latest policy associated with guidance and counseling teacher or counselor is the Regulation of the Minister of Education and Culture No. 111 of 2014 About Guidance and Counseling Unit of Basic Education and Secondary Education Unit, which demanded that guidance and counseling teacher or counselor should be competent in carrying out his profession.

If we look more closely at the practice of guidance and counseling in the community, especially in school's settings, then revealed some facts showed that guidance and counseling teacher were deemed to be not competent (Mind, 2009). It was triggered by the incompetence of guidance and counseling teacher competence in school. Empirical evidence from studies evaluating the service quality of guidance and counseling in Cilacap area indicates that guidance and counseling services in schools have not been satisfactory. ([Http://mm.unsoed.net/content.php? Cat = thesis & id = 367](http://mm.unsoed.net/content.php?Cat=thesis&id=367)). In line with this, Sugiyo (2010) suggests that people still consider that the performance of guidance and counseling teacher or counselor is irrelevant to the standard of professional services of guidance and counseling.

The above description suggests how real conditions of guidance and counseling associated with graduates. If there is no improvement in the situation, that will have a great impact of the lack of trust and interest of stakeholders to guidance and counseling graduates. Furthermore, this situation will cause lack of interesting to guidance and counseling graduates in the community because considered disappointing and far from professional degrees. This situation showed the importance of alumni quality investigation. So it requires deeper study of the guidance and counseling teacher alumni.

Alumni searching on this year was very important to get more accurate data about the condition of Guidance and Counseling Department alumni and for accreditation of Guidance and Counseling depart Fiment preparation in 2017 . Based on background research above, the purpose of this study was to determine graduate employability of graduate's Guidance Counseling Program and specifically to identify the level of competence of graduates in the working world, as well as be used as input for the management

study program on counseling FIP UNNES in improving and managing prime service that will be given to stakeholders.

Method

The method used for this study is a survey-descriptive (Brown, J. D. 2008; Burns, A. C., & Bush, R. F. 2006). It is accordance to the definition of the survey revealed that descriptive research was more focused on determining the position on the population to a variable (Ary, et al., 1990; De Vaus, D. A., & de Vaus, D. 2001). Through survey, this research will be directed to collect data and solicit information about guidance and counseling alumni in terms of the quality of graduates based on the aspects that have been defined. Survey-descriptive is a technique that focuses on the population status. The population for this study is a graduate from guidance and counseling study program faculty of education UNNES graduated in 2013, 2014, 2015, and 2016 in the region of Central Java Province. The populations have the following characteristics: (1) graduates from guidance and counseling department Unne's year of graduation from 2013 to 2016, (2) gender male and female, (3) has worked both in educational institutions and non education, (4) domiciled in Central Java. The sampling used was a cluster random sampling techniques. Through the use of cluster sampling technique samples selected from regions in Central Java Province. The areas that were sampled based upon the division of residency Central Java, namely: (1) pekealongan residency, (2) semarang residency, (3) pati residency, (4) surakarta, (5) kedu residency, and (6) residency of Banyumas.

This study used instruments: (1) The questionnaire and (2) interviews (Ary, et al, 1990; Hadi, 2004). The questionnaire used to collect the data based upon certain criteria related with the quality and the presence of graduates. This structured questionnaire is "Angket Pelacakan Lulusan Bimbingan dan Kounseling (APL-BK). The questionnaire contains a number of questions that must be filled by the respondent (Alumni) in accordance with the actual circumstances. Testing the validity of the content was done by an expert who understands the theory to be measured and the development of measurement tools (Suryabrata, 2000). Testing the validity of the content is performed by all members of the researcher. In addition to using questionnaires, then used the instrument also guide the interview guidance is structured interviews to gather additional data such as process or experience the performance of graduates in the community. In addition, data were collected from policy makers associated to the presence of graduates.

Data analysis techniques for quantitative data used descriptive data analysis techniques (Agresti, A., & Kateri, M. 2011; Raudenbush, S. W., & Bryk, A. S. 2002; Ott, R. L., & Longnecker, M. T. 2015). Descriptive data analysis functions to determine the degree or frequencies and percentages for the variables studied (Ary, et al., 1990). This technique analyzes the data on the form with the number and percentage of each component in a variable graduate. In addition, an analysis of qualitative data generated from interview techniques.

Results and Discussion

Results of the study showed competence of graduates, the suitability of the field work and readiness to compete. Competence of alumni Guidance and Counseling Program faculty of education UNNES as follows:



Figure 1 Competency of guidance and counseling department alumni UNNES

Based on the diagram in Figure 1 shows that the competence of graduates majoring in guidance and Counseling 50% is in good category, 37% is in excellent category, and 13% is in enough category. 13% competency of guidance and counseling department alumni need for improvement on student preparation and curriculum development .

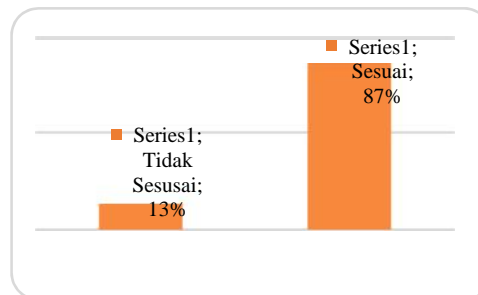


Figure 2 Suitability of field work and field study

From the bar chart above we can conclude that 87% of guidance and counseling alumni work in accordance with the subject studied, namely a teacher of guidance and counseling. They became guidance and counseling teacher within elementary school, junior high school, senior high school, both in public or private schools. While there are 13% of alumni working in the field that do not correspond to the field of study that students learn, some of them working as private employees, bank employees, as well as independent entrepreneurship.

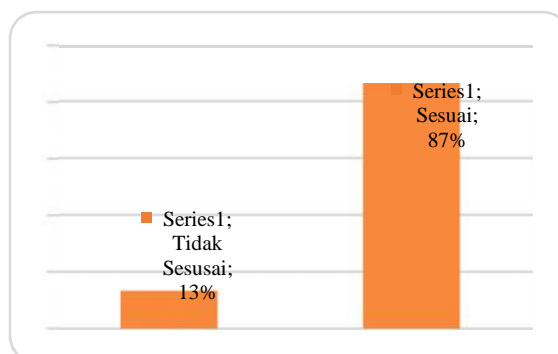


Figure 3 Alumni readiness to compete showed in chart below

The diagram above showed that counseling department alumni ready and confidence to compete with other alumni from another university. The parameter of Competence Guidance and Counseling department faculty of education refers to Competency Standards counselor Indonesia as explain in Permendiknas 27, 2008 as follows 1) Have Attitude, Values and personality that support in the form of competence; faithful and devoted to God Almighty, respect and uphold the values of humanity, individuality and freedom to choose, demonstrate integrity and stability of a strong personality, b) Understand in detail the counselee to be served include: understanding the development of physiological and psychological and behavioral counselee, master the concepts and practice of assessment to understand the conditions, problems and needs of the counselee, c) mastering Platform and the theoretical framework of guidance and counseling as follows: master the theory and praxis of education, master the framework of theoretical and practical guidance and counseling, mastering the essential guidance and counseling services in track, level and type of education unit, d) Conducting autonomy counseling services as follows: designing program guidance and counseling, implementing programs Guidance and counseling comprehensive, assessing the process and results of operations of Guidance and counseling, and e) Developing sustainability Professionalism include: awareness and commitment to professional ethics, an

active role in the organization and activities of professional guidance and counseling, master the concepts and practical research in guidance and counseling.

The results from the research showed that the competence of Guidance and Counseling alumni is in good to excellent category. A small percentage is in enough categories. Referring to Indonesia's counselor competency standards there need some further improvement so that all alumni have a good competence even very good. Alumni who are in enough category have various causes of the background, most of them graduate longer from her or his friends. Longer student finish their study more hard they adjust with work environment. In particular, they have to lack competence in selecting method and approach, implementing, assessing, and evaluating guidance and counseling program.

In aspect of suitability of field work with graduate study area's Guidance and Counseling study program's FIP-UNNES, 13% profession of alumni do not match with their study background. They choose another path of career such as an entrepreneur, bank employee or another profession. Based on residency, alumni from Semarang, Pekalongan and Banyumas have the tendency to working outside guidance and counseling teacher or counselor. This residency has lot of industrial area. This means that the alumni coming from these residencies have a career orientation outside as a teacher of guidance and counseling. Looking at that fact, guidance and counseling program needs to improve mastery.

Conclusion

Competence graduate Study Program Guidance and Counseling department faculty of education UNNES alumni are excellent accordance with ministerial regulations of Education and Culture of the Republic Indonesian No. 27 of 2008 on academic qualification Standards and competency's counselors Indonesia. Suitability of field work with graduate study area's Study Program Guidance and Counseling FIP UNNES is very appropriate. Alumni are very ready to compete with alumni from other universities.

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The application of impact counseling in therapy started with individual counseling expressive to cope with the personal problems by college students

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Abstract

Various approaches and theory can be applied to help students to cope with personal problems; one approach that can be applied is the impact counseling. Impact Therapy is a teaching process that carried out by the counselor, where a counselor wrote and visualized to clients about what the client wants, the client will do, how clients assess their behavior and how clients to plan what to do next. This is illustrated by Ed Jacobs As WDEP (Want, Doing, Evaluate, and Plan). Before using the impact counseling for students who are not able to communicate the problems that they experienced first counselor implemented expressive therapy. Expressive therapy known as a therapy in counseling and psychotherapy in which the client can communicate and express its feelings and their thoughts through activities related to art, music, dance, drama, poetry, as well as games. Expressive therapy is also called the "Creative Arts Therapy". Especially art, music, drama and poetry.

Keywords: Impact of Counseling, Expressive Therapy

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Introduction

Students are a group of young people who are studying in college. Activities and tasks the student as a learner is learning the science, organizational, community and learning to be a leader to achieve success in life. Students are often referred to as a group of scholars and intellectuals who hold a heavy burden on the shoulders of determining the fate of the nation's future (Ishaq, 2006).

Students with higher capacity are expected to understand the concept, can be mapped the problem and choosing the best solution for these problems (Dweck, 2007; Swales & Feak, 2004). However, various problems may arise during the implementation of a student in academic activities, the number of activities to be undertaken and implemented, many demands which must be met, which not good time management, and project work are piling up (Collier & Morgan, 2008; Graunke & Woosley, 2005). Such conditions according to Sarafino predicted to be stressful on the student when he was not able to meet these demands (Sarafino, 2006).

The problems experienced by students, Sometimes there are students who are easily communicating the problems they are experiencing (Hansen & Liu, 2005; Stiggins, Arter, Chappuis, & Chappuis, 2004), both to friends and faculty academic adviser (PA). However otherwise, there are students who are unable to communicate the problem that happened with other people. Therefore, as the PA responsible lecturers on campus need to take reasonable steps to help students from both groups and individuals so that they are free from the problems experienced.

Various approaches and theory can be applied to help students overcome personal problem, one approach that can be applied is the impact of counseling (Khotijah & Rahman, 2017). Impact Therapy is a teaching process carried out by the counselor, where a counselor wrote and visualizes to clients about what the client wants, the client will do, how clients assess their behavior and how clients to plan what to do next. This is illustrated As WDEP (Want, Doing, Evaluate, and Plan) by Jacobs et.al (E. E. Jacobs, Masson, Harvill, & Schimmel, 2011).

Before using, the impact of counseling for students who are not able to communicate the problems, they experienced first implemented expressive therapy. Expressive therapy known as a therapy in counseling and psychotherapy in which the client can communicate and express its feelings and their thoughts through activities related to art, music, dance, drama, poetry, as well as games(Andrusyna, Luborsky, Pham, & Tang, 2006; Klorer, 2005). Expressive therapy is also called the "Creative Arts Therapy" with specially art, music, drama and poetry (Atkins, et al., 2011; Malchiodi, 2014).

Problems

From the background that mentioned above, several issues need to be addressed as; (1) How is understanding the impact of counseling, (2) How can understand therapeutic expressive, (3) Application of Impact Counseling in individual with Expressive Therapy that begins with disclose personal experienced by students.

Discussion

Definition of Impact Counseling

Impact counseling is a creative approach to counseling that is initiated by Ed Jacobs. PhD from West Virginia University. A counselor in the counseling process must be creative in selecting and using effective techniques to help clients(Hayes, 2008; McAuliffe & Eriksen, 2000). A counselor should be able to convince clients with a variety of creative techniques(Rubin, 2016) so that the client does not get tired to follow the counseling process. In the impact therapy, the theory of creative is needed, such as the use on the theory of creative, taking into account the time, teaching, practice and thinking, which is packed with the term 5 "T" (Theory, Timing, Teaching, Training, and Thinking (E. Jacobs, 2011).

Furthermore Impact Therapy using a variety of creative approaches in counseling such as REBT (rational emotive behavior therapy), TA (Transactional analysis), Reality therapy, and Gestalt (E. Jacobs, 2011).

A counselor will approach impact therapy should be capable and seek to use all the senses in counseling, able to raise the motivation of the client, convince the client, and make the counseling process to be interesting and effective so that clients gain real advantages in the counseling process, and the client is willing make changes that need to be done, should be able to formulate the road and the steps to be performed by the client. In this case, Ed Jacobs packaging 4 "M" in counseling. Namely: Multi-sensory, motivational, Marketing, and Maps(E. Jacobs, 2011).

The results from the counseling process are the change for the client. To the occurrence of a change for the client needs to do the following steps.

- a. Pre contemplation: when a client comes counselor thinks the client is in a state of how, at this stage the client has not thought to the changes that will they do.
 - b. Contemplation: at this stage, the counselor began designing interventions, and clients start thinking about changes.
 - c. Preparation: the client began to prepare for change.
 - d. Action: client started doing and makes changes.
 - e. Maintenance: run changes
-

f. Termination: change (Norcross, Krebs, & Prochaska, 2011)

Impact Therapy as a creative technique in counseling therapy also uses the reality that mentions five individual needs: the need for: a sense of belonging, power or ability, pleasure, freedom or lack of dependence, survival (E. Jacobs, 2011).

Impact Therapy is also a learning process carried out by the counselor, where a counselor wrote and visualizes to clients about what the client wants, the client will do, how clients assess their behavior and how clients to plan what to do next. This is illustrated As WDEP (Want, Doing, Evaluate, and Plan) by Ed Jacob(E. Jacobs, 2011).

Other approaches are also used in impact therapy is REBT (Rational Emotive Behavior Therapy), which holds that thought which causes feelings. Someone felt something according to what he was thinking. In the theory of REBT using the ABC approach in assisting clients, and these can be written on a blackboard counselor as follows:

- a. The situation or person or event Sample; Clients shoplifting at the mall
- b. The beliefs or self-talk. Example; I have embarrassed the family
- c. Feelings and behavior. Example; I feel guilty

Counselors replace with the words: I've made a mistake.

Counselor: What did you during the span of your life is to do well?

Most people assume that "A" is that the cause of the "C." Counselor REBT acknowledges that "B" is the cause of the "C". Therefore, in the counseling process "B" needs to be changed.

In man, there is no rational belief and irrational belief. The counselor's task to replace the irrational belief that exists on the client becomes a rational belief. Some irrational beliefs that exists within an individual are as follows:

- a. Absolute individual loved by people who are important in their environment.
- b. Absolute everyone must be perfect and can reach achievements in all fields.
- c. There are some people poor, weak, helpless, these people should be punished and ostracized.
- d. It is very disappointing and a catastrophe if there is something that goes wrong.
- e. Unhappiness is something that is beyond the control over the individual.
- f. If there is something dangerous, then the individual should think about.
- g. It is easy to run away from the difficulties and responsibilities than to face it.
- h. Individuals need to depend on others.
- i. Genesis of the past determines the future now.
- j. A person must feel unhappy with the problems of others.
- k. To answer a problem, there must be the most appropriate way and the most correct.

Further impact therapy also uses Transactional Analysis approach, using ego grams comprising: Critical Parent (Self / Other), adult, child Free, Not Ok Child. In addition, it also uses the empty chair technique, using pictures. With this approach, the counselor helps the client to understand the conflicts with others.

Of the various opinions on the above, it can be concluded that the Impact counseling is a creative technique in counseling, which requires the counselor to be able to use a variety of creative techniques in counseling. Counselors use a variety of media, tools that can motivate the client to make changes. The counselor should be able to convince the client so that the client does not feel bored and seek to undergo a counseling process effectively. Various creative approaches have been used in Impact Therapy as REBT, Reality Therapy, TA, and gestalt.

Definition Therapy Expressive

Expressive therapy known as a therapy in counseling and psychotherapy in which the client can communicate and express its feelings and their thoughts through activities related to art, music, dance, drama, poetry, as well as games(Brodley, 2002; Estrella, 2005). Expressive therapy is also called the "Creative Arts Therapy" Especially art, music, drama and poetry (Atkins, et al., 2011; Malchiodi, 2014).

Furthermore, expressive therapy is a form of therapy used in psychotherapy and counseling that aims to channel the emotions and thoughts of individuals, reducing stress and conflict, through the medium of drama, making pictures and music(Klorer, 2005; Malchiodi, 2012).

Of the various opinions that have been described can be concluded that the therapy expressive is a form of therapy that can be used by counselors to help clients uncover and communicate the feelings, thoughts through media and events related with the activities of art, dance, drama, poetry, and the form of the game.

Therapeutic Role in Providing Assistance Expressive

In general, both in counseling and psychotherapy, expressive therapy can be done either individually, family, or as a group (Classen, et al., 2001). A counselor expressive first explains the meaning, using different forms of games, music, poetry, stories and so on. Depending on the client, the therapist uses closure activities with games, movement, storytelling, etc. relaxation. In the implementation of expressive therapy may use one or more models expressive therapies such as drama, then there is a game or a poetry reading, and so on.

Characteristics of Unique Therapy Expressive

Expressive therapy is a therapy that has a uniqueness that is used in counseling and psychotherapy as it has some special characteristics (Malchiodi, 2013). Uniqueness expressive therapy can be limited in the following areas.

a. Expression or self.

All therapies expressive, aims to develop individual self-exploration. Expressive therapy not only develops self-exploration but in every episode of treatment also develop how the client can communicate what feels, and it occurred within the client (Molina, Monteiro-Leitner, Garrett, & Gladding, 2005). Fundamentally, counselor and client work together to express themselves in the form express feelings, perceptions, develop self-understanding.

b. Active participation

Expressive therapy is known in psychology as "action therapies" (Wiener, 1999) because the action-oriented method used, where the client actively explore themselves and communicate ideas and feelings through the medium of music, drama, movement and dance, games and so on.

c. Imagination

Levinne suggested that the imagination was the basis used expressive therapy in art activities and games (Levine, 1999). Imagination is essential and fundamental in the overall expressive therapy (McNiff, 2008).

The linkage and relationship between physical body and thinking, National Center for Complementary and Alternative Medicine (NCCAM) in 2004 revealed that the relationship between the physical body at the thought. The ability to think physically affects the functions within the body (Barnes, Powell-Griner, McFann, & Nahin, 2004).

Restrictions Therapy Expressive

Limitation expressive therapy in relief can be applied to all ages, groups, and individuals who are psychologically disturbed.

Application of Impact Counseling Individual with Expressive Therapy Begins to Help Reveal and Cope Personal Problems Suffered Students.

The steps that can be done are as follows:

- a. The first step to implement expressive therapy to a student who becomes a child care PA. To the students was asked to choose any equipment provided lecturers, including equipment owned by students.
- b. Students are given the time to choose the equipment according to her condition during approximately 10 minutes. Afterwards, the students are asked to express and tell what is felt, experienced, contemplated and the problems experienced by the equipment chosen. Students gradually and spontaneously communicate the feelings they experienced as follows.
- c. Students with the name (pseudonym), feeling depressed and embarrassed to be on campus because they felt the campus environment perceive her as a woman who is not good. These circumstances make orchids become lazy to come to campus and do not want to finish the proposal. While parents and family is always asked when they graduate to remember orchids now are at half to ten.

- d. The next step lecturer PA resume activities in the implementation of impact of counseling in individual counseling. Impact Therapy as a creative technique in counseling therapy also uses the reality with five individual needs: the need for: a sense of belonging, power or ability, pleasure, freedom or lack of dependence, survival (Ed Jacobs, 2011).

Impact Therapy is also a learning process carried out by the counselor, where a counselor wrote and visualizes to clients about what the client wants, the client will do, how clients assess their behavior and how clients to plan what to do next. This is illustrated by Ed Jacobs (2011) As WDEP (Want, Doing, Evaluate, and Plan).

W = Wants. Clients will give meaning to their needs, desires, perceptions, perceptions and his hope to counselors and of themselves. Clients analyze every aspect to the life she wanted. To be able to perform activities of meaning needs, the counselor must perform intelligent actions through a variety of basic questions, such as: If you are the person you want, you will be what kind of person? Will be what your family if you and your family desire for each other? What do you do if you live the way you want? Do you really want to change your life? What you want that you probably will not get out of this life? What made you stop from making the changes you want?

W: not only related to the needs but also the perception. Although not exactly the same situation with the lives of children in the West, but there is a similar thought in which the locus of control is perceived as a source of needs. If in the West, there is a belief that external locus of control is closely related to behavior that is not effective, cannot necessarily be said is equal to the culture of Indonesia. The majority of our life is precisely controlled by external. So one goal of counseling is to help clients perceive the reality of inner control and direct her to change their behavior, although it cannot be released by the sizes of the external clients, especially those who are mean.

D = Direction or Doing. This phase emphasizes the behavior is the moment, the focus to gain awareness and change behavior during this time, do not focus on the client's feelings. Early counseling begins by discussing the purpose of the client's life. Ask the client: what they do during this, and if they do it toward fulfilling their needs? "Where is the last option you take?" "What is there in the mind you are now towards what your last wish to be fulfilled within one month, one year, two years henceforth?" "Would you describe the direction your behavior without making considerations?" There are common questions that are used to try to help clients improve their awareness of their choices that look like from a distance. Through describing their overall goal, the client becomes ready to evaluate and change the thoughts and behaviors.

E = Evaluation. Evaluation involves consideration of the client in the direction behaviors, actions, desires, perceptions, new directions, and specific plans Wubbolding. The task of the counselor is to ask the client to evaluate the quality of their actions and help them make effective choices (Triyono, 2016).

E: ask the client to produce a self-evaluation. Glasser in (Triyono, 2016) describes the self-evaluation as the core of counseling reality. Furthermore, an important milestone in environmental counseling procedure. That is, the evaluation is the handle of the elements of other phases, if the evaluation is not a good road, then counseling will not run well (Wubbolding, 2013).

P = Planning. When clients determine what they want to change, they are generally prepared to explore the possibility of other behaviors and formulate a new action plan that is more rational and realistic. The process of creating and implementing a plan allows people to begin to gain effective control over effective at their lives. There must be a commitment to the implementation is.

P: ask clients to make a plan of action to meet their needs more effectively. When clients make a plan and follow through, they took over their lives by directing their energy into a single point of new measures implemented. The counselor facilitates the preparation of a plan to teach clients that plan that managed to have several characteristics. The plan must have the characteristics SAMIC: Simple (Simple), Attainable (achievable), Measurable (measurable), Immediate (short-term), and Committed to (commit to). For example, a new behavior plan is not enough to say to establish good relationships with peers. This statement is not immediately enforceable. He still needs to be operational, for example, by saying greet comrades in every encounter. Expressions greeting "Hi", "Hello", "Good Morning", "Assalamu'alaikum", or "Assalamu'alaikumwarahmah" and so is the behavior of a simple, God willing can be achieved, can be measured by observing, did not take long, and the latter actually commit done by the client. Other

concrete examples from the behavior of a good relationship are responding with full attention to the story comrades talk. Can be taught to clients attending behaviors (facial expressions, gestures, nods head).

Table 1 Implementation concept WDEP

	Process	Applied
W	What do you want this time?	-I Want my thesis done faster, and anxious to graduate.
D	What are you doing right now?	-Not Want to come to campus -Not Want to meet the lecturers -Not Want to write a research proposal -Feeling that friends have a negative perception about myself -Feeling that supervisor negatively perceive myself -Feeling ashamed to come to campus
E	What you are doing can achieve anything you want?	-I Guess what I'm doing so far could not achieve what I want.
P	Let us stay on track to get what you want.	A plan that would do is a form of: 1. I will try to convince myself that I had to come to campus. 2. I'd braced myself and changed my perception that my supervisor is a good person and willing to guide my thesis, although lecturers scold me, would I accept it with pleasure and positive. 3. I will try to motivate myself to go into the library and started looking for materials to write my proposal. 4. I try to change my negative perception about my friend, and I will always think positive behavior towards all my friends against me, I try to always smile to my friends. 5. I try to change my perception of my supervisor, I will try to meet him and apologize. Whatever the reaction given by the supervisor I will always I receive with positive thoughts. 6. I tried to made perception with positive campus environment so that I feel happy and not ashamed anymore to come to campus.

Conclusions

Expressive therapy can be explored and reduce the problem of client. can be concluded that the Impact counseling is a creative technique in counseling, which requires the counselor to be able to use a variety of creative techniques in counseling. Counselors use a variety of media, tools that can motivate the client to make changes. The counselor should be able to convince the client so that the client does not feel bored and seek to undergo a counseling process effectively. Various creative approaches have been used in Impact Therapy as REBT, Reality Therapy, TA, and gestalt. This approach recommended using for counselor and especially school counselor.

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The Indonesian version of irrational beliefs tests in rational emotive behavior therapy: adaptation of irrational beliefs tests

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Abstract

This Indonesian version of Irrational Beliefs Test (IV-IBT) measures the irrational thoughts in accordance with the irrational belief's concept by Albert Ellis (Rational Emotive Behavior Therapy) and is the result from the language and cultural adaptation of Irrational Beliefs Test (IBT; Richard Garner Jones, 1968). There are 10 irrational thoughts contained in IBT namely demand for approval, high self-expectation, blame proneness, frustration reactive, anxious overcome, problem avoidance, dependency, helplessness, perfectionism. IBT consists of 100 items originating from 10 items for each type of irrational thoughts. The IBT adaptation process was conducted using the Guidelines for test translations (van de Vijver & Hambleton, 1996), and further elaborated into four major steps, namely (1) the translation from English into Indonesian by an expert in English language and a psychologist, and from Indonesian into English by two experts in English language, (2) content validity assessment by three assessors who master the REBT concepts and psychological measurement, (3) dimensionality examination with exploratory factor analysis, (4) empirical testing to obtain the accurate, adequate, and relevant item formulation involving 302 students. The Irrational Beliefs Test consists of 31 items, 10 factors, and is unidimensional (single dimension) in nature. Results and discussion are described in the Indonesian culture context.

Keywords: Adaptasi Tes, Irrational Beliefs, Irrational Beliefs Test (IBT), Rational Emotive Behavior Therapy

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Introduction

Conducting counseling based on theories and approaches appropriate with counselee's condition are one competence of a professional counselor who is related to guidance and counseling theoretical and practical frameworks. Further, choosing and administering instrument to reveal the actual condition of counselee is one competence of a professional counselor that is related to conceptual and practical mastery of assessment to understand condition, needs and problems of counselee. Those professional competencies are described in the Regulation of Minister of National Education No 27 in 2008 about Counselor Academic Qualification and Competence Standards.

Rational Emotive Behavior Therapy (REBT) is developed by Albert Ellis which start edits long journey since Rational Therapy (1955), Rational Emotive Therapy (1960s), and Rational Emotive Behavior Therapy (1990s) is one of the counseling theories orienting on cognition (Seligman & Reichenberg, 2010;

Winkel & Sri Hastuti, 2012, Corey, 2013). Ellis proposes that basically human has strong tendency to live rationally, as well as irrationally. Therefore, human can think both rationally and irrationally. Their rational beliefs were introduced during early childhood in cultural of environment, and they tend to be implanted deeper since man strengthens them with various kinds of excuses. Therefore, irrational beliefs become the source of one's life problems (Winkel & Sri Hastuti, 2012). A man is not disturbed by the event that had happened but by his view of the incident. So, the man disturbs himself with his rigid and extreme thoughts of the event (Corey, 2013). In the process of counseling, counselee's irrational beliefs can be transformed into rational ones through the process of disputing.

In line with Ellis' opinion that irrational beliefs are sources of life problems, there are many irrational belief's scales based on Ellis' model. Bridges et al. (2010) summarize the irrational beliefs into Irrational Belief Scale (Malouff & Schutte, 1986), Camatta & Nagoshi Scale (Cammata & Nagoshi, 1995), Child and Adolescent Scale of Irrationality (Bernard & Laws, 1987), Common Beliefs Survey-III (Bessai, 1977), Ellis Emotional Efficiency Inventory (Ellis, 1992), Evaluative Beliefs Scale (Chadwick, Trower, & Dagnan, 1999), General Attitude and Belief Scale (Di Giuseppe, Leaf, Exner, & Robin, 1988), Idea Inventory (Kassinove, Crisci, & Tiegerman, 1977), Irrational Beliefs Inventory (Koopmans, Sanderman, Timmerman & Emmelkamp, 1994), Irrational Beliefs Survey (Wason, Vassar, Plemel, Herder, Manifold, & Anderson, 1990), Irrational Beliefs Test (Jones, 1968), Perfectionism Cognition Inventory (Flett, Hewitt, Blankstein & Gray, 1998), Rational Behavior Inventory (Shorkey & Whiteman, 1977), Situational Self-Statement and Affective State Inventory (Harrell, Chambless, & Calhoun, 1981), Smith Irrational Beliefs Inventory (Smith, 2002), and Survey of Personal Beliefs (Demaria, Kassinove, & Dill, 1989).

From the afore mentioned Irrational Beliefs Scales, according to Bridges et al. (2010), Irrational Belief Test (Jones, 1968), Rational Behavior Inventory (Shorkey & Whiteman, 1977), and Idea Inventory (Kassinove, Crisci, & Tiegerman, 1977) are the most frequently used and seen in many literatures. Irrational Beliefs Test (Jones, 1968), specifically, are used for many studies because of its popularity and convenience. Some studies used IBT as their search instrument, among others are the influence of foreigners' irrational beliefs in second language towards class anxiety among students in Russia (Tittle, 1997), the relationship of IBT and students' anxiety and academic system in Iran (Khaledian, 2013), and the relationship of social anxiety, irrational beliefs, and emotional intelligence of students in Tehran (Kamae & Weisani, 2014).

Based on the author's observation, there are many studies on the effectiveness of REBT in Indonesia. Some of the studies are on students to reduce cheating habit (Hartanto, 2009), on clients with violence behavior and hallucination (Sudiatmika, 2011), on drug abusers to reduce anxiety about the future (Siburian, Karyono, Kaloeti, 2010), on the improvement of cognitive and social responses on violence victim clients (Putri, Keliat, best Nasution, 2012), and on students to help them to improve their emotional intelligence (Tyas, 2012). From the studies, the author finds many similarities, i.e. (1) there searchers do not report the inventory or irrational beliefs test administered to the subjects to detect their irrational beliefs, (2) the researchers do not report the dispute process to change irrational into rational beliefs, and (3) techniques of REBT that are related to changes on Effect and Behavior.

From 2007 to 2016, the author participates as an instructor for Education and Educational Training for Teacher (PLPG) for Guidance and Counseling teachers from several districts in Central Java. In counseling services, as manifested by the teachers, participants of PLPG, they conducted an assessment in counseling with only an interview (in take interview), and even without the use of counseling theories and counseling approaches adequately. Further, for teachers who used REBT in their counseling, they never equipt it with the administration of a test or inventory of irrational beliefs in order to obtain more complete information and be more specific about the irrational beliefs owned by counselees. As it is known, the assessment in counseling services aims at getting information about the counselee with systematic ways such as through interviews (in take interview), test and inventory, behavioral observation, and variety of other relevant information.

Therefore, according to the author, test or inventory of irrational beliefs that are appropriate for counselee in Indonesian culture needs to be developed. Such development can be done by adaptation. The author adapts the language and culture of Irrational Beliefs Test (Jones, 1968) into Bahasa Indonesia. This Irrational Beliefs Test (IBT) use the model of Ellis (Jones, 1968; Bridges et al., 2010). The adaptation

produces a test that is appropriate to the Indonesian context and given the name of The Indonesian Version Irrational Beliefs Test (IV-IBT). The Indonesian Version of Irrational Beliefs Test (IV-IBT) is expected to be used both as an assessment tool in counseling, especially REBT, as well as for research purposes.

Basic Concept of REBT

Rational-Emotive Behavior Therapy (REBT) is cognitive-oriented counseling approach that emphasizes the linkages between feelings, behavior and beliefs. The Rational-Emotive Behavior Therapy (REBT) approach is developed by Albert Ellis views human beings as individuals who have tendency to think irrationally. In addition, individuals also have the capacity to learn to think rationally (Seligman & Reichenberg, 2010; Winkel & Sri Hastuti, 2012). The main concept of REBT is that almost all emotions and behaviors are the results of beliefs, what is assumed or believed about one self, others, and the world at large. So, what humans believe about their situation-not the situation itself-determines how they feel and behave (Froggatt, 2005).

Rational and Irrational Beliefs According to Albert Ellis

According to Ellis, the individual has three levels of beliefs, i.e. to think about what happened based upon the fact send the evidence, conduct an assessment of the facts and evidences, and confidence in the process of evidence and evaluation (Froggatt, 2005).

Ellis found that the source of emotional issues is irrational belief that can be categorized into four, namely: (1) Demands, the demands or expectations that are not realistic and absolute to events or individuals who can be identified by words like must, should and better; (2) Awfulizing is a way of exaggerating the negative consequences of a situation to the extreme level so that the unfavorable incidence becomes a very painful incident; (3) Low Frustration Tolerance (LFT) is a continuation of the demands of always being in a comfortable condition and reflects intolerance against discomfort; (4) Global Evaluation of human worth, which is assessing the worth of oneself and others. This means that individuals can be ranked, which implies an assumption that some people are worst or unworthy of another (Seligman & Reichenberg, 2010; Wallen, 1992). Ellis formulates 12 irrational ideas or beliefs as follows:

1. The idea that it is a dire necessity for an adult human being to be loved and approved by virtually every significant other person in his community (Demand for approval).
2. The idea that one should be thoroughly competent, adequate, and achieving in all possible respects if one is to consider oneself worthy (High self-expectation).
3. The idea that certain people are bad, wicked, or villainous, and that they should be severely blamed and punished for their villainy (Blame proneness).
4. The idea that it is awful and catastrophic when things are not the way one would very much like them to be (Frustration reactive).
5. The idea that human unhappiness is externally caused and that people have little or no ability to control their sorrows and disturbances (Emotional responsibility).
6. The idea that if something is or maybe dangerous or fear someone should be terribly concerned about it and should keep dwelling on the possibility of its occurring (Anxious over concern).
7. The idea that it is easier to avoid than to face certain life difficulties and self-responsibilities (Problem avoidance).
8. The idea that one should be dependent on others and needs someone stronger than oneself on whom to rely (Dependency).
9. The idea that one's past history is an all important determiner of one's present behavior and that because something once strongly affected one's life, it should in definitely have similar effect (Helplessness).
10. The idea that there is invariably a right, precise, and perfect solution to human problems and that it is catastrophic if this perfect solution is not found (Perfectionism).

Irrational beliefs, characterized by an absolute extreme, logically incorrect (wrong), not consistent with reality, and hindering individuals from objectives (Maultsby, 1984 in Seligman & Reichenberg, 2010), is a continuum from the specific to the abstract (Di Giuseppe, 1991, in Neenan & Dryden, 1999).

ABCDEF Model in REBT

In the implementation of case handling, REBT adheres to the order of the identification, assessment, disputing, and modifications of irrational beliefs in ABCDEF model (Ellis, 1995 in Seligman & Reichenberg, 2010: 258). ABCDEF stands for Activating Event (A), Belief (B), Consequences (C), Dispute (D), Effect (E), F (new feeling).

Activating Event (A) is a particular incident or experience that is perceived by the subject in the form of an interpretation of A and form a belief (B) which can be rational or irrational. Emotional reaction and behavior (Consequences) are the result of a rational mind which can be a reasonable feeling. However, unreasonable feeling and adaptive or non-adaptive behaviors can occur as a result of irrational beliefs. Dispute is the application of methods to help counselee to challenge irrational beliefs. Dispute consists of three components, namely detecting (invention), debating (debate), and discriminating (distinction between irrational with rational beliefs). Dispute is to lead to effect (Effects). Effect is a new philosophy that includes practical aspects and belief system changes: from irrational becomes rational. F (new feeling) describes feelings and behaviors that are new as a result of effective rational beliefs (Corey, 2013; Seligman & Reichenberg, 2010; Winkel & Sri Hastuti, 2012).

Irrational Beliefs Test (IBT)

Jones (1968) develops a test, Irrational Beliefs Test (IBT), which is valid and reliable based on Ellis' concept to measure the extent of a person's irrational beliefs. IBT consists of ten separated scales that measure the specific irrational thinking in each scale. There are ten items in each scale so that the total number is 100 items. The following are examples of items within each scale:

1. "It is important to me that others approve of me" (demands for approval)
2. "I hate to fail at anything" (High self-expectation)
3. "People who do wrong deserve what they get" (Blame proneness)
4. "Frustration do not upset me" (Frustration reactive).
5. "I cause my own moods" (Emotional irresponsibility).
6. "I have a fear of something's that often bother me" (Anxious over concern).
7. "I avoid facing my problems" (Problem avoidance).
8. "Every one needs someone they can depend on for help and advice" (Dependency).
9. "It is almost impossible to overcome the influence over the past" (Helplessness).
10. "There is a right way to do everything" (Perfectionism).

This scale is in Likert scale with five responses for each item, i.e. strongly disagree, moderately disagree, neither agree or disagree, moderately agree, and strongly agree. IBT provides both individual scale and total scores.

Method

This test adaptation follows the Guide lines for test translations (van de Vijver & Hambleton, 1996) and is conducted in information stages, which will be described below.

1. Translation process. This translation process aims to produce formulation of items appropriate to the context or culture of Indonesia. This process follows the stages as follows: (1) two translators (an English expert and a psychologist) separately translated IBT into Indonesia version, (2) both translations were assessed in terms of the equivalence by a panel of a psychologist and an expert of counseling who master English well, (3) IBT in Bahasa Indonesia version was then retranslated separately by two English linguistics experts, (4) the back translation results were compared with the original IBT by a panel, (5) conducting pilot study which involved 15 respondents to find out what problems emerging when the respondents worked on the IBT in Bahasa Indonesia
2. Content validity assessment. Three raters who understand the concept of REBT and psychological scales were involved to assess the relevancy of each item with the observed constructs. The assessment was measured with Content-Item Validity Index (IVI-I) minimum = 0.78 (Lynn, 1986, in Supratiknya, 2016) and Content-Scale Validity Index (IVI-S/R) minimum = 0.90 (Polit & Beck, 2006 in Supratiknya, 2016). For IVI-I less than 0.78, the items were revised.

3. Scale measurement dimensionality with exploratory factor analysis. The Psychology measurement dimensionality is the measurement's factor structure, i.e. the total and visibility of variables revealed in the items. This scale data dimensionality involved 302 students ranging between 18-24 years old. In detail, the steps of exploratoric factor analysis were as follows (Supratiknya, 2016): (1) determining the data feasibility to be the subject of factor analysis by means of sample size and Kaiser-Meyer-Olkin (KMO) sample feasibility or Bartlett sphericity test with index of ≥ 0.50 and significances of $p < 0,05$. In the anti-image, the correlation was ≥ 0.50 , (2) conducting factor extraction by using Principal Axis Factoring (PAF) to identify or to find a variety of latent constructs under lying the measured variables.
4. Empirical test to get items that are appropriate, adequate, and relevant. This empirical test was still included in exploratoric stages to (1) determine the number of factors using Kaiser and Scree test criteria with "eigenvalue > 1 ", (2) conduct factor rotation to maximize high item loading as well as low item loading, (3) conduct interpretation by determining which items that form a factor. Traditionally, a factor should be formed by at least two or three items. The process of naming was subjective, theoretical, and inductive by relying on the author's assessment result on common read of items content that form each factor (Williams, 2010 as cited in Supratiknya, 2016).

Results and Discussions

The result of IVI-I index was 0.66-1.00. Eight of 100 items have the index = 0.66, mean while the rest was 1.00. For items with index = 0,66, they were revised. Mean while the measurement of IVI-S/R on this scale was 96,8: 100=0,96. it means that the scale is good. The factor's extraction was done three times with the following results:

Table 1 Factors extraction result

Factor extraction, thn	Item	KMO	Signdegree (p)	Correlation among items (anti image)
1	100	0.693	0.00	98 items ranin 0.50-0.75
2	98	0.702	0.00	34 items ranging 0.50-0.80
3	34	0718	0.00	0.52-0.82

The third factor extraction resulted in 11 factors. However, the eleventh factors have correlation value of -0.217, so the factors should be deleted. The other ten factors correlated to one another with 32 items ranging from 0.06-0.320. This data showed that the scale's items are unidimensional. It means that the scale reveals the same single psychological dimension that is irrational beliefs.

In the item analysis measurement, among 34 items, there were two items with r it of ≤ 0.190 . Meanwhile the other items r it was ranging from 0.192-0.363 (r it ≥ 0.190 as the margin). Thus, the end result of the factor analysis and item analysis were 31 items with 10 factors. The reliability test with Cronbach Alpha technique produced reliability coefficient of 0.701. The ten factors were (1) excessive worry, (2) excessive selfconfidence, (3) dependency to others, (4) a sense of helplessness, (5) avoiding responsibility, (6) demand to be accepted, (7) demand to comply with norms, (8) idea of horrible life, (9) emotionally irresponsible, (10) inability to overcome problems.

Table 2 The Indonesian version of irrational beliefs test (IV-IBT)

No	Factor's name	Irrational beliefs content and number of item
1	Excessive worry	High self-expectation (1), Anxious over concern (3), Frustration reactive (1)
2	Excessive self- Confidence	Frustration Reactive(1), Emotional Irresponsibility (1), demand for approval (1), high self- expectation (1)
3	Dependency to others	Depedency(3)
4	A sense helplessness	Helplessness (2), Perfectionism (1)

5	Avoiding responsibility	Problem Avoidance(3), Blame Proneness (1)
6	Demand to be accepted	Demand of Approval (2)
7	Demand to comply with norms	Blame Proneness(1), Perfectionism (1)
8	Idea of horrible life	High Self- Expectations(1), Blame Proneness (1), Frustration Reactive(1), Blame Proneness (1)
9	Emotionally irresponsible	Emotional Irresponsibility (2)
10	In ability to overcome problems	Helplessness (1), High Self-Expectations (1)

The adaption into Indonesian Version of Irrational Beliefs Test; IV-IBT was meant to obtain a relatively standard irrational beliefs scale which can be used as an assessment tool in REBT counseling, other than for the purpose of research in the field of counseling. As an assessment tool, The Indonesian Version of Irrational Beliefs Test (IV-IBT) could be used to identify irrational beliefs emerging and how strong the beliefs are. In the ABCDEF model, in general, a counselor helps the counselee to realize irrational thoughts (Beliefs) through interviews with various supportive counseling verbal techniques. To further ensuring what irrational beliefs emerging and how strong they are, the counselor can give the counselee the Indonesian Version of Irrational Beliefs Test.(IV-IBT)The result is then used as a complement to the outcome of the interview. Thus, the process of disputing conducted by counselors is on target.

The factors resulting from The Indonesian Version Irrational Beliefs Test; IV-IBT as shown in Table 2 above are interesting to be examined. Depending on others (Dependency), demand to be accepted (Demand of approval) and being not dependent emotionally (emotional irresponsibility) are formed by items like the original version, as well as a sense of helplessness (helplessness) and avoiding responsibility (Problem avoidance) are also pre-dominantly shaped by items of helplessness and the Problem avoidance of the original version. It means that there are some items that clearly reflect the irrational beliefs of Indonesian people. However, among the three irrational beliefs, dependency is strongly visible. The items only form and appear in the dependency factor and no other dependency item's factor were absorbed in other factors. The followings are the three items from dependency factor: (1) "Everyone needs someone they can depend on for help and advice", (2) "It try to consult an authority on important decisions.", and (3) "People need a source of strength outside themselves". It means that the irrational belief of Indonesian people is the ones supposed to depend on others and require others who are stronger than them self to rely on.

Although the items of demand of approval are absorbed also on other factors, but the demand of approval formed from the two items as the original version can be categorized as strong as well. Both items forming demand of approval are "It is important to me that others approve of me", and "I want everyone to like me". This illustrates that the Indonesian people have a tendency to demand others unrealistically to accept or like themselves. If this does not happen then life will be seen as a disaster.

Similarly, items of emotional irresponsibility are also absorbed on other factors. However, emotional irresponsibility is formed from two items from the original version. Both items are "People are disturbed not by situations but by the view they take of them" and "I cause my own moods". Both items reflect that people got distracted by them self. Emotional irresponsibility is an idea that an individual does not have or lack of the ability to control problems that cause sadness and unhappy life. Because their unhappiness is caused by factors outside them self.

The helplessness factor is clearly visible on items: (1) "It is almost impossible to overcome the influence's of the past," (2) "Just because something once strongly affects your life doesn't mean it needs to do so in the future", and (3) "There is seldom an easy way out of life's difficulties". It reflects that Indonesian people are more likely to focus on the circumstances in the unhappy events or difficult circumstances in the past as the source of helplessness now. The influence over the past is very strong in the formation of helplessness in the present so that people constantly feel worse.

A voiding responsibility factor is very clear from these items: (1)“I usually put off importance decisions,”(2)“I try to go ahead and get irk some tasks behind me when they come up”, and(3)“Too many evil persons escape the punishment they deserve”. Avoiding responsibility for Indonesian people tends to materialize in terms of procrastination and ignoring tedious tasks.

While for the other factors, apart from the five factors already described above, are formed from various irrational beliefs items of the original version. It reflects the dynamic relationship and tends to be strong on those items to form an irrational belief factor for Indonesian people.

Conclusions

From the 100 items of Indonesian version of IBT from 10 scales of irrational beliefs, there are 31 items (31%) and 10 factors as the adaptation of IBT which are named The Indonesian Version of Irrational Beliefs Test (IV-IBT). Five out of ten factors of irrational beliefs in The Indonesian Version of Irrational Beliefs Test (IV-IBT) are strongly formed from items from IBT scale version, i.e. Dependency, Demand of approval, emotional irresponsibility, Helplessness, and Problem avoidance. Meanwhile, the other five factors are formed from dynamic relationship from items in various scales of the original version. The Indonesian Version of Irrational Beliefs Test (IV-IBT) is intended to be a counseling assessment tool based on Rational Emotive Therapy Behavior approach to identify the appearance of irrational beliefs of the counselee meticulously. From the accuracy of irrational beliefs tendency detection, the disputing process could be focused on the beliefs. Therefore, REBT counseling is expected to be more effective.

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Mastery of primary school teacher pedagogy competency in curriculum 2013 implementation in Indonesia

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Abstract

This study aims to examine how the mastery of teacher pedagogy competence in the implementation of the curriculum 2013 in the Padang city. This research uses a quantitative approach by using purposive sampling technique. Piloting school in question is spread over a number of districts in Padang with a sample of 45 peoples. The results showed that in the mastery of pedagogy competence as 52.00% of teachers have been ready for the implementation of the curriculum 2013. Traced deeper through an interview obtained results that are a weakness of teachers less able in; (1) managing the class, (2) enabling students through the learning process, (3) varying the learning strategy. It is recommended that the training provided to teachers more intensive and sustainable so that the mastery of pedagogical competence is more optimal.

Keywords: Mastery, Competence, Pedagogy, Implementation, Curriculum

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Introduction

Mastery of teacher competence is an important thing in learning. The teacher is the spearhead of the learning process within the classroom. In this concept, the ability of teachers has to be realized in their competence is the decisive factor for the successful implementation of curriculum 2013. In the curriculum 2013, there is a change of new paradigm for the learning process within the classroom. In its implementation, students need to be encouraged to be more active during the learning process. This is in line with the scientific approach that teachers do in the learning process to the class that starts from observing, asking, reasoning, analyzing, concluding and communicating. In relation to that matter, it takes the teachers who master the optimal learning process that they did.

There are four aspects of teacher competence that need to be prepared in facing the implementation of the curriculum 2013. The first readiness in terms of teacher competence in the understanding of the substance teaching materials that is pedagogic competence. This competency becomes a priority in preparing teachers in implementing the curriculum 2013. In the curriculum 2013, teachers should be able to facilitate students in implementing learning. In the required scientific approach, the students must have relevant learning experience, which enables them to construct their ability independently.

Information found on the field shows that the mastery of teacher competence in learning is low. Report of Ministry of National Education of 2013 stated that the value in the implementation of teacher competency test (UKG) only reached the average of 44.46 and assessed has not reached the standard set.

The condition is supported by findings in the field through author observations at primary schools in Padang, beginning October 2016. Results show that teachers tend to do learning with conventional approaches and methods. Teachers tend to lecture and very less accentuate the student activity in learning, so students tend to be less active in learning.

Teachers actually have a duty to be able to educate students with the knowledge and knowledge they have. The students will not get the knowledge that is useful for them, if the teacher does not do the job well, Teachers should have social competence, because they are not only required to be smart and able to convey his scientific materials well, but also claimed to have adequate social competence, to the peers of students and to their environment. The profession of teachers in the community is a profession that is considered quite good and highly appreciated. In this connection, the teachers are required to be able to make them self as an example for the community to make the community able to appreciate the profession.

Khorooshi, et al (2016), the roles of teachers and schools are changing, and so are expectations about them. Teachers must educate in progressively multicultural classrooms, coordinate students, in particular needs, utilize ICT for teaching viably, engage in evaluation and accountability processes, and involve parents in schools. In such, this study aimed to identify and introduce ideal teacher competences in the Islamic Republic of Iran based on the revolutionary documentations of its education and pedagogical system. This analysis facilitates codification of special criteria for recruiting efficient and effective personnel; planning, predicting and designing a curriculum based on teacher competences; and attracting the attention of experts and macro curriculum planners of universities responsible for teacher training.

Teachers as the spearhead of curriculum implementation, is expected to prepare and open themselves to some possibility of change. Field phenomenon based on observation in February 2017 mentions that teachers are not given socialization related to the changes KTSP curriculum into curriculum 2013. Besides, in order to increase competence, many teachers are given fewer opportunities for self-development through training activities and workshop, so most of them feel less get the latest information in education. This condition makes teachers less competent in learning.

Tambunan (2014) said the development of learning technology today, has a direct impact on improving teachers' information technology competence. The analysis showed teachers' competence in the field of information technology is influenced by the teacher interpersonal communication, use of information technology tools, teachers' perceptions toward information technology and self-improvement of teachers either directly or indirectly.

Gerich and Schmitz (2016) in research on parental involvement and teacher professionalization, counseling parents in supporting their children learning process is considered to be an increasingly important competence area of teachers. However, to date little research has been conducted during the development of appropriate approaches to the assessment of teachers' counseling competence. The Results provide numerous implications for teacher preparation and continuing education, for example, the use of the counseling talk simulations as a didactical tool within the framework of teacher training programs.

The results of interviews with a number of teachers indicate that the mastery of pedagogical competence is less, because the teacher admitted that they have not fully participated in the training to implement curriculum 2013. Besides, the teacher also did not get the opportunity to add their knowledge because the busyness in the learning process made the teacher did not have time to try and discuss with each other, and also related teachers to improve their experience of learning methods and strategies.

In the curriculum 2013 the most necessary in learning is an innovative of teacher to be able to make learning meaningful. Teachers as educators, motivators in learning must have sufficient competence to be able to carry out the learning effectively. Implementation of curriculum 2013, teachers' readiness is as important as teachers as the spearhead in learning. The changes that have impacted teachers previously accustomed to active in learning should now facilitate students to learn. This condition, of course, contrasts with the previous curriculum where teachers are more dominant in their learning. In connection with it is important to do research to see or describe it then conducted research on "Mastery of Primary Teacher Pedagogy Competence in Curriculum 2013 Implementation in Padang".

Method

Accordance with the purpose of research, the sampling is done by purposive technique. The number of samples from this study as many as 45 teachers included in the school that became the piloting curriculum 2013. The research data obtained through the spreading of the questionnaire to each teacher who became respondent. Further data is processed by using the percentage.

Discussion

Curriculum 2013 is a new curriculum that demands student activeness in carrying out learning. In relation to above, it needs creative teachers for the implementation of learning. To improve the creativity of teachers in implementing of the learning required readiness or mastery of the main competencies by teachers in learning. Competence is the minimal ability teachers must have in order to implement the teaching and learning process. Competence referred to in this research is pedagogical competence. Based on a questionnaire given to a number of teachers at a piloting school the following results show:

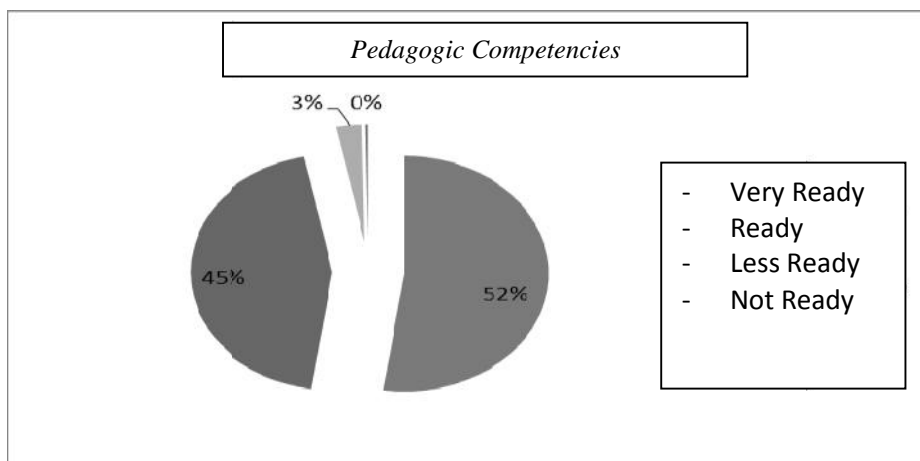


Figure 1 Master of teacher pedagogic competencies

Pedagogical competence is related to teacher's understanding of teaching ability and learning across the curriculum of 2013. Based on the questionnaire distributed to the respondents, it shows that 52.37% of teachers stated that they are ready for pedagogy to implement the curriculum 2013, 44.47% of teachers are ready, 2.89% Teachers stated less ready and 26.00% of teachers stated that they did not have the readiness and mastery of pedagogical competence in implementing the curriculum 2013. The components in the questionnaire are about how the preparation of learning, implementation of learning and evaluation of learning.

A number of questions asked about the preparation that is, whether the learning plan has been centered on the learner, whether the teacher has prepared the lesson plan based upon the theme of learning and make it sequentially, whether the teacher has integrated the environment as a source of learning, whether the teacher has prepared media that support the learning process and whether teachers have many thematic instruction manuals.

Furthermore, from the implementation side to the question asked whether the teacher has done the learning by maximizing the interaction with the students, whether the teacher has utilized the environment in school and outside school as a source of learning, whether the teacher has acted as a model of learning and facilitator, whether the teacher has implemented discussion activities during the learning and whether the teacher has conducted a scientific method study with observing, asking, associating, and communicating activities to be active.

The final stage is about learning evaluation. The questions asked are whether the teacher has understood that the assessment of the students includes the assessment of knowledge, work and attitude, whether teachers already know the assessment is done in the form of performance appraisal, project, portfolio and written test, whether the teacher has understood the portfolio assessment that is created by

students, whether the teacher already knows that the concept of assessment conducted refers to an indicator of each of the basic competencies of each subject. Broke and Stone cited Mulyasa (2007: 25) said that the competence as a "teacher qualification of behavior appears to be entirely meaningful" the purpose of teacher competence is a qualitative picture about the nature of teacher behavior that describes the level of professionalism of teachers.

In the Law of Teachers and Lecturer's article, 10 paragraphs 1 stated that pedagogical competence is the ability to manage learning, students that include understanding of the, design and implementation of learning, evaluation of learning outcomes, and development of learners to actualize potentials owned. Furthermore, in the RPP on teachers quoted by Mulyasa (2007) argued that pedagogical competence is the ability of teachers in learning management of students that at least include the following: Understanding insights and educational foundations, understanding of students, curriculum development / syllabus, The design of learning, the implementation of educational and dialogical learning, the use of learning technology, evaluation of learning outcomes, the development of learners to actualize potentials owned.

Lower quality of education cannot be separated from the role of the teacher as a main manager of the educational process in addition the other factors, such as the quality and characteristic's input, the environment and infrastructure (Blazely, 1997). The study said that learning at school is very theoretical and not related with the environment when children learn. According to Martinis and Maisah (2010) factors that make performance include intrinsic factors (personal/individual) or human resources and extrinsic is the leadership, system, team, and situational.

Sudjana (2003) says the ability to manage learning is a pedagogical teacher's competence is something that needs to get more attention from teachers today. Many criticisms are heard about teachers' inability to manage learning to be meaningfully to students. Some teachers only deliver learning materials to students without considering the optimal involvement of students.

Wahyuddin (2015) says improvement the teacher performance due to increased and improvement the teacher competence and emotional intelligence. So therefore, it takes a real effort of various parties in improvement the teacher competence and emotional intelligence that held by teachers, improvement the teacher competence and emotional intelligence will give a positive result to the improvement and enhancement of the teacher performance for the learning process in schools.

Competencies related to the skills of teacher trough the learning process are included in the category of professional competence. Professional competence is the mastery of learning material is broad and deep, covering mastery of curriculum content and substance of scientific subjects philosophically (Jamal, 2009). While Komara (Jamal, 2009) states that professional competence is the ability of dealing with the adjustment tasks, and competence of lecturers is very important because it directly relates to the performance shown.

According to Wijaya (1992in Saragih, 2008) that the ability of professionals to be possessed teacher in the learning process are: control of materials, manage to learn programs, managing the classroom, using a media source, mastering the foundations of education, managing the interaction of learning teaching, assessing student achievement for the sake of teaching participants, knowing the functions and programs, guidance and counseling services, and organizes the school administration, know and understand the principles and interpret the results of educational research for teaching purposes. Indicators used to measure the level of professional competence, includes understanding of the teaching material's appropriate curriculum, understand the concepts and linkages with other sciences, as well as mastering the steps in the research and critical analysis to explore teaching materials.

Basically, every learning management whose activities from planning, implementation to learning assessment, aimed at optimal learning of students, so that they are able to actualize their potential. Therefore, understanding among the students is absolutely owned by a teacher.

In connection with the implementation of the curriculum 2013, the most important thing is the change of learning paradigm. Based on the questionnaire that has been distributed to obtain information that the readiness of teachers to the mastery of pedagogical competence is only 52.00% teachers are very ready and have mastery of this competence. In the mastery of pedagogical competence, the most important is the process of learning by using a scientific approach. This approach is quite different in the usual learning activities into the SBC curriculum. The scientific approach used across the curriculum 2013 of the usual

learning process that used a dialogical approach. In this case means to emphasize the implementation of learning must depart from the dialogical process among fellow subjects of learning, thus giving a birth to critical thinking and the occurrence of the communication process. Without communication, there will be no real education. Learning that includes educational and dialogical processes is a response to the practice of anti-reality education that should be directed to the process to the problem. The starting point for the preparation of educational programs must be moved from the present, existential and concrete that reflects the aspirations of the people. Learning is essentially a process of interaction between students of the environment so that there is a change of behavior in a better direction. In learning, the main task of teachers is to condition the environment in order to support the change of behavior and the formation of competence of students.

Furthermore, no less important is the usage of information technology in learning. The usage of technology in education and learning, known as e-learning that is intended to facilitate or streamline learning activities. In this case is required to have the ability to use and prepare learning materials into a computer network system accessed by students. Learning technology is a supporting tool to help facilitate the achievement of learning objectives and the establishment of competence, facilitate the presentation of data, information, learning materials, and cultural variations.

Basically, the teacher has the potential to develop the ability and creation, so that teacher performance is increasing. However, teachers often experience various factors that hinder the development of its potential. Therefore, teachers need the guidance of their competence, to produce quality education. Coaching or supervision activities are defined as the process of providing professional assistance services to teachers to improve their ability, to carry out the tasks of managing the learning process effectively and efficiently. Furthermore, Pidarta (1986) in Mulyasa (2004) said that supervision was a process of developing teacher competence optimally in accordance with the level of ability to achieve the level of work efficiency. Basically supervision activities aimed at improving the ability or competence of teachers, so that in performing tasks can be more effective and efficient.

Supervision is an activity or effort to stimulate or coordinate and guide the needs to the teacher to understand and more effectively its appearance in teaching and learning process. While Sahihan cited Mulyasa (2002) argued that supervision is the effort to initiate, direct, coordinate and guide the teacher changes continuously in school, both individually and collectively in order to better understand and more effective in realizing all the teaching functions that can stimulate and Guiding the growth of each student continually, to participate more quickly in the modern democracy. One of the important activities in supervision is to provide an understanding of the curriculum. Susilana et al. Explains the quality of curriculum documents contributing simultaneously to the quality of the application of diverse curricula in primary schools. Understanding of the curriculum is very important and that is the important point in the discussion between the teacher and the academic counselor or supervisor.

From some of the above definition, it can be said that supervision contains several activities: continuous coaching to teachers and other education staff, developing professional skills of school personnel, improving situation and condition of learning, to achieve educational objectives and personality development of students. In other words in supervision, there is a service process to help or nurture teachers, this guidance leads to improvement or improvement of professional skills of teachers who ultimately can also improve teachers' achievement.

Assistance and coaching to teachers should be done assuming cooperation, participation and not assuming coercion. Thus, the awareness arises and the development of initiatives from the teacher, so that will help teachers in developing their potential optimally. Mulyasa (2002), states that the purpose of supervision is to help and provide a convenience for teachers to learn how to improve their ability to realize the learning tasks of students. To realize the achievement of supervisory goals above each supervisor needs to understand the main task. Gwynn defines the ten main tasks of a supervisor as quoted by Bafadal (2003), namely: (1) To help teachers understand and understand the learners, (2) to help develop and improve, either individually or collectively, (3) Assisting all school staff to be more effective in implementing the teaching-learning process, (4) helping teachers improve effective learning, (5) helping teachers individually, (6) helping teachers to better assess learners, (7) stimulate (9) assisting teachers in implementing the curriculum at school, (10) helping teachers to provide the community with the clearest information possible school progress.

Based on the results from the study, found that teachers lack the readiness in pedagogical competence. This is partly because primary school teachers do not understand the context of the curriculum. Yardakul (2015) in his research mentions elementary school teachers view the curriculum as a text theory, political text, scope of content, or as a guide book compiled by publishers, and that the curriculum is shaped in practice. In addition, in understanding the curriculum, there are two understandings that are adapted and adopted. The study found that in order for primary school teachers to adapt the curriculum during the teaching process, they must first understand the curriculum and competent philosophy in the curriculum parallel to the context. In other words, they need to understand the curriculum from the context and the philosophical basis. Understanding the context of curriculum in philosophy will strengthen teacher's pedagogy competence.

The educational environment of pedagogical universities of Russia becomes a factor of formation of professional competence of future teacher when: the content of trained disciplines is not interesting only, but also is focused on practice, reality; forms and methods of activity are clear, logical and are easily applicable in school's practice; in the relations, arising between teacher and student is the principles of democracy and the evolving kind of learning; there are material opportunities within the organization of modern educational activity and development of pupils; there is an interaction with various subjects of teaching and educational process (Akeshova et al., 2013). Creation of basic educational platforms, carrying out research seminars and conferences, the organization of scientific laboratories, carrying out joint colloquiums of students, university teachers, of schools teachers and pupils will allow including all components of the educational environment (Merzon, 2011). However, it is important to work not only over external factors of preparation of pedagogical staff, but also over internal factors. Only at a harmonious combination of external and internal conditions it is possible to achieve the most effective result: the teacher who is a modern, perspective, easily adaptive in the changing conditions, capable in each child "to see the sun".

In this regard, it is recommended that teachers be given more training on the strategies and approaches used across the curriculum 2013 and optimize the process of mentoring teachers in teaching and learning activities. One effort to overcome the lack of understanding of teachers about the methods and strategies in learning that is by optimizing the mentoring program conducted by peer teachers and supervisors. In this case fellow, teachers can learn from each other about the methods and techniques in learning. Teachers can become observers for other teachers in learning and can improve teachers' understanding of learning.

Conclusions

The result shows that 52.37% of teachers are very ready for pedagogy to implement the curriculum 2013, 44.47% of teachers are ready, 2.89% of teachers stated less ready and 26,00% of teachers are not prepared and mastery of pedagogical competence in implementing curriculum 2013. The conclusion is recommended for related parties to optimize the training of teachers on strategies and approaches in learning and optimize, and also the mentoring process for teachers in teaching and learning activities. Training is very effective to be able to update the information and knowledge of teachers to improve the quality into the learning process.

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The implementation of guided discovery learning method to improve student learning outcomes at electromagnetic control system and operation course

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Abstract

This research is triggered by the learning process that is still yet to direct the active role of students learning. Based on the result of observation that the teacher is more dominant in the activity of learning than the students due to the students were lack of understanding towards the subject matter resulted in the lack of activeness of students in the classroom. Based on the background study, it is needed to apply a method of learning that can enhance students' activity and improving the score. One of them by applied the guided discovery learning method. The goal of this research is to know the learning outcome's improvement of the students when using guided discovery learning method on operated Electromagnetic Control System and Operation course in SMK Muhammadiyah Padang. The type of this research is quasi-experimental with one group pre-test post-test design. The population of this research was a second-year student of group one that registered at 2015/2016 academic year which 26 people of students. The instrument of research was objective tests that have been conducted a test on the validity, reliability, the difficulty level and the different index level. The data were analyzed by using gain score test. Based on the result, the student who achieve value of minimum completeness criteria (MCC) before using the guided discovery learning method was 7,7%. While the students who achieve minimum completeness criteria after using guided discovery learning method was 87,46%. Based on gained score test, the scores than the students were increased in Middle Category. So, the implementation of guided discovery learning method can improve student learning outcomes on Electromagnetic Control System and Operation courses.

Keywords: Guided Discovery Learning Method, Improving Student Learning Outcomes, Gain Score Test

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The application of learning methods Guided Discovery Learning methods is expected student to be a master lesson in the lesson of Basic Competence to comprehend the OECS Operating Data Electromagnetic Control System.

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The research is a quasi-experimental (Campbell, D. T., & Stanley, J. C. 2015; William R.. Shadish, Cook, T. D., & Campbell, D. T. (2002) research design using one group pre-test-post test (Parry, K. W., & Sinha, P. N. 2005; Shek, D. T., & Sun, R. C. 2012). According to Sugiyono (2009) “the results of treatment with one group pre-test-post-test design can be determined more accurately, because it can be compared to the situation before being treated”. This study uses a Guided Discovery Learning to improve student learning outcomes group A in SMK Muhammadiyah 1 Padang. The design of this study can be seen in the following table.

Table 1 Design research

<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>
O1	X	O2

Subjects were students of the second year in SMK Muhammadiyah 1 Padang enrolled in the academic year 2015/2016 consist of Group A, total 26 students and Group B amount to 20 students. Selection of study subjects were randomized after it emerged that the ability of the two classes does not differ statistically by using t-test analysis.

Based on the t-test of the value of the pre-test showed that $t < t_{table}$ or $0.586 < 2.0168$. This shows that there is no significant difference to the ability of the two classes, and election results randomly generated Group A as an experimental class.

The instrument of this research is an objective test that has tested the validity, reliability, level of difficulty of questions and distinguishes matter. Data were collected by using achievement test in the form of objective test consisting of question’s pre-test and post-test. The data obtained were analyzed using the chi-square formula used to determine the distribution of student learning outcome’s data, whether the data is normally distributed or not. An indication of the increase can be observed in pre-test and posttest results of each student, by calculating the average value to the class. In this assessment, a matter made pretest and post-test equivalent. Hake (2002) suggested that the Improvement of learning outcomes can be analyzed using the gain score.

Table 2 Interpretation gain score normalized

No	<i>Gain score Normalized</i>	Interpretation
1	$0,7 < g < 1$	High
2	$0,3 \leq g \leq 0,7$	Medium
3	$0 \leq g \leq 0,3$	Low

(Hake, 2002)

Results and Discussion

Data Description

This research data is a score of student learning outcomes Group A SMK Muhammadiyah 1 Padang on subjects OECS. Preliminary data obtained from the results of this study pretest students totaling 26 people. Pre-test scores of students ranged from 40 - 84. While the final data obtained through post-test after the class was treated by applying learning methods Guided Discovery Learning. Post-test scores of students ranged from 64 - 96. The distribution of data from pre-test and post-test values can be seen in the following table.

Table 3 Distribution of the value of the experimental class scores

Data distribution	experimental class	
	<i>Prestest</i>	<i>posttest</i>
Average	61,03	83,11
standard deviation	11,54	6,853

Based on Table 3 above showed an increase in the average score results in experimental class. Statistical calculations obtained by the average value of the results of the pre-test is = 61.03 and standard deviation (s) = 11.54. The distribution of the frequency data is shown in the following Table Frequency Distribution

Table 4 Distribution of pretest frequencies

No	Interval	F
1	40 – 47	3
2	48 – 55	6
3	56 – 63	7
4	64 – 71	5
5	72 – 79	3
6	80 – 87	2
	Total	26

Based on table 4 it can be seen that the highest frequency lies on the score interval 56-63. The distribution of the frequency is shown in the following histogram.

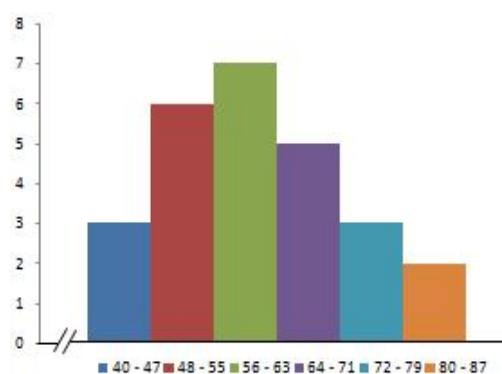


Figure 1 Histogram pre-test score

Based on the histogram the pre-test value describes the MCC's achievement level is still very low where there are still many students whose value is below 80 and only 2 students can achieve MCC score. Table 5 shows the percentage of students who achieved the MCC score.

Table 5 Percentage of number of Students achieving MCC score

No	Score	number of students	percentage
1	< 80	24	92,3 %
2	≥ 80	2	7,7 %

After doing the pretest, the subject of research is given treatment by the learning process using Guided Discovery Learning method and at the end of the learning is given posttest. The statistical calculation

results show the average result of posttest result is 83,11 and standard deviation (S) = 6,853. The distribution of frequency data of posttest score can be seen in the following table

Table 6 Frequency distribution of posttest score

No	Interval Score	F
1	64 – 69	1
2	70 – 75	2
3	76 – 81	7
4	82 – 87	9
5	88 – 93	6
6	94 – 99	1
	Jumlah	26

According to table 6, the most frequencies achieved by students at the score interval were 82 - 87. The description of the frequency distribution is shown in the following histogram.

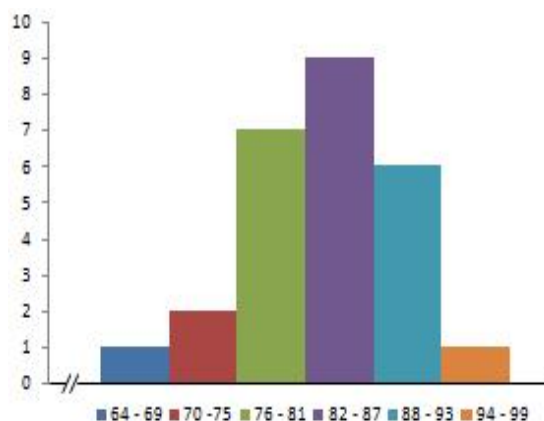


Figure 2 Histogram of the posttest score

Based on the above histogram, the posttest acquisition score has largely exceeded the MCC score established by the school, this means that the students' learning outcomes in the class that were subjected to the study there was a significant increase. Students who have met the MCC score of 23 students and students who have not achieved MCC score of 3 students. Table 7 shows the percentage of students who achieved the MCC score.

Table 7 Percentage of number of students achieving MCC score

No.	Score	Number of students	percentage
1	< 80	3	11,54 %
2	≥ 80	23	88,46 %

Test of Analysis Requirements

To ascertain whether data from the study subjects were normally distributed, normality tests were performed. Normality test is done by using chi-square test. Testing obtained from comparison of $X^2_{count} < X^2_{table}$ on research subject at level of significance 0,05 at degrees of freedom (dk) = k-1 = 6-1 = 5. Calculation of normality test is found in table 8.

Table 8 Summary test of normality of pre-test score

Group	N	X^2_{count}	X^2_{table}	Distribution
Experiment	26	4,319	11,070	Normal

In table 8 shows that $X^2_{count} < X^2_{table}$ or $4,319 < 11,070$ this proves that the pretest data obtained from the study subject class is normally distributed. The summary of posttest calculations can be seen in table 9.

Table 9 Summary of the posttest score normality test

Group	N	X^2_{count}	X^2_{table}	Distribution
Experiment	26	2,94	11,070	Normal

In table 9 shows that the value of $X^2_{count} < X^2_{table}$ or $2.94 < 11.07$, this proves that the posttest data obtained from the study subject class is normally distributed.

Improving Learning Outcomes

Improving student learning outcomes were analyzed used gained score by comparing pre-test and post-test scores. The data of the students' learning achievement of the experimental class were obtained by comparing the pre-test and post-test result which was followed by 26 students. After doing the calculation with gain score formula obtained result of average gain score equal to 0,571. This shows that the average increase in student learning outcomes included in the medium category. Thus it can be explained that student learning outcomes after learning with Guided Discovery Learning method has increased.

Discussion

Learning outcomes in these OESC subjects are showed after applying the Guided Discovery Learning method of learning. Guided Discovery Learning methods can make students more actively participate in the learning process, improving students' understanding of the material given teachers so that student learning outcomes will increase.

The initial process is to hold a pre-test to see the students' initial ability before being treated. The result of pretest obtained the average value of student learning result of 61,03. Then tested normality and found that the data is normally distributed. After determining the initial ability then treated by applying Guided Discovery Learning learning for 4 meetings and then given a posttest. The result of data calculation after the treatment obtained the average score of posttest = 83,11.

The next step is to determine the improvement of student learning outcomes by using gain score and found 2 students or 7.7% of the total students experienced an increase in the high category, while 24 students or 92.3% of the total students experienced an increase in the category of being. After analyzing the overall average score obtained 0.571. This shows the students' learning outcomes are increasing with the average category being.

From the above explanation, learning by applying Guided Discovery Learning method can improve student learning outcomes because of the significant improvement of learning outcomes between pre-test and post-test. The results of this study are reinforced by research conducted by Jufrinaldi (2014), Qorri'ah (2011) and Nanda Febriandika (2011), that after learning by applying Guided Discovery Learning method can improve student learning outcomes.

Conclusions

Based on the data analysis and discussion it can be concluded that there is an increase in student learning outcomes by applying Guided Discovery Learning method. It is based on the average pre-test students SMK Muhammadiyah 1 Padang for 61.03 with the percentage of students who reached MCC of 7.7%. After applying Guided Discovery Learning method, the average post-test is 83.11 with the percentage of students reaching MCC equal to 88,46%. Then the student learning outcomes were analyzed using gain score got average increase of 0,571 with medium category. Researchers suggest to the school to motivate teachers to use methods that are varied for the purpose of learning can be achieved well. Toward the teachers of OECS subject to be able to use varied methods in learning one of them is Guided Discovery Learning to improve student learning outcomes. Toward the students to increase awareness and activeness in the classroom so the learning outcomes can increase significantly.

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The implementation of guided discovery learning method to improve student learning outcomes at electromagnetic control system and operation course

Aswardi

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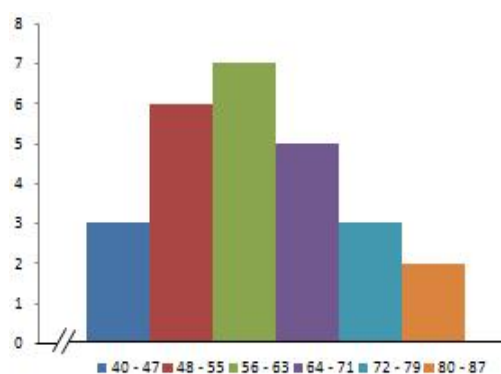


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2	≥ 80	2	7,7 %

After doing the pretest, the subject of research is given treatment by the learning process using Guided Discovery Learning method and at the end of the learning is given posttest. The statistical calculation

results show the average result of posttest result is 83,11 and standard deviation (S) = 6,853. The distribution of frequency data of posttest score can be seen in the following table

Table 6 Frequency distribution of posttest score

No	Interval Score	F
1	64 – 69	1
2	70 – 75	2
3	76 – 81	7
4	82 – 87	9
5	88 – 93	6
6	94 – 99	1
	Jumlah	26

According to table 6, the most frequencies achieved by students at the score interval were 82 - 87. The description of the frequency distribution is shown in the following histogram.

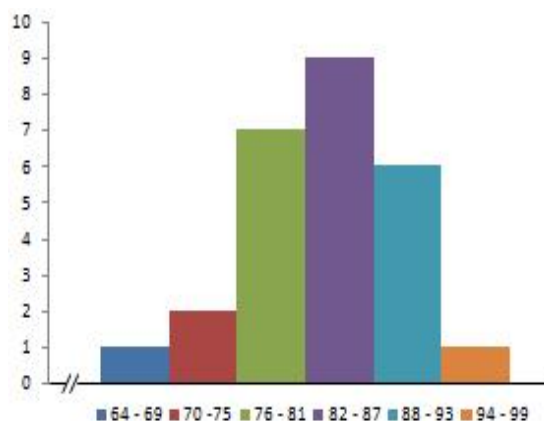


Figure 2 Histogram of the posttest score

Based on the above histogram, the posttest acquisition score has largely exceeded the MCC score established by the school, this means that the students' learning outcomes in the class that were subjected to the study there was a significant increase. Students who have met the MCC score of 23 students and students who have not achieved MCC score of 3 students. Table 7 shows the percentage of students who achieved the MCC score.

Table 7 Percentage of number of students achieving MCC score

No.	Score	Number of students	percentage
1	< 80	3	11,54 %
2	≥ 80	23	88,46 %

Test of Analysis Requirements

To ascertain whether data from the study subjects were normally distributed, normality tests were performed. Normality test is done by using chi-square test. Testing obtained from comparison of $X^2_{count} < X^2_{table}$ on research subject at level of significance 0,05 at degrees of freedom (dk) = k-1 = 6-1 = 5. Calculation of normality test is found in table 8.

Table 8 Summary test of normality of pre-test score

Group	N	X^2_{count}	X^2_{table}	Distribution
Experiment	26	4,319	11,070	Normal

In table 8 shows that $X^2_{count} < X^2_{table}$ or $4,319 < 11,070$ this proves that the pretest data obtained from the study subject class is normally distributed. The summary of posttest calculations can be seen in table 9.

Table 9 Summary of the posttest score normality test

Group	N	X^2_{count}	X^2_{table}	Distribution
Experiment	26	2,94	11,070	Normal

In table 9 shows that the value of $X^2_{count} < X^2_{table}$ or $2.94 < 11.07$, this proves that the posttest data obtained from the study subject class is normally distributed.

Improving Learning Outcomes

Improving student learning outcomes were analyzed used gained score by comparing pre-test and post-test scores. The data of the students' learning achievement of the experimental class were obtained by comparing the pre-test and post-test result which was followed by 26 students. After doing the calculation with gain score formula obtained result of average gain score equal to 0,571. This shows that the average increase in student learning outcomes included in the medium category. Thus it can be explained that student learning outcomes after learning with Guided Discovery Learning method has increased.

Discussion

Learning outcomes in these OESC subjects are showed after applying the Guided Discovery Learning method of learning. Guided Discovery Learning methods can make students more actively participate in the learning process, improving students' understanding of the material given teachers so that student learning outcomes will increase.

The initial process is to hold a pre-test to see the students' initial ability before being treated. The result of pretest obtained the average value of student learning result of 61,03. Then tested normality and found that the data is normally distributed. After determining the initial ability then treated by applying Guided Discovery Learning learning for 4 meetings and then given a posttest. The result of data calculation after the treatment obtained the average score of posttest = 83,11.

The next step is to determine the improvement of student learning outcomes by using gain score and found 2 students or 7.7% of the total students experienced an increase in the high category, while 24 students or 92.3% of the total students experienced an increase in the category of being. After analyzing the overall average score obtained 0.571. This shows the students' learning outcomes are increasing with the average category being.

From the above explanation, learning by applying Guided Discovery Learning method can improve student learning outcomes because of the significant improvement of learning outcomes between pre-test and post-test. The results of this study are reinforced by research conducted by Jufrinaldi (2014), Qorri'ah (2011) and Nanda Febriandika (2011), that after learning by applying Guided Discovery Learning method can improve student learning outcomes.

Conclusions

Based on the data analysis and discussion it can be concluded that there is an increase in student learning outcomes by applying Guided Discovery Learning method. It is based on the average pre-test students SMK Muhammadiyah 1 Padang for 61.03 with the percentage of students who reached MCC of 7.7%. After applying Guided Discovery Learning method, the average post-test is 83.11 with the percentage of students reaching MCC equal to 88,46%. Then the student learning outcomes were analyzed using gain score got average increase of 0,571 with medium category. Researchers suggest to the school to motivate teachers to use methods that are varied for the purpose of learning can be achieved well. Toward the teachers of OECS subject to be able to use varied methods in learning one of them is Guided Discovery Learning to improve student learning outcomes. Toward the students to increase awareness and activeness in the classroom so the learning outcomes can increase significantly.

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