PROCEEDINGS

The 1st International Seminar on Guidance and Counseling (ISGC)

"Managing and Developing School Guidance and Counseling Services Through Continuing Teacher Counselor Professional Development"

YOGYAKARTA, 8-9 SEPTEMBER 2012

Published by:
Study Program Of Guidance and Counseling
Educational Psychology and Guidance Departement
Faculty of Education, Yogyakarta State University
PROCEEDING OF THE 1ST INTERNATIONAL SEMINAR ON GUIDANCE AND COUNSELING

Managing and Developing School Guidance and Counseling Services through Continuing Teacher Counselors Professional Development

© REVIVA CENDEKIA 2012
all right reserved

Penulis
Sunaryo Kartadinata, dll

Editor
Fathur Rahman
Budi Astuti
Eva Imania Eliasa

Lay Out
Endro Prajoko Susanto
Mutahidul Fahmi

Perpustakaan Nasional: Katalog Dalam Terbitan
Cetakan 1, Januari 2013

Educational Psychology and Guidance Department
Faculty of Educational Sciences
Yogyakarta State University

Kampus FIP UNY Jl. Colombo No. 1, Yogyakarta 55281
Phone: 0274-542183. Email: jurusanppbuny@yahoo.com
# DAFTAR ISI

<table>
<thead>
<tr>
<th>Susunan Redaksi</th>
<th>Halaman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pengantar Redaksi</td>
<td>ii</td>
</tr>
<tr>
<td>Daftar Isi</td>
<td>iii</td>
</tr>
</tbody>
</table>

## INVITED SPEAKERS

1. Managing and Developing School Guidance and Counseling Services Through Continuing Teacher Counselor Professional Development  
   Sunaryo Kartadinata                                        | 1       |
2. A Guidance and Counseling Model Practised Within Malaysian Schools  
   Abdul Malek Abdul Rahman                                   | 9       |
3. Malaysian Model of the Development of Counseling Professions and Counselor Certification: A Legal Perspective  
   Nordin Kardi                                               | 17      |
4. The Ohio State University's School Counseling Program: Field Experiences that Effect Change in the Columbus Public School District  
   James L. Moore III, Nikol Bowen, & Sibyl Cato             | 25      |
5. Delphi Study                                              | 29      |
   Nikol Bowen                                               |         |

### A. Sub Topik “Best Practices in Guidance and Counseling”

| 1. Kefektifan Teknik Observasi Diri dan Mengubah Dialog | Internal untuk Meningkatkan Kemampuan Remaja Mengelola Marah  
   Esa Nur Wahyuni                                          | 35      |
|--------------------------------------------------------|---------|
| 2. Illustrated Story Books as an Instrument for Developing Teacher’s Skills in Counseling with Kindergarten Children with Self-Adjustment Difficulties  
   Rita Eka Izzaty                                         | 43      |
| 3. The Function of Traditional Games Siki Doka in Guidance and Counseling: A Cross-Cultural Study  
   Merly Aclin Nuasizta Klaas & Beatricts N. Bunga        | 49      |
|--------------------------------------------------------|---------|
| 4. Pelatihan Membangun Kecerdasan Holistik (P MKH) Merupakan Upaya Konselor Memfasilitasi Peserta Didik Berkarakter  
   Evia Darmawani                                          | 55      |
|--------------------------------------------------------|---------|
| 5. The Role Of Traditional Games Kayu Do’i In Child Counseling Processes  
   Beatriks N. Bunga & Merly Aclin Nuasizta Klaas         | 63      |
|--------------------------------------------------------|---------|
   Sukiman                                                 | 73      |
|--------------------------------------------------------|---------|
| 7. Counseling Potential with Facebook  
   Eko Susanto                                             | 79      |
|--------------------------------------------------------|---------|
| 8. Program Services Comprehensive Guidance and Counselling in Schools  
   Taty Fauzi                                              | 89      |
|--------------------------------------------------------|---------|
| 9. E-Counseling Skills via Email  
   Farida Harahap                                           | 93      |
|--------------------------------------------------------|---------|
| 10. Disruptive Behavior: Apa dan Bagaimana Upaya Menguranginya  
    Isti Yuni Purwanti                                      | 99      |
|--------------------------------------------------------|---------|
| 11. The Process Framework and Solutions of Conflict toward Senior High Schools in Surabaya Based on Psychological Dynamics  
    Nursalim & Budi Purwoko                                 | 107     |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Building Empathic Interpersonal Communication Competence in Counseling</td>
<td>113</td>
</tr>
</tbody>
</table>
Service Sugiyatno

13. Peranan Konselor dalam Peningkatan Profesi Bimbingan dan Konseling
Renatha Ernawati 121

14. The Role of School Counselor for Preventing and Coping Bullying
Erhamwilida 127

15. Konseling Krisis sebagai Upaya Penanganan Masalah Psikologis Remaja di
Yogyakarta
Rosita Endang Kusmaryani 135

B. Sub Topik “Research and Development Approach in Guidance and Counseling”

16. Model Bimbingan Behavioral untuk Mengembangkan Keterampilan Sosial Siswa
Tunagrahita (Studi Teoritis, Praktis, dan Hipotetis)
Idris Ahmad 141

17. Pengembangan Model Pelatihan Berbasis Kinerja untuk Meningkatkan
Kompetensi Guru Bimbingan dan Konseling (Studi Pada Program Bimbingan Dan
Konseling Di SDLB, Se-Kota Bandung)
Lela Helawati Pridi 149

18. The Model of Developmental Guidance and Counseling to Improve The
Adolescent’s Emotion Control
Budi Astuti 157

19. An Islam Concepts-Based Psychological Skill Training Model on Human
Creation Goals in Developing Area of Religious Life Consciousness
Development of Bandung PGII Senior High School Students
Yusi Riksa Yustiana 163

20. Model BKMD untuk Meningkatkan Kompetensi Diri dalam Belajar
M. Jumarin 167

21. The Development of Simulation Game-Based Counseling Model for The
Enhancement of Vocational Secondary School Students’ Emotional Intelligence
M. Ramli 175

22. Studi Eksploratif Berbagai Problem Psikologis Dan Strategi Coping Remaja Di
Daerah Istimewa Yogyakarta
Kartika Nur Fathiyah 185

C. Sub Topik “Career Counseling”

23. Applying Group Work in Career Counseling and Development Program for
Elementary School Children
Yulia Ayriza 193

24. The Correlation between Self-Knowledge Aspect and Career-Knowledge Aspect
with the Patterns Intensity of Career Choice on Senior High School Students
Harton 201

Perempuan Korban KDRT
Siti Rohmah Nurhayati 207

26. Trait and Factor Career Counseling Model for Student Career Matu rity
Improvement
Sudjani 215

27. The Psychodinamic Career Counseling Model to Improve Capabilities of
Students Career Planning
Amin Budiamin 223
<table>
<thead>
<tr>
<th>D.</th>
<th>Sub Topik “Management and Evaluation in Guidance and Counseling“</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.</td>
<td>Standarisasi Penyelenggaraan Pendidikan Profesional Konsealer (\text{Muh Farozin})</td>
</tr>
<tr>
<td>29.</td>
<td>Metode Penelitian dalam Terapi Keluarga (\text{Sigit Sanyata})</td>
</tr>
<tr>
<td>30.</td>
<td>Infrastructure Services Guidance and Counseling Activities in School (\text{Nurbaiti})</td>
</tr>
<tr>
<td>31.</td>
<td>Paired Comparison sebagai Sebuah Metode Assessment untuk Menggali Karakteristik Nonkognitif Siswa (\text{Farida Agus Setiawati})</td>
</tr>
<tr>
<td>32.</td>
<td>Validitas Prediktif Nilai IPP dan Skor Tes Bakat terhadap Prestasi Belajar Siswa SMA di kelas XI (\text{Yaya Sunarya})</td>
</tr>
<tr>
<td>33.</td>
<td>The Application of Counselor’s Skill Assessment Tool (APKK) to Improve Basic Counseling Skill (\text{Elizabeth Christiana})</td>
</tr>
<tr>
<td>34.</td>
<td>Apakah Model Penilaian Kinerja Guru BK (PKGBK) di Indonesia telah Memenuhi Kaidah Teoretis-Evaluatif? (\text{Fathur Rahman})</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E.</th>
<th>Sub Topik “Multicultural Counseling”</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.</td>
<td>Multicultural Counseling Competency (MCC) as a Model for Analyzing Indonesian Counselor Multicultural Competency: A Preliminary Study (\text{M.M. Sri Hastuti})</td>
</tr>
<tr>
<td>36.</td>
<td>The Integration of Culturally Responsive-Comprehensive Guidance and Counseling Programs (CR-CGCPs) in Indonesia: Could it be? (\text{Dody Hartanto})</td>
</tr>
<tr>
<td>37.</td>
<td>Developing Multicultural Counseling Competencies Through Internship in School (\text{Muhammad Nurwangid})</td>
</tr>
<tr>
<td>38.</td>
<td>The Importance of Respect on Diversity and Universality in Counseling (\text{Eva Imania Eliasa})</td>
</tr>
<tr>
<td>39.</td>
<td>Multicultural And Character Education (\text{Diana Septi Purnama})</td>
</tr>
</tbody>
</table>
Applying Group Work in Career Counseling and Development Program for Elementary School Children

Yulia Ayriza*
Student of Universiti Sains Malaysia, Malaysia
Lecturer at Educational Psychology and Guidance,
Universitas Negeri Yogyakarta, Indonesia
yulia.ayriza@uny.ac.id

Abstract
One's career life is known as a lifelong development starting from early childhood to retirement period. During this process, there exist several issues and problems due to individuals' personal and social life. For school children, the issues in career development are mostly concerned with the process of career maturity. Therefore, the focus of counseling program is around the ways to promote certain personality traits of children in the direction of making appropriate career choice. In this context, group work which has been proved as an effective intervention method in school counseling and guidance is considered appropriate to apply. In this article, the definition and types of group work and some advantages thereof as well as its steps of application in career counseling and development program for elementary school children are described.

© 2012 Published by Guidance And Counseling Department, Yogyakarta State University
Keywords: group work, career counseling and development program, elementary school children
* Yulia Ayriza. E-mail address: Ayriza_03@yahoo.co.id

1. Introduction
Since work and career are lifelong development for human beings and are closely related to their self-concept (Gottfredson, 1981; Super, 1957), career development changes over time following stages of development. Considering that one's work life is a long process, the challenges and barriers one should face would be different from stage to stage of development. The problems encountered are also changing from a relative simple to increasingly more complex. Therefore, career counseling and development should become continuous school program for all students from kindergarten, elementary, middle, and high school, each of which becomes the foundation for the program of the higher-level career development.

According to Sciarra (2004, p. 102), the career counseling and development program in Grades K through 6 is focused on career exploration, introduction to students a large number of jobs, and self knowledge. As the matters are quite general for all students, the use of group work as guidance and intervention method is considered very appropriate. This consideration is in line with the statement of Myrick (in Villaba, 2007) that to help children's and adolescents' academic, career, and personal-social development, counselors can use small group or classroom guidance interventions in their programs.

The following section will be preceded by theories of children's career development and the related issues of those theories to elementary school children; followed by description of applying group work as an intervention method in career counseling and development program covering the definition and types of group work and some advantages thereof as well as its steps of application in career counseling and development program; and closed with conclusion.
2. Career Development of Children

Career development has started since early childhood, and it occurs in cultural context (Wagner, 2003). As widely known, a large part of people’s daily life consists of work life. This not only requires a life time struggling but also creates satisfaction, boredom, as well as stress (Wagner, 2003; Super, Savickas, & Super, 1996). To achieve satisfying work life, an individual should work under support of his or her career interests and talents, and the satisfaction of work life will be interdependently related to harmonious family life (Bandura, 1977; Ozer, 1995). Therefore, many research and theories were done in supporting human’s career development. There are many theories of career development, but since the focus of this article is career counseling and development for elementary children, the theories reviewed below are limited to ones that cover stages of career development since childhood.

2.1 The Theory of Donald Super

Donald Super, through a series of research, finally improved his previous formulation by suggesting a model of career development which consists of five stages. Those are growth, ages 4 to 13; exploration, ages 14 to 24; establishment, ages 25 to 44; maintenance, ages 45 to 65; and disengagement, ages 66 and older (Super, Savickas, & Super, 1996).

Of all these stages, the stage of growth is the one which covers the period of elementary school-age children. Children start this stage by trying to adopt their parents’ and teachers’ attitudes dealing with all the information they give about certain career choices. In this stage, since they start to know more about the achievement value and ways to develop good habits at work, they begin to be more conscious of their own future. Children begin with learning to appreciate the value of achievement, develop effective work habits, and start thinking more about their future. For this reason, Gies (1990) points out that experiencing this stage, children really need good development of both physical and psychological growth so that they can develop their self-concept and learn more about what to deal with in certain types of careers.

Super also theorized the concept of cycling and recycling which is able to take place along the stages of career development. According to this concept, career development is a continuous process and is circular rather than linear one (Super, in Sciarra, 2004). A person who is dissatisfied with his or her career can recycle through periods of previous stages and transform to another career. Thus, the process of cycling and recycling is important for individuals of all ages even for elementary school-age children because, as Sciarra (2004) stated, the goal of development is career maturity rather than the skill to make a career decision, and, therefore, the school counselors need to create career counseling and development program to help children reach their career maturity which is characterized by planning, accepting responsibility, having career awareness covering interest and knowledge of it.

By achieving career maturity, people can decide which type of career they belong to and have knowledge of the kinds of requirements related to their career that they need to fulfill. Moreover, the attainment of career maturity enables them to determine how realistic and consistent their career decisions are (Caswell, Kathleen, Levinson, and Ohler, 1998).

2.2 Theory of Linda Gottfredson

Linda Gottfredson (1981, 1996, 2002) theorized four-stage career development, each of which brings in a new dimension of life influencing individual’s self-concept. The important dimensions that influence the individuals’ development of self-concept are socioeconomic background, level of intellectual, and gender stereotypes one perceives (Sciarra, 2004). These four stages of development are:
2.2.1 Orientation to size and power (ages 3-5). In this first stage, children’s cognitive processes are still concrete. They start learning about occupation and developing imagination of being adults with the orientation of size differences between themselves and adults.

2.2.2 Orientation to sex roles (ages 6-8). In this second stage, children’s career aspirations are influenced by gender stereotypes from their environments. Children become aware that they are required to perform their behaviors in accordance with each gender role based on social expectation. They also begin to know that men and women have different roles and do different jobs. This awareness lead them to have different career aspirations appropriate with their gender role.

2.2.3 Orientation to social valuation (ages 9-13). In this third stage, children begin aware of their social status and their abilities. This awareness influences the development of their self-concept which further brings about an effect that they prefer careers in accordance with their socioeconomic background and perceived abilities. By the end of this stage, children’s career aspirations have significantly narrowed; they reject career alternatives that are not appropriate with their social class or that are too difficult to be attained.

2.2.4 Orientation to internal unique self (14 years old and older). In this forth stage, adolescents perform much introspective thinking which directs them to develop greater self-awareness and perceptions towards others. They choose their careers based on their internal unique self. Besides that they become aware of their career aspirations in terms of self-concept, gender role, and social class, they posit personal interests and values as important determinants in the process of circumscription and compromise (Gottfredson, 2002). Circumscription and compromise are two processes in which individuals narrow their career options. In circumscription process, an individual discards career alternatives that are considered unacceptable so that finally he or she is able to choose a certain career. For example, a woman discards an alternative to be a tractor driver because it is considered unacceptable or against gender role. Meanwhile, compromise is a process in which an individual discards his or her most preferable career and choose another career which is considered to be more accessible (Gottfredson, 2002). For example, a person may reject an alternative that he or she prefers most because it is considered containing many difficulties to be achieved successfully.

Both theories, Super’s and Gottfredson’s, are stage theories which cover career development since childhood, including elementary-age stage: Stage of Growth (ages 4-13) from Super’s, and stage of orientation to sex roles (ages 6-8) as well as stage of orientation to social valuation (ages 9-13) from Gottfredson’s.

2.3 The Issues Necessary to be Covered in Career Counseling and Development Program

Related to each theory of career development discussed previously, there are some issues necessary to be covered in the program of career counseling and development for elementary school children.

In the context of Super’s theory, the issues should be covered are closely related to career maturity which is characterized by qualities such as planning, accepting responsibility, having career awareness covering interests and knowledge of career. The program is preparing students for making good decision of career choice by promoting certain characteristics appropriate with each level’s development. For example, when students of ages 6-12 who are detected low in readiness for career exploration or low in accepting responsibility, the school counselor could have a program to help students promoting this trait (Sciarr, 2004).

In the context of Gottfredson’s theory, the issues should be covered are those related to each new dimension which comes along with each level of career development and results in one’s self-concept influenced by level of cognitive development, gender stereotypes, valuation of social class and perceived abilities. For example, students who perceive themselves to be from low socioeconomic background feel insecure to interact with people from higher social class. School counselor could hold a program which helps students of this social class to eliminate or control feeling of inferiority and enlarge their social space (Sciarr, 2004).

Focusing on students competencies for career development, National Occupational Information Coordinating Committee (NOICC) outlined three areas of career development in
elementary school which are self-knowledge, educational and occupational exploration, and career planning (Sciarrà, 2004). These three areas of career counseling and development program can cover issues which are elaborated from both Super’s and Gottfredson’s theories.

2.4 Applying Group Work as an Intervention Method in Career Counseling and Development Program

Group work has been acknowledged as an important, efficient, and comprehensive intervention in school counseling programs (Akos and Milsom, 2007). What is group work, why using group work, and how to apply it are to be discussed in the following section.

2.4.1 Definition of Group Work

Group work is a multifaceted school counseling program which also includes multipurpose. Association for Specialists in Group Work defined Group Work as:

“A broad professional practice involving the application of knowledge and skill in group facilitation to assist an interdependent collection of people to reach their mutual goals, which may be intrapersonal, interpersonal, or work related. The goals of the group may include the accomplishment of tasks related to work, education, personal development, personal and interpersonal problem solving, or remediation of mental and emotional disorders” (ASGW, 2000, p. 329-330).

Related to the goals of group work, there are four types of group work, each with its own specialization: (a) task and work group facilitation, which is applied in the context of present time with the goal of encouraging students to complete group tasks efficiently and effectively; (b) group psychoeducation, which is applied in the context of present time with the goal of supporting personal and interpersonal growth and development and the skill to anticipate the potential problems faced and to give first intervention for students at-risk; (c) group counseling, which is applied in the context of present time with the goal of increasing personal and social skill to prevent problems of living and to overcome temporary problems especially related to adjustment in the process of growth and development; and (d) group psychotherapy, which is applied in the context of negative emotional stimulation with the goal of remediating behavior disorder and encouraging personal and social growth and development (ASGW, 2000).

Thus, group work is a method of guidance and intervention program which is integrated in multifaceted and developmental school program. The type of group depends on the issue addressed and the purpose to reach.

Of the four types of group work, the first three are very proper in implementing new vision of school counseling (Paisley and Milsom, 2007), and of the three, counseling and psychoeducational groups are the most frequently conducted in school (Gerrity and DeLucia-Waack, 2007). Since the issues mostly promoted in career counseling and development program are related to the purposes of development, prevention, first intervention and remediation, the further discussion will be around these two types, group counseling and group psychoeducation.

2.4.2 The Advantages of Group Work

Many articles expressed the essentials of group work practices in school counseling program to innovate and improve the school (Gerrity and DeLucia-Waack, 2007; Paisley and Milsom, 2007). Even DeLucia-Waack stated (2000) that the using of group work and the counselors’ working in schools are things that cannot be separated from each other. Followings, the advantages of applying group work in school counseling program are described by indicating the ideal goals of applying group work in school program proposed, strengthened by the data of effectiveness of using group work in some programs.

The use of psychoeducational group with children and adolescents provides the opportunity to interact with one another and provides the environment in which they can apply to and make use of what they receive in preventative intervention in real lives (Kulic, Horne, and Dagley, 2004)

In comprehensive programs of counseling, the use of groups as a means of delivery service is considered proper, because the number of counselors is not proportional for carrying out individual counseling for all students. Besides, group counseling is proved more appropriate and productive for students who have problem with social skills and difficulty in settling conflict because the group dynamic gives more possibility to the students to apply new skills and behaviors
(Paisley and Milsom, 2007) through modeling and interpersonal learning (Yalom, in Paisley and Milsom, 2007). Further, group work provides the situation that makes students feel that they are not the only ones who suffer from difficulty, conflict, or other emotion and behavior problems. In addition, group work also facilitates cognitive development in that it provides an opportunity for students of the same age to hear, discuss, and negotiate similar issues from each student's point of view (Paisley and Milsom, 2007).

To support the aforementioned descriptions about the advantages of using group work as a means of delivery service in carrying out school counseling and development program, the results of research which show effectiveness of group work are presented in the relation to each topic that includes personal, social, and academic development.

Gerrity and DeLucia-Waak (2007) in a review of some meta-analyses on group work in the school described the effectiveness of group interventions by topic as follows: Beelmann, Pfingsten, and Losel in 1994 carried out meta-analysis of 49 studies on group work effectiveness of social competency training. The result showed moderate effect sizes between pre- and post-analyses as well as those between treatment and control groups, in which social-cognitive skills attained high effect and social interaction skills attained intermediate effect. Davis and Gidyetz in 2000 conducted evaluation to 27 studies from 1985 to 1996 on the effectiveness of group work for sexual abuse prevention. They revealed that there were large effects of school based interventions for child sexual abuse prevention with the main goal to get knowledge of prevention strategies such as good/bad touch, stranger avoidance, etc. Fettes and Peters in 1992 conducted a meta-analysis of 40 studies on effectiveness of group intervention for eating disorder and found out the moderate effect size between treatment and control groups. Bennett and Gibbons in 2000 reviewed 30 studies of using cognitive-behavioral psychoeducational groups as an intervention for promoting communication, anger management, aggression control, empathy development, and problem-solving skills of students with antisocial behavior. They reported that the average child in treatment group experienced 69% progress when compared with those of control group. Meanwhile, Boutwell and Myrick in 1992 (in Paisley and Milsom, 2007) documented the benefit of psychoeducational group intervention on academic outcomes. They reported that most elementary students who became the target of intervention experienced improvement in grades and work habits. Taken together, it can be concluded that group work is effective for achieving the goals of school counseling and development program.

2.4.3 Steps of Applying Group Work in Career Counseling and Development

Today, it is not only the academic competency that becomes the expectations of school outcome but also college and career readiness. Of course the career readiness is in terms of the developmental levels. Considering that this article is concerned with career development of elementary school children, the steps of applying group work in counseling and development program are adjusted to the issues of elementary-age developmental level in Super's and Gottfredson's career development theories.

First, the counselors need to identify important competencies, skills, and traits necessary for the target students to be aware and improved. Counselors also need to identify problems which are likely to arise related to the aforesaid issues. For example, identify personal interests, capabilities, knowledge, interpersonal skills, superior and inferior traits, commitment in accepting responsibilities, exploration of the various job characteristics, knowledge of the relationship between academic interests and future career, and the skill in making decisions. Besides, counselors need to identify emotional or cultural problems students may encounter such as low perceived ability, gender stereotypes in academic and career setting, etc.

Second, plan and design the program, and determine appropriate group work as a means of carrying out the program. For example, to promote self-awareness, interpersonal skills, knowledge of occupation characteristics, and other general issues, counselors can utilize psychoeducational group to run the program, while to solve certain emotional or behavioral problems such as low perceived ability or inferior feeling of students’ social status, counselors can utilize counseling group to run the program.

Third, present the program proposal to the working group which consists of school principal, counselors, teachers, administrators, students’ family, and other stakeholders from Applying Group Work in Career Counseling and Development Program for Elementary School Children
to develop career maturity which is free from gender stereotype influence, inferior feeling of social economic status, and low perceived ability.

Since group work as an intervention vehicle in carrying out school counseling and development program has many advantages, school counselors are strongly endorsed to apply it in their career counseling and development program. To apply group work in career counseling and development program, counselors need to identify important issues of the students that become the target program, then plan and design the program, share the program to the working group to collaborate with, carry out the program using psychoeducational and counseling groups, and encourage students to practice and apply new acquired skills in real lives. Through utilizing psychoeducational/guidance group and counseling group in appropriate and well designed programs, counselors possibly achieve more comprehensive-developmental school guidance and counseling goals.

References


