The Effectiveness of an Integrative Model of Sustainable Collaboration to Improve Counselor Proficiency in Alleviating Client Problems

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Keywords : integrative, collaboration, counseling

Abstract

The purpose of this study was to determine the effectiveness of an integrative model of sustained collaboration to increase counselor proficiency in alleviating client problems. This type of research was action research. Research target was 20 counselors who collaborate with the counselor of counseling center Unimed. The instrument used to collect data was the study of documents and interviews. Data processed by descriptive and percentage. Research actions performed two cycles concluded that the collaborative model could increase the proficiency of counselor in alleviating client problems. Recommendations result of this study was the model can be continued in the counseling center, especially at the State University of Medan in serving counselors requiring increased their proficiency in alleviating the problem.

Keywords : effevtiveness, counselor, collaboration

1. Introduction

Research on the problems faced by high school students in North Sumatra since 2010 until 2013 showed considerable variation complex problems (Milfa, 2013). The problem of dropouts, drugs, promiscuity, crime, marriage, fights and so forth. Students who experience this problem were generally excluded from school for violating the school rules. Among those that have been issued were there who have been given advice and called her parents to be able to jointly solve the problem of this student. However, this seems less effective because the number of problems not decrease significantly, even problems increasingly complex. If this situation was connected with the role of couselor in school, then it will appear in the context of wide reduction of students' problems not running optimally.
A survey conducted on the condition of counselors in North Sumatra during a period of 4 years showed that the counselor in school many feel helpless and overwhelmed by the problems of the students. Counselors felt have run programs in schools but the problem of students not complete the settlement (Milfa, 2013). Counselors condition can be understood that among them there were teachers who were not educated to degree counseling so that they were not able to alleviate the problem of students. Similarly, the counselor who has a background counselor education was not able to do well due to the variety and complexity of current students. This was estimated to have contributed to a strong enough factor causing no problems of students in the school completion. Conditions range of problems faced by students as well as the completion of the alleviation of these problems affect the development of student character. Cases of violence perpetrated against her

students tend to increase, even up to deal with the authorities without treatment in advance by the school. That is, the school did not know if there were cases of violence occurred in school. The cases of student in bullying, beatings and so on that occur during school hours was often not finish thoroughly resulting in it over and over again. Moving on from this condition should be considered a creative effort to be able to reduce the quantity of students' problems. Such efforts should involve teachers and counselors professionals to collaborate to find ways to alleviate the problem the student's independence. Based on this case study was conducted counselor collaboration and counseling centers counselor at Statae University of Medan, with the hope that the process of counselor proficiency can be done to alleviate the problem.

2. Literature Revewe

2.1. Collaboration in Alleviating Problem

The problem is everything that disrupt the effective daily living . Students who have problems were believed to daily life disrupted. Therefore, students need to have independence in anticipating it. The reality was, not all students have the independence as necessary, as a result many of them are experiencing problem.Student independence alleviate the problem can be grown through counseling services. This was done by building the proper mindset to problems. Then practice understand the problem, the background and solutions, and has a strong will to resolve the issue. During the process of alleviating this problem was expected ability of students to understand the advantages and limitations of themselves, accept themselves and others, make decisions and set self will grow because indeed it is the foundation for the formation of self-reliance and self-control. The phenomenon of the many problems of students in the school who did not complete the settlement has not yet arisen due to the ineffectiveness of independence and counseling in foster care. Therefore, to overcome this situation it was appropriate outreach functions in guidance counseling needs to be done. The strategy was to collaborate with the experts. During this collaboration was done in the form of a hand over the case as a form of supporting activities in school counseling services. But in this context it seems more appropriate to collaborate to improve the competency of counselor. This collaboration take the form of consulting services . However, this will only be done effectively if it was in an atmosphere of collaboration and learning process involving counsulty and counselors into one integrated team. In terms of integration it was estimated that the counseling center into a suitable place so that the process of collaboration can take place was continuous and measurable. This collaboration needs to meet the characteristics, namely: a) Participation was not restricted and was not hierarchical. b) Participants were responsible for ensuring the achievement of success, c) There was a reasonable goal, d) There was a definition of the problem, e.) Participants mutually educate or teach each other, f) The identification and testing of the share options. g) Implementation of shared solutions to some of the participants involved. h) Participants always know the situation (Carpenter, 2012). Then that this collaboration process can take place effectively it was necessary to note the following factors: 1) Collaborator, respect the person's opinion and was willing to examine several alternative opinion and belief change. 2) Assertiveness was important when the person's in the team to support their opinions with confidence. Assertive actions ensure that his opinion is actually heard and consensus to be achieved. 3) The responsibility of supporting a decision obtained from the consensus and should be involved in implementaion 4) Communications, each member was responsible for dividing the important information regarding issues connected .5) concept with the same sense of

mutuality in which people interpret it as a relationship facilitates a dynamic process between people who are characterized by the desire to achieve advanced and satisfaction every member.6) Trust, a concept common to all elements of the collaboration. Without a sense of trust, cooperation will not be there, assertive pose a threat, avoid responsibility, disruption of communications.

The purpose of this collaboration was directly related to the purpose of counseling should be in school, considering the collaboration was done counsuly and counselors in the counseling center. The goal of counseling was to help clients achieve self-sufficiency, optimal development, the alleviation of problems and happiness, welfare and safety. Besides helping the client into a human noble, intelligent, knowledgeable, skilled, independent, happy and safe. In line with these counseling services were implemented in terms of: 1) the facilitation of advocacy and accessibility. This role was translated into: a) understanding the potential development of students' learning readiness. b) designing learning programs and serve specificity needs of students. c) guiding the development of personal, social, learning and career. 2) reinforce the learning that educate. These roles include: a) understand the readiness of student learning and the application of the principles of guidance and counseling in learning, b) make an assessment of the potential of students, c) performing diagnostics and the development of students' learning difficulties, d) encourage the internalisation of values as the individuation process of students. 3) conducting outreach functions, namely a) collaboration with parents / families, b) in collaboration with the world of work and education institutions, c) establishing cooperation BK teachers with other relevant institutions to assist   the   development   of   learners   optimally   (Farozin,   2012) An explanation of the role of counselor in the curriculum Indonesian in 2013 gave instructions do need collaboration in the implementation of guidance counseling in schools. This collaboration can be done in professional development, consulting, systems management, evaluation and so on. In guidance and counseling support services are services which case the hand over was a service that is done by collaborating with other experts. Milfa research results (2007) that the model of networking in management counseling on cases that require collaboration among counselor, principal, homeroom, teachers, showed 85% effective in solving the problem of students. Collaborations provide opportunities for communication between teachers of different expertise to discuss issues outside the student learning problems. Collaboration in essence aims to establish a good relationship between the counselor, counselee as well as other parties so that when there was a problem that requires the expert so that the counselor can easily perform handling. Then the counselor can help students solve problems faced by both.

2.2.   Model   Sustainable   Integrative   Collaboration   to   Improve   Skills   of   Counselor

Ongoing collaboration among experts that the counselor has reached advanced level of expertise in the counselor who were still at the beginner and intermediate level skills. Feature counselors at the advanced level of expertise was stable motivation, empathy accurate and may use therapies. Counselors expertise in middle level of confidence and self-esteem was better, still connecting mood with the success of counseling. Counselors expertise novice high motivation, less skilled, less confident   and   anxious   to   assessment. Service system applied in this collaboration was used in counseling centers of The State University of Medan was referring to the standard care professional counselor. Standard operating procedure was proposed Milfa 2012 in the diagram in Figure 01. The event begins with the assessment in counseling. This activity is conducted to collect data on the client with respect to certain benefits of obtaining the guidan was counseling services. Results of assessment required the basis of decision-making in establishing the field of guidance, the type of service required in accordance with the

purpose of the assessment. In the diagram indicated that the assessment was the first step of the overall activities of counseling services. Assessment carried out with specific techniques and specific instruments to obtain identity data and other data. Besides got data on the person's needs assessment can also be used to estimate the problem of cases experienced by clients. Assessment results will be compiled into a map needs counseling. Map this need will illustrate its relevance to the field - a field guidance there. Namely: the field of personal, social, field study, career fields, field family life and religious life of the field. Map will describe the level of service the needs of what was required. In preventive level to prevent the emergence of the problem, or the level of precounseling that assessment of possible problems or therapeutic levels in solving problems. Through the results of the assessment can be determined the direction necessary services. For example for services related to the actualization of existence, prevention, maintenance, development, alleviation or for advocacy. Map needs will determine the mode of service was required such as: orientation and information, placement and distribution, counseling and group counseling, individual counseling, consultancy and mediation. On the map needs to be determined whether the format of this service was an individual, group or field. Problems experienced by the counselee will be related to implementing the service. If the problem was health, then transfer counselor handed over the case to the physician. Likewise, if the problem was related to drugs, then the counselor must transfer to the police. Counselors will only provide services to individuals in accordance with the authority counselor.
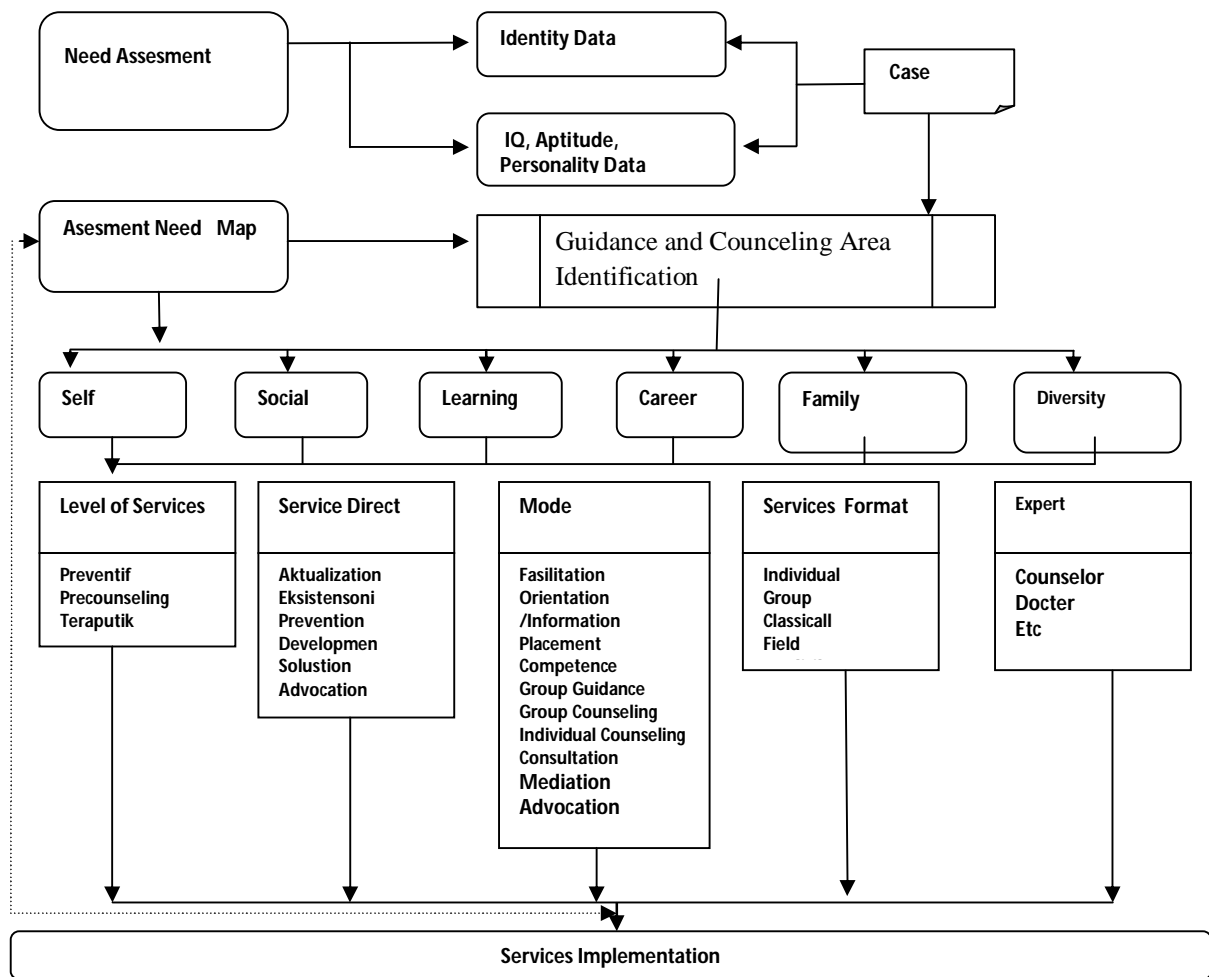
Figure 01: Diagram of the process of guidance and counseling services

Based on the diagram of counseling services the collaboration was done in the analysis of the needs of counseling services. Analysis services can be done through networking diagram in the software (Milfa, 2007) during only available in the counseling center was common AUM software and learning. In this research was also collecting data by IQ tests, talents, interests, personality and character. In addition to collecting data, these collaborations provide opportunities for counseling teacher to conduct consultations with counselors who were proficient in psychological assessment, especially in reading the report and also charted the needs of students. Of this report will be found to the problem of student character per person and per group. Further collaboration was done via chat (communication over the network) with a counselor at Counseling center the state university of Medan. If this collaboration will be carried out in the peer group, the chat will be conducted jointly by several people simultaneously school counselor. The counseling center counselor will guide and monitor the needs of teachers BK per person. This collaboration was done by creating a forum at *http // www.counselingcentreunimed.com*. Forum members can receive services in the form of consulting services and in the form of peer counseling. For example, teachers who already mapped counselor character issues students, can collaborate with a counselor at the counseling center in using the data for the needs of students. Can also in improving the competence to utilize the data for the purposes of the students. Forum members can also do peer counseling by utilizing the data to discuss the case of students. Reports diagnosis to alleviate these problems can be documented in a

book published as part of the guidebook model of service innovation in counseling center. Thus collaboration counselor can be done either face to face or virtual. Collaboration counselor at the counseling center was illustrated by the following scheme:

Figure 02: Design Collaboration Model
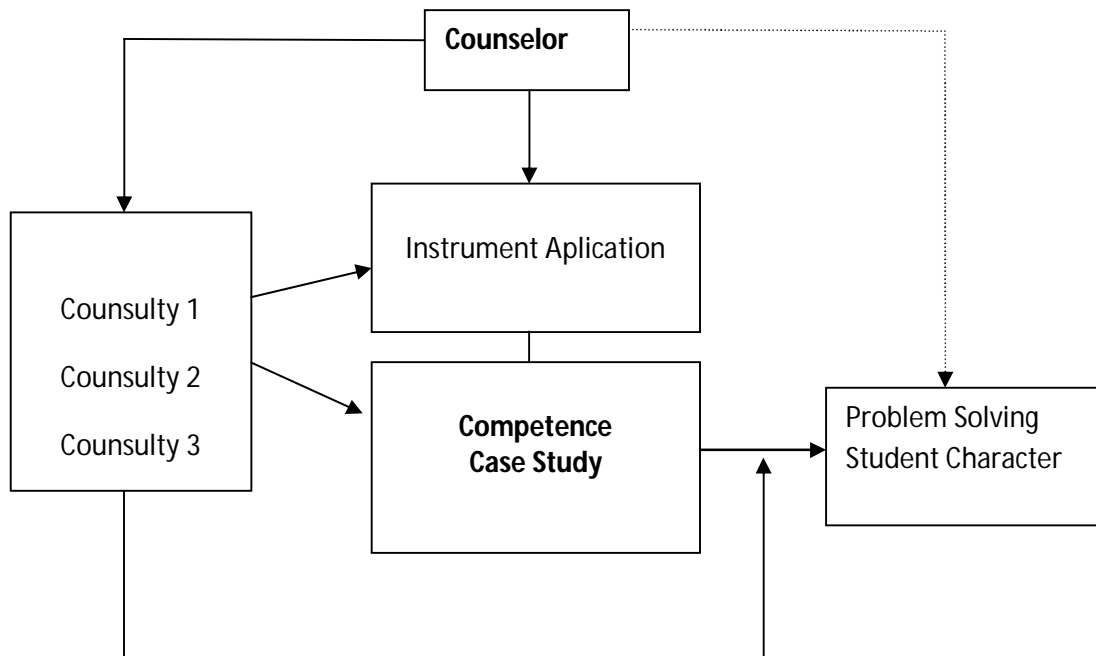
Collaboration counselor in alleviating the problem of students through this scheme collated based on the format and procedures for consultation on guidance counseling services. In this case the counselor at the counseling center in collaboration with the school counselor who acts as counsulty . This was the purpose of consulting services that enable collaboration counselor can counsilty (school counselor) alleviate character issues. Counselor as the first party did consulting services focused on the two sides. The second party was the ability counsulty through the consultation process will be developed to deal with a third party. Meanwhile, a third party over which a student or by counsulty was having problems. On consulting services, according to Prayitno, 2013, which was developed within counsulty was insight, knowledge, skills, values and attitudes necessary to alleviate the problem counsulty students. Techniques that can be used in the form of general engineering consultancy services and special techniques in counseling. This can be done consulting services Arm-time on an ongoing basis, so that it can be implemented complementary activities such as: service instrumentation applications, data sets, case conferences, home visits, literature display and hand over the case. The operation of the service is done with planning   and   organizing,   implementation   and   assessment   and   reporting.

3. Methodology

Research conducted at the counseling center Unimed from February to June 2015. The goal of this research is 20 counselors who collaborated in the counseling center The State University of Medan. Action research was conducted in two cycles with procedure planning, action, observation, reviu and repair and evaluation. Data were collected through interviews and document study. Data

analysis was done descriptively and percentages. Target outcomes of actions to improve proficiency is 80% while for the other aspects of 50%.

4. Results
4.1. The level of proficiency alleviation

Table 01 : Level of Skill
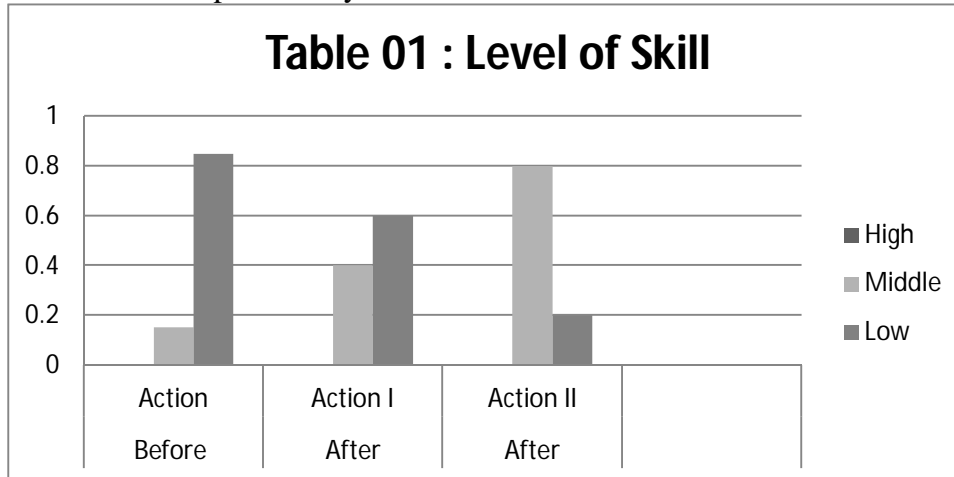
These data indicate that proficiency collaborators after the second action increased, from which was greater in the position now greater starters are in the middle position. No one has reached the advanced level.

4.2. Readiness to collaborate

Table 02: Readiness Collaboration

| Design	Before	After	After	Goal	Result
Collaboration	Action	Action 1	Action II		
Counsultation	50%	70%	80%	80%	Achieved
Discussion	50%	60%	80%	80%	Achieved
Forum	20%	35%	50%	50%	Achieved

These data suggest that target set before the action has been reached after the second act.

1.3. Counselor character condition

Table 03: Counselor Character
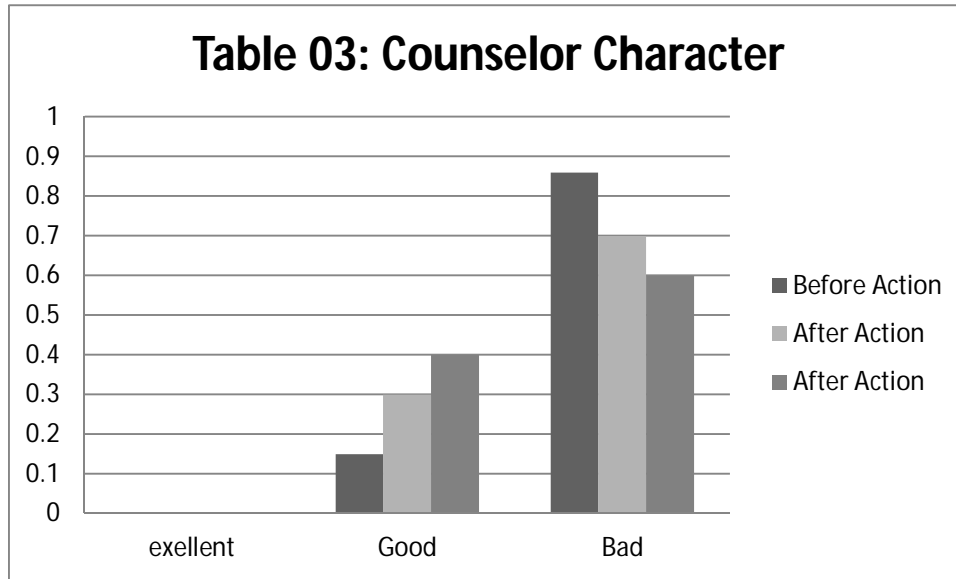
These data indicate that in cycle one and two counselor character developments towards the better, after the second act, although it is still in the category bad.

1.4. Conditions student character

Table 04 : Student Character
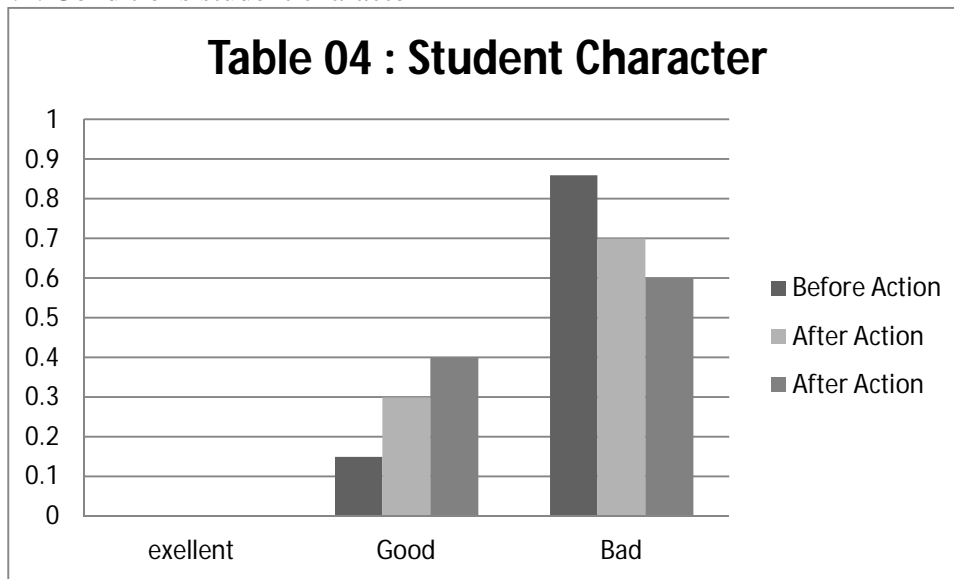
The condition of the student's character in alleviating the problem became better after the second cycle.

1.5. Conditions student independence alleviation

Table 05 : Student Independence
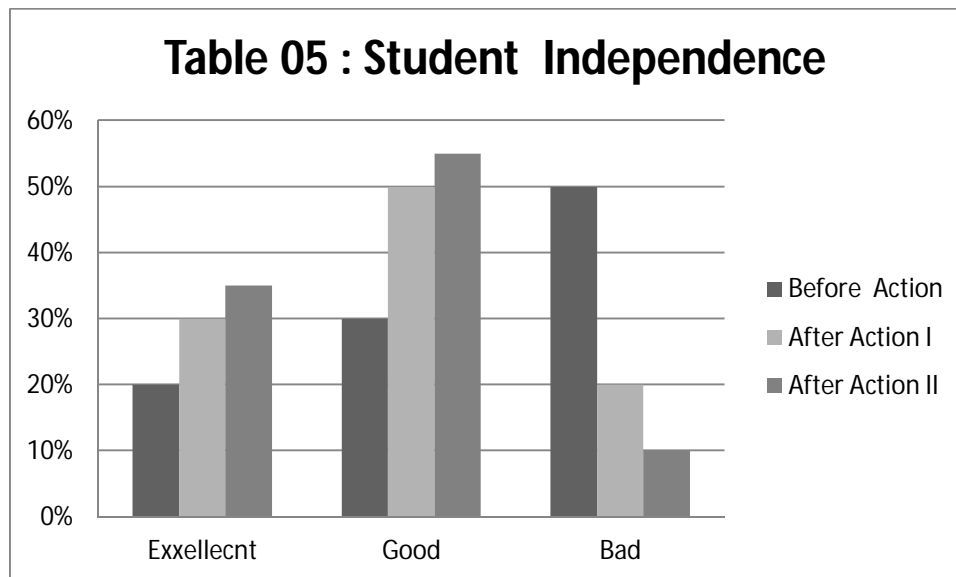
Student independence in alleviating the problem of data showing progress. Previous mostly in the category of less after the action is in the category enough, whereas in the good category yet.

Conclusion

The results showed an increase in proficiency counselor in line with the development of his character. Likewise, the development of client independence in alleviating the problem of character. Character client was also evolving towards better through this research. Based on these results it can be concluded that the model can improve counselors proficiency to alleviate the students problem.

Recommendation

Recommended that a sustainable integrative model of collaboration counselor in improving students' independence can be applied to alleviate problems.

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Innovation in Guidance and Counseling Management through Networking Model

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Abstract

The purpose of this study was to improve the quality of guidance and counseling management through Networking Model. The model was developed based on students competence and it strictly required collaboration among teachers, counselor, and parents in helping students to solve their problems. The methods used was research and development model of Borg and Gall. The procedures conducted were: (i) premilinary surveying to produce software to be used in assessing students' need; (ii) designing networking model chart; (iii) implementing and evaluating the implementation of the model in several high schools. Data were collected by identifying and analyzing how the networking model improved the quality of guidance and counceling management. The results indicated that the networking model can improve the quality of the management of guidance and counceling in the way that the services provided were based on data and it encouraged collaboration among different expertises in helping students to solve their problems.

Introduction:

The reposition of guidance and counseling which has been declared by the Minsitry of Education in Indonesia, from merely a support to learning program to be an integral part of teaching and learning process has resulted in the need to replace the old model with the new one. To be able to accomodate its new function, the new model should have characteristics such as the abilities to: a) manage all activities integratedly, b) manage information well, c) solve students problem efficiently, and d) organize some connected persons and activities simultaneously. Preliminary studies found that networking model has been proved to be theoretically meet the requirements. However, the model has not been tested necessarily to prove its practical efficiency. In general, the purpose of this study was to improve the quality of guidance and counceling management in some schools. Specifically, the objectives of this study were : (i) to design a software by which students need and competence will be assesed and analysed (ii) Based on the data obtained in the software, to design a model by which all relevant professional persons (expertises) are collaborating in a network system to help students in solving their problems.

Literature Review:

Guidance and counceling in high school is school services that apply students understand themselves and environment