

# Development Model of Structured Reflecting Team in Supervision Group (SRTS) For Guidance and Counseling Vocational School Teachers

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**Abstract** – *This study aims 1) to reveal models of factual supervision of guidance and counseling that has been taking place; 2) to describe and analyze models of supervision guidance and counseling that is structured, systematic and in accordance with needs, and 3) to analyze the effectiveness of structured reflecting teams in group supervision models on counselor capabilities.*

*This study utilizes research and development approach, which consists of three stages of preliminary study with a qualitative approach revealing factual supervision model of guidance and counseling, development and validation of models involving experts and practitioners supported by doing FGD, resulting in a hypothetical model that is ready to be tested, and limited trial using one group pretest-posttest design to determine the effectiveness of the model.*

*The results show that: 1) model of supervision guidance and counseling has not run effectively in terms of planning, implementation, and evaluation; 2) Development of guidance and counseling supervision models with structured techniques reflecting teams in group supervision (SRTS) begins with a needs analysis study (need Assessment), followed by validation experts and practitioners to the conceptual model; 3) The results of the revised conceptual model generate hypothetical model that is ready to be field tested. Analysis results of counseling supervision model test using the technique of structured reflecting teams in group supervision show that this model is very effective for counselors in carrying out the supervision of guidance and counseling.*

**Keywords** – *supervision model, structured reflecting teams in supervision group, performance.*

## INTRODUCTION

The essence of supervision is to improve performance [1] and improve the learning process [2],

and increasing the commitment to professional responsibility [3]. In guidance and counseling supervision is an activity to enhance the professional capabilities of the counsellor / teacher of guidance and counseling in carrying out his mission of providing professional services to students at school. Related to the counselor function of guidance and counseling is, Abimanyu [4] asserts that the task of monitoring and guidance through supervision guidance and counseling include all efforts to encourage, coordinate and guide the development of guidance and counseling teacher on an ongoing basis, either individually or in groups to better understand and be able to act effectively in carrying out guidance services counselling. Thus, efforts to improve the professional performance of guidance and counseling teachers requires ongoing development through structured and planned supervision program.

One of group supervision techniques which is very popular, especially in the field of supervision of the counseling is the technique of group supervision. This technique was developed from a combination of relational psychoanalytic theory, rooted from theory interpersonal relationships and objects, and social constructionism. It is seen that group-based supervision is a powerful means to provide supervision if the resource group is reduced.

Group supervision technique is a tool to achieve certain goals in education services oriented in improving the quality of education. According to Oliva [5] group process is a process that involves leaders and subordinates. One of the techniques of group supervision which is very popular, especially in the field of counseling supervision is group supervision. This technique was developed from a combination of relational psychoanalytic theory, rooted from interpersonal relationships and objects, and social constructionism. Constructionism is seen that the group-

based supervision is a powerful means to provide supervision if the resource group is reduced.

There are five supervision models namely (1) *structured group supervision*, (2) *systematic peer group supervision*, (3) *a case presentation model*, and (4) *structured peer consultation model*, (5) *structured reflecting teams* with a focus on supervision applications that are discussed further. *Structure Reflecting Teams* is an innovation in the group supervision and through supervision fellow counselor to share a professional positive experience for the counselors [6][7]. The term refers to a structured series of steps that must be followed by counselors and supervised ones during the meeting. And the fifth model is the latest model of structured reflecting team in group supervision which will be discussed in greater depth.

### **Reflecting Team Supervision**

Andersen [8] described the concept of the model reflecting team in 3 components. The first component is a unit in need of assistance, a person or group of people, the second component is the interviewer that one of the team members (counselor or supervisee) guide the course of the process of supervision. The final component is a member of the team "the reflecting team". Furthermore Prest et al. [9] confirmed the use of reflecting team supervision (RTS) as a way to improve the process in group supervision primary focus on developing counseling skills of a counselor who is supervised especially with regard to the target of his competency development, solving problems related to his client into the second goal.

The main strength of the RTS is in reflecting team's session which can encourage the development potential of the group members in the process of supervision. There are four structured and systematic stages in RTS with 60-minute time allocation for the completion of the case [6]. The fourth stages are described as follows:

#### *First Stage (25 minutes)*

At this stage, two members of the group perform a role play that describes the problem being faced (videotape playback is possible). Counselor and the other group members become observers, during the first session group members are reminded to remain silent while noting things that are considered important to be discussed at the next session.

#### *Second Stage (10 minutes)*

At this stage, the counselor takes over control of the discussion with a reflection team in order to help the

counselor to develop new ideas from the other counselors while emphasizing some strong ideas during the session. Reflecting team should take place spontaneously, positive, and full of ideas with some of the focus of discussion: (a) verbal and non-verbal interaction that is interesting in the event of dialogue (role play the counselor and client); (b) the positive behavior that emerged during the session, (c) the personal effects of certain counseling sessions moment, (d) concerns that may arise as a result of the decision to be taken. At this stage the team members strive to help each other by providing alternative ideas and perspectives. [6][10].

#### *Third Stage (10 Minutes)*

At this stage, the counselor facilitates the discussions of the role-play client (s) with the reflecting team. The purpose of supervision at this stage is to help counselors see some perspective effect, afterwards the counselor conveys the idea that the most likely and meaningful. He/she can also share his/her own ideas based on the results of previous discussions.

#### *Fourth Stage (15 minutes)*

At this point all members of the group gather to experience the reflection process. The purpose of supervision at this stage is to receive immediate feedback from both counselors and of members of the group. This opportunity is very important for the counselor and presenter to: (a) share experiences of what is being experienced, (b) express curiosity about the approach of the counselor and the specifications of the counseling session, and (c) reflect the insight of mind to the point farthest. As for the reflecting team members, it is an opportunity to: (a) reflect the thoughts and feelings of the session and experience, (b) focus on hypotheses and strategies, and (c) ask further questions.

### **OBJECTIVES OF THE STUDY**

This study aims 1) to reveal models of factual supervision of guidance and counseling that has been taking place; 2) to describe and analyze models of supervision guidance and counseling that is structured, systematic and in accordance with needs, and 3) to analyze the effectiveness of structured reflecting teams in group supervision models on counselor capabilities.

### **MATERIALS AND METHODS**

Research and Development stages are employed this study. The stages include: 1) a preliminary study, (2) development and validation, (3) evaluation of the

product. The preliminary stage is initiated with literature studies conducted to collect material and supporting documents about the concept and the results of previous research on counselory guidance and counseling, supervision by the supervision group, especially the technique of structured reflecting team in group supervision. Furthermore, preparation of items and guidelines for research tools based on theories, concepts, techniques and data sources being targeted research are done. The research instruments include needs analysis models, documentation study guide, and more detailed items and guidance of the interview on the implementation of supervision, and the scale of the impact of the implementation of the supervision group.

The next step is a field study to collect data through interviews with guidance and counseling teachers about their guidance and counseling that they have conducted, the interview with them is conducted with a needs analysis instrument models.

The development stage begins with the formulation of the supervision model design of guidance and counseling with a technique of structured reflecting team in group supervision based on the results of the study at the preliminary stage. The design of the conceptual model is equipped with the technical guidelines to facilitate the user in this case the regulatory guidance and counseling to understand the concept and stage model of supervision. Results of the development of the conceptual model is then performed the validation test contents (expert), empirical validation (practitioners), and focus group discussion by stakeholders.

Content validation done by experts is carried out to obtain the formulation of the content, theoretical, efficiency, implementation chances, and the attractiveness of the models. Content validation is carried by the education supervision experts, guidance and counseling experts, and education assessment and evaluation expert. Expert judgment is obtained by the instrument validation and interviews.

Subjects of this study consisted of one guidance and counseling counselor, and six vocational counseling teachers. Depth interviews with guidance and counseling counselor to obtain a picture of the factual condition of supervision models in vocational school, through questionnaires to guidance and counseling teachers it is obtained teachers' need on the development of guidance and counseling supervision model.

Data collection employs several techniques such as in-depth interview, observation, open questionnaire,

document analysis, focused discussion notes. The validity of the data used in this research is triangulation to avoid bias that occurs in key informant either during the interview or the data or information printed or written. Triangulation is done by comparing the data and information obtained for the validity tested either by source of triangulation or triangulation method.

Data analysis techniques used in this research and development is the collection of data through the instrument was executed in accordance with the procedures of research and development. The data analyzed in the development of guidance and counseling supervision models with reflecting technical supervision team is quantitative data. Quantitative data were obtained from the assessment questionnaire validator and pretest and posttest test results.

The other data analysis technique is a statistical test of the effectiveness of the model by comparing the initial scores in the pretest with the final score in the posttest. As the number of samples in this study was 6 ( $N = 6$ ) is far below the number of minimum sample to test parametric statistic that is 12 ( $N = 12$ ) then to test the effectiveness of the model using SPSS the study did non-parametric Wilcoxon Signed Rank Test.

## **RESULTS AND DISCUSSION**

### **Factual Model of Guidance and Counseling Supervision**

Factual model of guidance and counseling supervision revealed by a preliminary study of the supervision activities of guidance and counseling by counselors at guidance counseling vocational school in Sumbawa includes; 1) planning guidance and counseling supervision programs consisting of needs assessment, the parties involved, setting priorities in the preparation of guidance and counseling program supervision, 2) the implementation of the supervision program of guidance and counseling during, 3) evaluation of the program supervision guidance. The following is the description of the results of the analysis of the interview, observation and documentation study.

The results of documentation study show the self-planning of the annual program, the semester program, and the counselory plan. Counselors prepare guidance and counseling supervision program began with a needs assessment at the beginning of the school year with the instrument format developed by the counselor. In addition, the counselory guidance and counseling also make use of the results of the evaluation and analysis of the supervision program guidance and counseling of

previous year as consideration for the preparation of the next program.

The results of interviews with guidance and counseling counselor show that needs assessment is very important in the preparation of supervision programs to fit the needs counseling teacher in the field. It can be concluded that the counselor of guidance and counseling of vocational school in Sumbawa has done need assessment in order to construct a counselory programs, but it has not been adequately deep because it is not supported with adequate instruments.

The situation is supported by the documentation study found that setting priorities in supervision program by the guidance and counseling counselors have not done optimally because no in-depth studies are conducted so the program plans of counselory is similar to the previous year.

Executing counselory guidance and counseling programs in secondary education is implemented by the counselor of guidance and counseling through School Division decree issued by the Head of the Education Department. The number of counselors of guidance and counseling for vocational / high school is 2 for 57 guidance and counseling teachers. The number appears that one counselor guides minimal 40 teachers.

To meet the shortage of 23 teachers to be observed then both them supervise guidance and counseling teacher at the junior high school. This is in accordance with the Ministerial Regulation No. 30 of 2011 amendments to the Education Ministerial Regulation No. 39 of 2009 on fulfillment of Workload of Teachers and Counselors [11] that each counselor of guidance and counseling shall supervise at least 40 teachers of guidance and counseling teachers. It can be concluded that the ratio of counselors with the number of teachers trained in secondary education is not ideal. Thus, it can be concluded that the counselory competence have not met the standards but several efforts have been continuously strived for the development of professionalism.

Related to the implementation of the supervision model of guidance and counseling vocational school done by in depth interview with guidance and counseling teachers it is found that the implementation of counselory guidance and counseling has been done, but not structured and systematically, without clear guidelines:

"The implementation of the group supervision is usually done during a visit by guidance and counseling counselor at school, all teachers are gathered in guidance and counseling room and

given an explanation, usually the counselor has set the agenda of what is to be conveyed and our teachers pay attention and note important matters, at the end of the meeting we are given the opportunity to ask and discuss. This activity is usually done once a year and no regular follow-up. "

Based on interviews with counselor, program evaluation is essential to determine the extent of supervision programs are planned in accordance with the implementation in the field. The evaluation results are packed in the counselory semester reports. There are two main components in the report namely descriptions of coaching services report teacher (academic skills), and the development of school management (managerial skills).

The above findings indicate that the guidance and counseling counselors have not been fully run *Permendiknas* No. 30 of 2011 as an amendment to *Permendiknas* No. 39 of 2009 on fulfillment of Workload of Teachers and Counselors. The planning of guidance and counseling confirms that a counselor is obliged to plan surveillance programs either individually or in groups through discussion programs. The plan includes an annual program, the semester program, and the work planning at least contain aspects / issues, objectives, success indicators, strategies / methods of work (technical supervision), the scenario activities, resources required, assessment and monitoring instruments.

Based on the results of the open questionnaire about teachers' needs guidance and counseling on supervision over the implementation of the model shows that in general teachers expect guidance and counseling through supervision activities where teachers acquire new knowledge and experiences related to the techniques and skills in providing counseling services. This can be done through a systematic model of group supervision and structured.

The need for group supervision models by the teacher respondents is in accordance with the opinion of Bernard and Goodyear [12] they stated that the special thing of the supervision group meetings compared with other meetings which a counselor may be able to attend is on the objective aspects of the group supervision that is fundamentally designed with the aim of discussing the case- cases and develop counseling skills.

The results of the needs analysis of teachers' guidance and counseling supports the opinion of Jeremy and Costance [13] published in the Journal of School

Counseling Montana State University, they stated that 1) supervision is a very important component in the development of professional school counselor, therefore, the school counselor is important to be supervised, 2) The group supervision techniques have been used extensively in detailed counseling service which includes goals, objectives and the role of counselor and supervised.

A detailed model of the factual supervision of guidance and counseling as shown in figure 1.1 is as follows:

of the school year. Results of the discussions will serve as basis for the supervision preparation, the annual program and the semester program. To measure the achievement program planning instrument is equipped with concurrent evaluation of the program which is planned at the beginning of the semester.

During the implementation phase, counselor identifies some guidance and counseling teachers who tend to have the same problem and agreeing on a time and place of execution supervision. Implementation of supervision is designed using a technique structured reflecting team in group supervision by following the four steps of this technique in a systematic and structured.

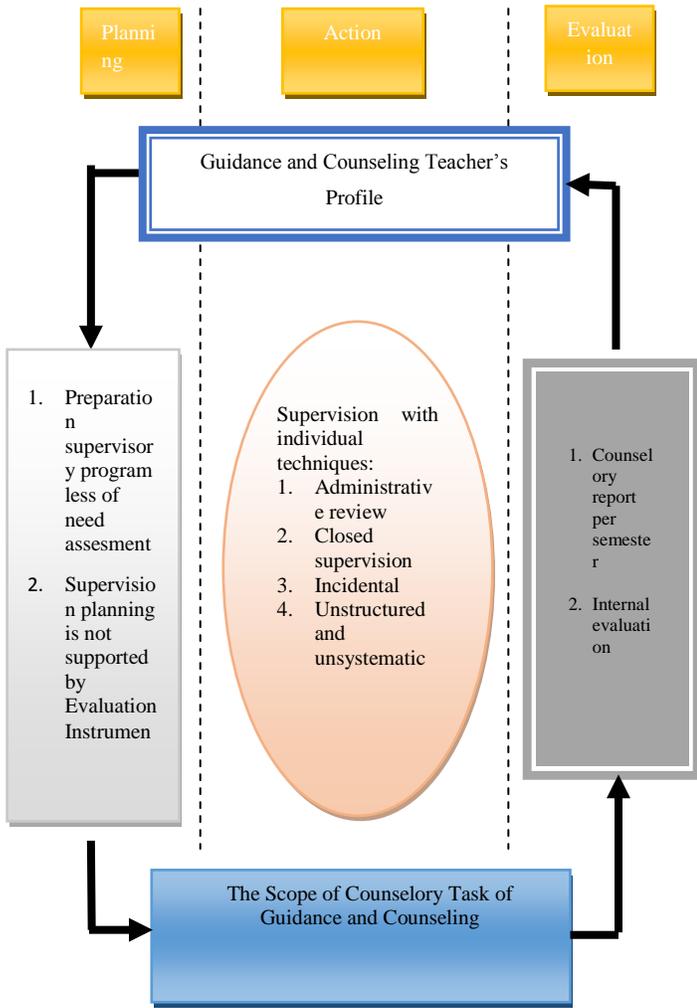


Figure 1.1. Factual Model of Guidance and Counseling Supervision

**Model Development and Validation**

In the planning stage, the guidance and counseling counselor formulates a work plan guidance and counseling which begins with a program discussion with guidance and counseling teachers at the beginning

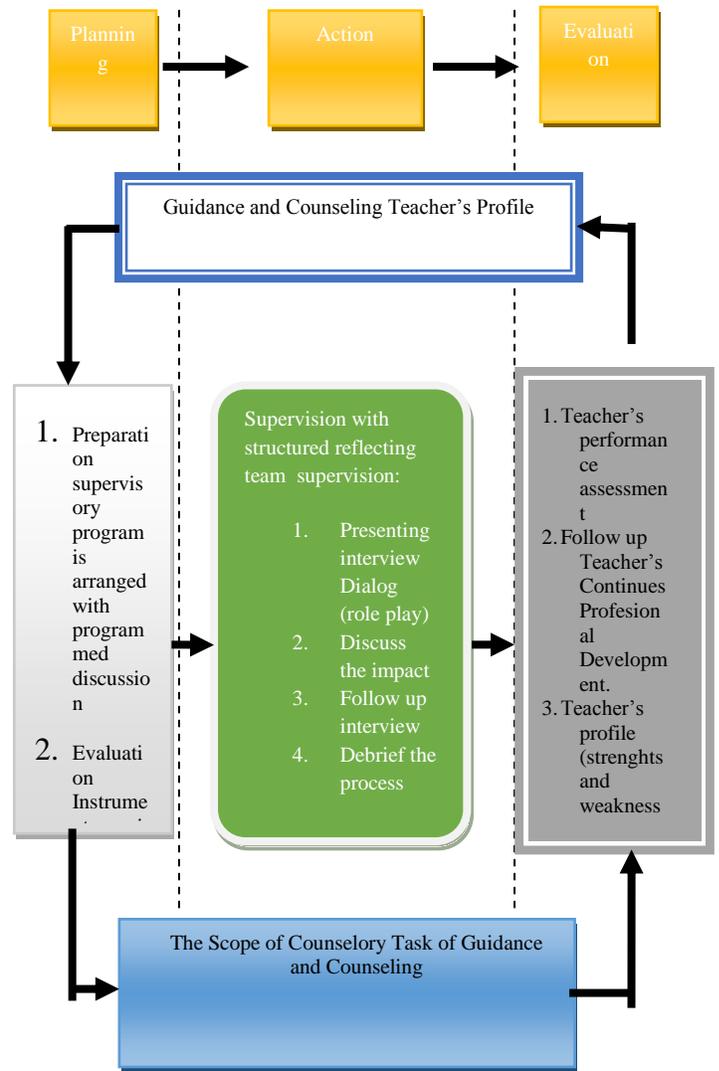


Figure 1.2. Final Model of Guidance and Counseling Supervision with SRTS technique

In the evaluation phase, the guidance and counseling counselor uses the instrument evaluation of the implementation of supervision that has been provided previously to measure the level of achievement reflecting the implementation of structured reflecting team in group supervision. Another form of evaluation is a thorough knowledge assessment guidance and counseling supervision process to determine the impact of the implementation of the supervision of the development of guidance and counseling teacher performance within the framework of continuous professional development of guidance and counseling teachers. Detailed semi-final model is described in Figure 1.2.

### Effectiveness Test of SRTS Model

The effectiveness test of the model is done by the quantitative analysis with the non-parametric statistics through the Wilcoxon test by analyzing the effectiveness of the model of supervision with a structured reflecting team group supervision technique. Pretest and posttest assessment results were measured using a scale developed by the Supervision of scale Impact MA Getzelman [14] with a sample of  $N = 6$ . Acquisition of pretest and post-test results are shown in Table 1 as follows:

Table 1. List of Scale Score of trial pretest and posttest SRTS model

No	Participant	Number of Pretest Score	Number of Posttest Score
1.	BK 01	79	113
2.	BK 02	86	114
3.	BK 03	83	110
4.	BK 04	80	120
5.	BK 05	80	119
6.	BK 06	83	125
Maximum Score		168	168

Scores in Table 1 were analyzed with nonparametric statistics for the Wilcoxon Signed Rank Test by using SPSS to compare the difference between the two mean value of pretest and posttest. Results of calculations with SPSS version 16 are as follows:

Table 2 Wilcoxon Test - Descriptive Statistic

	Z	Sig. (2-tailed)
posttest – Pretest	-2.201 <sup>a</sup>	.032

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

If the non-parametric statistical tests Wilcoxon significant level is  $z < 0.05$ , it indicates that there is a relationship between the variables, whereas if a significant level is  $> 0.05$ , there is no relationship between variables. Based on Table 1.2 the significant level of determination  $z$  is obtained 0,032 or significant level  $< 0.05$  which means that there are differences in the ability for supervisors before and after applying the model of supervision guidance and counseling models structured reflecting team in group supervision. Based on the impact of scale test on group supervision it can be concluded that the guidance and supervision model with structured reflecting team in group supervision is effective in improving supervisory skills of counseling and guidance in implementing the supervision guidance and counseling.

### CONCLUSION AND RECOMMENDATION

The counselor of guidance and counseling tend to use individual model which is ineffective. The development of guidance and counseling supervision model generates a guidance and counseling model that meets the needs, systematic, structured, and planned which is known as structured reflecting team in group supervision (SRTS). The result of effectivity test of structured reflecting team in group supervision (SRTS) model shows that the model is very effective for counselor to conduct guidance and counseling supervision in vocational schools.

### LIMITATIONS

In this research, a limited test was administered to 6 vocational school counsellors. Therefore, more samples are needed as to make this test a model for counsellor supervision in vocational schools in Indonesia.

This SRTS requires both willingness and openness from the respondents. It was found that some counsellors were not really comfortable and open that this supervision was less effective. Hence, the next researchers must ensure the willingness and openness of the respondents.

Implementation of this SRTS model needs special skills in managing a group as to make it in line with the procedure. Therefore, counselling supervisors need to train and improve their skills in group work.

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