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The Development Of Group Counselling Assessment Instruments

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Abstract: Group counseling as a guidance and counseling service does not have a standard instrument yet in assessing its activities. This study was designed to develop a group counseling assessment instrument. Specifically, this study conducted content validity, empirical validity, and internal reliability of group counseling assessment instruments. The results of the study revealed that the group counseling assessment instrument was effective for assessing group counseling activities in senior high school (SMA) settings. This was tested from the results of the analysis of content validity (CVI) above 0.82. The results of empirical validity show a good coefficient of validity where the highest coefficient is 0.909 and the lowest is 0.300. The results of the analysis of internal reliability showed a high level of reliability, with $\alpha = 0.935$. From the analysis by the SEM method shows that the relationship between variables in each dimension shows the highest correlation coefficient is 0.84 while the lowest is 0.66. This group counseling assessment instrument also has high external validity, because it is assessed by experts (panelists) with different educational and cultural backgrounds and respondents who also have different demographic and cultural backgrounds.

Index Terms: Assessment Instruments, Group Counseling.

1. INTRODUCTION

Group counseling programs provide individuals with types of group experiences that help them learn how to grow function effectively, to develop tolerance for stress and anxiety, and to find satisfaction in working and living with others (Berg & Landreth, 2011) so that, it can construct a conducive learning environment that makes students learn comfortably (Amri & Elisah, 2011: 57). The advantage of group counseling services is, there is group dynamics shown by active, vibrant and dynamic conditions (Waliglo 2010) that make group activities happy, fun and not monotonous. Group counseling is more effective in facilitating the alleviation of problem compared to individual counseling because the client is assisted by several people who are members of the group (Pleusse, Goodnough, & Lee, 2009). In addition, when compared with the services available in guidance and counseling, group counseling is a service that able to reach many people in a fast, precise and short time.

Students in Senior High Schools have a lot of needs in their development for being an optimal personalities (Lian et al, 2018; Renata et al, 2018; Andrianti et al, 2018; Tobari et al, 2018; Apriana et al, 2019). One of the duty of the development of senior high school age students is wanting to be part of a group, wanting to be accepted in a group, wanting to gain self-understanding from others, and wanting to be involved in the process of interpersonal relations (Wibowo, 2001; Harlock, 1999; Imsyani et al, 2018). Individual counseling services have not been able to meet these needs in a relatively short and concurrent time so that the use of group counseling is the most strategic alternative choice, effective and has an adequate contribution in developing personal, prevention and alleviation problems (Wibowo, 2001). Various studies reveal the magnitude of the benefits of group counseling activities. Among them is group counseling at school is the main tool to support student growth and development (Pleusse, Goodnough, & Lee, 2009), improve student learning discipline (Mardiah 2014) and increase student self-esteem (Tri Oktha, Mawardi and Smita, 2014).

Not only that, group counseling can increase student confidence (Imdialun, 2017). To see the success of group counseling services, it is necessary to do an assessment of group counseling. The assessment is carried out in order to find out or obtain accurate information about the success of the activities that have been carried out (Anjar, 2012; Kristawan and Ehandia, 2017; Kristawan et al, 2016; Wandasari et al, 2019) and as a form of accountability for guidance and counseling services (Farozin, 2017). So that one of the professional competencies of the supervisors listed in the Minister of National Education Regulation No. 27/2008 is to assess the process and results of the guidance and counseling activities. Evaluation and follow-up activities become useful assessment tools if held every week (Bales, 1968). Swank, Lambie, & Wita (2012) explain that the Council Standards for Accreditation of Counseling and Educational Programs (CACREP) and the American Counseling Association (ACA) Code of Ethics discuss the importance of counselors' professional attitudes and behavior in providing ethical and effective services. However, difficulties arise in identifying and measuring counseling skills. Like a wise with the skills in carrying out group counseling. Based on field analysis, group counseling assessment is only focused on the results obtained by students who participate in these activities. Assessment only focuses on the success of group counseling in alleviating problems of students in the group, assessment so far is only subjective because it does not have standardized instruments (Anjar, 2012; Mashuri, 2016; Kristawan et al, 2019). The assessment of group counseling should not only focus on results but also on the process (Prayitno, et al, 2017). From that, in this study will develop an effective group counseling assessment instrument for students at the Senior High School level.

2 THEORETICAL REVIEW

2.1 Group Counseling
Group counseling is an activity that provides a therapeutic effect (Gadza, George, 1989; Winkel & Hastuti, 2006) for group members who follow it. Group counseling can solve problems experienced by students in school (Prayitno, et al, 2017) and personal and interpersonal problems (DeLucia-Waack, Janice L, 2004). In addition to solving problems, group counseling provides a mixture of community life so students

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