

Counselor Performance Test Instrument: Validity, Reliability, and Implications for Group Guidance Services

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ABSTRAK

Pengembangan instrumen penilaian kinerja konselor khususnya pada layanan bimbingan kelompok masih dikembangkan mandiri oleh lembaga pendidikan tinggi masing-masing. Sehingga cenderung tidak baku dan belum sepenuhnya sesuai dengan kebutuhan pengembangan kompetensi konselor dalam melaksanakan layanan bimbingan kelompok di sekolah. Adapun tujuan dari penelitian ini adalah untuk mengembangkan instrumen uji kinerja layanan bimbingan kelompok bagi konselor sekolah yang valid dan handal dengan mengadaptasi model pengembangan dari Borg & Gall pada tiga tahapan pengembangan. Dengan melibatkan 5 subjek sebagai penguji akseptabilitas instrumen kinerja yakni 2 dosen dan 3 konselor sekolah. Dan 39 subjek untuk uji validitas konstruk dan reliabilitas yang terdiri dari 2 dosen, 12 konselor sekolah, serta 20 mahasiswa praktik. Pengembangan ini menghasilkan seperangkat instrumen penilaian kinerja konselor dalam layanan bimbingan kelompok yang terdiri dari 13 butir instrumen pernyataan pada aspek perencanaan dan 27 butir instrumen pernyataan pada aspek praktik yang teruji secara valid dan reliabel berdasarkan analisa SPSS 26. Secara lebih lanjut instrumen penilaian juga telah divalidasi oleh ahli dan pengguna dengan memenuhi kriteria akseptabilitas (berguna, layak, dan tepat). Dengan demikian, dapat disimpulkan bahwa produk instrumen uji kinerja konselor dalam bimbingan kelompok telah sesuai tujuan pengembangan dan dapat digunakan untuk penilaian pada perencanaan dan praktik layanan bimbingan kelompok di sekolah atau pada kegiatan supervisi klinis konseling.

ABSTRACT

The development of counselor performance assessment instruments, especially for group guidance services, is still being developed independently by each higher education institution. It tends to be non-standard and not entirely in line with the need to create counselor competency in implementing school group guidance services. This research aims to create a performance test instrument for group guidance services for school counselors that is valid and reliable by adapting the development model from Borg & Gall at three stages of development. By involving 5 subjects as testers for the acceptability of performance instruments, namely 2 lecturers and 3 school counselors. Thirty-nine construct validity and reliability testing subjects consist of 2 lecturers, 12 school counselors, and 20 practical students. This development resulted in a set of counselor performance assessment instruments in group guidance services consisting of 13 statement instrument items on the planning aspect and 27 on the practice aspect, tested as valid and reliable based on SPSS 26 analysis. Furthermore, experts and users have also validated the assessment instrument by meeting acceptability criteria (applicable, feasible, and appropriate). Thus, it can be concluded that the counselor performance test instrument product in group guidance has met the development objectives and can be used for assessment in the planning and practice of group guidance services in schools or clinical counseling supervision activities.

1. INTRODUCTION

A counselor or counseling guidance teacher is a person who is prepared and imaged as a professional worker who has the competence and expertise in an effort to help and facilitate students so they can develop optimally (Oktaviani & Syawaluddin, 2023; Saputra & Irman, 2023). A counselor or guidance and counseling teacher has the task of helping students overcome various problems that arise within them by implementing guidance functions in terms of prevention, understanding and self-

development (Sentana et al., 2019; Siregar, 2020). There are various types of guidance that guidance and counseling teachers can provide to students, one of which is group guidance services. Group tutoring services are basically a form of tutoring service provided to groups of students in large or small numbers with the aim of conveying information and achieving certain goals (Andriani & Hariyani, 2022; Shohila & Riswani, 2022). Group guidance is generally carried out directly by the facilitator in front of a group of students who will be given guidance (Irfan et al., 2020; Sitorus et al., 2019). Providing group guidance services will enable students to interact intensely with counselors or their peers, thereby making students more open in expressing opinions or questions during the guidance process (Oktavia et al., 2020; Wibowo et al., 2019). In implementing group guidance, it will be guided by a group leader, where in this case the group leader is the guidance and counseling teacher, so that the guidance and counseling teacher has a very important role in managing the course of the guidance process so that students are able to comprehend, understand and solve existing problems (Romiaty & Maulana, 2020; Yemima et al., 2022).

Group guidance can be carried out using various techniques such as discussion techniques, simulations, exercises, homeroom programs, and sociodrama (Andani et al., 2019; Ireel et al., 2018). The application of guidance techniques must of course be adapted to the topic/material of the guidance, as well as the characteristics of the students being given guidance, so that in its implementation the guidance counselor/teacher must really prepare the guidance program well (Desriana, 2019; Mayasari & Prabowo, 2022). Competence in implementing group guidance services includes the ability to plan and implement service practices (Listiawaty et al., 2019; Pranoto et al., 2018). Service planning competency includes the ability to develop service plans, develop service materials, service media, student worksheets, and prepare service assessment tools (Astuti & Mustakim, 2022; Sedyawati, 2020). Competency in implementing services includes carrying out the stages of relationship building, carrying out the introduction, transition, core and conclusion (Khasanah, 2020; Pravesti et al., 2021). Strengthening competence in planning and implementing group guidance is carried out through supervised exercises, independent training, and service implementation performance tests (Bunyamin et al., 2022; Sinaga, 2019). More than that, credible performance test instruments for planning and implementing group guidance are needed to evaluate and provide feedback, so that the targeted competency standards can be met.

However, the reality in the field shows that the group guidance assessment instruments used by counselors are still inadequate and scientifically tested, where the assessment only focuses on evaluating general implementation, not on the planning process and group dynamics during the practical process of providing services by counselors. This is in line with the results of the needs assessment test which was distributed to practical students and UNESA BK lecturers. The results of the analysis show that the performance test instruments for counseling guidance services were developed independently by each teaching lecturer so that they vary and there is no standardization. In fact, some group guidance guides do not provide constructive assessment or evaluation instruments that school counselors can use to reflect and develop their competence in group guidance. If this is allowed to continue, this will of course have an impact on the guidance process being carried out less than optimally. So it is urgently needed to develop a set of group guidance performance test assessment models that meet validity and reliability standards with reliable construction for school counselors.

When implementing a guidance program, a performance assessment instrument is needed to measure the success of program implementation and as an evaluation material for subsequent program implementation. Counselor performance assessment instruments can help counselors evaluate the guidance process that has been carried out, so that they can maximize the implementation of guidance to students. Several previous studies have shown that assessment instruments can significantly measure the success of implementing a program (Cahyaningrum, 2019; Umar & Nisa, 2020). Other research results reveal that valid and reliable instruments can improve the performance of counselor services (Sancaya et al., 2020; Sentana et al., 2019). Based on several research results, it can be said that assessment instruments have a very important role in the success of the guidance process. It's just that in previous research, there have been no studies that specifically discuss the development of counselor performance test instruments and their implications for group guidance services. So this research focuses on this study with the aim of developing a performance test instrument for group guidance services for school counselors that is valid and reliable by adapting the development model from Borg & Gall at three stages of development.

2. METHOD

This research is classified as a type of development research, which was developed using the Borg & Gall development model. The Borg & Gall development research model was adjusted into three grouped stages to facilitate preparation, which includes pre-development, development and post-development stages. For the content validation test, this development involved 2 experts in counseling services and 3

high school counselors as testers for the acceptability of the performance instruments. Meanwhile, to test the construct validity and reliability of the development, it involved 2 lecturers with at least a doctorate degree, 12 school counselors with a minimum of 4 years of work experience, and 20 practical students, where the data would later be processed from the acceptability assessment scale and using the SPSS 26 tool. Furthermore, the procedural stages development is described as follows: the first stage is the pre-development stage which is carried out through a needs assessment, where the results of the needs assessment are analyzed to develop a product framework for group guidance performance assessment instruments. The needs assessment was carried out by distributing questionnaires to dozens of students and school counselors regarding the urgency of developing counselor competency and the need for performance test instruments for group guidance services. Next, the results of data collection were analyzed and concluded to obtain descriptive information and a conceptual framework for developing group guidance performance test instruments. The second stage is the development stage, which is carried out by compile prototype of group guidance service performance test instrument. The instrument grid is presented in Table 1 and Table 2.

Table 1. The Counselor Performance Test Instrument Grid in Group Guidance Planning

No	Aspect	Indicator	Number of Items
1	Formulate goals	Formulation of the objectives of group guidance services is carried out rationally and clearly according to students' needs implement HOTS.	3
2	Formulate the topic	The formulation of group guidance topics is based on needs and benefits in students' lives.	1
3	Designing materials	The design of Technology Pedagogy and Content Knowledge (TPACK) based material is adapted to the goals of group guidance and taken from various learning sources.	3
4	Selection of strategies, methods and techniques	Group guidance scenarios use approaches, methods, techniques that are appropriate to the objectives and material and are practical.	2
5	Designing a guidance scenario in four stages	The formulation of guidance steps from opening transitions, core activities, to closing is described precisely and clearly.	4
6	Designing scenarios for group guidance activities	Activity scenarios are designed to implement TPACK and 21 st century skills.	1
7	Media selection	The choice of media covers most of the criteria: namely interesting, appropriate, and helping to achieve the goals of the group guidance service.	1
8	Plan evaluation and follow-up	Process, results and follow-up evaluation activities cover most aspects of activity assessment that are clear, measurable and systematic.	3
9	RPL equipment	RPLBK includes all components of group guidance that are complete, clear and presentable.	1
Total			19

Table 2. Instrument Grid for Testing Counselor Performance in Group Guidance Practice

No	Aspect	Indicator	Number of Items
1	Personality	Displays an image that is charming, authoritative, firm, full of soul calling, and samapta.	18
2	Formation stage	Relationships with group members are fostered through a good welcoming of group members, showing that group members are received warmly, sincerely, and are attractive to students.	6
3	Transition stage	The transition process is carried out through a series of activities: such as explaining the activities that will be carried out in the next stage, maintaining the group atmosphere so that it remains enthusiastic, unified and focused on goals.	3

No	Aspect	Indicator	Number of Items
4	Core stage	The counselor is able to present group guidance material topics appropriately both in terms of techniques, media, mentoring strategies, group dynamics, and reflection and termination.	12
5	Closing stage	Evaluation is carried out by covering most process and outcome evaluation indicators, as well as appropriate implementation methods.	3
Total			42

The third stage is the post-development stage, which is at this stage this group guidance service performance assessment instrument was tested on a limited basis to determine the validity and reliability of the instrument. The trial was to determine the construct of the instrument using Pearson product moment correlation analysis as a method commonly used to test item validity. Meanwhile, to estimate the reliability of the instrument, an internal consistency approach is used with the Cronbach Alpha formula, namely an alpha reliability value of 0.70 or more. Plus, researchers also used the t-test to find out whether there were differences in scores between assessments by teachers, lecturers and students on group guidance performance test assessment instrument products.

3. RESULT AND DISCUSSION

Result

The research analysis was adjusted to the three development stages used. The analysis of each stage is as follows: The first stage is the pre-development stage, where before designing the model and instrument items, the researcher first carried out a needs assessment which resulted in a set of knowledge about the need for a group guidance service competency assessment instrument, including competency in designing and implementing services. The needs assessment was carried out by distributing questionnaires to 60 guidance and counseling students, 12 guidance and counseling teachers, 15 PPG students, and 4 lecturers at UNESA. The data results show that 84% need a competency assessment instrument for group guidance services. As many as 88% percent stated that standard instruments could provide adequate assessment and feedback to improve the competency of group guidance services. As many as 91% of respondents believed that the instrument could contribute to improving the quality of competence in group guidance services. Furthermore, from the existing set of knowledge, the researcher studied the theory of group guidance so that the model and items prepared truly represent aspects of the counselor's performance in implementing group guidance.

The second stage namely the development stage which is carried out through expert testing, user testing, as well as validity, reliability and t-tests. Expert testing is carried out by two experts, namely Dr. Wahidah Fitriani, MA as expert I and Dr. Ali Rahman, M. Pd as expert II. The acceptability rating scale consists of 1-4, scale 1 is not appropriate/practical, 2 is not appropriate/practical, 3 is appropriate/practical, and 4 is very appropriate/practical, this stretch is adapted from the product acceptability scale. The expert test results can be seen in [Table 3](#).

Table 3. The Instrument Expert Test Results

No	Aspect	Average score	Category
1	Aspects of product usability	39.5	Very useful
2	Aspects of product feasibility	25	Very worthy
3	Aspects of product accuracy	52.5	Appropriate

After obtaining the expert test results, the research then continued with user testing, where the users consisted of three high school counselors who had at least 4 years of work experience in schools. The results of the counselors' assessments can be seen in [Table 4](#).

Table 4. The User Test Results

No	Aspect	Average score	Category
1	Aspects of product usability	40	Very useful
2	Aspects of product feasibility	21	Worthy
3	Aspects of product accuracy	60	Appropriate

The next analysis carried out validity, reliability and t-tests. In the validity test it was found that the entire instrument met instrument validation. There are a small number of invalid instrument items that are considered for correction or can be discarded. In the reliability test, it was discovered that the two instruments met instrument reliability, based on Cronbach's Alpha calculations, namely 0.648 for the group guidance plan assessment and 0.703 for the group guidance practice assessment. Furthermore, the results of the t-test show that there is no significant difference between teacher, lecturer and practical student assessors in assessing group guidance competency as per the results of the t-test in [Table 5](#).

Table 5. The T-Test on Teacher, Lecturer and Practical Student Assessors

	Levene's Test for Equality of Variances	t-test for Equality of Means							
		t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
							Lower	Upper	
Equal variances assumed	0.020	0.888	0.075	32	0.940	0.063	0.837	-1.643	1.769
PBK Equal variances not assumed			0.075	29.545	0.941	0.063	0.842	-1.657	1.784

From the results of the independent sample test calculations on the group guidance competency instrument above, a significance value of 0.940 was found to be greater than 0.05, which means there is no difference in the results of the group guidance competency assessment between teachers, lecturers, and the results of practical student assessments.

The third stage namely the post-development stage, where p the final product of this development is a performance assessment instrument for group guidance services which consists of 13 valid statement instrument items in the planning aspect and 27 valid statement instrument items in the practical aspect, while several invalid items are considered to be corrected or discarded. For the record, this product was also developed withbased on relevant literature sourced from Indonesian Counselor Academic Qualification and Competency Standards, Operational Guidelines for Implementing BK in Indonesia 2016, PPG BK Learning Outcomes, and Counseling Service Models in the United States as a comparison. More details, productInstrument tools include assessment grids, instruments, assessment rubrics, and assessment criteria.

Discussion

As explained previously, the stages of preparing the instrument were based on the results of the instrument needs assessment where the data obtained showed that 84% needed a competency assessment instrument for group guidance services. As many as 88% percent stated that standard instruments could provide adequate assessment and feedback to improve the competency of group guidance services. And as many as 91% of respondents believe that the instrument can contribute to improving the quality of competence in group guidance services. Qualitative input also states the importance of adequate references for instrument development, it is necessary to carry out empirical testing of the instrument through expert validation and users including lecturers, school counselors and guidance and counseling students. As is the development model used to divide aspects of assessing school counseling services into three main parts based on theoretical studies, namely service programs, human resources, policies and supporting facilities. From the hypothetical design, a prototype instrument was prepared and validated by experts and high school counselors. The next stage was continued with construct validation testing for each item. In this process there were a number of instrument items that were invalid because their value was below the validity criteria, so they needed to be corrected or discarded in connection with the analysis instrument item. Meanwhile, in the reliability test on both instruments, it was found that all of them were classified as reliable for use in assessing counselor performance in group guidance services. This is in line with the instrument development flow, wherewhen developing classical guidance instruments in class that include several aspects of activities ([Irfan et al., 2020](#); [Pristiani & Lestari, 2019](#); [Sitorus et al., 2019](#)).

If we refer to the development objectives and results, it can be understood that the validation results from experts and product users show that the assessment instrument product has met the acceptance criteria consisting of usability aspects, feasibility aspects and accuracy aspects. Apart from that, the instrument product is equipped with an assessment rubric which is directly under the assessment score scale column, making it easier for examiners or supervisors to give grades to counselors' competence in preparing plans and practices for group guidance services in schools without needing to review the indicators and instrument grids in the usage guidelines, which will only break the examiner's concentration in carrying out direct assessments. Appropriate assessment instruments that comply with the provisions are of course very necessary to carry out the guidance process, where carrying out appropriate guidance is the task of a counselor. It is further explained that a counselor or guidance and counseling teacher has the task of assisting students in overcoming various problems that arise within them by applying the guidance function in terms of prevention, understanding and self-development (Oktavia et al., 2020; Wibowo et al., 2019). Assessment instruments in the guidance process are of course very necessary to evaluate and provide feedback on the guidance process, so that the targeted competency standards can be met (Andani et al., 2019; Ireel et al., 2018).

The results obtained in this research are in line with the results of previous research, which also revealed that assessment instruments can significantly measure the success of implementing a program (Cahyaningrum, 2019; Umar & Nisa, 2020). Other research results reveal that valid and reliable instruments can improve the performance of counselor services (Sancaya et al., 2020; Sentana et al., 2019). So based on several research results, it can be said that assessment instruments have a very important role in the success of the guidance process.

4. CONCLUSION

In general, assessment instrument products have a good level of acceptability, especially in 3 aspects (usability aspect, feasibility aspect, accuracy aspect) and have been tested as valid and reliable based on SPSS 26 analysis, although there are a small number of invalid instrument items being considered for repair or discarding. The results of this development are certainly very useful for efforts to increase counselor competency, considering the lack of credible performance test instruments in the field that are able to cover aspects of group guidance services carefully. Furthermore, factor analysis, validity and reliability tests are needed on a wide scale involving a larger number of respondents so that the instrument can be used more reliably at various levels of education in Indonesia.

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