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PROFESSIONAL IDENTITY DEVELOPMENT: A NARRATIVE STUDY OF ONE
DISTINGUISHED COUNSELLING FIGURE IN INDONESIA

ADNAN ARAFANI

DISSERTATION PRESENTED TO QUALIFY FOR A MASTER'S DEGREE IN
EDUCATION (GUIDANCE AND COUNSELING)



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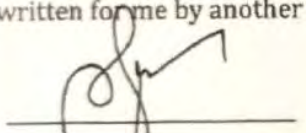
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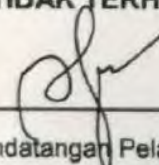
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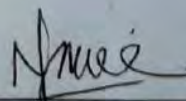
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ABSTRACT

The purpose of the study was to explore the professional identity development of one distinguished counselling figure in Indonesia. It aimed to explore the aspects that influence the participant's professional identity development. Besides, the study also aimed to identify the turning points of the participant's professional identity development as well as the phases connected to it. This study employed a qualitative methodology using narrative approach. The participants of the study consisted of two individuals, mainly the distinguished counselling figure in Indonesia and one colleague who is connected to the main participant. Face to face interview, document analysis and subject journaling were employed as data collection methods. The data were analysed using narrative analysis consisting of coding, organizing in a time sequence, categorizing according to place and issuing themes. The findings uncovered the influential aspects based on the chronological order of time and places. It also revealed the turning points of the participant's identity development that consisted of 1) entry into the teacher training school, 2) the entry of guidance and counselling in Indonesia, 3) the ability to consolidate the Western and Eastern counselling approach with local context and 4) experiences during study in USA. The findings also indicated that the sequential development of professional identity of the research participant consisted of 1) constructing 2) developing 3) leading and 4) self-formulation. The findings provided several implications that include the improvement of the curriculum design for counsellor education provider, personal and professional characteristics guidelines for counselling students and enhancement of members' post-formal education for entry into the counselling professional organization. As a conclusion, the professional identity of the distinguished figure was depicted in four turning points and four chain of phases that can provide guidelines for future counsellor educators that suit with the demand and needs of the local contexts in Indonesia.





PERKEMBANGAN IDENTITI PROFESIONAL: SEBUAH KAJIAN NARATIF SEORANG TOKOH KAUNSELOR INDONESIA

ABSTRAK

Kajian ini bertujuan untuk meneroka perkembangan identiti profesional seorang tokoh kaunseling terkenal di Indonesia. Selain daripada itu kajian ini bertujuan untuk meneroka aspek yang mempengaruhi perkembangan identiti profesional peserta kajian. Kajian ini juga bertujuan untuk mengenalpasti titik perubahan dalam hidup dan juga fasa dalam perkembangan identiti profesional peserta kajian. Kajian ini mengaplikasikan metodologi kualitatif menggunakan pendekatan naratif. Peserta kajian adalah terdiri daripada dua individu, iaitu tokoh kaunseling di Indonesia dan juga seorang rakan sekerja yang berkait rapat dengan tokoh tersebut. Temu bual, analisis dokumen dan jurnal subjek digunakan sebagai kaedah pengumpulan data. Data dianalisis menggunakan analisis naratif yang terdiri daripada proses koding, menyusun penceritaan berdasarkan urutan masa, mengkategorikan dalam kelompok tempat dan mengeluarkan tema. Dapatan kajian menunjukkan aspek yang berpengaruh dalam perkembangan identiti profesional. Dapatan kajian juga menunjukkan titik perubahan dalam hidup peserta kajian mengandungi aspek berikut: 1) memasuki sekolah latihan guru, 2) kemasukan bidang bimbingan dan kaunseling di Indonesia, 3) keupayaan untuk mengabungjalin antara pendekatan barat dan Timur, dan 4) pengalaman belajar di Amerika Syarikat. Dapatan kajian juga menunjukkan bahawa perkembangan identiti profesional peserta kajian terdiri daripada fasa yang berbeza iaitu 1) membina 2) memperkembangkan 3) memimpin 4) merumuskan diri. Implikasi kajian ini merangkumi peningkatan reka bentuk kurikulum untuk penyedia pendidikan kaunselor, garis panduan profesional dan peribadi untuk pelajar kaunseling dan peningkatan pendidikan pasca formal untuk keanggotaan dalam organisasi kaunseling profesional. Sebagai kesimpulan, proses perkembangan identiti profesional tokoh digambarkan dalam empat titik tolak dan empat rantai fasa yang dapat memberikan panduan kepada kaunselor pendidik pada masa akan datang dalam proses perkembangan identiti profesional yang bersesuaian dengan tuntutan dan keperluan konteks tempatan di Indonesia.



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LIST OF ABBREVIATIONS

ABKIN	Association of Indonesian Guidance and Counselling
BK	Guidance and Counselling
DSBK	Principal and Standard for Guidance and Counselling
IKI	Indonesian Counsellor Bond
UPBK	Guidance and Counselling Services Uni





CHAPTER 1

INTRODUCTION

This chapter consists of the background of the study, problem statement, research objective and research question. In addition, this chapter also discusses the significance of the study, conceptual framework, limitation and conceptual definition as well as operational definition.



1.1 Background of the Study

Understanding counsellor's professional identity is an important aspect in establishing a strong profession. It is also a factor that determines the quality of performance of one's duties in the helping relationship. Although considered not as a new profession, especially in Southeast Asia, counselling is still in the process of maturing as an independent profession. In this stage, distinct and vivid professional identity is indispensable. The counsellor identity indirectly determines the way counsellors make decisions and internalize their roles (Brott & Myers, 1999; Friedman & Kaslow, 1986). According to (Gibson, Dollarhide, & Moss, 2010), counsellor's professional identity is defined as the incorporation of skills and attitudes as a counsellor, a perception of self in the context of the professional community and self-label as professional. Thus,





professional identity encompasses not only personal attributions but also individual's skills and social interactions in the community.

During the first introduction to the community, almost all counselling services involved as information giving. In 1907 Jesse B. Davis, a superintendent of the Grand Rapids school system applied for the first time a systematic guidance program in public schools. Today, guidance programs have turned into a profession known as guidance and counselling and have organizations and networks around the world that are responsible for maintaining professional development (Gladding & Batra, 2007). Furthermore, social change after the industrial revolution contributed to the maturation of this profession at the beginning of its emergence in the United States (Gladding & Batra, 2007).



The current number of counsellors received professional training in Indonesia is 1738 counsellors. Meanwhile, there are 55,531 Guidance Counselling teachers in public schools. However, there is no valid data available regarding the sum total of counselling teachers in private schools and other informal fields (Kemendikbud, 2019)

The continuous development of counselling spread all around the globe and reached Indonesia and Malaysia around 1960 (Marjohan, Asri, Gusraedi, Ifdil, & Afriani, 2012; See & Ng, 2010). The establishment of guidance and counselling program in Indonesian university at the end of 1963 signified the start of history of the counselling (Marjohan et al., 2012). Guidance and counselling in Indonesia is more likely associated with education setting. Thus, the term of counsellor and counselling services is found only in education act in almost all official policy. However, in the late





of 1975, an organization for counsellor have been established and now knew as ABKIN (*Asosiasi Bimbingan dan Konseling Indonesia*) and become the board for developing the profession.

Counselling services have already legitimated in the National Education Act in Indonesia that to be responsible for student development that consists of a personal issue, social problem, learning process and career orientation (Ministry of Education of Republic of Indonesia, 2006). Moreover, according to Ministry of Education and Culture Act no 111 (2014), the most current act about guidance and counselling, obviously stated that “the counsellor is a professional educator with qualified as minimum as a bachelor of education in guidance and counselling and has graduated from a professional guidance and counselling teacher/counsellor education (PPK –



Program Profesi Konselor)” (pg 43)

Since counselling becomes more popular in the field of education, counsellor professionalism is also regulated by the Act of Teacher and Lecturer. The Act of teacher and lecturer No 14 the year 2005 determined four competencies the teacher and lecturer (including counsellor) should have includes: pedagogic competence, social competence, personality competence, and professional competence. The professional competence in this Act is elaborated as the ability to mastering the materials in deep and to gaining the skills needed through professional education. According to chapter 20 verse 3 in Act of National Education (2004), universities are eligible to conduct academic, vocational and professional education program and are allowed to confer an academic, vocational and professional title. In short, professional counsellors in Indonesia must undergo undergraduate education in counselling and guidance





programs for approximately four years and take professional education for one year (Marjohan et al., 2012). After graduating from the Department of Counselling and taking a professional counsellor education program, there are still further options for developing professionalism such as continuing masters and doctoral programs. The experience of individual and group counselling sessions also contributes to improving professional identity as well as attending academic workshops and seminars. This simple process seems to be one of the strong reasons why experts believe that professional identity continues to grow (Jorgensen & Duncan, 2015).

The massive government regulation demanding an increase in identity professionalism seems to have strong reasons, Scott (2018) underlined the importance of the professional identity of counsellor educator whose results will greatly affect the quality of counselling service of their students.



1.2 Problem Statement

Professional identity of school counsellors has an impact on students and the school community (Brott & Myers, 1999). However, the term professional identity has resulted in different meanings and understanding to the counsellor profession in which various conflicts, inconsistencies and incongruity in roles have occurred due to the unorganized professional identity issue (Kartadinata, 2005). According to (Wibowo, 2018) there are still many school counsellors who have difficulty to identify their roles as counsellors. Differences in understanding of school principal on task and responsibility of counsellors have placed school counsellors in improper roles (Kartadinata, 2005). Some





of counsellor are having identity conflict in which they regard themselves as psychologists or administrators. Furthermore, they are less motivated to conduct the research (Nurrahmi, 2015) that impinged on the development of their professionalism. A model of professional identity development is needed to guide the school counsellor and counsellors in other field. The only literature that has a close relationship with the essence of the professional identity of the counsellor in Indonesia is the “Standards of Academic Qualification and Competencies of Counsellor Act No 27 years 2008” (Ministry of Education and Culture, 2008) that mentioned the professional competence of counsellor as one of four counsellor competencies. Nevertheless, this act regulates the profession of counsellors in specific area. This act specifically standardizes school counsellor as the mayor focus of counselling profession in Indonesia. This act also limited to the minimum qualification for school counsellor as one stage of identity development. Further exploration is needed to form another act of counselling profession regarding the step by step identity development.

Previous studies in the field of professional identity sought to describe the nature of professional identity in different contexts and various approaches, such as practicing counsellor professional identity (Lincicome, 2015) ; school counsellor (Wasserman, 2012), counsellor in training (Shores, 2011), new counsellor (Gibson et al., 2010), and counsellor educator (Limberg et al., 2013) with less emphasis on developmental aspect. Furthermore, there is no study so far conducted in the South Asia related to this aspect in various stages.

In the Indonesian context, an individual who has been involved in the counsellor profession since the founding of this profession in Indonesia has contributed in





developing counselling implementation knows as “counselling pattern of 17” (Irmayanti, 2018) . He has also introduced a new approach to the implementation of counselling in Indonesia (Rohman, 2017). Meanwhile, there has been no in-depth exploration of the development of this individual's professional identity. The model of development from this figure is strongly believed contribute to construct more comprehensive act and to design professional identity development path for counsellors.

The importance of professional identity for school counsellors is also emphasized by (Brott & Myers, 1999) since it had an impact on the role of the counsellor to students and the school community. However, professional identity has resulted in different meanings and understandings to the counsellor profession, various conflicts, inconsistencies and incongruity in roles that have occurred due to the unorganized professional identity issue (Kartadinata, 2005). It is need a source to be followed in regulating the professional identity of counsellors in various working fields.

In short, a lack of understanding of professional identity, inadequate availability of sources as reference for improving professionalism, a little understanding among counselling teachers about professional identity that lead to detrimental of professional integrity and conflict of identity, and the absence of research that focuses on the development of the counsellor’s professional identity in various stages are the problems in this narrative study.

1.3 Research Objective





The objective of this narrative study is to discover and draw the development process from life experiences of one prominent counselling figure in Indonesia.

1.4 Research Questions

The research questions that are proposed in this study are as follows:

1. What are the aspects that influence the professional identity development of the participant?
2. What are some "turning points" as the characteristics of the participant's professional identity growth?
3. What are the phases of the participant's professional identity development?



1.5 Significant of the Study

This research provided scientific perspective on the Indonesia counsellor professional identity development model. The model of identity development was focused on Indonesia context which beneficial in maturing the counselling profession in Indonesia.

The findings of this study are also considered as alternative source for professional development of counsellors that are in accordance with the social, cultural and historical context in Southeast Asia in general and Indonesia in particular. Likewise, related academic staff or counsellor educators can evaluate and improve their teaching and training plans through teaching materials that are more in line with the context even though some of the main sources are still taken from western figures.



This study findings also contribute to the development of theory and practices of counselling in Indonesia. This study findings fill the gap in the literature about counsellor professional identity development.

Also, the findings potentially encourage counselling students, practitioners, and even counsellor educators to improve their competence and make some adjustments in planning a more accurate career orientation based on the life story of this prominent figure. While, ABKIN (Indonesian Guidance and Counselling Association) and IKI (Association of Indonesian Counsellors) also receives several scientific considerations in providing a system to support the development of quality counsellors in Indonesia.

05-4506832 pustaka.upsi.edu.my Perpustakaan Tuanku Bainun Kampus Sultan Abdul Jalil Shah PustakaTBainun ptbupsi **1.6 Limitation of The Study**

This research employed a qualitative method using a narrative study on one renowned figure in counselling. The number of the sample is the main limitation since this study focused on one mayor participant. However, the findings can be transferred to other contexts in terms of understanding the professional identity of the counsellor educator.

1.7 Definition of Term

1.7.1 Conceptual Definition

Professional identity refers to the development of an understanding of the self within the context of one's profession; the individual begins by changing in specific ways, taking on the unique attitudes and valuing of their profession while also becoming adept at carrying out the specific tasks required (Brott & Myers, 1999). Gibson et al. (2010)



Professional identity refers to the growth process in which the counsellor is in a cycle in his personal and professional experience and finally reaches the stage of assimilating the counsellor's self-identity.

1.7.2 Operational Definition

In the context of the study, the professional identity refers to the development of professional identity of one distinguished figure in counselling field in Indonesia.



1.8 Conceptual Framework



Figure 1.1. Conceptual Framework





The picture above illustrates the process that will take place in this study. The stories of life owned by counselling figures (research participants) will be collected in interviews, then researcher will locate the stories that are related to the process of developing the professionalism of the research participants. Next, the arranged raw data will be compiled based on the development model introduced by Rønnestad & Skovholt (2003).

1.9 Summary

In addition to explaining the background of the research, this section also presents problem statements, research objective and research questions. In addition, the concept of framework and terminology definitions were also included.

