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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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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.

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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 professional 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 professional. 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

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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.

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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,

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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).

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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

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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)

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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

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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.

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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, inconsistences 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

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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

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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

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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?

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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.

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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.

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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)

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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.

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1.8 Conceptual Framework



Figure 1.1. Conceptual Framework

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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, than 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.

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CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

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This chapter describes the model of identity development of counsellor and discusses the key concepts of the research focus, which include previous literatures related to professional identity of counsellor educators in various stages and specialities.

2.2 Professional Identity Development Model

This research adopted the model of professional identity development formulated by Rønnestad and Skovholt (2003). This model is comprehensive because it views the person's development in a holistic way; from a very early phase, namely before entering formal education to the level of expertise and long service period. In this model, the professional phase of developing the counsellor's identity begins with lay workers,

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early students, advanced students, novice professionals, experienced professionals, and senior professionals.

This model was developed based on a cross-sectional and a longitudinal qualitative research involving 100 American counsellors from various levels i.e. two student groups, beginning and advanced graduate students of counselling or psychotherapy, and three postgraduate groups of practitioners with the average of 5, 15 and 25 years of professional experience with doctoral degrees. (Rønnestad & Skovholt, 2003).

2.2.1 The Lay Helper Phase

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In this phase, individuals have a high willingness to help others but unfortunately also have a tendency to identify problems quickly. They have not received the training in helping skills but tend to provide strong emotional support and give advice based on personal and family experience (Rønnestad & Skovholt, 2003). The lay helper or amateur is guided by a personal philosophy and conceptual concept of how to assist others when in distress.

2.2.2 The Beginning Student Phase

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This phase is characterized by a high level of interest for students to study counselling. At the same time, they also felt that the challenge had started. The challenges they face at this stage is new environmental issues such as college assignments, associations with lecturers and professors, the obligation to undergo counselling session, life stories and client problems, and the endeavor to understand theories. This phase is where some counselling students feel they are not suitable for the courses. Entering their first formal counselling session can give an unpleasant impression especially when they practice responding and asking questions to the client. At this time, counselling students also try to find figures to imitate in order to mastery the counsellor skills, students want as much as possible to perform like outstanding international experts or local figures (Rønnestad & Skovholt, 2003).

"Beginning students" typically find the start of professional training exciting, but also extremely challenging. Theories/research, clients, professional elders (professors/supervisors/ personal therapists), one's own personal life, peers/colleagues and the social/cultural environment combine impact and sometimes overwhelm the beginning student.

2.2.3 Advance Student Phase

In this phase, advance students acknowledge the positive impact of education that they received. At the same time, they also saw that there were still many things to be learned and there is still dependence on outside parties such as supervisors and seniors. At this

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time the learning strategy of the model was still very dominant. Advance students hope to see more often how their counsellors conduct counselling sessions, conceptualize cases and observe the attitudes and decisions taken by their professors (Rønnestad & Skovholt, 2003). The need to imitate and learn from the model increased so they also tried to find material from books and the internet.

As for the connection with the use of theory, advanced students have four tendencies: They are (a) no conceptual attachment (which we also call laissez-faire orientation to theory), (b) "one theory, open" (which indicates preference for one theory but with openness to others), (c) multiple serial attachments (which indicate a serial monogamous type orientation), and (d) true believer (which indicates a strong belief in one theory in combination with active rejection of others). According to Rønnestad & Skovholt (2003) research, the most common trend is in one theory open and multiple attachments.

2.2.4 The Novice Professional Phase

Typically, novice professional phase involves the first year after graduating from the program. In this period of time, the novice professional deals with adjustment in the conceptual and implementation context. At least three issues appear in this phase 1). Counsellor seek to confirm the training process effectiveness. 2). Disillusionment of the training process following the confronted with professional challenges inadequately mastered. 3). Become more focused on self-exploration and professional environment.

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Practitioners who have previously relied exclusively on a single conceptual system often felt disillusionment especially when working with multicultural clients. The novice professional counsellor progressively understands that one's personality is expressed in his work, this continues into the process of integrating personal attributes with special features of the profession. Furthermore, they begin to assess and explore their own skills, limitations, values, attitudes and interests. At this stage, the novice professional is typically experiencing the increasing of the complexity of counselling services, consequently, they consider to renew their interest by selecting specific countering approach or expertise (Rønnestad & Skovholt, 2003).

2.2.5 The Experienced Professional Phase

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This stage of development is characterized by the length of the counselling experience and the variety of clients handled. This time is where the counsellor is building consistency and coherence in the personal and professional characteristics. The increasing tendency to modify work methods, the choice of approaches and the use of techniques are characteristic at this stage, they are more flexible in doing their jobs. The confidence of professional judgment also appeared in this phase while most counsellors at this stage have the ability to focus on the client at the session and only need a short rest break before ready to handle another clients (Rønnestad & Skovholt, 2003).

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2.2.6 The Senior Professional Phase

In this stage, the senior professional counsellor felt that there was nothing really new in the development of counselling science, they saw that what the young generation brought was just the same thing as the old model but had a different name. This made them feel they no longer need to attend workshops and seminars. On the other hand, some seniors also remain committed to developing themselves and in the same period, they are increasingly humble with their knowledge and experience. They also experience a high sense of job satisfaction through this phase (Rønnestad & Skovholt, 2003) .

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The six phases described by Rønnestad & Skovholt (2003) in this model can cover the entire journey of an individual even though the individual has reached the maximum age and career. Therefore, this phase model will be utilized in this study to help me in the endeavor to understand the participant professional identity development.

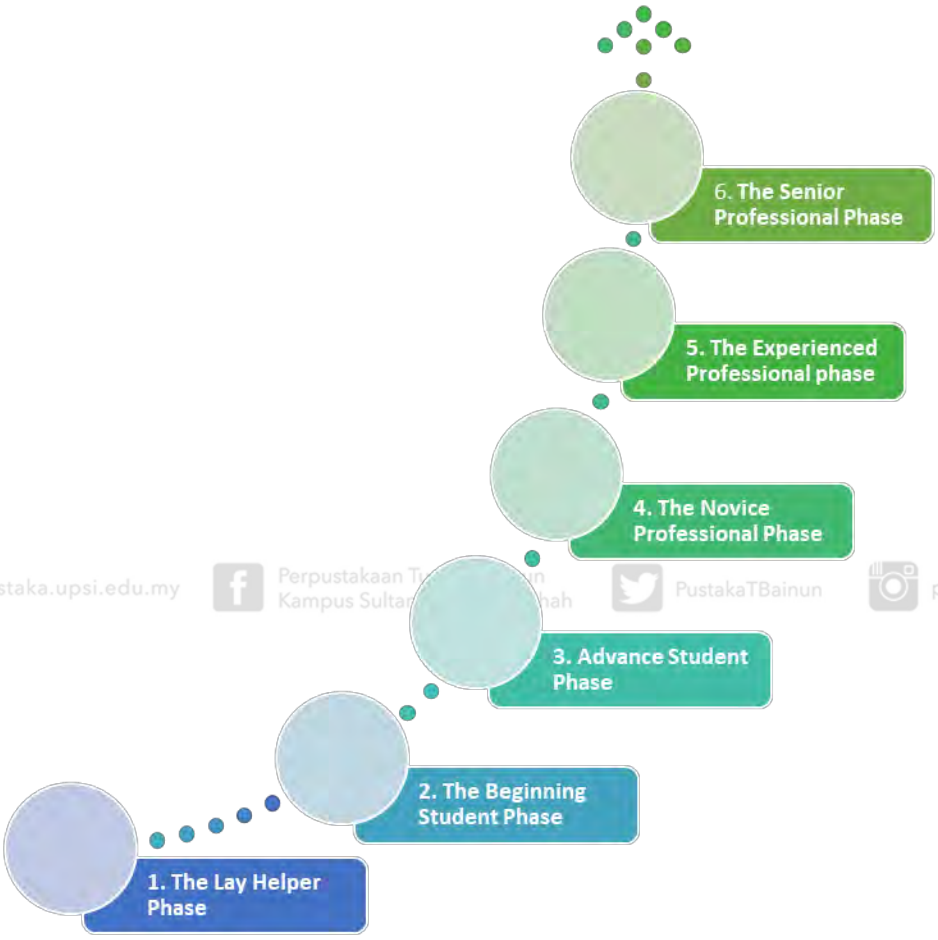


Figure 2.1. The Professional Identity Developmental Model

2.3 Professional Identity of Trainee Counsellor

A "recycling identity formation process" emerged as the model of professional identity development of counselling students based on the study of Auxier, Hughes, & Kline, (2003). This study involved eight (8) fulltime master counselling students who

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conducted their internship program in setting appropriate to their mayors. Utilizing grounded theory method to conceptualize participants' experiences, the process of forming a recycling identity resulted describes the meaning that participants give to their experiences as developing counsellors.

The findings of the study indicated that the recycling identity formation process consists of three constituent processes: First, conceptual learning with the classical education experience such as listening to the lecturer and reading textbook and doing homework. This process reflected the common new student expectation about entering a course in campus, they presume a traditional learning method. Second, the continue of study equip students with experiential learning as they enter more practical courses such as counselling techniques, practicum, and internship. In this step, individuals have begun to adapt and develop new emotional and behaviour awareness, modify new interpersonal attitude and attentively internalize the value they got from these experiences. Last, the recycling process entering the external validation process. At this stage, a student receives advice and suggestion from the lecturers, peers, supervisors, and professors. This experience has an impact on their self-concept, especially in the circumstance they are faced with differences, multiculturalism and the process towards becoming more professional (Auxier et al., 2003).

Recycling identity formation process by Auxier et al (2003) is also supported by the study conducted by Woodside who discovered seven themes emerged in the experience of practicum students regarding their identity development: the journey, the decision making, self-doubt, counselling is, learning, boundaries, and differences (Woodside, Oberman, Cole, & Carruth, 2011). This study utilized a qualitative method

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using a phenomenological approach in one research university in the southeastern USA. Each of the participants being interviewed indicated that learning to be a counsellor did not begin with applying for the counselling program, but rather indicated in taking a journey that led them to the study of counselling. Another theme appeared is decision making, at some point during the interview, each of the participants questioned the decision to become a counsellor. Along with this questioning, each of the participants doubted his or her abilities. Next, the common issue appeared is a feeling of self-doubt. Even though these individuals were enrolled in a counselling program, several questioned if this was the right field for them. Participants also shared how they thought they would work with the clients and expressed a desire to learn about the counselling process, this emerged the theme of "counselling is" (Woodside et al., 2011). This study suggests the future research on the same topic with different participants, such as post-practicum and post internship student to see their experience on the journey to be a counsellor, the complexity of counsellor education and training stages allow diversity of personal journey existed in each stage. In addition, the research also recommends future qualitative study.

More specific, three factors are highlighted in the result's study of Shores (2011) in the professional identity development and understanding among counsellor in training. They are training program accreditation, experiences such as practicum and internship, and faculty members who discuss professional identity of counsellors. This study employed survey and also qualitative interpretation on five individuals who were either currently enrolled in one of the 15 master's level counsellor training programs in North Carolina or who graduated from one of the 15 master's level counsellor training programs in North Carolina within the last 18 months. One of the underlined

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implications of this finding suggests that counselling training programs and counsellor educators can take steps to more fully understand and positively strengthen the development of the counsellors' professional identity in training. Strengthening the professional identity aspect of the training process is crucial given that the fact is that counsellors in training begin to develop a sense of professional identity as counsellors before their training. This is evident in the conclusions drawn from the qualitative analysis process as participants' responses reveal that family, friends, childhood experiences, and values are all influential factors in developing professional identity as a counsellor. In addition, this research also recommends an intentional focus on professional identity in training programs that can shape counsellor in training professional identity.

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Meanwhile, a recent grounded study by Stapley (2014) shows that achieving a sense of authority, competence, responsibility, and autonomy in a professional role were needed for the development of a professional identity. On the contrary, role ambiguity and role conflict were found to impede the development of professional identity. This research took place in the UK on nine trainee counselling Psychologists from a selection of universities and training stages. This study introduced a development model where the trainee counselling Psychologists were facilitated by themselves and others in integrating their professional and personal sense of self into a professional identity (Stapley, 2014). This study concludes that a trainee's professional identity was constantly changing, and this model incorporates both new role behaviours and new views of the self that influences the trainee's professional identity. The model proposes that a trainee's professional identity develop over two stages during their training. However, the process of developing a professional identity is fluid and ever-

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changing, during their professional training, and they need to revisit each stage. (Stapley, 2014)

Hence, from the reviews, it can be concluded that there are four phases of development that the counsellor in training went through during their internship process namely attitude, learning process, personal philosophy, and identity internalization.

2.4 Professional Identity of Doctoral Student and Counsellor Educator.

A model of transformational tasks was highlighted by Dollarhide, Gibson, & Moss (2013) as the cumulative process in the journey to achieve professional identity as a professional counsellor. This study included 23 doctoral students in counselling as participants in the United States. The researchers are experienced counsellor educators and recent graduates of a doctoral program in counsellor education they utilized grounded theory and discovered: integration of multiple identities, evolving legitimacy, and acceptance of responsibility as the process of doctoral student professional identity development pattern. The findings indicated that the process in which the process of developing identity from time to time is proposed as a tripartite development; in the early stages the participants tend to seek external motivation (professors, peers, supervisors, and other advisers), in the middle of the stage they begin to equip themselves by thinking critically about the ongoing process (teaching, researching, watching and advising), and in the third stage they tend to be more oriented towards self-validation (due to long-term learning commitment, integrated identity).

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Besides that, intrinsic value, self, beneficence and external influences ware identified as the themes emerged in the doctorate counselling student. A qualitative study to explore on how counsellor educators perceive, experience and demonstrate their professional identity was conducted by Lincicome (2015) on 10 counsellor educators in the United States. The findings of the study indicated a sub-theme within intrinsic value was effectiveness, which reflected the importance of counsellor educators place on doing their work well, which was internally motivated. The second theme, self, related to how counsellor educators position themselves in relation to their work. The theme of (self) emerged as it became evident that counsellor educators' professional and personal identity were interrelated, and they placed high values on the authenticity of self. The third theme, beneficence, related to the overall sense counsellor educators had that their work brought about positive change to others, and that they felt that their work could benefit students, their ultimate clients, and the community as a whole. The fourth theme, external influences, emerged as the participants discussed how mentors, theory and professional organizations had helped shaping the development of their professional identities.

Another study on counsellor educator professional identity was conducted by Lanman (2011). This study employed a mixed method that consists of a survey on 138 counsellor educators and also interviews on six selected participants in the United States. The finding indicated five (5) themes namely: (a) mentoring and supervisory relationships during and after master's and/or doctoral training had a profound impact on the participants' views of themselves as professionals; (b) counsellor educators holding counsellor education doctoral degrees articulated a stronger counsellor professional identity; (c) counsellor educators primarily identified themselves as

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educators, which they clearly distinguished from practitioners; (d) participants expressed varying types of frustration regarding the counselling profession's struggle with professional identity issues; and (e) the word "counsellor" held very different meanings for each participant.

A study has been carried out by Farozin (2019) to describe the identity of professional counsellor educators in Indonesia. The standard used as a reference is a self-reported semi-open questionnaire and a focus-group discussion guided by indicators of the professional competence of the counsellor in regulation of the Minister of Education and Culture no 27 year 2008. A group of 25 counsellor educators in a university in Yogyakarta answer to semi open questionnaire. All respondents have the same view that counsellor educators must have the competencies required by the government, respondents' answers are categorized into three aspects of professional, pedagogical and interpersonal / social skills. The study also found that the counsellors described themselves having average level of the mandated competencies and developing culture-specific competency related to technology literacy. The findings of this research implicate to the need for collaboration in curriculum development and formulating integrated curricula in various levels.

2.5 Professional Identity of Practitioner Counsellor

Study of Alves & Gazzola (2011) described the key contributors of their professional identity development (a) their personal identity; (b) their personal work experiences; (c) their perceived competencies; (d) their valuing of self-directed learning, self- care,

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and professional development; (e) being part of a collective group; (f) their place of work; (g) the effects of time and experience; and (h) their overall positive appraisal of their career choice. Three categories of professional identity also proposed… (a) The core of professional identity, (b) key influences on professional identity, and (c) instrumental influences on professional identity. This qualitative research involved 9 participants and focused on experienced counsellors with at least 10 years of practice experience. The main goal was to develop an understanding of how they define themselves as professionals, with a focus on what they perceived as being the major influences on their professional identity. As it anticipated that practitioners with more experience would be in a better position to address the development and changes of their professional identity over time. Experienced counselors were also expected to have a more mature and proficient professional identity, as Hogan (1964) described in his theory that in the third stage from his model of professional development, the therapist or counsellor become more master in his field, moreover the dependency-autonomy conflict estimated to increase professional self-confidence.

2.6 Professional Identity of School Counsellor

Regarding school counsellor's professional identity, study Wasserman (2012) reported 51 essential components of school counsellor identity by utilizing a Delphi study. The 51 essential components As the Delphi study requires expert panel, this study recruited the panel through purposive sampling technique, and the expert panel consists of national school counsellor award recipients and school counsellor educator award recipients from two states in the United States. Snowball sampling was employed to

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reach potential participant who overqualified the criterion made before. This research involved three researchers and three round of data collection. After the three round of data collection and analysis, 51 items appeared as the final result namely academic achievement, advocate, awareness of community resources, awareness of ethical and legal standards, career advisor, career development, change agent, collaboration, collaborator, committed, comprehensive programming, consultant, coordination, counsellor, crisis manager, data-driven decision, developmental specialist, empathetic, engaging in professional advocacy, enthusiastic, equity and access for all students, ethical, family liaison, flexible, implementing data-driven programmatic decisions, intelligent, leader, leadership, leading professional development workshop, learner, mediator, mentoring/sharing expertise, multi-culturally component, participating in supervision passionate, personal development, student advocacy, supportive, technological proficiency and trustworthy/safe (Wasserman, 2012). Related to professional identity development, this Delphi study shared one essential component considered important in professional identity development namely professional growth.

From the work of Wasserman (2012) that outlined personal characteristics, professional growth, professional knowledge, and focus, potential roles, task and functions of school counsellor as the themes emerged in the component of professional identity among school counsellor.

Some of the themes of professional identity in the Wasserman (2012) study were found to be causes of stress in work among school counselors including the role of individuals in organizations, career growth, and social environment (Kadek

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Suhardita et al., 2013). although it needs to be scientifically proven, these three themes are expected to have relevance to work stress among counseling teachers.

2.7 Counselling Training Curriculum

The education curriculum and counselor training have a significant role in the formation and improvement of professional identity (Mparticipant, 2017), unfortunately in most cases, the process of training counselors at universities applies unclear standards between school counselors and counselors outside of school, as well as between mental health counselors and educator counselors (Christopher D. Slaten & Baskin, 2013).

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A study about early school counselors' training perspectives by Christoper D. Slaten, Scalise, Gutting, & Baskin, (2012) recruited a total of 25 research participants, discussed their postgraduate training in the context of the process of becoming professional. Five main categories appeared during the interview: (1) unrelated courses; (2) lack of training in administrative tasks; (3) practical application of training; (4) network; (5) other professional experience. Study of Mparticipant (2017) on seven pre-service school counselors in one state in the US reported the need for certain courseworks related to their worksetting. The researcher that recoment updating the curriculum as well.

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2.8 Summary

This section explains a model of the development of the professional identity of the counselor and describes the professional identity of the counselor in various fields.

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CHAPTER 3

METHODOLOGY

3.1 Introduction

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This chapter discusses the process of my upcoming study. First, I begin with a thorough explanation of my philosophical paradigm, which I regard as an essential element that underpins my research. Subsequently, the chosen paradigm led me to discuss my approach to the study, research setting, descriptions of participant, research procedure and as well as data analysis. I also describe my effort in the trustworthiness to ensure the rigour of study findings. In this chapter, I also attach my interview protocol in conducting the interview session with participants.

3.2 Research Design

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This study focused on exploring individual experiences along his career as counsellor and counsellor educator to emerge a comprehensive view of a process on how this individual's professional identity develop, I employed qualitative approach in this afford. As described by Creswell (2012), one of the characteristics of the qualitative method is emergent which means that some of the problems studied are not suitable using a strictly determined procedure. The nature of some problems requires space to develop. For example, in practice previously prepared questions may not be sufficient enough to find the main points, so new questions need to appear. In other word, the researcher do not know the participant and need to explore the problem (Creswell, 2015b).

Qualitative should be helpful in dealing with the problem in this research, since the topic requires the researcher to learn and gain the idea form the data sources related the process of professional identity development as counsellor (Rabiee et al., 2002). In this study, Researchers were required to explore data from the life stories and experiences of research participants and then explore the theme of the development of professional counsellor identity.

Qualitative also help the researcher in the endeavour of understanding contextual meaning of professional identity development, using "how" and "what" as the primary questions are beneficial in term of exploring something undiscovered (Hays & Singh, 2012). Qualitative inquiry also involves flexibility in the environment, paying attention to cultural considerations, understanding other people's perspectives, building trust and relationships, and relying on techniques that bring participants meaning and understanding (Hays & Singh, 2012).

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3.3 Research Tradition

I consider several reasons to decide narrative study as my approach including the concern of the wholeness of the story, underlying premise within the approach, the perspective of the past experiences toward formulating the knowledge, the consideration of sociocultural element, the attention to some important commonplaces and the chronological order of events. The specific types of narrative are also discussed.

The narrative inquiry aims to organize a sequence of the event into a whole, therefore the significance of each event can be understood through its relation to the whole (Moen, 2006). During the history, the endeavor to solve the issue of how to understand complex wholes is left unfinished. A familiar approach has broken the total circumstance down to its parts, which are supposedly easier to understand. The complex whole basic characteristic is then explained on the basis of an understanding of these parts (Van der Veer, 2001). In the topic of the professional identity development, every stage of the participant's experience is narratively reviewed as a whole to emerge an understanding of this process.

Hays and Wood (2011), assert that the goal of qualitative research using a narratological tradition is to understand the human experience through interpreting narrative forms of qualitative research data. Elliot (2005) stated that the model of narrative research enables the participant to share his/her personal experiences in actual settings. In addition, the model also offers practical and specific insights (Creswell,

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2007). Therefore, the narrative meets the need of such typical themes in social science research including the counselling research (Creswell, 2012). Considering that professional identity development is a long-life story consisted of multiple events, the nature of the inquiry helps me to obtain this research objective.

Narrative perspective, provides an opportunity for researchers to be more careful in looking at a fact with its relevance to the context. Collecting data from the participant in the narrative research is actually an activity to gathering information from the past and not necessarily information *about* the past (Bochner, 2007), thus:

> "Making stories from one's lived history is a process by which ordinarily we revise the past retroactively, and when we do we are engaged in processes of languaging and describing that modify the past. What we see as true today may not have been true at the time the actions we are describing were performed. Thus we need to resist the temptation to attribute intentions and meanings to events that they did not have at the time they were experienced" (ibid, p.203).

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My study will highlight the participants' stories about their professional identity. Therefore it will touch on his past experience relating to the formation of his professional identity in counselling.

To make a strong distinguishable point of narrative inquiry among other types of qualitative, three commonplaces are defined: temporality, sociality, and place. Temporality emphasizes on understanding people, places, and events as in process. People and events are built by the past, present and future element. This understanding leads me to take into account the developmental process in the formation of professional identity. The narrative inquiry is also differentiated by the sociality commonplace that relates to the participant's environment and support system. Besides that, the narrative

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inquirers also take consideration of the differential impact from the place. Different places may generate different meaning for the participants. The understanding of "all event take place someplace" brought them to the place as the third commonplace. This commonplace allows the researcher to discover different variables of places which may bring impact to the participants' professional identity development.

Considering the process of developing professional identity is a process that follows the order of time (Auxier et al., 2003), data from participants is estimated to be in the form of a chronological story which is specific typical of data on narrative research (Ortiz, 2007).

The narrative design has several types, Creswell (2014) summarized the types base on the story provider (teacher's story, children's story, food service worker's story), story recorder/writer (autobiography, biography), the quantity of stories learned (personal experience story, live story), and the theoretical lens used (feminist narrative, marginalized individuals). It is possible for a study to have combined types. As for the theme of my research, it was a combined elements of biographical, personal experience, counsellor story and development perspective.

3.4 Paradigm of the Study

Paradigm is a set of viewpoint that will drive researcher works (Creswell, 2007). Since this study aims to discover individual's experiences regarding his professional identity development and the individual has the ability to construct his experiences and

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meanings (including his professional identity) so the constructivism worldview is seen as the paradigm that best meets the research needs.

Constructivists see people as who actively seek understanding of their lives and generate personal meaning which is unique and special. This approach believe that individuals build their own understanding and knowledge through experiences and reflection of that experience (Christopher, 2017). Historical and social perspectives are attached in the process of the meaning-making. Consequently, in conducting this research, more open-ended questions are employed to gather the participants' point of views. The constructivism research aims are basically to collect as much as possible the participants'views of the situation being researched. Yet, constructivists' effort to understand the meaning of the participant's life is actually not value-free at all. They recognize that their personal background shapes their interpretation. This is why constructivism frequently combined with interpretivism (Creswell, 2014).

Interpretivism place cultural dimensions as important aspects to consider in a study. The cultural dimensions including traditions, values and belief systems. As described by Creswell (2007), constructivism approach allows the researcher to explore the participant's subjective interpretations of life events, the personal meanings they create, and the feelings and cognitions that underlie and result from the process of making meanings. It also offers research participants the opportunity to express their personal experiences by using their preferred words, instead of trying to lower their experiences so that they fit into a range of predefined answers. Concluding that, constructivism and interpretivism researchers take a serious look at the social and historical background of the participants which considered as suitable

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for discovering the development of the counsellor's professional identity in a more specific context.

Constructivism-interpretivism perspective is also equivalent to humanist influence and philosophical counselling that consider human beings as an active, as opposed to a passive agent in the idea of life (Delanty, 1997). Thus, contrary to the value-free approach of empirical positivism, I believe that constructivism/social constructionism-interpretivism will provide a more meaningful understanding of the process of professional identity development in one's conception of life. By respecting the participant and allowing him to express his own meaning and interpretation of the issues presented, it will enable me to identify variability within a culture or one's philosophy.

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Considering that participants' social, cultural and historical background and their expertise in the field counselling potentially will enrich my research finding. This paradigm legitimates me to explore more about the participants.

3.5 Participant

This study is intended to employ a *purposeful sampling.* According to Creswell (2012), purposeful sampling is when the researcher intentionally selects the individuals and sites to learn or understand the main phenomenon. Besides that, purposeful sampling will provide a rich and thick description since they have ample knowledge on the issue.

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This is parallel with Patton's (1990) statement who mentioned that the standard which is used in choosing participants and sites is the participants who have rich information.

Additionally, narrative approach particularly takes focus on studying a single person, the process will involve collecting data through a series of stories, reporting individual experiences, and discussing the meaning of those experiences (Creswell, 2012). My study involved one main participant who is a renowned professor in the field of counselling in Indonesia. I focused on his professional identity that included his journey in the development of his professional identity in counselling. This purposive sample was chosen for several reasons including his long dedication as counsellor and counsellor educator, his role in professionalize the counselling profession, his involvement in establishing profession organization, and his contribution on the counselling academic literature. Experience and reflection from counsellors / therapists in the highly mature professional years provide valuable information to see the development of professional identity (Rønnestad & Skovholt, 2003). Among the professors and emeritus professors who are still actively teaching counselling at universities and providing counselling services to the public, the participant is the most senior and important figure in developing counselling in Indonesia. He is the first person who graduated from the Department of Education in Indonesia since the guidance and counselling program (previously known as *bimbingan dan penyuluhan*) first established in 1963. The national conflict caused by the communist uprising in Indonesia in 1965 caused stagnation in the education process including at universities, schools and campuses closed for some time. During that time, the study participant had just graduated from the Department of Guidance and Counselling while his classmates had not yet finished. In this critical condition, the government made several decisions

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including the recruitment of young lecturers. Participant was recruited as official lecturer at *Universitas Pendidikan Indonesia* (UPI) for the guidance and counselling department. Thus, the participant was recorded nationally as the first lecturer with a counselling education background. (Marjohan et al, 2012)

Although there were only one main research participant, I also interviewed the second informant as a source of data triangulation. The second participant was a student of the first participant. The two of them then taught together at the university. He took his undergraduate study at IKIP Padang in 1982 and master's degree at IKIP Bandung in 1994. The second research participant received his doctoral glasses in Tasmania, Australia. He know the first research participant so well. Therefore, he is believed to be able to provide sufficient information about the journey of the first participant's professional life. The second research participant was also the former chairman of the Indonesian Counsellors Association (IKI).

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3.6 Location of the Study

The data collection conducted in the first participant own office in one university in West Sumatra, Indonesia. The place was chosen based on preference and availability of the first participant. Another place for data collection was in the second participant house in Koto Tangah, Padang city.

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3.7 Researcher Role and Bias

Hays & Singh (2012) summarize researcher roles as reflexivity, subjectivity, research teams, peer debriefing and voice of participant. I consider myself, as reflexive researcher, as partly insider because my prior experience involves the participants in some events. The participants were my former lecturers and I had also attended their talks and seminars, and gained first-hand knowledge and experience for some parts of the story.

Another researcher's role is subjectivity which defined as the qualitative researcher's internal understandings of the phenomenon (Hays & Singh, 2012). The old view sees subjectivity as a weakness, but this then becomes a way to understand phenomena more intensively, rather than keeping researchers at a distance from the themes being studied (Hays & Singh, 2012). To anticipate the detrimental (Creswell, 2014) output due to the bias, I embark this study with the perspective that the professional identity development formed in very complicated process. In addition, I will also let curiosity lead the interview rather than the experience and knowledge that I have experienced before (Hays & Singh, 2012).

3.8 Data Collection

3.8.1 Primary Source

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In the narrative approach, the stories told by the participant of the study can be treated as a primary source of the data (McLeod, 2001), considering the human experience plays as the main concern in the social science, the conversation between researcher and participant count as the manifestation of the experience itself.

Creswell (2012) also emphasizes that the best way to gather the story as data is to have the telling of the individual about his or her experiences, through personal conversations or interviews. Specific characteristics of the qualitative methodology can be seen from the questions asked where questions are designed to obtain information from unique and specific research participants (Muylaert, Sarubbi, Gallo, Neto, & Reis, 2014). Therefore, interviewing the participant is the primary way of collecting the data.

I employed an interview protocol to help in conducting the interview and make the interview session organized well. The interview protocol enables a person to take notes during the interview about the responses of the participants. It also helps a researcher organize thoughts on items includes themes, prolongs, concluding ideas, information on ending the Interview, and thanking the participants (Creswell, 2008).

An interview protocol framework from Castillo-Montoya (2016) will be utilized to support the researcher in creating an interview protocol for this study which has the following stages : (1) ensuring interview questions align with research questions, (2) constructing an inquiry-based conversation, (3) receiving feedback on interview protocols, and (4) piloting the interview protocol. However, the ford stage was not be used for the simplicity of the phases as the research complexity level (master level).

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Table 1
The Interview Protocol

Can you tell us how your journey from the beginning of counselling?

- What made you decide to enter counselling?
- Can you tell us about your experience of first solving someone else's problem before you go to college of counselling?
- Before becoming familiar with the theory and practice of counselling, what is your guide in helping others solve their problems? Please explain
- What about the first experience doing a counselling session? Can you tell too?
- What approach did you use to help your first client?
- During the counsellor's education days, who was your example / model in conducting counselling sessions? Why?
- Have you ever idolized international and national counselling figures before? What makes you so?
- How does your lecturer influence on your development as a counsellor?
- After you graduate from the university, do you feel you have an improvement in the counselling process? Please specify.
- When did you start to realize the complexity of the service and counselling settings? What drives that awareness to emerge?
- When do you feel yourself very comfortable doing counselling sessions? Why is that?
- After graduating from the University, what is your view regarding the theories and practice of counselling in the field? How has that view changed now?
- Please tell us what efforts you have made in improving the quality of your counselling after graduating?
- Have you ever considered moving to another profession? What drives you to think that way or not to think that way?
- Have you modified the standard theory of your counselling process? What is the reason and since when?
- How do you develop your counselling process so that you introduce your own approach? When did you start using it?
- What do you think about the approaches that have emerged lately? Do you follow the progress?
- When was the last time you participated in a seminar / workshop to add insight into the latest counselling developments?
- Can you tell us your satisfaction with your work as a counsellor?

Thank the individual for participating in this interview. Assure him of confidentiality of the responses and potential future interviews.

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3.8.2 Secondary Sources

Besides the face-to-face interview, researcher also considered collecting secondary data which involved documents and archival material, subject journaling and participant observation (Creswell, 2007). I employed documents and archival material as data in narrative study (Creswell & Poth, 2017) is the writing of another party about the participant. Thus, the study will consider the participant's scientific biography entitle*"Biografi Keilmuan Prayitno dalam Ranah Konseling dan Pendidikan"* published in 2002 wrote by his colleagues as well as the final year project by the participant's undergraduate student.

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3.9 Procedures of Data Collection

Prior the data collection, supporting official letters were prepared such as validation of student status and letter of student verification to conduct the research provided by *Institut Pengajian Siswazah* (IPS) UPSI. For data collection, the researcher prepared an inform consent as a legal document to get the evidence of approval along with official letter from UPSI. The researcher also made several appointments with the participants and let them to decide the preferred time. The researcher also equipped the interview session with a voice recorder device.

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All forms of data, both soft files and hard copies, were stored with due consideration for confidentiality. Although the participants did not object to the possibility of their name appearing in the documents, the researcher still requested a written proof of the research participants' consent. The researcher also explained that involvement in this study was voluntary so that study participants could choose to stop at any time.



Figure 3.1. Data Collection Procedures

3.10 Data Analysis

Narratives are gathered by using a variety of methods and represented in various ways, such as narrative analysis (Polkinghorne, 1995), structural narrative analysis (Labov, 1982), dialogic/performance analysis (Riessman, 2008) and fictionalized representation (Clough, 2002). Therefore, the researcher is responsible to articulate transparently how the researcher gathered and analyzed the data. As the major way to collecting verbal narratives, the narrative interview may look like semi-structured and unstructured interviews in a broader meaning or it may be viewed as a collaborative activity, one in

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which the researcher shares the impact on her/him of the stories that are being told. Through this interactive process, stories which are co-constructed may arise the dissimilar stories. (Chase, 2005). Nevertheless, there can be a conclusion that because a story is co-constructed, it somehow produces "truth"; this needs to be wary of: "Techniques like *prolonged interaction or joint construction* (...) will not lead to a more precise interpretation because ... an indeterminate ambiguity (...) lies at the heart of interview interactions" (Scheurich, 1997).

Three-dimensional space approach introduced by Clandinin and Connelly (2000) that analyses the data through three aspects: interaction (personal and social), continuity (past, present, and future), and situation (physical places or the storyteller's places). In these approaches, Creswell (2012) pointed out common elements of narrative analysis involve collecting stories of personal experiences in the form of field texts such as interviews or conversations, retelling the stories based on narrative elements (e.g., three-dimensional space approach or the five elements of plot), rewriting the stories into a chronological sequences, and incorporating the setting or place of the participants' experiences.

More detail, the four steps which promoted by Creswell (2012) will be used in analysing qualitative raw data collected, this analysis process known as ‘retelling the individual’s story that involve : (1). build in past, present and future , (2). Build in place and setting, (3). Describe their story, (4). Analyse their story for themes.

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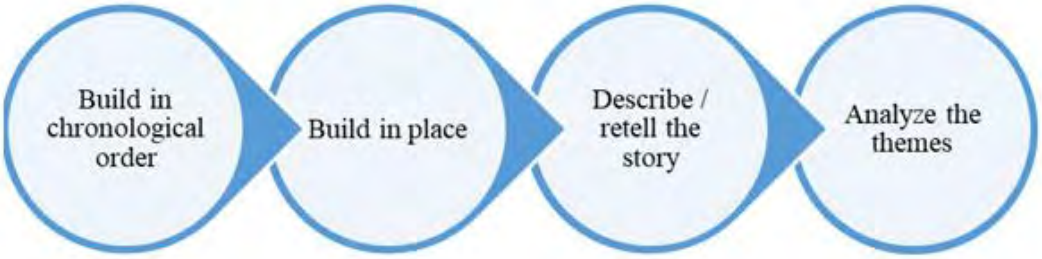


Figure 3.2. Data Analysis Process

Build in past, present and future, is an arrangement of story based on chronological order (Creswell, 2012) . This is the initial stage in my analysis which considered as a vital part to understand the journey as (Lewis, 2015) emphasized that chronological order of time provides causal link between the episodes of the story as it contains the complexity of the person's journey. The nature of telling in interviews with both participants that are not consistent in time required the reordering of the story.

Build in place and setting (Creswell, 2015a) also helpful in understanding the journey as the place influent the meaning received by one person (Clandinin & Connelly, 2000). The formal education period of the participant of this study took various places with divergent cultures, the narrative study take into account this typical setting.

After the previous steps, researcher retell the story from his point of view. This process including examining the raw data, identifying part of a story, organizing the story parts, and then presenting a retold story from participants narrative (Creswell, 2012).

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Finally, the researcher analysed the story for the theme. In this step, the researcher determines the theme of the story to add depth to insight about understanding individual experiences (Creswell, 2012). Before decide the themes, the researcher choose code for specific events.

3.11 Trustworthiness of the Study

Narrative research does not produce conclusions of certainty. In narrative-based research, validity is more concerned with the research being well grounded and supported by the data that has been collected. It does not provide results that produce generalizable truths, 'prescribing' how things are or ought to be (Webster, 2007). Furthermore, the narrative does not strive for 'validity in representing something "out there" in the world, or even in expressing one's logically reason notions of how things "out there" ought to work (Amsterdam & Bruner, 2000).

Anney (2014) summarized the qualitative validity base on the work of Lincoln and Guba (1982) which consisted of four types: credibility, transferability, dependability, and confirmability. Credibility is the confidence of the finding that can be placed in truth, the techniques including prolonged engagement, peer debriefing, triangulation, member checking, negative case analysis and persistent observation. Transferability indicated the degree of which the result can be transferred to other context, this including thick description and theoretical/purposive sampling. Dependability assures the stability of findings over time through audit trail, stepwise replication, code - recode strategy and peer examination. Lastly, confirmability, as the

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degree to which the result/finding could be confirmed by other researcher, is fulfilled by reflexive journal and integrity of research finding.

This research will utilize triangulation as a tool that qualitative researchers use to satisfy the validity of their research. It is a common approach in qualitative research for claiming validity, and it involves using a variety of data sources, the outcomes of which point to the same conclusions. (Webster, 2007)

Triangulation intended that investigators could improve their inquiries by collecting and converging (or integrating) different kinds of data bearing on the same phenomenon. The three points to the triangle are the two sources of the data and the phenomenon. This improvement in inquiries would come from blending the strengths of one type of method and neutralizing the weaknesses of the other (Creswell, 2012).

Other scholars describe triangulation as “use of multiple forms of evidence to support and describe findings, including triangulation of researcher, data sources (participant), data methods, and theoretical perspectives” (Hays, Wood, Dahl, & Kirk-Jenkins, 2016). Moreover, Anney (2014) also mentioned that triangulation able to minimize researcher bias as it considers as a cross-examination by others responses towards the same issue. From the work of scholars in the quantitative horizon, three major techniques of triangulation appeared prominently, first: researcher triangulation, is a triangulation technique that involves many researchers to investigate the same problem so that it has the potential to bring different perceptions to the main researcher. This method can help strengthening the integrity of the findings which in line with confirmability trustworthiness. The second, data triangulation/participant triangulation,

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is a technique that utilizes various data sources or research instruments, such as interviews, focus group discussions or participant observation, or uses several different informants with the same issues and questions. The third is the methodology triangulation that uses different research methods to re-check the findings of the previous method (Denzin & Lincoln, 2005)

Specifically, this study will utilize data triangulation/participant triangulation by reviewing other data sources, namely, documents and archive material, subject journaling, observing/interviewing other important people related to the participants.

The documents that used for triangulation were the writings of other parties related to the profile and life of the research participants. In this context, I employed Prayitno scientific biography published by UNP PRESS in 2012 with the title *Biografi Keilmuan Prayitno dalam Ranah Konseling dan Pendidikan* (Prayitno Scientific Biography in the realm of Counselling and Education).

Subject journaling includes the participant writings on his field. In this research I employed the books: *Konseling Pancawaskita, Mengatasi Krisis Identitas Konselor, Arah Pengembangan Profesi Konseling,* and *Konseling yang Berhasil.*

As for the participant triangulation, I conducted an interview with an individual that considers close to the participant during his involvement in the study as well as in working aspect.

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Table 2
Interview Protocol for the Triangulation Participant

Introducing myself.
Can you explain how you get to know Prof. Prayitno?
How was his journey from the beginning in the world of counseling?
What are the experiences in your life related to Prof Prayinto professional identity development?
As far as you know, what are the stories that can be told from his experiences related to professional identity development?
What are some "turning points" as the characteristics of his professional identity growth?
As far as you know, how the phases of his professional identity development?
As far as you know, what are the characteristics of each step of identity development experienced?
What are the aspect influencing the development?
Thank the individual for participating in this interview. Assure him of confidentiality of responses and potential future interviews.

In addition toward enhancing credibility, I used member checking as the final process of validity where the participant managed to check, examine and evaluate the final research report to determine whether the writing, description, and theme accurately reflect the participants' point of view. (Yilmaz, 2013). Additionally, member checking is also to ensure an accurate portrayal of participant perspectives and intended meanings (Cummins, 2009).

Moreover, as the guide to member check, the researcher also adopted member checking protocol introduced by (Linda Amankwaa, 2016) as follow:

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Table 3
Member Checking Model

1. Outline the different times and reasons which the researcher plan to conduct member checks or collect feedback from members about any step in the research process.
2. Member checks will consist of communication with members after significant activities.
3. These activities may include interviews, data analysis, and other activities.
4. Within two weeks of the interview, send the members a copy of the interview so that they can read it and edit for accuracy.
5. Within two weeks of data analysis completion, the member will review a copy of the final themes.
6. Members are asked the question, "Does the interview transcripts reflect your words during the interview?"
7. Choose negative cases and cases that follow a pattern.
8. Be sure this check is recorded and is computer files so that you may use this information in data analysis.

To ensure the dependability, this research also equipped by peer examination. This strategy principally has similarity with the member checking in credibility trustworthiness (Anney, 2014).

3.12 Summary

This section summarizes research traditions and paradigms. It also explain data and researcher bias as well as data analysis and trustworthiness.

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CHAPTER 4

FINDINGS

4.1 Introduction

This chapter consists of the findings from the collected data. It will cover the narrative study of the participants. The participants' narratives were obtained through three interviews; two interviews were carried out in the same day while another one was carried out in different day in a form of question answer document. Interview duration were varies. All interviews were carried out at the participants' workspace.

Two books written by the participant were also examined, and a participant colleague was asked to be interviewed. The transcribed data was then sorted according to the scene and the chronology of the event. The important event as turning point in the narrative is reported as well.

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4.2 Demographics of participants

There were two participants involved in this study. The main participant was recognized as Prof A while Mr.M was the second participant. Their backgrounds are discussed as follow:

The first participant (Prof A) was born on December 21th, 1940 in Sidareja, Central Java. He married a Minangkabau woman whom he met while studying in Bandung. From this marriage, he was blessed with four children. Participant's initial education began in Sidareja, Centre Java, Indonesia. He continued his study in higher education in Purwakerta and Bandung, West Java, Indonesia. Furthermore, he spent his life in the city of Padang as lecturer. He also had an academic training in Australia at Macquarie University and obtained his Master and Ph.D. in Indiana University Bloomington, USA. After returning to Indonesia, he teach counselling in *Universitas Negeri Padang*. He was appointed as head of the counselling department in 1967 at this university and followed by his inauguration as dean for two consecutive periods until 1995. In 1969 he was authorized as senate university member. He also was appointed as the principle of Lab School of UNP, a laboratory for teaching practices for internship teacher in 1975. He initiated Counselling Service Unit in his university in 1982 and become the first chairman for this unit until 2001. He had also served as director of the postgraduate institute in his university from 2001 until 2010.

Another participant was Mr. M. He was involved in this study to triangulate the data obtained from the first participant. Mr M has been a colleague with Prof A in the

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same campus. He was also a former student of Prof A at the university during his undergraduate study in 1982. He obtained master degree from Universitas Pendidikan Indonesia (previously known as IKIP Bandung) in 1994 and doctoral degree from Tasmania University, Australia in 1998. Mr M also served as the chairman of Indonesian Counsellor Bond (*Ikatan Konselor Indonesia*).

Research Question 1: What are the aspects that influence the professional identity development of the participant?

4.3 Path To Counselling Journey As Influential Aspects

4.3.1 Chronological Order of Time Based on Narrative Story

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I will provide the journey of Prof A based on chronological order of time based on narrative story. According to Lewis (2015), this chronological order of time provides causal link between the episodes of the story as it contains the complexity of the person's journey. Thus, the participants' life were described as follow.

Prof A started his journey as an educator in 1954 in an elementary school known as SGB (*Sekolah Guru B*). Next, he had an opportunity to be trained in junior high school at SGA (*Sekolah Guru A*) for three years. After 3 years in college in the Baccalaureate program, he was then appointed as an academic assistant, as he described below:

> I was trained in SGB for four years, than I got opportunity to continue to the SGA, again, this is still in education filed. When I completed SGA, I got an offer to pursued bachelor education. See? Education! Afterward, my lecturer asked me to help him as teaching assistant in that time. Again, education. Ln 25-30

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In 1963, Indonesian government established a new major in the education department e.g. “doctorandus”. This program is equal to a diploma level with a two-year education period. Because of that, Prof A enrolled the *doctorandus* program in Guidance and Counselling. In 1965, he achieved his academic title as a doctorandus (Drs.).

> Basically, this new department is based on educational science with a two-year study period. After completing studies, students will get the title of *Drs*. While completing His studies, Prof. A taught in kindergarten for some time. He also taught in elementary and SPG (*sekolah pendidikan guru*/Teacher Training School). (Marjohan et al., 2012)

Furthermore, he moved to Padang and became a lecturer at the Faculty of Teaching and Educational Studies in Institute of Education Padang (FKIP IKIP Padang). Then, he was appointed as the Deputy of Dean and subsequently established the Guidance and Counselling major in Institute of Teaching and educational Studies Padang in 1966. As the second participant stated:

> First coming to Padang he was assigned as deputy dean here, then it was designed together to establish a new department, namely the *BK* department. Ln 1152-1153

His contribution in Guidance and Counselling brought him to Australia in the Colombo Plan. This program was held to help lecturers to develop the curriculum in a university.

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In 1977 he continued his study to America. He obtained master and Ph.D. degree during four years of study in Indiana University at Bloomington. He took counselling and counsellor education major. This experience helped him to understand well the issues of guidance and counselling in Indonesia. After completing his study in America, he was appointed as director of PPSP (*Program Perintis Sekolah Pembangunan*) or school development apprentice program.

> In America, Prayitno began effectively following his master's lecture in January 1978. At that time, Indiana University was ranked first in education across America. (Marjohan et al., 2012)

In 2000, Prof A spanned the process of maturing the professionalism of the counsellor profession nationally. He was actively involved in establishing Professional Counselling Program known as PPK (*Program Profesi Konselor*) and Principal and Standard for Guidance and Counselling known as DSBK (*Dasar Standarisasi Bimbingan dan Konseling*). Second participant described :

> PPK is also his thinking, he raised the need for PPK in the IPBI forum and he also prepared details about how the program was run. Ln. 1166-1168

In 2010, he put more of his time into philosophical thoughts that seemed to prioritize the unification between education and counselling. He had initiated is thoughts into his book entitled “Successful Counselling” (2012). Up until now, he has been actively writing book on guidance, counselling and education.

> From 2010 onwards I focused more on how to formulate successful counselling. That’s 'useful'. Ln 357-358

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4.3.2 Chronological Order of Places

Prof A began his professional journey since he was in a secondary school called "*Sekolah Guru A*" (SGA) in Sidareja, East Java.

> Prayitno's education period began in the early years of the independence of the Republic of Indonesia. At that time the security conditions were still vulnerable to local uprisings and Dutch attacks. During SR in Sedareja, schools had to be closed several times and residents were evacuated to hills and forests. Prayitno finally completed the SR in 1954. (Marjohan et al., 2012)

Prof A also spend his education process in Bandung, Second participant confirmed as below:

> He also studied in Bandung for his undergraduate, well I am also an IKIP Bandung alumni for my Masters. Yes, although I did not meet him in Bandung at that time, we are IKIP Bandung alumna. We first met in Padang. Ln 1143-1145

Then he continued working in the city of Padang. As he described

> Pak Santi Arbi was then Vice Chancellor here at that time, he sent me a letter directly offering me to move to Padang. Finally I moved here in September 1966. Once I got here, I was immediately given a home. After just a few weeks on duty, I was appointed as vice dean for academics affair. Ln 415-422

While working as a lecturer in Padang, he had the opportunity to continue his degree in Australia and then obtained a scholarship to do his master's and doctoral in America. After returning from America, Prof. A spent his service at Universitas Negeri Padang as a counselling lecturer and as a counsellor up until now.

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4.4 Retell the Story in Turning Points

4.4.1 Enter the World of Counselling

Prof A stated that he was involved in the world of counselling the first time when he made his choice to enter the teacher education field. At that time, the regulations in Indonesia required the students who wanted to become elementary school teachers to enter the SGB. For students who want to become middle school teachers, they are required to undergo for education at SGA. He mentions this in his reflection as follows:

> "… I haven't set my career direction, I was directed by fate, actually by God, hehe. I entered the field of education and then I continue to enter the field of education again." Ln 20-23

After completing his diplomas in the field of education studies, he also had the opportunity to study in the newly opened program in Indonesia, namely guidance and counselling.

> "In a meeting, I heard that one of the directions is to open a new department, Guidance Counselling. Well, that arose my interest and then I decided to enter this new department. Since then I officially entered into the world of guidance and counselling." Ln 35-39

This excerpts above shows the participant's journey entering the world of guidance and counselling. This is the first step of Prof A’s career in the Guidance and Counselling.

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4.4.2 Becoming a Counsellor Educator

Prof A entered the world of counselling when it is still unfamiliar in Indonesia. He was also appointed as a research assistant right after completing his diploma.

> "Alhamdulillah, after completing my bachelor's degree in three years, I was lucky at the time when I graduated from Bachelor, that I was immediately appointed as an assistant" Ln 553-554

The experience of being a research assistant in the education field has triggered the spirit of Prof A to pursue his dream in education line. At the end of 1963, the first Counselling and Guidance department in Indonesia was opened at FKIP UNPAD (Faculty of Teacher Training and Education, Padjajaran University). He was fortunate as he managed to be appointed as an educator in this department.

> "And thank God, I'm sorry if I said I was successful, good grades and became the first scholar in Indonesia (in Counselling and Guidance) I was the first student who passed the viva, a week before *Gerakan 30 September* (a tragedy of Communism rebellion) which caused a national instability. I became more comfortable with this (counselling)." Ln 40-43

Based on the excerpt above, the interest of entering the world of counselling, which was then filled with formal education with more specific emphasis on guidance and counselling, became an important moment that coloured Prof A professional counselling identity.

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4.4.3 Approach the Counselling field

a) Obtaining Education Studies

As a Bachelor of Education, Prof A actively conducted educational research with other lecturers. After that, he was appointed as an academic staff at Institute of Teaching and Education Studies (*Institut Keguruan dan Ilmu Pendidikan* – IKIP) Bandung. Prof A described this stage that the individual are considered inseparable to the problem faced.

> "At that time there was an understanding (that) everyone had a problem, but the view that individuals who face problems need to get counselling services has not yet emerged". Just give some advice directly and try to solve the problem. This helping process already exists but not in the work of a particular profession or work carried out by someone specifically." Ln 796-799

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b) New Major: *Bimbingan Penyuluhan*

While working as a research assistant, Prof A felt interested in the government program that was offered at that time. During the introduction of guidance and counselling, it scope only revolved around improving the quality of students and schools.

Prof A expressed his interest as follows:

> "Yes, this new department is a specialized department and it is still in the field of education as well. During this time, the existing of departments are education administration, curriculum, and educational technology. This new department is called Guidance and Counselling, this discusses student's problems, oh also, this is good, this is very important for us" Ln 805-809

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With arising passion on student's issues and knowing the directives of counselling (Brott & Myers, 1999) Prof A was getting closer to the world of guidance and counseling. He also emphasized that guidance and counseling has an important role in education.

c) First counselling graduate

After this program is ready to accept new students, Prof A became one of the prospective students who was enthusiastic to continue his bachelor education in the field of counselling and guidance. This enthusiasm became a strong passion and motivation for him. He was the first student who successfully completed his thesis on September 23th, 1965 and officially obtained his academic degree in Guidance and Counselling. In other word, he became the first counsellor in Indonesia since he was the first student who completed his study in the first counselling program in Indonesia.

4.4.4 Colombo Plan

When Prof A received a Colombo Plan scholarship at Macquarie University Australia in 1974 for one year, he was exposed to the latest learning materials and resources related to counselling through several classes and workshops. At that time, he began writing several books on guidance and counselling.

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> "In those three mounts of waiting to get a study permit from Macquarie University, I continued writing a book while working as part time dishwasher cleaner and food delivery staff" Ln 91-93

Prof A completed writing a book entitled "Development of Guidance and Counselling in Indonesia" which described the process of entering counselling guidance into Indonesia and the development efforts that existed until then.

4.4.5 Establishment of UPBK (*Unit Pelayanan Bimbingan dan Konseling* - Guidance and Counselling Service Unit)

The spirit of developing the world of Counselling and Guidance can also be seen in his efforts to establish the first UPBK (Guidance and Counselling Service Unit) in university in Indonesia. He initiated the counselling service available at the university, specifically in his campus. Although there is no legal provision for this initiative, Prof A was trying to get a legal basis from the university senate as he told

> "It was endorsed by the university senate committee that provide legal provision to implement guidance and counselling services to the university community" Ln 160-163

With the initiative of UPBK establishment, Counselling discipline has been considered as legal to provide service on mental health at campus. A counsellor's initiative to expand the use of counselling services is an important personal principle from Prof A.

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4.4.6 Scholarships to the US

In further developments, Prof A's professional identity also developed when continuing his post graduate education Master of Science in Counselling and Doctorate in Guidance and Counselling in the USA. He studied Master of Science in counselling and Doctor in Guidance and Counselling in Indiana University Bloomington USA.

> "In the 1977 I was offered to continue my master and doctoral for five years study period in USA, Indiana University of Bloomington" Ln 148-152

During his education in the USA with western atmosphere, Prof A kept on preserving the eastern values. He implied that cultural and religious influences were inseparable from his principle understanding toward counselling. This experience encouraged him to build a strong principle that differentiates between guidance and counselling in Indonesia and America.

> "Yes of course not responding to that, the atmosphere that gives meaning that I was given a milestone at that time that counselling in Indonesia is not the same as in America" Ln 484-486

Prof A's experience in US gave him an insight into multiculturalism and made her more aware of cultural differences. This awareness is part of the development of Prof A's professional identity in the implementation of counselling.

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4.5 Analysis of themes across the Professional Identity Development domain

The finding of the study indicated that there are four themes emerged from the narrative, namely constructing, developing, leading and self-formulation.

4.5.1 Constructing phase

To determine the period of development of professional identity that arises in an individual, I need to repeatedly read the narrative told by the participants from the beginning to the end. My understanding of identity development from existing literature helps me to establish the perspectives on the development of professional identity.

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Some of the preliminary stories of research participants illustrated the experiences of the participant while undergoing secondary school. Prof A gave reflections on his life journey in the process of entering the world of counselling by relating to his experience while undergoing his profession as a teacher at the secondary school. He identified himself as part of counselling person when he began providing conventional psychological support to student and friend.

In the first stage of the first participant's professional identity, he gradually identified himself as a "counselling person". Education in its path is oriented towards the educational studies, as he stated:

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> "Since graduating from elementary school (in 1954) I attended education (at SGB / SGA) in the field of education, and entered into Higher Education (1960), namely IKIP Bandung baccalaureate program in education as well. In 1963, after I graduated from a baccalaureate, I was appointed as an assistant in the faculty that I attended, and in that same year, my faculty opened a new program, in accordance with government efforts to improve the quality of education, namely the Guidance and Counselling study program at IKIP Bandung." Ln 569-570

The excerpts above show the educational background of Prof A. His experience in teacher education schools formed a unique personality. His caring personality made him suitable to be involved in a helping profession. He stated his interest to dealing directly with pupils:

> I chose this department at that time because it was a new department and was in direct contact with children, different from other existing departments such as Educational Administration, Non-School Education and others. This department directly deal with children.(Marjohan et al., 2012)

After Prof A entered the Guidance and Counselling program, his identity as a "counselling person" becomes clearer. During the period of entering a tertiary education, the constructing process continued. Prof A linked himself to a new program of guidance and counselling.

The constructing process can be understood as a process of finding identity and trying to behave and think as people with certain professional identities. This process can be seen in Prof A experiences from teaching as elementary school teacher while studying in university to become the first student in new program at that time. Furthermore, he was also the first student to graduate from that new program.

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> "I was the first generation and the first person who graduated in Bachelor of BP (Counselling Guidance) in Indonesia (graduated 23 September 1965). Immediately after I graduated (1965) I was appointed as a junior lecturer at the Faculty of Education IKIP Bandung." Ln 574-575

He was the first counseling lecturer in Indonesia who had a counseling education background as stated:

> This historic event (a communist party rebellion) had a serious impact on national security, so IKIP Bandung was forced to close its campus and educational activities. Prayino had just finished the viva a week before the closing of the campus. So that, he became the first and only graduate until the following year. After becoming a graduate, Prayitno was appointed as a young lecturer at IKIP Bandung for the guidance and counseling major. As such, he is the first lecturer in Indonesia with a counselling background. (Marjohan et al., 2012)

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This reality enhanced the bond of the first participant's personal identity and the professional identity as counselor.

Prof A has also constructed his interests and concerns. The intention to help others has often arisen at this stage, especially by helping students with problems in psychological aspects. The helping effort undertaken by Prof A as a teacher became the framework of his professional identity. In the initial process of education he received, he could provide only a basic psychological assistance traditionally. Prof A revealed that the help he gave to the students was considered a mere assistance that not used a certain counselling approach. He stated:

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> "While attending college in the undergraduate program (in 1963-1965) I also taught (as a teacher) in elementary and junior high schools in the city of Bandung. At that school, I often assisted students (elementary and junior high) who experienced problems" Ln 579-581

The helping hand that he gave, shows the characteristics of a counsellor who is ever ready to help students. In this phase, the assistance provided is still limited in the form of advice. He mentioned:

> "I conduct counselling as much as I can, especially in the form of advice. At that time there were no specific techniques used. I only developed it after I was here (in Padang)" Ln 822-844

The implementation of helping pupil in this phase was based on the educational values he received previously, he explained as follows:

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> "[I use] The principle of education (which I gained while attending the SGB, SGA and baccalaureate degree), that is, anyone should be a good person. The standard and value of goodness is the main guide". Ln 584-586.

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Table 4
Coding for Constructing Phase

No	Coding	Category	Theme
1	Studying in secondary school in teacher education - Studying with a major in education - guidance and counselling program	Identification self as 'counselling person'	Constructing
2	The first batch of guidance and counselling students in Indonesia. First Indonesian counselling lecturer with a background in guidance and counselling.		
3	Helping students who face Problems	Providing psychological help conventionally	
4	Give advice to individuals who are experiencing problems		
5	referring to the principles and values of education that all individuals should be good	Guided by basic educational values	

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4.5.2 Developing phase

In the next stage, the researcher sees a quite clear difference in patterns. This process includes the process of developing identity to be more specific, complex and can be seen as a gradual development. In this phase, Prof A develops his new understanding of the idea of counselling. He also gained new insights about the goals of counselling based on his formal education. The characteristics of "developing" are also seen in his development when he began practicing counselling in a non-standard way. His practice was increasingly evolved with the application of counselling techniques and theories he learned. He also took the initiative to undertake multicultural considerations into his practice.

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The participant's effort in entering the Department of Guidance and Counselling manifested his professional identity and his reason to enter the program and the decision to continue his study in this new program

> "The government concern to improve the school quality around 1960's was to introduce the counselling teacher in senior and junior high schools. Since then, I said to myself that university campus should open guidance and counselling program to complement this effort. At this point, my interest motivated me to enter this program. Since this moment, I always say that I officially enter the word of counselling". Ln 32-39.

From this statement, it illustrated the participant's concern to improve the quality of education. Specifically, it highlighted his understanding of his systematic counselling goal and strategy to help students. He stated:

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> "Yes, this is a specific department and (still in a discipline) education as well. During that time there was education administration, curriculum, and educational technology department. This new Counselling Guidance program can help solve the problem faced by students. This is good, this is very important" Ln 805-807

Prof A aware that counselling plays a significant role in school. He performed the role of helping for students who face the problems since he taught in elementary school.

During his *doctorandus* counselling study period and several periods thereafter, Prof A conducted counselling sessions with a limited understanding of the theory and implementation of techniques. This period pointed a new development when he already undergone counselling session. When asked about his first session as a counsellor he mentioned:

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> "There is no approach with a clear formula (in the range) of 1963-1965. The most important thing is that: I have to be a good person: honest, responsible, discipline, and pursue good (academic) results. Other people should be like that, especially young people who will soon become adults." Ln 593-597

Counselling in this phase was guided by existing normative values with its orientation was to help students to become good individual. Prof A described:

> "(Implementation) is still blurred. The important thing is students (elementary/junior high) become good citizens. If there are problems that are always bothering, how will they get better?" Ln 589-590

` After completing his *"doktorandus"* education in guidance and counselling, Prof A worked as a junior lecturer in counselling program. Eventually, he was able to conduct the counselling sessions and to take advantage of family members. Although the counselling process did not follow a standard guide, he explained that the counselling process also involving the parents to discuss the student issues. He described:

> "(In the early days I knew how to run a counselling session), There is also (individual counselling), classical guidance format and there are also (involving) parents." Ln 814

When he was asked about his early counselling session, he expressed

> "The session in that time was very general, as it involve advice giving… if there is students who frequently did not attend school, we advised them bla bla bla…." Ln 811-812

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This statement supports the idea about counselling session is conducted without a standard guide. There ~~were~~ was no clear concept to categorize student and no specific approaches, theories and techniques to drive the counselling. The participant added:

> "When I taught in the elementary school and junior high school, the concept of counselling was already existed. I ran my counselling session as I could. Of course I utilized advising, but no counselling theory used. I also gave appropriate example". Ln 819 -827

During his teaching period at IKIP Bandung and IKIP Padang, Prof A continued to conduct counselling sessions and tried to become more professional. His professional abilities have been increasingly evolved throughout his Masters and Doctorate study that he pursued in Indiana. Prof A obtained current material with a more complete learning facilities. Prof A shared:

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> "During my–Masters / Doctoral study period (1978-1980) in the US, my preferred (figure) model (in counselling) was Carl Rogers, but later I criticized him. Because counselling in Indonesia is not the same as counselling in America: In America, people tend to live with secular lifestyle while religion dominates the lifestyle of Indonesian". Ln 600-604

Prof A mentioned that he was influenced by Rogerian approach as he stated below:

> "I recognized that Rogers introduced a good theory. He also presented an example of good body language. The way he talked was also good". Ln 851-852

Although Prof A considered Rogers as a big influence in his counselling approach, he also criticized the way Rogers solved client's problem.

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> ”Because at that time, (when I) just entered the class. The lecturer presented the tape (about counselling session of Rogers). Others (figure tape of counselling session) don't presented. Until now I keep remembering the story (of the counselling session), even I tell my students while I (also) criticize (it regarding the value he implemented in the session)” Ln 329-331

Prof A showed his interest in the differences between cultures. He realized that the approach introduced from a society does not always fit-one another.

The second participant also mentioned the awareness of multiculturalism presented by Prof A:

> “Of the many innovation and new things that he conveyed to us, he always keep on pointing out that many things from America must be criticized and could not be applied outright.” Ln 1123-1125

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During this period also the ability to carry out counselling increased along with the number of counselling practices he did. This is in line with the explanation in the book *Biografi Keilmuan Prayitno dalam Ranah Konseling dan Pendidikan* (Prayitno's Expertise Biography in the Field of Counselling and Education):

> “During this period as a master's student, Prof A was asked to do a lot of counselling practice. In addition to face to face counselling, telephone counselling was also a new challenge at that time. In this process Prof A still included moral and religious elements in handling clients, as a result his classmates mocked Prof A for the way the counselling was conducted” (Marjohan et al., 2012) (pg 28)

Besides intensive practice, the counselling session in this phase also followed a structured form. Prof A’s awareness of employing theory in session is gradually enhanced. He stated:

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> "After I graduated from the master degree, I started utilizing the counselling theory. Actually I already used that before going to US, but there (in the US) I obtained more understanding and able to implement it" Ln 899-900

Intensive practice with supervision from lecturers provided the participant opportunity to maximize the evolution of previous developments, especially in the handling of counselling sessions and implement the theory. The second participant also described how counselling practices in America became the main concern of Prof. A:

> "I also observed how serious he was while working and getting things done. In fact, as far as I know, when he was in America, he didn't even have time to go for holiday. He focused on doing assignments and completing his research. In just 32 months, he managed to obtain a master's degree and doctorate from Indiana" Ln 1092-1096

The second participant's statement above emphasized Prof A's effort and determination in his study.

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During his education in the United States, the supervisory process provided him with a great opportunity to evolve. Throughout his study, he presented his counselling processes that were conducted in Indonesia. As a result, he received an appreciation for the effort and subsequently was exempted in several courses.

> "Before I studied in America in 1967-1977, I personally developed a simple approach of counselling for students and society in Indonesia. When I started studying in America (1978), I wrote down the counselling process that I used to practice, I translated it in to English and gave it to my counselling lecturer. *Alhamdulillah*, the lecturer was satisfied with my work, so the lecturer did not give me assignments for counselling techniques subject. I finished my counselling master's in a two-semester study period in 1978". Ln 612-619

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From the statement above, it is clear that the first participant obtained beneficial supervision from his lecturer. This process provided him with the opportunity to evaluate his progress and compare the practice conducted.

Table 5
Coding for Developing Phase

No	Coding	Category	Theme
1	The information obtained that this new department aims to help students who experience difficulties	Understanding of counselling goal	Developing
2	The procedure for implementing counselling is not very clear, the priority is that children need to be good.	Counselling without a standard guide	
3	Counselling guidelines are normative values that exist in the community		
4	Counselling in the beginning is advice and giving examples		
5	Counselling children who do not enter the classroom		
6	Consult the child's problems to parents		
7	The first formal counselling session is conducted after completing the degree	Structured counselling	
8	Counselling with limitations in counselling techniques and theories		
9	The character who was emulated was Carl Roger during graduate school	Imitating Figures	
10	Taking Carl Roger as an example in counselling because he got a chance to watch his counselling video while in the Indiana		

(continue)

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Table 5 *(continue)*

No	Coding	Category	Theme
11	**Criticizing the implementation of Rogers counselling**	**Multicultural value**	
12	Receiving suggestion from lecturer regarding his practice	Beneficial Supervision	

4.5.3 Leading phase

The aspect of professional identity in this phase shows the ability of Prof A in leading several fundamental aspects in counselling in terms of the application of counselling theories to suit the multicultural context as well his efforts to develop and expand counselling profession in Indonesia.

In this phase, Prof A presented a counselling approach that is adapted to the social context. He also formulated counselling practices as an alternative counselling service in the Indonesian context. Furthermore, he also showed efforts to expand professional counselling in Indonesia and seek the support from the government.

In terms of multicultural awareness, Prof A emphasizes aspects of the difference in outlook on religion and on the meaning of moral aspects.

> "There is no figure that I idol specifically, because in Indonesia counselling is a new profession, in the international world counselling

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> theory must be straightened from the secular pattern to the pattern of the afterlife". Ln 607-608

From this statement, the participant underlined the importance of the religion aspect in–counselling. He stated implicitly that secular pattern does not suit the Indonesia culture. The religion and its elements such as the existence of afterlife should be considered. Furthermore, when discussing the aspects of responsibility such as moral value, Prof A stated

> "The theory (carried out by Rogers) is correct, but the definition of responsibility needs to be corrected. Because the responsibility he (Rogers) mentioned was fulfilling one's own needs without damaging and harming the needs of others. That is the responsibility according to the book and I think Americans believe it too. But the concept is just the concept just like that. If I said that I want to have a sexual intercourse because I believe it is a responsibility, but if a woman does not want to do it but I force it, it violates the responsibility. If it is practised in Indonesia, it will be considered wrong" Ln 966-972

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Furthermore, according to Prof A, the main concept in social interaction from the Western philosophy does not consistent with the concept in Eastern countries. In his Biography Book written by (Marjohan et al., 2012) clearly stated his belief on this:

> "Indeed in western countries religious affairs are generally regarded as individual matters. It is not the role of the country to regulate the religious domains of its citizens. The same thing happen in counselling whereby counsellors are not encouraged to include religious values in their counselling practice. In Indonesia, this belief is inconsistent because religion and the life of the individuals are inseparable" (Marjohan et al., 2012. p. 30)

Along with his criticism of Western thought, Prof A offered a more friendly solution to the cultural and religious values in Indonesia. This stage shows the existence of autonomy in the implementation of counselling. Furthermore, Prof A shows his

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autonomy by introducing Pancawaskita counselling as an alternative to western approaches.

> "When I was the Director (of PPSP – *Proyek Perintis Sekolah Pembangunan* / Pioneer School Development Project), I was really serious about developing Guidance and Counselling in PPSP. This is where I feel Guidance and Counselling has become personal to myself so that if you look at the book of counselling approaches, I mention there are nine approaches from the Western and I add the tenth, which is a combination of the nine approaches. I called it the Panca Waskita Counselling, which is now known as the Integrative approach. Panca means Five, Waskita means Smart" Ln 121-126

This concept of Pancawaskita counselling is closer to the concept of eclectic counselling, that combines a variety of different techniques and approaches with more focus on the problem being addressed. Second participant said:

> Then the earlier one was Pancawaskita counselling. Even though this cannot be compared with popular counselling theory, the elements are quite complex Ln 1165-1167

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This effort became a process of managing a counselling framework that was adapted from the Western approaches to be practised in Indonesia. He acknowledged:

> "The fourth (type) (is) Eclectic, The theory is different but adapted to the problem. I developed the fifth, which is "Personalization" like TJS (Three to One). The overall personal result is Pancawaskita. Actually, Pancawaskita, the concept has been around since '86 but became a book in 1995" Ln141-147

From the narration delivered, in this phase, Prof A also presented an effort to reformulate practice and education for counsellors. In this issue, the focus he presents is on the dimension of a counsellor educator.

> "After graduating from college in 1980, I saw that the theory and practice of counselling in Indonesia were very unequal. 75% of

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> professional counselling service has not been implemented at all. Professional development has not yet been directed". Ln 692-694
> "After returned from my studies in America (also) I improved the curriculum of the Counselling education program. A clear theory of structured and measurable feasibility actually developed. The practice of counselling services is more intensified, especially in schools. Counselling services need to have a clear identity with the role of other teachers". Ln 697-701

Various ideas were offered and taught in counselling teacher education both locally on campus and nationally in an effort to reform counselling practices and education. Prof A also compiled a school counselling framework with a pattern called *BK Pola 17* (Counselling Pattern 17) which was subsequently updated to *BK Pola 17 Plus* (counselling pattern 17 Plus). Prof A tells its history:

> "At that time there was a regulation of the Minister of Civil Servant, there were 4 types of teachers, which was suggested by us. I was at IPBI (Guidance Personnel Bond of Indonesia) from 1991 to 2001. That was the period when the counselling pattern shifted from being blurred to the clear identity in 1989". Ln 192-194

Although counsellor teacher education has been running for some time, the process of implementing counselling services, especially in schools, still does not have the same technical guidelines. Through professional organizations, Prof A regulates the implementation of counselling by introducing BK Pattern 17 from the previous pattern called "unclear patterns". Second participant states this as:

> "Naah, this is further along with the development of civilization and the development of BK in the west, BK Pattern 17 plus was also developed. These patterns and thoughts are taught on campus and formal legal is also sought" Ln 1075-1077

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Even at a higher level, as Prof A said, the counselling process can be carried out optimally if there is government support in the form of appropriate rules and regulations.

> "Since the early 1990s, at that time, I was in the position of IPBI/ ABKIN National Chairperson (a national organization in charge of counselling services). I can consult and work with various parties, up to the national level, to realize the development of professional counselling services. For more than ten years efforts have been made to strengthen counselling professionalism with direction to the dignified profession" Ln 668-673

In the future, the results of the process in this stage can be obtained in the form of fundamental support in law in Indonesia. He described:

> "Some significant progress were obtained in the development of professional counselling by the late 1990s and early 2000s, namely: The establishing of the first PPK (Pendidikan Profesi Konselor - Counsellor Professional Education Program) Indonesia at IKIP Padang / UNP in 1999. Official commissioned of counsellors as educators in schools were endorsed by Law no. 20/2003 "the National Education System". The Book of Fundamental of Standardization of Counselling Profession (DSBK – *Dasar Standarisasi Profesi Konselor*) was published by the Directorate General of Higher Education in 2004, as a manual guideline for guidance and counselling programs in universities, including undergraduate and postgraduate as well. Issuance of Minister of Education Regulation No. 27/2008 about Standards for Academic Qualifications and Competencies of Counsellors) was obtained (SKAKK *(Standar Kualifikasi Akademik dan Kompetensi Konselor).* Lastly, Indonesian Counsellors Association or IKI (*Ikatan Konselor Indonesia)* was also established. Ln 677-689

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Table 6
Coding for Leading Phase

No	Coding	Category	Theme
1	Aware of the different roles of religion in individual cultures	Multicultural awareness	Leading
2	Focus on moral values according to meaning in the context of individual cultures		
3	Combine the western counselling approach and formulate the Pancawaskita approach	Autonomy for doing counselling session	
4	improve the quality of counsellors and their education curriculum	Efforts to professionalize counselling in Indonesia.	
5	realize that counselling services can be run well after there is legal support	Seek government support.	

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4.5.4 Self-Formulation

The final theme in the professional identity development domain in the life experience told by the participant is self-Formulation. This pattern denotes the process of formulating ideas, thoughts and concepts that are comprehensive with reference to the characteristics of the setting in which it works. This process is not just an adaptation process, but rather increases the process of believing and spreading adaptation methods that have been successfully carried out so as to infer new ideas and concepts. In Prof A's narrative, the latest stage in developing professional identity include efforts to enhance professionalism, set the own meaning of counselling, innovations for the development of the profession, efforts to keep abreast of developments and job satisfaction.

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Prof A was able to establish the basis for the development of the counsellor profession as a profession that provides tangible benefits to society. In this case, he made a comparison with the profession of doctor. He also emphasized the results of the counselling process that should be measured clearly.

> "Yes, for example a doctor, how can a doctor contribute to the community? A Doctor may provide health consultations and providing drugs. Without giving medicine, we cannot say he is beneficial. Well, I think so, what is the benefit of a counsellor? The benefit of a counsellor will be realized when he/ she can bring a positive behaviour together with a client or I call it as *Perpostur (perilaku positif terukur*-measurable positive behaviour*)*, " Ln 360-364

In the paradigm of the counsellor as a mature profession, the terms KES and KES-T are determined as the goal of counselling services as written in his Biography book:

> "Paradigm of counselling is a professional psycho-pedagogical service in the form of a learning process that is based on individual psychological aspects and directed to the development of KES and handling of KES-T" (Marjohan et al., 2012 p. 232)

Recognizing the importance of counselling services to the community, Prof A strives to remain innovative in developing new concepts.

From the writing side, the second participant commented:

> "He (Prof A) has many writings, many new ideas and contributions to the world of counselling from writing for teaching materials to academic books and popular books." Ln 1100-1102
>
> "Then, his (old) work was also *Panca Waskita* counselling. Although this cannot be compared to popular counselling theory, it is already quite complex and complete in its elements."

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The second participant also underlined the first participant's seriousness in developing his concepts

> "…he also promotes successful counselling. Now, if I'm not mistaken, he focuses on the theme of the Educational Revolution. Even though he has retired he is still productive too". Ln 1081-1083

The book "Successful counselling" was written to summarize ideas in BK Pattern 17 Plus and comprehensive which contains procedures for counselling in schools in detail and provides a reporting format as well.

> "From 2010 onwards, I more focused on (a book entitled) 'how successful counselling'. [Giving the researcher the book], that is 'useful'". Ln 357-358

Prof A also realized that innovations in the field of counselling were also carried out by other scholars. Prof A also tried to follow this development by reading books, discussions with other experts, including attending seminars:

> "Recently I attended an international seminar on education counselling and technological development at FIP UNP on 10 July 2019". Ln 740-741

Upon his awareness of the role of counselling and its contribution to society, Prof A stated that he was very satisfied with the service he provided through this profession

> "(I) have never (thought about changing my profession). The counselling profession is very important to assist individuals in the development of lifestyle or KES (*kehidupan efektif sehari-hari* - daily effective life) and handling ofdaily lives or KES-T (*kehidupan efektif sehari-hari terganggu* - Interrupted Effective Daily Life). Almost everyone experiences the KES-T condition. For this reason, the

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readiness in providing counselling services is needed at all the time" Ln 704-708

Table 7
Coding for Self-formulation Phase

No	Coding	Category	Theme
1	Establish the direction of professional development	Efforts to professionalize counselling.	self-formulation
2	Set independently counselling goals	Meaning of counselling	
3	Improve the quality of counselling by developing the concept of Pancawaskita, BK Pattern 17 and 17 Plus, the concept of "the successful counselling".	Innovations for the development of the profession	
4	Following the latest academic seminar	Efforts to keep abreast of developments.	
5	Realizing the contribution of the counselling profession and he was among the early people who developed this profession	Job satisfaction	

4.6 Summary

The data yielded numerous results and findings. The narrative were arranged base on chronological order, place, significant events and development of identity. The discussions of the findings with possible interpretations will be discussed in the next chapter which shall also conclude the study.

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CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

Chapter Five includes the discussion of the research, implications of findings, and recommendations for future research. First, the results are recapped and reviewed with applicable literature as well comparison with professional identity development model. Next, implications for counsellor practice, supervision, and counsellor education are also considered. The limitations of the present study are discussed followed by the recommendations for future research. Last, chapter five closes with a conclusion.

5.2 Discussion

This research is guided by research questions that focus on narrative study of professional identity of one counselling figures in Indonesia. Interviews were conducted trying to find meaning of professional development. Sub-questions are made to understand how the character of the counsellor provides a description of the

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characteristics of each stage of development and aspects that have influence on the development phase. The narratives analysed were compared with existing models and added with reviews from the related literature.

5.2.1 Influential Aspect

The findings indicated that the influential aspects in professional identity of the participants were based on the chronological order of time and places based on narrative story of the participant. There were several chronological order of times in which the participant evolved himself in developing professional identity as a counsellor educator. The year 1954 marked as the beginning of participant as an educator, followed by the year 1963 in which he obtained bachelor degree in guidance and counselling, then in 1977 he obtained master and Phd, in 2000 established professional counselling program and finally in 2010 & 2012 he wrote books in guidance and counselling.

In terms of the chronological order of places, there were several places that influenced the participant's journey in his professional development. These places include East Java as a beginning place for his career as an educator. This was followed with Padang as a place for his career as a lecturer, then Australia as a country for pursuing his master degree and United States of America for his Phd study. Padang has been the place for the participant's career advancement in guidance and counselling up until now.

The findings of the study are somehow in line with the provisional models of factors that influence the professional identity of the counsellor (Alves & Gazzola,

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2011). There are three factors that influence the professional identity of counsellors namely core, primary and instrumental. According to Alves and Gazzola (2011), "core" refers to personal characteristics is the most substance aspect which has the strongest bond with professional identity. With this background and self-identity, Prof A has the ability to understand clients with similar backgrounds. In addition, the Javanese culture and family background of Prof A have also became a colouring factor to the professional identity formation. This was seen when Prof A responded to Rogers' counselling video and was also reflected in the Pancawaskita approach proposed.

The primary aspects that influence the formation of professional identity from research (Alves & Gazzola, 2011) are "work experience", "roles", "self-directed learning", "being part of a collective group"," context/Place of work", and "development over time". In Prof A's narration, his work experience as a teacher in 1954 in East Java has provided mental preparedness for him to specifically enter the world of helping professionals. Furthermore, the experience of conducting counselling with limited knowledge and skill in the first years of introduction counselling in Indonesia provides positive contributions for the formation of his professional identity.

In his narration, Prof A presents himself as a responsible person in 1963 who has a role in student welfare issues. This is consistent with aspects of roles and responsibilities on factors that influence the formation of professional identity. Furthermore, self-directed learning during his master degree in Australia and his Phd journey in USA in 1977 was also a determining factor in which he has displayed the spirit of learning independently. Prof A also involved in professional organizations that determines the professional identity of a counsellor, including feelings of unity and

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solidity among fellow counsellors. In Prof A's life journey, professional organizations were also formed in the early days of his working as a counsellor. In 1975, Prof A was involved in the founding of the Association of Indonesian Guidance Officers (IPBI) and appointed as a chairman of the organizational commission. Then, in the period after he returned from America, he was appointed as chairman of the IPBI for ten years since 1991. This sense of ownership towards the organization gave a strong professional identity.

The last element in the model is "Instrumental". It refers to the certification that gives an influence on the practice of counselling carried out by individuals. In the context of Prof A's journey, there was no counsellor certification bodies established before 2000. When Prof A was the chair of IPBI, he raised the idea on professional counsellor education program at the annual session of the IPBI. Prof A's awareness of the importance and necessity of certification for the development of professional identity is a factor that also has its own role.

5.2.2 "Turning points" in the Professional Identity Growth

Turning points is the time at which a situation start to change in a important way. It consists of personal and social situation in the life career adjustment of individuals (Chen, 2004). It is also an ongoing process of integrating personal and professional identity that become markers of change in individual's philosophy and behaviour (Dollarhide, Gibson, & Moss, 2013b).

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In the course of developing Prof A's professional identity, there are at least four (4) points that are moments of change from previous journey patterns: entered a teacher training school, the entry of the guidance counselling to Indonesia, connected to western sources, and studying in America.

5.2.2.1 Entered a Teacher Training School

The earliest point of Prof A's journey to becoming an experienced senior in the field of counselling started when he became a teacher. According to Androusou and Tsafos (2018), there are at least two reasons for individuals to choose to become teachers and enter teacher education: previous personal experiences as students and social image of teachers in their communities. In his narrative, Prof A stated that the reason he entered the world of education was due to economic conditions when his family could not afford to send him study at junior high school.

Marti'ah, Theodora, & Haryanto (2018) highlighted that family support has a large impact on an individual's career readiness. In addition, parental support for children's career choices can contribute greatly to adolescent career maturity (Candra & Sawitri, 2018). Prof A's career readiness and maturity provide a strong motivation to enter the world of counselling.

5.2.2.2 The Entry of the Guidance Counselling to Indonesia

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Guidance & counselling was introduced to Southeast Asia as part of the development of Guidance and Counselling in America and the United Kingdom. The history of counselling in the Philippines for example, started from sending group of students to study Counselling in America in 1960s followed by the establishment of the Department of Guidance and counselling and professional associations thereafter (Tuason, Galang Fernandez, Catipon, Trivino-Dey, & Arellano-Carandang, 2012). The entry of Guidance and Counselling to Malaysia also revolves around the same period as the Philippines. The introduction of counselling to the world of education in Malaysia in the 1960s had an impact that triggered the transformation process transformation of school counselling (Nurul Ain & Bond, 2013). Counselling is formally introduced to the school environment and started with the trained teachers to carry out guidance and counselling services (Pope, Musa, Singaravelu, Bringaze, & Russell, 2002). The learning process in Guidance and Counselling education provides an environment that prepares individuals to embrace ~~to~~ the characteristics of a counsellor, counsellor education programs require students to understand concepts, adopt values, master skills and even internalize attitudes that accommodate good counselling processes (Coaston & Lawrence, 2019). Since entering the guidance and counselling department, Prof A internalized the attitudes and ways of thinking of a mental health worker through Guidance and Counselling education.

5.2.2.3 Connected to western sources

The next positive change in the development of Prof A's professional identity was seen through his readings and writings of international books and journals. He began

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translating parts of academic books originating from America. The significant contribution of writing books and journals on professional development is in line with Rønnestad & Skovholt (2003) who mentioned that learning resources is related to changing the learning patterns of the student phase in which professionals seem to prioritize internal sources that they obtain through various methods including writing and reading.

5.2.2.4 Study in the US

The learning experiences gained in America throughout Master and Doctoral study, as well as the experience of interacting with various individual backgrounds provided numerous learning resources that make a turning point in Prof A's development journey. In further developments, Prof A is also able to adapt the model that he obtained with the cultural context and values in Indonesia.

According to Alves and Gazzola (2011) factors that influence the professional identity in research include core, primary and instrument factors. Almost all elements of the three factors had been owned by Prof A when he left for America. In the core factor, Prof A has shown a helpful personality from the beginning. In the primary factor, Prof A already has a background in knowledge, the ability to learn independently, understand the work of counsellors, has work experience in the world of counselling and even has become a leader in professional counsellor organizations in Indonesia. Moreover, the study period in America was able to make significant changes in Prof A development.

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5.2.3 Professional identity development phases and the characteristics.

The findings of the study indicated that there were four phases of professional identity development namely constructing, developing, leading and self-formation phase.

5.2.3.1 Constructing phase

Constructing phase is the process of starting to involve in a role in a particular profession that gives effect to an individual's identity. Wilkinson, Hislop, and Coupland (2016) mentioned that this process denotes the initial involvement of professional identity of an individual in certain ways.

The participants gave reflections on his initial life journey in the process of entering the world of counselling by relating to his experience as a teacher at the secondary school level. Auxier, Hughes, & Kline (2003) relate this process as the unique journey of individual's identity development, where students associate the development of their identities as counsellors with the unique journey of each individual, including experiences in important events and experiences in former education.

In this process, I can see this process as the initial phase related to the basic foundation of professional identity which consists of its main compositions. In the first stage in the development of Prof A's Professional Identity, he gradually

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identified himself as a "counselling person". Education in its path is oriented towards the educational studies.

During this period, Prof A associated himself with a program that has just entered Indonesia, namely guidance and counselling. In the context of the development of Guidance and Counselling in Indonesia at that time, there were actually no models or figures that could be of reference in term of counsellor professional identity. Thus, the constructing process can be understood as a process of finding identity and trying to portray characteristics and personality of a counsellor base on theoretical model and think as a person with a particular professional identity that he chooses based on the knowledge he has.

Although there is no close model of professional identity development in Prof A's that can be replicated, it is actually in accordance with the "recycling identity formation process" (Auxier et al., 2003) which states that individuals have begun to adapt and develop emotional awareness and behaviour which is different from his previous personal attributes. Furthermore, individuals also modify their interpersonal attitudes and internalize specific values obtained in education. In short, this phase involves an individual's internal process of placing a new identity that indirectly and slowly influences how to act, talk and think.

Prof A constructed his interests and concerns in helping others especially those related to difficulties in psychological aspects. The helping effort undertaken by Prof A as a teacher became the framework of his professional identity. In the initial process of education that he received, the guidance he could

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provide was limited by the lack of in-depth knowledge of aspects of human psychology and techniques in counselling.

The high school education experience contributes to Prof A's perspective on students and clients. Limited facilities and resources in learning counselling at that time can be helped by elements of his personal experiences from family and education. This is in line with the conclusions of a qualitative analysis of research on practicum students by (Shores, 2011), who concludes that family, friends, childhood experiences, and values provide a stimulus for the development of the counsellor's professional identity. The constructing phase was influenced by the participant's initial experience in primary and secondary education as well as his experience in social life.

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5.2.3.2 Developing Phase

This study positioned "developing phase" as the second stage of Prof A's development. "Developing" stage includes the process of gradual development to be more specific and more complex. In this phase, Prof A developed by starting to understand the notion of counselling that fits the literature. He also gained new insights about the goals of counselling based on his formal education. This developing phase is synonyms to evolving phase that represents an intermediate level of development (King & Baxter Magolda, 2005). This reliance on literature and formal education at the beginning of the evolving phase is in line with the first phase of tripartite development described by Dollarhide, Gibson, & Moss (2013). The first stage in the results of the research analysis is "seek external motivation".

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In the context of developing Prof A's professional identity, he tries to get support in the form of conformity in what he understands with the general understanding prevailing in the world of counselling globally. Conformity that occurs automatically will provide a kind of motivation for Prof A and then mark the existence of developing in this process.

During his education in the United States, the supervisory process provided Prof A with a great opportunity to develop. The role of the supervisor is very important in this developing period. The experience of students in practicum and the way lecturers supervise their students have shaped the characteristics of professional identity. In fact, the supervisors' scientific background also has an impact on counsellors in training. (Cummins, 2009). Suggestions and guidance given by lecturers during this practicum will dominate the way clients are handled by a junior counsellor.

5.2.3.3 Leading Phase

The process of developing Prof A's identity as a counsellor further indicates the process of managing several fundamental aspects of counselling. This process occurred after returning from his master and doctorate study in America. The character of the development in this phase is the emergence of authority to "ruling" in the implementation of counselling. The emergence of authority and awareness to ruling the implementation of counselling in the development of professional

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identity is also confirmed by the development of the meaning of counselling itself by individuals. The meaning of counselling that comes from individual understanding and individual experience becomes a meaning of counselling that is more internalized than the meaning that reflects expert opinion (Gibson et al., 2010). Consequently, the implementation of individual's meaning making may result in a new counselling management that may differ from others.

The professional identity aspect in this phase shows freedom from dependence on lecturers. The tendency to set their own way of handling the situation he faced. Reality encountered requires a counsellor to make specific adaptations.

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In this phase, Prof A presents criticism to Western figures, collaborates on the counselling process, uses the concept of counselling professionally, considers multicultural aspects, and reformulates counselling practice and education. This development characteristic is consistent with the tripartite development model in the third stage, which is critical thinking of the running process (Gibson et al., 2010). It is also in line with the "Managing" concept that related to the process that increases control and coordination of activities from the implementation function to the fundamental principles (Dent & Whitehead, 2013).

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5.2.3.4 Self-formulation

This stage of development related to the process of formulating ideas, thoughts and concepts that are comprehensive with reference to the characteristics of the setting in which it works (Brott & Myers, 1999; Emerson, 2010; Lincicome, 2015).

This process is not just a process of adaptation, but rather increases the process of believing and spreading adaptation methods that have been successfully carried out so as to infer new ideas and concepts. Long experience in handling clients and educating prospective counsellors encourages individuals at this stage of development to gather various adaptations that have been made into new approaches that are different from those that already exist.

At this stage, Prof A realized that what he did was very beneficial for the community. This thought also encouraged him to always innovate and develop in pre-existing concepts. The belief that the service he provided to the community was meaningful related to the motivation to continue learning was also identified in the study of Gibson et al., (2010) as part of self-validation in the "Transformational Task" Identity Development Model. The job satisfaction obtained and the continuation of writing in Prof A's journey as a counsellor educator is also in line with the stage of evolving legitimacy in the same model (Gibson et al., 2010). In addition, phenomenology research on counsellor educators also provides a theme of job satisfaction that is manifested by a feeling of "meaningful" to their work

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(Lincicome, 2015). Therefore, the dedication of educator counsellors who have entered the stage of self-formulation will depend more on intrinsic values.

5.2.4 Implication Based on the Model (Six Phases)

The narrative told by the research participants provided enough information for the researcher to arrange the processes that occur sequentially. The telling is analysed according to six phases of the development of professional identity introduced by Rønnestad and Skovholt (2003) : lay helpers, early students, advanced students, novice professionals, experienced professionals, and senior professionals.

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5.2.4.1 The Lay Helper Phase

Although in the model compiled by Rønnestad and Skovholt (2003) lay helper is determined as a phase before entering the university, Prof A's experience in this period is still considered a lay helper phase. Prof A has completed a diploma in education but was not familiar with Guidance and Counselling. As a lay helper, individual uses normative concepts as a foundation for thinking in the process of providing mental health assistance. Prof A uses the concept of education that he mastered from his education in SBG (Primary School Teacher Education) and SGA (Middle School Teacher Education).

Junior and senior high school teacher education received by Prof A provides a clear philosophy in its direction. As a result, the advice and guidance given to others in

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this phase are really patterned like communication between teacher and student. Prof A's sensitivity in understanding students who have problems becomes the drive that results from the emotional bond of teacher and student. Personal experience is also very useful for the lay helper as a stock of advice that can be given to students who have similar problems. (Rønnestad & Skovholt, 2003).

5.2.4.2 The Beginning Student Phase

In this second phase, individuals have entered formal education. Individuals have become counselling students and are familiar with literature specifically in the field of counselling. An emerging characteristic is a strong interest in learning. Prof A said that at this time he was very enthusiastic in studying in this new department, one proof of his strong interest was that he formed a study group

Pressures by lectures and new environmental problems as students do not appear in Prof A's narration. This may be caused by the condition of lectures that are still in the process of development. The degree in the counselling program at this time is still the new program and Prof A is also the first generation of the new counselling program after the introduction in Indonesia. So that at this time Prof A did not emphasize the difficulties he faced in the lecture assignments including the duty obligations in conducting counselling sessions.

In accordance with the stages of development described in this phase, there is also a development of a tendency to imitate and identify oneself with existing counselling figures, both national and international figures. In fact, at that time there

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were no counselling figures in Indonesia. Even lecturers who teach in the Guidance and Counselling program are not lecturers with counselling backgrounds. Therefore, it can be said that there were no local figures who could become role models at that time. However, the narrative of admiration for a character based on expertise in the field of counselling appeared in Prof A's story at the beginning of his studies in Indiana. If the initial phase of master's studies in Indiana can be counted as the "Beginning students" phase, then Prof A's admiration for Carl Roger is one of the characteristics of the development of professional identity. Prof A said that one of the lectures in Indiana featured a counselling session conducted by Carl Roger and the process made Prof A like this figure

In this phase, Rønnestad and Skovholt (2003) also concludes a student's dependence on teachers and learning resources. Prof A's narration states that until he was a lecturer, the learning process from the video of Carl Roger's counselling session was still his reference. This confirms that the experience of the Prof A development process is consistent with what has been concluded in the study.

5.2.4.3 Advance Student Phase

This phase is the end of formal education. Students in this phase have acted as counsellors in practicum or practice in the actual setting. In Prof A's narration about his experience, he acknowledged an increase in his ability to carry out counselling in a professional manner

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Prof A's story which emphasizes his ability to run counselling sessions is in the context of his explanation of the lectures of masters and doctors in America. He mentioned his ability in two perspectives: First, Prof A had made a comparison between what he had done in Indonesia before and he finally evaluated with the conclusion that what he had done was not yet fully professional. This is considered as a form of self-development and more to personal professional competence. Second, the statement contained the results of a wider and comprehensive comparison of counselling in Indonesia with what he found in practice and concepts in America. This comparison of the counselling big picture refers more to the professional functioning of counselling in society.

The ethical element in counselling became an essential thing that was brought by Prof A after returning from America. This certainly cannot be separated from the process of education and training that he gets during interacting with the lecturer and his supervisor.

5.2.4.4 The Novice Professional Phase

The classification of time in the phases of the development of professional identity formulated by Rønnestad and Skovholt (2003) has a varied range. The Novice Professional Phase, has become the starting point of Prof A. This stage emerged one year after his graduation from formal education. The life journey of Prof A's novice professional phase shows the lack of training received during college. This phase

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appears related to Prof A's involvement in dealing with reality in real situations and more complex client problems.

From this Prof A's narration, it was stated quite clearly that the theory and the philosophical basis of counselling services did not match the problems that existed where he worked. Prof A underlined the problem of separating religion from counselling in which he contested the western approach. According to Kuo, Woo, and Washington (2018), counsellors who have completed their education as counsellor educators are likely to have a clearer understanding of the goals of counselling.

Various parties expect Prof A's contribution as a lecturer who has just completed his master and doctoral education. This hope to contribute plays a role in shaping A's specialization in school counselling. This event is in accordance with the characteristics of novice professional detailed by Rønnestad and Skovholt, (2003) that individuals will focus more on certain professional environments.

According to Wasserman, (2012), an essential component that develops in the professional identity of school counsellors is "multi-culturally competent" which means the ability to deal with clients from varied personal backgrounds. Prof A performed initiatives in multi-competence competence with philosophical concepts that are more Indonesian.

After being free from the supervision and evaluation of lecturers, Prof A was free to use concepts that he believed in line with the field situation he was facing. When the concept of understanding humans is learned in certain cultures, adjustments are

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needed to achieve the professionalism of counsellors' work that can be recognized by the community. Such a process is not only needed in Indonesian culture, but also in every culture that absorbs knowledge from other cultures.

When the concept of understanding humans is learned in certain cultures, adjustments are needed to achieve the professionalism of counsellors' work that can be recognized by the community. Such a process is not only needed for Indonesian culture, but is needed in every culture that absorbs knowledge from other cultures, and this has become a more mature awareness in the modern Helping profession throughout the world (Mariotti, 2017)

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5.2.4.5 The Experienced Professional Phase

Prof A also went through this stage in which the period was marked by the length of experience in counselling.

His experience in handling various clients in this phase made him more flexible with counselling theories and techniques. Prof A underwent a process of personal meaning that gave rise to his own thoughts about the implementation of his counselling and the way he looked at the clients' problems (Sujadi, 2015). His contribution in developing new approach in counselling known as TJS (*Tiga Jadi Satu*/Three becomes one) signifies the powerful approach that has a strong scientific authority and

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educational history being used by many counselling scholars in Indonesia (Rohman, 2017).

5.2.4.6 The Senior Professional Phase

This phase is the last period in the development of the counsellor's professional identity. At this stage, a counsellor has faced a variety of client backgrounds and has accumulated enormous numbers of counselling sessions. In Prof A's situation, he received numbers of recognition from other counsellors as seniors. He became a respected figure in counselling with more than 40 years of experience as a counsellor.

Senior Professional also finds himself having high job satisfaction, although in the previous phase job satisfaction can also appear. Accumulated achievements have become the dominant factor for job satisfaction, Prof A said that his achievements in establishing the Department of Guidance and Counselling and developing the counsellor profession are reasons for him to feel satisfied with his achievements in his career as a counsellor and counsellor educator.

The characteristics of developments within a six-phase framework are in line with the four themes of the the narrative analysis: The Structuring Phase contains the characteristics of the Lay Helper and The Beginning Student Phase. The Evolving Phase displays the characteristics of the Advance Student Phase and The Novice Professional Phase. The Experienced Professional Phase can be seen as the Managing stage and the Senior Professional Phase can be seen as a form of self-conceptualism.

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5.3 Implications

This research provides a scientific perspective on the Indonesia counsellor professional identity development. Several parties can benefit from the results of this study.

5.3.1 Counsellor education provider

Education providers for counsellors such as universities and teacher education institutes can consider the stage of development of professional counsellor identity in their curriculum design. Adjustment of the curriculum in accordance with the stage of development of the counsellor, especially in structuring and evolving stages allows the development of student professional identity to be achieved more precisely.

Social, cultural and historical aspects that are inherently common to the community can be integrated into the curriculum. The period of formal education that includes “evolving phase” largely determines the maturity of the professional identity. Therefore, this period needs to be prepared with sufficient resources to reach the contextual paradigm of counselling brought.

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5.3.2 Counselling Students

Understanding the process towards the maturity of professional identity will help counsellor in training develop their personal and professional characteristics throughout the course of their study.

5.3.3 Professional Organizations

Since professional development does not stop after completing formal education, post formal education development needs to be prepared. At the stage of "managing" and "self-conceptualization", individuals are more focused on work orientation. In this condition, practitioner counsellors need an organization that is central to personal development and professionalism. Professional organization is considered a strong element able to provide a sense of ownership to counselling practitioners to strengthen their professional identities.

5.4 Limitations

This research employed a qualitative method using a narrative study on one renowned figure in counselling. The findings of the study cannot be generalised on the whole population. However, the findings can be transferred to other contexts in terms of understanding the professional identity of the counsellor educator.

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5.5 Future Research

This study concentrates only on one narrative figure in Indonesia. Future study may need to include several narratives of professional counsellor to enrich our understanding of professional identity development in multiple perspectives. With regard to international perspective of professional identity development, future research may need to explore a comparative study of several renowned professional identity development of counsellor in South East Asia. This will provide cross cultural understanding in regard to this issue.

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5.6 Summary

Four turning points play a role as a milestone in the development of professional identity. The core, primary and instrumental aspects are concluded as the dominant factors in the development of professional identity. The results of the narrative analysis of this study concluded that there were four themes or stages in the professional journey of the study participants namely “Constructing”, “Developing”, “Leading” and “Self-formulation”. These stages are in line with the professional identity model forwarded by Rønnestad and Skovholt (2003): Lay Helper, The Beginning Student Phase, Advance Student Phase, The Novice Professional Phase, The Experienced Professional Phase, and the Senior Professional Phase.

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Padang, 18 Januari 2018

Hal : Permohonan wawancara penelitian
Lampiran : 1 (satu) lembar

Kepada Yth. : Prof. Prayitno, M.Sc.Ed

Assalamualaikum wrwb,

Dengan hormat, terlebih dahulu bersama surat ini saya mendoakan Prof selalu berada dalam keadaan sehat wal'afiat dan senantiasa dalam lindungan Allah swt.

Bersama surat ini saya;

Nama : Adnan Arafani, S.Pd
No Matrik : M20161001007
Jurusan : *Guidance and Counselling* (Bimbingan dan Konseling)
Fakultas : *Faculty of Human Development* (Fakultas Pembangunan Manusia)
Kampus : Universiti Pendidikan Sultan Idris, Perak, Malaysia.

Berniat mengajukan permohonan kepada Prof. untuk melakukan wawancara penelitian tesis dengan judul *Professional Identity Development: A Narrative Study of One Distinguished Counselling Figure in Indonesia* (Perkembangan Identitas Profesional : Sebuah Studi Naratif dari Seorang Tokoh Konseling di Indonesia).
Penelitian ini bertujuan untuk melihat bagaimana perkembangan idenititas profesionalisme Prof sendiri sebagai seorang tohoh konseling di Indonesia. Untuk itu, Wawancara ini akan berlangsung dalam beberapa kesempatan terpisah sesuai dengan kesediaan dan ketersediaan waktu Prof sendiri.
Demikianlah surat permohonan ini saya sampaikan, atas kesediaan prof. saya ucapkan terimakasih.

Hormat saya,

Adnan Arafani, S.Pd

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Institut Pengajian Siswazah

Rujukan Tuan :
Rujukan Kami : UPSI/IPS-1/623.5
Tarikh : 04 January 2019

TO WHOM IT MAY CONCERN

Sir/Madam,

STUDENT VERIFICATION FOR CONDUCTING RESEARCH

I would like to bring your attention regarding the above matter.

2. I hereby verified student mentioned in this letter (as per name and matrix number below) is a student of Graduate Studies Programme at Sultan Idris Education University (UPSI);

Student Name	: Adnan Arafani
Identity Card Number	: A5925833
Matrix Number	: M20161001007
Programme	: Master of Education (Guidance and Counseling)
Field of Study	: MT22 - Guidance and Counseling
Faculty	: Faculty of Human Development
Intake	: Semester 1 Session 2016/2017

3. Prior to above matter, Institute of Graduate Studies (IGS) is seeking your kindness and co-operation to give permission for the above student to conduct his study and research at your premises for the completion of her thesis.

Thank you.

'NO. 1 EDUCATION UNIVERSITY'

Yours Sincerely,

(ASSOCIATE PROFESSOR DR. RAMLEE BIN ISMAIL)
Dean, Institute of Graduate Studies
05-4505487

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APPENDIX

Prof A Curriculum Vitae

APPENDIX

Interviews Transcript

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

ADNAN ARAFANI

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