

Developing the SFBC Approach Individual Counseling Clinical Supervision Instrument in Senior High Schools

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ARTICLE INFO

Article history:

Received December 26, 2024

Revised January 5, 2025

Accepted January 25, 2025

Keywords:

Instruments,
Clinical Supervision,
Individual Counseling,
SFBC.

ABSTRACT

Based on the researchers' initial study at four high schools in the city of Surabaya, the researchers found that counseling supervision instruments in schools tend not to have been developed scientifically and are not optimal enough to be used in supervising individual counseling implementation indicators. Therefore, through the Borg and Gall development model, this study intends to develop a credible and accurate individual counseling clinical supervision instrument with a Solution-Focused Brief Counseling (SFBC) approach. Validation results from two counseling experts, three high school counselors, a readability test in focus group discussions, and a limited trial of counseling supervision practices involving five different high school counselors. It was found that individual counseling clinical supervision instruments covering planning and practice aspects met three criteria of acceptability (accuracy, usefulness, and practicality), while in the readability test, it was in a good category with an average score of 82%, with a sufficient validity level of > 0.754 and reliability 0.630 and 0.681 which means good. So that this product can be used by senior counselors to assist them in implementing individual counseling clinical supervision in schools.

ISSN: 2722-2365 (Online) 2722-2357 (Print)

Introduction

In simple terms, clinical supervision is a process of interaction between a supervisor or senior counselor and junior counselors in a work environment to help improve the competence of junior counselor counseling practices (Bernard & Goodyear, 2005, 2009; Taufiq, 2020b). This activity includes providing feedback, direction, and support in terms of counseling strategies, techniques, and procedures (Taufiq, 2020a). In the context of school counseling, clinical supervision is an important matter that cannot be ruled out, especially to improve the quality of counseling services performed by junior counselors (Dollahide & Miller, 2006; Hariko & Rachmawati, 2018; Lambie & Sias, 2009; Purwaningsih et al., 2016; Rahmawati, 2020).

Moreover, the results of several studies state that clinical supervision has a positive impact on the performance of teachers in schools, including counselors (Aasheim, 2011; Dollarhide & Miller, 2006; Hakim, 2011; Stimpson et al., 2000; Taufiq, 2022). However, the findings from an initial study that researchers conducted through analysis of counseling archives and in-depth interviews with several school counselors in four senior high schools in Surabaya City found that the implementation of supervision for school counselors still encounters several obstacles, such as: 1) the supervisor does not understand counseling services properly, 2) supervision instruments are not standardized or generalized with subject teacher instruments, 3) there is no feedback for increasing the competence of school counselors, 4) supervision focuses more on administration alone, 5) implementation counseling takes place briefly in several counseling sessions or follows a pattern of post-modern approaches such as Solution-Focused Brief Counseling (SFBC) due to the large workload borne by the counselor while working, and 6) supervision tools are not scientifically developed so they tend to be biased in use when carrying out supervision counseling at school. So it is not surprising that the results of supervision tend not to have much impact on the self-development of school counselors.

If clinical supervision is carried out correctly, be it through existing counseling supervision procedures, credible supervision instruments, and supervisors who are competent and willing to understand counseling services in schools, school counselors will be assisted in efforts to develop their competence (Ulfa et al., 2014). Therefore, specifically in terms of clinical supervision instruments, the instrument plays an important role as a tool used by supervisors to evaluate and provide feedback on the performance of school counselors in providing counseling services. So in terms of quality, a clinical supervision instrument must be scientifically developed following the principles of counseling theory.

Furthermore, through credible and reliable clinical supervision instruments, school counselors are expected to be able to improve their skills in various fields and gain a complete understanding of the problems students face in the counseling process (Anjar, 2017). Therefore, this development research intends to produce an individual counseling clinical supervision instrument that includes aspects of counseling planning and practice that are tested valid, reliable, and following the context of counseling in high schools by referring to the Solution-Focused Brief Counseling (SFBC) approach from (Jones et al., 2009; Mulawarman, 2014; Sklare, 2005).

Method

Based on the development objectives, the researcher chose the development model (Gall et al., 2007) as the research framework by limiting it to the operational revision stage, with consideration of the limited time during the master's thesis research work. As for content validation, the research subjects involved: 2 counseling experts (lecturers) and 3 school counselors who had at least two years of experience. Then 8 high school counselors from four schools in Surabaya in the readability trial phase through FGD and 5 different high school counselors for a limited trial on individual counseling clinical supervision practices using the SFBC approach, where the limited trial data were analyzed using SPSS 2.6 to determine the level of validity and reliability of individual counseling clinical supervision instruments. This procedure refers to as well as complements previous similar instrument development research such as (Barida & Sutamo, 2016; Hidayanti et al., 2017; Himdani et al., 2017; Ulfa et al., 2014).

In more detail, the researcher presents the stages of development through **Figure 1** below:

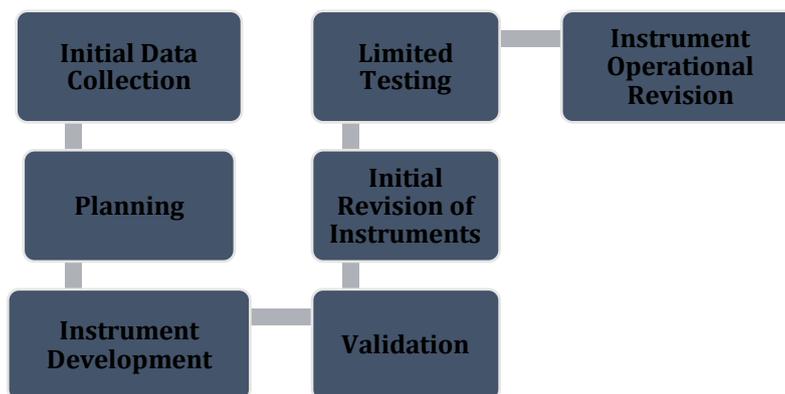


Figure 1. Stages of developing individual clinical counseling supervision instruments using the SFBC approach

Findings and Discussion

Findings

Following the pattern of development research from Borg and Gall, the following researchers present the results of the development study coherently and concisely:

Initial Data Collection

Understanding in detail the needs and problems in the field so that later the products developed are really useful as well as being a solution to existing problems. Therefore before

formulating and developing individual counseling clinical supervision instruments in high school. The researcher collected initial data related to the implementation of counseling, approaches that are often used during counseling, and details of counseling supervision at schools through interviews and studies of guidance and counseling administration archives at several high schools namely SMAN 2 Surabaya, SMAN 16 Surabaya, SMAN 18 Surabaya, and MAN Kota Surabaya.

From this needs assessment process, several findings were obtained such as counselors more often conducting individual counseling than group counseling, the counseling sessions were relatively short 2-5 sessions and oriented towards optimism and finding student solutions or leaning more towards the postmodern approach (SFBC). Meanwhile, supervision is carried out once by the supervisor of the education office for one year and twice by the senior counselor or school principal each semester and is generalized as a subject teacher. Furthermore, regarding assessment tools or instruments there is also nothing specific or standard for the implementation of counseling, which places more emphasis on administrative aspects rather than clinical ones. Thus, it is not surprising that high school counselors hope for an evaluation instrument and counseling supervision that can assist them in appropriately assessing and developing their competencies.

Concretely, this development aims to produce an individual counseling clinical supervision instrument with the SFBC approach which is equipped with supervision guidelines, manuals, scoring, and supervision criteria.

Planning

Because the data needs have been obtained, the planning of individual counseling clinical supervision instruments using the SFBC approach only needs to adjust to the needs of high school counselors. First, the purpose of preparing the instrument is to increase the competence of high school counselors in conducting individual counseling based on the SFBC approach. Second, the instrument component consists of planning aspects and individual counseling practices. And third, the users or targets of this clinical supervision instrument product are senior counselors or counselors who have at least 2 years of work experience.

Instrument Development

At this development stage, the researcher elaborated several indicators of individual counseling clinical supervision into instrument statement items based on the theoretical study of the SFBC approach. From the concept of approaches, techniques, goals, and basic views in understanding humans by adapting from (Jones et al., 2009; Mulawarman, 2019; Sklare, 2005). As for the theoretical reference for clinical supervision, the researchers adapted

it from (Bernard & Goodyear, 2009; Taufiq, 2020a) which was adapted to the context of counseling in Indonesia. In full, there are 10-point statements on the planning aspect and 25-point statements on the individual counseling practice aspects plus a feedback column from the supervisor to the counselor in each aspect.



Figure 2. SFBC Individual Counseling Clinical Supervision Instrument Cover

Validation

The process of validating individual counseling clinical supervision instruments was carried out by enlisting the help of 2 counseling experts and 3 high school practitioners/counselors to validate the instrument from an acceptability perspective (Ratwulan, 2015). The counseling experts and instruments that become validators are Prof. Dr. Najlatun Naqiyah, M.Pd, and Dr. Denok Setiawati, M.Pd., Kons, as the expert I and II according to predetermined criteria, namely 1 = not feasible, 2 = not feasible, 3 = feasible, 4 = very feasible.

Table 1. Expert Validation

Aspect	Expert 1	Expert 2
Accuracy	24	30
Usefulness	18	20
feasibility	19	23

Table 2. Practitioner Validation

Aspect	Practitioner	Practitioner	Practitioner
	1	2	3
Accuracy	29	31	31
Usefulness	20	24	24
feasibility	19	20	20

From the average value obtained from both expert and practitioner validation, it can be said that the instrument product is classified as suitable for use after being revised according to the input and suggestions of experts and practitioners.

Initial Revision of Instruments

Based on the validation results of experts and practitioners, especially on input and suggestions, improvement of the individual counseling clinical supervision instrument prototype is carried out in stages, mainly on the consistency of terms, clarifying user goals, affirming the competence of counselors in using magic questions, and simplifying the language of the guide. instrument use.

Limited Testing

After going through the initial validation and improvement stages, the instrument was then tested on eight high school counselors from SMAN 2 Surabaya, MAN Kota Surabaya, SMAN 16 Surabaya, and SMAN 18 Surabaya with the criteria of having experience as a high school counselor for at least 2 years and related undergraduate background. And because this initial trial was to see the level of legibility, validity, and reliability of the individual counseling clinical supervision instrument using the SFBC approach, focus group discussions were chosen as the readability test technique, while for validity and reliability, it used direct supervision of counselor practice in planning and conducting counseling, as well as several pieces of research on the development of previous supervision instruments.

Table 3. Readability Test Results

Number	Counselor	Total Rating
		Score (0-100%)
1	YDL	80%
2	WNP	80%
3	TA	81%
4	YIMI	82%
5	ADP	82%
6	NH	86%
7	NRF	80%
8	ARA	88%

As shown in Table 3, the eight high school counselors gave an assessment in the range of 82%, which means that the level of legibility of the developed supervisory instrument product is quite good for use.

Table 4. Supervision Instrument Reliability

Aspect	Reliability Statistics	
	Cronbach's Alpha	N of Items
Planning	.630	10
Practice	.681	25

As the researchers previously described, the validity and reliability of the instrument's performance in the supervision process the researcher also tested through individual counseling clinical supervision assessment practices in the planning aspect (Counseling Service Implementation Plan) and counseling practices involving 5 different high school counselors. From this test, it was found that the validity value for all items was > 0.754 which

when referring to the r table of counts for 5 subjects the value was greater which means it was valid (Sugiyono, 2011), for more details on the results of the validity of the researchers attached to the supplementary files. Next, for reliability, a value of $0.630 > 0.60$ was found for the planning aspect and $0.681 > 0.60$ for the practical aspect, which means that the instrument has reliability and a reliable level of reliability (Hair, 2011).

Instrument Operational Revision

In contrast to instrument repairs in general which remove or delete instrument statement items that are considered not by the criteria, in this development this is not done because the aspects that become the point of assessment are visible/non-latent aspects so that in repair it focuses on improving the language of the statement items, the layout, and a clinical supervision practice framework that refers to the results of focus group discussions with eight high school counselors. So the number of statement items on the planning aspect remains at 10 items and 25 items on the individual counseling practice aspect.

Discussion

Even though it includes the domains and aspects to be assessed, an instrument cannot be said to be good if it does not meet the criteria for content and construct tests in the field from experts and practitioners, therefore validation is an important stage for testing this (Retnawati, 2016). By looking at the data from the assessment of experts and practitioners on the individual counseling clinical supervision instrument using the SFBC approach, it can be seen that the instrument meets the standards of acceptance both in terms of accuracy, usefulness, and feasibility as the method used in previous studies (Basith & Awalya, 2015; Hidayanti et al., 2017; Ulfa et al., 2014). In addition to continuing to accommodate suggestions for improvement from experts and practitioners on the guidelines and contents of instrument statements. Researchers also conducted a limited trial of clinical supervision represented by 5 different high school counselors, where the instrument was in the reliable category, so it was feasible to use in the implementation of counseling supervision in schools.

However, unlike the assessment of the performance of counseling teachers in schools which are general aspects of planning and counseling practice, the results of the development of clinical supervision instruments have referred to one of the postmodern approaches, namely SFBC adjusting to conditions in the field. Apart of course accompanied by consideration of the practical value and clarity of the SFBC approach procedures in counseling (Mulawarman, 2019). Considering that the burden ratio between the counselor and the

number of students is not balanced, plus the duties of a position outside as a counselor at school, the counselors do not have enough time to do counseling in many sessions (Putri, 2019; Ridha, 2019). Through a reliable clinical supervision instrument, it is hoped that the implementation of supervision on counselors will not be biased in assessment because it is equated with subject teachers and makes it easier for school counselors to measure counseling competence and reflect on self-development to become more competent than before (Reza & Sugiyo, 2015; Ulfa et al., 2014).

This development complements some supervision instruments that have been developed by (Barida & Sutamo, 2016; Basith & Awalya, 2015; Mashudi, 2018; Ristianti & Fathurrochman, 2020; Ulfa et al., 2014), where the point of novelty lies in the SFBC counseling approach and reliability tests that have not been carried out on a number of these developments. Including similar instruments that have been developed (Hsu, 2009) in the context of Taiwan where there are no precounseling aspects to be supervised, as well as counseling supervision instruments in the context of schools in the United States (Aponte & Carol Carlsen, 2009; The Ohio State University, 2017) which is the point of the statement has not been detailed.

Conclusion

The development of an individual counseling clinical supervision instrument with the SFBC approach which includes aspects of planning and practice has met the acceptance criteria, in addition to being valid and reliable for use in the clinical supervision process based on the validation results of experts, practitioners, readability tests by 8 high school counselors, as well as limited trials by 5 different high school counselors on the implementation of individual counseling.

Even so, the results of this development still need to be followed up further in further research, namely: 1) conducting larger trials and involving school principals/supervisors and counselors from vocational high schools so that they can be used at all levels. 2) adapting the instrument to a smartphone-based digital application to make it more flexible and less costly in terms of printing the instrument.

Acknowledgment

Thank you to the supervisor who has provided direction and input on this research.

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