The Need Analysis of Peer Counseling Program to Enhance Self-Efficacy to be a Counsellor

Abdullah Pandang[1], Nur Fadhilah Umar[2]
Universitas Negeri Makassar

Abstract. Counseling Program Model to Increase Self-Efficacy for the guidance and Guidance Study Program students aim to find out the field's description for the development of the PKS-EDK Model in Guidance and Counseling Study Program students, faculty of education, Universitas Negeri Makassar. The research method is research and development by the Courseware Development Process (CDP model) model, which consisted of six general phases: analysis, design, prototyping, formative evaluation, application, and summative evaluation. The needs analysis phase includes two phases, namely conceptual analysis and field needs analysis. The sample in the PKS-EDK model needs analysis consisted of 177 students consisting of four generations, namely 2016, 2017 2018 and 2019 who were selected randomly. The research instruments used were a self-efficacy questionnaire to become a counsellor, and a needs analysis questionnaire to become a counsellor using the Likert model. The results showed that the PKS-EDK module's pre-conditions to increase students' self-efficacy were in the high category, and students' readiness to become counsellors was in the high category. Hence, it was possible to develop a peer counselling program model prototype to increase self-efficacy as a counsellor.

INTRODUCTION

Higher education aims to prepare students to become members of society who have academic and professional abilities to apply, develop and create science, technology and arts (UU 2 tahun 1989 tentang pendidikan tinggi, pasal 16, ayat 1). Operationally, these goals will be formulated according to the specifications according to each department's career direction and study program in higher education. For the counselling guidance study program (BK), the aim will mean preparing students to have academic and professional abilities to enter and carry out tasks in guidance and counselling work in the community, as counsellors or BK teachers.

At the individual level of students in the BK study program, the purpose of their study in tertiary institutions will mean preparing themselves to enter the career

world according to their educational background, namely the field of counselling guidance. Of course, their steadiness and confidence in choosing the BK work field as a future career direction are crucial. This stability and self-confidence will affect their seriousness in following the educational process on campus and their career decisions to become counsellors.

One of the important factors that affect stability in career decision making is self-efficacy. Experts agree that self-efficacy is an important indicator of career choices' determination and stability (Bandura et al., 1999). Self-efficacy contributes to performance effectiveness and increases personal stability through determination and commitment to hard work, persistence, flexibility, and resistance to pressure and depression (Bandura, 2013).

The results of (Budiningsih et al., 2012) study show that self-efficacy can predict career decision making up to 45.22%. Dewi (2017) showed a relationship between self-efficacy and career decision making in psychology faculty students. Self-efficacy can influence the inability and inconsistency of individuals in making career decisions. According to (Wang et al., 2006) low self-efficacy in the career decision-making process can guide career decision-making, problems in developing a clear vocational identity, and uncertainty in making choices. Low self-efficacy can prevent individuals from realizing their interest in a career because they feel they do not have important abilities in their career. They are also less able to compete for jobs, lack experience, and do not know what to do to overcome the hurdles of getting a job successfully. Also, according to (Ormrod, 2009), self-efficacy also affects the choice of activities, goals and efforts, and individual persistence, including affecting learning and academic achievement.

Based on the research experience and brief observations of students in the BK FIP UNM study program, both in lectures and in thesis examinations, there are indications of low self-efficacy for some of them for a career in counselling guidance. This indication can be seen from their doubts and insecurities when faced with assignments or answering problems related to their functions if they become counsellors or BK teachers. Many of them are candid and directly express insecurity and mental impotence to carry out school counsellors' main functions and duties.

According to (Bandura, 1986), the quality of self-efficacy in a person is formed and changes due to learning outcomes through one or a combination of four main sources, namely

1. performance accomplishment, experiences associated with success and failure to achieve the expected results;
2. vicarious learning, the results of observations of other people's behaviour;
3. emotional arousal, the level of emotional tension in facing situations full of challenges and obstacles; and
4. verbal persuasion, encouragement or convincing motivation from others.

Based on these thoughts, to increase the self-efficacy of students for a career as a counsellor is strongly influenced by the experiences they have experienced

related to the fields and functions that are relevant to the counsellor's duties, inspiration and models from others observed, management of emotional tension in facing assignments, and the encouragement and motivation given. By those around him. Therefore, to increase the self-efficacy of being a counsellor, these determining elements need to be presented and simulated in the learning experience they are going through on campus.

Pandang (1996) has developed a peer counselling program model as a media counselling practicum experience for students of the counselling guidance study program. This model develops ideas and important peer counselling components and combines them with key elements that need to be considered in conducting practical experience in guidance and counselling. This module has been used as one of the benchmarks in implementing peer counselling programs at UNM so far, but it has only been implemented in terms of peer counselling programs, while the practical side of the counselling practicum experience has never been applied at all.

This study tries to adopt the peer counselling program model that researchers have developed with several revisions and adaptations to be used as an intervention strategy to increase self-efficacy to become a counsellor for students of the UNM FIP counselling guidance study program. A needs analysis is carried out as a first step in adopting a peer counselling model into the practicum counselling experience. Therefore, this study's objectives were 1) knowing the needs of BK students related to the development of peer counselling models to become a counsellor and 2) knowing the description of student self-efficacy as a counsellor candidate.

RESEARCH METHOD

The method is research and development, which refers to the Courseware Development Process (CDP model) model's development steps. This CDP model consists of six general phases: analysis, design, prototyping, formative evaluation, application, and summative evaluation (Gustafson, 1981). Schematically, the CDP Model can be described as follows:
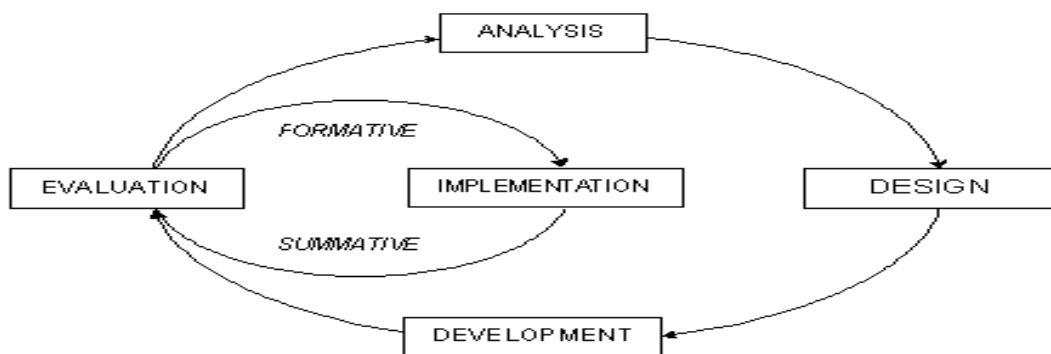

Figure 1: CDP Model Development Process (Adapted from Gustafson, 1981)

The Needs Analysis stage includes two types of activities, conceptual analysis and field need analysis. Conceptual analysis is directed at studying various concepts,

principles, and basic principles regarding the counselling practice experience program and peer counselling program. The operationalization of activities is carried out in library research, which is reviewing books, journals, research reports, the internet, or other sources accompanied by expert consultation and peer discussion.

The field needs analysis is intended to identify various needs and field characteristics that need to be considered in preparing the PKS-EDK Model. The need analysis is done in the form of research to assess students' and lecturers' needs and model development perceptions.

The research subjects included guidance and counselling study program students who consisted of four generations, namely 2016, 2017, 2018 and 2019 who were randomly selected as many as 177 people. Also, ten students were interviewed for representatives from each generation and were selected randomly. The data analysis instrument used a self-efficacy questionnaire to become a counsellor, and a needs analysis questionnaire to become a counsellor using the Likert model. The data collection techniques using interviews and student self-efficacy scales.

RESULT AND DISCUSSION

The need for the development of the PKS-EDK model is identified based on the self-efficacy profile of being a counsellor among students of the BK study program, the preconditions for peer counselling, and the readiness of students to be involved in organizing peer counselling programs on campus.

Based on the analysis of the self-efficacy inventory data being a counsellor distributed to 177 students of the FIP UNM Counseling Guidance study program, as shown in Table 4.1, the average self-efficacy index score for being a counsellor is 72.342. This value just entered the medium category. Moreover, this happens to all generations. In early 2019 students, the average score reached 70.429 with a minimum score of 21.58, 2018 class 72.666 with the lowest score 44.21, 2017 class with a mean score of 73.35 with the lowest score 43.68, and the last batch with a mean score of 76.245 and the lowest score is 60. This illustration shows that study program students' self-confidence in becoming counsellors is not optimal, and efforts are needed to improve it.

Table 1. Description of Self-Efficacy as a Counselor among guidance and counseling students

Batch	N	Mean	Std. Deviation	Minimum	Maximum
2019	54	70.429	12.256	21.58	90.00
2018	64	72.666	11.398	44.21	90.00
2017	51	73.348	10.816	43.68	91.58
2016	8	76.249	9.976	60.00	89.47
Total	177	72.342	11.449	21.58	91.58

Preconditions for implementing peer counselling programs in table 2.

The processed data results from the questionnaire on the need for peer counselling (which is the core of the PKS-EDK model) are presented. Of the ten items on preconditions that indicate a need to apply for a peer counselling program, six get a high category and four categories are very high. The table 2 shows that peer counselling as a medium to help each other and hone experiences in carrying out guidance and counselling service functions is possible and supported by students.

Table 2: Preconditions for Implementing Peer Counseling

Statement	Mean	Index	Category
1. Many students can be recruited and trained to carry out assistance services to other fellow students	4,28	85,55	High
2. If it has been trained, students will be able to help solve other fellow students' problems	4,06	81,29	High
3. Many problems among students can be handled and resolved with the help of peers	4,19	83,87	High
4. As long as I know, students confide more about their problems with other student friends than their guardian lecturers	4,74	94,84	Very High
5. As long as I know, students confide more about their problems with other student friends than their parents or close relatives	4,12	82,32	High
6. Students prefer to confide in their problems with other student friends rather than the college counsellors at (UPT BK UNM)	4,41	88,26	High
7. Students need to be trained in the right way to help other friends solve their problems	4,63	92,65	Very High
8. Students trained to handle cases (peer counsellors) should be available in each class/batch	4,45	88,90	High
9. By becoming peer counsellors, guidance and counselling students can learn to practice how to handle case	4,52	90,32	Very High
10. By becoming peer counsellors, guidance and counselling students can increase their competence and confidence to become a professional counsellor	4,55	91,10	Very High
TOTAL	43,95	87,91	High

The readiness of students to be involved in peer counselling programs

Based on the results of data analysis in Table 2, it can be seen that students of the BK FIP UNM study program show high readiness to carry out their duties as peer counsellors on campus. They believe and feel fit to be peer counsellors.

Table 3: Student Readiness to Carry Out Peer Counselor

Statement	Mean	Index	Category
1. I am willing to be recruited and trained to be a peer counsellor	4,24	84,77	High
2. If I have been trained, I can help friends find solutions to solve their problems	4,08	81,68	High
3. If chosen to be a peer counsellor, I am willing to take the task of peer counselling seriously	4,21	84,26	High
4. I can manage study time and other activities even though I am also given the task of working as a peer counsellor	3,66	73,29	High
5. Despite the training, I do not feel fit to be a peer counsellor.	2,44	48,77	High
TOTAL	18,64	74,55	High

The analysis results in Table 3 show that students have a high willingness to take advantage of peer counselling services on campus. They show a willingness to consult their problems with peer counsellors. Thus, the application of peer counselling becomes possible because of the potential for potential counselees to be served by peer counsellors.

Table 4: The Students Readiness to Use Peer Counselling Services

Statements	Mean	Index	Category
1. I like it if my class/batch has a trained peer counsellor	4,47	89,42	High
2. I will use peer counselor services to talk about some of my common problems	4,00	80,00	High
3. I am willing to discuss my academic problems with peer counselors	4,01	80,26	High
4. I am willing to discuss my socio-personal problems with peer counselors	3,62	72,39	High
5. I believe peer counsellors who have been trained can help find solutions to my problems	4,10	81,94	High
TOTAL	**20,20**	**80,80**	High

Data analysis results showed the mean (in the range of 0 - 100) self-efficacy as a counsellor for students of the BK FIP UNM study program was 72.342, or in the

moderate category. Some even got a very low score, namely 21.58. Table 4 shows among the student counsellor candidates. There are still many students who have low self-confidence to work as counsellors.

Self-efficacy in a career has a relationship with deciding to enter a career (Budiningsih et al., 2012; Dewi, 2017; Pratiwi et al., 2019), so the low self-efficacy of being a counsellor can influence their decision to enter a career as a counsellor. They can experience doubt and certainty in making choices Collins (Lyon & Kirby, 2000). Low self-efficacy is the result of learning experiences through one or a combination of four sources, namely: performance accomplishment, vicarious learning, emotional arousal, verbal persuasion (Bandura et al., 1999). Based on (Bandura, 1986), to increase the self-efficacy of being a counsellor, these determining elements need to be presented and stimulated in the learning experience they are going through on campus.

Through involvement in the peer counselling program, prospective counsellors are expected to get many opportunities to interact with the same tasks and work challenges they will face when they become counsellors. By being involved in the peer counselling program, they can apply the knowledge and skills gained from the lecture process to analyze and divide the problem and plan, implement, and assess the assistance services needed to solve the counselling problem.

The data analysis showed guidance and counselling students showed interest and willingness to be involved in peer counselling programs on campus, both in their roles as peer counsellors and as counselees. The results indicate that this program can be the right strategy to provide student experience in dealing with professional functions and counselling services. Various research results have shown that the peer counselling program can contribute positively in improving the abilities of those who serve as peer counsellors, such as basic counselling skills (Bernecker et al., 2020; Mashudi et al., 2020; Rahmawati & Suwarjo, 2019), professional attitude (Bett, 2013; Duys & Hedstrom, 2000), self-confidence, self-image, and personal growth (Pandang et al., 2019). Through involvement in the peer counselling program, prospective counsellors are expected to get many opportunities to interact with the same tasks and work challenges they will face when they become counsellors. By being involved in the peer counselling program, they can apply the knowledge and skills gained from the lecture process to analyze and divide the problem and plan, implement, and assess the assistance services needed to solve the counselling problem.

A peer counselling program model was developed specifically designed to provide a learning experience in carrying out counselling services, which are expected to increase students' self-confidence in participating in the counsellor's workforce. This model is called the peer counselling program model for increasing self-efficacy as a counsellor or is summarized by the term PKS-EDK Model. The basic framework of the PKS-EDK model consists of 5 (five) main components. Starting from capturing input through the selection component and the training selection component, the process component which consists of five main activities (needs

assessment, programming, peer counselling services, collaboration services, and assessment & follow-up), followed by the supervision-consultation component, and ends at output component in the form of service effect for counselees and peer counsellors.

The needs analysis results indicate the need to develop a peer counselling program model to increase self-efficacy as a counsellor (PKS-EDK). This right is shown by the inadequate self-efficacy value of being a counsellor for students of guidance and counselling study program, faculty of education, Universitas Negeri Makassar and students' readiness to be involved in peer counselling programs as counselees and as peer counsellors. Suggestions from this research are:

1. For further researchers, an experimental study is needed to see the effect of the PKS_EDK model on students' self-efficacy to become counsellors.
2. For universities, the PKS-EDK Model should be implemented in higher education to develop student career self-efficacy as a school counsellor.

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