

The Competence Collaboration of Guidance and Counselling Teachers in Indonesia

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Collaboration competence is a competence that needs to be mastered by every guidance and counseling teacher. It functions as a means of supporting the provision of guidance and counseling services at a school. Further, interdisciplinary collaboration is partnership cooperation in a team that involves professionals from various fields of science. It is done through coordination and collaboration for the sake of having the best decision-making in an effort of developing programs. This study attempted to determine the level of guidance and counseling teachers' interdisciplinary collaboration competence viewed from gender, age, and educational levels. In terms of methods, the current study used the scale of the Index of Interdisciplinary Collaboration (IIC) designed by (Bronstein, 2002). A total of 1161 guidance and counseling teachers throughout Indonesia were selected as respondents. Their data were analyzed using a descriptive analysis technique. Based on the findings, it is concluded that the overall level of guidance and counseling teachers' collaboration competence is low.

Keywords: competence, counselor, teachers

INTRODUCTION

Interdisciplinary collaboration models have been developed to meet the needs and specificities of institution's programs. This collaboration is defined as extensive activities done by professionals from various fields with the aim of providing services to clients (Barrault-Couchouron et al., 2022; Bronstein, 2002; Susilaningsih, 2017). It has been made in some of the following works. First, an interprofessional training model intended for practical exercises for graduate students from various disciplines (Crumb et al., 2018), an integrated model of Science, Technology, Engineering, and Mathematics (STEM) to encourage collaboration with professionals with different educational backgrounds (Wang et al., 2020), and a conservation values-based collaboration model developed by (Awalya, 2022). Awalya's model offers a program structure that puts forward harmonious and aligned principles to achieve the goals of the services provided. Furthermore, the previous various models of interdisciplinary collaboration were developed as a means of meeting the needs of institutional development.

Interdisciplinary collaboration in the United States shows positive results for female professionals (Borrego & Creamer, 2007). It enables professionals who have similar experiences and interests to work together. Here, the female role in this collaboration has positive impact but is a bit equitable in terms of performance (Bear & Wooley, 2011). On the other hand, the collaboration skills of Spanish female is more likely to be realized in sufficient knowledge access and varied investigations (Diaz-Fas, et al. 2020). Countries with individual characteristics positively correlate with interdisciplinary collaboration and maximum activity results.

Regarding the above theories, it is interesting to see the collaboration takes place in ASEAN countries, especially Indonesia, which has various societal characteristics. Based on Indonesian society's characteristics, the people depend on authority, hierarchy, and paternalistic status as the foundation of social organizations (Boyle, 1998; Erlangga, 2022; Randita et al., 2019). Then, it is also known that Indonesian depends on a patronage relationship to ensure loyalty and progress among leaders, bureaucracy, and the private sector, not to mention the desire to avoid conflicts, defend political and business power, as well as limit individual and societal controls (Boyle, 1998; Randita et al., 2019). This topic is interesting to investigate since it is also a recommendation from (Andersson, 2001) to see the interdisciplinary collaboration effects of age, job tenure, educational level, school grades, and gender.

In terms of age, the implementation of interdisciplinary collaboration does not seem run well. The results of Andersson & Ronnberg's study (1997) show that collaboration done with older age and more experienced people will have a negative impact on the partners but positive impact for the elders. It is supported by a study (Duran & Gauvin, 1993) that collaboration done with the professionals at the same age will result in good involvement, but if it is done with elders and more experienced, the elders will involve more. A latest study has also proved that the younger professionals experienced obstacles in the collaboration when paired with elders (Yusra, et al. 2019). Further, age and job tenure truly have a significant result in developed countries. Then, the collaboration in Indonesia with the characteristics of being dependent on authority, hierarchy, and paternalistic status, is still left undiscussed.

Based on educational level background, collaboration has potential issues. It is stated by (Green & Johnson, 2015) that people may see other group members as competitors in interdisciplinary collaboration. Another fear is interaction due to historical alienation or low status in social hierarchies. Another issue is that some members have a profession considered prestigious in terms of culture, so others may see themselves low. As a result, there may be unclear job descriptions and dependency on one expert member. (Bush & Grotjohann, 2020).

Even though collaboration may rise issues, but its implementation must be supported to be done in an interdisciplinary manner with professionals outside an institution. Generally, interdisciplinary collaboration is rarely done in a school setting (Awalya et al., 2022; Rahmat, 2019) even it is an institution with complex problems. What commonly done is the collaboration between schools and industries that is done by vocational schools, while the regular high school is not (Achsani, et al., 2020; Ramdani, et al., 2019). It means regular high schools do not prepare their graduates with particular skills.

School counselor is a professional in the field of mental health in education. This profession has got legality in the Republic of Indonesia Law on the National Education System, 2003, but it is rarely found that the professionals in this job do interdisciplinary collaboration (Awalya, et al., 2022; Rahmat, 2019). Interdisciplinary collaboration is defined as a team partnership involving various sciences, done as collaboration and full of coordination to make the best decision to improve programs (Susilaningsih, 2017). Issues at a school requires interdisciplinary collaboration between professionals in various fields, but it is rarely done.

Further interdisciplinary collaboration for the improvement of school counsellors is urged to be done to answer a question from (Bronstein, 2002), "can interdisciplinary collaboration give better results for clients?" According to (Leman, 2015) counselors can benefit from this collaboration in the way they obtain information from other professionals, so this kind of collaboration requires suitable models to implement (Bronstein, 2002).

A collaborative model has ever been developed by (Crumb, et al., 2018) to facilitate interprofessional training for various fields of science. It gives some practice for graduate school students from various field of sciences. In addition, students are asked to find the best solution to solve problems and design problems at practice institutions. Apart from its benefits, this model needs to be developed further. Another model is by (Wang, et al., 2020) which is called as STEM collaboration model, an integrated model that encourages cooperation between professionals from various fields of science. This model contributes to the curriculum.

Integration, discipline, multidiscipline, interdisciplinary, and transdisciplinary. The next model is a conservation values-based collaboration model developed by (Awalya, 2022). It offers program structures that prioritize harmony to achieve the objectives of the service given.

The previously developed interdisciplinary collaboration models have been invented to meet the needs and characteristics of institutional programs. In terms of gender, female collaboration in the United States achieved positive results (Borrego & Creamer, 2007). This collaboration gave those females a forum that facilitates experiences and interests. Even though the effect is positive, the collaboration done in the United States seemed a bit unclear in terms of performance (Bear & Woolley, 2011). In other way, Spanish females tend to not access knowledge that much, rather they prefer to discuss about the collaboration between female or women in a research (Diaz-Fas, et al., 2020). Furthermore, countries with individual characteristics positively correlate with interdisciplinary collaboration and maximum activity results.

Based on the literature, Indonesian depends on authority, hierarchy, and paternalistic status as principles of social organization (Boyle, 1998; Erlangga, 2022; Randita et al., 2019). It is also known that Indonesian depends on a patronage relationship to ensure loyalty and progress among leaders, bureaucracy, and the private sector, not to mention the desire to avoid conflicts, defend political and business power, as well as limit individual and societal controls (Boyle, 1998; Randita et al., 2019). It was interesting to examine more deeply whether the implementation of interdisciplinary collaboration in Indonesia has the same effect as in more developed countries.

METHODS

This study involved 1161 guidance and counseling teachers (both public and private schools, including the levels of junior high school or Islamic junior high school or Islamic senior high school, or / vocational school). Those were sampled using a purposive sampling technique. In this process, the researchers and counselors collaborated to distribute the instrument using a cross-sectional survey method to collect the data.

The instruments used were the Index of Interdisciplinary Collaboration (IIC) developed by (Bronstein, 2002) with a total of 49 items. It measures the aspects of 1) interdependence; 2) newly created professional activities; 3) flexibility; 4) collective ownership of goals; and 5) reflection on the process. This instrument was filled by choosing four scaling options for each statement item (1=strongly disagree; up to 4=strongly agree). Furthermore, its internal consistency after being measured using alpha Cronbach was 0.935 (Lyles & Oliver, 2007).

In analyzing the data, descriptive statistics were used to reveal the level of competence of counselor collaboration with other stakeholders/professionals, while the hypothesis testing analysis was carried out using multiple regression analysis.

RESULTS

Table 1 presents the descriptive statistics, zero-order correlation, and internal consistency (Cronbach's α) for each variable. In terms of intercorrelation, the female gender had a negative correlation with interdisciplinary collaboration. In the same way, age and job tenure did the same related to the collective ownership aspect. The higher the age and job tenure, the lower collaboration in the aspect of collective ownership.

Following the descriptive statistics, hypothesis testing was carried out using multiple regression analysis. Findings stated that of five predictor variables (gender, job tenure, level of education, school grades, and gender) it was only gender that affected the interdisciplinary collaboration b (SE) = -2.12 (.476), p = .001, 95 % confidence interval (CI) = [-3.051, -1.185]. Meanwhile, the other variables were age (b (SE) = -.025 (.036), p = .491, 95% confidence interval (CI) = [-.095, -.046]), length of work b (SE) = .010 (.014), p = .804, 95 % confidence interval (CI) = [-.070, .090], education level b (SE) = .218 (.368), p = .553, 95 % confidence interval (CI) = [-.505, .941], and school grades b (SE) = .518 (.425), p = .223, 95 % confidence interval (CI) = [-.316, 1.352], did not affect interdisciplinary collaboration. Afterward, the influence of predictor variables on each dimension of interdisciplinary collaboration is described in Table 2. Here, it was known that gender played a role in interdependence and professional activities. In detail, females weakened this aspect, while males reinforced these two. Then, age predicted collective ownership; the older someone, the lower his collective ownership dimension.

TABLE 1
DESCRIPTIVE STATISTICS, ZERO-ORDER CORRELATIONS, AND CRONBACH'S A (IN BRACKETS) OF THE VARIABLES,
N=1161

Variables	Mean (SD)	1	2	3	4	5	6	7	8	9	10
1 Interdisciplinary Collaboration [.782]	115.57 (7.39)	-									
2 Interdependence [.410] ^a	33.47 (2.64)	.673***	-								
3 Professional Activities [.417] ^a	16.90 (1.68)	.673***	.336***	-							
4 Flexibility [.372] ^a	14.47 (1.42)	.723***	.286***	.452***	-						
5 Collective Ownership [.349] ^a	22.02 (1.85)	.749***	.338***	.369***	.505***	-					
6 Reflection on Process [.626] ^a	28.71 (2.60)	.796***	.283***	.418***	.565***	.558**	-				
7 Age [.920] ^a	39.81 (11.33)	.020	.016	-.005	-.040	-.097**	-.018	-			
8 Job Tenure	12.83 (10.02)	-.030	.013	-.016	-.017	-.075*	-.024	.848***	-		
9 Education ^b	1.28 (.59)	.025	-.010	.056	.038	.009	.017	-.018	.001	-	
10 School Level ^c	2.49 (.51)	.039	.016	.053	.013	.044	.022	-.125***	-.123***	.071*	-
11 Gender ^d	1.71 (.45)	-.130***	-.196***	-.102***	-.069*	-.017	-.056	.017	.048	.048	.010

*p < .05. **p < .01. ***p < .001

^ainternal consistencies (Cronbach's Alpha)

^b1 = bachelor degree, 2 = counselor degree, 3 = master degree

^c1 = primary school (SD, MI); 2 = secondary school (SMP, MTS), 3 = high school (SMA, MA)

^d1 = male, 2 = female

TABLE 2
MULTIPLE REGRESSION OF DIMENSION OF INTERDISCIPLINARY COLLABORATION
WITH PREDICTOR VARIABLES (AGE, JOB TENURE, EDUCATION, SCHOOL
LEVEL, AND GENDER) N = 1161

Dependent Variables	Predictors	95% CI			
		B	SE	p	LB - UB
Interdependence	1	.001	.013	.984	-.025 - .025
	2	.007	.014	.648	-.022 - .035
	3	-.081	.130	.536	-.337 - .175
	4	.117	.151	.437	-.178 - .412
	5	-1.152	.168	<.001	-.178 - .412
Professional Activities	1	.004	.008	.594	-.012 - .020
	2	-.005	.009	.591	-.023 - .013
	3	.142	.084	.090	-.022 - .306
	4	.164	.097	.090	-.025 - .354
	5	-.369	.108	<.01	-.582 - -.157
Flexibility	1	-.012	.007	.098	-.025 - .002
	2	.009	.008	.241	-.006 - .025
	3	.083	.071	.247	-.057 - .222
	4	.023	.082	.784	-.139 - .184
	5	.009	.008	.241	-.006 - .025
Collective Ownership Of Goals	1	-.019	.009	.033	-.037 - -.002
	2	.006	.010	.581	-.014 - .026
	3	.012	.093	.901	-.170 - .194
	4	.118	.107	.269	-.092 - .328
	5	-.068	.120	.572	-.302 - .167
Reflection on Process	1	.002	.013	.906	-.024 - .027
	2	-.006	.014	.658	-.035 - .022
	3	.063	.131	.631	-.194 - .319
	4	.096	.151	.525	-.200 - .392
	5	-.311	.169	.066	-.642 - .020

DISCUSSION

Based on the results of the calculation, it was obtained that the instrument consistency was low, namely 0.78. Further, items with low consistency were retained as a means for comparison with the previous studies. The low consistency happened due to the difference in culture in which the instrument originated from a country that tends to be individualistic, while Indonesia, as the site tends to be collectivist. Collectivism culture focuses on social order and the interdependence between individuals in different roles. Society is a key focal point, emphasizing the deep relationships and interdependence between individuals (Arar and Oplatka 2014; Kaasa 2016; Kaasa and Vadi 2010; Tian et al. 2018). This culture of collectivism influences individual behavior in the process of interdisciplinary collaboration.

Another predictor variable was guidance and counseling teachers at of junior high school or Islamic junior high school or Islamic senior high school or / vocational school). Teachers from different education levels were chosen because it was believed that they faced different problems in students' developmental tasks. (Baugh, 2018) explains guidance and counseling teachers at Islamic junior high school or Islamic senior high school level assist students in knowing the relationship between education and career and facilitating them to continue their studies to a higher level. For more, (Baugh, 2018) states at of junior high

school or Islamic junior high school or Islamic senior high school or / vocational school, the role of guidance and counseling teachers is to bridge students to prepare careers, recommend colleges, and channel students to work for students who do not continue their studies at tertiary institutions. Both descriptions share the importance of knowing the competence of interdisciplinary collaboration of guidance and counseling teachers at every school level. Besides, students' problems are different between levels depending on their development. At the Islamic junior high school or Islamic senior high level, students may face the issue in low self-control and high bullying, and problems using the internet (Fairuz & Rinaldi, 2021; Ariffudin, Mulawarman & Japar, 2018), while at the junior high school or Islamic junior high school or Islamic senior high school or / vocational school level students problems are more likely to be a matter of career maturity, psychological flexibility, (Hidayat & Prabowo, 2018; Alrefi et al., 2020).

Regarding the findings, gender contributed the greatest influence with the female gender weakening the interdependence and professional activities dimensions, while males did vice versa. Both genders had different qualitative interactional pattern in the process of collaboration (Kanter, 1977; Ibarra, 1992; Smith-lovin and McPherson, 1993). Male tends to have dominant networks, whereas women tend to have female or mixed networks (McKinsey and LeanIn. Org, 2015). Academic norms might influence why only gender affected collaboration processes. For example there are common social practices, especially in male-dominated disciplines, where women receive more attention than men (Gupta, Poulsen, & Villeval, 2013). Related to gender (Soonert & Holton, 1996) argue career gap is influenced by the same thing, namely, women tend to be less competitive so they are more focused on themselves, in contrast to men they are more vocal in building relationships to support careers.

Interdependence reinforces interdisciplinary collaboration because it is a simultaneous process in collaboration. Similarly, professional activities encourage professionals to respect each other. To gain successful collaboration good communication, clear division of tasks and responsibilities, clear ideas about common goals, and balanced power relations between the parties involved are needed (Meyers et al., 2012; Stenberg, 2009; Weinholt, 2010).

Interdisciplinary collaboration skill is an indicator to own by guidance and counseling teachers. The Regulation of the Minister of Education and Culture no.111 year 2014 concerning guidance and counseling article 9 point (5) explains that in carrying out their duties, school counselors need to collaborate with stakeholders both inside and outside the education unit. The stakeholders can be service partners, data/information sources, consultants, and resource persons through collaborative service strategies, consultations, visits, or handover of cases. Collaboration is a fundamental activity of counseling services where Counselors or guidance and counseling teachers work together with various parties on the basis of the principles of equality, mutual understanding, mutual respect, and mutual support. All collaborative efforts are directed at a common interest, namely to optimize students' personal, social, learning, and career development. The collaboration can be done among guidance and counseling teachers, subject teachers, homeroom teachers, parents, and other relevant parties to build understanding and or joint efforts to help. Interdisciplinary collaboration provides new insights related to individual empowerment that has been compiled in the guidance and counseling programs. For example, in problem solving or in the process of determining referrals, guidance, and counseling, teachers need to be supported in doing so through interdisciplinary collaborative efforts.

This study showed that the age variable predicted collective ownership goals, namely the older someone is, the lower his collective ownership goals. This dimension covers common responsibility to achieve the goals of interdisciplinary collaboration. In terms of guidance and counseling, this dimension teaches counselees to be responsible for every success or failure, as well as behavior that supports disagreement and constructive consideration between colleagues and counselees (Abramson & Rosental, 1995; Billups, 1987). Results obtained in this dimension illustrate individual's age affects the responsibility of achievement, or the older someone is the lower he shares a common responsibility to achieve goals. Some factors may affect it, such as decreased performance due to age, and a tendency to focus on oneself in approaching retirement.

Guidance and counseling teachers are expected to improve students' psychological, affective, and cognitive welfare, so they need more extra effort in providing their services at schools. To do so, they can

do an interdisciplinary collaboration between teachers (Moolenaar, 2012), social workers (Bornstein, Ball, Mellin, Wade-Mdivanian, & Anderson-Butche, 2011), school personnel and community leaders (Anderson- Butgher et al., 2010; Horwath and Morisson, 2007), and other interprofessional (Bronstein, 2003). Through these collaborative efforts, the guidance and counseling teachers are expected to be able to increase the effectiveness of the guidance and counseling programs at schools, and the chances of success are greater. Guidance and counseling teacher flexibility is needed in this process. In this study, it is found that gender affects the level of flexibility in the process of interdisciplinary collaboration of guidance and counseling teachers. Flexibility is defined as the flexible attitude of the guidance and counseling teacher in the process of interdisciplinary collaboration. This enhances the success of a collaborative effort indicated by how the guidance and counseling teacher can apply a flexible attitude towards other professionals.

CONCLUSION

The study concludes that the higher the age and job tenure, the lower collaboration in the aspect of collective ownership. Gender played a role in the dimension of interdependence and professional activities. In detail, females weakened this aspect, while males reinforced these two. Then, age predicted collective ownership; the older someone, the lower his collective ownership dimension.

SUGGESTIONS

Internal consistency obtained based on test statistics in this study is included in the low category. For future researchers, we recommend testing the instruments used in this study on different populations, considering aspects of collectivism, gender roles, age, and length of time the respondents have been in their profession. The extended collaboration aspect of this research can also be reconsidered in the following research.

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