

The Use of Transformative Learning Models in the Education of Prospective Guidance and Counselling Teachers



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ABSTRACT: Many Guidance and counseling teachers who cannot carry out guidance and counseling in schools. This issue can be a reminder for universities that organize guidance and counseling programs. Guidance and counseling teaching and learning need to be improved. This study explores the use of transformative learning models in preparing guidance and counseling teacher candidates. This study uses a literature review method with an integrative review approach. The results of this study show that transformative learning can be used in teaching. Implementing transformative learning in teaching guidance and counseling has a goal, so prospective Guidance and counseling teachers can experience transformation. So that the individual becomes a lifelong learner, this learner can direct himself to continue learning, be critical, and think independently. So that prospective guidance and counseling teachers continue to learn to become competent guidance and counseling teachers.

KEYWORDS: Guidance and counseling, Teaching, Transformative learning.

INTRODUCTION

Counselors and/or guidance and counseling teachers in Law No. 20 of 2003 concerning the Indonesian Education System are called Educators. The education level taken distinguishes counselors, guidance, and counseling teachers. According to the Minister of Education and Culture, No. 111 of 2014, guidance and counseling teachers are educators with Bachelor of Guidance and Counseling qualifications. Meanwhile, counselors have the academic qualifications of a Bachelor of Guidance and Counseling and have taken Counselor Professional Education. Universities that organize undergraduate guidance and counseling education should develop four core competencies in guidance and counseling teacher candidates. These four competencies refer to Permendiknas No 27 of 2008. The four competencies that guidance and counseling teachers must master are pedagogical competence, personal competence, social competence, and professional competence.

Based on these competencies, guidance, and counseling teachers must be able to provide guidance and counseling services from planning and implementation to evaluation. From assessing the needs of students, creating guidance, and counseling programs, and implementing guidance and counseling programs, to evaluating the implementation of guidance and counseling programs (Depdiknas, 2007). Regarding the competence of organizing, designing, implementing, and evaluating guidance and counseling programs, guidance and counseling teachers are still found who do not have optimal abilities in organizing guidance and counseling programs, especially in designing and compiling guidance and counseling programs (Nurrahmi, 2015). This issue was also found by Wardhani et al. (2019). Namely, several aspects of competence need to be further developed in guidance and counseling teachers.

Furthermore, Nurrahmi (2015) explained that there were indications of buying and selling of guidance and counseling programs, there were similarities in guidance and counseling programs in each school, and there were the same programs every year, even though this activity was the first and foremost activity for implementing the guidance and counseling program. Implementation of the program will be challenging to implement if the program is made not from the guidance and counseling teacher's thoughts and plans so that it is still visible in the implementation of the program that the Guidance and counseling teacher is confused and does not understand implementing the guidance and counseling program. The latest research conducted by Barida & Widyastuti (2020) also shows that many guidance and counseling teachers are incompetent in carrying out guidance and counseling services. For example, many counseling teachers experience difficulties in implementing group guidance and group counseling services.

The lack of competence of guidance and counseling teachers in the field needs to be a concern of universities that organize guidance and counseling study programs. Universities, especially guidance and counseling lecturers, need to improve the administration of lectures. Because the lecturer's teaching method can affect student competence (Kurniawan, 2021), seeing the gap between the abilities of guidance and counseling teachers in the field, lecturers must use methods with competencies that can be

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practiced directly. Also, methods can be implemented online because after COVID-19, learning in educational institutions is encouraged to do online learning (Ari Irawan et al., 2022). Apart from that, online learning also encourages the importance of competence in carrying out Cyber Counseling (Afiati et al., 2020). So, we need learning methods that can give guidance and counseling students or prospective guidance and counseling teachers a transformative perspective.

According to Rosmilawati (2017), a transformative perspective is a learning concept that changes how individuals understand and interpret reality and life experiences. To develop a transformative perspective, educators can use transformative learning models because transformative learning is a learning model developed from a transformative perspective. This means that the use of Transformative Learning Models in Guidance and counseling students will develop competencies that are by the competencies needed in schools. So, the purpose of this study is to examine the use of Transformative Learning Models in preparing guidance and counseling teacher candidates.

METHOD

This study uses the literature review method, namely reviewing literature related to Transformative Learning Models and teaching guidance and counseling in tertiary institutions. This literature review uses an integrative approach to synthesize existing literature (Torraco, 2005). With the steps of (1) designing a review, (2) reviewing articles and books related to transformative learning methods, (3) analyzing the literature relating to transformative learning and teaching guidance and counseling in tertiary institutions, and (4) writing reviews (Snyder, 2019).

RESULTS AND DISCUSSION

Implementing guidance and counseling in higher education usually produces educational degrees in the field of guidance and counseling following the learning proportion of 60% theory and 40% practice. These theoretical and practical courses are the capital of prospective teachers to be able to organize guidance and counseling services in schools. Teaching methods usually use more lecture or discussion methods. Using transformative learning methods will become a new model in teaching guidance and counseling.

TRANSFORMATIVE LEARNING MODELS

Transformative learning theory emerged in the 1970s due to the findings of research by Mezirow (1978) on a group of women who returned to school after a long absence. Mezirow's wife is one of his research subjects. This study focuses on the changes in roles and self-concepts women experience due to the learning process. This study discovered that in addition to developing women's critical awareness as a result of learning experiences after returning to school, assumptions and ways of thinking (frame of reference) changed, which Mezirow later referred to as a 'transformative perspective' (Mezirow, 2000).

The findings of Mezirow's study on women returning to school are consistent with Indonesian youth returning to school via alternate channels, one of which is equality education. Equality education is intended for children and youth who have dropped out of traditional schools before completing their education. Some of these disadvantaged youth, like the women in Mezirow's study, chose to return to school. Because there is a possibility that adolescents in non-formal education will change their perspective, understanding, and meaning of life experiences, studying this theory is very useful for assisting observers of alternative education in interpreting the meaning of learning experiences (Rosmilawati, 2017).

According to Rosmilawati (2017) philosophy of transformative learning departs from constructivism, humanism, and critical social theory perspectives. The fundamental assumption of constructivism is that every human being can interpret oneself based on the outcomes of interactions with other individuals rather than outside influences (Mezirow in Rosmilawati, 2017). As a result, transformative learning is a process in which the learner forms, evaluates, and revises their assumptions and views of what they encounter and learn. Furthermore, Mezirow's transformative perspective is influenced by critical social theory.

Individuals transform as a result of transformative learning methods. Individuals who transform into learners can direct themselves, be critical, and think independently (Sirimorok, 2010). Furthermore, Rosmilawati (2017) explains how to achieve this transformation process in four ways: (i) elaborating the existing frame of reference for thinking; (ii) studying a new frame of reference for thinking; (iii) changing points of view; or changing habits of mind. Mezirow in Rosmalawati (2017) outlines the process of altering (transforming) a person through the following stages:

1. Being in a perplexing situation
2. Self-examination of sentiments of guilt or shame
3. Critical evaluation of assumptions
4. Recognizing that one's dissatisfaction and transformation process is shared and that others have negotiated a similar shift
5. Investigating new roles, connections, and actions
6. Planning of action
7. gaining information and abilities for carrying out one's plan
8. Trying out new roles on a trial basis
9. Developing competence and self-esteem in new responsibilities and relationships

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10. Reintegrating into one's life by the conditions imposed by one's new perspective

TRANSFORMATIVE LEARNING MODELS IN TEACHING GUIDANCE AND COUNSELING

Implementing transformative learning in guidance and counseling has a goal so prospective Guidance and counseling teachers can experience transformation. So that the individual becomes a lifelong learner, this lifelong learner can direct himself to continue learning, be critical, and think independently. After completing their undergraduate education and becoming Guidance and counseling teachers, they will not stop learning. The transformative learning steps for prospective guidance and counseling teachers include three stages: elaborating the existing frame of reference for thinking, learning a new frame of reference for thinking and changing perspectives, or changing habits of mind.

To achieve transformation, lecturers in charge of the subject must use a how-to-learn approach (Hardika, 2016). According to Hardika (2016), learning how to learn can teach students to experience behavior transformation in learning, namely learning more creative behavior. This learning creativity can be measured, among other things, by or shown by the following indicators, namely (1) increasing levels of attendance in learning, decreasing rates of skipping studies, (3) attending lessons more on time, (4) increasing willingness and courage to express opinions in the process learning, (5) increasing the ability to solve learning problems, (6) increasing the ability to learn independently, (7) increasing obedience and timeliness in completing learning loads, (8) increasing courage and ability to propose ideas that are considered innovative, (9) increasing interaction mutual learning, (10) increased willingness and courage to admit one's weaknesses and the strengths of others, (11) increased achievement motivation, (12) increased courage to adopt new ideas or things, (13) increased courage and confidence in making decisions learning, (14) increasing willingness to help colleagues, (15) increasing willingness to apply learning outcomes to real life.

Guidance and counseling teaching must also be oriented towards identifying professional problems in the field and understanding and being directly exposed to these problems. The learning method commonly used is similar to the work-integrated learning method. Students are directly exposed to work. Thus, developing self-understanding and introspection of the abilities they have. In addition, lecturers in charge of the subject can also use the field trip or student exchange learning method. Implementing transformative teaching in the counseling profession with this model has proven successful. This success can be seen in the research of McDowell, Goessling, and Melendez (2012) and Smith, McAuliffe, and Rippard (2014).

McDowell, Goessling, and Melendez (2012) explored students' experiences completing an international course at a family therapy faculty in the United States counseling psychology department. According to the results of this study, students who feel thin are personally and professionally transformative. Spending time in a foreign country allows them to learn from cultural differences, increasing the social and global awareness necessary for multicultural sensitivity. Learning experiences, reflections, and dialogue generate critical awareness among participants. From this research, it can be interpreted that allowing students to be directly exposed to their profession will make students carry out personal and professional transformation so that this experience encourages them to gain critical awareness about their abilities.

Smith, McAuliffe, and Rippard (2014) examined counseling learning through a transformative model using the study abroad method. This research is motivated by the importance of a global perspective in counseling. Smith et al. (2014) examined 19 students involved in exchange lessons. As a result, students have abilities that will be useful when working and have a broader perspective than ordinary students. Students are more involved with others, become more self-aware, can increase autonomy, increase cultural relativism, and place the counseling profession in an international context. From this study, it can be interpreted that learning guidance and counseling in student exchanges, especially in international exchanges, can develop transformative thinking in students. Guidance and counseling lecturers can use a method like this by taking advantage of the independent student exchange program organized by the Indonesian government, although only at the national level.

CONCLUSIONS

Transformative learning theory originated in the 1970s due to Mezirow's large-scale study findings. Transformative learning philosophy differs from constructivism, humanism, and critical social theory. Implementing transformative learning in teaching guidance and counseling has a goal so prospective guidance and counseling teachers can experience transformation. So that the individual becomes a lifelong learner, this learner can direct himself to continue learning, be critical, and think independently. Transformative learning has been proven to increase the transformative thinking of students in counseling. Learning methods that can be used include student exchange, work-integrated learning, and field trips.

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