Development of ASEAN counselor education standards

U Suherman\textsuperscript{1,*}, A Ahman\textsuperscript{1}, M Solehuddin\textsuperscript{1}, M A S B M Arip\textsuperscript{2}, N Budiman\textsuperscript{1} and D Suryana\textsuperscript{1}

\textsuperscript{1}Universitas Pendidikan Indonesia, Bandung, Indonesia
\textsuperscript{2}University of Education Sultan Idris, Tanjung Malim, Malaysia

*umans@upi.edu

Abstract. This research is motivated by the importance of the development of ASEAN Counselor Education Standards whose member countries have similar cultural and geographic contexts. The purpose of the study is the formulation ASEAN Counselor Education Standards. The research was conducted through survey of lecturers and counselor education students UPI and UPSI. Data were collected through the ASEAN Counselor Education Standards Questionnaire. The findings of the study were (a) in the total analysis and the aspect there was no similarity of views between lecturers and students on the development of ASEAN Counselor Education Standards, but on the indicator analysis there was a similar view between lecturers and students on the development of ASEAN Counselor Education Standards, (b) both lecturers and students are important development of ASEAN Counselor Education Standards, (c) the formulation of the ASEAN Counselor Education Standard includes 1: Learning Environment, Standard 2: Professional Counseling Identity, Standard 3: Professional Practices, and Standards 4: Evaluation in the Program. The research recommendation is addressed to the higher education institution of counselor education organizers in ASEAN and subsequent researchs. The conclusion of the ASEAN counselor education standard can be used as guidance for the development of counselor education in guidance and counseling study program in ASEAN.

1. Introduction

Research development of ASEAN counselor education standards is one of a series of follow-up of International Conference on Teacher Education, Bandung, July, 28-29, 2014 and research on counselor professional education in 2015-2016. One recommendation is meant seminar future counselor education should be research based characterized by: (1) student counselors completing their studies with the research, (2) guidance and counseling US a discipline and professional services developed through research and become a research area [1]. On the other hand, Kartadinata asserts that the accessibility of transcultural guidance and counseling services among ASEAN countries should be expanded through the development of ...... standardization of ASEAN counselor education program [1]. Meanwhile, one of the research findings on counselor's professional education is that the counselor's professional education development system is primarily in the potential. Counselor Professional Education Program (KDP) to be the basis for the development of minimum counselor professional education standard in Southeast Asia [2].

Along with the trends and challenges of the global era, the development of education in the ASEAN community, including the development of ASEAN counselor education standard becomes a very crucial issue to be studied further [1,2]. This is in line with the characteristics of ASEAN countries that have
geographic equations, cultural foundations, and similarities which have a certain standard of education in accordance with ASEAN cultural contexts as to accelerate the realization of cooperation among ASEAN countries in the field of education [3]. The issue of ASEAN counselor education standardization is getting stronger when the enactment of the ASEAN Economic Community or ASEAN Free Market 2015 [2]. For Ruth and Lien, the current standardization of counselor education should accommodate the cultural context [4]. In the practical perspective of multicultural counseling, ASEAN is a cultural context [4]. Norman asserts that the local cultural context needs to be a basic consideration in developing educational standards so that education shall have power supple (resilience) is high so adaptive to the requirement that the education takes place [5].

Standards counselor education includes aspects of (1) the learning environment with a sub aspect the institution, the academic unit, as well as faculty and staff; (2) professional counseling identity with sub aspect foundation and counseling curriculum; (3) professional practice with sub aspects of entry-level professional practice, practicum, and internship; and (4) evaluation of the program with a sub-aspect, evaluation of the program, assessment of students, evaluation of faculty and supervisors) [6]. The fifth aspect of the counselor education standards, curriculum content becomes very important to be standardized. Referring standard CACREP, the content of the curriculum Education counselors includes orientation professional counseling orientation and ethical practices, social and cultural diversity, human developments, career development, counseling and helping relationships), group counseling and group work, assessment and testing, and research and program evaluation [6]. Indeed, through this research, the formulation of ASEAN counselor education standard that can be referenced by all Guidance and Counseling Study Programs in ASEAN community.

2. Research method
This research implemented for one year, in 2017 at the University of Indonesia (UPI) in Bandung and Universitas Pendidikan Sultan Idris (UPSI) in Malaysia. The study uses a model of research and development (R & D) is modified into two phases within a period of 2 years [7]. The first stage including planning, empirical studies, rational formulation and validation of ASEAN Counselor Education Standards. Second stage includes a test of the effectiveness of ASEAN Counselor Education Standards. Research subjects consist of lecturers and students on counseling education program UPI Indonesia and UPSI Malaysia. Details include 10 lecturers and 22 students in the education program UPI Indonesia counselor and 10 lecturers and 22 students on UPSI Malaysia counselor education program. Research subject taking is purposive.

The data required in this study were summarized through interviews, focused discussions, expert judgments, observation guides and documentation study guides. The draft guidelines are used to explore the identity of the teacher profession, focused and expert judgment on the formulation of ASEAN counselor professional education standards. Study documentation used to compile the results of research related to professional education standard ASEAN counselor.

3. Results

3.1. Lecturer’s view of the development of ASEAN counselor education standards
To obtain empirical data view on the development of educational standards lecturer ASEAN counselor analyzes good percentage of the total percentage, aspect, and Indicator even per item. Based on percentage per aspect analysis, lecturers considers that the development of ASEAN counselor education standards includes: (1) the learning environment both in terms of the institution and the academic unit; (2) counseling professional identity both in terms of foundation and counseling curriculum; (3) professional practice both entry-level professional practice, practicum, and internship; and (4) evaluation in the program either evaluation of the program and a assessment of students. Degree of lecturers' percentage of perspective toward aspect-aspect of developing ASEAN counselor education standard can be observed in the following table.
Table 1. Percentage of lecturer's views on aspects development of ASEAN counselor standards.

| No. | Aspect                      | Percent (%) | Category   |
|-----|-----------------------------|-------------|------------|
| 1.  | the learning environment    | 81.25       | Very high  |
| 2.  | professional counseling identity | 87.5     | Very High  |
| 3.  | professional practice       | 69.75       | High       |
| 4.  | evaluation in the program   | 91.67       | Very high  |

3.2. Student's view on the development of ASEAN counselor education standards

To obtain empirical data of the students' view on the development of ASEAN counselor education standard, percentage analysis is performed either percentage of total, aspect, or indicator even per item. Based on percentage per aspect analysis, the students considered that the development of ASEAN counselor education standard includes: (1) The learning environment both in the institution and academic unit; (2) professional identity counseling both in foundation and counseling curriculum; (3) professional practice of entry-level professional practice, practicum, or internship; and (4) evaluation in the program both evaluation of the program and assessment of students. The degree of percentage of the lecturers' view on aspect-the aspect of the development of ASEAN counselor education standards can be observed in the following table.

Table 2. Percentage of student's view on developmental Aspects ASEAN counselor standards.

| No. | Aspect                      | Percent (%) | Category |
|-----|-----------------------------|-------------|----------|
| 1.  | the learning environment    | 71.022      | High     |
| 2.  | professional counseling identity | 76.58     | High     |
| 3.  | professional practice       | 72.5        | High     |
| 4.  | evaluation in the program   | 75.25       | High     |

3.3. Similarity of view between lecturer and student about the scope of development of ASEAN counselor education standards

To obtain empirical data, the similarity of views between lecturers and students about the scope of development of ASEAN counselor education standard is done two analysis, that is statistical analysis by using t test and percentage analysis.

Table 3. Independent samples test similar view between lecturer and student on the development of ASEAN counselor education standards based on total data.

| Levene's Test for Equality of Variances | t-test for Equality of Means |
|----------------------------------------|------------------------------|
| Sig. F (2-tailed) | Mean Difference | Std. Error | 95% Confidence Interval of the Difference |
| Equal variances assumed | 16.934 | .000 | -2.715 | 62 | .009 | -10.65455 | 3.92482 | -18.50015 | -2.80894 |
| Equal variances not assumed | -3.818 | 54556 | .000 | -10.65455 | 2.79075 | -16.24836 | -5.06074 |
From Table 3 obtained the result of equality test of two average lecture score in general with student score in general at 0.000, at significance level $\alpha = 0.05$. So based on the hypothesis used for this two-averaging test $H_0$ is rejected and $H_1$ is accepted. In other words, in general, there is no equal to an between the average lecture score and the average student score. That is, seen from the total score, statistically there is no similar view between lecturers and students about the development of ASEAN counselor education. However, analyzed based on the indicators of the development of ASEAN counselor education standards found similar views between lecturers and students on 14 indicators shown in Table 4 below.

**Table 4.** Results of similarity views between lecturers and students on the development of ASEAN counselor education standards based on indicator data.

| Indicator | Degree of Equation Score Average |
|-----------|----------------------------------|
| 1         | 0.020                            |
| 2         | 0.287 *                          |
| 3         | 0.000                            |
| 4         | 0.000                            |
| 5         | 0.249 *                          |
| 6         | 0.009                            |
| 7         | 0.386 *                          |
| 8         | 0.000                            |
| 9         | 0.000                            |
| 10        | 0.005                            |
| 11        | Not Analyzed                     |
| 12        | 0.136 *                          |
| 13        | 1.000 *                          |
| 14        | 1.000 *                          |
| 15        | 0.676 *                          |
| 16        | 0.676 *                          |
| 17        | 0.000                            |
| 18        | 0.000                            |
| 19        | 0.000                            |
| 20        | 0.000                            |
| 21        | 0.001                            |
| 22        | 0.001                            |
| 23        | 0.139 *                          |
| 24        | 0.013                            |
| 25        | 0.081 *                          |
| 26        | 0.081 *                          |
| 27        | 0.982 *                          |
| 28        | 0.394 *                          |
| 29        | 0.982 *                          |
| 30        | 0.010                            |
| 31        | 0.013                            |
| 32        | 0.013                            |
| 33        | 0.013                            |
| 34        | 0.000                            |

*There is no difference / there are similar views about the development of counselor education standards
4. Discussion
Empirical data shows that both lecturers and students consider the importance of developing ASEAN counselor education standards as a whole, per aspect, per indicator and even per item. Overall the view of lecturers reached 81.89%. This percentage is in very high category. Meanwhile, students' views reach 73.15%. This percentage is in very high category. That is, lecturers view very important while students consider it important to develop ASEAN counselor education standard. The importance of the development of ASEAN counselor education standards is based on the views of lecturers and students as the urgency of counseling and guidance services adaptive to the development of cultures, especially those that are transcultural. In this case, Kartadinata asserts that the accessibility of transcultural guidance and counseling services among ASEAN countries should be expanded through the development of...... standardization of ASEAN counselor education program [1]. If this idea is realized, it is not impossible to exchange counselor, lecturer counselor education, even exchange student counselor candidates among ASEAN countries can be done that impact on the welfare of ASEAN countries.

Based on view of counselor education faculty ASEAN standard development includes the development of standards (1) the learning environment, which reached 81.25% with a very high category; (2) professional counseling identity reaching 87.5% with very high category; (3) professional practice that reaches 69.75% with high category; and (4) evaluation in the program which reached 91.67% with very high category. Based on the view of the students, the development of ASEAN counselor education standard includes the development of standard (1) learning environment reaching 71.02% with high category; (2) professional counseling identity reaching 76.58% with high category; (3) professional practice that reaches 72.5% with high category; and (4) evaluation in the program which reaches 75.25% with high category. These empirical data confirm that the scope of development aspect of ASEAN counselor education standard includes standard (1) learning environment, (2) professional counseling identity, (3) professional practice, and (4) evaluation in the program.

If the standard counseling room of ASEAN counselor education includes the standard (1) learning environment, (2) professional counseling identity, (3) professional practice, and evaluation in the program whose development is continuously based on ASEAN sociocultural development, this standard tends to be relatively robust. This could happen because of the robustness of the standard of education counselor ASEAN is built on the foundation of a strong scientific and philosophical accompanied by implementation in a professional and evaluate Accurate. According to Chenault, counselor education is formed from the foundation of: 1) the philosophy of human nature; 2) significant theory based on counselor education program; 3) the implementation process of counselor education; and 4) evaluation of counselor education [8]. Furthermore Kartadinata asserts that counselor education should and has a foundation of values from human philosophy and education, science, goals and frameworks of counseling and guidance [9].

Counselor education is characterized by its own individual who characterizes the fully integrated and functioning person, i.e. as an individual who is open to new experiences, self-reliant and able to direct oneself to realize "who I am" [10]. Standards developed based on the opinions of lecturers and students are actually based on this counseling philosophy. The proof, lecturers and students agree with the importance of professional identity counseling (professional counseling identity) where the views of lecturers reach 87.5% and students reach 76.58%. This standard is built on fundamentals and a complete scientific and philosophical counseling curriculum. CACREP outlines the scope of counselor education standards including (1) the learning environment: institution and academic, (2) professional counseling identity: foundation and counseling curriculum, (3) professional practice: first professional practice, practice, and internship, and evaluation in the program: program evaluation and student assessment [6].

The result of statistical analysis shows that in general there is no similar view between lecturers and students about the development of ASEAN counselor education. However, if analyzed based on the indicators of the development of ASEAN counselor education standards found similarity of views between lecturers and students on 14 indicators while on 20 indicators are not statistically found
similarities. However, if seen from the percentage of each aspect or indicator, the percentage in the view of the lecturer and the student is in very high and high category except at or number 1 (68.33% versus 51.51%), indicator 13 (75.83% versus 54.16%), and indicator 23 (53.33% versus 62.87%). Thus, although there is no statistical similarity, since there are similarities in percentages per aspect and indicator, the results of this similarity analysis can be used as the basis for the development of ASEAN counselor education standards. That is, all aspects of ASEAN counselor education standards and indicators can be used as ASEAN counselor education standard except indicator number 1, 13, and indicator. The three such indices need to be re-formulated if they are to be used as the standard constructs of ASEAN counselor education.

5. Conclusion
In general, the international cooperation of UPI-UPSI has resulted in the ASEAN Counselor Education Standards formulation based on empirical data of lecturers and students’ views on the development of ASEAN Counselor Education Standards and has been tested through the UPI counselor’s education expert judgment. Substantially formulation of this research conclusion as follows.

- The lecturers’ view on the development of ASEAN counselor education standard both on the total, aspect, and index analysis is in very high category. That is, lecturers view very important the development of ASEAN Counselor Education Standards and its aspects and indicators so as to be guided by higher education institutions of ASEAN counselor education organizers.
- The students’ view on the development of ASEAN counselor education standard both on the total, aspect, and indicator analysis is in the high category. That is, the students consider the importance of the development of ASEAN Counselor Education Standards and their aspects and indicators to be guided by higher education institutions of ASEAN counselor organizers.
- In the total and aspect analysis there is no similarity of views between lecturers and students on the development of ASEAN Counselor Education Standards, but on the analysis indicator there is similarity between the views of lecturers and students about the development of ASEAN Counselor Education Standards.
- Research has resulted in the formulation of ASEAN Counselor Education Standards, which are consists of Standard 1: The Learning Environment; Standard 2: Professional Counseling Identity; Standard 3: Professional Practice, and Standard 4: Evaluation in the Program.

References
[1] Kartadinata S 2014 Towards Developing Standard of ASEAN Counselor Education: Indonesian Perspectives, Trends, and Challenges International Conference on Teacher Education, Bandung, July, 28-29, 2014
[2] Budiman N 2016 Pendidikan Profesional Konselor Multibudaya (Disertasi, Bandung: Sekolah Pascasarjana UPI)
[3] Zein I 2004 Lembaga Pengembangan Bisnis Harmoni
[4] Ruth C and Lien C 2013 Race/ethnicity and multicultural competence among school counselors: multicultural training, racial/ethnic identity, and color-blind racial attitudes Journal of Counseling & Development 2 (91) 140-150
[5] Norman A 2011 The Socratic Method as an Approach to Learning and Its Benefits (US: Carnegie Mellon University Press)
[6] Council for Accreditation of Counseling & Related Educational Programs (CACREP) 2017 CACREP/CORE Merger Updates [Online] Retrieved from http://www.cacrep.org/news-and-events/cacrepcore-updates
[7] Creswell J W 2012 Educational research: planning (Conducting and Evaluating)
[8] Chenault J 1968 A proposed model for a humanistic counselor education program (Counselor education and Supervision)
[9] Kartadinata S 2007 Profesi Konselor dalam Sistem Pendidikan Nasional: Telah Akademik-Yuridis (Rujukan Filsafat, Teori, dan Praksis Ilmu Pendidikan) (Bandung: Universitas
[10] Dodge R, Dally A, Huyton J and Sanders L D 2012 The challenge of defining Wellbeing. *International Journal of Wellbeing* 2 (3) 222-235