



# Supervision outcome of professional education of school counselors in-service training


Resultado de la supervisión de la educación profesional de los consejeros escolares en formación

Resultado da supervisão da educação profissional de conselheiros escolares em formação

 Afriyadi Sofyan<sup>1</sup>

 Nur Hidayah<sup>1</sup>

 Bambang Budi Wiyono<sup>1</sup>

 M. Ramli<sup>1</sup>

<sup>1</sup> Universitas Negeri Malang

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## Correspondence:

Nur Hidayah,  
nur.hidayah.fip@um.ac.id

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## Data availability:

The dataset supporting the results of this study is not available.

**Abstract:** Professionalization efforts for school counselors through professional education, which are strengthened by supervision during the educational process, aim to improve their clinical and multicultural competence, which is essential in providing guidance and counseling services in schools. Using a quantitative approach and the Supervision Outcome Scale analyzed using the Rasch model, this study examined supervision conducted by university and field supervisors of internship counselors. The results showed that supervision outcomes were in the moderate category in competency development. However, a closer look revealed variations in the level of difficulty of item agreement based on supervisors' perspectives. The study also highlighted challenges in achieving maximum supervision outcomes, including limited internship time. While this study provides important insights into supervision outcomes, limitations such as using a quantitative approach may only partially capture the complexity of the supervision process. Recommendations for future research include using qualitative methods, exploring other factors that reveal supervision outcomes, and researching the impact of internship duration on counselor competency development.

**Keywords:** supervisor; supervision outcome; school counselors; in-service training; guidance and counseling

**Resumen:** Los esfuerzos de profesionalización para los consejeros escolares a través de la educación profesional, que se refuerzan con la supervisión durante el proceso educativo, tienen como objetivo mejorar su competencia clínica y multicultural, lo cual es esencial para proporcionar servicios de orientación y consejería en las escuelas. Utilizando un enfoque cuantitativo y la escala de resultados de supervisión analizada con el modelo de Rasch, este estudio examinó la supervisión realizada por supervisores universitarios y de campo de los consejeros en prácticas. Los resultados mostraron que la supervisión estaba en la categoría moderada en el desarrollo de competencias. Sin embargo, un análisis más detallado reveló variaciones en el nivel de dificultad para la concordancia de ítems basados en las perspectivas de los supervisores. El estudio también destacó desafíos para lograr resultados óptimos de supervisión, incluyendo el tiempo limitado de prácticas. Aunque este estudio proporciona perspectivas importantes sobre los resultados de la supervisión, limitaciones como el uso de un enfoque cuantitativo pueden captar solo parcialmente la complejidad del proceso de supervisión. Las recomendaciones para investigaciones futuras incluyen el uso de métodos cualitativos, la exploración de otros factores que revelen resultados de la supervisión y la investigación del impacto de la duración de las prácticas en el desarrollo de la competencia de los consejeros.

**Palabras clave:** supervisor; resultado de la supervisión; consejeros escolares; formación en servicio; orientación y consejería

**Resumo:** Os esforços de profissionalização para conselheiros escolares por meio da educação profissional, que são fortalecidos com a supervisão durante o processo educativo, visam melhorar a competência clínica e multicultural, o que é essencial na prestação de serviços de orientação e aconselhamento nas escolas. Utilizando uma abordagem quantitativa e a escala de resultados de supervisão analisada com o modelo de Rasch, este estudo examinou a supervisão realizada por supervisores universitários e de campo para conselheiros em estágio. Os resultados mostraram que os resultados da supervisão estavam na categoria moderada no desenvolvimento de competências. No entanto, uma análise mais detalhada revelou variações no nível de dificuldade de concordância dos itens com base nas perspectivas dos supervisores. O estudo também destacou desafios na obtenção de resultados ótimos de supervisão, incluindo o tempo limitado de estágio. Embora este estudo forneça conclusões importantes sobre os resultados da supervisão, limitações, como o uso de uma abordagem quantitativa, podem capturar apenas parcialmente a complexidade do processo de supervisão. Recomendações para pesquisas futuras incluem o uso de métodos qualitativos, explorar outros fatores que revelem resultados de supervisão e pesquisar o impacto da duração do estágio no desenvolvimento da competência dos conselheiros.

**Palavras-chave:** supervisor; resultado da supervisão; conselheiros escolares; formação em serviço; orientação e aconselhamento

As a developing country, Indonesia strives to improve the quality of education (Helda & Syahrani, 2022; Marzam et al., 2022; Nasution et al., 2022). One of the efforts to improve the quality of education is by increasing the competence of educators or teachers in schools (Mustofa, 2007), including counselors in schools. The existence of counselors in schools following applicable regulations in Indonesia is regulated in the National Education System Law No. 20 of 2003; there, it is stated that counselors are the educators who play a role in education other than teachers, lecturers, counselors, learning assistants, widyaiswara, tutors, instructors, facilitators, and other designations that correspond to their specificity, as well as participate in organizing education (Kartadinata, 2005; Marsembon, 2021). Furthermore, the Regulation of the Minister of National Education of the Republic of Indonesia No. 27 of 2008 states: "The context of the counselor's task is in the area of services that aim to develop the potential and empower the counselee in making decisions and choices to realize a productive, prosperous life and care for the public good. The services in question are guidance and counseling services". With this provision, it is evident that guidance and counseling services have a role in implementing education in both formal and non-formal education pathways (Siraj, 2022).

One of the Indonesian government's recent efforts towards professionalizing and certifying school educators has been through professional teacher education (Jentot et al., 2022; Kafrawi et al., 2022), including school counselors. This approach is necessitated by the National Education System Law of Indonesia No. 20 of 2003, which recognizes "counselors" as educators within educational units (including schools). However, this designation has yet to be followed by specific regulations explicitly mentioning counselors as a separate category (Farozin, 2019). The existing laws and regulations on educational personnel remain limited to the Teachers and Lecturers Law No. 14 of 2005, the Indonesian Government Regulation No. 74 of 2008 concerning Teachers, and Minister of Education and Culture Regulation Number 111 of 2014 on Guidance and Counseling in Primary and Secondary Education, which mention the term "counselor" in education or schools in conjunction with guidance teachers or guidance and counseling teachers. To date, the Indonesian government has recruited school counselors by requiring a bachelor's degree in guidance and counseling or psychology, and after fulfilling specific requirements, such as a minimum of two years of work experience, the government collaborates with universities to certify them through professional education for guidance and counseling teachers (school counselors) in-service.

The implementation of professional education for school counselors is an effort to increase the competency of counselors so that they have professional skills in providing guidance and counseling services in schools or forming a professional identity for them (Ray, 2022). Supervision during professional education is essential for prospective counselors, and this is an integral component in the development and education of students in counseling, starting from lectures and practicums to internships (Hidayah, 2012; Ray, 2022; Walker et al., 2022).

Feedback (performance appraisal) through supervision is necessary to develop competencies in various domains (Hattie & Timperley, 2007; Tracey et al., 2014). *Clinical supervision* is an important part that must be carried out, especially in internships. It is also one of the types of supervision that proves to be the most suitable and effective in developing the competence of trainee counselors. The

effect of clinical supervision will be more substantial when the goal is to develop supervised competencies. Several findings prove that the effect of supervision varies, especially when counselor trainee outcomes are a criterion for success in supervision (Goodyear & Rousmaniere, 2017).

Two essential things in clinical supervision must be considered, especially in developing clinical competence. These two things are clinical competence outcome (decrease in client symptoms, improvement in supervisee competence) and multicultural competence outcome (improvement in supervisee multicultural competence) (Falender & Shafranske, 2023; Landon et al., 2023; Tsong & Goodyear, 2014; Zhu et al., 2023). Competent supervisors should be those who can address cultural diversity issues in both the supervision relationship and the trainee counselor's relationship with his client (Bernard, 2014). Since culture encompasses a range of influences, including race, ethnicity, gender, sexual orientation, religion, social class, and others, which fall within the scope of our thoughts, assumptions, and behaviors, it is crucial to conceptualize the entire supervision process as a multicultural interaction (Killian, 2001). Thus, in addition to clinical competence outcomes, it is also crucial to consider multicultural competence outcomes, where the triad supervision includes the client, the supervisee, and the supervisor.

Unfortunately, until now, there has been no report or research related to the results of supervision on student internship activities in the in-service training school counselor professional education program in Indonesia. Reports or research on supervision in the field of counseling that have been conducted so far are primarily on counselors who have worked or practiced professions in schools and have a limited focus on studying problems or obstacles to supervision, including those conducted by Wutsqo et al. (2021), Nurismawan et al. (2022), and Randi et al. (2022), supervision model development studies such as those conducted by Basith and Awalya (2015), Sofyan et al. (2021), Hidayah (2022), Al Hakim et al. (2023).

This study examines the supervision outcomes that focus on clinical competence outcomes and multi-cultural competence outcomes obtained by counselor trainees from the supervision process provided by university supervisors and field supervisors in the professional education of guidance and counseling teachers or school counselors in Indonesia.

## Method

This investigation adopted a quantitative research approach, utilizing surveys to explore the factors influencing clinical and multicultural competence outcomes within the supervision process.

### Procedure

This is a cross-sectional study aimed at assessing supervision outcomes. This study was conducted from November 2022 to December 2022. To reach a broader range of study subjects, we coordinated our research objectives with school counselors and professional education program principals at some of the organizing university school counselor professional education programs. Data collection in this study used Google Forms, where the introduction, purpose, and online links of research instruments were conveyed by the school counselor professional education program coordinator to the counselor trainee participants through the WhatsApp group of each class.

Approval for ethical considerations, under the number 95665/EC/IKI/VI/2022, was secured from the Indonesian Counselor Association, Jakarta, Indonesia, a recognized body in the field of professional counseling. There is no compulsion for the respondents to participate in this study, and all respondent's personal information is credentialed. All respondents involved in this study agreed and will use the data for academic purposes or activities.

The demographic profile of respondent's is shown in Table 1. The respondents of 227 people involved in this study were all counselor trainees who attended school counselor professional education in 2022 and had completed internship activities.

**Table 1**  
*Demographic data of counselor trainee (N = 227)*

Demography		Frequency	Percentage (%)
University	University 1	48	21
	University 2	87	38
	University 3	60	26
	University 4	23	10
	University 5	9	4
Years of service	≥10 years	44	19
	7-9 years	50	22
	4-6 years	88	39
	1-3 years	45	19

## Instrument

The questionnaire survey was conducted to get a more precise and better understanding of the results of clinical competence and multicultural competence obtained by counselor trainees from the supervision process provided by university supervisors and clinical supervisors. Spence et al. (2002) mentioned that questionnaires are an option or alternative solution because it is almost impossible to interview respondents individually in an organization to obtain relevant data and information.

We have used the Supervision Outcome Scale (SOS) developed by Tsong and Goodyear (2014; Appendix A). Regarding reliability and validity Tsong and Goodyear (2014) have tested and obtained the results the Cronbach's alpha coefficients were .90 for overall supervision outcome, .86 for Clinical Competence subscale, and .94 for Multicultural Competence Outcome. Concurrent validity of the SOS was supported through significant correlations with the SWAI-TS ( $r = .77, N = 357, p < .001$ ), and its subscales including task ( $r = .78, p < .001$ ), bond ( $r = .68, p < .001$ ), and goal ( $r = .71, p < .001$ ). with these results the SOS is very feasible to use.

This instrument respondents to describe the degree to which supervision with the counselor trainee's current (or most recent) individual supervisor (university or field site) has contributed to the improvement of the following: 1) Client symptoms (decrease in symptoms); 2) Counselor trainee relationship with clients; 3) Counselor trainee counseling skills; 4) Counselor trainee case conceptualization ability; 5) Counselor trainee multicultural counseling skills (e.g., skills that are culturally appropriate in working with diverse clients); 6) Counselor trainee multicultural beliefs/attitudes/awareness (e.g., awareness of your own worldviews); 7) Counselor trainee multicultural knowledge (e.g., knowledge of worldviews of culturally different clients). Five alternative answers are provided, 1 means *not helpful at all* and 5 *extremely helpful*.

## Data analysis and measurement model

The data obtained are analyzed using the Rasch model, referring to the guidelines created by Bond and Fox (2013) and Sumintono and Widhiarso (2014) via Winsteps Software (Linacre & Wright, 2000) as the primary choice for analyzing research data. The benefit of utilizing the Rasch model lies in its ability to generate a measurement scale that maintains consistent intervals, thereby offering precise insights into the participants' characteristics and the caliber of their work (Perdana, 2018). As previously stated, the ranking criteria used in the current study are five ratings (deal rate from Not helpful at all to Extremely helpful), a statistical separation of Likert type ratings 1, 2, 3, 4, and 5.

As shown in Table 2, the average size (logit) of items is 0.00 logit, and the standard deviation is relatively low (0.47), indicating that the size dispersion is not wide across the logit scale in terms of item difficulty. For Person, the average logit is 3.76 logit, indicating in general, respondents tend to get a lot of maximum outcome supervision; the standard deviation of 2.22 indicates a wide degree of dispersion. The average statistics of squared clothing reach an expected value of more than 1 for items and person, and a chi-squared value is significant, indicating uniform conformity with the model (Boone et al., 2016; Engelhard Jr, 2013). Strata index (equal to or more than three) and reliability (more than .67) of items and statistics of person show excellent reliability (Fisher, 2007).

**Table 2**  
*Summary statistics of person and item*

	Person	Item
N	227	14
Measure:		
Mean	3.76	0.00
SD	2.22	0.47
HERSELF	0.18	0.13
Cronbach's Alpha	.96	
Chi-squared ( $\chi^2$ )	8.640 *	

\* $p < .01$

## Results

### Item difficulty

Item difficulty refers to the extent to which an item (question or statement) is difficult for respondents to answer or agree with in the context of research. Technically, item difficulty is measured by the probability that a respondent of a particular ability will answer the item correctly or exhibit the expected behavior (e.g., expressing agreement with a positive statement) (Sumintono & Widhiarso, 2014).

Table 3 describes the classification of items according to the difficulty of the Supervision Outcome Scale item or logit value of item (LVI) according to the Rasch model analysis. The classification of items is divided into four difficulty levels, carried out by dividing the distribution of the item's logit score based on its average value and standard deviation.

**Table 3**  
*Supervision outcome item calibration*

	Supervisors			
	University Supervisor (A)		field site supervisor (B)	
	Supervision Outcome Subscale			
	General	Multicultural	General	Multicultural
Very difficult			B1	B5
Difficult	A1	A5, A6, A7		B7, B6
Easy	A2		B2, B3, B4	
Very easy	A3, A4			

In the opinion of the counselor trainee to the University Supervisor, there were four items (57.14 %) in the difficult category for approval by respondents ( $+0.47 \geq LVI \geq 0.00$ ), namely 1 item in the Clinical competence (General) subscale item A1: *Client symptoms (decrease in symptoms)*. There were three items in the Multicultural competence outcome subscale item numbers A5: *Your multicultural counseling skills (e.g., skills that are culturally appropriate in working with diverse clients)*, A6: *Your multicultural beliefs/attitudes/awareness (e.g., awareness of your own worldviews)*, and A7: *Your multicultural knowledge (e.g., knowledge of worldviews of culturally different clients)*. Then there is 1 item (14.28 %) in the Easy category for respondents to approve ( $0.00 \geq LVI \geq -0.47$ ), namely in the Clinical competence (General) subscale (item A2). There are two items (28.57 %) in the category of very easy to agree with respondents ( $LVI < -0.47$  logit), namely in Clinical competence (General) subscale items A3: *Your counseling skills* and A4: *Your case conceptualization ability*.

In the counselor trainee's opinion of the Supervisor's field site, there were 2 items (28.57 %) in the category of very difficult for respondents to agree with ( $LVI > 0.47$  logit), namely in Clinical competence (General) subscale (item number B1) and in Multicultural competence outcome subscale item B5: *Your multicultural counseling skills (e.g., skills that are culturally appropriate in working with*



*diverse clients*), then two items (28.57 %) in the category difficult for respondents to approve ( $+0.47 \geq LVI \geq 0.00$ ), namely in the Multicultural competence outcome subscale items B7: *Your multicultural knowledge (e.g., knowledge of worldviews of culturally different clients)* and B6: *Your multicultural beliefs/attitudes/awareness (e.g., awareness of your own worldviews)*. Meanwhile, there are three items (42.85 %) in the Easy category for respondents to approve ( $0.00 \geq LVI \geq -0.47$ ), all in the Multicultural competence outcome subscale items B2: *Your relationship with clients*, B3: *Your counseling skills*, and B4: *Your case conceptualization ability*.

From the results above, it can be seen that the supervision outcome seen from the university supervisor (A) side, especially in the multicultural competence outcome subscale, is more difficult for respondents to approve, and likewise, the supervision outcome seen from the field site supervisor (B) side. From the university supervisor and field site supervisor sides, it is clear that the clinical competence (general) subscale item, especially in item A1: *Client symptoms (decrease in symptoms)*, is difficult to approve, even from the field site supervisor's side, it is a very difficult thing to approve. Meanwhile, from the University Supervisor side and field site supervisor in the competence (General) subscale section, it is an easy part to be approved and even very easy for respondents to approve looking at the University Supervisor side items A3: *Your counseling skills* and A4: *Your case conceptualization ability*. A complete summary of supervision outcome rates is shown in Table 4.

**Table 4**

*Distribution of supervision outcome measurements based on Supervision Outcome Scale (SOS) items (N=227, I=7)*

No	Item	Score	Measure	Outfit MNSQ
B1	Client symptoms (decrease in symptoms)	988	0.68	3.086
B5	Multicultural counseling skills (e.g., skills that are culturally appropriate in working with diverse clients)	995	0.49	0.6947
A1	Client symptoms (decrease in symptoms)	996	0.46	2.8917
B7	Multicultural knowledge (e.g., knowledge of worldviews of culturally different clients)	998	0.41	0.6102
B6	Multicultural beliefs/attitudes/awareness (e.g., awareness of your own worldviews)	999	0.38	0.5889
A5	Multicultural counseling skills (e.g., skills that are culturally appropriate in working with diverse clients)	1006	0.18	0.691
A6	Multicultural beliefs/attitudes/awareness (e.g., awareness of your own worldviews)	1006	0.18	0.6084
A7	Multicultural knowledge (e.g., knowledge of worldviews of culturally different clients)	1008	0.12	0.5663
B2	Relationship with clients	1019	-0.21	0.829
B4	Case conceptualization ability	1023	-0.33	0.6344
A2	Relationship with clients	1025	-0.4	0.7321
B3	Counseling skills	1025	-0.4	1.1397
A4	Case conceptualization ability	1036	-0.76	0.5961
A3	Counseling skills	1038	-0.82	1.0454

*Note.* Items with the letter A numbers are intended to be respondents' assessments of supervision outcomes to the university supervisor, and code B is intended to be respondents' assessments of supervision outcomes to field site supervisors.

## Differences between respondents' demographics

An item-person map of the research was generated by Winstep software in which 227 respondents answered 14 items of supervision outcome (7 items intended for the University Supervisor and 7 items intended for the field site supervisor). The left side of the map showed the difficulty level of each item, ranging from the one that respondents easily agree with in the bottom left (logit score -0.82 for item A3: *Your counseling skills*) to the most difficult to agree to in the upper left (logit score 0.68 for item B1: *Client symptoms (decrease in symptoms)*). The item worked well and separated respondents with a unidimensional raw variance index of 31.5 %.

The right side showed the distribution of respondents according to their logit score, ranging from a high level of outcome supervision acceptance statement in the upper right (logit score > + 8.99 ) to a low level of outcome supervision acceptance statement in the bottom left (logit score < - 0.88). The number code on the person in question is P: respondent from University 3; M: respondent from University 4; G: respondent from University 2; S: respondent from University 1; R: respondent from University 5.

**Table 5**

*Distribution of supervision outcome based on demographics (university aspects) that have been tested through (N=227)*

	Mean	Reliabilities	F-test	Prob>F
University	3.76	.89		
1	3.68	.92		
2	4.00	.92		
3	3.28	.90	1.98	0.0981
4	3.97	.93		
5	5.01	.94		

From table 5, it is known that the highest mean measure came from respondents at university 2 (Mean 4.00) and University 5 (Mean 5.01) and the mean measure came from respondents from university 3 (Mean 3.28). Looking at the mean measure person of respondents from all universities (Mean 3.76), it can be known that there are two universities whose respondents have a low level of supervision outcomes, namely University 1 and University 4. Generally, there is no significant difference in DIF between universities ( $0.0981 > 0.05$ ).

**Table 6**

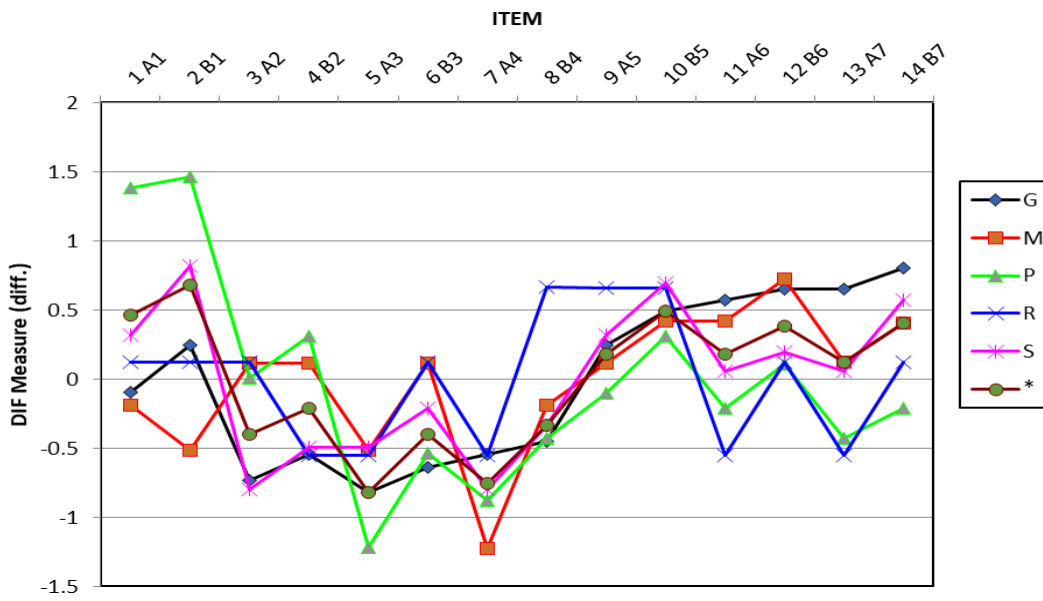
*Distribution of supervision outcome based on demographics (years of service) that have been tested through (N=227)*

	Mean	Reliabilities	F-test	Prob>F
Years of Service	3.76	.92		
A (1-3 years)	3.88	.91		
B (4-6 years)	3.75	.90	0.36	0.7827
C (7-9 years)	3.43	.93		
D ( $\geq 10$ years)	3.99	.94		

Table 6 shows the distribution of supervision outcomes by year of service demographics that were tested with a total of 227 respondents. The F-test yielded a value of 0.36, indicating no significant difference in the supervision outcome scores between the different categories of years of service. The Prob>F value was 0.7827, much higher than the expected threshold of 0.05, confirming that the difference in mean supervision outcomes between the groups based on years of service is not statistically significant. This suggests that, according to these data, there is no strong relationship between the number of years of service and the supervision outcomes measured in the study.

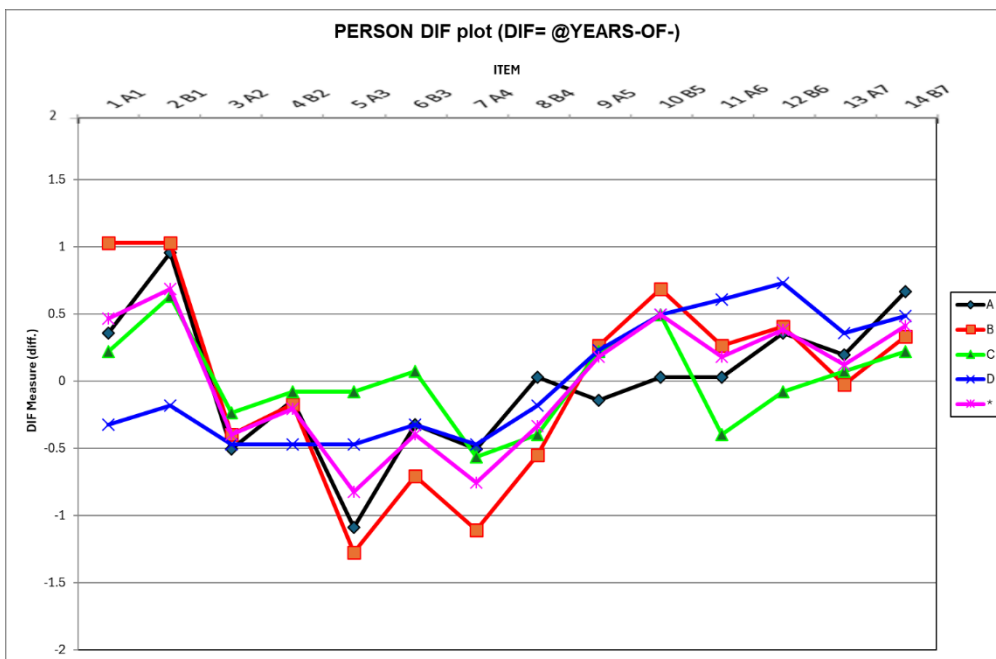
The following analysis reveals differences between respondents' demographic variables (university and years of service) on the supervision outcome items. This was analyzed using differential item functioning (DIF) analysis, which showed that respondents from different universities and with different years of service gave different responses to some items when measuring specific supervision outcome at the item level.

**Figure 1**  
Person DIF plot based university on supervision outcome



Notes. S: University 1; G: University 2; P: University 3; M: University 4; R: University 5.

**Figure 2**  
Person DIF Plot Based years of service on supervision outcome



Notes. A (1-3 years), B (4-6 years), C (7-9 years), and D (≥10 years).



## Discussion

The issue of supervision, mainly how the results of supervision have been carried out in professional education programs by supervisors, needs to be carried out on an ongoing basis to improve the quality of education by improving the competence of counselors (Johnsen et al., 2021; Reising & Daniels, 1984). This issue is important because counselors are recognized as educators in the national education system and have a crucial role in developing potential and empowering counselees to make productive decisions and choices (Gunawan & Wahab, 2015). Like other professions, counseling should also have supervision efforts to maintain its existence and role in society (Garrett, 2023). Supervision in counselor professional education still needs to be improved. It has yet to provide many reports that can be used as reflection and evaluation for the improvement and development of the counselor profession itself.

Referring to article 2 of the regulation of the Minister of Education and Culture number 38 of 2020 concerning procedures for obtaining educator certificates for teachers in positions/service, states that "certification aims to improve the competence of teachers in-service training as a professional in an education unit to fulfill pedagogic, personality, social, and professional competencies following the provisions of laws and regulations". Then in article 13 states that fulfilling the learning load of the school counselor professional education program in-service training program through recognition of past learning as many as 24 semester credit systems and learning is taken as many as 12 credits. With the number of credits, refer to the internship implementation schedule set by the director general of teachers and education personnel. Especially for practical school counselors in the school counselor professional education program, the in-service training program activities internship is only carried out within 27 days. The minimal time for carrying out internships in in-service counselor professional education programs is a big obstacle and challenge for counselor professional education programs. Also, supervisors should be able to help prospective counselors develop and improve the competencies they must have.

In Article 4 regarding the requirements for prospective students in the professional education program in the position, it is explained that prospective students must fulfill the requirements, including having bachelor academic qualifications; Teachers in positions in educational units organized by the central government, regional government, or educational units organized by the community; registered in the primary education data of the Ministry of Education and Culture; have a Unique Educator and Education Personnel Number; and have completed the required documents. Regarding academic qualifications, they are further regulated by the Director of Professional Teacher Education regulations regarding linearity in the Teacher Professional Education Programs Field of Study in Position in 2022. It is stated that to take part in a professional counselor education position, prospective school counselors are required to have academic qualifications or are graduates of a bachelor's degree from a related study program, including namely Guidance and Counseling, Guidance Counseling, Islamic Guidance and Counselling, Islamic Guidance and Counseling, Islamic Counseling Guidance, Guidance and Counseling, Islamic Education, Christian Counseling Guidance, Christian Guidance and Counseling, Psychology, Educational Psychology and Guidance, Education Guidance and counseling. This shows the requirements for multiple programs; even psychology graduates can participate in an in-service counselor professional education program. Apart from that, it shows that there are various names or designations for study programs or similar field of study in Indonesia. It will also be a challenge to provide supervision for them to achieve the expected competencies.

With the ongoing program, guidance and counseling academics, including lecturers or counselor educators, are trying their best to carry out the educational process for prospective candidates' school counselors. In addition to coursework activities, practicum is more critical in internship activities. Supervision activities are essential to internship activities to ensure counselor trainees carry out clinical counseling practices (Li & Peters, 2022; Nelson & Johnson, 1999; Sanders, 2022). Training or educational activities will be successful if one of them, namely supervision, is carried out properly and correctly, providing development or support impacts to trainee counselors.

Data found in this study found that the supervision carried out in the school counselor professional education program can be pretty good. This is evidenced by the mean measure, which shows the value above the logit item value. However, several items are difficult for respondents to agree with, where at the first level, the supervision outcome of the field supervisor can impact client symptoms

(decrease in symptoms). Related to supervision that impacts client symptoms (decrease in symptoms) should be important because this is related to professional competence and is directly related to the client (Li et al., 2022). Field supervisors' lack of role and influence in this regard should be a serious matter and must be considered. In clinical practice, the role of a field supervisor, or it can also be called a clinical supervisor, is ideally very large and has a high influence. Every planning and action of the trainee counselor should be known and under the direct supervision of the field supervisor (Tipton Fisler et al., 2022).

Field supervisors were also revealed in this study in terms of multicultural counseling skills (e.g., skills that are culturally appropriate in working with diverse clients) less influential in their supervisory roles. By being the second item that is difficult for respondents to agree on again becomes a severe emphasis. This is mainly an item of the second of the two existing subscales. It gives a complete picture that, in the overall aspect, the field supervisor needs to be considered. As explained by Calloway and Creed (2022), Ivers and Johnson (2022), Kim and Cho (2022), and Ramli et al. (2024) in the current era, multicultural issues are very vital and impossible to avoid in relationships or interactions between fellow human beings, including in the most crucial relationship (counseling).

Seeing the striking differences in some of the items in the supervision outcome, judging from the comparison of several supervisors in several universities providing education for the school counselor profession, it seems that it also needs to be attention that it is important for professional organizations or forums providing counselor professional education to continue to build communication and make standardized or standardized guidelines in the process supervision. Unfortunately, standards for implementing special supervision for school counselor education in Indonesia have not been found. Regarding the implementation of internships, supervisors are only limited to referring to the internship implementation guide rather than a guide on becoming a professional supervisor. The existing internship implementation guidelines created by the director general of educational personnel are general for school educators. There are no specific ones for supervisors in counselor professional education. Wiyono et al. (2022) stated that to create optimal competence, it is necessary to carry out structured supervision and apply comprehensive supervision principles. The initial stages of the supervision process involve carefully evaluating the needs and character of the individual teacher or counselor. With a deep understanding of these needs, an effective supervision program can be developed and implemented successfully. Continuous evaluation of the program's results is the next step, allowing for necessary improvements and adjustments. Through this process, it is hoped that there will be an increase in the professionalism of teachers or counselors in carrying out their roles.

Considering the facts above, if referring to some professional education standards, especially school counselors, for example *the Accreditation of Counseling and Related Educational Programs* (Cacrep) standards, school counselor professional education in Indonesia it is still necessary to do a lot of structuring and development. These efforts continue to be made by professional organizations, in this case the Indonesian guidance and counseling association (*Asosiasi Bimbingan dan Konseling Indonesia: ABKIN*). However, professional organizations can play a role in the professional development of their members through training, workshops, and the provision of resources; such organizations can help school counselors improve their competencies (Sofyan et al., 2023). Sakinah et al. (2020) stated that in addressing the condition of counselor professional education, ABKIN should be firm and encourage the government to immediately reform the existing regulations and structuring of counselor professional education. After all, the formation of the identity of the counselor requires the role of various parties, not only professional organizations but also the government as policy makers, and other parties as well as practitioners and academics.

This study has several limitations that need to be noted. First, using a quantitative survey approach may not fully capture the complexity and nuances of the supervision process in counselor professional education. Second, this research only focuses on the clinical and multicultural competency results of the supervision process without considering other factors, such as emotional and social aspects, that might influence the effectiveness of supervision. Third, more than the limited time for internships in professional counselor education programs may be needed for supervisors to provide maximum and comprehensive supervision.

Based on existing limitations, further research can take several directions. First, qualitative or mixed methods research involving in-depth interviews or case studies can be used to better understand intern counselors' and supervisors' experiences and perceptions during the supervision process.

Second, future research can explore other factors influencing supervision effectiveness, including emotional, social, and organizational factors. Third, research examining the impact of longer internship duration on the development of intern counselor competencies could provide valuable insight into the structure of an ideal counselor professional education program. Finally, research focusing on developing and validating supervision models specific to the context of counselor professional education in Indonesia can help improve the quality of supervision and educational outcomes.

## Conclusion

One way to improve the quality of education in Indonesia is through the professionalization and certification of school educators, including school counselors. Based on the Indonesian National Education System Law No. 20 of 2003 and related regulations, counselors are recognized as educators who are essential in developing potential and empowering students to make productive and responsible decisions. Professionalization efforts for school counselors through professional education, which are strengthened by supervision during the educational process, aim to improve their clinical and multicultural competence, which is essential in providing guidance and counseling services in schools.

The study results indicate that supervision plays a critical role in developing intern counselors' clinical and multicultural competence. Using the Supervision Outcome Scale, it was found that there was variation in item difficulty based on university and field supervisor perspectives, particularly related to clinical and multicultural competency. This research also highlights the importance of supervision in overcoming issues of cultural diversity. It shows that limited internship time in counselor professional education programs is one of the challenges in achieving maximum supervision results.

Limitations of this research include a quantitative approach that may not fully capture the complexity of the supervision process and a focus on specific competency outcomes without considering other factors. Recommendations for future research include using qualitative or mixed methods to understand the supervision experience better, exploring other factors that influence supervision effectiveness, and researching the impact of longer internship duration on competency development. In addition, developing and validating supervision models specific to the context of counselor professional education in Indonesia can help improve the quality of supervision and educational outcomes.

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## Appendix A

### Supervision Outcome Scale (Tsong & Goodyear, 2014)

Please answer the following set of questions about you and your current (or most recent) individual supervisor. Again, remember if you have MORE THAN ONE individual supervisor in your current (or most recent) clinical training setting, please choose one and use the same one throughout the survey.

Please describe the degree to which supervision with your current (or most recent) individual supervisor has contributed to the *IMPROVEMENT* of the following:

**Table A1**

*Items and Rating Scale of Supervision Outcome Scale*

	<b>Not helpful at all</b>	<b>Helpful, but very little</b>	<b>Somewhat helpful</b>	<b>Very helpful</b>	<b>Extremely helpful</b>
	1	2	3	4	5
1	Client symptoms (decrease in symptoms)				1 2 3 4 5
2	Your relationship with clients				1 2 3 4 5
3	Your counseling skills				1 2 3 4 5
4	Your case conceptualization ability				1 2 3 4 5
5	Your multicultural counseling skills (e.g., skills that are culturally appropriate in working with diverse clients)				1 2 3 4 5
6	Your multicultural beliefs/attitudes/awareness (e.g., awareness of your own worldviews)				1 2 3 4 5
7	Your multicultural knowledge (e.g., knowledge of worldviews of culturally different clients)				1 2 3 4 5

*Note.* Clinical competence subscale: Items 1, 2, 3, 4; Multicultural competence outcome subscale: Items 5, 6, 7. Please e-mail the corresponding author for permission to use the SOS.