The Development of Counseling Students' Cognitive Complexity: A Case Study in an

Indonesian Counselor Education Program

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Abstract

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The Development of Counseling Students' Cognitive Complexity: A Case Study in an Indonesian Counselor Education Program

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Although researchers have indicated that counselors' clinical experience positively predicts increased cognitive complexity, most research on the topic has not addressed how counselors' own experiences shape their cognitive complexity. Completed research on counselors' cognitive complexity has been primarily quantitative, included European American participants, and has not considered the multicultural context beyond Western countries. Utilizing an explanatory case study design, this research employs the Counselors Cognition Questionnaire (CCQ) to explore counseling students' cognitive complexity development, in-depth interviews to examine the educational experience and culture that shape their cognitive complexity, and document analysis to examine the supporting of existing regulations. Ten participants completed CCQ, and eight of them participated in interviews. Results showed that seven participants scored low, while the rest scored higher cognitive complexity. Participants perceived that laboratory practicum in counseling courses had helped them develop their cognitive skills. However, a series of courses and participants' social life are inseparable from their cognitive development. In addition, the existing regulations showed their support through the curriculum design. These findings revealed that the participants' cognitive complexity is influenced by personal, social, professional, and cultural factors. The philosophical values of national

constitutions and the pillars of unity in diversity that underpin all existing rules are inextricably linked to the embodiment of these features. In the United States, research on cognitive complexity has primarily shown it as a result of professional development, whereas it is an expression of intersecting personal, social and professional identities with national philosophy in an Indonesian counselor education program.

Dedication

I want to dedicate this project to my family, my wife Yuyun Sri Wahyuni, my daughter Shofia N. Kautsar, my parents Wagiran and Murtiyem, my parents-in-law John Ahmadi and Siti Aminah, and all my brothers and sisters and our big family.

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Thank you, my parents, Wagiran and Murtiyem, for being so patient supportive and for remembering us in your prayers. Thank you, my parents-in-law, John Ahmadi and Siti Aminah, for all of your advice, prayers, and inspiration in helping us achieve our goals. Thank you for the support, laughter, and motivation from my sister and her family,

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Chapter 1: Introduction

This chapter covers several introduction components, setting why this research is essential. This chapter begins with a section on understanding the significance of counselor cognitive complexity that includes the definition of cognitive complexity, its importance for clinical performance, and its necessary background for counselor education and supervision purposes. The following section covers the root of cognitive complexity theories scholars use to explore counselor cognitive complexity in the counseling field. This section also addresses how the importance of cognitive complexity, and its fundamental theories show research gaps in the counselor professional development, particularly in the valuable process of becoming professional counselors, the multicultural background of counselors, and the lack of transnational investigations in the counseling profession. Accordingly, the subsequence section addressed the prospect of investigating counseling students in an Indonesian counselor education program, a country with counseling profession development since the 1960s. Finally, this chapter describes a conceptual framework wrapping the whole insight of this research plan, the research purpose, problem statement, research question, significance, conceptual framework, delimitations, limitations, the definition of terms, and summary.

Understanding the Significance of Counselor Cognitive Complexity

One of the essential objectives of the counselor education program is to equip counseling students to be clinically skilled to deliver excellent counseling services for the benefit of clients (Rønnestad & Skovholt, 2003, Welfare & Borders, 2010). According to developmental counselor educators and supervisors (Bernard & Goodyear, 2014),

cognitive complexity has been highlighted as an essential component of counselor competency to execute counseling effectively. Counselor cognitive complexity refers to a counselor's "ability to absorb, integrate, and make use of multiple perspectives" to assist clients (Granello, 2010 p. 92). Besides this definition, Dolan et al. (2013) specified cognitive complexity as "the ability of an individual to synthesize disparate perspectives" (p.538) and Johnson-Laird (2010) denotes cognitive complexity as "the degree of intricacy within mental models or cognitive representations of the world that organize facts and identify relationships among facts" (p. 55). Granello added that becoming a cognitively complex counselor is not an automatic process. It is a lifelong process in which being up to date on theories and practices is what must work (Gladding, 2018). According to Bernard and Goodyear, counselor cognitive complexity is a critical predictor of essential counseling tasks such as greater empathy and accurate conceptualizations of client situations. Beyond these ideas, counseling scholars have looked at the significance of counselor cognitive complexity on more advanced clinical performance.

Several studies have reported that counselors with higher cognitive complexity levels had higher empathy (Blass & Heck, 1978; McAuliffe & Lovell, 2006), were more independent and self-aware, had improved clinical theories mastery, were more aware of client needs and had heterogeneous recognition (Brendel et al., 2002). They showed higher acceptance of the client's ideas. They encouraged exploration (Goldberg, 1974), constructed more complex hypotheses (Holloway & Wolleat, 1980), more specific case articulation (Ladany et al., 2001), less prejudice, more multicultural appropriateness,

advanced descriptions of clients, confidence, tolerance for ambiguity, and less anxiety (Jennings & Skovholt, 1999). In addition, Birk and Mahalik (1996) found more focus on the counseling process than self-focus. These findings demonstrated the importance of counselor cognitive complexity roles in establishing more effective clinical tasks in counseling performance, ensuring that the counseling process is sustained to facilitate clients to achieve their goals.

Due to the importance of cognitive complexity on counseling performance, researchers in the counseling field have investigated counselor cognitive complexity development during counselors' educational process (Wilkinson, 2011; Wilkinson & Hanna, 2016). Counselor educators and supervisors have a substantial role in facilitating counseling students' ability to acquire adequate epistemological and practical shifts for improving professional development (Fong et al., 1997; Granello, 2002; Rønnestad & Skohvolt, 2003). Fong et al. (1997) identified that the initial counseling skills course significantly influences developing counseling students' thoughts about clients, mainly focusing on the client's psychological characteristics. Compared to the first year, the second year of master's students contributes more to cognitive complexity development. Granello (2002) found that practicum and internship played essential roles in counseling students' cognitive complexity. Rønnestad & Skohvolt (2003) identified that the second-year master's counseling students transition from attentional focus and behavior toward the theoretical bodies of knowledge and professionally based conceptions of methods and technique counseling students helping activities. Beyond the counselor training,

counselor cognitive complexity continues to develop along with professional work years (Granello, 2010; Skovholt & Rønnestad, 1992).

The importance of counselors' cognitive complexity on counselors' performance and the role of counselor education processes in promoting the cognitive complexity have shown how to become professional counselors traverse sequential and continuous processes. The process is not only during professional services (Granello, 2010; Skovholt & Rønnestad, 1992), but the educational process also contributes to preparing counseling students' early conceptual structures to understand their clients through practicum and internship experience (Choate & Granello, 2006; Granello & Underfer-Babalis, 2004). Counselors' educational phase in facilitating counseling students to become fully functioning independent professionals indicates an essential point before continuing the cognitive complexity development during their professional services. Without a proper counselor education process, counselors would miss the opportunity to master the epistemological aspect of counseling theories and experience the supervised implementation of theoretical knowledge bodies to professional methods and techniques in counseling performance (Glosoff et al., 2012). These notions are in line with the view of a developmental model of clinical supervision theorists who theorized counselor cognitive-developmental phases ranging from early student phases with epistemological and practical limitation to senior professional phase with more clinical involvements (Blocher, 1983; Loganbill et al., 1982; Rønnestad & Skovholt, 2003; Stoltenberg, 1981).

Fundamentals of Research on Counselor Cognitive Complexity

The current cognitive complexity development research in the counseling field has been profoundly rooted in Kelly's (1955) *Psychology of Personal Constructs*. Kelly described personal construct as the basic conceptual structures people use to interpret the world and respond to it. People use the construct to make sense of what they see and encounter. Individuals establish a particular construct for each set of similar events to describe how the world works and relate to subsequent experiences that align within or similarly close to the construct. According to Kelly (1955), each construct's cognitive complexity level may parallel, overlap, and affect one another. Crockett (1965) depicted cognitive complexity as an intricate cognitive structure that comprises multiple hierarchically related constructs. The multiple hierarchically constructs represent the cognitive system's structure, such as differentiation and integration. The differentiation structure emerges from recognizing the elements of an individual or an experience. At the same time, integration is the bounds of the elements that construct a new higher understanding rather than identifying the elements separately. For example, a counseling student meets a client in a practicum counseling session for the first time. The student is in the process of knowing the client's characteristics. The characteristics can become meaningful through the bonds' relationship between the attributes by which the student can articulate the client's case utilizing the theoretical approach for the counseling intervention purposes.

In line with Crockett's (1965) description regarding the multiple hierarchically construct, Welfare and Borders (2010) suggested that effective counselors "must be able

to identify each client's unique combination of characteristics (e.g., cognitive, emotional, contextual, behavioral, and spiritual) that influence the presenting problem in counseling" (p. 188). Furthermore, Welfare and Borders explained that "counselors must integrate those characteristics into a meaningful framework that informs effective treatment planning and implementation" (p. 188). These notions demonstrated that when a counselor can understand a client's characteristics and integrate them in a conceptualization, the counselor would better understand the client's needs and perform more accurate treatment decision-making in the counseling process. Granello (2010) argued that this process requires a higher counselor's cognitive processing level to identify more client characteristics, integrate them into the meaningful conceptualization and accurately execute accurate clinical interventions to the client.

Welfare and Borders (2010) argued that cognitive complexity constitutes an essential ability for counselors to provide more effective interventions. It is a clinical competence that counselors need to manifest therapeutic skills orchestration (Castillo, 2018; Ridley et al., 2011b; Wilkinson & Dewell, 2019). The counselors' cognitive complexity develops during training (Duys & Hedstrom, 2000; Fong et al., 1997; Lyons & Hazler; 2002; Owen & Lindley, 2010). It grows throughout their education, especially during practicum and internship clinical experience, and substantially in five to ten years or more with professional experience (Granello, 2010). Skovholt and Rønnestad (1992) found that counseling practitioners accomplish deeper authenticity and individuation after ten years or more in professional practice.

Although counselors' cognitive complexity development relies on experience during training (Granello, 2002; Sias et al., 2006) and the professional world (Granello, 2010; Skovholt & Rønnestad, 1992), studies examining counseling students' educational and cultural experience shaping their cognitive complexity development is lacking. Most research focusing on the importance of cognitive complexity is still limited to analyzing the causal influences between cognitive complexity and clinical skill variables. This notion, to some extent, diminishes the journey of becoming counselors following gradual professional development that involves profound reflections on both educational and clinical experiences (Ridley et al., 2011). It also indicates minimum attention toward the building awareness of self-identity following the phases of professional development (Blocher, 1983; Loganbill et al., 1982; Rønnestad & Skovholt, 2003; Stoltenberg, 1981), and pedagogical and supervisory interactions that are inseparable from the roles of counselor educators and supervisors (Bernard & Goodyear, 2014). Moreover, most of the research utilized quantitative assessments that do not show how counseling students have experienced overcoming challenges and achieving their higher level of theoretical and practical mastery as emerging professional counselors. Most of the research also involved counselors in the United States counseling profession (Castillo, 2018; Granello, 2010) that slightly embrace the diversity of counseling students' backgrounds and transcultural context.

Counseling Profession in Indonesian Context

The counseling profession has been recognized as a developing profession worldwide (Hohenshil et al., 2015; Lee & Na, 2013; Ng, 2012). Indonesia is one of the

countries that has adopted the counseling profession since the 1960s. This profession has been developing under the Indonesian cultural context for about six decades. As a context for the growth of the counseling profession, some cultural characteristics differentiate it from the Western culture as the root of the counseling profession. In addition, the counselor education design shows a different model compared to that of the United States that is usually considered the role model of counselor preparation (Hohenshil et al., 2015; Ng, 2012).

Indonesian Cultural Characteristics

Indonesia is an archipelago country with various ethnicities, languages, religions, and cultures. According to the 2010 population census, there are 1331 native ethnic categories, with Java (40,05%) and Sunda (15,50%) as the majority ethnics from the 267 million population (Indonesian Statistics Agency, 2020). This country is the 4th most-populous country known as the most populous Muslim-majority country even though five other religions are admitted in the law, including Christianity, Catholicism, Hinduism, Buddhism, and Kong Hu Cu. Indonesian Statistics Agency (2020) recorded that Indonesians speak more than 600 diverse local languages, but people speak Bahasa Indonesia as the national language. Indonesians have various native languages because of their native ethnics' diversity spreading over the thousands of islands from Sabang, Aceh as the West end to Merauke, Papua as the East end provinces of Indonesia. Geographically, Indonesia is located in the Southeast Asian region with an Eastern culture cluster (Gupta, 2005).

According to the geographical location, Indonesia has contextual features that potentially influence the counseling students' cognitive complexity development and counselors' lens to view clients. There are at least three characteristics to understand Indonesians in counselor education, specifically Indonesian counseling students. Cheung (2000) identified that Western and Eastern society characteristics might comprise the differences in values, traditions, and self-concept. These characteristics may influence the counseling profession's preparation and implementation in the Indonesian community.

Indonesian Values. Indonesians have specific customs that differentiate each social group but are united by the same nation ideology, *Pancasila*, with the slogan of "*Unity in Diversity*" (Hidayat, 2017). The specific customs rely on diversity among Indonesian people comprising ethnicity, language, culture, and religions. These characteristics contribute to how every individual from a particular group perceives their life experience. For example, Muslim people believe that God Almighty, Allah, determines life events that happen to them. Although not all Muslims practice spiritual guides, the religion teaches Muslims the tenets such as everything that happens in this life is under god's interference.

Understanding the value features may serve as a multicultural knowledge necessary for counselors to approach clients' thinking styles, especially in perceiving the experience of various client characteristics and integrating them into a more meaningful articulation (Wilkinson & Dewell, 2019). For counselor educators, incorporating the religious aspects in understanding individuals constitutes a merging construct that

improves counselors' repertoire of client characteristics and integration when understanding individuals holistically.

Departing from religious values, the sense of religious-related belief in professional roles constitutes the essential paradigm that develops from the spiritual element to recognize client characteristics. Since religion develops in society, people perceive it as part of the critical value and influence their cognitive processing (Park & Gutches, 2002). Therefore, it is reasonable to assume that counseling students would merely not rely on Western counseling theories (Corey, 2016) to approach client issues but possibly incorporate them with religious perspectives or values that influence counseling students' scheme on the client's characteristics.

Indonesian Tradition. Tradition is a usage or practice common to many or a particular environment or class or habitual with an individual (Merriam-Webster, n.d.). Due to the numerous native ethnicities in Indonesia, there are various customs or traditions accordingly. Every native ethnic has its unique tradition to manifest the culture and values they believe. The manifestation of tradition can be customary daily activities, which have specific patterns to become individuals' characteristics. The tradition may influence individuals' ways of interacting with others, for example, language expression. Javanese people utilize stratified language to communicate with different people, such as *kromo* Javanese language, to respect older individuals with varying language levels when talking with younger people (Wajdi, 2011). Furthermore, Wajdi described that this language is not merely an expression of symbols, but it constitutes how Javanese people respect other existence and their attributes.

The cultural-rooted tradition may raise counselors' need to understand Indonesians' customs through people's daily life traditions, especially in their interaction with other people. Jatman (2008) argued that it is not an absolute fact that a concept is applicable in one group of society relevant to the other groups, such as the meaning of Javanese people's concept of *rasa* as emotion or *feeling* in the United States context. Jatman suggested that rasa is more than feeling, emotion, sentimentality, lust, mood, or sensation. It is a mixture of pronouncing, feeling, human character, God omnipotence, and inner purity.

These exemplified traditions may affect how counselors understand their self-awareness as professionals and recognize clients' overview of their world (Ratts et al., 2016). The counselor may also consider the cultural influence of how they perceive mental health challenges in their lives, contributing to decision-making. Understanding Indonesians' tradition constitutes an essential element since counseling occurs in a cultural context (Sue & Sue, 2016).

The Indonesian Concept of Self. As the collective community, the self-concept aligns with other Eastern cultural groups (Kitayama, 2000). There is interdependency between the individual self with significant others, such as a family member (Jatman, 2008). This characteristic influences how individuals construe the meaning of independence as interdependency with significant others in their life (Yeh & Hwang, 2000). Indonesians have been known to have collectivist values (French et al., 2006). The existence of others is influential in someone's decision-making process. Therefore, the

Indonesian counseling profession's goals need to adjust the meaning of independence concerning the Indonesian self.

The Indonesian concept of self may influence how counselors consider themselves concerning clients. Referring to the current popular counseling theories (Corey, 2016), counselors may utilize the self-concept from Western and Eastern perspectives to properly understand who they are and who their clients will be. Counselors may recognize the meaning of self and its relation to their way of seeing independence in their lives and clients (Kitayama & Imada, 2010). Page and Berkow (1991) argued that it is a critical epistemological element to explicate professional counselors' standard competency, which imposed client independence without a clear Indonesian cultural perspective on the definition of self. Adequate self-knowledge may help counselors understand their clients' positions and positively support the intervention process's therapeutic relationship.

Conceptual Framework

Kivunja (2018) defined the conceptual framework as "the total, logical orientation and associations of anything and everything that forms the underlying thinking, structures, plans and practices and implementation of your entire research project" (p. 47). According to this definition, this research builds a conceptual framework from the importance of the developmental model of clinical supervision during the counselor education process and the theory of cognitive construct development from the Personal Construct Theory (Kelly, 1955). These two theoretical frameworks resonate with current research findings on cognitive complexity development, suggesting experiences within

the educational process (Fong et al., 1997, Granello, 2002) and received clinical

supervision during practicum and internship (Granello, 2010; Welfare & Borders, 1999)

influences the development of cognitive complexity. However, there is no clear

information on which experience best promotes counseling students' cognitive

complexity development. Moreover, most of the research on counselors' cognitive

complexity involved European American participants in the United States and utilized a

quantitative approach. Therefore, exploring how Indonesia's counseling students'

educational experience contributes to their cognitive complexity development would add

more information on the topic. The following paragraphs are the logical sequences of the

conceptual framework of this research.

     Clinical supervision constitutes an essential process for the emerging professional

counselors (Bernard & Goodyear, 2014), and the counseling profession is now

burgeoning worldwide (Hohenshil et al., 2015), including in Indonesia since the 1960s

(Habsy, 2017). The contextual study of counseling students' cognitive complexity in

Indonesia constitutes a logical consequence of the counseling profession

internationalization and the need to prepare counseling students to be fully functioning

professional counselors under their circumstances. This contextual study would align

with the proposition of Personal Construct Theory (Kelly, 1955) that postulated

individuals develop cognitive construct based on their experience and use the construct to

make sense of what they see and experience. This proposition is relevant because

counseling students in Indonesia develop their construct based on their Indonesian

counselor education experience that adheres to the Indonesian cultural system. The

Indonesian counselor education programs have adopted the model from the United States and are now developing under the Ministry of Education and Culture of Indonesia (Permendiknas, 2008).

According to the counselors' cognitive construct development and the Indonesian model of counselor education, a paradigm that facilitates the researcher to develop a contextual understanding of counseling students' cognitive complexity development would be a relevant conceptual lens. Guba and Lincoln (1994) proposed the constructivism paradigm, which defines "realities as apprehendable in the form of multiple, intangible mental constructions, socially and experientially based, local and specific in nature, and dependent for their form and content on the individual persons or groups holding the constructions" (p. 110).

The constructivism paradigm would enable this researcher to deconstruct how counseling students in Indonesian counselor education programs experience cognitive complexity development. Following Guba and Lincoln's (1994) description of the constructivism paradigm, this research comprises the process of understanding the construction of cognitive complexity development within the Indonesian counselor education context, the epistemology aspect in employing the intersubjectivity between investigator (self as a researcher) and research participants and regulation documents to accomplish the findings. The investigation involves interaction between the investigator and participants.

Research Purpose

Thus far, this overview has provided important information regarding counselors' cognitive complexity in professional development and supervision that adheres to the cultural context. According to these conceptions, this research explores counseling students' cognitive complexity levels, shaping cognitive complexity in the Indonesian context based on their learning experience, and analyzing the regulations supporting cognitive complexity within the counselor educational process. Thus, corresponding to these goals, this research will provide a piece of information on the shaping of counselors' cognitive complexity in a non-American counselor education context, fill the gap in the transcultural understanding of cognitive complexity development through deconstructing the understanding of Indonesian counselor education experience, and describe the intersecting relationships between the existing regulations and contextual practice of counselor education in Indonesia.

Statement of the Problem

The review of relevant research literature has indicated that the study on counselors' cognitive complexity has predominantly been conducted in the United States context, involved the imbalanced distribution of participants with diverse backgrounds, and disregarded the exploration of counselors' experience in achieving their higher cognitive complexity levels. These gaps become broader as the counseling profession develops worldwide, with major cognitive complexity studies relying on monocultural context, participants, and approach. Therefore, understanding the transnational counselors' cognitive complexity becomes a much-warranted exploration.

Research Question

This research formulated three research questions corresponding to the existing literature gaps on the counselor cognitive complexity issues. The research questions are intended to understand the counseling students' cognitive complexity levels, the Indonesian culture shaping the counseling students' cognitive complexity, and the contribution of the existing regulations on counseling students' cognitive complexity. According to these considerations, the research questions are:

1. How have counseling students accomplished their cognitive complexity development?

2. How does counseling students' learning experience shape cognitive complexity development during their educational process in Indonesia?

3. How does Indonesian culture shape the development of counseling students' cognitive complexity?

4. How do the Indonesian counseling profession regulations support students' cognitive complexity development?

Significance

According to the research purpose and questions, I expect this research to contribute to Indonesia's counseling profession's theoretical, practical, and regulatory developments. I anticipate this research provides a more contextual theoretical building on the counseling students' cognitive complexity development during their educational process in Indonesian counselor education programs. Thus, it is hoped this research better explains how counseling students experience the educational pursuit of becoming

professional counselors under the Indonesian counselor education program and cultural context. This explanation is expected to be a reference for reflection and educational resource for the next generation of counseling students' journey in Indonesian counselor education programs.

It is also hoped that this research facilitates counselor educators to understand the development of cognitive complexity of counseling students in Indonesian counselor education programs. Counselor educators could reflect how their pedagogical strategies have facilitated counseling students to achieve a higher level of cognitive complexity that supports their clinical performance during laboratory practicum or outreach programs. Counselor educators may also identify the strengths and challenges of counseling students in following professional development paths during their education. In addition, this research will provide a contextual reference that supports the development of supervision strategies relevant to Indonesian counseling students' needs and promotes cognitive complexity development. Counselor educators may develop supervision strategies to incorporate and provide counseling students with more knowledge on developing an awareness of their cognitive development while nurturing clinical skills as emerging professionals.

In addition, I hope this research fills the gap of counselors' cognitive complexity studies. The involvement of non-American participants will be a transcultural finding of cognitive complexity development in the international context that will help develop professional development knowledge among Indonesian counseling students and counselor educators based on students' contextual experience in Indonesian counselor

education programs. Also, in terms of the educational process, this research may explain how existing regulations feature the counselor educators and supervisors facilitating students' cognitive complexity within an Indonesian context.

Delimitations

There are two delimitations of this research. *First*, this research did not involve all counseling students from Indonesian counseling programs. Instead, this research involved counseling students from one counselor education program who have completed laboratory practicum or an outreach program (*Kuliah Kerja Nyata* or guidance and counseling internship at schools or other types of internship sites). Typically, students who have completed laboratory practicum and the outreach program have completed counseling laboratory practicum comprising micro counseling skills, individual counseling, and group counseling. These experiences are the courses requiring the counseling students' clinical skills performance. Moreover, in the outreach program, students met clients in counseling sessions.

Second, there are two types of universities in Indonesia, public and private universities. Since there are 159 undergraduate counselor education programs, this research did not involve all institutions. Instead, this research involved participants from a public university counselor education program accredited by the Indonesian national higher education accreditation agency. In addition, the program curriculum offers courses that accommodate national diversity for any students with various backgrounds. The curriculum does not affiliate any particular social organization such as religion, culture, ethnicity, or other professions.

Definition of Terms

According to the topic of counselor cognitive complexity, below are the fundamental definitions of the terms related to counselors' attributes in this research:

Cognitive Complexity: "The counselors' ability to absorb, integrate, and make use of multiple perspectives" (Granello, 2010, p. 92). Crockett (1965) proposed two dimensions of cognitive complexity: "differentiation and integration" (p. 49). Differentiation Complexity is "the number of constructs in the counselors' cognitive system that is cohesive hierarchically" (Crockett, 1965, p. 50). This ability comprises a counselor's ability to identify a client's characteristics to understand the client's kind of person (Welfare & Borders, 2010b). In comparison, integration complexity is the connections among the counselors' cognitive system (Crockett, 1965; Welfare & Borders, 2010b; Wilkinson & Dewell, 2019). Wilkinson and Dewell (2020) presented the manifestation of integration complexity can be seen from a counselor's ability to view the latent patterns from the characteristics of a client so that the counselor can articulate the case of a client within the counseling theory framework without ignoring the subjective experience of the client. For this study, cognitive complexity is defined as counseling students' ability to absorb clients' information in their counseling practicum and internship, integrate them into meaningful conceptualization, and use their perspectives to draw meaning from the conceptualization.

Outreach/ Internship: This is a six credit hours course based on structured field activities oriented towards community service and empowerment activities as part of efforts to build students' social sensitivity to problems in society. Typically, students also

do Educational Practice together with outreach/ internship. The educational practice provides students with early exposure through training in guidance and counseling that has been mastered at school or other relevant fields of application of expert services. The scope of the systematic and rigorous internship program ranges from observations in the context of field introductions, basic skills training in counseling administration, and supervised practice, increasing into exercises through structured assignments (self-managed practice), and to self-initiated practice under the supervision of Advisory Lecturers and Civil Service Counselors

Summary

This chapter presented the gaps of counselor cognitive complexity studies and how research involving counseling students in Indonesian counselor education programs is necessary. It has also reviewed the conceptual framework and importance of clinical supervision when exploring cognitive complexity. Despite the need to embrace the experience aspect of cognitive complexity development among counseling students, this research also intends to examine the development of cognitive complexity in the Indonesian context as a country with distinct cultural background compared to that of the United States. Subsequent chapters of this research cover the literature review and methodology. The literature review explores the more detailed analysis of existing conceptual and research-based literature on counselor education in Indonesia, cognitive complexity, and the importance of Indonesia's counselor education programs. Thus, in chapter three, the researcher describes the qualitative methodology, research design, and data collection and analysis methods.

Chapter 2: Literature Review

Introduction

This chapter reviews essential literature on the theoretical foundations of counselor cognitive complexity, including the levels and dimensions of cognitive complexity and the focus of cognitive complexity studies in the counseling field. According to the research focus on cognitive complexity conducted by scholars in the counseling field, the following section addresses future research following the suggestions of the previous study and focusing on the gaps that intersect with counseling students' professional development, multicultural backgrounds, and the international issues counseling profession. Finally, this chapter covers the position of cognitive complexity in counselor education and supervision and the prospect of conducting research involving counseling students in an Indonesian counseling program.

Exploring the Theoretical Foundations of Counselor Cognitive Complexity

Cognitive complexity is the ability to absorb, integrate, and use multiple counselors' perspectives to provide counseling intervention for clients (Granello, 2010 p. 92). This definition covers the cognitive processing skills in utilizing a client's information so that the counselor can articulate and treat the client effectively (Ridley et al., 2011). The development of the cognitive complexity theory is rooted in the work of Kelly (1955) on the Personal Construct Theory. In this theory, Kelly explained that individuals create conceptual templates (or constructs) that allow them to understand the things they experience. Stimuli generate constructs, and then individuals use them to understand the situation and respond appropriately. For example, a counselor observes a

client's physical symptoms of anxiety. The counselor, thus, develops a conceptual

template of the anxiety's physical symptoms. According to this experience, the counselor

can use this experience to understand other similar or related situations whenever the

counselor identifies such physical symptoms. Kelly (1955), Bieri (1955), and Crockett

(1965) all agreed that as a person's cognitive system is exposed to new experiences, it

grows increasingly complicated over time. Crockett noted, however, that if a person does

not encounter novel stimuli in a particular domain, his or her cognitive system in that

domain will not develop more sophisticated. The domain-specific nature of cognitive

systems is crucial to comprehending and exploring cognitive complexity, particularly

when training counselors.

Departing from Kelly's (1955) personal construct theory, the theory of cognitive

complexity was first introduced by Bieri (1955). Bieri (1955), Kelly's student, described

cognitive complexity as the ability to perceive social conduct in multiple dimensions.

Bieri (1955) stated that more advanced thinking systems allow for more diversified

perceptions of persons, but basic cognitive systems do not. Simple cognitive systems can

develop into more complex cognitive systems with experience. Unlike Kelly (1955) and

Bieri (1955), Crockett (1965) defined cognitive complexity using two domains. They are

differentiation and *integration* domains. The differentiation domain represents the

number of constructs in the cognitive system that are cohesive hierarchically, while the

integration is the connections among the constructs. The differentiation domain of

complexity constitutes counselors' ability to recognize the number of client

characteristics, while integration is about how counselors understand those characteristics

and integrate them into a meaningful construct (Wilkinson & Dewell, 2019). Wilkinson

and Dewell suggested that "Differentiation represents the expansion of mental models to

accommodate new data" (p. 318). At the same time, integration is the counselor's ability

to identify latent patterns within a surplus of differentiated data. Crocket (1965) argued

that an individual's cognitive system becomes more complicated than the existing stimuli

that expand new experiences in a specific domain. Therefore, developing cognitive

complexity in a particular domain does not mean the same development on the other

domain or general domain complexity.

The cognitive processing ability constitutes counselors' complete understanding

of the client's characteristics to provide accurate intervention when they have advanced

thinking (Blocher, 1983). According to Kelly (1955), the cognitive system helps people

interpret things and events. They create abstract frameworks or constructions to

understand experiences, give circumstances meaning, and create meaning. Bieri (1955)

described that individuals with a low cognitive complexity structure have an inadequate

ability to recognize the diversity of individuals' characteristics. This idea conversely

defines individuals with a higher cognitive complexity level as being able to differentiate

other individuals' characteristics.

Wilkinson (2011) described that counselors with high cognitive complexity levels

could identify various client characteristics. Wilkinson exemplified, even in complex

scenarios including relationships between variables and paradoxical issues, they have a

deep understanding of client demands. Counselors with a low level of cognitive

complexity, on the other hand, typically treat clients in a straightforward manner and

make decisions using a dualistic viewpoint. In comparison, counselors with a higher level of cognitive complexity may use intersecting variables to articulate the case with relevant counseling theoretical frameworks (Wilkinson et al., 2020).

The Level and Dimension of Cognitive Complexity

As the efforts to formulate the educational processes to promote cognitive complexity, scholars in helping professions have attempted to understand cognitive complexity through various approaches such as Personal Construct Theory from Kelly (1955), Conceptual Level Theory from Harvey et al. (1961), or Epistemological Theories from Perry (1970). Social scientists investigated cognitive complexity using Kelly's (1955) personal construct theory that supports social activity integration and differentiation. Other researchers have been using the conceptual level theory of Harvey et al. (1961) to characterize individuals on an evolutionary hierarchy of conceptual complexity, self-responsibility, and autonomy. In comparison, Perry's influential approach to the epistemological model (1970) is about interpreting individuals of the world of information. These diverse views result in various cognitive complexity definitions and their implications for understanding how it develops.

Granello (2010) identified that the studies attempting to measure counselors' cognitive complexity usually utilize the cognitive development model from Perry's (1970) theory of intellectual development. Perry's theory model on cognitive processing characteristics portrays how counselors would improve their ability to process information and decide accordingly. This theory categorized cognitive structures into four major categories: dualistic, multiplistic, relativistic, and committed relativistic

thinking. The first category, dualistic thinking, is defined as a dichotomous structure that sees reality in two types: right or wrong perspectives, according to Granello (2010). Counselors with dualistic thinking, according to McAuliffe and Lovell (2006), will retain a customary, unquestioned conviction that authority knows singular truths.

Wilkinson (2011) defined multiplistic thinking, which substitutes embracing uncertainty for the dualistic structure. This kind of thinking acknowledges that all client information appears to be equally valid and precludes looking for the correct answers. Counselors with multiplistic thinking may feel burdened by the challenges of making decisions based on relevant data. Relativistic thinking is the third category, and it shows knowledge as contextual, with counselors making judgments based on the best available information (Wilkinson & Dewell, 2019). Counselors can be aware of the tentative assumptions behind judgments and the temporary context of any declaration using relativistic thinking. Counselors who think relativistically use metacognitive abilities to develop a critical inner voice that can be used in reasoned self-reflection.

In the fourth group, committed relativistic thinking, counselors take long-term moral and ethical positions. This way of thinking comes from their ideas and recognizes the importance of values and knowledge in making life decisions. Granello (2010) claimed that only a small percentage of people fall into this fourth category. According to Perry (1970), this fourth group is more theoretical than research based. As a result, the move from dualistic to multiplistic and multipistic to relativistic cognitive complexity development is more typical (Granello, 2002; Skovholt & Rønnestad, 1992).

One of the contemporary studies on cognitive complexity performed by Granello (2010) used the epistemological framework of Perry (1970) to analyze the extent of the counselors' cognitive complexity. Granello (2010) described the cycles of therapy experience and cognitive complexity development wherein cognitive change occurs. The proposed model of individual perception evolves from incomplete belief information (dualistic) to accepting uncertainty (multiplistic) and situational understanding (relativistic thought) (Wilkinson, 2011). Granello (2010) concluded that the final stage is committed relativistic; few people reach this last stage. Wilkinson (2011) described counselors with dualistic thinking as having incomplete, binary thought processes and believing in absolute facts.

Consequently, the binary thought led to right or wrong thinking (Granello, 2010), in which a counselor understands a client based on the appeared facts and recognizes the facts as complete information. Thus, the dualistic thoughts negatively affect the empathy function to understand clients by their contexts and result in ineffective counseling relationships with clients (Castillo, 2018). On the other hand, Wilkinson elaborated that counselors with multiplistic and relativistic thoughts have a more balanced perception of uncertainty. Counselors with multiplistic thinking recognize uncertainty and accommodate various information in their decision-making process (Granello, 2010). Thus, counselors with relativistic thought understand clients based on their context, utilize the best information in the decision-making process, and use contextual knowledge and include metacognition processes to obtain vital inner dialogue for conscience-reflection (Wilkinson, 2011).

Besides understanding cognitive complexity in terms of level, most current literature on cognitive complexity (Granello, 2010; Welfare & Borders, 2010; Wilkinson & Dewell, 2019; Wilkinson et al., 2020) adhere to the fundamental concept of cognitive complexity dimensions. Crockett (1965) suggested two cognitive complexity components: differentiation and integration. Wilkinson and Dewell (2019) suggested that these cognitive complexity dimensions are complementary; while the differentiation constitutes cognitive processing development to accommodate a client's new information, the integration defines the cognitive processing to identify latent patterns of the differentiated information of a client. Wilkinson and Dewell emphasized differentiation as the number of client features counselors can identify, such as experiences, characteristics, and concerns. Welfare and Borders (2010b) highlighted, "Differentiation as the client's behavior and appearance, the relationship between counselor and client, cognitions, beliefs, motives, intentions, personality, and psychological state of the counselor regarding the client" (p. 189). Wilkinson et al. (2020) suggested differentiation as the primary case conceptualization involving organizing a client's multifaceted information into discrete classifications such as biopsychosocial intake assessment. The more complex differentiation includes using a theory to manage information of a client based on a conceptual model as a framework to determine a coherent clinical intervention.

In comparison, integration complexity is the counselors' framework for recognizing how the collected information features a client simultaneously (Welfare & Borders, 2010). The collected features include a counselor's interpretation of a client's

relevant counseling theories to translating clinical observations into formal explanations (Wilkinson & Dewell, 2019). The features' simultaneous functions represent what a counselor could discover as latent relationships among the diverse information and identify the merge themes for clinical intervention decision making (Wilkinson & Dewell, 2019). Besides, Wilkinson et al. (2020) elucidated integration as the counselors' identification of meaningful networks across conceptual classifications or dimensions in case conceptualization, comprising the conceptual gestalt's wholistic parts. Wilkinson and Dewell (2019) described counselors with an advanced articulation of the case conceptualization "differentiated evidence can be assessed in terms of mental model that reflect foundational elements of experience rather than the abstract rendering of experience" (p. 320). Conversely, counselors with poor articulation show a "lack of complexity, serving as abstract placeholders in a theoretical context – that is, as pure abstraction without any practical relevance beyond their conceptual relationship to other abstractions" (p. 320).

Wilkinson and Dewell (2019) elaborated the integration complexity of counselors' work with counseling theories to articulate the client's experiences. A counselor uses counseling theories to translate a client's information into a formal explanation as abductive reasoning. The counseling theories help counselors understand a client's psychological experience and provide therapeutic intervention strategies. The counseling theory's utilization offers a counselor a theoretical template to translate the information from a client into a mental model to articulate why the issue appears and how to address them within the counseling framework. Wilkinson and Dewell explicated using a Person-

Centered lens to conceptualize clients through the notion of worth and a Cognitive-Behavioral lens to understand the cognitive schema over clients. However, Wilkinson and Dewell emphasized that the integration complexity does not merely involve counseling theories but also the articulation framework. When integration lacks conceptual depth, the integration will revolve around the diagnosis articulation; thus, the counselor does not embrace what is beyond the identified clinical symptoms. Conversely, integration would be well-articulated when a counselor involves the client's subjective experience in understanding the clinical path with depth, texture, and meaning from a client's context and subjective experience.

The Focus of Cognitive Complexity Studies in the Counseling Field

In 1977, Heck and Lichtenberg wrote on the importance of involving cognitive complexity variables in counseling research. These authors investigated the factor structure of a set of five cognitive complexity measures (as Interconcept Distance Measure of Cognitive Complexity (IDM), Intolerance of Trait Inconsistency (ITI), Category Width (CW), Intolerance of Ambiguity (IA), and Paragraph Completion Measure of Integrative Complexity (PCM)). This research involved 103 master's level students (30 male and 73 female) in counseling programs at the University of Kansas. Based on the results, the intercorrelation of the instruments was not significant, and a factor structure across the instruments was not found. Heck and Lichtenberg suggested further single measurements on cognitive complexity in counseling research.

Although the study of cognitive complexity involving counseling students began in 1977, Granello (2010) mentioned that the research about cognitive complexity

development among counselors-in-training started in the 1990s. Granello categorized

three main concentrations of cognitive complexity research in the counseling field

including "to map cognitive complexity within the graduate curriculum, develop methods

to enhance cognitive complexity, and link cognitive complexity to the improved

counseling outcomes or skill acquisition" (p. 92). Granello exemplified the research by

Fong et al. (1997), Granello (2002), and Lyons and Hazler (2002), who examined the

map of cognitive complexity in the graduate curriculum; Choate and Granello (2006),

Duys and Hedstrom (2000), Fong et al., (1997), Granello and Underfer-Babalis (2004),

and Lovell (2002) regarding the method to promote cognitive complexity; Borders et al.,

(1989) and Eriksen and McAuliffe (2006) on the link of cognitive complexity to the

enhanced counseling outcomes and skill acquisition. The following paragraphs will

review the common themes from the studies conducted by these researchers.

Cognitive Complexity in the Graduate Curriculum. Fong et al. (1997)

measured cognitive complexity development in five stages: at the beginning of the

program, after completing the first semester, during the counseling skills course, at the

end of the practicum, and the final internship. Results showed that counseling students

gained slight improvement in cognitive functioning during the training program. On the

other hand, Granello (2002) found substantial differences in the Cognitive Complexity

Index (CCI) between students in the middle and the end of the counselor education

program. This finding aligns with Lyons and Hazler's (2002) finding of the improvements

in students' affective and cognitive empathy from their 1st year to 2nd year in the

counseling programs.

Among these three researchers, each mainly involved White American participants (81%, 90%, and 84%, respectively) and utilized different instruments to measure cognitive complexity. Fong et al. (1997) and Lyons and Hazler (2002) employed the Sentence Completion Test of Ego-Development-Form 81 developed by Loevinger and Wessler (1970), while Granello (2002) utilized the Learning Environment Preferences (LEP) developed by Moore (1989). In general, their research findings revealed that the educational process contributes positively to cognitive complexity development. Although the results of Fong et al. (1997) and Granello (2002) indicated slight improvement of cognitive complexity during the educational programs, Granello (2002) concluded there was considerable improvement of cognitive complexity between the middle to the end of the program, especially after practicum and internship.

Methods to Enhance Cognitive Complexity. Choate and Granello (2006) proposed that faculty advisers expand roles to promote students' cognitive development. These authors argued the importance of faculty in counselor education programs in counseling students' cognitive development throughout the graduate courses and program. The faculty advisers are the person who regularly interacts with students from their beginning enrolling to the completion of a counseling program. Specifically, the authors recommended an advising model to promote counseling students' cognitive development. Thus, these authors prescribed a structured advising model to facilitate counseling students' cognitive development. The proposed model comprises the advisory roles in three milestones of students' development - such as upon admission, pre-practicum and internship, and pre-graduation. Choate and Granello proposed academic

advisor roles upon admission to provide support by providing precise academic requirements and professional orientation expectations. During pre-practicum and internship, an academic advisor may introduce the function of supervision and provide support on how to deal with any disequilibrium caused by uncertainties during and after internship experience. Thus, the advisor would play substantial roles during students' pre-graduation, primarily to facilitate students' professional identities transition from counseling students to professional counselors and the necessity for lifelong learning.

The work of Choate and Granello complemented Wilkinson et al.'s (2020) proposal on promoting cognitive complexity in counselor education. Wilkinson et al. suggested applying constructivist and phenomenological practices to promote cognitive complexity. The constructivist method supports the differentiation domain of complexity, while the phenomenological approach accelerates the development of the integration domain of cognitive complexity. According to Wilkinson et al.'s synthesis, the constructivist practices may include instructional activities that offer open-mindedness, tolerance for ambiguity, multicultural sensitivity, and self-awareness. These practices may develop through the creative and reflective classroom with multiple perspectives, embracing differences and plurality. Thus, the phenomenological practice implementation comprises the deconstruction of abstract psychological concepts or counseling theories. This practice aims to differentiate between counseling theories' abstract concepts and clients' lived experiences under which a student uses a counseling theory to articulate a client's case. Therefore, this practice requires *epoche* application by

which a counseling student identifies and sets aside speculative explanation, interpretation, and preconceptions to gain pure observation of a phenomenon.

Duys and Hedstrom (2000) examined the correlation between counselor skills training and the level of cognitive complexity among counseling students. The researcher's findings indicated that participants who joined the primary counseling skills practice indicated higher cognitive complexity levels than the control group. On the other hand, Lovell (2002) found that the cognitive-developmental stage predicted the score change better than age, education, or experience. Granello and Underfer-Babalis (2004) proposed a group work supervision model that potentially enhances supervisees' cognitive complexity to support cognitive development. The model utilizes Bloom's Taxonomy of Educational Objectives to guide supervisors and facilitate supervisees' cognitive complexity development. Granello and Underfer-Babalis argued that Bloom's Taxonomy provides an established system to help supervisors purposefully make certain the supervisees' cognitive complexity is addressed throughout the supervision process. This could also be applied to the counselor educator within a classroom setting.

These researchers have presented several proposed methods to promote counselors' cognitive complexity. The work of Duys and Hedstrom (2000) and Lovell (2002) has given empirical evidence on the predictors of cognitive complexity development. Duys and Hedstrom utilized the Role Category Questionnaire (RCQ), while Lovell employed the Learning Environment Preferences (LEP) to measure counselors' cognitive complexity. These studies were conducted in the American context, but there was no demography information in the Duys and Hedstrom study, while Lovell involved

79% European Americans. On the other hand, the proposed strategies from Choate and Granello (2006), Wilkinson et al. (2020), and Granello and Underfer-Babalis (2004) have provided insights for practical implementation. However, the methods still lack empirical evidence on their effectiveness to promote counselors' cognitive complexity.

The Link of Cognitive Complexity with Counseling Outcomes and Skill Acquisitions. Besides the curriculum and methods to promote cognitive complexity, several other studies have attempted to explore cognitive complexity with counseling students' counseling skills acquisitions. Birk and Mahalik (1996) analyzed "the counselor trainees' conceptual level, type of supervision environment, and trainees' anxiety as predictors of counselor developmental level" (p. 123). The authors reported a significant interaction for trainee conceptual level and supervision environment, a significant main effect for trainee conceptual level, and a considerable covariate effect for anxiety. On the other hand, Borders et al. (1989) examined "the influence of ego development on supervisees' in-session cognition at the same experience level" (p. 163). Borders found no significant impact on the ego levels' time, place, focus, location, or retrospective orientation. Borders also disclosed that supervisees reported significantly fewer negative thoughts about their clients and appeared to write more objective and unbiased views in sessions. These findings also indicated that experience and ego level seemed to determine the counselors' developmental stage.

Eriksen and McAuliffe (2006) investigated the correlation between adult development and counseling skills performance. They reported that 18% of students' counseling skills performance was influenced by adult moral development. This finding

supports McAuliffe and Lovell's (2006) 's conclusion, which investigated the relationship between the counselor trainees' epistemologies and their interview behavior. McAuliffe and Lovell identified five themes that characterize counseling students' interview behaviors, including "the source of view, depth, reflectiveness, relationship to ambiguity, and evidence, which help understand the counseling students' epistemological development" (p. 311). These results informed counselor educators of the critical aspects in the learning process to develop supporting interview skills.

The theoretical foundation of cognitive complexity and its burgeoning in the counseling field has provided a critical understanding of becoming professionally developed counselors, especially in the therapeutic performance in counseling sessions (Owen & Lindley, 2010). Becoming a professional counselor is not an instant process instead, it follows developmental phases from lay helper to senior professional (Rønnestad & Skovholt, 2003). The developmental process and the phase of entering the counseling profession begins with counselor preparations through counselor education, and supervision serves as the closer look at how a counseling student performs and masters clinical skills in counseling. In the next session, this literature review will look at future research on cognitive complexity in the counseling field and review the position of cognitive complexity in counselor education and supervision.

Current Prospective Research on Cognitive Complexity in the Counseling Field

The scholarly works on counselors' cognitive complexity suggest the necessity to investigate its development through counselor education and supervision (Castillo, 2018; Welfare & Borders, 2010; Wilkinson et al., 2020) and identify the experience promoting

the development of cognitive complexity (Granello, 2010). According to these

suggestions, examining students' experience would help explain contextual issues during

the educational processes interconnecting with existing regulations to facilitate learning

processes. Rønnestad et al. (2019) argued that counseling students' experience is

inseparable from the educational process or context. Therefore, research that explores the

existing regulations that provide more foundational and circumstantial comprehension

regarding the educational processes that shape counseling students' cognitive complexity

development is also essential.

In the US counselor education system, the CACREP (The Council for

Accreditation of Counseling and Related Educational Programs) (2016) has outlined

counselor education curriculum with eight core areas of foundational knowledge

comprising professional counseling orientation and ethical practice, social and cultural

diversity, human growth and development, career development, counseling and helping

relationships, group counseling and group work, assessment and testing, and research and

program evaluation. In addition, the CACREP standards also specified the model for

professional practice as the application of knowledge in practicum and internship.

Students apply theory and implement counseling skills during practicum and internship

while receiving supervision. In terms of technical guidelines, these standards have

accommodated the necessity of epistemological and practical aspects in building clinical

skills. Owen and Lindley (2010) suggested that it is vital to equip counselor educators

and supervisors with suitable and validated cognitive complexity assessment and evaluate

course syllabi to lead the counseling students' educational experience that develops their cognitive complexity.

In terms of experiencing the educational process, theorists in clinical supervision developmental models proposed the stages of counselor professional development from the earliest level entering the formal education of the counseling profession to the specialized expert professional level (Loganbill et al., 1982; Rønnestad & Skovholt, 2003; Stoltenberg, 1981). Although accomplishing the higher level of expertise requires years of experience in the profession, not all professionals in the counseling profession could attain a comparable cognitive complexity level. Granello (2010) identified that it takes around five to ten years of professional experience for counselors to transform from dualistic to multiplistic cognitive model and beyond ten years to be a professional with a relativistic cognitive style. Granello concluded that counselors with multiplistic thinking have a more balanced perception of uncertainty. The counselors could accommodate various information for decision-making purposes than counselors with dualistic thinking who understand clients based on facts and right or wrong thinking (Wilkinson, 2011).

Furthermore, Granello (2010) mentioned that although the transition from dualistic to multiplistic requires yearly professional experience, counseling students cannot be passive learners, and also, beginning professionals cannot just wait to become expert therapists. The years of experience are one of the other unidentified variances of cognitive complexity development. Therefore, Granello suggested practicing counselors be aware of their developmental path, self-reflective on their development, and participate in supporting activities and educational experiences to promote their cognitive

development. Granello also suggested further research investigate any specific experience that promotes counselors' cognitive complexity. This suggestion aligns with other several scholars such as Wilkinson et al. (2020) regarding the need to understand how counselor educations apply pedagogical practice promote differentiation and integration cognitive complexity, Wilkinson & Dewell (2019) on the need to explore alternative ways of counselor and counselor educations to promote cognitive complexity, and Castillo (2018) on investigating the pedagogical and supervisory intervention. These suggestions indicate the importance of counselor education and supervision on counseling students' cognitive complexity but still not clear what and how the experience can promote counselors' cognitive complexity.

The Position of Cognitive Complexity in Counselor Education and Supervision

In this section, the literature review explores the counselor education significance on cognitive complexity development and the fundamental point of view in the developmental models of clinical supervision regarding counselors' cognitive complexity development. Many studies in the counseling field have investigated the relationships between cognitive complexity and clinical skills, therapeutic competence and effectiveness, and the developmental stages from early counselor education to senior professional. In addition, the development of cognitive complexity has been a fundamental concept undergirding clinical supervision with the developmental model.

Counselor Education Significance on Cognitive Complexity Development

Researchers in the counseling field have examined the association of counselors' cognitive complexity with counselors' clinical skills (Castillo, 2018; Duys & Hedstrom,

2000). Cognitive complexity is a critical element of therapeutic competence in counseling (Ridley et al., 2011b) and effectiveness (Skovholt, 2017). When cognitive complexity evolves effectively, counselors can better recognize and utilize essential information, view different perspectives, and use various knowledge to build a conceptual understanding (Granello, 2010). Therefore, understanding the process of cognitive complexity is inseparable from the counselor's education and supervision process.

Welfare and Borders (2010) claimed that cognitive complexity has evolved as an essential supervisory factor. In addition, a counselor education priority is central to successful counseling (Glosoff et al., 202l; Ridley et al., 2011b). Successful counseling is defined as "a counseling process where a counselor could work effectively in the understanding of client's characteristics (e.g., cognitive, emotional, contextual, behavioral, and spiritual) that affect client's presenting problem and integrate them into an integrated conceptualization for accurate treatment decision making" (Welfare & Borders, 2010 p. 188). Further, Welfare and Borders suggested that cognitive complexity is a priority because counselors need to build systematically structured conceptual frameworks to consider the needs of interpersonal relationships and anticipate the consequences of diverse client populations.

Many scholars have agreed that counselor cognitive complexity is essential because of the positive correlations with specific therapeutic skills such as empathic response toward clients (Blaas & Heck, 1978; McAuliffe & Lovell, 2006), were more independent and self-aware, had improved clinical theories mastery, were more aware of client needs and had heterogeneous recognition (Brendel et al., 2002), acceptance and

exploration encouragement (Goldberg, 1974), more complex hypotheses construction (Holloway & Wolleat, 1980), better case articulation (Ladany et al., 2001), and less prejudice, more multicultural appropriateness, advanced descriptions of clients, confidence, tolerance for ambiguity, and less anxiety (Jennings & Skovholt, 1999). Blass and Heck (1978) involved 33 first-year-counselor participants examining "the effect of counselor cognitive complexity on the four selected counseling processes (counselor-client congruency, empathy, verbal mode, and subrole)" (p. 257). Results demonstrated a significant interaction between counseling tasks and the low-complexity group on accurate empathy. Counselors with a lower cognitive complexity perform lower performance on counseling tasks and potentially result in less effective working alliance with clients (Wampold, 2001). Based on this information, counselors with higher levels of cognitive complexity can perform practical counseling tasks due to the ability to establish positive working alliances through accurate empathy, acceptance and encouragement, more complex hypotheses construction, and more thorough case articulation.

Another area of research examined epistemological levels of learning alongside counseling interview behaviors. McAuliffe and Lovell (2006) investigated a relationship between counselor trainees' epistemological levels (dualistic, multiplistic, and relativistic) and counseling interview behaviors. McAuliffe and Lovell utilized Perry's (1970) theory to identify epistemological levels such as perceiving knowledge rigidly or authoritatively (dualistic), all information seems equally valid and lead to overwhelming situation and cannot make a decision from the available data (multiplistic), and more awareness on the

knowledge that is constructed contextually in a community and use best available information to make a decision (relativistic). This categorization shares with the level of cognitive complexity that most researchers in counseling use to understand the developmental level of counselors' cognitive complexity (Granello, 2010).

McAuliffe and Lovell (2006) involved 12 counselor trainees who participated in the first half of a micro-skills course. The micro-skills course included "active listening skills, non-verbal attending, paraphrasing, a reflection of feeling, and questioning" (p. 310). The researchers utilized the Learning Environment Preferences (LEP) inventory to survey counselor trainees' epistemological levels and analyzed counselor trainees' counseling interview records with practice clients. In addition, the researchers analyzed counselor trainees' self-commentaries on their interview performance for thematic analysis purposes. Results demonstrated different characteristics of the dualist and relativist counselor trainees in five emerging themes such as "the source of point of view, depth, reflectiveness, relationship to ambiguity, and use of evidence" (p. 311). According to the counseling interview behavior categories, the dualists have conflating views, superficiality, automatization, reductionism/premature closure, and unconsidered action. On the other hand, the relativist trainees have emphatic de-centeredness, perspicacity, metacognition, tolerance of ambiguity, and deliberate action. Following the counselor trainees' cognitive development and its relationship with counseling performance, Goldberg's (1974) research indicated supporting findings.

Brendel et al. (2002) looked at the effects of a counselor training program on two different levels of cognitive development: conceptual level and moral reasoning level.

The Paragraph Completion Method (PCM) and the Defining Issues Test (DIT) were utilized to assess the cognitive-developmental level of a total of 30 participants at three separate times: before joining the counseling program, one year into the program, and the month of their second-year completion. The PCM showed a significant improvement between the second and third evaluations, whereas the DIT showed a favorable but not considerable trend.

Goldberg (1974) explored the relationship between master's counseling students' conceptual system and behavior in a counseling session. Goldberg involved eighty-six participants and utilized Harvey's Conceptual System Test (Harvey, 1967) to measure conceptual level and a series of 20 stimulus expressions to elicit counseling behavior. Goldberg reported a relationship between the two variables of x and z. Goldberg inferred that a client's conceptual system might influence counselor behavior. The higher the conceptual system, the better a counselor can adapt their verbal communication to match the client. In line with Goldberg's findings, Holloway and Wolleat (1980) investigated the correlation between counseling students' conceptual level (Harvey, 1967) and the ability to form hypotheses about a client's problem by viewing a videotaped counseling session. Holoway and Wolleat reported that the experience level was not significantly related to the students' clinical hypothesis formation.

In contrast, the conceptual level was significantly related to clinical hypotheses' overall quality and clarity of expression. In addition, the conceptual level was also related significantly to divergent questions regarding the client's problems. Divergent questions included a count of a specific, nonredundant, novel, and relevant question. Also, Ladany

et al. (2001) examined the "relationship of counseling students' counseling experience, familiarity with client symptomatology, case conceptualization with integrative cognitive complexity, and preference for supervisor style" (p. 203). Results demonstrated "that general trainee experience and familiarity with specific client symptomatology were related to trainee case conceptualization integrative complexity among the beginning and intern-level counselor trainees" (p. 203). However, none of these variables significantly predicted the participant's preference for supervisor style.

Several other studies showed supporting results on Ladany's (2001) findings, such as Granelo (2002, 2010), Skovholt and Rønnestad (1992), and Fong et al. (1997). They revealed the essential roles of counselor educational processes for developing counselor cognitive complexity. Granello (2002) examined counseling students' cognitive development at three points during their education: their programs' beginning, middle, and end. This research involved 205 counseling master's students from 13 colleges and universities in nine states. Granello used the Learning Environment Preferences (LEP) to measure counseling students' level of cognitive development. The LEP was used to assess counselors' level of cognitive complexity development based on Perry's (1970) theory of intellectual development. Granello mentioned the change in the instrument wording under the instrument author's permission for counselors' research purposes. For example, Granello changed the original statement read "My ideal learning environment would …" to "To learn counseling at my present level in the counseling program, my ideal environment would …" (Granello, 2002 p. 283-284). There were five LEP domains that counselors needed to rate on a Likert-type scale such as "on beliefs of the nature of

knowledge about counseling, the role of the instructor of workshop presenter for counselors research our purpose participant their continuing education, the atmosphere of the learning environment, and the role of evaluation" (Granello, 2002 p. 279). The findings revealed disparities in cognitive growth between students at the start and completion of their counseling graduate degrees. This research also rated the role of counseling students' experience in seeing clients in clinical settings that influence the higher range of cognitive development from the middle to the endpoint of the training rather than from the beginning to the middle of the program. This finding preceded the subsequent Granello investigation in 2010 that involved post-graduated counselors in the professional world.

Using interview as the approach, Jennings & Skovholt (1999) investigated the cognitive, emotional, and relational features of ten peer-nominated master therapists, seven women and three males. Six of the ten participants were psychologists with a Ph.D., three were social workers with a master's degree, and one was a psychiatrist. The findings are divided into three dimensions representing "key cognitive, emotional, and relational attributes of master therapists" (p. 6). Jennings & Skovholt described,

> Master therapists are voracious learners, value cognitive complexity and ambiguity, are emotionally receptive, mentally healthy and mature, attend to their emotional well-being, are aware of how their emotional health affects their work, have strong relationship skills, believe in the working alliance, and are experts at using their exceptional relational skills in therapy, according to the findings. (p. 3)

Granello (2010) reported that the counselor education program contributes substantially toward cognitive complexity development, particularly during practicum and internship. Granello investigated whether the counselors' years of experience predict the level of cognitive complexity. Granello analyzed 122 licensed counselor answers on Learning Environment Preferences (LEP) instrument from one mid-western state. Results showed that years in the counseling profession appeared as the best predictor for counselor cognitive complexity compared to age, gender, race, and highest obtained degree. Granello elaborated that being in the profession in any role such as supervisor, administrator, or counselor educator is critical in cognitive development. More specifically, Granello reported two points of continuum for the developmental shifts. First, counselors are more likely in the early multiplistic stage during five to ten years of professional experience. Second, counselors are likely to be in the late multiplistic or early relativistic stages with ten or more professional experience (Granello, 2010 p. 97). Granello's (2010) findings support the themes obtained from Skovholt and Rønnestad's (1992) study on *Themes in Therapist and Counselor Development*.

Skovholt and Rønnestad (1992) examined the stage of construct development of therapist and counselor. The study interviewed 100 therapists and counselors ranging from graduate schools to 40 years after completing graduate school. The participants were grouped into five categories: first-year graduate students, advanced doctoral students, practitioners with a doctorate and approximately five years of postdoctoral experience, practitioners with a doctorate and approximately 15 years of postdoctoral experience, and practitioners with a doctorate and 25 years of postdoctoral experience.

The researchers utilized semi-structured interviews with 23 item questions developed from their written work and research on the topic, their works on supervisors and teachers in graduate programs, becoming practitioners, literature on professional development, supervision, and occupational burnout. These researchers completed this study for five years, from 1986 to 1990.

Shovholt and Rønnestad (1992) identified 20 emerging themes and grouped them into four categories: primary characteristic, process descriptor, source of influence, and secondary characteristics. *First,* the primary characteristics comprise the understanding that professional development is a development stage aiming to professional individuation of therapist and counselor. This category also includes the increase and decline of external and rigidity orientation in the role, working style, and issue conceptualization, the central role of continuous professional reflection, the reliance of beginning practitioner to external expertise, congruency of one's personality and conceptual system, and the transition from receiving knowledge to constructing knowledge. The *second* themes generally include the roles of multiple sources influencing professionals, the process of optimal professional development that long, slow, and erratic process, the critical situation in the post-training years for optimal development, and the decline of anxiety along with the increase of professional development. These themes interconnect with the *third* group themes, the source of influence. There are several themes in this category, such as the interpersonal encounters that are more influential compared to impersonal data, the roles of personal life that strongly influence professional functioning, the roles of clients as significant resources

and primary teachers, the affective reaction of newer members in viewing professional

elders and graduate training, the essential roles of external support at the beginning and

transition points of career, and the importance of professional isolation along with the

increased experience and age. In the *fourth* group, the secondary characteristics include

the movement toward increased boundary clarity and responsibility differentiation,

practitioner realignment from a narcissistic position to a therapeutic position, and

extensive experience with suffering that bring tolerance and acceptance of human

variability (p. 514).

Fong et al. (1997) investigated counseling students' cognitive development during

their entry-level counselor education program study and assessed its relationship to actual

counseling behavior. Fong et al. recruited 43 counseling students in a 72-semester-hour,

CACREP-accredited program at a southeastern public institution as participants (p. 103).

The data collection was set after the first semester, the three-semester-hour counseling-

skills course, and after the practicum and internship. The researchers looked at several

characteristics, including cognitive functioning indicators and actual counseling

performance based on student cognitions. Unique thinking about the client (cognitive

events), cognitive assessment of counseling (cognitive processes), and ego development

level are all examples of cognitive functioning (cognitive schema). As a result, the actual

counseling performance encompasses audiotapes of each participant's counseling

performance at the start and finish of the counseling skills course. Fong et al. assessed

each of the variables such as thought about a client using a list of an adjective describing

the client on the submitted audiotape according to coding system of interpersonal

situations, counselor self-appraisal using the Stress Appraisal Scale (SAS) (p.104), ego

development using the Sentence Completion Test of Ego Development-Form 81 (SCT)

(p. 105), counseling response modes using the Hill Counselor Verbal Response Category

System (HCVRCS) (p. 106), and counseling response effectiveness using the Global

Rating Scale (p. 106).

In terms of counseling students' cognitive functioning, Fong et al. (1997) found

that "counseling students cognitive functioning developed from cognitive events

(thoughts) to cognitive processes (self-appraisal) and cognitive schema (ego

development)" (p. 108). They explained that the views changed first, and the cognitive

appraisal of counseling changed after students were involved in fieldwork. Nevertheless,

the level of ego development did not change during the training program. Regarding the

counseling performance, at the conclusion of the counselor education program, Fong et

al. discovered a substantial improvement in counselor response effectiveness. They

described counseling effectiveness as also found to be moderately negatively linked with

counseling students' ego development and self-confidence. This finding suggests that a

rise in counseling effectiveness was linked to decreased ego development and self-

assurance. Finally, they concluded that students with higher self-confidence and higher

cognitive complexity associated with improving counseling responses abilities but do not

demonstrate many cognitive improvements. Counseling students experienced some

aspects of cognition changes during their training with counseling skill course and

experience to work with actual clients promoted their level of thoughts about a client.

However, these findings also indicated that counseling students experienced partial cognitive functioning development during their training program.

According to the study of Granello (2002, 2010), Skovholt and Rønnestad (1992), and Fong et al. (1997), it can be seen that the path of counselors' professional development essentially departs from the early stage of training in the counselor education programs. The development continues after graduating from the program and entering the professional works where counselors will be involved in various clinical experiences with clients and supervisory experience with supervisors. Wilkinson et al. (2020) argued that although it takes years to develop more in-depth clinical skills, it is crucial to create a pedagogical method that helps students achieve a higher cognitive complexity level through professional development. They suggested that future research examine how cognitive complexity differentiation and integration develop through counselor education and supervision. This research is essential to understand what students learn in the class, laboratory practicum, and the outreach program, what factors help them develop their clinical performance, and what counselor educators' teaching strategies they consider influential within professional development. Furthermore, Granello (2010) suggested that future research is essential to examine what experiences best promote counselor cognitive complexity.

The Developmental Model of Clinical Supervision on Cognitive Complexity

Welfare and Borders (2010) argued that the development of counseling students' cognitive complexity to work with clients in counseling is the goal of counselor education programs, particularly from the perspective of developmental supervision

models such as the conceptual model (Loganbill et al., 1982), Integrative Developmental

Model (IDM) (Stoltenberg, 1981), Cognitive Developmental Approach (Blocher, 1983),

and the Rønnestad and Skovholt lifespan developmental Model (Rønnestad & Skovholt,

2003). Bernard and Goodyear (2014) explained that these developmental models

facilitate counselors' cognitive development. Furthermore, Bernard and Goodyear argued

that the development of counselors' cognition leads to their cognitive complexity through

their clinical experience, supervisory functions, and reflectivity on clinical practices.

Cognitive complexity serves as clinical competence that counseling students need to

achieve as the manifestation of therapeutic skills orchestration as mental health

professionals (Castillo, 2018; Wilkinson & Dewell, 2019).

      Loganbill et al. (1982) categorized supervisees' development into stagnation,

confusion, and integration stages. Bernard & Goodyear (2014) elaborated that each of the

stages characterize the "supervisee's cognitive functioning incompetence, emotional

awareness, autonomy, professional identity, respect for individual differences, purpose

and direction, personal motivation, and professional ethics" (p. 34). Bernard and

Goodyear also explained that a supervisee in the stagnation stage is more likely to

involve simple cognitive functions such as black-and-white thinking and low insight

about supervisor or client. A supervisee may experience unstable understanding in the

confusion stage about solving a problem while believing that the solution supposedly

comes from the supervisor due to dependency. Loganbill et al. explained that after the

confusion, the supervisee's new cognitive understanding develops to see the supervisor in

a realistic way as a person. Supervisee integrates the awareness into a new understanding of responsibility in the supervision session and expectation toward the supervisor.

Bernard and Goodyear (2014) mentioned that the IDM has a cognitive basis. This model views counselor development as occurring in four stages (level 1, level 2, level 3, and level 3i) with three structures comprising self-other awareness (cognitive and affective), motivation, and autonomy (Stoltenberg & McNeill, 2010). A supervisee in level 1 typically has limited experience and high anxiety, so the motivation is likely to aim to counseling skill acquisitions and eager to know the correct or best way to work with a client. Bernard and Goodyear also mentioned that the supervisee depends on the supervisor and requires structure, positive feedback, and little confrontation. This characterization leads the supervisee to have a higher self-focus, need more self-awareness, and be concerned about evaluation.

The level 2 category encompasses a supervisee's more developed attribute, such as being more structured and supportive in supervision, although confusion can occur (Stoltenberg & McNeill, 2010). In addition, Bernard and Goodyear (2014) mentioned that the supervisee experiences fluctuation of confidence but has more independence in directing motivation and autonomy. The supervisee also has a better ability to focus and be emphatic with a client. The development of the structures shows more consistency in motivation to maintain effectiveness, more solid belief in professional decision making, and more self-awareness while retaining the focus on the client in level 3. A supervisee is ranked highest when reaching level 3 in multiple domains such as "intervention skills competence, assessment technique, interpersonal assessment, client conceptualization,

individual differences, theoretical orientation, treatment plans and goals, and professional ethics" (Bernard & Goodyear, 2014 p. 37). There is a personalized approach in professional works in the domains of counseling intervention, and the supervisee also has a solid awareness of strengths and weaknesses.

The systemic cognitive-developmental supervision (SCDS) model proposed by Rigazio-DiGilio (1995) also undergirds its concept on the supervisee cognitive orientations. The orientations are rooted in Piagetian learners' terms such as sensorimotor, concrete, formal, and dialectic. Rigazio-DiGilio assumed that these orientations are not hierarchical, but each has strengths and weaknesses. The prominent role of utilizing this model is to identify supervisees' primary orientation and help them see the world from other orientations in flexible ways. Bernard and Goodyear (2014) explained that a supervisee with sensorimotor orientation could identify and process feelings, and a supervisor needs a directive style to work with emotional data.

In comparison, a supervisee with a concrete orientation tends to see the world in a causality framework. The supervisee can anticipate the client's behavioral patterns but can identify alternative perspectives. In contrast, a supervisee with a formal orientation analyzes situations utilizing multiple perspectives and reflection. However, the supervisee has limitations in translating an understanding of a client theme into practice. A supervisee with a dialectic orientation tends to think how the supervisee thinks to embrace a "broader environment, including historical and cultural contexts" (Bernard & Goodyear, 2014 p. 39). The supervisee can also be overwhelmed because of the multiple perspectives that look equally valid or invalid.

The Reflective Developmental Models (Dewey, 1933; Schön 1983, 1987) offer a slightly different view by emphasizing reflection to improve practice and categorize supervisees into novice and expert groups. A reflection of a professional is a process that emerges from the practice experience, such as upset, surprise, or confusion (Bernard & Goodyear, 2014). It is a critical review of the practice situation that leads to a more profound understanding of the situation so that the supervisee will use the new understanding in the future when a comparable situation happens. Bernard and Goodyear also mentioned that the goal of supervision is to assist the supervisee acquires essential practice skills and value-effective skills or ways of thinking like a professional. The model also prioritizes that supervisees can develop an ability to self-supervise along with the expanding experience compared to the more-novice supervisees who require more teaching components.

The Rønnestad and Skovholt Lifespan Developmental Model (Rønnestad & Skovholt, 2003) characterized the counselors' professional development into six phases which share overlapping concepts in the early phases. However, this model comprises supervisees' development within their educational or training period. Instead, this model also includes the phases after the supervisee enters the professional world. In general, Rønnestad and Skovholt grouped counselors' professional development into phases or lay helpers, beginning student, advanced student, novice professional, experienced professional, and senior professional.

Bernard & Goodyear (2014) suggested that each phase characterizes the development level of counselors' cognition and the growing professional experience. The

first phase is the lay helper phase. Rønnestad and Skovholt categorized those who have experience helping others in society through the role of a friend, parent, or colleague into the lay helper phase. A lay helper typically recognizes somebody else's problem quickly and gives advice based on personal experience. In addition, the lay helper is also prone to be involved personally in the problem. *The second* phase, the beginning student phase, characterizes students' feelings of dependency, vulnerability, anxiety, and low self-confidence. This is the phase where students begin to experience emerging professionals but still need encouragement and support from supervisors. The students typically look for the right way to work by looking for models such as expert practitioners (Bernard & Goodyear, 2014). *In the third* phase, the advanced student phase, students usually do an internship and perform professional work. They experience pressure to do the work in the right way.

After completing the master's program, counselors enter the *fourth* phase, the novice professional phase. In this phase, counselors are free from graduate schoolwork. The new professional counselors begin to integrate personality and counseling treatment and identify compatible roles and environments in professional works (Bernard & Goodyear, 2014). This early phase in the professional setting leads the counselor to enter the experienced professional phase as the *fifth* phase. In this phase, counselors have more clinical experience that directs the finding of authenticity and congruency with values, interests, and personality as professional counselors. They can calibrate levels of engagement with clients so that they can work effectively. For counselors in this level, clients are resourceful for learning purposes, and counselors utilize a variety of resources

to understand clients, such as religion, arts, or other accessible resources. In the *sixth* phase, counselors have developed more individualized and authentic competence. They are considered senior by others and usually have practiced for 20 to 25 years in the profession. They typically have self-acceptance and satisfaction with their professions and feel modest about work accomplishment (Rønnestad & Skovholt, 2003).

This literature on cognitive complexity in counselor education and supervision has provided valuable information on the crucial position of counselors' cognitive complexity and the roles of clinical supervision in facilitating the development of cognitive complexity. Moreover, they have affirmed the roles of counselor education and supervision that facilitate the development of cognitive complexity before entering the professional world. However, most researchers conducted their research in American settings and mostly involved participants of White European Americans. Considering the development of the counseling profession in international settings, it is vital to investigate the counselors' development of cognitive complexity in the other culture and involve international participants.

The Importance of Cognitive Complexity in Indonesian Counselor Education Program

In the international context, counselor education does not always adopt the existing model from Western countries such as the United States (Hohenshil et al., 2015). This idea revolves around how Eastern cultures have substantially different values, customs, and self-concepts (Cheung, 2000), influencing cognitive processing. Duan et al. (2011) investigated the Southeast Asian perspective on the internationalization of

counseling. The researchers utilized grounded theory methodology to explore the perspectives of eight counseling psychologists from Southeast Asia who received their doctoral training in the United States. Of the eight participants, four returned to their native country, while the others remained in the United States. Based on the results, the researchers concluded the need to deconstruct Western counseling and reconstruct it to the Southeastern context through indigenization. One of the emerging reasons is the individual's control concerning their context in collectivist interest. Therefore, this notion influences the definition of counseling and counselor education to embrace counselors' and clients' contextual nature.

The internationalization of the counseling profession has opened opportunities for every country to develop according to cultural characteristics (Hohenshil et al., 2015; Lee & Na, 2013; Ng, 2012; Ng & Noonan, 2012). The development, consequently, necessitates deconstruction of professional development in which the scholarship merges with culture (Sue et al., 2016) and social systems in the community (Cheung, 2000; Duan et al., 2011; Lynch, 2002). One of the countries that have implemented the counseling profession is Indonesia. While the counseling profession developed in the United States in the late 1890s and early 1900s (Gladding, 2018), Indonesia's counseling profession did not begin before the returning Indonesian scholars from the United States adopted the model of the profession in the 1960s (Habsy, 2017; Sulistyarini & Jouhar, 2014). Indonesia's counseling profession development started from a Faculty of Teachers and Educational Sciences conference (*Institut Keguruan dan Ilmu Pendidikan*/ IKIP) in Malang, East Java, August 20-24, 1960. Eight programs opened in eight Institutes of

Teacher Educations in eight universities from 1964 to 1971 (Sulistyarini & Jouhar, 2014).

The Indonesian Guidance and Counseling Association (*Asosiasi Bimbingan dan*

Konseling Indonesia/ ABKIN) recorded 85 undergraduate programs in 2011 (Abkin,

2011). The Indonesian Higher Education National Accreditation Agency (*Badan*

Akreditasi Nasional Perguruan Tinggi Indonesia/ BAN-PT) recently listed 159

undergraduates, nine master's, three professional, and four doctoral programs (Ban-pt,

2020). This increasing number of program studies indicates Indonesia's growing need for

professional counseling services. At the same time, it requires the efficacy of counselor

education programs to prepare Indonesian counselors with proportionate professional

competencies in Indonesian society.

The initial works of the Indonesian counseling profession since the 1960s (Habsy,

2017; Sulistyarini & Jouhar, 2014) has paved the way for regulations for the Indonesian

counseling profession to reach its current legal state and recognition by the government

(Ban-pt, 2020), the educational system and community (Abkin, 2011; Permendiknas,

2008), and maintain the professional development identity (Gladding, 2018). These

developments are fundamental stages for the further development of the counseling

profession in Indonesia that require a more thorough understanding of how the counselors

develop their clinical competencies under the culture of Indonesia.

The importance of cognitive complexity in the Indonesian counselor education

program encompasses its implementation to understand and develop counseling students'

cognitive development during the educational process (Duys & Hedstrom, 2000; Fong et

al., 1997; Granello, 2002). When counselor educators and supervisors understand the

stages of a students' cognitive development during the training process, they may develop a proper understanding of counseling students' mental model and reasoning process (Johnson-Laird, 2010), designs for the pedagogical and supervision strategies (Bernard & Goodyear, 2014; Elder & Paul, 1994), clinical practice (Welfare & Borders, 2010b), cutting edge research (Castillo, 2018) and development (Sias et al., 2006). Concerning the Indonesian professional counselor standard, counselor educators may utilize cognitive complexity theory to understand, measure, and improve the pedagogical and supervisory strategies for students' professional development. It is expected that these goals may primarily promote the Indonesian counseling students' cognitive complexity and motivation (Dolan et al., 2013) from their early training stage at the undergraduate level.

Emphasizing and integrating cognitive complexity development in the Indonesian counselor education programs will provide a foundational understanding of how the students construct clinical skills by accumulating experience in more directed and systematic ways, especially concerning pedagogical and clinical activities (Wilkinson et al., 2020). Utilizing the counselor's cognitive complexity framework will allow counselor educators and supervisors in Indonesia to become more aware of Indonesian counseling students' cognitive processing development, which plays a substantial role in expertise development (Jennings & Skovholt, 1999) and relativistic thoughts in working with clients from various backgrounds (Benack, 1988). When counselor educators and supervisors better understand how counseling students achieve their clinical skills, they may reflect on community counseling with counseling services that promote clients' welfare in society.

Summary

In this chapter, the researcher has explored relevant literature regarding the relationship between cognitive complexity within the practice of counselor education and supervision. Studies on cognitive complexity support its important position, especially for the curriculum development, methods to develop counselors' cognitive complexity, and the relationships between counselors' cognitive complexity with counseling outcomes and counselors' clinical skills acquisitions. In addition, several current researchers indicated research gaps questioning the counselor educational experience in the counselor education programs contribute to the development of cognitive complexity. However, most studies on cognitive complexity involved European American participants in the United States and utilized quantitative research approaches. Therefore, research in the international setting using a qualitative approach would fill the gap on the topic amid the worldwide development of the counseling profession. Researching counseling students' cognitive complexity development would be a prospective inquiry. The counseling profession has been growing in Indonesia, and the profession would benefit from support on counselor education and supervision design development.

In line with the research background and the literature review, chapter 3 describes the methodology to answer the formulated research questions. The next chapter comprises the theoretical lens, the rationale in utilizing a qualitative approach, the description of the relevant research design, data collection and analysis strategies, data collection methods, data analysis, and information regarding self as a researcher.

Chapter 3: Methodology

Introduction

While the introduction and literature review covered an overview of cognitive complexity, the methodology section constitutes the *how* part to answer the research questions and accomplish research goals (Denzin & Lincoln, 2019; Marshall & Rossman, 2016). The research questions for this study are:

1. How have counseling students accomplished their cognitive complexity development?

2. How do counseling students' educational experiences shape their cognitive complexity?

3. How does Indonesian culture shape the development of counseling students' cognitive complexity?

4. How do the Indonesian counseling profession regulations support students' cognitive complexity development?

These research questions require answers concerning *Indonesian counseling students' cognitive complexity level*, *how* counseling students' learning experience shapes their cognitive complexity development, and *how* the existing regulations shape students' cognitive complexity development in Indonesia's context. According to the need to answer these research questions with descriptions of cognitive complexity level, experience, and features of existing regulation in the Indonesian counseling profession, a qualitative research methodology has been implemented to answer the research questions.

Qualitative Research Methodology

Creswell and Creswell (2018) defined qualitative research as "an approach for exploring and understanding individuals' or groups' meaning ascribe to a social or human problem" (p. 43). This description aligns with how Erickson (2017) emphasized that qualitative inquiry intends to "discover and describe narratively what particular individuals do in their everyday lives and what their actions mean to them" (p. 96). These descriptions justify qualitative research's direction in discerning participants' meaning in their educational pursuit of becoming counselors. In addition, Tracy (2019) stated that qualitative research allows researchers to be immersed in a scene and try to make sense of the scene by examining and recording small cues to make sense of the context and build more significant knowledge and more extensive understanding. This statement shows researchers the need to understand the research participants' perspectives and how this qualitative research may be a source to recognize the greater extent of the internationalization of the counseling profession.

Utilizing a qualitative approach, this study describes counseling students' cognitive development and explains how and why educational experience and culture shape cognitive complexity development in an Indonesian counselor education program. This research describes the counseling students' perception and understanding of how things work (Stake, 2010) within the context of their experience in counselor education programs and Indonesia as a cultural setting. Also, this research describes the existing regulations in the Indonesian counseling profession to facilitate the development of counseling students' cognitive complexity.

There are three reasons why this research employs a qualitative research methodology, they are: *first*, according to the research questions, this research requires qualitative data (words), not quantitative data (number). The study aims to understand participants' degrees of cognitive complexity development within the counselor education processes, not theoretical testing. *Second*, this research focuses on participants' experience in accomplishing their differentiation and integration cognitive complexity rather than theoretical testing of variables. The answers obtained from the interviews needed interpretation of how participants experience the educational process. *Third*, this research aims to understand how the counseling profession's existing regulation supports or shapes counseling students' cognitive complexity development in Indonesian counselor education programs.

Research Design

Research design is a researcher's plan to reach the goal and answer research questions (Patton, 2015). This research applies a case study design according to the problem statement, research questions, and goals.

Case Study

The main question in this research aims to investigate the Indonesian counseling students' cognitive development, how their educational experiences and Indonesian culture shape their cognitive complexity development. This research explores the development of counseling students' cognitive complexity and explains how and why their educational experiences and cultures have shaped their cognitive complexity development. In addition, this research also investigates the existing regulations' roles on

the fundamentals of the Indonesian counselor education programs design their educational practices.

Yin (2018) characterized case study researchers as those who typically employ questions to explain the social phenomenon. It typically requires an extensive and "in-depth" description of the phenomenon. Yin added that case study research allows researchers to profoundly investigate the "case" to gain a holistic and real-world perspective. This research aims to explain how the counselor education process in Indonesia has facilitated counseling students' cognitive complexity. Besides assessing their cognitive complexity, this research used in-depth interviews to gain the breadth and depth of data regarding counseling students' experience during the educational process. This research analyzed the existing regulation related to counselor education in Indonesia to gain a broader and deeper perspective on how the counselor education programs have shaped counseling students' cognitive complexity.

This research is an explanatory case study since instead of developing hypotheses and formulating a further inquiry or describing the counselor education process, this research seeks to explain how the counselor education program has developed the counseling students' cognitive complexity. The explanation covers the counseling students' cognitive complexity development, their experience in the educational process and cultural settings, and the regulations that undergird the process of counselor education. Yin (2018) described explanatory research typically uses *how* and *why* questions to trace "operational processes over time, rather than mere frequencies or incidence" (p. 44).

Departing from the necessity of building contextual explanation on how the counseling students' cognitive complexity develops, this research embraces counselor education programs in the Indonesian higher education system. This bounding situates this research into a contextual case with boundaries of counselor education practices integrated within the Indonesian education system supported by the Ministry of Education and Culture regulations (Permendiknas, 2008). Yin (2018) defined the contemporary phenomenon within a real-life context as a case through which a researcher could investigate with the *"how"* or *"why"* questions concerning the case. According to this notion, this research specifies an Indonesian counselor education as the case in which counseling students experience the educational process to become professional counselors. The context of the case will be described in chapter four, comprising the description of the Indonesian counselor education program, the characteristics, and information about the participants from the program.

Besides viewing an Indonesian counselor education as a case that facilitates counseling students to become professional counselors, cognitive complexity development studies also guided the researcher to recognize the educational process as an experienced phenomenon that every student may interpret in different ways. Many researchers have concluded that counselors' cognitive complexity develops through clinical experience (Castillo, 2018; Fong et a., 1997; Granello, 2002, 2010; Lyons & Hazler, 2002; Welfare & Borders, 2010). The diverse interpretation may come from counseling students' experience developing their epistemological and practical skills development within the Indonesian counselor education process. Counseling students

may identify a specific experience that shapes their cognitive complexity development during their educational process because the counseling practicum and internship constitute a process that proceeds from their previous educational experiences, such as in theory classes, laboratory practicum, or clinical practices in the internship sites. Therefore, this study explores the development of counseling students' cognitive complexity, examines how their educational and cultural experience shapes the development and analyzes the supporting regulations toward counseling students' cognitive complexity. These connecting structures help to explain how counselor education programs in Indonesia have facilitated their students to achieve a higher level of cognitive complexity.

Data Collection and Analysis

I have collected the data from counseling students in an Indonesian undergraduate counselor education program. Due to many counselor education programs in the country, I limit the research site for feasibility reasons such as accessibility and feasibility under the current pandemic COVID-19 situation. The following sections describe the site selection and sampling strategy for this research.

Site Selection

The research setting is in a counselor education program of a public university in Java Island, Indonesia. There are three reasons why this research was conducted in Indonesia. *First,* the growing number of undergraduate counselor education programs in Indonesia indicates that more counseling students need support for their professional development. *Second*, this growth requires the increase of counselor educators and

supervisors to facilitate the learning processes for undergraduate counselor education students. *Third*, to explore counseling students' cognitive complexity development within the Indonesian cultural context.

In addition, there are three more specific reasons for conducting this study in the program. *First*, I have been an assistant professor in the counseling program in the university since 2008 and will return to teaching after completing the doctoral program at Ohio University. I hope to contribute to and develop the pedagogical and supervisory designs to promote counseling students' cognitive complexity through the coursework, laboratory practicum, and outreach or internship. *Second*, there are counseling students from various cultural backgrounds from all over Indonesian provinces studying in the program. The counselor preparation development is expected to positively impact the diverse counseling students' professional development. *Third*, it would be more accessible to recruit participants during this pandemic COVID-19 situation than other institutions since I can distribute the invitation through my colleagues who have direct contact with participants and can continue to communicate with them afterward for interview purposes.

Sampling Strategy

Participant Selection. Due to many counseling students in the university's counselor education program and their various levels of educational experience, this research study utilized a purposive sampling of undergraduate counseling students who have completed outreach (or internship) programs as the research participants. Participants met the following criteria: *first,* students who have completed outreach.

Second, students with no previous college education experience enter the counselor education program. *Third,* students who have not been employed in professional settings.

There are at least three important things to learn from the participant of this research: first, recruiting counseling students with the aforementioned criteria will provide more thorough information regarding their implementing theoretical knowledge into practical purposes in the fields. As suggested in several resources (Duys & Hedstrom, 2000; Fong et al., 1997, Granello, 2002), clinical experience is essential for counselors to acquire cognitive complexity development. Students who have completed the outreach program typically have passed theoretical courses and are clinically experienced in the outreach fields. Therefore, it might offer a clinical practice-based reflection that constructs schemas in their cognitive functions. *Second*, students who have completed outreach in the area have received clinical supervision from counselor educators/ supervisors from the outreach field and the counselor education program. According to this reason, participants will be able to present their supervision experience as the holistic part of the counselor training program by which they would have received feedback from the supervisor for their counseling performance. *Third*, students have completed major of the whole educational process in the program. Therefore, they will share various experiences that contribute to their cognitive development, especially their clinical performance. Students will have a broader perspective in identifying which experience promotes their cognitive complexity, how the experience influences them specifically, and why the experience is essential to them.

Document Selection. I have collected data from the counseling profession-related

regulations and cultural artifacts affiliated with the selected university's counseling

program for document analysis. The document exploration will potentially provide legal

information regarding how the counselor education programs have been designed to

facilitate professional development from the Ministry of Education and Culture, the

university, and any related artifacts that faculty members use to support students'

learning.

Procedure

This research has been approved by the Institutional Review Board (IRB) and

granted permission by the selected counselor education program in Indonesia. I utilized

Qualtrics to recruit the participants by sharing the link to faculty members and

distributing it to students who meet the criteria. The informed consent for research-

informed participants of the research goals and invite counseling students to participate in

this research. Participants who were agreed to participate filled out timetables when the

best time for them to be interviewed via Zoom. I informed participants to withdraw their

participation if they wanted to withdraw and discard their data.

According to the data resources in this research, I have employed three data

collection methods: cognitive complexity assessment, semi-structured in-depth interview,

and document analysis. The data obtained from these three methods are numbers and

words from both interview and document analysis. The cognitive complexity assessment

with the Bahasa Indonesian version of the Cognitive Complexity Questionnaire (CCQ)

has resulted in differentiation and integration cognitive complexity scores among the

participants. The semi-structured interviews have resulted in the participants' educational, personal, and social experiences, including how culture has shaped their cognitive complexity development. Thus, the data from documents will be words, sentences, verses, or chapters explaining how counseling students will develop their cognitive complexity through the counselor education program. In addition, the data from the document analysis has informed how the regulations have shaped the curriculum and the learning design of the program.

I utilized a member check for credibility by sharing the interview transcript and my analysis with participants to ask for feedback and corrections, an audit trail for dependability and conformability, and a thick description for transferability reasons.

Data Collection Methods

Yin (2018) identified the source of evidence in case study research, such as documentation, archival records, interviews, direct observation, participant observation, and physical artifacts. According to the research questions, this research aims to collect data utilizing three methods: cognitive complexity assessment, semi-structured interviewing, and document analysis. Below is the description of each data collection method.

Cognitive Complexity Assessment

I utilized the Counselor Cognition Questionnaire (CCQ) to assess the Indonesian counseling students' cognitive levels. As Indonesians typically speak in Bahasa Indonesia, I have translated the CCQ with permission from Dr. Laura Welfare, the questionnaire developer (Welfare, 2007). Dr. Welfare also allowed me to redesign the

questionnaire format for better applicability in this research. Therefore, I have reformatted the instrument in Qualtric forms and adjusted the response tables into five serial columns of client characteristics, categorization as positive or negative characteristics, scales of the characteristic's examples, characteristic categorizations, and identification of characteristic numbers (Appendix 1).

CCQ Adaptation to Bahasa Indonesia. I followed the World Health Organization (2009) to adapt the instrument into Bahasa Indonesia. The adaptation process follows the World Health Organization (2009) procedure. The process follows these steps:

1. Forward translation

   I served as the translator for this forward translation step. As suggested by the WHO guide, I meet the translator criteria since I am familiar with the terminology and English. My mother tongue is Bahasa Indonesia as the target culture.

   The direct translation of this instrument is on the directions of completion. Therefore, the ultimate goal is to be clear and comprehensive about what participants need to complete this instrument. In addition, redesigning the format of the instrument is also important to help participants answer the questions with smoother flows. Previously, the instrument consisted of four pages with separated tables to answer the differentiation and integration parts for the effective and less effective counseling sessions. In this adaptation, I reformatted the instrument into three pages. The first page contains a direction, the second page is about with whom the counselor works effectively, and the third page is on whom the

counselor works less effectively. Participants can answer each of the two questions in one table with five columns and 17 rows.

In translating the CCQ into Bahasa Indonesia, I followed the WHO (2009) guide to always aim at the conceptual equivalent of words or phrases, simple, clear, and concise in formulating a question, target the most common audience, avoid jargon, and consider gender and age issues. Considering these suggestions, I have made some adjustments in terms of language to meet the guidelines and accuracy with a more familiar language. For example, I translated the phrase "whom you believe you were effective" from the sentence "A client with whom you believe you were effective" into *"Anda pernah memberikan layanan konseling yang efektif dengan klien bernama: …"*. In this translation, I translated the phrase by including the word counseling because the program prepares students to provide counseling services and guidance services.

2. Expert panel back-translation

After completing the forward translation, I recruited an Indonesian who has worked as a counselor educator and can speak English fluently I have completed a master's program in a European counselor education program on Person-Centered Counseling at Nottingham University, United Kingdom expert panel. She considered several questions and suggestions on my translation to be more understandable for Indonesian guidance and counseling undergraduate students.

After reviewing the forward translation, she found some potentially difficult phrases to understand by undergraduate guidance and counseling students. She suggested some changes such as:

a. The phrase on the direction number 1 for *"Jangan hanya menuliskan karakteristik yang membedakan diantara keduanya, tetapi masukkan juga informasi-informasi yang menurut anda sesuai dengan merkea"* (In the first column on each page, describe the client as fully as you can by writing *words or phrases* that explain their defining characteristics. Do not simply put those characteristics that distinguish them from each other; rather, include all that come to mind.) to *"Jangan hanya menuliskan karakteristik yang membedakan diatara keduanya; tetapi, masukkan semua hal yang terlintas di pikiran Anda"*.

b. The phrase on the direction number 2 *"Paparkan masing-masing klien dengan jelas sehingga orang lain dapat paham tentang orang yang bagaimana klien anda."* (Describe each of them completely so that a stranger would be able to determine the kind of people they are from your description only). She thought the phrase *"tentang orang yang bagaimana klien anda"* (what kind of people they are) is confusing. Therefore, she suggested *"Jelaskan masing klien secara lengkap sehingga orang lainpun dapat menentukan orang seperti apa mereka dari deskripsi anda."*

c. The phrase on the direction number 3 *"Silakan berikan tanda seberapa penting karakteristik tersebut terhadap kesan Anda terhadap klien secara*

keseluruhan" (indicate if the characteristic you listed is *mostly positive* (+) or *mostly negative* (-) in your impression of the client) to *"Tunjukkan pentingnya karakteristik tersebut terhadap keseluruhan kesan anda kepada klien."*

d. The sample of categorization *"Misalnya karakteristik No 1. Semangka, No 4, Salak, No. 7. Pepaya termasuk dalam kategori buah. Maka anda menuliskan "buah" pada kolom 4 dan menuliskan nomor 1,4, dan 7 pada kolom 5."* She thought the example looks easy to understand but she suggested examples that aim at characteristics categorization.

The expert panel suggested revisions on the writing and locations (preposition writing). For example, separating the directions with entering so that participants can follow the directions, changing the word *symbol* with *simbol* and *dibawah* to *di bawah*. Other than these, several changes need to be made, including word replacement, adding a space between words, and changing word positions.

3. Back-translation

This back-translation process involved a translator who has excellent English skills and has no knowledge of the questionnaire. Initially, the back-translation would involve an English native who understands and can speak Bahasa Indonesia, but it was challenging to find one. Therefore, as a substitute, I recruited an Indonesian doctoral student with high English proficiency and living in the United States for more than two years and did not know the questionnaire.

Below are some of the back-translation sentences between the original CCQ and the back-translated CCQ from Bahasa Indonesia:

Table 1

CCQ Back Translation

Instrument component	Original CCQ	Back-translated CCQ
Questionnaire introduction	This questionnaire is designed to explore how counselors describe their clients. Please list two clients whom you know well. Use only an initial or symbol to represent each of them.	This questionnaire is intended to explore how a counselor describes their clients. Please write two of clients that you best remember in your past counselling practices. Use only their initial or alphabetical name symbol in lieu of their names to represent them.
Questions and general instructions	1. A client with whom you believe you were *effective*:_____ 2. A client with whom you believe you were *less effective*:_____	1. You have provided effective counselling services with client (name initial): 2. You have provided less effective counselling services with client (name initial):

Instrument component	Original CCQ	Back-translated CCQ
	Spend a few moments thinking about these clients and comparing and contrasting them. Think about your interactions with them and any attributes or characteristics which you might use to describe them.	Please think of those clients, compare and contrast each of their similarities and differences based on your interactions with them. Refer particularly on different natures and characteristics of your clients in your ways of describing them. Afterwards, please fill in these columns carefully.
Instruction for column 1	In the first column on each page, describe the client as fully as you can by writing *words or phrases* that explain their defining characteristics. Do not simply put those characteristics that distinguish them from each other; rather, include all that come to mind. Do not simply put those characteristics that distinguish	Describe each of your clients clearly with the explanation of their characteristics. Do not only write their distinguishing characteristics but write different information that you believe fits them. Further, please clarify each of your clients' characteristics comprehensively so that others may understand how your client is as a person. You may

Instrument component	Original CCQ	Back-translated CCQ
	them from each other; rather, include all that come to mind. Describe each of them completely so that a stranger would be able to determine the kind of people they are from your description only. You do not have to use all of the space provided.	also use the provided columns as you need them.
Instruction for column 2	In the second column, indicate if the characteristic you listed is *mostly positive* (+) or *mostly negative* (-) in your impression of the client. If the characteristic is *neutral*, leave column two blank.	Please provide a positive sign (+) for positive characters and negative sign (-) for negative characteristics of your clients. You may leave blank for neutral characteristics.
Instruction for column 3	In the third column, indicate the *importance* of the characteristic to your overall	Please indicate how significant are those characteristics of your clients based on your general evaluations.

Instrument component	Original CCQ	Back-translated CCQ
	impression of the client. A score of 1 = not at all important while 5 = extremely important.	Please choose between 1 for the least significant to 5 for the most significant
Instruction for column 4 and 5	Now review the characteristics you listed for each client. Consider if any of them group together or fit into categories. If so, write a *label that describes the category* and write the *numbers of the characteristics* that explain or fit within that category. You may use each characteristic in more than one category. You do not have to use all of the space provided.	Please refer to your client characteristics that you wrote in column 1. Group those characteristics in best representing categories based on your evaluations. For example, in characteristic no. 1. Watermelon, no. 4, Snake fruit, no. 7 Papaya are all defining "fruit" characters. So that write fruit in column 4, and write number 1, 4, and 7 in column 5.

According to this table, there are some dictions differences. However, the back-translated version could still provide the same meaning as the original CCQ except for the translation for column 3, where the original version utilized the term *importance* and the back-translation utilized *significance*. According to this dissimilarity, I have adjusted the final version by using the term importance so that it will not mislead the goal of the instrument. Therefore, I believe that the translation of the CCQ into Bahasa Indonesia and the back-translation are parallel to each other with comparable senses and accuracy.

4. Pre-testing and cognitive interviewing

After some adjustments have been made, the next step is pre-testing and cognitive interviewing. However, this step could not fulfill all the methodologies outlined by the WHO (2009) guideline regarding the number of participants, males and females' representation, and socioeconomic groups diversity due to the limitation of students' participation. Therefore, this pre-test and cognitive interviewing involved three target population participants that met the research participant criteria. All of the participants for this testing and interviewing are female students who have completed laboratory practicum and outreach and are 18 years old.

In this step, I asked the testing participants to complete the CCQ, scale the instructions (from 1 as extremely difficult to understand to 5 as easy to understand), and provide suggestions for the instrument revision. There are some suggestions from the three testing participants on the general instrument

instructions, instruction to answer the question on the effective counseling, and

the less effective counseling.

Table 2

Suggestions for the CCQ instrument revision from testing participants

CCQ Instrument components	Average scale	Testing participant 1	Testing participant 2	Testing participant 3
General instruction of CCQ	3	- Provide explanation first about the standard of "effective" and "less effective" according to the CCQ instrument.	- Maybe the sentence needs to be more straightforward.	- Instructions are understandable. However, for column three, instruction is slightly confusing about whether to circle or underline the scale number.
Instruction for table 1 completion	3.33	No suggestions	- Participants will understand what to write in column 1 when	- Columns 3 and 5 are confusing. Column 3 needs clear

CCQ Instrument components	Average scale	Testing participant 1	Testing participant 2	Testing participant 3
(effective counseling)			they understand the instruction for columns 4-5	instructions. Column 5 needs explicit instruction in writing the characteristics' numbers
Instruction for table 2 completion less (effective counseling)	3.33	No suggestions	- Participants will understand what to write in column 2 when they understand the instruction for columns 4-5	- Columns 3 and5 are confusing. Column 3 needs clear instructions. Column 5 needs explicit instruction in writing the characteristics' numbers

According to suggestions from the testing participants, I rewrote the instructions into a more detailed and more precise language. Therefore, some revision has been made accordingly, such as providing instructions on the top of each column and providing examples in column 5 to make it clear for every participant. In Qualtrics, answering column 3 does not need a circle or underline but one click for each client's characteristics. While for column 5, I gave an example of how to write the characteristic number.

5. Final version

After following the series of the adaptation process, the final version of CCQ was ready to collect the data. Several adjustments have been made according to the suggestions of the panel expert, back translation, and pre-testing participants and their suggestions. After completing this process, the next stage is formatting the CCQ in Qualtrics.

Formatting the CCQ in Qualtrics

The goal of formatting the CCQ in Qualtrics is to make this instrument more practical to distribute and efficient to complete. The format is the same as the result of the adaptation. However, on this Qualtrics page, there are options for participants to click the valence options, whether positive or negative, the importance of the characteristics, and accessing the results after the completion. However, although I can access the results quickly, Qualtrics still cannot analyze the results since the scoring is using quantitative and qualitative analysis.

Rater 2 Recruitment and Training

Since the CCQ scoring requires quantitative and qualitative analysis, Welfare & Borders (2006) suggested that involving inter-rater for reliability purposes is essential. The involvement of the other rater is to make sure that the scoring is credible and to minimize the erroneous of a rater in scoring the data.

I involved a faculty member in a Guidance and Counseling program in Indonesia who has completed her master's degree in counseling focusing on Person-Centered Counseling at the Nottingham University, United Kingdom. This person is the same person who served as the expert panel in the process of the CCQ translation, and in terms of language, she is excellent in English with Bahasa Indonesia as her mother tongue.

For the training, I prepared all the needed materials for a scorer in working with the results of the CCQ. In addition, I also adjusted the scoring instruction developed by Welfare & Borders (2006) into tables and parallel letters such as A, B, C to sign every column. As a result, the guideline is more practical since every column has its description regarding what a rater should do.

CCQ Inter-Rater Reliability

Welfare (2007) described that the rater training manual is self-instructional. There are exercises and response examples provided in the manual. In addition, Welfare stated that inter-rater reliability of .90 is considered acceptable for the raters. This research involved two raters, me as the primary investigator and a trained guidance and counseling faculty from Indonesia. This faculty has conducted self-instructional on the manual and has discussed the scoring process with me.

An Intraclass Inter-rater Coefficient (IIC) reliability test was employed to analyze the reliability between rater 1 and rater 2. I used SPSS 20 to run this analysis and the results indicate the inter-rater reliability for differentiation was .99, *r* [*differentiation*] = .99, sig .00 and for integration was .95, *r* [*integration*] = .91, sig .00. These two correlations show very high consistency between rater 1 and rater 2.

In-Depth Interview

Brinkmann and Kvale (2015) defined an interview as the interchange of views between two persons. These definitions root to the two words in the interview, *inter*, and *view*. Yin (2018) suggested that interviews constitute the most critical case study evidence sources. Yin described that the interview was typically fluid by following the inquiry line according to protocol and verbalizing the actual conversational questions unbiased.

I utilized an interview protocol to perform 45 minutes to one-hour semi-structured interviews (Wengraf, 2001) with eight participants in Bahasa Indonesia. I shared their CCQ answers during the interviews and asked them questions following the interview protocol. Since the participants are still in the educational stage, I asked their decision to pursue a counselor education by asking, *"How did you decide to pursue a counselor education program"* After exploring their decision to pursue the program, I inquired about how the counseling students responded to the CCQ questionnaire, especially in identifying the characteristics of their clients and integrating them into a meaningful conceptualization. For example, one of the questions to explore was, *"Tell me how you*

identified the clients' characteristics"? Moreover*,* as a follow-up, *"What helped you understand the clients in that way?"*

Furthermore, I asked the interviewees about the specific experience they recognize facilitating their higher cognitive complexity level. The question example was, *"How did you learn to articulate or describe the case of the client?* For more detailed information regarding the interview, Appendix 1 is the interview protocol.

The previous questions were the leading research questions covering the counseling students' experience in their cognitive complexity development. I utilized a responsive interviewing model by which I employed three types of questions: main questions, follow-up questions, and probes (Rubin & Rubin, 2012). Rubin & Rubin described the main questions as the overall research question and structured the interview, follow-up questions to explore further depth and detail, and probes to clarify ambiguities during the interview process. The follow-up and the probe adhered to the interviewee's responses during the interviewing process.

Due to the distance between the United States – Indonesia and the pandemic COVID-19 situation, the interview utilized a video call or an internet interview (Rubin & Rubin, 2012). I utilized Zoom video call platform to interview the research participants. I also adjusted the interviewees' schedule since the 12 hours time difference between the United States and Indonesia. I recorded the interview process and stored the recording in a password-protected folder on my laptop.

For the transcription process, I will traverse three stages of transcription. *First*, I used an artificial intelligent-based transcription platform, Google doc voice typing

program, to transcribe the audio file to a Microsoft Word document. I played the interview audio recording, turned on the Google doc voice typing program, and let the Google doc write the transcripts. *Second*, after downloading the transcript file, I double-checked the accuracy of the transcription and made some revisions when needed. *Third*, I organized the transcript into Atlas. ti, a platform for qualitative data analysis. *Fourth*, I involved an additional translator from Bahasa Indonesia to English for a member check to ensure the credibility of the findings.

Document Analysis

Bowen (2009) described document analysis as a systematic procedure in reviewing or evaluating printed and electronic documents obtained from a computer or the internet. Yin (2018) suggested that any documentary information, either printed or electronic, could be a source of data for a case study. Yin (2018) suggested that a researcher could use the documentation to support and strengthen evidence from other sources and identified several advantages of using documents as the source of data in a case study, such as verifying the interview, providing specific details obtained from other data sources, and helping the researcher make inferences.

This research utilized the document analysis method to review the existing regulations and the counseling program artifacts supporting counseling students' cognitive complexity development. The document analysis serves as a triangulation method to support the data obtained from the CCQ results and interviews. The documents include the regulations from the Indonesian government, and the counseling program-based documents, such as:

1. The Indonesian Ministerial Regulation of National Education number 27/ 2008 on Counselor Competency Standard.

2. Indonesian Presidential Decree Number 8/2012 on Indonesian National Qualifications Framework (*Kerangka Kualifikasi Nasional Indonesia*)

3. Indonesian Ministerial Regulation of Education and Culture Number 49/2014 on National Standards for Higher Education.

4. The curriculum of counselor education undergraduate program at the State University of Yogyakarta.

5. Syllabus of courses such as Counseling Theories, Micro-Counseling, Individual Counseling Laboratory Practicum, and other counseling-related courses.

6. Existing documents support students' professional development, particularly on counseling laboratory practicum.

These documents serve as supplementary resources (Bowen, 2009; Yin, 2018) that explain how the counselor education process shapes students' cognitive complexity development. I analyzed the documents and synthesized the contents covered in these documents in the form of verses, quotations, passages, or any other important information that links to counselor education, particularly for students' cognitive complexity development.

Data Analysis

Data analysis in qualitative research is "a process of describing phenomena, classifying it, and seeing how the concepts interconnect (Dey, 1993 p. 31). Maxwell and

Chmiel (2014) synthesized the main approaches to qualitative data analysis with two categories: categorizing and connecting strategies. Maxwell and Chmiel explained that categorizing strategies identify similarity relations while linking strategies refer to contiguity relations. Resemblances or shared characteristics define Similarity-based relationships; they are identified through comparison, which can take place at any time and in any location. This type of analysis is commonly carried out using coding.

I analyzed the collected data based on each data characteristic. I anticipated utilizing the CCQ scoring procedure to analyze the participants' responses on the CCQ and categorize qualitative data analysis for the counseling students' experience and document analysis.

Counselor Cognition Questionnaire (CCQ) Scoring

Welfare and Borders (2010) suggested the need for two trained raters to score the respondents' responses on the CCQ. I served as rater 1 and recruited one rater from Indonesia whose mother tongue is Bahasa Indonesia and has English skills as the rater 2. I shared with rater 2 the manual of CCQ administration to facilitate her self-training scoring the CCQ as suggested by Welfare and Borders. Rater 2 and I analyzed the data obtained from the CCQ following Welfare's administration procedure (2007).

We identified the clients' characteristics from effective and ineffective counseling sessions to measure the differentiation aspects based on the number of unique constructs in the client descriptions lists. This differentiation scoring did not count clients' demographic information and physical descriptions because they are the information about the clients. Besides, we did not count the constructs based on the quality rather than

the description's construct quantity. Thus, we tallied the respondents' unique characteristics representing the differentiation scores.

After completing the differentiation assessment, we scored the clients' integration complexity based on two markers such as user characteristics and the counseling relationship's awareness (Welfare & Borders, 2010). We identified each construct according to descriptors such as cognitive, emotional, spiritual/ values, or behavioral in using characteristics for description. Suedfeld and Tetlock (1992) suggested that respondents gain more points from each characteristic because more complex conceptualizations consist of various character types. While on the counseling relationship's awareness, we reviewed clients' descriptors for characteristics that mention the counseling relationship, for example, *"resistant to counseling"* (Welfare & Borders, 2010 p. 195).

Welfare and Borders (2010) described that counselors with higher integrative complexity could handle contradictory information through which the counselor may realize that there are not all good or bad clients. Welfare and Borders mentioned that CCQ raters would categorize each construct as positive, negative, or neutral based on the client's characteristics. The manipulative constructs are considered unfavorable, accept the treatment as positive, and the single as neutral. We calculated the balance of positive and negative characteristics according to these categories and gave "one point if less than 80% of the characteristics were of one valence" (Welfare & Borders, 2010 p. 195). Furthermore, Welfare and Borders explained that the percentage of characteristics allows the valence assessment with various complexity levels among respondents.

At the end of the assessment process, we tallied the differentiation score by counting the sum of unique categories that respondents already listed as the characteristic type. Thus, for the integration score, we calculated the characteristic valence (comprising the negative, positive, or neutral classification), the balance of the categorization, and respondent signs of awareness of counseling relationship (Welfare & Borders, 2010).

Qualitative Data Analysis

After analyzing the CCQ responses to obtain the information about counseling students' cognitive complexity development, the next step was analyzing the data obtained from in-depth interviews and documents. Miles et al. (2014) suggested three parallel flows of activity in the analysis of qualitative data, such as 1) data condensation, 2) data display, and 3) conclusion drawing/ verification. Miles et al. argued that these flows apply to qualitative data in general.

Data Condensation. After collecting the data, I selected, focused, simplified, abstracted, and transformed the data from the field notes, interview transcripts, documents, and other obtained materials. I worked on the data by writing summaries, coding, developing themes, generating categories, and writing analytic memos. Miles et al. (2014) stated that the data condensation aims to strengthen the data. This notion shows the analysis's part to sharpen, sort, focus, discards, and organize data that leads to a conclusion.

Data Display. Data display refers to the organization's compression assembly of information that allows a researcher to draw conclusions and action. A researcher can understand what to do based on the displayed data, such as analyzing other activities

based on understanding. The data display may be in the form of matrices, graphs, charts, networks, or other accessible models by which I could analyze, draw conclusions, or move toward the next analysis step. In this research, I display the data obtained from the CCQ in a table, chart, interview summary, and table for document analysis.

Drawing and Verifying Conclusions. This drawing and verifying conclusion comprise data collection, and qualitative analysis interprets what things mean by noting patterns, explanations, causal flows, and propositions. The meaning from the data has to be examined for plausibility, sturdiness, and confirmability.

Miles et al. (2014) also suggested using qualitative analytic methods based on qualitative analysis's standard features despite describing the qualitative data analysis flow. I conducted qualitative data analysis from the semi-structured interview and document analysis through the following steps:

1. Allotting codes or themes to the interview transcripts from counseling students and the documents supporting the practice of the counselor education program.

2. Sorting and sifting through the coded materials to identify similar phrases, relationships between data patterns, themes, categories, distinct differences between subgroups, and common sequences for interview transcripts and documents.

3. Isolating these shapes and procedures, and cohesions and variations, and bringing them to the field in the next series of data collection

4. Writing reflections in journals and analytic memos during data collection

5. According to the coding results, generating the themes and organizing them into the sorting process, I detailed a set of assertions and propositions covering the consistencies detected in the database.

6. Finally, I discuss those emerging themes with the existing body of knowledge, previous research findings, and relevant theories.

I analyzed the data by categorization (Maxwell & Miller, 2008). After obtaining the themes emerging from the qualitative data, I discuss them with the existing theories on cognitive complexity development and other related concepts. I discuss the findings with current research findings on cognitive complexity development such as Duys and Hedstrom (2001), Fong et al. (1997), and Granello (2002) to understand how Indonesian counseling students experience the contextual construct of cognitive complexity development. Furthermore, I also address the theory of personal construct theory (Kelly, 1955) and other cultural cognition-related theories such as Hofstede et al. (2010), Lee and Na (2012), and Cheung (2000) to discuss how counselor education, Indonesian culture, and the existing regulations shape the development of cognitive complexity of Indonesian counseling students' cognitive complexity.

Credibility and Trustworthiness

While quantitative research's methodologic approaches utilize rigor and validity, qualitative research perspectives use credibility and trustworthiness (Lincoln & Guba, 1985). Credibility is the term to define validity in qualitative research, while trustworthiness is the extent to which trust in the researcher's finding (Patton, 2015).

According to Lincoln and Guba's description of trustworthiness criteria, this research would meet those criteria as follows:

Credibility. Credibility is the fit between the participants' interpretation of their views and researcher representation of participants' views or comparable to internal validity (Patton, 2015). Lincoln and Guba (1985) suggested the researcher describe the experience of being a researcher to improve the researcher's credibility and involve participants to verify the research finding. Furthermore, Lincoln and Guba listed three strategies to increase credibility: prolonged engagement, persistent observation, and triangulation of sources, methods, and investigations. Prolonged engagement is the researcher's time spent learning participants' culture, testing misinformation from self or respondents, and building trust and rapport with participants. Persistent observation aims to identify the characteristics and elements of multiple influences shaping the context of the phenomenon. It includes the researcher's attention to the contextual emotions of participants. Triangulation is the use of various sources to conclude, including triangulation of sources, methods, investigations.

I increased credibility with the three techniques: prolonged engagement, persistent observation, and triangulation methods. It turned out that I have known the participants since they enrolled in my Statistics class in 2018. It was their first semester, and I never taught them afterward. Therefore, for the prolonged engagement, I utilized the early stage of the interview to recall our class meeting and explore how they decided to pursue a counselor education program. I also explored their educational stages and addressed their life history to build genuine relationships. Participants seemed to become more

comfortable sharing their experiences and providing detailed and in-depth information about their educational experience in counselor education programs.

I did persistent observations by detecting the prominent elements influencing the participants' experience, such as theoretical courses on counseling theories and outreach at schools or other sites. Next, I tentatively label the salient aspects, explore them in detail, and provide a detailed description of this process of detection and exploration. I also did a member check (Marshall & Rossman, 2016) by sharing the data and my interpretation with participants and asking for feedback and correction. I adjusted the interpretation based on the input and suggestions from the participants.

Due to the limitation of internet-assisted interviews with Zoom, I employ data triangulation with observation. I continually observed participants' facial expressions, gestures, and speaking tones to record non-verbal data regarding the interview process. I use notes and journaling throughout the in-depth interview and document collection process. Also, I use the document analysis as a triangulation technique to support the CCQ responses and in-depth interviews finding.

Transferability. Lincoln and Guba (1985) described transferability as analogous to external validity. Guba and Lincoln also mentioned that thick description is essential to confirm that the research findings are transferable. With the thick description, a reader could be interested in making a transfer to conclude whether the transfer is possible. According to this notion, I include the description of Indonesia, Indonesian professional counselor competency standard, and the counselor education program where counseling students pursue their education. Furthermore, I provide detailed information about each

participant regarding their current position in the counselor education program, demographical information, motivation to be a counselor, and cultural background.

Dependability. Dependability is the form of reliability in qualitative research (Patton, 2015). Lincoln and Guba (1985) mentioned that qualitative research is not credible without dependability (p. 316). I am responsible for ensuring the logical, traceable, and documented data collection process. I organize the research process to trace the interview recording files and documents immediately. I involved a rater from an Indonesian counselor educator to score the CCQ following the procedure suggested by Welfare and Borders (2007). Thus, I involved faculty members with relevant expertise to serve as inquiry auditors (s), such as Dr. Foreman, who has been practicing clinical supervision for master's students at Ohio University, and Dr. Randolph, whose expertise in research methodology. These faculty members will examine the research process to ensure the data collection's dependability and analyze the data, findings, interpretation, and recommendations supported by the collected data and internal coherence to meet the dependability and simultaneously for confirmability criteria.

Confirmability. Confirmability portrays objectivity in qualitative research (Patton, 2015). Patton elaborated that confirmability is the criteria for a researcher to provide facts that the study's data and interpretation are not from the results of fiction or imagination. Lincoln and Guba (1985) suggested that confirmability's primary technique shares the same approach with dependability. I involve faculty members Dr. Foreman and Dr. Randolph to make the audit trail for confirmability purposes utilizing the raw data, data reduction and analysis products, data reconstruction and synthesis products, process

notes, materials relating to intentions and dispositions, and instrument development information.

Self as Researcher

Skills

The role of self as a researcher involves reflectivity that reminds them, as the researcher, to pay attention and awareness of the "cultural, political, social, linguistic, and economic origins of one's perspective and voice as well as the perspective and voices of that one interview and those to whom one reports" (Patton, 2015, p. 131). According to these ideas, I plan to perform self-questioning to obtain self-understanding concerning background that shapes the skills and reflexivity as a qualitative researcher.

I am an Indonesian Muslim Javanese straight married male with one daughter. Traditional Javanese and Islamic environments were my immediate environment growing up until I chose to pursue a master's degree at Ohio University from 2011 to 2013. I have been an assistant professor in the Department of Educational Psychology and Guidance, Guidance and Counseling Study Program, Faculty of Education, the State University of Yogyakarta, since 2008. I have been working as a counselor educator at the university and am now pursuing a doctoral degree in the Counselor Education and Supervision program at Ohio University, United States of America. I completed an undergraduate program in Guidance and Counseling at the State University of Yogyakarta in 2008 and then continued to a master's program with two specializations in Clinical Mental Health and Rehabilitation Counseling at Ohio University from 2011 to 2013. After completing

the doctoral program, I plan to return to the State University of Yogyakarta to work as a counselor, educator, and supervisor.

While teaching at the State University of Yogyakarta, I taught courses such as Counseling Theories and Techniques, Micro Counseling, Individual Counseling practicum, Group Counseling practicum, Abnormal Psychology, and Mental Health. Besides these courses, I have served as a supervisor for students doing outreach and a student internship model for two to three months. During this outreach, I supervised guidance and counseling students' clinical and non-clinical performances. This professional experience is an essential background that led me to focus on the students' understanding of cognitive complexity development.

As a faculty member in a counseling program who has completed an undergraduate program in guidance and counseling in the State University of Yogyakarta, master's programs in clinical mental health and rehabilitation at Ohio University, and now a Ph.D. candidate in counselor education and supervision at Ohio University I also reflected my cognitive complexity development. As I remember, I did not have enough confidence in delivering counseling services until completing my master's degree since I did not have much clinical and supervision experience. I only had two and a half months for outreach or internship at a junior high school during my undergraduate program. Moreover, I only met around five to seven students as clients with minimum supervisory support. Beyond the counseling hours, I did other school service activities such as organizing a talk show on battling drugs and alcohol abuses with my outreach cohort

consisting of students from various educational departments such as arts, sociology, English, and sciences.

My educational experience in the master's program at Ohio University has given me more clinical and supervision experiences, although I felt I did not have enough theoretical knowledge to understand and conceptualize clients' cases. I received enough supervision from both the site and program supervisors. However, I had limited exploration on how I figured out the client issues at that time. I assumed that it was because I began to start the program one quarter late compared to my cohort, so that I should catch up on several courses and only had limited time for reflection and research for my clinical performance purposes. I focused on completing the classes rather than exploring epistemological richness for my clinical experience working with students at Hocking College, especially international students. After completing the master's program and returning to Indonesia, I began to explore more literature on what I did in the practicum and internship and apply relevant materials to my students. This was a big part of my reflection on my clinical experience in the United States, and I dialogued that reflection with my work on teaching counseling theories, supervising counseling students in the laboratory practicum, and outreach.

In terms of my cognitive complexity development, I have never reached a strong confidence level portraying a high level of cognitive complexity. I also have not taken a cognitive complexity test such as LEP or CCQ since I have learned their high score answers by knowing how to administer them. I believe there have been so many changes in how I see clients by not relying solely on counseling theories but understanding the

client as a person with various intersecting identities, systems, and ideas. Every individual has a unique story that leads to the current situation and approaching the client's case utilizing solely counseling theories is not enough since we need to understand the context, cultural background, interconnecting identities, and how things work according to the client's view. We need to theorize every client's experience with the basis of counseling theories and discuss them with other existing approaches such as the theory related to biological functions, especially in neurology and ecological theories, which include physical and social environments. Thus, I agree that being a counselor requires long-life learning moreover, the current fast-changing human life and less predictable ecological shifts worldwide.

In line with my journey to build epistemological development that supports my clinical skills in counseling service, and I have worked on several qualitative research projects. I have been involved in qualitative research projects as an investigator. For example I was exploring elementary students' experience on physical and verbal violence in the Special Region of Yogyakarta elementary schools with, a professor in multicultural education at the State University of Yogyakarta, in 2005; coder for a research on consumer behavior generic decision making of Yogyakarta earthquake survivors in 2006 with a doctoral candidate in Economic Psychology in the University of Van Tilburg, Netherlands in 2006-2007; an interviewer to examine the personal construct of master's student in the Security and Peace Study Center at Gajah Mada University, Indonesia in 2007; researcher undergraduate theses investigating the actual-ideal self-discrepancy toward job satisfaction among guidance and counselors in the Special Region of

Yogyakarta in 2007-2008; and several other interviews for focused group discussions and assessments of new graduates readiness to serve the Indonesian country through teaching at schools in isolated and left behind areas such as in Papua, Mentawai, Nusa Tenggara, and Aceh.

I have taken the Introduction to Qualitative Research, Research Design, and Qualitative Interviewing and Data Collection courses in the last three semesters at Ohio University. These classes facilitate students to explore being qualitative researchers, execute research with qualitative approaches, and collect qualitative data. In the Introduction to Qualitative Research course, I completed the assignments in performing several qualitative research methods such as document analysis, observation, and interview. While in the Research Design, I studied qualitative research designs, including the related philosophical perspective and the practical aspects of the design in a research proposal. During the Spring semester (2021), I took a Qualitative Interviewing and Data Collection course to support my qualitative inquiry skills. During this course, I conducted a research project utilizing interview data collection.

In addition to my reflection as a counselor educator, supervisor, doctoral student, and team member in several qualitative types of research, I also build connections with professors whose expertise is in cognitive complexity. I have contacted and interviewed Dr. DiAnne Borders on her leadership experience as the editor of the *Journal of Clinical Supervision* for the Leadership in Counseling course in Fall 2020, and I also have corresponded with Dr. Laura Welfare, the developer of the CCQ. Initially, I asked her about her experience in using the instrument with non-English speaking participants.

However, she turned out to send me the whole instrument and the manual to administer the questionnaire. Dr. Welfare permitted me to utilize the CCQ instrument and the manual to score the participants' answers. Dr. Welfare has allowed me to use them flexibly for research purposes so that the instrument effectively collects the data on counselor cognitive complexity.

Overall, my religious and cultural identities, working experience in a counseling program, educational backgrounds, clinical experiences, research experiences, and correspondence with the experts on cognitive complexity have given me an understanding of my intersecting perspective that potentially influences my positionality toward this research. However, I conduct this research following the scientific procedures to build integrity as a qualitative researcher. In addition, I also follow ethics as one fundamental principle in conducting research involving human participants, which I address in the following section.

Ethics

Creswell and Poth (2016) described the basic principles of ethics in conducting research based on the 1978 National Commission to protect human subjects on Biomedical and Behavioral Research and its Belmont Report. There are three basic principles of the research ethics that Creswell and Poth (2016) mentioned such as "the beneficence of treatment of participants (maximizing good outcomes and minimizing risk), respect for participants (protecting autonomy and ensuring well-informed, voluntary participation), and justice (a fair distribution of risk and benefits)" (p. 22).

According to the basic principles of the ethics mentioned above, I will submit a proposal to the Institutional Review Board (IRB) at Ohio University before conducting this research. This submission constitutes a standard process for anyone in academia to conduct research. I will also follow the ethical procedure, mainly providing informed consent, maintaining anonymity and confidentiality, minimizing risks, and prioritizing participant safety (Wiles, 2012).

Summary

This chapter covered the methodology aspects according to the need to answer the research questions. The research questions require answers regarding the Indonesian counseling students' level of cognitive complexity, how they experience the cognitive complexity development, and how the existing regulations have designed the counselor education programs to understand the path of counseling students' cognitive complexity development.

Chapter 4 will describe the research settings and results, especially on the cognitive complexity of Indonesian counseling students. Thus, chapter 5 will be the section to present the emerging themes acquired from the data analysis. After writing the emerging themes in chapter 5, chapter 6 will discuss the cognitive assessment results and the emerging themes in chapter 5. This discussion will comprise researcher reflection and theories to address the research results. This chapter will also cover the lesson learned from the collected data and discussion section. I will sum up all the content of this research, withdraw the conclusion from the themes, and address the suggestions for counselor education and supervision in Indonesia. I will identify the implication of this

research toward the practice of counselor education and supervision, especially on what is essential to consider for counselor educators and supervisors in facilitating counseling students to develop their cognitive complexity. Finally, this section will cover suggestions for future research agendas on the cognitive complexity, counselor education, and supervision issues in Indonesia or any other transferable settings.

Chapter 4: Research Setting

Introduction

This chapter presents the information of the research setting comprising the description of the counselor education program in Indonesia, the profile of a counselor education program where this research was conducted, its vision and mission, the expected graduates' qualifications and curriculum structures, and the profile of participants. All of this information was acquired from the curriculum of 2014 of the program. This curriculum was used until 2019 before it was substituted with the curriculum 2019 and is now in the process of implementing the curriculum 2020 with a new program from the Ministry of Education, Culture, Research, Technology, and Higher Education called *Merdeka Belajar Kampus Merdeka* (Freedom of Learning-Independent Campus). In addition, this chapter will also address the profile of the students who participate in this research.

Counselor Education Program in Indonesia

In Indonesia, counselor education is a guidance and counseling program (Permendiknas, 2008). The customer who uses the guidance and counseling services is called a counselee instead of a client (Permendikbud, 20014). According to these different terms, counselor education and guidance and counseling would be used interchangeably, while the term client will be used instead of counselee for common terminology used in international settings.

Indonesian counselor education begins at the undergraduate level. The program usually offers the primary competence for school counseling purposes as guidance and

counselor teachers. The legal writing was the foundation for developing the juridical foundation of the Indonesian National Education Ministry regulation number 27-year 2008 on the Indonesian Professional Counselor Competency Standard published by the Indonesian Directorate of Higher Education. The specified professional competencies are mandated in Guidance and Counseling Professional Education (*Assosiasi Bimbingan dan Konseling Indonesia*/ Permendiknas, 2008). There are also additional competencies offered in specialization in some programs, such as disaster, career, or marriage counseling (N. Handoko, personal communication, February 19, 2021).

According to the Legal Writing on the Planning of Professional Education for Counselors by ABKIN (Permendiknas, 2008), professional counselors have two competency criteria: (a) Academic competence as the scientific basis for counseling services. Professional counselors may acquire this type of competency through the research results, expert recommendations, or the contemporary counseling practice in Indonesia. The legal writing also highlighted the necessity to utilize Indonesian-based studies since the counselor education program begins at the undergraduate level. Besides, counseling students usually do not have any previous college education experience. This professional education is not like other countries, such as in the United States, where the counseling program typically starts at the master's level.

The second competency criterium is (b) Professional Counselor competency. This competency constitutes the mastery of guidance and counseling service strategies that facilitate clients to be independent. Counselors develop this competency through systematic training from academic experience during undergraduate education and direct

experiences from the field experience. This experience comes from a counselor

professional education program (*Program Profesi Konselor*/ PPK), and it is inseparable

from supervisors who supervise students during the educational and field experiential

process. This professional education facilitates counselors to develop skills and traditions

to develop sustainable efficacy. Counselors who accomplish this stage will receive a

professional title as a counselor with a professional degree as *Kons.*

The two competency criteria then include the Indonesian National Education

ministry regulation number 27-year 2008 on Indonesian Professional Counselor

Competency Standard. In the Indonesian National Education Ministry regulation number

27of 2008, the counselors are expected to master the concept and practice of assessment

to understand the need and problems of clients, theoretical and practical framework of

guidance and counseling, design guidance and counseling programs, implement

comprehensive guidance and counseling, evaluate the process and results of guidance and

counseling, possess awareness and commitment on professional ethics, and master the

concept and practice on research in guidance and counseling. These competencies are the

goals of counselor education in Indonesia.

The Legal Writing on the Planning of Professional Education for Counselor

(Permendiknas, 2008) also presents standard competency for counselor educators. The

standard competency for counselor educators in undergraduate counseling programs

comprises the ability to organize the educational learning process in guidance and

counseling, maintain the work quality of guidance and counseling undergraduate program

to develop national competitiveness, provide supervision for professional counselor

educational programs, and create sustainable professional capacity as a counselor educator. In terms of competency, counselor educators in Indonesia will need academic and professional competencies. Academic competence comprises academic education at the master's level in guidance and counseling. Several required proficiencies include understanding guidance and counseling students profoundly, mastering the theoretical framework of context, approach, principle, and procedure for guidance and counseling services, and organizing the educative learning process. Counselor educators will also need to maintain the guidance and counseling program's productivity and develop sustainable professional skills as counselor educators.

Counselor educators should also meet professional competence. This type of competence departs from the academic competence where counselor educators have accomplished a master's level in guidance and counseling and are certified counselors by completing a professional education program. As counselor educators, the professional education program comprises training to implement academic efficacy for undergraduate students, self-evaluation to communicate productivity quality, and supervise professional educational programs. These competencies are different from a doctoral program that focuses on preparing scholars in guidance and counseling.

Although the counseling profession has been developing worldwide (Hohenshil et al., 2015; Lee & Na, 2013; Ng, 2012), the study of cognitive complexity has primarily involved European Americans, while counselors' cognitive complexity outside this racial/ethnic group has not been sufficiently explored. The internationalizing of the counseling profession means that the necessity to understand the counselors' cognitive

complexity needs to adhere to where the counseling profession grows beyond the United States context. This issue is essential because counselors develop and provide services that are inseparable from the existing cultural characteristics (Sue et al., 2016) and educational process experience (Rønnestad et al., 2019).

The international development of the counseling profession in Indonesia aligns with Southeast Asian countries' growth of counseling professions such as Taiwan, Hong Kong, and Mainland China (Duan et al., 2011; Ng, 2012; Lynch, 2002). Given that the counseling profession development is based on the United States model, it needs to be expanded to include local values and local cultures (Ng & Noonan, 2012; Lee & Na, 2013; Duan et al., 2011). In addition, local scholars need to deconstruct the model of counselor education (Cheung, 2000) and develop methods to improve counselors' cognitive processing abilities to sustain clients' welfare within their own culture (Welfare & Borders, 2010; Fong et al., 1997). Still, there is no information on the number of counselor education programs that subscribe to the Unites States model nor which institutions and students. Nevertheless, Cheung (2000) suggested that Eastern cultures have substantially different values, customs, and self-concepts than Western society. Therefore, the study on Indonesian counseling students' cognitive complexity development is critical to establish a contextual understanding of how they experience their educational process to accomplish higher cognitive processing skills as professionals.

The Profile of the Research Setting

In Indonesia, counselor education programs still use the name of Guidance and Counseling study programs since most of them offer core competencies as school counselors (Habsy, 2017). In 2003, guidance and counseling began to be recognized as an integral part of the Indonesian education system, mentioned in the Law of Indonesian Education System number 20 of 2003. This inclusion in the education system has been considered a legal position for the further development of the counseling profession in the educational settings in Indonesia despite several specializations also offered such as in industry, marriage, and family, rehabilitation, crisis, and any other focuses.

This counselor education program has been developed since the 1970s under the faculty of education in a public university. As an educational institution, this program has been accredited by the *Badan Standar Nasional Pendidikan Indonesia* (Indonesian Education National Standard Agency) with an A or excellent predicate (Ban-Pt, 2022). This agency is an Indonesian governmental system that standardizes the quality of Indonesian education. In addition, this program is also accredited by the Accreditation Service for International Schools, Colleges & Universities (ASIC) as a premier university.

This counselor education program primarily prepares students to be school counselors. However, there are three thematic elective specializations and their core competencies as school counselors. The elective specializations include Family, Community, and Human Resources Development Guidance and Counseling. Students

can take one of the three elective specializations by accepting the offered courses in line with the themes of the specialization.

Currently, there are 21 faculty members in this program with two full Professors, one Associate Professor, six Assistant Professors, and the rest are still in lecturer positions. Other than the two professors, five faculty members hold doctorate degrees, five are in the process of completing their doctorate degrees, and the rest are preparing to begin their doctoral education programs. Most of these faculty members graduated from Guidance and Counseling programs in Indonesia. Two completed degrees overseas, one in Malaysia and one in the United States.

In 2020, 3.547 applicants joined national and university independent selection tests to enroll in this program (PROGRAM S1 | PMB UNY, n.d.). However, this program can only accept 80 students each year. The competition ratio of applicants and accepted students is 1:44.3, which can be considered competitive. The number of applicants revolves around the same number each year. For example, in 2021, the total number of applicants was 3.106 from all over Indonesia. The applicant's interest in being accepted into this program indicates its competitiveness and the community's trust in their preparation to be counselors. The applicants' test score between the range of the passing grade is the only component to be accepted in this program.

Counselor Education Program Vision and Mission

This counselor education program has a vision and four points of the mission. The vision of this program is: *"In 2025, the University X Guidance and Counseling study program will lead to pioneering study programs that are recognized in the Asia Pacific*

region and produce excellent guidance and counseling teacher candidates based on pious, independence, intelligence, and national insight." To reach these goals, this program set the missions to include:

1. Organizing academic education activities that aim to improve the quality and relevance of the curriculum that can produce superior graduates based on piety, independence, intellectuality, and national insight

2. Organizing research and community service activities that can be disseminated and published at the national and the Asia Pacific levels

3. Strengthening the system and institutional capacity of study programs as well as cooperation networks that support the realization of recognized pioneering study programs in the Asia Pacific

4. Building student activities to improve organizational culture and achieve both at the national and the Asia Pacific levels.

Through these missions, the counselor education program facilitates students in some academic activities in the Southeast Asian countries, such as student and professor exchanges, institutional collaboration on research and conference, and outreach programs. Although the realization of these missions is still in progress, the counselor education program expects to contribute positively to developing the guidance and counseling profession in Asia and the Pacific.

Graduate Profiles

The profile of this study program graduates was developed based on the analysis of community and stakeholder needs from tracer studies, considerations, input from

professional associations, and agreements in the guidance and counseling study program forms throughout Indonesia. The activities that have been completed include several workshops, both at regional and national levels, and comparative studies at the State University of Jakarta, Chulalongkorn University, and Katsertsaat University in Bangkok, Thailand.

The graduate profiles that have been agreed upon both by the guidance and counseling study program curriculum development team and by the guidance and counseling study program forums throughout Indonesia are:

1. As a guidance and counseling teacher (guidance counselor) who has the authority to provide guidance and counseling services at various levels of formal education.

2. As a guidance and counseling expert engaged in the family, human resource development, and community.

These two profiles are the graduates' specialties by pursuing the program. The graduates' main competency is to be a guidance and counseling teacher or school counselor who works in educational institutions such as junior and senior high school. In addition, they also have elective competencies such as family, human resources, and community guidance and counseling. They can work out of educational settings such as the Badan Kependudukan dan Keluarga Berencana Nasional/ BKKBN (National Population and Family Planning Agency), companies, and social services in substance abuse rehabilitation institutions.

Graduate Competency Goals

The following sections are the learning outcomes or competencies of graduates of the guidance and counseling study program that have been determined based on the formulation of learning outcomes from the Indonesian National Qualifications Framework (KKNI) (Republic of Indonesia Presiden Regulation Number 8/2012), graduate competencies from the previous curriculum implementation, the formulation of Academic Qualification Standards and Counselor Competency (Permendiknas No. 27/2008), Permendikbud No. 49/2014 on National Standards for Higher Education, and an agreement at the Communication Forum level for Guidance and Counseling Study Programs throughout Indonesia. The competency goals comprise attitudes, knowledge, general skills, and specific skills.

Attitudes

1. Faithful to God Almighty and able to display a religious attitude in everyday life

2. Have good morals, ethics, and personality in carrying out their duties

3. Act as citizens who are proud of their homeland, have a spirit of nationalism and patriotism

4. Able to work together and have social sensitivity and great concern for society and the environment

5. Appreciate the diversity of cultures, views, beliefs, and religions, as well as the original opinions/findings of others

6. Upholding law enforcement and having the spirit of putting the interests of the nation and the wider community first

7. Able to develop independence supported by a critical and adaptive attitude towards the development of science, technology, and art concerning guidance and counseling services

8. Responsible for the implementation of guidance and counseling services for oneself, the clients being served, and the education unit where he works

9. Able to demonstrate a personality that helps in establishing relationships with multicultural individuals and groups

10. Able to enforce and show awareness of the code of ethics of the guidance and counseling profession

11. Able to offer normative and legal awareness in interacting with other professions

12. Able to build interpersonal relationships in the role of a Guidance and Counseling teacher

Knowledge

In terms of mastery of knowledge, graduates of the Guidance and Counseling undergraduate study program are expected:

1. Able to think critically about the philosophical, educational, psychological, sociological, and anthropological foundations that underlie the guidance and counseling practice

2. Able to think critically about the theory and practice of guidance and counseling

3. Able to understand multicultural concepts and the implications of individual differences in guidance and counseling services

4. Able to understand the characteristics of students in various aspects of development, needs, and problems

5. Able to understand the nature and procedures of assessment regarding the conditions, needs, and problems of students, as well as tracing the talents, interests, and potentials of students in various aspects of life

6. Able to understand the concept of planning, management, and evaluation of guidance and counseling services

7. Able to understand the basic concepts of using information technology and media that support the implementation of guidance and counseling services

8. Able to understand the approach, theory, and technique of guidance and counseling services both individually and in groups

9. Able to understand the concepts and theories of guidance and counseling in family and marital settings

10. Able to understand the concepts and theories of guidance and counseling in the setting of human resource development

11. Able to understand the concepts and theories of guidance and counseling in community settings

General Skills

In terms of mastering general skills, graduates of the Guidance and Counseling undergraduate study program are expected to be:

1. Able to apply innovative, creative ideas in implementing guidance and counseling services both within the scope of education and the broader community based on piety, independence, scholarship, and nationality.

2. Able to make research-based problem-solving decisions in the implementation of guidance and counseling services both within the scope of education and the broader community towards an independently developed society

3. Have commitment and responsibility academically and professionally in the field of guidance and counseling expertise

4. Able to utilize science, technology, and art in the implementation of guidance and counseling services both within the scope of education and the wider community

Specific Skills

In terms of mastery of skills, the graduates of this Guidance and Counseling undergraduate study program are expected to be:

1. Able to integrate discoveries of science, technology, and art in the fields of counseling, education, psychology, sociology, and anthropology, as the basis for providing guidance and counseling services

2. Able to display consulting, collaboration, mediation, advocacy, and conflict resolution skills in the implementation of guidance and counseling services

3. Able to carry out Guidance and Counseling services with various approaches and skills

4. Able to display skills in providing guidance and counseling services, both essential services, responsiveness, individual planning, and system support

5. Able to take advantage of developments in information and communication technology in guidance and counseling services

6. Able to design Guidance and Counseling programs based on assessment results

7. Able to manage the guidance and counseling program according to the program design that has been formulated

8. Able to evaluate programs as the basis for developing Guidance and Counseling programs

9. Able to utilize information technology and media for guidance and counseling services

10. Able to use various methods and assessment designs in guidance and counseling.

11. Able to carry out research and utilize the results for guidance and counseling services.

12. Able to access relevant research results from various sources for the benefit of guidance and counseling services

13. Able to compile and use assessment instruments for guidance and counseling services

14. Able to make decisions about the correct type of service or program based on the results of the needs analysis that has been done

15. Able to apply the concepts and theories of guidance and counseling in family and marital settings

16. Able to apply the concepts and theories of guidance and counseling in the setting of human resource development

17. Able to apply the concepts and theories of guidance and counseling in community settings

These competency goals inform the main competencies according to the three regulations underlying curriculum development in this counselor education program. Students are prepared not only to master knowledge and counseling skills but also to develop competencies in the personal scope of attitudes. This preparation means that this counselor education program combines the personal and professional aspects to prepare its students to become professional counselors in the future.

Curriculum Structures

There are several courses in this program's 2014 curriculum to accomplish the education goals set in the graduate competency goals. The courses are grouped into several categories such as Mata Kuliah Umum (*General Courses*), Mata Kuliah Pilihan (*Optional Courses*), Mata Kuliah Keahlian Dasar (*Basic Expertise Courses*), Mata Kuliah Fakultas/IPF (*Faculty Courses*), Mata Kuliah Keterampilan Proses Pembelajaran/ MKKPP (*Instructional Skills Courses*), Mata Kuliah Perluasan dan Pendalaman/ MKPP (*Expansion and Deepening Courses*), Internship, Mata Kuliah Program Studi (*Program

of Study Courses), Mata Kuliah Pilihan Tematik (*Thematic Elective Courses*). The course's number is 62/164 credit hours, including four elective courses of 8 credit hours on specialized thematic courses.

The general courses consist of general themes subjects such as Religion, Civic Education, Pancasila (an Indonesian official foundational philosophical theory), Indonesian Language, English, Entrepreneurship, and outreach or internship. These courses are typically offered at the beginning of the program and become the foundational courses before students take the next group of courses, such as the optional university course, Basic Natural Science. These courses serve as the basis for students' religious, cultural, historical, and philosophical views to begin their educational experience in the program. These courses aim to develop students' attitudes and knowledge competencies.

Students will also take educational courses such as Introduction on Philosophy of Education, instructional skill courses such as Media Development in Guidance and Counseling, expansion and deepening courses such as Research Methodology in Guidance and Counseling. These courses represent the characteristics of the faculty of education science since the counselor education program is under the faculty of education. These courses facilitate the development of students' knowledge and general skills as educators.

In addition, students also take several more specific program of study courses such as Counseling theory and approach and laboratory practicum such as Micro Counseling, Individualized Counseling, and Group Counseling. Students will develop

specific skills through these courses, especially counseling services for individuals and groups.

In terms of developing specific skills, this program also offers three types of specialized thematic courses for the more specific specialization: Family Guidance and Counseling, Community Guidance and Counseling, and Human Resources Development Guidance and Counseling. Among these three specialized themes, students who want to have an additional specialization can take several courses such as Psychology of Family for the family theme, Social Rehabilitation for the community theme, and Organizational Behavior for the human resources theme.

After completing the courses, students can take internships or outreach. Students will be doing practices in a school to be guidance and counseling practitioners under the supervision of guidance and counselor teachers in the school and a faculty member who will monitor their performance weekly. Students who have finished this practice will need to write a report about their experience whether they meet the requirements to provide guidance and counseling services for two clients at least and other services in the setting with a total of 270 hours. After completing this practice, students usually begin to write a final research project called *Skripsi (an Undergraduate Thesis)*.

Research Participants

The research participants were counseling students who enrolled in the program in 2018 (Odd Semester in August). They are in a semester after outreach/ internship completion during the end of the year 2021. The head of the department introduced me to one student to communicate with her friends in her cohort that consisted of 80 students. I

shared the research poster and Qualtrics form through the coordinator utilizing WhatsApp as the familiar platform students use for communication purposes. As a result, 20 students were interested in participating in this research. Of the 20 participating students, 10 completed the CCQ, and 8 of the ten students agreed to interviews.

The identities of the participants remain confidential. Therefore, I made pseudonyms for those who participated in interviews, such as Kiki, Fiki, Miha, Deni, Susie, Memei, Luna, Isa, Neni, and Riri. However, Memei and Luna only complete the CCQ, not the interview. For more detailed information, below is the summary of the participants' identities:

Kiki is a 21 years old Muslim female counseling student. She was born in an East Java city. Her upbringing was surrounded by Muslim religion and the tradition of Eastern Javanese culture that typically is the acculturation of Islamic and Javanese traditions inherited from Hinduism. However, Kiki expresses herself as a Muslim with a hijab covering her head. Kiki was in her senior year and has completed counseling practicum such as micro, individual, and group counseling. She was specialized in school counseling, and she also has completed outreach for around 2 to 3 months in a High School in East Java. She mentioned that taking this counseling program was because of her parents' suggestions. Her parents believed that Kiki was a good listener because many of her friends run to her for talking when they had hard times. She actually would like to apply for a Psychology department in the university. However, since the program was still new, she finally decided to apply for the counseling program.

Fiki is a 22 years old Muslim female who has completed counseling practicum in micro counseling, individual counseling, and group counseling. She also has completed outreach for four months. Her specialization is in marriage and family counseling and school counseling. She was born in a city in West Java, one of the significant manufacturing industries in Java Island. Since the city is close to the Indonesian capital city, many people from various places in Indonesia come to this city to work in various sectors. People come with heterogenous backgrounds, including ethnicity, religion, or culture. She moved to the Special Region of Yogyakarta when she was ten, along with her parents. Fiki expresses herself as a Muslim wearing hijab to cover her head. Initially, Fiki was interested in psychology. However, she finally decided to pursue her education in the counselor education program since its resemblance to psychology in terms of learning materials and professional practice.

Miha is a 22 years old Muslim female guidance and counseling student who has completed laboratory counseling practicums such as micro, individual, and group counseling. She also has completed the outreach for about four months in a high school. Besides her core competency as a school counselor, she also focuses on marriage counseling as an elective specialization. Miha was born and grew up in the middle part of Java Island. Her surrounding culture is closely related to the culture of the Javanese sultanate, where the influence of traditional Javanese and Islamic culture mingle to shape a moderate acculturated culture.

Miha shared her reasons why she would like to be a counselor by taking this guidance and counseling program. She was inspired by her school counselor when she

was in high school. She saw her school counselor as a responsive teacher to help with some problems. In addition, she was also interested in Psychology. However, she believed that she would not have been accepted if she applied for a Psychology department. Finally, she chose this guidance and counseling program. In this program, she specializes in family guidance and counseling.

Deni is a 21 years old Javanese Muslim male guidance and counseling student. He identified himself as a Javanese born in a city in Middle Java Province, and now he rents a boarding house close to the university where he is pursuing his study. His identity as a Javanese Muslim student in the guidance and counseling program represents a male perspective in Javanese and Islamic culture that considers males a dominant group in terms of his personal and social life. However, he is a minority in terms of guidance and counseling student population that is majority female.

Deni has completed laboratory practicum in micro, individual, and group counseling. As a senior year student, he has also completed outreach for about four months. According to the psychological test he took during high school, Deni decided to pursue the guidance and counseling program. Before entering this program, he was enrolled in another university with a different major, Sastra Indonesia (Indonesian Literature), for only two semesters. Thus, he resigned from the program and took guidance and counseling due to some problems he encountered during his study that made him uncomfortable. The psychological test suggested some prospective majors, such as psychology, educational technology, and guidance and counseling.

Susie is a 21 years old female Javanese Muslim counseling student who has completed laboratory practicum for micro, individual, and group counseling. She has also completed the outreach for four months with a blended model to see her clients in person and online. She specialized in human resources development guidance and counseling. Currently, she is in semester 7 of her study. Before choosing the counseling program, she was interested in Psychology as her top option and several other majors that she has chosen in different universities. However, she finally decided on the guidance and counseling program since it was new, and its accreditation was still below A.

Isa is a 21 years old Javanese Muslim female. She is a semester eight guidance and counseling student. She has completed both laboratory practicum and outreach for more than four months. She specialized in marriage counseling in addition to her core in school counseling. She decided to pursue a counselor education program since her school counselor inspired her junior high school. She shared that her school counselor asked every student to share their thoughts in a letter when entering the school. Then, the school counselor replied to every student's letter. Therefore, she felt amazed by the caring of the school counselor. When she was in high school, she began to be interested in psychology and tried to find out college major close to psychology. She finally decided to apply for the counselor education program.

Neni is a 21 years old Javanese Muslim female. She shares the same semester with the other guidance and counseling undergraduate program participants. She has also completed laboratory practicum and outreach for more than four months. Neni specialized in family counseling as well, in addition to her core concentration in school

counseling. She was initially interested in psychology when she was in her last year of high school. However, her school counselor suggested not taking the major since her grade would not meet the requirement. She finally decided to pursue the guidance and counseling major.

Riri is a 22 years old Javanese Muslim female; she is in the same semester with the other participants. She has completed both laboratory practicum and a four-month outreach as her friends in her cohort. However, although her friends have chosen additional specializations, she remains focused on school counseling as the core of her expertise. Before enrolling in this program, she pursued a state administration college education. However, she was not accepted after three times applying to the program. Finally, she decided to apply to this counselor education program.

Overall, all participants have completed both laboratory practicum and outreach. In terms of demographic information, the following table informs each participant information regarding their gender, origin, religious beliefs, specialization, and reasons that lead them to pursue the counselor education program.

Table 3

Tabulation of Participant Information

Participants	Gender	Origin	Cultural Identity	Specialization	Reason
Kiki	Female	East Java	Muslim	School	parents
Fiki	Female	Yogyakarta	Muslim	Family	Psychology

Participants	Gender	Origin	Cultural Identity	Specialization	Reason
Miha	Female	Yogyakarta	Muslim	Family	Psychology
Deni	Male	Middle Java	Muslim	Not specified	Psychology
Susie	Female	Yogyakarta	Muslim	Human resource	Psychology
Isa	Female	Yogyakarta	Muslim	Family	Psychology
Neni	Female	Yogyakarta	Muslim	Family	Psychology
Riri	Female	Yogyakarta	Muslim	School	State Administration

This table shows that most participants shared similar backgrounds, such as their religion. In addition, participants are also female dominant, and all of them are from the Javanese ethnic spreading from East Java to West Java. Most participants were from Yogyakarta, a province in the middle south of Java Island that the Yogyakarta Sultanate governs. Half of the participants focused their specialization on family guidance and counseling while the other half were in school human resources development, and one participant has not mentioned a specialization. These participants' backgrounds inform their identity characteristics from which the understanding of participants' cognitive complexity development intersect with their perspectives on educational and cultural experiences and regulatory roles.

Summary

This chapter has described the information of the research setting, particularly on the counselor education program profile, its vision and mission, the expected graduates' qualifications, curriculum structures, and the profile of participants involved in this research.

The counselor education program serves students from all over the country, and the sample is representative of different Java Island regions. Participants informed their identity backgrounds and motivations to pursue their undergraduate education in guidance and counseling. They shared their specialization in the program, and they have various reasons why they applied for the counselor education program. Hence, the need to understand the shaping of counseling students' cognitive complexity development not just from the context and the curriculum of the program, but the students' lives as well. Family and their school counselors mediated their choice to join the counselor education and their unrealized expectation to be in the Psychology department.

The next chapter will cover research results that comprise the data display from participants' CCQ scores, interview summaries, emerging themes from the interviews, and the counselor education program's existing regulations. In addition, the data also includes the curriculum and its derivation on the courses related to counseling performance training.

Chapter 5: Results

Introduction

This chapter comprises the results of data collection, including the participants'

cognitive complexity development, participants' experiences that shapes their cognitive

complexity development, existing regulations from the Indonesian government that

underlie the counselor education program, and academic documents such as curriculum

and other supporting documents such as verbatim sheet, observation sheet, and a micro

counseling module.

Most participants cognitive complexity development scored very low, while three

of the ten participants scored higher cognitive complexity development. Participants

identified that the series of courses and laboratory practicum were helpful for their

cognitive complexity development. They mainly believed the theoretical courses had

helped them develop constructs in understanding their clients' characteristics, while the

supportive clinical supervisions facilitated them to understand the implementation of

theories in counseling sessions. Finally, this research revealed the role of the existing

regulations that underlie the development of curriculum and Semester Study Plan for

every course that students need to complete in the program.

Participants

I contacted the head of the department to reach the group of students who meet

the criteria such as completing the laboratory practicum, completing the outreach

program, not taking any college education before entering the guidance and counseling

program, and beyond 18 years old. The head of the department then introduced me to a

student who could serve as a gatekeeper to other students in her cohort. It turned out that I have taught the student and her fellow for one semester in 2018 in a Statistics class. Although we have met before, I did not teach them counseling-related courses but a research course. Therefore, I will consider my current positionality as a researcher and an educator who has met the participants before.

Nineteen students were interested in participating in this research. However, not all of them completed the CCQ and were willing to interview. Initially, five students completed the CCQ, but the rest had technical difficulties. Qualtrics reported that the CCQ form did not appear on the participants' devices. Consequently, I followed up on them by sending a Microsoft Word version of the CCQ. Three of them returned the completed form and agreed to participate in the interview, and another two students completed the CCQ but did not want to join the interview.

I wonder why not all of them would complete the CCQ form and participate in the interview. I assumed that working on the CCQ would require intense effort since identifying clients' characteristics and categorizing them would require them to recall, think, and reflect on their experiences. It can be seen from the feedback provided by pre-testing participants during the adaptation process of the CCQ instrument. In addition, students are currently not in the university due to the pandemic covid-19. They are primarily in their area of origin, where the internet is not always available and has no stable signal.

Moreover, they need to save their internet data for academic purposes, such as meeting with their advisors on Zoom or working on their academic works such as final

research projects. Although not all interested participants completed the CCQ and joined the interview, eight students completed the CCQ and participated in the interview. I named them pseudonyms such as Kiki, Fiki, Miha, Deni, Susie, Isa, Neni, and Riri.

Utilization of the Indonesian Version of CCQ

The following tables are the participants' scores of the completed the CCQ. Tables 3 and 5 are the differentiation and integration scores tallied by rater 1, while tables 4 and 6 by rater 2. Each column indicates the assessment component of differentiation and integration in these tables—their total number of constructs and the number of shared constructs for the differentiation score. Welfare (2007) described that no normative information is available yet. However, researchers can make basic interpretations based on preliminary data. Welfare indicated that differentiation scores theoretically could range from 0 to 75. A score below 10 represents a very low differentiation score, while a score of 25 or above indicates a more complex cognitive system. This reference means scores between 11 to 24 are in medium constructs.

Table 4

Rater 1 Differentiation Score

Number	Participant ID	A Total # Constructs		B # of Shared Constructs	C Total Differentiation Score
		Effective	Less Effective		
1.	Kiki	15	15	2	28
2.	Fiki	2	2	1	3
3.	Miha	3	3	0	6
4.	Deni	12	7	1	18
5.	Susie	8	4	3	9
6.	Memei	6	3	0	9
7.	Luna	5	5	1	9
8.	Isa	3	3	0	6
9.	Neni	14	14	1	27
10.	Riri	5	3	0	8

Table 5

Rater 2 Differentiation Score

Number	Participant ID	A Total # Constructs		B # of Shared Constructs	C Total Differentiation Score
		Effective	Less Effective		
1.	**Kiki**	15	15	2	28
2.	**Fiki**	2	2	1	3
3.	**Miha**	3	3	0	6
4.	**Deni**	12	7	1	18
5.	**Susie**	8	4	3	9
6.	**Memei**	6	3	0	9
7.	**Luna**	5	5	1	9
8.	**Isa**	3	3	0	6
9.	**Neni**	14	14	3	25
10.	**Riri**	5	3	0	6

The differentiation scores show a range of cognitive construct levels. In summary, below is the pie chart of the scores compared to the degrees of differentiation scores according to the estimation provided by Welfare (2007).

Figure 1

Distribution of Differentiation Dimension Scores

Differentiation Dimension

Above 25
20%

11 to 24
10%

Below 10
70%

Below 10   11 to 24   Above 25
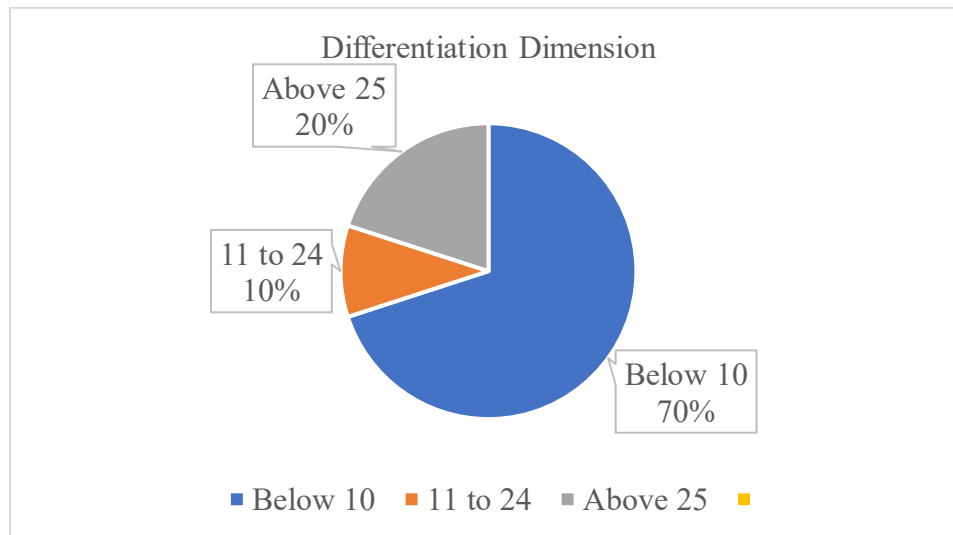
As can be seen from the chart, here are five participants whose scores are below 10, ranging from 3 to 9. It means that most of the participants still have lower cognitive complexity than the other two, who have higher scores above 10. One of the two scored 18, which is in the medium construct, and the other two participants scored 27 and 28, which is above 25, which means having a highly complex cognitive system. Because most of the participants scored below 10, this suggests that the majority of them have not developed higher cognitive complexity.

Table 6

Rater 1 Integration Score

		D		E		F & G			H		I
Number	Participant ID	Characteristics-Valence		Characteristics-Types		Counseling Relationship # of Categories			Categories-Counseling Relationship		Total Integration Score
		Effective	Less Effective	Effective	Less Effective	Effective	Less Effective	Shared	Effective	Less Effective	
1.	Kiki	1	1	3	4	4	4	0	0	0	17
2	Fiki	1	0	1	1	0	0	0	0	0	3
3.	Miha	0	0	2	2	0	0	0	0	0	4
4.	Deni	0	0	3	1	5	3	1	0	0	11
5.	Susie	0	1	3	3	2	0	2	0	0	7
6.	Memei	1	0	2	2	2	1	0	0	0	8
7.	Luna	0	1	2	3	2	2	1	0	0	9
8.	Isa	1	1	2	2	1	1	0	0	0	8
9.	Neni	0	0	3	4	3	4	3	0	0	17
10.	Riri	0	0	3	2	1	1	0	0	0	7

Table 7

Rater 2 Integration Score

Number	Participant ID	D Characteristics-Valence		E Characteristics-Types		F & G Counseling Relationship # of Categories			H Categories-Counseling Relationship		I Total Integration Score
		Effective	Less Effective	Effective	Less Effective	Effective	Less Effective	Shared	Effective	Less Effective	
1.	Kiki	1	1	4	2	4	4	0	0	0	16
2.	Fiki	1	0	2	2	0	0	0	0	0	5
3.	Miha	0	0	2	2	1	1	0	0	0	6
4.	Deni	0	0	3	4	5	3	0	0	0	15
5.	Susie	0	1	3	3	2	0	0	0	0	9
6.	Memei	1	0	4	3	2	1	0	0	0	11
7.	Luna	0	1	2	2	2	2	0	0	0	9
8.	Isa	1	1	2	2	1	1	0	0	0	8
9.	Neni	1	1	3	3	3	4	0	0	0	15
10.	Riri	0	0	3	2	1	1	0	0	0	7

The integration scores from these two raters show similar patterns. The following chart is the score distribution comparison between the low and high scores of integration complexity.

Figure 2

Distribution of Integration Dimension Scores

Integration Dimension Scores

Above 10 (11-16) 40%

Below 10 (5-9) 60%

Below 10 (5-9) Above 10 (11-16)
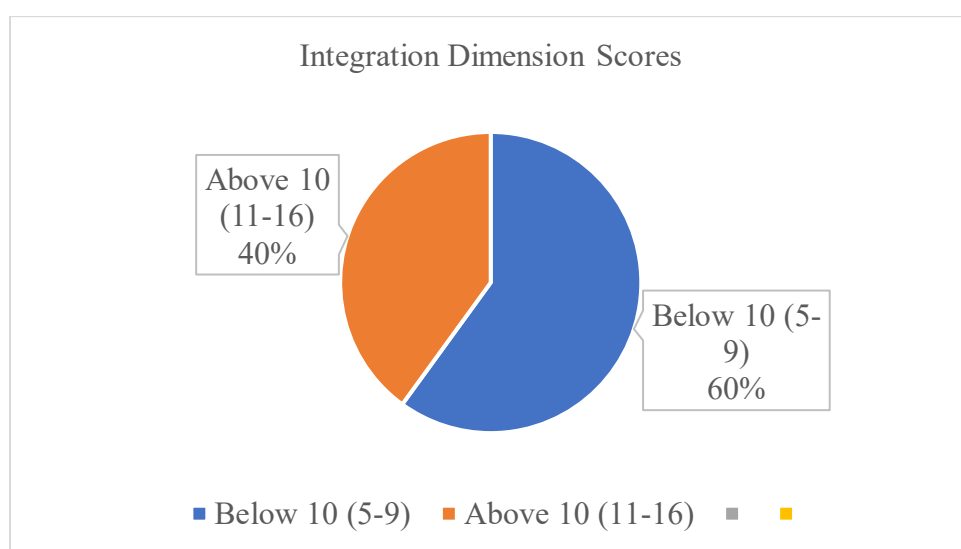
According to the participants' integration scores, six participants scored below 10, and the other four scored between 11 to 16. This means that six of the ten participants have lower integration complexity, while the rest four have a higher integration complexity. However, none of the participants who have higher levels of cognitive complexity included counseling relationships both in the client characteristics and categories. This means the curriculum needs to emphasize and develop more understanding and internalization of counseling relationships for students.

The differentiation scores show about the same patterns as integration scores. The three participants with medium and high cognitive constructs also have higher scores in the integration domain, while the others are below 10. Welfare (2007) mentioned that the score on integration ranges from 0 to 30. The higher the scores indicate the higher complex system of connections of the cognitive constructs. Conversely, lower scores show a lower level of complexity of the mental constructs. Similarly, no normative information for integration levels with the differentiation score is available. However, Welfare provided a comparison score from most counseling master's students in the United States scored below 10 while most advanced doctoral students and practicing counselors scored between 12-18. Welfare and Borders (2007) also informed that counselors with more complex constructs would list characteristics that indicate counseling relationships.

Interview Summaries: Emerging Themes Identification

Twenty counseling students agreed and filled out the form on Qualtrics. However, 10 of them did not complete the CCQ form and were unwilling to participate in the interview. Ten students completed the CCQ, and 8 of them participated in the interview. There were some technical issues on the Qualtrics that the CCQ form did not appear on participants' devices. According to this report from Qualtrics, I followed up sharing the CCQ form in the Microsoft Word version to the students through one student who facilitated me to distribute the Qualtrics link before to her friends in her cohort. Five more students completed the CCQ, but two preferred not to participate in the interview.

Of the eight participants, there are seven females and one male participant. All of them are from one cohort of 2018, and it turned out that I taught them in the course of Statistics in their first semester in 2018. I did not remember them clearly since there were many students in the class, among 40 students. However, they remember me well to develop a relationship quickly since we have met previously. For this research, I name all the five participants in pseudonym names: Kiki, Fiki, Miha, Deni, Susie, Memei, Luna, Isa, Neni, and Riri

Kiki

Previously, Kiki thought that this counseling program would only learn school students' behavior, such as how to rule their discipline behavior and around that issue. However, she becomes aware that the *"counseling program is broad. There are various courses such as family psychology, career, and the graduates would not only become school counselors."* She added that *"counselors can be in a Human Resource Development position."*

Besides her academic background, she believes in the values of neutrality in seeing clients. She explained that *"seeing a client should be in a neutral position. It means that the way we see them is the same regardless of they are male, female, whatever their status, their age, their physical appearance."* In addition, she added, *"it is also important to be neutral in ourselves, not in an unstable situation or having many problems."*

Kiki experienced tradition about how she usually interacts with people, talks with them and listens to them. She shared how she carefully responds to others willing to talk

to her and recognizes that what people show does not always portray their inside situation. In addition, she described that her parents are frequently doing a deep talk with her even though she is aware that her parents are busy. Besides, Kiki also had sexual abuse experience when she was a 6th grader in elementary school, but the principal and other teachers did not respond to her report. She tried to tell her experience to her friends during high school; her friends told her to be grateful because she was born to a wealthy and loving family. However, the pain remains intact up to now. Therefore, she had difficulties trusting people before being counseled by one of her faculties.

When I asked whether she had difficulties fulfilling the CCQ instrument, she said describing the clients was the most challenging. She could have misdescribed it if she had addressed her counseling performance. She believed that her counseling performance during practicum did not satisfy the negative comments she usually heard from the faculty that focused on her and her friend's weaknesses but did not appreciate their strengths. She said, *"the professor gave some comments on the negative performance but not positive ones."*

Beyond her academic experience that has helped her promote her cognitive complexity is developing social relationships with others. She considered the course that supports effectively is the range of courses since the beginning of the program. However, she said, *"the laboratory practicum was the most effective for my development. The practicum teaches me to develop relationships and build a group, for example, group counseling."*

When I asked her how she identified the clients' characteristics as positive or negative, she answered that for the effective counseling she has done, she reflected her experience to serving as a counselor and her friend as a client in the laboratory practicum. She said, "*the early learning was from the laboratory practicum when my friends became my clients.*" She mentioned,*" I take some of the ways my friends deal with the topic they have and how they learned from that."*

She described her laboratory micro counseling practicum experience where her faculty asked every student to share their life problems in the first and the second week of the semester. Then, the faculty responded one by one or supported that she believes it looks trivial, but it is helpful. When she began the laboratory individual counseling practicum, the faculty changed what she thought became a source of anxiety and led to broken counseling performance. She felt it different when she was in outreach, where her supervisor usually asked for her reports only. Therefore, it made her more relaxed. She said,

> *There are faculty members who are laid back, or strict so that it made me unable to concentrate. It turned out to be different during outreach when the supervisor (guru pamong) and faculty usually only receive reports, and it made me more relaxed.*

The faculty became a source of anxiety for her because any mistakes of the counseling students would become a serious discussion in the lab, such as the client performing students wrongly calling the counselor as *Mba* (in Bahasa Indonesia) or sister in English. The faculty said that the counselor should be called *Bu* (in Bahasa Indonesia)

or *Miss.* in English since teachers usually use the appellation to show respect. The way the client calls the counselor with Mba shows respect in Javanese culture. This appellation shows respect when the person is a little bit older woman or whoever meets women casually but now in a formal manner. This type of formal interaction might not happen in Western culture or maybe in school counseling settings when the appellation Miss is common to call a female teacher.

According to Kiki's perspective, who served as a counselor, she was anxious because the faculty explored her weaknesses. In addition, the faculty also asked student reviewers to criticize the performing student. She said, *"so, what the faculty expressed was the counselor's weaknesses, not the strengths. Student observers should provide critics, suggestions, for the practicing student."* This supervision looks imbalanced while students need support to improve their clinical skills but identifying the practicing student's weaknesses has lowered their confidence.

Otherwise, she described the expected faculty that she believed more helpful are humorist faculty, who tell jokes during the course so that the practicum becomes more relaxed. In addition, students are supposedly not limited to learning how to understand others but allow them to share their thoughts or problems. She mentioned, *"The practicum should not only provide students skills to become counselors but also as a healing space. Therefore, the problems that we bring to the practicum can be resolved as well."*

Kiki shared how she could develop categories of the clients' characteristics. She mentioned that she creates the categories according to the clients' problems and then

categorizes the characteristics. She added that the *"counseling theories course has helped me identify individuals' characters from the problem they have, the way they talk and answer questions. Common people may not understand the clients' characteristics without knowing the clients for a longer time."* Besides academic experiences, Kiki shared that she develops her skills through social media by connecting with people and making conversation through direct messages.

Fiki

Fiki sees herself as a person who likes challenges by which when she has a dream, she will do her utmost to reach it. She also described herself as a person who wants to learn amid the belief among people around her in her village that schooling until Junior High School is enough. She wants to motivate people that it is possible to pursue university-level education since there are scholarships from various sources. People in her town believe that pursuing a higher degree will not be possible because of parents' economic conditions. However, she mentioned that

> *Education is important and whoever is willing to look for knowledge will be given easiness, InshAllah (God Willing)."* She added that she has *"a big dream to motivate people around her to reach the higher level of education regardless of their socioeconomic status because there are many scholarships now.*

Fiki believes that she holds living values such as positive thinking to people. This value leads her to see clients not only what appear but understand the backgrounds. It becomes her glasses to see the clients, including how she socializes in her environment where people often get together and how they live in her village, which is different from

the city where she was born in Western Java. People tended to be individualized in that city since it is a big city environment. While in her current climate, people are frequently do gathering, cook some food, and eat. People have a close neighborhood with strong cohesivity with other people in her environment, and sometimes they gather to eat food that they call *Sambelan*. This occasion is a frequent gathering where they make food together. *Sambelan* is usually made of fried chili, onion, garlic, other vegetables or salted fish, and salt crushed together in a plate shape ceramic or stone. Fiki also mentioned they usually eat the sambal with *Tiwul*, a casava root-based cake serving rice in her village. Fiki explained, *"Sambelan is a gathering in a one-person house, then we use a big layah (the plate shape ceramic or stone). We eat with sambal, there is rice and tiwul, and eat together."* Fiki learns that people are better to follow what the majority says. She believes that people will expel the group when an individual is not mingling with other people in the village.

Fiki expects to work as a human resource development employee in a company after completing this program. However, as she thought before, she realized that this counselor education program provides more courses on educational subjects and counseling services rather than psychological testing. When I asked her why she decided to pursue her undergraduate program in Guidance and Counseling, she answered, *"being interested in the social world and learn about individuals' personalities. Especially, I am interested in psychology"*. She added that she was not disappointed since the counselor education program focuses on counseling.

When I asked about her experience in outreach, she mentioned spending four months outreach at a high school. Due to the pandemic covid-19, the students did their school from home. Most of the clients, around five to ten clients, she met utilizing a video call platform, while she also met in person with two clients. She mentioned," two clients *met me directly in the counseling office. For about five to ten, I meet them online."*

Fiki shared that she answered the CCQ with her experience providing counseling services to the two clients she met in person. When I asked her to explain how she identified the clients' characteristics, she answered that she *"saw her clients from their attitudes when talking or responding counselor."* She added that the *"clients who are willing to seek counseling service have more intense responses than tho who are not."* Conversely, those who did not have an interest in counseling *"will follow the counseling process with lower enthusiasm."* Consequently, she utilized *"young people language"* that her clients usually use in their daily life. This method demonstrates how she uses cultural context to meet the demands of her clientele.

Fiki believed that the counseling program contributes to her ability to recognize clients' characteristics. She mentioned that *"the courses in the program are provided in series. In the beginning semester, there are courses on theories and then practical courses in the following semesters."* Fiki argued that this pattern is helpful; she mentioned, *"before doing the practice, we have learned the theories and then in the later semesters we learn the practice while the faculty explain the theory learned in the beginning semesters."*. Moreover, Fiki stated, *"the faculty in both micro and individual*

counseling usually would have addressed the students' performance in detail, observing

which part they lack and what they should do."

For further exploration, I asked Fiki what the practicum looks like according to her view. She replied that

> *The practicum was designed in pairs. When two students perform a counseling*
>
> *session, one as a counselor and the other student as a client, the rest of the*
>
> *students serve as observers. Each student observer focused on particular*
>
> *counseling micro skill(s). For example, one student will observe the attending*
>
> *skill, while the other will observe empathy and so on. After the counseling session*
>
> *is over, each student observer provides feedback according to what skill they*
>
> *observe. The faculty will provide a summary of the feedback.*

She also added, *"due to the pandemic covid-19, the practicum was online using zoom or google-meet depending on the agreement with the faculty."*

Of this practicum design, Fiki mentioned that the counseling theory subject was so helpful to identify the characteristics of clients. She stated, *"I was so helped after learning the counseling theories such as the REBT (Rational Emotive Behavior Therapy) to recognize the irrational thoughts of clients, for example."* In addition, Fiki also had some personal strategies to increase her client characteristics identification, such as asking her friends about the plan to deal with a particular client. Once she could not find a satisfying answer, she usually asked her faculty to answer.

Fiki identified how the clients' motivation for counseling had influenced the counseling sessions in responding to the clients' positive or negative characteristics. She

recognized that voluntary clients usually have more intense responses and interactions during the counseling session, while mandatory ones looked not enthusiastic about the counseling session. When I asked how she identified the clients' positive and negative characteristics, she answered

> *The positive characteristics are so helpful to support the counseling process, such as the client is willing to respond to the counselor seriously, telling the story openly. Otherwise, the client with less positive characteristics tends to be invited for counseling because of some issues. They did not respond counselor well because of that.*

Fiki also mentioned that

> *Some educational experiences also gave me insights to identify the positive and negative characteristics of clients …. because the faculty has more experiences in doing counseling, so when doing practicum, after giving reviews and feedback from student observers, the faculty usually share his counseling experiences to us.*

Besides, I asked how Fiki developed the categories of clients' characteristics. She categorized how the clients' attitudes helped the counseling process more effectively. She answered, *"when the clients' responses lead counselors to explore clients more profoundly, I usually categorized the characteristics into positive."* Furthermore, she added, *"when clients have positive characteristics, it will be helpful for the clients to deal with what they shared in the counseling process. While the less positive characteristics will complexify themselves."*

Fiki believes some educational processes have helped them articulate or conceptualize clients' cases. She found that *"first, practicum, and then the model of the practicum that asks students to write a verbatim, and then we were asked to add the micro counseling skills that emerge in the counseling process. It is beneficial."* She was also willing to share her file when I asked her whether she still had some files for her practicum.

Miha

When I asked whether Miha had some difficulties completing the CCQ, she replied, *"the difficulty was recalling the counseling. So, the working on the CCQ was after I had completed the outreach, and the counseling session was conducted long before that."* She added that she met many clients; however, she mostly met them online using WhatsApp or Zoom. She explained how she identified the clients' characteristics. She said, *"I understand clients' characteristics through understanding how they tell me their stories. After that, connecting with how they tell their stories to how they made decisions or actions during the counseling sessions."* Miha also explained using the same framework to see both clients completing the CCQ.

After listening to her explanation, I asked Miha whether educational experience contributes to her ability to identify clients' characteristics. Miha stated,

> *It was beneficial. Especially in the basic counseling skills and laboratory practicums that teach counseling and practice counseling. Of these courses, I became to understand how to know clients, how we understand their characteristics, so that when we develop conversation to meet their expectations.*

Miha added some more thoughts on why the laboratory practicum was remarkable. She said,

> *I think it becomes special because of the techniques. There were so many techniques were taught, sir. And coincidently, there was a technique that I implemented during outreach. And I think, when I learned them in the class before doing the practicum, it was like, is it real it could help people. Nevertheless, when I implemented them during outreach directly and observed or evaluated them on clients, it turned out to help them. So, I think the techniques taught by faculties were impressive and beneficial for my counseling process.*

Miha described how she learned the class and laboratory practicum counseling techniques. Miha said,

> *To learn them; first, I received directions from the faculty. How to practice them. Other than that, I also look for resources like books and journals. According to several resources, what I am practicing is correct. And then, I practice them, and the faculty provide feedback on my performance. Finally, I also ask the faculty for feedback on what is better to do.*

When I asked her what her experience was so that the feedback from faculty contributed positively or improved her ability, she answered, *"When doing a practicum with a client, my classmate, there were so many erroneous in performing the techniques, and finally I got inputs, what is right, or I get inputs from the counseling performed by my friends."*

Besides feedback for her performance from her faculty, Miha mentioned there is also feedback from her friends who serve as observers. Miha said, *"initially, my friends*

provided me feedback according to their understanding before. After that, the faculty

provided me feedback." Miha added,

> *Other than feedback when I did an individual counseling practicum, and the time*
>
> *is up; however, the that the result has not been achieved, the faculty usually*
>
> *provide example directly. By asking or providing feedback to me, or questions to*
>
> *the client, the counselor can finally use it to deepen the exploration with the*
>
> *client.*

In addition to educational experiences, Miha shared her social life experience that also contributes to her ability to recognize clients' characteristics. Miha described,

> *In my village, I am considered the oldest group of teenagers. There are a lot of*
>
> *younger folks who often share with me about one or more of their issues. Of the*
>
> *sharing, I tried to learn how to listen, respond, and position myself. Although I*
>
> *did not implement any counseling techniques, at least I learned to listen,*
>
> *understand, and respond.*

Miha informed that the topic is about daily life issues according to their experiences. She indirectly found insights that could be implemented once she met a client with similar cases. She said, *"So, indirectly when I found some issues that maybe almost similar, I can bring my understanding way or understanding direction."*

In interpreting the positivity or negativity of clients' characteristics, Miha admitted her subjective thoughts. She stated,

> *I interpret them from whether the characteristics help the clients to be better or*
>
> *not. For example, the person is an optimist. Being an optimist, I think, could bring*

the person to become braver to make a decision. It means the person could get out

from the problem they experienced. So, I see it from the usefulness of the

characteristics themselves.

Miha added that there was an educational experience that influenced the ability. Miha explained,

> *It exists (the educational experience)—for example, seeing friends in the courses*
>
> *and observing their characteristics. We can know because we have for years*
>
> *together, including when we work on a group project, and when being in a group,*
>
> *I observe what it is like to know others when they express their good*
>
> *characteristics. In the group work, it would be better.*

When Miha worked on the characteristics' categorization, Miha shared that she tried to connect the attributes into categories. She tried to recall her theoretical courses and found some topics that support her categorizing the clients' characteristics. Miha mentioned, *"maybe some materials such as emotional quotient, or about the pattern of human behaviors."* When I asked how the educational process facilitated her to articulate the case of clients, she answered that

> *I think from the semester 1 to the last semester or the laboratory practicum, it is*
>
> *influential correspondingly. They are interconnected to me to have thoughts*
>
> *according to the client. So, if I say only my practicum is not, an only theory is also*
>
> *not. So, I think all courses in the guidance and counseling program and related to*
>
> *counseling is interrelated and helpful.*

Miha thinks that individual counseling laboratory practicum is exceptional among the courses. She stated that *"the most impactful is individual counseling laboratory practicum. Because in the practicum, besides we practice, we also get theories indirectly from the faculty about the given theories."* The counseling session also utilized real cases from clients or every student in the practicum group. Miha said, *"coincidentally, the practicum utilized real cases because the faculty required us to use real cases so that we learned to be the real counselors or with a real counseling session."*

Regarding using real cases in the counseling practicum, Miha argued that

It led us to learn directly from the real cases. If not use the real case in the counseling, in the learning process, it might be manipulated, and finally, we did not learn to be the real counselor. Finally, when later we were sent to the working field, we could be confused about whether what I have done was correct or not.

However, it also has drawbacks. Miha identified that

The drawbacks were maybe surprising at the beginning because there was no practicum like this before and suddenly met with clients. I was afraid whether what I understood was right or I did something wrong or not. However, the grateful part is there is a faculty that sit next to me.

Due to utilizing the actual case in the individual counseling laboratory practicum, I asked Miha whether the case would be confidential. Miha answered,

That is definitely because it was a real case, and that is one of the principles to not leaking any secret from clients. Together with the students, the faculty made a deal that the cases in the practicum do not allow to go out from the room.

Beyond the answers regarding the CCQ completion, Miha shared her thoughts about her beliefs, tradition, and values. Miha said,

Social value that has a big influence on me. Social sensitivity can understand our social environment, especially the clients themselves when we have social sensitivity. So, how we can learn a lot how our social environment, so, I think, there will easier understand clients.

Miha also explained that *"understanding social environments is like we become an observer to our social environment. Then we listen to others in our social environment and become persons who contribute after we understand what we see."* In addition, Miha also added traditions. Miha shared,

I think tradition is included. For example, we are close to each other in the village environment compared to big cities. When our social environment is close, people will find be easier to understand their social environment. If we are distant, for example, in a city, our social sensitivity may differ from those who live in a village. I do not mean to say that people in cities could not understand others well because maybe they have their aspect to learn understanding others.

Deni

Deni thought either guidance and counseling or psychology were fun. He realized that not all of the educational processes are fun. He described that *"there are things that agreed to my predictions as what it is. The disagreed things are that what we learned in the courses has so many theories."* He continued, *"some examples of the less practical courses such as the psychology of personality that the book was challenging to*

understand because it was translated from English to Bahasa Indonesia." In addition, he explained that the course could be applied in counseling theories, for example.

When I asked Deni whether he had difficulties completing the CCQ, he said he found challenges, especially in understanding the instruction. He could figure out the education in the middle of completing the CCQ. In addition, he thought that *"there should be terms used to complete this form. However, he was not sure whether what he wrote met the researcher's expectations.*" He added that *"this might be because of my limitation, lack of reading books, and reading references."*

Deni shared with me how he could identify the clients' characteristics. Deni stated,

> *I identify a client's characteristics through listening to what they talk to me."* He added that *"everyone can listen. However, the listening ability is a basic counseling skill I learned in the micro counseling laboratory practicum. It is then learned deeper. More learning to achieve adequacy to perform a counseling session.*

When I asked which specific experience contributed to his listening ability, Deni said,

> *It is a practicum. Practicum, although it was conducted online, it gave me some pictures. Practicing practicum is not only one; maybe ten students, two become counselors and clients, and eight become observers. It means there are several observers. We listen to our friends doing counseling. It means that we observe our friends performing the listening skills. Moreover, there was a faculty who performed an example.*

Deni explained that the faculty in the practicum repeated the counseling skills. Deni described, *"so, the faculty bring out and repeat all counseling skills, such as opening and closing. The faculty did it. Then, the way faculty listen and provide feedback and summarize and so on, it was conducted toward the same client."* Deni also informed that the observer students also provide feedback. He mentioned,

> *Usually those who serve as an observer, there is feedback. Maybe feedback was provided directly after finishing that session. The second one is through an observation sheet. For example, this skill gains how many points. Then there are notes, which means there is feedback.*

I asked Deni whether he still had some forms for observation. He said he still has them and would like to share them with me. Deni noted that *"the sheets are helpful, helpful enough. When in the end, they are used to make a practicum report. If there are ten students in the practicum class, it means there are nine sheets of observation."*

Besides his academic experiences, Deni stated that he has no specific strategy to improve his ability. He said, *"so far, I am flowing from the first courses. Second, there are various counseling skills from YouTube. I need to click what I wanted. Thus, I also listen to the stories from friends."*

When I asked how Deni identified clients' characteristics as positive or negative, he believed one characteristic could be positive or negative. It depends on the context. He exemplified *"being assertive can be called as positive. It is called positive because even though assertive means rejecting some people to do something, it is good because it leads toward better future by not being used by other people."* He added that the course of

Guidance and Counseling Personal- Social is helpful. He thinks *"the materials are not theoretical. Therefore, he believes that is one course that helps him identify characteristics as negative or positive."*

In terms of developing categories of clients' characteristics, Deni described the process that *"more or less it is analogically similar with biology, physic, and chemistry as a science."* Deni tried to recall that *"it might be available from our classes, I am little bit forget but maybe from micro counseling laboratory practicum, individual counseling. Then, from small posts on social media, Instagram posting, they gave me enough."*

Deni responded to the question about what values influence him to understand clients. He said, *"the value of confidentiality and independence that I hold. So, when in the counseling not only provide services but after finishing the session, at least the client can handle the problem independently without the help of a counselor."* Deni also shared his specific view on human. He described that *"there are many things about humanity that I believe such as could find him or herself. Although usually looks weak, human is free but responsible."* In addition, in terms of culture, Deni is aware of how to talk utilizing a Javanese *Kromo*. It is typically a language used to talk to older people or unfamiliar people. It looks like the source for good manners. Deni also mentioned that truth is not singular. Deni gave examples that

> *At least when we see something, it is better not to see it from a single perspective. At least two, from ourselves and others. Therefore, Deni addressed that mentioning clients' characteristics does not mean they are correct. It could be temporary.*

Deni believed that the length of meeting with clients is influential toward counselors' ability to understand the clients' characteristics. In a school setting, counselors may see students, and one becomes a client. On the other hand, counselors may develop communication through social media with a client. Deni added that family could significantly influence counselors' ability to identify clients' characteristics. Deni mentioned that *"family may influence social gatherings with friends from what we are talking about."*

Susie

Although previously she has had expected to be in another department, Susie thought that she had no disappointment with her current major. When I asked whether the program is agreed with her expectation, she said,

> *It is agreed with my expectation. At the beginning of the program, I figured out how the program teaches us. So far, I know that school counselors in high or junior high schools only provide students with some materials for daily life. It turns out there is a lot to prepare.*

Susie shared that she had no difficulties completing the CCQ since she met numerous clients during her outreach. She did not have any problems deciding which client she would write to following the CCQ directions. She described that when identifying the clients' characteristics in the CCQ, she recalled both clients' gender, emotional turmoil, and how they shared with her with expressions and intonations. Susie mentioned that her educational experience strongly contributes to her ability to identify the clients' characteristics. She stated, *"it is extremely contributing. Because, during the*

courses, the faculty taught us the accurate counseling techniques, and how to help clients

express what they feel."

Moreover, Susie added a specific event in the educational experience that has

helped her identify clients' characteristics. She said, *"during individual counseling*

practicum, we work face to face with our classmates who served as clients. At that

moment, we learn how the clients told real experience that they feel."

When I asked Susie whether the counseling practicum utilized real cases of the

clients, she described that the laboratory counseling practicum utilized real cases from

each student in the counseling process. She also identified the benefits of using real

issues. Susie explained, *"the benefits are giving us the real experience to be more*

prepared when we meet real clients in the future who has such complicated problems.

How to deal with it and which part of working on first." She thought it would not help

her sharpen maximum skills and ability when the clients used fake cases. She

differentiated it from her two laboratory practicums of micro counseling practicum that

used fiction cases and individual counseling with actual issues. She said, *"the difference*

could be felt." Susie mentioned that she prefers using real cases in the counseling

practicum rather than fiction since it could help her feel her client's feelings.

During the practicum, Susie described that each practicing student receives

feedback from her friends and the faculty who observe the counseling process. However,

Susie perceived that the input from her faculty that feels significantly helpful rather than

her practicum group mates. She said, "especially the feedback from the faculty, it is

really like *"Oh, it turns out what we did was not that direct to the issue and then less*

border on what we would like to address." Susie admitted that the feedback from the faculty is more direct and focused on the issue. Susie also related the laboratory practicum experience with the supporting theoretical courses such as counseling theories that provided abundant materials for the counseling process. She described that *"the counseling theories addressed one by one about a particular problem will need a particular counseling theoretical approach. In addition, what are the factors of those problems, and the techniques counselors can use."*

Other than academic experiences, Susie also mentioned some non-academic experiences that helped her develop her ability to understand clients' characteristics. She shared her story about interacting with other close friends or those in the organization where she has been active. Of the social interactions, she mentioned that" *we share our experiences with other people,"* which, *by chance,* is a Guidance and Counseling students' organization in her city.

Step into identifying clients' characteristics as negative or positive, Susie described how she determines those valences from how the clients communicate their verbal expressions with her. Moreover, when she met with her clients, she also observed her clients' behavior, talk, and expressions. She mentioned that she reflects the clients' characteristics with daily life behavior in general *"for how much it is important or not, I adjust with the daily life. I also see from our portion utilizing our characters in the community."* She affirmed that predicting and clients' characters as positive or negative from the lens of how she experiences her daily life in the community. In addition, she also stated supervisory experiences from the *Guru Pamong*. This counselor teacher

supervises her during outreach in school, which facilitates her to recognize the clients' characteristics as positive or negative. She described, *"when doing the outreach, Guru Pamong shared with me a lot about his experiences. I learned from that, from the previous cases, or particular clients, or what strategies he was going to use of dealing with a particular case."*

In addition to identifying the valence of the clients' characteristics, I asked Susie how she developed clients' characteristics. She answered that she categorizes them according to similarity or closeness among the characteristics. When I asked whether there was an educational influence toward her categorization, she mentioned that *"it comes from her daily social life experience and maybe also from courses that related to counseling."* In addition, when I asked how helpful the counseling theories and laboratory counseling practicum helped her articulate the case of clients, she explained,

> *It may be almost beneficial because of the problem of each student, each of them is different. In the counseling theories course, some theories address the cause of the particular problem, what is the main problem, maybe unfinished childhood problems, and what technique we can use.*

Susie considers her social environment as family and friends with various characteristics. She believes in the value of being an open-minded person together with other people. She defined herself as not rigid about what she thinks. She believes that religion influences what she does on identifying and drawing the meaning of her clients, especially whether what people do provide *Barokah* (blessings). Susie underlined that the roles of her surroundings have made her learn how she sees her students' various

characteristics, what she needs to adjust with her students, and how her attitudes agree with them. The social experiences that help her develop constructs are her experience making diverse friends in terms of characteristics. In fact, from those negative characteristics, some background leads to their behaviors. She said,

Maybe there are some from my experience with my friend which is a little bit mischievous and stubborn. From that point, it turns out that behind the behaviors, there is something that was backgrounding my friend to behave that way.

In addition, Susie added some thoughts about understanding clients' characteristics. She believes that *"we need to understand others with opened thinking styles because some people have rigid thoughts. Therefore, we should adjust with it, follow the ages so that we can know what causes problems to some kids or so."* When I asked her what kind of period she thought at this time, she answered that

It is now the age of speedy information, whatever is that. It would be different to understand people in this age compared to the previous ages because now, with technology, all people can access, they can get information from worldwide so that we can see that too.

Isa

Isa believes her values in seeing students that *"there is no unintelligent students, delinquent, etcetera. All students are good students and have potential. Every child is unique and special, superior, and weaknesses."* She lives in a majority Muslim community and interacts with people from various religious backgrounds at the

university where she is studying. She identified herself as an open-minded person who is open to any information different from her perspective.

Isa shared with me how she completed the CCQ and did not find any difficulties working on the instrument. However, she was initially a bit of a struggle since the instrument was different from what she had met before. In addition, the instruction looked long to her before she read thoroughly and found some instructions confused her and some other parts were easy to understand.

When I asked Isa how she identified the clients' characteristics, she answered that she did not recognize the clients' characteristics during the counseling sessions. When working on the CCQ, she just realized her clients' characteristics. She said, *"when doing the counseling session, I did not realize my client's characteristics. It is because we directly do the counseling session. When I filled out this questionnaire, I became aware of my client's characteristics."*

Isa shared that the series of courses has helped her develop her skills in identifying clients' characteristics, such as educational psychology. However, she emphasized the most salient courses that determine the client's characteristics, such as individual counseling and classical guidance. She mentioned that *"if we see individual counseling looks like chatting people. However, it turns out that it is not only chatting. There is a side to facilitate individuals talking or sharing their problems."* Isa stated that the individual counseling laboratory practicum typically requires students to use their real cases in the counseling sessions.

Consequently, the course provides memorable experiences since students will have opportunities to heal their problems. In addition, she mentioned that the classical guidance facilitated her to interact with students in large numbers. It is also stated that classical guidance lets her know students who have and have no problems.

When I asked Isa about what she has done to promote her ability to recognize clients' characteristics, she answered, *"that would be mirroring myself because I still do not know who I am. Therefore, I usually talk with people interact with many people. From these interactions or talking with students enrich my knowledge about new characteristics."* She also shared how she identified clients' characteristics valence. She said that characteristics might be positive when they bring benefits to the clients and negative when they bring terrible impacts. She mentioned that educational experiences had taught her to understand the positive but negative characteristics. She exemplified, *"for example, students' characteristics not only those who are genius that we learn, but it turns out that those who less intelligent also need special supports in education."*

In terms of categorizing characteristics, Isa classifies them following the instrument's example. She also adds some categories according to characteristics such as social interactions. Isa said that *"educational experiences have led me to know what she did not know before. This is the basis for me to make those categories."*

Neni

Neni was born to a simple family, and she felt that people treated her in different ways compared to her peers. She became introverted and less assertive. Neni lives in a neighborhood with traditional Javanese culture environments. People in her village

practice traditional rituals using myrrh and other traditions. However, the traditions acculturate with Islamic culture. Therefore, it shapes her view about people with different backgrounds.

She took a long time to complete the CCQ since she had difficulties understanding the instructions. She found challenges in writing the category numbers in the last column of the CCQ. She provided a detailed description of her clients in the instructions box and the provided space. She told me that she would give detailed information about her clients to understand what kind of person the clients are.

Neni made notes during her counseling sessions with her clients mentioned in the CCQ. Making notes is her habit of summarizing what she did in the counseling session. Thus, she wrote the clients' characteristics with the help of recalling her notes about her clients. She believes that a course like Individual Assessment with Test facilitated her to identify clients' characteristics. Moreover, its practicum helped her understand her clients. She said, *"because I think since I learned with my friends, I could understand more rather than reading like meeting the person directly."*

In addition, Neni mentioned that individual counseling laboratory practicum contributed to her ability to identify clients' characteristics. In this practicum class, she said, *"in this practicum, with the faculty of Mr. R, he explained the practicum with the help of a master's student."* Neni also develops her ability by accessing psychology videos on YouTube, such as understanding the 1% channel. She said, *"I learned so much about individuals' attitudes."* She also used her own experience of being treated by others.

Neni considers characteristics could be positive or negative. When she wrote about clients' characteristics, she thought that a character could become negative even though it was taught positive and vice versa. It depends on which perspective we see the characteristics. She considered the course like interpersonal communication is a valuable experience to develop her skills to identify clients' characteristics as positive or negative.

When I asked how she made clients' characteristics categories, she used a student IQ test report that she still has. She identified her clients' distinct types based on the IQ test results. In addition, she also mentioned micro counseling as an influential course since this course required students to develop verbatim for a counseling session. In addition, this course also teaches students to diagnose clients' problems.

Riri

Riri sees herself as an ambitious person as people around her know her that way. She believes that her mother, an ambitious person, has influenced her ambition. However, she has an excessive dream that leads her to apply for a state administration college three times, not accepted, and down for months. In addition, her family tradition also allows her to be flexible in terms of career decision-making. Riri shared that she was the only person who went to higher education. She said, *"in my village, people are still primitive since not many people are aware of the importance of education."* People who complete junior or senior high schools usually work for one or two years before getting married. Riri disagrees with this tradition; therefore, she continues her education to college and still has higher aspirations in the future. Currently, another person goes to higher education from her village, which shows a change.

However, Riri believes that being in the counselor education program has made her aware not to compare anything from one person to another, including characteristics. She stated, *"I become aware that we cannot compare anything including characteristics of one person to another including how they deal with their problems even though they share the same problem. ".* She learned this from being open to her friends who needed her help. Her friends know her as a generous person of is helpful in her social life. She learned from each person who asked her for helps that every person has a different way to reach their goals, including how they ask for help.

When I asked Riri whether she found any difficulties in completing the CCQ, she answered of "not finding any problems, but the early reading of the instruction required me more time since I was not sure whether the counseling sessions were effective or not effective." She was unsure since she judges the two counseling sessions, while she did not know whether those sessions were effective for both clients. However, I completed the CCQ.

Riri identified clients' characteristics through her observation during counseling sessions. In addition, she also observes it from how her clients' behavior in the class and the counseling session. Riri believes that the course of Counseling theory and approach has helped her perform counseling services since it was conducted before the pandemic and with more intensive micro-practices in her class. She also believes that other laboratory practicums would have also been helpful if conducted in the laboratory. However, those courses were taught online because of the pandemic. It made her

uncomfortable performing a counseling session of the potential of being heard by others in her place. She said,

> *I think the course of counseling theory and approach was so helpful for me to perform the real counseling services at school. There are also other courses such as individual and micro counseling laboratory practicum, but I think I did get much knowledge from those courses. I think because it was in an online format and the clients who are my classmates were not maximum to share her issues except only for meeting the course requirements.*

In addition, Riri shared her thoughts about how the Counseling theory and approach course has helped her shape her understanding of clients' characteristics. She said, *"the course teaches students to handle a problem with a theoretical approach. For example, how one problem can be approached with the REBT (Rational Emotive Behavior Therapy) approach."* The course also provides a micro practice in the class so that she feels the system's benefits as if she just attends a counseling session when the case example relates to what she experiences. Other courses bring those effects to her, such as personal and social guidance and counseling to share her class dynamics concerns.

Besides courses, Riri also addressed the social experiences that help her understand clients' characteristics, such as interaction with students during her outreach and with her friends in her college class and daily life. She said that observing students in her class during outreach was helpful through seeing how students talk during the course. She also paid attention to her friends during the counselor education program classes. In

addition, she realized that understanding people is not easy. However, she has been grateful for being in this program since she could listen to her friends' stories and learn that many people have more bad luck than she does. She said, *"after I pursue this counselor education program, more friends would tell me their stories. They know that being a counseling student could help them, or at least listen to the problem of others."*

In terms of integration, Riri was unsure whether the clients' characteristics were positive or negative since she only met her clients once. However, she believes that those characteristics are essential for clients. She shared courses that helped her identify the characteristics as positive or negative, especially from personal and social guidance and counseling, inter-personal communication, case study, individual counseling, and micro counseling laboratory practicum. She said these courses have helped her build contacts and listen to others.

Riri mentioned that she benefited from the same courses to categorize her clients' characteristics, such as Counseling theory and approach, personal and social guidance, and counseling. However, she also added courses such as group guidance and counseling and multicultural guidance and counseling, where she believes she learned the diversity of others through these courses. She mentioned that group guidance and counseling offer group counseling practicum that provides every student with group member diversity. She said, *"in the group guidance and counseling, the course focused on group counseling where we are learning group members' characteristics and then build group dynamics, including what skills to master in leading the group."* In addition, she also mentioned multicultural guidance and counseling *"in the multicultural guidance and counseling*

classes, there are always cases to discuss that include family or cultural issues." Beyond

these courses, Riri admitted that Counseling theory and approach have been influential

for her ability to articulate clients' cases. The course also aligns with the individual and

micro counseling laboratory practicum that facilitates her to implement theoretical

knowledge into practical performance.

Emerging Themes

The interview summaries have shown the variety of perspectives in their

experience regarding the development of their complexity from personal, social,

professional, and cultural perspectives. The emerging themes include *how* participants

responded to the CCQ questions according to their clinical experience from both

laboratory practicum and outreach and *why* participants responded to the CCQ in their

ways.

This section will present the themes that emerged from the interview summaries

into two groups. The first group is the themes related to *how* participants completed the

CCQ. The *how* themes comprise participants' perspective on their experience on

completing the differentiation part of the CCQ to identify their client's characteristics.

This group of themes includes clinical skills that facilitate participants for characteristic

identification, and experiences facilitate the development of categorizations. The

following are the descriptions for both themes.

Clinical Skills Facilitate Characteristic Identification

Participants identified clients' characteristics through their clinical skills

applications especially listening skills. They listened to clients' stories observe their

expressions, non-verbal cues, and behavior. They develop cognitive constructs from these skills utilizations to understand who their clients are and what happens to them. Several participants' answers represent the utilization of their clinical skills to understand their clients' characteristics.

Fiki identified clients' characteristics through observing their behavior when talking or communicating with her. Miha also shared the same strategies by understanding how clients communicated with her. She found the basic counseling skills were beneficial to develop a new understanding of clients. Furthermore, Miha developed a mental model from her clients shared with her. Deni also emphasized his experience in listening to the stories of clients. He argued that listening ability is an essential counseling skill. He recalled that his experience was obtained from micro counseling from which he performed the skills with a client in a counseling session.

It is confirmative that the implementation of clinical skills benefits performing participants as a counselor with new constructs about their clients. It is because the participants develop understanding about clients from the shallow to the deeper information to become aware of who their clients are, what happens to them, and what intervention is best for them. This understanding is essential for counselors to build positive relationships to reach the goal of counseling.

Educational and Social Experiences Sustain the Development of Categorizations

When they moved to the following parts of the CCQ, participants categorized their clients' characteristics in various ways, including interrelating, classifying, and identifying characteristics' proximities. They also recalled their course experiences to

create the characteristic categorizations. In addition, participants also involve their life experiences to develop characteristics categorizations.

Fiki mentioned that developing a counseling verbatim has helped her analyze the counseling session, which enabled her to categorize clients' characteristics. On the other hand, Miha acknowledged the role of theoretical courses that she recalled have helped her develop clients' characteristics categorizations. Isa shared that her educational experiences contributed to her clients' characteristics categorization.

Furthermore, Neni specifically mentioned using the client's IQ test report to develop the categories, while Riri also addressed counseling theory and approach, personal and social guidance, and counseling that equipped her to categorize clients' characteristics. Deni tried to remember what courses taught him categorization. He guessed the laboratory practicum and his social life experiences hanging out with his friends facilitated him to develop characteristics categories. Susie reflected on her daily social life experience and courses to categorize her clients' characteristics.

These participants' perspectives confirm that courses and social life experiences have helped them develop clients' characteristics. This means that the category developments may come from social life or course experiences. Each participant may have a specific, meaningful experience between the two possibilities. However, it is crucial to consider the experiences involved in the categorization development since clients' cases are diverse and require comprehensive analysis to make it work for the counseling intervention. Moreover, when the course experience could not clearly explain

what clients experienced, then the counselor's perspective that comes from social life experience may contribute to the analysis.

Besides these two *how* themes, the following themes comprise the *why* themes. In this group, four themes explain the backgrounds that shape participants' answers to the CCQ. The themes include the series of influential courses, special laboratory practicum, and cultural roles in shaping cognitive complexity. For more detailed information, the following are the descriptions of each of the themes.

Series of Influential Courses

This theme covers participants' statements expressing the influence of courses they had taken before doing laboratory practicum. Most participants acknowledged the importance of the courses, so that helped them what they need to recognize about clients. They also addressed the importance of courses to provide them with theories to understand clients from the perspective of counseling professionals.

Several introductory statements explain why the series of courses are influential for participants. For example, Kiki and Riri mentioned the role of a course on counseling theory and approach that helped her characterize her clients. Riri also mentioned the course of personal and social guidance that enabled her to make categories of clients' characteristics. Neni had a remarkable impression toward the Individual Assessment with Test course that inspired her to identify the clients' characteristics and withdraw the meaning from the results. In addition, Fiki addressed the sequence of courses in the program that began with foundational courses on theories in the early semesters and then involved more practical courses later the semester.

The role of theoretical courses looked beneficial for participants since they entered the undergraduate level program where there were no courses alike when they were in their high school. The introductory courses at the beginning of the semesters serve as the program's orientation to understand what guidance and counseling are about. Therefore, participants perceived the foundational courses helpful before entering the courses that required them to practice either in assessment or counseling. Since the sequential series of theoretical courses come first before the practical courses, the courses provided a framework to follow in working with clients during their laboratory practicum when they meet the actual clients in a counseling session.

Laboratory Practicum is Special

Participants shared the same idea that laboratory practicum is special. Participants mentioned their experiences in Micro counseling and Individual Counseling that helped them develop differentiation and integration skills. Most participants mentioned the role of faculties who served as clinical supervisors during the laboratory practicum. They perceived the supportive supervision style were helpful so that they could better identify clients' characteristics and articulate them according to the counseling theories they have learned before. Participants also acknowledged the practicum designs that involve them to reflect their performance and the utilization of actual cases that bring them to real counseling experiences.

From the interview summary, several examples of statements showed the importance of laboratory practicum, such as Isa mentioned that the laboratory practicum typically requires clients to share their real case under a confidential agreement among

the student group. This experience made her learn from a real case of clients in performing counseling skills. Miha also shared her impression toward laboratory practicum where the faculty reexplain the counseling and the use of an actual case that made her learn to be a natural counselor. She thought that the counseling session becomes natural because the case is not manipulated, which may reduce the sensation of clinical skills such as exploring clients' emotional turmoil.

Neni mentioned that she learned from her friends performing counseling sessions during the laboratory practicum, which felt easier for her than reading the book herself. Furthermore, Riri stated the opportunity to implement the counseling theory and approach into a counseling session, while Susie acknowledged the role of counseling theory and approach and laboratory practicum made her learn to articulate diverse client's cases from various perspectives.

In addition, Deni mentioned the role of the faculty who supervises the laboratory practicum. How the faculty explain and exemplify the counseling skills is helpful. Moreover, their feedback after the counseling session gave a better understanding of working with the client better. Conversely, Kiki expected the faculty supervision in the laboratory practicum was supportive. She believed that the laboratory practicum was a great experience. However, since she found an inconvenient supervision experience, she felt unsatisfied with her practicum experience.

On the other hand, Fiki argued that theoretical courses to laboratory practicum are inseparable experiences. She believed that the laboratory practicum would not work well

without proper theoretical courses. Conversely, theoretical learning is pointless without knowing how to implement them into a counseling session.

The Cultural Roles on Shaping Cognitive Complexity

This theme represents the participants' perspective on how cultural roles contribute to shaping their cognitive complexity development. In this cultural theme, three sub-themes inform more specifically about each cultural aspect addressed in this research: tradition, values, and the meaning of self. The three emerged sub-themes are: *traditions make participants learn about others, values color their lenses, and social-cultural life defines the self-concept.*

Traditions Make Them Learn about Others. The traditions in the participants' circumstances provide participants with contextual experiences that help them construct understanding about other people. Participants defined tradition from the narrowest context, such as family, to the broader community context. Participants linked the characteristics into sequential awareness on how social life work surrounding them to become knowledgeable about others. Moreover, when they are aware of their identities as guidance and counseling students, they bring their identity to the social life and then bring their social life experiences to understand their clients in the counseling sessions.

The statement from Kiki asserted that her family tradition of involving her in deep talk and experience of being sexually abused by her teacher during her elementary school had influenced her on how she sees her clients. She realized that her experience made her sensible in understanding others by their backgrounds.

Fiki shared the neighborhood tradition that taught her to understand other people through social activities where individuals would need to follow the custom of community group or be ignored instead. The group cohesivity has made the standard of behavior that every group member should follow for their existing reason. Fiki differentiated this traditional pattern with her birthplace in a bigger city where people were more individualistic and did not control others' behavior. Fiki's experience has made her develop the concept that understanding individuals from their environmental background is important to see how the community influences their behavior.

Miha also mentioned that the closeness between people in her village has brought her a belief in social sensitivity toward clients. She addressed that it would be easier to understand others in close interaction rather than in bigger cities that typically people are not as close as in the village.

Deni mentioned the tradition that taught him to behave in good manners toward others. His parents taught him Javanese *Kromo,* a language to talk to older people to show honor, but few young people have learned to use it. This tradition contributes to Deni's belief that people are free but responsible for their behavior. In addition, he also believed that it is better not to see something from a single perspective, at least two because the truth is not a single thing.

Susie shared that interacting with people helps develop an understanding of others' characteristics. She uses the interaction opportunity to develop her experience in knowing people with various characteristics. In addition, she also sees others' behavior from her religious perspective, such as whether the behavior provides blessings

(*Barokah*) for the person. Susie's roles in her environment have made her learn how to see clients with various characteristics to identify their characteristics and withdraw meaning from them.

Riri mentioned her mother's ambitious modeling situated her to learn how to reach her dreams while most people in her village preferred to get married early and not go to school after completing junior high school. She believed this tradition had shaped her view that it is not fair to compare people since they have different personal life experiences. Riri held this belief when surrounding people told her what to do rather than pursuing education in the university.

These participants' views on the tradition that shapes their perspective about others inform how their personal experience in their social life influences their understanding of others' characteristics. This means the interaction between participants and their social life traditions has intersected to form constructs about people and how their backgrounds contribute to their behavior. Therefore, these perspectives are inseparable from shaping participants' cognitive complexity development.

Values Color their Lenses. In terms of value, participants informed the importance of values that helped them see clients according to their beliefs in terms of value. Participants implement unconditional acceptance of clients to see clients in positive ways. They shared their beliefs about the positivity in seeing clients. In addition, some clients also involve their religious beliefs in understanding clients from the perspective of the blessings of clients' behaviors.

Some examples of statements representing these sub themes include Kiki's statement about the importance of being neutral in seeing clients. She described neutrality as not discriminative toward clients regardless of their backgrounds. It also applies to how she saw herself since she was sometimes in unstable situations due to various problems. On the other hand, Fiki mentioned positive thinking about people. She addressed the need to see clients beyond their physical appearance and understand their backgrounds. Miha mentioned it as a social sensitivity that understanding individuals, including their environment. In addition, Susie and Isa shared that being open-minded toward any client's condition is important because the blessings (Barokah) of clients' behavior are essential in the counseling session.

Deni stated that he adhered to the value of confidentiality and independence to work with a client in counseling sessions. He believed that these values are the goal of counseling sessions so that the client can be independent without the help of counselors anymore. On the other hand, Riri mentioned her belief to not compare anything from one person to another. It includes clients' characteristics since they have different backgrounds.

These participants' values inform their previous experiences that have led them to see clients in their ways in line with their values. It is the embodiment of acceptance that participants believe is an excellent way to work with clients. In addition, their acceptance also indicated their empathy toward clients since they had background experiences that have constructed schema on the approximate events. Therefore, their withdrawing meaning from their personal experiences has preceded them to reflect on clients' issues

through their values as the lenses to identify clients' characteristics and develop understanding from the characteristics interrelations.

Social Cultural Life Defines the Concept of Self. Participants shared that their personal and social lives contribute to recognizing clients' characteristics. They reflected their personal and social lives to identify their clients' characteristics and construct understanding in more holistic ways. The personal and social life of participants looks inseparable from how they were able to withdraw the meaning of the clients' characteristics. This means that participants' personal and social life experiences represent their inseparable identities, including their professional and cultural identities as counseling students.

Participants' statements showed the intersecting of social-cultural life inseparable from the self-concept when identifying and integrating clients' characteristics. Kiki's personal experiences of being sexually abused left her deep wound, so it shaped her belief about herself that difficult to trust others for so long. This difficulty made her more cautious in interacting with others, including understanding her clients. In addition, her experience also influenced her way of doing a deep talk with her parents or friends, where her sense of self is inseparable from the acceptance of her parents and the friends who belittled her traumatic event.

Fiki also shared how her social life represented her sense of herself being in the circle of community where the group custom influences each individual. Her sense of self links her to what her neighbors wanted for security, not being estranged by her social

environment. Fiki figured out what needs to understand about clients to include their backgrounds to find the reasons for their behaviors.

In terms of the bounding with neighborhood social life, Miha described how her role in the young community in her village required her identity as a guidance and counseling student. Young people in her village often ask her to help by talking about their issues. Miha considered the talk is not counseling but involves her counseling skills when listening to the young people's stories. Miha experienced the indispensable identities between herself as a student in a guidance and counseling program and herself as a member of the young people group in her village.

These participants' perspectives on the sense of self showed the inseparability between the self and social life where people have dependability on each other in running their awareness of others. It also shows the overlying personal and professional identities that they need to bring since their being known as guidance and counseling students. Therefore, the intersecting identities between personal, social, professional, and cultural shapes clients' understanding of others, including contextual backgrounds.

Regulations Underlie Counselor Education

According to the curriculum 2014 in this program, three regulations serve as the fundamentals of the counselor education design in this research setting. The regulations comprise:

1. The Indonesian Ministerial Regulation of National Education number 27/ 2008 on Counselor Competency Standard.

2. Indonesian Presidential Decree Number 8/2012 on Indonesian National

   Qualifications Framework (*Kerangka Kualifikasi Nasional Indonesia*)

3. Indonesian Ministerial Regulation of Education and Culture Number 49/2014

   on National Standards for Higher Education.

Each regulation is rooted in different institutions, such as the Indonesian Ministry

of National Education initiated by the Indonesian Guidance and Counseling Association

(*Asosiasi Bimbingan dan Konseling Indonesia/ABKIN*) and the Indonesian Presidential

Decree and Indonesian Ministry of Education Culture. There was also an agreement at

the Communication Forum level for Guidance and Counseling Study Programs

throughout Indonesia. Still, no document or files could be assessed since the forum's

meetings achieved the agreement.

Academic Qualification Standards and Counselor Competence

The regulation covering the standard of counselor competency is the Indonesian

Ministerial Regulation of National Education number 27/2008 on Counselor Competency

Standard. The Indonesian Guidance and Counseling Association initiated this regulation

as the foundation to develop this regulation. In general, this regulation covers three

sections: the national academic qualification standard and counselor competencies, rules

that any educational institutions in Indonesia that employ counselors should apply the

counselors' academic and competencies qualifications.

This regulation contended that counselors are professional educators who have

completed undergraduate education in Guidance and Counseling and Counselor

Professional Education in accredited universities. In addition, the academic qualifications

of counselors are completing undergraduate guidance and counseling programs and professional counselor education.

Besides the academic qualifications, this regulation also specified counselors' core competencies such as pedagogical, personality, social, and professional. Each of these core competencies contains more detailed capabilities portraying each of the core competencies, and there are indicators of each of the detailed capabilities. In summary, the core competencies and their capabilities are presented in the table below:

Table 8

Standards of Counselor Competencies

Core Competencies	Competencies
A. Pedagogical Competency	
1. Mastering the theory and praxis of Education	a. Mastering the science of education and its scientific foundation b. Implementing educational principles and learning processes c. Mastering the cultural foundation in educational praxis
2. Applying physiological and psychological	a. Applying the rules of human behavior, the physical and psychological development of individuals to the targets of guidance and counseling services in educational efforts

Core Competencies	Competencies
A. Pedagogical Competency	
development and client behavior	b. Applying personality rules, individuality, and consensual differences to the objectives of guidance and counseling services in educational efforts
	c. Applying the rules of learning to the targets of guidance and counseling services in educational efforts
	d. Applying the rules of blessing to the target of guidance and counseling services in educational efforts
	e. Applying mental health rules to the target of guidance and counseling services in educational efforts
3. Mastering the essence of guidance and counseling services in the path, type, and level of the educational unit	a. Mastering the essence of guidance and counseling on formal, nonformal, and informal educational pathway units
	b. Mastering the essence of guidance and counseling in units of general, vocational, religious, and particular types of education

Core Competencies	Competencies
A. Pedagogical Competency	
	c. Mastering the essence of guidance and counseling in the units of early, elementary, and secondary education levels and high
A. Personality Competency	
4. Believe and fear God Almighty	a. Displays a personality of faith and fear of God Almighty b. Consistent in living a religious life and tolerant of followers of other religions c. Noble and virtuous manners
5. Respect and uphold human values, individuality, and freedom of choice	a. Apply a positive and dynamic view of man as a spiritual, moral, social, individual, and potentially human being b. Appreciate and develop the positive potential of individuals in general and cons in particular c. Care for the benefit of man in general and cons in particular d. Upholding human dignity and dignity following its human rights. e. Tolerant of constituency issues b. Be democratic.

Core Competencies	Competencies
A. Pedagogical Competency	
6. Demonstrate strong personality integrity and stability	a. Displays commendable personality and behavior (such as authoritative, honest, patient, friendly, and consistent) b. Display stable emotions. c. Be sensitive, empathetic, and respect diversity and change d. Displays a high tolerance for clients facing stress and frustration
7. Display high-quality performance	a. Display intelligent, creative, innovative, and productive actions b. Passionate, disciplined, and independent c. Looks interesting and fun d. Communicate effectively
B. Social Competency	
8. Implementing internal collaboration at work	a. Understand the basis, objectives, organization, and role of other parties (teachers, classroom guardians, school leaders/ madrasas, school committees/madrasas) in the workplace

Core Competencies	Competencies
A. Pedagogical Competency	
	b. Communicate the basics, objectives, and activities of guidance and counseling services to others in the workplace c. Cooperate with relevant parties in the workplace (such as teachers, parents, administrative personnel)
9. Play a role in the organization and activities of the guidance and counseling profession	a. Understand the fundamental, objective, and AD/ART (bylaws) professional organizations of guidance and counseling for self-and professional development b. Adhere to the Code of Ethics of the profession of guidance and counseling c. Active in the organization of the guidance and counseling profession for self-and professional development
10. Implement collaboration between professional	a. Communicate professional aspects of guidance and counseling to other professional organizations b. Understand the role of other professional organizations and utilize them for successful guidance and counseling services

Core Competencies	Competencies
A. Pedagogical Competency	
	c. Work in teams with paraprofessionals and other professional professionals. d. Conduct referrals to other professional members following the needs
C. Professional Competency	
11. Master the concepts and assessment praxis to understand the conditions, needs, and problems of clients	a. Mastering the nature of assessment b. Choose assessment techniques under the needs of guidance and counseling services c. Drafting and developing assessment instruments for guidance and counseling purposes d. Administrating assessments to disclose constituency issues. e. Selecting and administrating techniques to disclose the client's basic abilities and personal tendencies. f. Selecting and administrating instruments to reveal the actual conditions of the client relating to the environment g. Access documentation data on clients in guidance and counseling services

Core Competencies	Competencies
A. Pedagogical Competency	
	h. Use assessment results in guidance and counseling services appropriately i. Display professional responsibility in assessment practice
12. Mastering the theoretical framework and praxis of guidance and counseling	a. Apply the nature of guidance and counseling services. b. Apply the direction of the guidance and counseling profession. c. Apply the basics of guidance and counseling services. d. Apply guidance and counseling services per the conditions and demands of the work area. e. Apply the approach /model /type of services and support guidance and counseling activities. f. Apply in practice the format of guidance and counseling services.
13. Designing Guidance and Counseling programs	a. Analyzing the needs of the client b. Develop an ongoing guidance and counseling program based on the needs of learners

Core Competencies	Competencies
A. Pedagogical Competency	
	comprehensively with a developmental approach c. Draw up a plan for the implementation of guidance and counseling programs d. Plan the means and costs of organizing guidance and counseling programs
14. Implement a comprehensive Guidance and Counseling program	a. Implement guidance and counseling programs. b. Implement a collaborative approach to guidance and counseling services. c. Facilitate academic, career, personal, and social development d. Manage the means and costs of guidance and counseling programs
15. Assess the process and results of Guidance and Counseling activities	a. Evaluate results, strategies, and guidance and counseling programs b. Make adjustments to the guidance and counseling service process c. Inform the results of the evaluation of guidance and counseling services to the relevant parties

Core Competencies	Competencies
A. Pedagogical Competency	
	d. Use the results of the review to revise and develop guidance and counseling programs
16. Have an awareness and commitment to professional ethics	a. Understand and manage personal and professional strengths and limitations. b. Conduct services following the authority and professional code of ethics of counselors c. Maintain objectivity and keep it from dissolving with client problems. d. Conduct referrals following the needs e. Care for professional identity and professional development f. Prioritize the interests of the client over the personal interests of the counselor g. Maintain confidentiality
17. Mastering the concepts and praxis of research in guidance and counseling	a. Understand different types and methods of research b. Able to design guidance and counseling research c. Conduct guidance and counseling research

Core Competencies	Competencies
A. Pedagogical Competency	
	d. Utilize research results in guidance and counseling by accessing educational journals and tutoring and counseling

Indonesian National Qualifications Framework

The Indonesian National Qualifications Framework (KKNI) (Indonesian Presidential Decree Number 8/2012) is a regulation that undergirds any educational institutions in Indonesia. This decree addressed the profession as a field of work with specific competencies recognized by the community. Following this definition, this regulation aims to standardize qualifications that educational institutions can provide to ensure the trust from the community about the competency of graduates. More specifically, this regulation provides a framework for the extension of competency requirements "that can juxtapose, equalize, and integrate between the field of education and job training and work experience to provide recognition of work competencies under the structure of work in various sectors" (p. 2). Qualification is specified as the mastery of learning achievements that state its position in the Indonesian National Qualification Framework.

This decree defined learning achievement as an ability acquired through internalizing knowledge, attitudes, skills, competencies, and accumulated work

experience. This achievement can be accomplished by benchmarking and integrating learning achievements obtained through education, job training, and work experience. Work experience intensively working in a particular field and a certain period resulting in competence.

Besides defining qualification and accomplishing achievement, this decree also described work certification as "the process of awarding certificates of competence that are carried out systematically and objectively through competency tests following the Indonesian National Work Competency Standard, International Standards, or Special Standards" (Presiden, 2012, p. 2). In addition, this regulation defines "a certificate of work competence is written evidence issued by an accredited professional certification body that explains that a person has mastered specific work competencies under the Indonesian National Work Competency Standard" (p. 2).

Before accomplishing the standardized qualifications, this decree imposed general qualifications that serve as the fundamental qualification for each level. It is called the available description of qualification levels such as:

1. Fear God Almighty.

2. Have good morals, ethics, and personality in completing tasks.

3. Act as a proud citizen, love the homeland, and support world peace.

4. Able to cooperate and have high social sensitivity and concern for the community and its environment.

5. Appreciate the diversity of cultures, views, beliefs, and religions and the original opinions/findings.

6. Uphold law enforcement and have a spirit of prioritizing the nation's interests and the wider community (p.9).

These six basic qualifications apply to the nine-level of qualification categories. The nine categories are grouped into three subcategories level 1 to 3 as the operator, 4 to 6 as technician or analyst, and 7 to 9 as the expert. According to these categories, undergraduate education is in level 6. The level 6 qualification level is characterized as:

1. Able to apply his field of expertise and utilize science, technology, or art in their fields in problem-solving and adapt to the situation at hand.

2. Master the theoretical concepts of a particular field of knowledge in general and academic concepts of specialized parts in the field of expertise in depth and formulate procedural problem-solving.

3. Able to make the right decisions based on analyzing information and data and provide instructions in choosing various alternative solutions independently and in groups.

4. Responsible for one's work and can be given responsibility for the achievement of the work of the organization (pp. 10-11).

National Standards for Higher Education

The Permendikbud No. 49/2014 on National Standards for Higher Education (Indonesian Ministerial Regulation of Education and Culture Number 49/2014) is a unit of standards that includes the National Standard of Education, coupled with the National Standard of Research, and the National Standard of Community Service. This standard is an integral unity in implementing the *Tridharma* (teaching, research, and social services)

of universities and as the minimum criteria on learning at the level of higher education in universities in all jurisdictions of the Unitary State of the Republic of Indonesia. This standard refers to the

> "Indonesian National Qualification Framework (KKNI) as the competency qualification extension framework that can juxtapose, equalize, and integrate between the field of education and job training and work experience to provide recognition of work competencies following the structure of work in various sectors" (Permendikbud, 2014, p. 2).

The goals of the National Standard of Higher Education comprise:

1. ensure the achievement of higher education objectives that play a strategic role in educating the nation's life, advancing science and technology by applying the value of humanities and culture, and empowering the Indonesian country.

2. ensuring that learning in the study, research, and community service programs organized by universities in all jurisdictions of the Unitary State of the Republic of Indonesia achieves quality following the criteria set out in the National Standard of Higher Education.

3. Encourage universities in all jurisdictions of the Unitary State of the Republic of Indonesia to achieve the quality of learning, research, and community service beyond the criteria set out in the National Standard of Higher Education in a sustainable manner (p. 4).

In addition, the National Standards for Higher Education (Permendikbud, 2014) are the fundamentals to be:

1. fulfilled by every tertiary institution to realize national education goals.

2. used as the basis for granting a permit for establishing a university and a permit for opening a study program.

3. used as the basis for implementing learning based on the curriculum in the study program.

4. serve as the basis for conducting research and community service.

5. serve as the basis for developing and implementing an internal quality assurance system.

6. used as the basis for determining the criteria for an external quality assurance system through accreditation (p. 4).

According to the goals and its utilization, this regulation includes the graduate competency standards comprises:

1. Graduate competency standards are minimal for graduate ability qualifications, including attitudes, knowledge, and skills expressed in graduate learning achievements.

2. The standard of graduate competence is used as the primary reference for developing learning content standards, learning process standards, learning assessment standards, lecturer and education personnel standards, teaching facilities and infrastructure standards, learning management standards, and learning financing standards.

In the appendix of the regulation, there are some criteria for attitude and general skills of students who complete the higher education program at any level, from certificate to doctoral programs. As the general criteria, every graduate of academic, vocational, and professional education programs must have the following attitudes such as:

1. fear God Almighty and be able to show a religious attitude.

2. upholding human values in carrying out tasks based on religion, morals, and ethics.

3. contribute to improving the quality of life in society, nation, state, and the progress of civilization based on Pancasila.

4. act as proud citizens and love their homeland, have nationalism and a sense of responsibility to the state and nation.

5. respect the diversity of cultures, views, religions, and beliefs, as well as the opinions or original findings of others.

6. cooperate and have social sensitivity and concern for society and the environment.

7. obey the law and discipline in social and state life.

8. internalize academic values, norms, and ethics.

9. demonstrate a responsible attitude towards work in their field of expertise independently.

10. internalize the spirit of independence, struggle, and entrepreneurship (p. 33).

In addition, at the undergraduate level, the regulation listed more specific skills such as:

1. able to apply logical, critical, systematic, and innovative thinking to develop or implement science and technology that pays attention to and uses humanities values following their field of expertise.

2. able to demonstrate independent, quality, and measurable performance.

3. able to examine the implications of the development or implementation of science and technology that pays attention to and applies the values of the humanities following their expertise based on scientific principles, procedures, and ethics to produce solutions, ideas, designs, or art criticism, compose a scientific description of the results of their studies in the form of a thesis or final project report, and upload it on the college website.

4. compiling a scientific explanation of the results of the studies mentioned above in the form of a thesis or final project report and uploading it on the university's website.

5. able to make appropriate decisions in the context of solving problems in their area of expertise, based on the results of information and data analysis.

6. able to maintain and develop a network with supervisors, colleagues, colleagues both inside and outside the institution.

7. able to be responsible for the achievement of group work results and to supervise and evaluate the completion of the work assigned to the workers under their responsibility.

8. able to carry out the self-evaluation process of the workgroup under their responsibility and manage to learn independently.

9. capable of documenting, storing, securing, and retrieving data to ensure validity and prevent plagiarism (pp. 37-38).

Academic Documents

The academic documents to explore in this research comprise curriculum, syllabus or *Rencana Perkuliahan Semester* (Semester Study Plan), and other supporting documents used in the courses, such as micro counseling and individual counseling laboratory practicum. The following sections are the summaries of the curriculum and the Semester Study Plan.

Curriculum

This counselor education program sets the curriculum in eight semesters following the supporting regulations such as the Indonesian Ministerial Regulation of Education and Culture Number 49/2014, the Indonesian Presidential Decree Number 8/2012 on Indonesian National Qualifications Framework, and the Indonesian Ministerial Regulation of National Education number 27/2008 on Counselor Competency Standard.

Students must complete 146 credits from 63 courses, including outreach/ internship and final project research. According to the interview, seven courses are potentially influential toward their understanding development on clients' characteristics. They are General Psychology, Developmental Psychology for Children and Youth, Socio-Anthropology, Social Psychology, Counseling theory and approach, Micro

Counseling, and Practicum of Individual Counseling. Below are the courses' descriptions

and goals presented in the curriculum 2014.

Table 9

Course Description and Goals of Interpersonal Communication Course

Course	Credit
Semester 1	
Interpersonal Communication	2
Course Description Is a basis in guidance and counseling, which provides a basic concept of interpersonal communication is a prerequisite for taking counseling courses, which discusses the basics of interpersonal communication, principles, forms, techniques of communication skills, and factors affecting communication. **Goals** a. Able to work together and have social sensitivity and high concern for society and the environment b. Able to build interpersonal relationships in acting as a Guidance and Counseling teacher	

Table 10

Course Description and Goals of Personal and Social Guidance and Counseling

Course	Credit
Semester 2	
Personal and Social Guidance and Counseling	3
Course Description Is a course that provides knowledge to students regarding personal-social guidance and counseling services, aiming to understand the basic concepts and theories of personal-social guidance and counseling. The subject matter covers the basic concepts of personal-social development, personal-social development tasks, personal-social skills and problems. **Goals** a. Able to think critically about the theory and practice of guidance and counseling b. Able to understand the characteristics of students in various aspects of development, needs, and problems	

Table 11

Course Description and Goals of Counseling Theory and Approach

Course	Credit
Semester 3	
Counseling Theory and Approach	4

Course Description
 	
It aims to prepare students to:
 	
(1) Describe, understand and use the terminology and concepts of the counseling approach and its application to oneself and others through case analysis and handling.
 	
(2) Distinguish problem phenomena and relate them to various counseling approaches.
 	
(3) Starting to change oneself through exploration and self-reflection based on the theories of the counseling approach.
 	
Goals
 	
  a. Able to think critically about the theory and practice of guidance and counseling
 	
  b. Able to understand the approaches, theories, and techniques of guidance and counseling services both individually and in groups	

Table 12

Course Description and Goals of Individual Assessment with Test Techniques

Course	Credit
Semester 4	
Individual Assessment with Test Techniques	3

Course Description
 	
This course discusses the introduction of various pedagogical psychological test instruments, including, Intelligence Test, Personality Test, Interest Test, Aptitude Test and Creativity Test. Then learn to administer each of these instruments, begin to practice using, processing, interpreting the results (analyzing), and reporting the results. Students will also practice developing instruments in guidance and counseling, and take advantage of the assessment results for the benefit of guidance and counseling by designing BK service programs based on the data from the assessment results.
 	
Goals
 	
    a. Able to understand the nature and procedures of assessment regarding the conditions, needs, and problems of students, as well as tracing the talents, interests, and potentials of students in various aspects of life
 	
    b. Able to use various methods and assessment designs in guidance and counseling	

Table 13

Course Description and Goals of Learning Difficulties Diagnosis Practicum

Course	Credit
Semester 4	
Learning Difficulties Diagnosis Practicum	**2**
Course Description This course provides a learning experience for students so that they have adequate competence in diagnosing learning difficulties and evaluating the success of implementing tutoring. **Goals** a. Able to think critically about the theory and practice of guidance and counseling b. Able to understand the characteristics of students in various aspects of development, needs, and problems c. Able to compile and use assessment instruments for the purposes of guidance and counseling services d. Able to make decisions about the right type of service or program based on the results of the needs analysis that has been done	

Table 14

Course Description and Goals of Micro Counseling laboratory practicum

Course	Credit
Semester 5	
Micro Counseling laboratory practicum	2

Course Description
 	
This course will provide a learning experience in applying skills in counseling. In practice, this course is designed to provide basic knowledge of theoretical and practical counseling skills, including confrontation, elaboration, empathy, immediacy, non-verbal encouragement, open questioning, paraphrasing, problem-solving, reflection, respect, and summarizing skills. In addition to the critical skills presented, the development of self-competence to apply them to help others is also part of this course.
 	
Goals
 	
    a. Able to think critically about the theory and practice of guidance and counseling
 	
    b. Able to understand the approaches, theories, and techniques of guidance and counseling services both individually and in groups
 	
    c. Able to display skills in providing guidance and counseling services, both essential services, responsiveness, individual planning, and system support	

Table 15

Course Description and Goals of Individual Counseling laboratory practicum

Course	Credit
Semester 6	
Individual Counseling laboratory practicum	4

Course Description
 	
Mastering and applying appropriate approaches in counseling as an effort to solve the problem of the clients by appreciating and developing individual potentials, caring, and being tolerant of human benefit. (Focus on behavioral, trait and factor approaches, non-directive, logotherapy, gestalt, rational emotive therapy, transactional analysis).
 	
Goals
 	
   a. Able to think critically about the theory and practice of guidance and counseling
 	
   b. Able to understand the approaches, theories, and techniques of guidance and counseling services both individually and in groups
 	
   c. Able to display skills in providing guidance and counseling services, both essential services, responsiveness, individual planning, and system support	

Semester Study Plan

According to these courses' descriptions and goals, the derivative product of this curriculum is Semester Study Plan. This plan provides detailed information on what the

teaching process does for students. It includes specific information such as the study

target, main subject, learning model, and learning experiences in every meeting. Below

are the summarized examples of the Semester Study Plan on the courses that participants

identified as influential toward their differentiation and integration capabilities, such as

Micro-Counseling, Counseling theory and approach, and Individual Counseling

Laboratory Practicum.

Interpersonal Communication. This course is a two-credit course that aims to

provide the foundation for guidance and counseling. This course addresses the basics of

interpersonal communication, principles, forms, communication skills, and factors that

influence communication. There are specified learning outcomes expected, such as the

ability to develop interpersonal relationships as guidance and counselors, collaboration,

social sensitivity, and care toward people in the community. In addition, students will

develop awareness as a social being, tolerance, interpersonal communication skills, and

implementation of interpersonal relationships skills in daily life. The following table

presents two meeting examples in one semester.

Table 16

Semester Study Plan of Interpersonal Communication

Meeting	Learning Goals	Topics	Learning Methods	Learning Experience
1	2	3	4	5
1	a. Students can understand the meaning, basic concepts, and the importance of interpersonal communication in human-to-human communication	a. Definition of communication b. Communication component c. The importance of interpersonal communication d. Factors affecting interpersonal communication e. Direct and indirect communication	a. Brainstorming b. Explanation c. Group Discussion	a. Students brainstorm and review communication problems in everyday life b. Students identify the benefits of communication in life
15-16	The relationship between interpersonal communication	a. The nature of interpersonal communication	Explanation Brainstorming	Students gain an understanding of the importance of communication in

Meeting	Learning Goals	Topics	Learning Methods	Learning Experience
1	2	3	4	5
	and guidance and counseling services	b. The nature of communication in counseling		counseling services

At the beginning of this course, students will learn the basic concept of communication, the importance of communication, and identify the skills used in interpersonal communication. Students will also learn to understand verbal and nonverbal expressions in the subsequent meetings, where role-playing is included in the course. At the end of the period, students will learn the interconnection between interpersonal communication with guidance and counseling services. There are several references to this course such as Komunikasi Antar Manusia *(Inter Human Communication)* (Devito, 1997) and Komunikasi Intrapersonal dan Interpersonal *(Intrapersonal and Interpersonal Communication)* (Harjana, 2003).

Personal and Social Guidance and Counseling. This course aims to provide students with knowledge about services, basic concepts, and personal-social guidance and counseling theories. The subjects of this course cover the basic concepts of personal social counseling, personal social development tasks, skills, and personal-social problems. Specifically, the learning outcomes of this course include several specific

competencies, including upholding human values in the classroom learning process, appreciating the importance of individuality and togetherness, social sensitivity to society, knowing individual problems and problem-solving strategies, and mastering service strategies of personal and social guidance and counseling.

Table 17

Semester Study Plan of Personal and Social Guidance and Counseling

Meeting	Learning Goals	Topics	Learning Methods	Learning Experience
1	2	3	4	5
1	a. Promote students' understanding of the Basic Concepts of Personal Guidance and Counseling b. Students can identify students social problems	a. Lecture Orientation (Syllabus Explanation) and study contract b. Review aspects of Social Personal Guidance and Counseling	d. Brainstorming e. Explanation f. Group Discussion	a. Students brainstorm and review personal social problems through group discussions b. Student groups present the results of group discussions

Meeting	Learning Goals	Topics	Learning Methods	Learning Experience
1	2	3	4	5
	c. c. Students can explore values that can be learned from students' social problems	services in schools c. Brainstorm about personal and social issues at school		
15-16	a. Increase students' understanding of the nature of evaluation in general and evaluation of personal social guidance and counseling services	a. Definition of Evaluation b. Guidance and counseling programs and Services c. Difference between Program Evaluation and Monitoring	Class explanation and discussion	Students listen and study the lecturer's explanation about the general evaluation concept and evaluation related to personal social guidance and counseling services.

Meeting	Learning Goals	Topics	Learning Methods	Learning Experience
1	2	3	4	5
	b. Students can internalize honesty, transparency, openness, responsibility as the basis of values contained in the evaluation of personal social guidance and counseling	d. Evaluation Position in Program Management Flow e. The urgency of evaluation in guidance and counseling f. Objectives of guidance and counseling program of evaluation (Program-related goals and service-related goals)		

Students will explore the basic concepts of personal and social guidance and counseling at the beginning of the course, explore the related problems, and identify the lessons from the issues. Furthermore, in the following meetings, this course will address the interrelation between self and social life, the theory of self-identity, and personal and social skills characteristics. At the end of this course, the students will develop essences, characteristics, benefits, developmental processes, and strategies for evaluating personal and social guidance and counseling.

Counseling Theory and Approach. This course is a four-credit semester course with 32 sessions. This course serves as a foundation for students' epistemological shift to take laboratory practicum classes. It is mentioned in the Semester Study Plan that this course aims to *"develop students' understanding of 1) the role of counseling theory in organizing the counselor's thinking about human behavior; 2) aspects of the counseling process; 3) counseling theories and their application through various techniques."*

More specifically, this course expects students to achieve three competencies: attitude, knowledge, and skills. In terms of philosophy, students are expected to provide guidance and counseling services to themselves, clients, and their workplaces. It also mentioned that the students could show helping personalities to develop relationships with multicultural individuals and groups, maintain professional ethical codes, be altruistic, be genuine awareness of people's becoming processes, respect, and critical thinking toward counseling theory and approach.

This course also expects students to develop their knowledge through employing critical thinking toward theory and practice of guidance and counseling, understanding

the approach, theory, and techniques of guidance and counseling services. In addition, students also understand the roles, aspects, approaches, theories, and techniques on psychoanalytic, behavioristics, cognitive, humanistic, and integrative. While in terms of skills, students will be able to implement the approach and skills of guidance and counseling to perform their skillfulness in providing primary, responsive, individual planning, and system support services. Moreover, students will be able to find the problem cores of clients and make case articulation according to the Counseling theory and approach.

The table below are some examples of the weekly meeting for this course comprising the week meeting, learning achievement, subjects, learning model, and learning experience:

Table 18

Semester Study Plan of Counseling Theory and Approach

Meeting	Learning goals	Topics	Learning Methods	Learning experience
1	2	3	4	5
7 & 8	Understand counseling approaches in psychoanalytic	Psychoanalytic Theory 1. Psychoanalytic	• Jigsaw discussions • Assignment • Class discussion	• Students discuss psychoanalytic counseling in small groups and

Meeting	Learning goals	Topics	Learning Methods	Learning experience
1	2	3	4	5
	theory and their techniques.	1. view of human nature. 2. Characteristics and fundamental assumptions of psychoanalytic counseling 3. Purpose of counseling 4. Functions and roles of counselors 5. The clients' experience in the counseling process 6. Relationship between		in-class discussions.

Meeting	Learning goals	Topics	Learning Methods	Learning experience
1	2	3	4	5
		counselor and clients 7. Counseling techniques and procedures 8. Contribution of psychoanalytic counseling approach 9. Limitations and criticisms of psychoanalytic counseling		
9 & 10	• Finding the core of individual problems based on a	• Description of the client's case with a Psychoanalytic perspective.	• Presentation • Discussion • Modeling	• Students make case descriptions rooted in psychoanalytic theory.

Meeting	Learning goals	Topics	Learning Methods	Learning experience
1	2	3	4	5
	psychoanalytic perspective from a case presentation presented. • Create a case description based on a psychoanalytic perspective.	• Psychoanalytic counseling techniques		• Students determine the core problem in the case description presented based on psychoanalytic theory. • Students dig deeper into one of the techniques in psychoanalysis.

As the book reference, this course uses the book Theory and Practice of Counseling & Psychotherapy by Gerald Corey (2013). Students will learn why they need to know theories for counseling purposes to explore one by one of the counseling theories

such as Psychoanalysis, Individual Psychology, Behavioristic, Humanistic, Cognitive Behavior Therapy, Gestalt, and Reality. After exploring one theory, students must make one case description according to each theory. Students will specify the issue in the case and identify which technique is applicable to intervene in the case under the theory discussed in the previous meeting. One small group of students will discuss the issue, analyze it, and explore potential counseling techniques with each of the theories discussed during the last session. It is expected in the Semester Study Plan that students will be able to make accurate case descriptions, identify the core issues of a case using counseling theories, and explain one of the potential techniques for counseling purposes.

Individual Assessment with Test Technique. This course facilitates students to learn the basic concepts of assessment in guidance and counseling. The concept includes the nature, position, function, and ethics of assessment in guidance and counseling. In addition, this course also includes an exploration of types of psychological-pedagogical tests and measurements such as tests and measures of intelligence, aptitude, interest, and personality. This course also discusses data classification by type and nature, the role of data in guidance and counseling, training in disclosing data with test equipment, using test results, and communicating results following the guidance and counseling code of ethics. Furthermore, this course also facilitates students to practice developing measuring instruments.

More specifically, this course seeks to facilitate students to achieve specific learning outcomes, including having good morals, ethics, and personality in carrying out their professional duties, being able to understand the characteristics of students in

various aspects of development, needs, and problems, and being able to understand the nature of the problem. Students will perform assessment procedures regarding students' conditions, needs, and issues and trace students' talents, interests, and potentials in various aspects of life. In addition, students will be able to use and compile different methods and assessment designs in guidance and counseling and make decisions about the types of services or programs offered based on the results of the needs analysis that has been done.

The following table is the weekly meeting example based on the Semester Study Plan.

Table 19

Semester Study Plan of Individual Assessment with Test Techniques

Meeting	Learning Goals	Topics	Learning Methods	Learning Experience
1	2	3	4	5
1	Students have positive attitudes and perceptions of learning outcomes that must be	• Lecture orientation (explanation of syllabus and study contract) • Outline of course material	Brainstorming Explanation Discussion Question and answer	Students get explanations and brainstorm and discuss the outlines of the course

Meeting	Learning Goals	Topics	Learning Methods	Learning Experience
1	2	3	4	5
	mastered, learning activities, assignments, and learning evaluation systems	• Brainstorming on individual assessment of test techniques		
14-16	a. Students practice psychological testing and practice interpreting psychological test results b. Students evaluate test results and communicate	a. Steps for psychological testing and interpretation of psychological test results b. Evaluation of test results and their communication under the guidance and	a. Explanation b. Practice individual assessment skills test technique	a. Students have attitudes, knowledge, and skills in psychological testing following the guidance and counseling professional code of ethics b. Students are skilled in

Meeting	Learning Goals	Topics	Learning Methods	Learning Experience
1	2	3	4	5
	them according to the guidance and counseling professional code of ethics c.Students practice developing test instruments	counseling professional code of ethics c.Development of test instruments		evaluating psychological testing and developing test instruments

There are 16 meetings or two credits for this course. In the beginning, students will be introduced to why as emerging professionals, they should be aware of positive perceptions toward learning achievements, learning activities, learning tasks, and evaluation systems. Students will also be introduced to the basic concept of psychological testing in guidance and counseling, understanding the concept of intelligence and its development, the idea of talent, and interest tests. At the end of the course, students will practice psychological tests, interpret the results, evaluate them, and communicate them according to the professional guidance and counseling code of ethics. There are several

pieces of literature used to support this course, such as *Personality Assessment, Methods, and Practices* (Aiken, 1999), Multiple Intelligences: Kecerdasan Majemuk dalam Praktik *(Multiple Intelligences in Practice)* (Gardner, 2003), Teknik Penyuluhan Instrumen Tes dan Non-Tes (Guidance Technique Test and Non-Test Instrument) (Mardapi, 2008), and Pengembangan alat Ukur Psikologis *(Development of Psychological Assessment)* (Suryabrata, 2002).

Learning Difficulties Diagnosis. This course facilitates students to learn the procedures for diagnosing learning difficulties, including case identification, problem identification, identification of factors causing learning difficulties, prognoses and recommendations, and remedial teaching procedures.

More specifically, this course will facilitate students to have good morals, ethics, and personalities in carrying out their duties, help build relationships with multicultural individuals and groups, and understand the characteristics of students in various aspects of development and needs and problems. , the ability to understand the nature and assessment procedures regarding the conditions, needs, and issues of students, as well as the search for talents, interests, and potentials of students in various aspects of life, the ability to display consulting, collaboration, mediation, advocacy, and conflict resolution skills in the implementation of guidance and counseling services, and the ability to make decisions about the correct type of service or program based on the results of the needs analysis that has been carried out.

Table 20

Semester Study Plan of Learning Difficulties Diagnosis

Meeting	Learning Goals	Topics	Learning Methods	Learning Experience
1	2	3	4	5
1	a. Students understand the procedure for implementing the diagnosis of learning difficulties b. Students identify problems with learning guidance and counseling services in schools	a. Lecture orientation (syllabus explanation and study contract) b. Brainstorming about the problems of guidance and counseling learning services related to procedures for diagnosing learning difficulties	Brainstorming Explanation Discussion	a. Students brainstorm and review guidance and counseling Learning service activities through discussion b. Students present the results of group discussions

Meeting	Learning Goals	Topics	Learning Methods	Learning Experience
1	2	3	4	5
14-16	a.Students practice diagnosis of learning difficulties procedures in higher education b.Students can understand the characteristics of students in various aspects of development, needs, and problems c.Students can carry out	Implementation of the diagnosis of learning difficulties in tertiary institutions with the main object being students	Practice independently	a. Students perform or practice implementing diagnosing learning difficulties procedures for students (in college) b. Students presenting diagnosing learning difficulties results independently using the panel method

Meeting	Learning Goals	Topics	Learning Methods	Learning Experience
1	2	3	4	5
	guidance and counseling services with various approaches and skills			

At the beginning of the course, students will learn the implementation procedure for learning difficulties diagnosis and identifying academic guidance and counseling issues. Students will also learn the basic concept of remedial learning, students' developmental aspects, and their problems and needs. Students will practice the learning difficulties diagnosis for college students in higher education settings. There are several references used in this course such as Psikologi Kependidikan (Perangkat Sistem Pengajaran Modul) *(Educational Psychology (Set System of Module Instruction))* (Abin, 2003), and Diagnosis Kesulitan Belajar & Bimbingan terhadap Kesulitan Belajar Khusus *(Learning Difficulties Diagnosis and Guidance for Special Learning Difficulties)*.

Micro Counseling. This course is a four-credit-hour course and consists of 32 sessions in one semester. This course facilitates students to develop a counseling protocol

at the beginning of the practicum and then practice them in pairs afterward. The

following table is an example of the class meetings in the first week of a semester.

Table 21

Semester Study Plan of Micro Counseling

Meeting	Learning Goals	Topics	Learning Methods	Learning Experience
1	2	3	4	5
1	a. Increase students' understanding of the counseling approach b. Students can analyze theories in counseling c. Students can explore values that can be learned by	a. Lecture Orientation (Explanation of the syllabus and learning contracts b. Review aspects of the approach, theories in counseling c. Brainstorming about values that can be	Brainstorming Explanation Group Discussion	a. Students brainstorm and review approaches theories in counseling b. Student groups present values that can be learned by applying to counseling

Meeting	Learning Goals	Topics	Learning Methods	Learning Experience
1	2	3	4	5
	applying them to counseling	learned using to counsel		
10-32	Students practice the approach that has been prepared in the counseling protocol.	Practice approaches that have been compiled in the counseling protocol.	Observation, workshop, discussion	Students practice the approach that has been prepared in the counseling protocol according to the approach. When pairs of students practice counseling, other students make observations and provide input in the discussion session.

This table shows the meeting of the 7th, 8th, 9th, and 10th. The first twice meeting would address the psychoanalytic approaches and theories that comprise the basic

philosophy of the theoretical approaches toward human being, the goal of counseling, and other related topics on its implementation in guidance and counseling. The class will use jigsaw discussion to facilitate students explore the topics on psychoanalysis.

After the first two meetings on exploring the approach and theories of psychoanalysis, the class continues to discuss how to find the client's core problems and develop case articulation according to the theory of psychoanalysis. Students will be involved in some activities in discussing the perspective and the techniques of psychoanalysis through discussion, presentation, and modeling. Students will make a case description according to the psychoanalysis approach, find the core problems, and deeply explore the potential techniques for implementation purposes.

Students must develop a counseling protocol using verbatim to identify which part they perform particular micro-skills and how to perform them in a counseling session. This course uses a module on micro counseling and a verbatim sheet to work on the protocol. Each student will develop a counseling protocol verbatim and practice it in a counseling session with a classmate as the client in a laboratory practicum setting. The faculty will supervise students' performance, and the other students will serve as observers who later also provide feedback. Each student observer will focus on one micro skill to observe and provide feedback. There are three references used in this course as a book on *Counseling Skills for Dummies* (Evans, 2007), *Counselling Pupils in Schools Skills and Strategies for Teachers* (Hornby et al., 2003), and the *Definitive Book of Body Language* (Pease, 2004). In addition, participants also shared a module they used in this

course on *Basic Counseling Skills Practice* that faculty members developed in the program.

Individual Counseling Laboratory Practicum. This is a course to implement the mastery of Counseling theory and approach into practical performance with a client in a laboratory setting. This course aims to facilitate students having and applying appropriate approaches in counseling to the clients' problem alleviation process by respecting and developing individual potentials, caring, and tolerance. This laboratory practicum focuses on behavioral approach, trait and factor, non-directive, logotherapy, gestalt, rational emotive therapy, transactional analysis.

Students will achieve specific competencies in attitudes, knowledge, and skills. This course facilitates students' ability to combine approaches, theories, and counseling techniques for individuals or groups for the attitude domain. In addition, in the knowledge domain, students will be able to comprehend fully on approach, theories, and techniques of guidance and counseling. They will also adapt guidance and counseling approaches, theories, and techniques.

In the early meetings, this course facilitates students to analyze the aspect of counseling theories and explore essential values for implementation purposes. Students will learn how to diagnose an issue using a counseling theory before implementing them into counseling practice. It is expected that students will be able to develop theoretical frameworks to a client's problem according to the counseling theory they have learned and perform the counseling sessions begin from the meeting 10 to 32. While one student acts as a counselor and one student as a client, the other students will observe the

counselor's performance. As participants mentioned, the process will first start with feedback from the other students, and then the faculty will provide feedback.

For example, the table below shows two classes of 32 meetings in one semester of this course:

Table 22

Semester Study Plan of Individual Counseling Laboratory Practicum

Meeting	Learning Goals	Topics	Learning Methods	Learning Experience
1	2	3	4	5
3	Students can analyze and synthesize each case exposure in the group	Presentation of each case in groups to get input and comments	Explanation, discussion, and Q&A	Students carry out discussions about the presentation of each case
4	Students can develop a theoretical framework following the clients' problems from the	Create a theoretical framework according to the client's problem in the philosophy of the approach used	• Explanation • assignment	a. Students listen to the explanation from the lecturer about the theoretical

Meeting	Learning Goals	Topics	Learning Methods	Learning Experience
1	2	3	4	5
	perspective of the approach used			framework under the clients' problem from the perspective of the approach used b. Students develop a theoretical framework following the clients' problems in the perspective of the

Meeting	Learning Goals	Topics	Learning Methods	Learning Experience
1	2	3	4	5
				approach used

This table shows the 3rd and 4th meetings, what students will learn, the topics, the

learning methods, and students' learning experiences. In the 3rd meeting, this course

facilitates students' ability to analyze and synthesize cases in the class group. Students

will describe each issue and obtain input and feedback to prepare the case to be framed

into the counseling approach they will perform in a counseling session with other

students who will serve as counselors in the laboratory practicum. In the 4th meeting,

students will utilize the theoretical framework to understand the cases discussed in the 3rd

meeting. They will use theoretical counseling lenses to understand the point for practical

purposes. Several references are used in this course, such as *Theory and Practice of

Counseling & Psychotherapy* (Corey, 2009), *People Skills: How to Assert Yourself,

Listen to Others, and Resolve Conflict* (Bolton, 2000), and other unpublished resources

on micro counseling skills.

Supporting Laboratory Practicum Documents

Participants shared some supporting documents for their practicum classes, such

as the format to develop verbatim for individual counseling laboratory practicum, a micro

counseling observation sheet, and a module on micro counseling skills. In this section,
each document is a resource supporting the description of how the laboratory counseling
practicum has been organized.

Verbatim

The following form is the verbatim sheet that students need to fulfill to prepare
their counseling performance with a classmate who serves as a client.

Table 23

Verbatim Sheet for Individual Counseling Laboratory Practicum

VERBATIM INDIVIDUAL COUNSELING PRACTICE			
A.	Identity of the clients (disguised)		
	Name:	:	initial
	Age	:	
	Gender	:	
	Religion	:	
	Ethnicity	:	
	School/education	:	
B.	B. Description of the problem complained of (client's profile) (the description describes the clients' profile regarding the problem complained of, the condition of the clients' cognitive factors, emotional factors, behavior, physical factors, and social factors related to the clients' problem)		

VERBATIM			
INDIVIDUAL COUNSELING PRACTICE			
C.	Theoretical framework	:	
D.	Diagnosis	:	
E.	Prognosis	:	
F.	Purpose of counseling	:	
G.	Counseling Service Plan	:	
	1. The approach used (explain along with the theoretical reasons)		
	2. Technique (explain along with the theoretical reasons)		
	3. Counseling Implementation Plan (counseling interview plan)		

Counselor/Clients	Conversation	Skills/Technique

This verbatim sheet, as participants mentioned, shows the stages of identifying critical information from clients for counseling purposes. The form contains demographic information questions, the description of a client, and further information that explicitly addresses the theoretical framework, diagnosis, and prognosis before describing the purpose of counseling and counseling plan. Participants acknowledged that this verbatim

sheet is helpful for them in developing their clients' characteristics. In addition, this form is also helpful for participants to recall how they articulated the case of the client they had.

Besides the participants' testimony on the function of this verbatim sheet, my opinion about this sheet is that this supporting laboratory practicum document provides a framework from which participants could identify their clients based on their information and articulate them using a counseling theory framework. For practical reasons, this verbatim sheet provides counseling students with guides to articulate their clients more systematically. In addition, for the cognitive complexity development reason, this sheet provides a template for the counseling students' analysis of who their clients are. Therefore, it is reasonable to recognize this sheet as a helping document for students learning to identify clients' characteristics and integrate them into meaningful articulation.

Micro Counseling Observation Sheet

The following form is the Micro Counseling observation sheet.

Counselor: Observer :

Fill in the scale for each observation item below according to the counselor's skills practicum micro counseling performance. A scale of 1 to describe the counselor's performance is very poor to a scale of 5 representing excellent performance. Provide brief notes on the counselor's performance and notes on essential sections during the counseling process.

Table 24

Micro Counseling Observation Sheet

Number	Observation aspects	1	2	3	4	5	Notes
1.	**Ethical and Multicultural Competence**						
	- The counselor conveys consent at the beginning of the counseling session						
	- The counselor shows a warm, open attitude						
2.	**Attending Behavior**						
	- The counselor shows an attitude of accepting the clients						
	- The counselor gives a warm welcome						
	- Pay attention to the appearance of the clients						
	- Observing the clients' gesture						
	- The attitude of the body leans towards the clients						
	- Eye gaze and facial expressions pay attention						
	- Use proper gestures						
3.	Ask						
	- Display open questions						
	- Show closed questions						
4.	Give encouragement						

Number	Observation aspects	1	2	3	4	5	Notes
	- Verbal expressions to encourage the clients to speak						
	- Appropriate body language to give encouragement						
5.	Paraphrasing						
	- Discuss again in the language of the counselor						
	- Using language that is easier and more accurate						
6.	Summarize						
	- Summarizing the information conveyed by the clients						
	- Make a summary at the end of the counseling session						
7.	Confrontation						
	- Deliver confrontation in an empathetic way - Shows understanding in confrontation						
8.	Reflection of feelings and thoughts						
	- Reflect on the feelings experienced by the clients						

Number	Observation aspects	1	2	3	4	5	Notes
	- Empathic expression according to the clients' emotional state						
	- Conveying the meaning of the clients' story						
	- Understand the meaning of verbal and non-verbal expressions						
9.	Genuine						
	- Tell the truth without hurting feelings clients						
	- Delivering openness well						
	- Shows feelings as they are						
10.	Empathy						
	- Verbal empathy - Non-verbal empathy (nodding, touching, providing tissues)						
11.	Five stages of a counseling session						
	a. Empathic relationship						
	b. Presentation of problems and exploration of strengths						
	c. Determining the purpose of counseling						
	d. Redefine the clients' problem						
	e. Action/treatment						
Potentials need to develop:							

Number	Observation aspects	1	2	3	4	5	Notes
Counselor strengths:							

This observation sheet is another document used by participants and their classmates to observe their friends when they perform a practicum of a counseling session. Overall, this observation sheet facilitates counseling students to provide feedback for their practicing classmates as a counselor in a counseling session. Since filling this form focuses on the counselor's performance but not the client experiences, student observers will pay attention to the stages of a counseling session in which it also requires student observers to understand the dynamic of the counseling session between the counselor and the client. This process may provide experience for student observers to construct a different point of view from the perspective of performing students. Therefore, it is reasonable that student observers collect various constructs according to the number of counseling sessions.

In addition, each student also receives feedback from their performance as a counselor. The student observers and faculty supervisor provide feedback after their clinical performance that offers performing students to reflect their performance. The feedback from both student observers and the faculty supervisor is the source of reflection on what can be done differently in collecting information from clients or deciding the intervention strategies. Therefore, each student benefits from the practicum experience and the clinical performance feedback.

Training Module on Basic Counseling Skills Practice

This module aimed to facilitate students acquire micro counseling skills such as attending, empathy, questioning, genuine, confrontation, summarization, and problem-solving. Each micro skill will cover the introduction, goals, description, exercise procedure, the time needed for each training session, the device required, evaluation, and assignment sheets. This module refers to the standards provided by the Indonesian Guidance and Counseling Association, especially on the competency of integrity and substantial personality stability section. More specific, this standard characterizes: a commendable personality and behavior (such as authoritative, honest, patient, friendly, and consistent), stable emotions, sensitive, empathetic, and respect diversity and change, high tolerance for clients who face stress and frustration, intelligent, creative, innovative, and productive actions, enthusiastic, disciplined, and independent, attractive and pleasant appearance, and communicate effectively.

According to the background of this module writing, this module expects counseling students who use this module will be able to:

1. distinguish effective nonverbal attending behavior from ineffective nonverbal attending behavior,

2. communicate effective nonverbal attending behavior, identify the feelings of others,

3. respond empathically to the emotions expressed by others, use open and closed questions appropriately,

4. ask questions effectively and maintain mutual communication with "the clients,"

5. knowing the conditions of confrontation that can help the clients, use confrontation skills effectively,

6. summarize the core of the conversation delivered by the clients,

7. help clients find new awareness about the problems that are being experienced,

8. distinguish three types of responses, namely indifferent responses (unresponsive), dishonest or non-genuine responses (non-genuine), and honest or genuine responses (genuine)

9. understand problem-solving strategies, understand troubleshooting procedures, and demonstrate a problem-solving approach.

This module has been used to support laboratory practicum students, especially micro and individual counseling. Participants perceived this module as beneficial in facilitating their theoretical understanding of micro counseling and how they could implement the skills in a counseling session following the guidance in the module. Participants also perceived that this module provided clarity on the clinical skills they need to master and perform in counseling sessions. As mentioned by participants, such as Deni, listening skill is helpful to identify clients' characteristics so that he can understand his client better. Deni stated that listening is a hard skill for counselors by which they can collect necessary information for counseling purposes. Therefore, listening skills are essential for a counseling session.

In addition, the other participants, such as Susie, stated that listening to clients' stories constitutes the method to collect data about who the clients are. Listening to the clients' stories helps Susie connect their stories into a more holistic understanding of the clients. On the other hand, Riri mentioned the importance of observing the clients' non-verbal cues to see accurate information regarding their characteristics. Riri also stated the importance of collecting information from the clients' circumstances such as their classroom activities and their friends' perspectives.

Summary

This chapter has displayed the data obtained from the CCQ, interviews, and document analysis. The CCQ data comprises the ten participants' differentiation and integration complexity scores. Since not all the ten participants participated in the interview, the interview data is from eight participants who participated in the interview. Finally, the document analysis comprises the data from the existing regulations that undergird the development of curriculum, the curriculum itself, the Semester Study Plan as the derivation of the curriculum, and the supporting documents used in the laboratory practicum courses.

The next chapter will be a discussion, conclusions, and recommendations. The discussion will revolve around the answers to research questions that comprise the counseling students' cognitive complexity development, the educational and cultural experience that shapes students' cognitive complexity, and the regulations that contribute to students' cognitive complexity. The discussion also includes the program's curriculum, influential courses, and supporting academic documents that participants found beneficial

to their cognitive complexity development. After completing the discussion session, the chapter will conclude the research findings and provide recommendations for students, counselor education programs, regulation development, and future research on cognitive complexity in Indonesia.

Chapter 6: Discussion

Introduction

This chapter covers the discussion about the research results to answer the research questions on the counseling students' cognitive complexity development, how they experience their educational journey so that shaping their cognitive complexity development, how the regulations shape counseling students' cognitive complexity, and how the Indonesian culture shape the development of counseling students' cognitive complexity. These research questions will be discussed with the existing theories or previous research findings.

The discussion will begin with the participants' interest in pursuing the Guidance and Counseling program, their current impression of the program, cognitive complexity development, participants' educational and cultural experience, and the role of regulations in shaping the cognitive complexity development. Besides the participants' interest in guidance and counseling and their cognitive complexity development, this discussion will comprise the emerging themes from the participants' educational experiences that have facilitated them to build their constructs about clients and draw meanings from the constructs. This description will also include the cultural roles in shaping participants' cognitive complexity development. Thus, the next section will discuss how regulations have shaped the curriculum and the courses in the program. Finally, this discussion will cover a personal reflection on this research before addressing research limitations, recommendations, conclusions.

The Challenge of the CCQ Completion

Participants shared that this was their first time completing the CCQ, even though a participant said that this was her first time to see a questionnaire like this, which was different from the other instruments she had ever seen. Technically, participants did not experience substantial difficulties working on the instrument, even though some had challenges understanding the instructions. In addition, participants also found some challenges such as how to describe the clients, judging counseling effectiveness, recalling their sessions, determining the characteristics terms, and creating categories are the challenges they have encountered. These challenges have required participants to spend some time to figure out what they will write for their answers and complete the questionnaire.

When I asked how participants completed the CCQ, Fiki said that she had a little difficulty with the instruction wondering whether participants named clients' characteristics or based on some professional terminology. She said, *"The characteristics, it is like we decide ourselves, right sir?"* In line with Fiki, Deni said, *"maybe this is my limitation. I still read fewer books and references."* In addition, Isa stated,

> *When I was sent the instrument, I was a little bit confused because the form is unusual. Then, it looked like the instructions were long enough, so I was confused to see it directly. However, I began to fill it out read the instructions. Some parts made me confused and not confused.*

Another participant mentioned that *"the difficulties are on the recalling, sir. So, it is like, the filling of this instrument is when I have done my outreach and the counseling sessions long before."*

Another of the participants, Kiki, mentioned that

Actually, the challenge was in describing the clients, sir. Because I was afraid that I described it when we were in counseling sessions. I did not know what the clients looked like since I did not observe the clients, sir.

Kiki affirmed that the school where she did her outreach was partly online, so she did not have enough interaction with her clients but online counseling. In line with Kiki's experience, Riri shared, *"the confusion is because I could not judge whether the sessions were effective."* In addition, the expertise of Riri also indicates her limitation in identifying the client's characteristics. She said, *"during the counseling session, actually the client could not open yet. Some things maybe could not be shared either to me or to the school's guidance and counselor teacher."* Riri admitted that she met the client only once, and after that, she referred the client to the guidance and counselor teacher. These concerns show uncertainty on identifying the counseling sessions' characteristics and effectiveness since the learning model under the pandemic situation and the limitation of meeting with clients.

Guidance and Counseling program was not an Interest

Although all participants have now in semester eight or their fourth year in the program, being a counselor was not their primary goal. Instead, most of the participants were interested in psychology or the field that teaches human behaviors. Six of the eight

interviewees were interested in pursuing their college education in psychology because they believed that the program offers courses on learning people's behaviors and personalities. One of the participants, Fiki, said, *"Interested in the social world and learning people's personalities, like that. Specifically, I am interested in psychology."*

Another participant, Deni, also said:

I chose the major based on the psychological test during high school. There was an IQ (Intelligence Quotient) and other tests. There were major options: psychology, educational technology, and guidance and counseling. Before it, I wanted to try applying to psychology, however still not been accepted, and then there was an independent selection test from the NNN university. I chose guidance and counseling from that test since this program also teaches psychology.

Kiki did not apply to psychology because the department was still new in the NNN university. Kiki said,

My parents directed me, sir. Because according to my parents, I am a good listener because usually, my friends run to me when they have problems. Since the beginning, I have fallen in love with NNN. However, the major I want to take is psychology. However, since psychology was still a new program, it opened in 2017, if I am not mistaken, so I prefer guidance and counseling.

These statements show various reasons to take a psychology program instead of guidance and counseling. However, these reasons indicate that the participants were interested in learning about human behaviors. It makes sense that finally, they chose

guidance and counseling since the science behind it also shares with psychology. For example, in the curriculum, some psychology courses such as General Psychology, Abnormal and Clinical Psychology, and Developmental Psychology comprise the development of individuals from early life to the elderly (Curriculum, 2014).

Besides psychology, the other two participants also shared their initial interest in college majors. One participant, Isa, was interested in guidance and counseling because she was inspired by her guidance and counselor teacher during her junior high school. She said,

> *That was when I was in junior high school, sir. In the school, there was a new guidance and counselor teacher. Usually, in junior or senior high schools, guidance and counselor teachers only treat problematic students, those who engage in a gang fight, and delinquent. However, when I was in the first grade, we were required to share our thoughts, but it was through a letter. Initially, I was reluctant to share my stories. Furthermore, I realized that guidance and counseling service should not always be face-to-face; it can use letters or other media, and it was replied to. From that moment, I was like it turns out that guidance and counseling are not only dealing with students with problems, but it was also good, sir.*

The experience of Isa shows how the approach of the guidance and counselor teacher influences her thought about guidance and counseling service at school. The school counselor showed a modeling approach that inspired Isa to pursue her education in guidance and counseling.

Besides Isa, Riri shared that she aimed to pursue her education in the majors that fit her interest, clerical works. She previously studied in a vocational high school majoring in office administration and wanted to pursue her college in state administration. She never thought of taking the guidance and counseling major, even though her first option was in accounting, she was accepted in the guidance and counseling program. She stated, *"actually, my initial intention was never to take guidance and counseling program because I preferred major with clerical intelligence like accounting or office administration. Moreover, I was in a vocational high school majoring in office administration."* She also mentioned there were two reasons why taking this program. First, her cousin graduated from this program, and second, she had a bad experience with her guidance and counselor teacher during high school. The guidance and counselor teacher took her cellphone and opened and read her messages which she believed was her privacy, and the teacher should not do this. Therefore, she chose this guidance and counseling program.

This finding aligns with Gunawan's (2007) findings from interviewing 36 guidance and counselors in 36 schools. According to their responses, the result indicated that none aimed to be guidance and counselor teachers. They were more interested in other programs that they thought would have given them better lives. However, most of them expressed that they were grateful for being guidance and counselor teachers since their roles are valuable for students. They also gain practical financial benefits from being in the profession.

The theory of career development from Holland (Gottfredson & Johnstun, 2009) suggested the importance of career and personality. Individuals need to make a career decision relevant to their personality for wellbeing reasons. According to this theory, there are six personality types: realistic, investigative, artistic, social, enterprising, and conventional. A counselor's career is a relevant social personality type (Nauta, 2021).

The Gratitude Behind their Discrepancies

Although most participants did not consider guidance and counseling programs as their top priority for their education, participants found that being in this program has made them grateful. Not being in the psychology or other expected programs indicates a discrepancy since they did not meet their expectations. One participant, Deni, mentioned that some parts did not meet his expectations. For example, he said, *"there are things that are appropriate and not appropriate. The appropriate one is that is the way it is of this program. Then, the things that are not appropriate, for example, there are so many theories to understand."* He also added,

> *What I remember is a personality psychology course, maybe the reference book was a translated book and hard to understand. While other things could be implemented is the WDEP (Reality Therapy), REBT (Rational Emotive Behavior Therapy) from the practical side.*

Deni's perspective indicates that he expects to use easy-to-understand and applicative resources. He found some resources that he believed too many theories to understand rather than their implementations, such as theories on counseling that he mentioned as more favorable to learn.

Other participants, although they do not share ideas with Deni, Neni realized that

The beginning of the program felt confusing since it was still studying the
foundational courses such as Introduction to Guidance and Counseling. In
addition, the psychological courses still address the things that were not
interesting. It felt so flat. I meant knowing guidance and counseling like that. So,
at that point, I felt deprived, not interested. However, entering the next semesters,
I felt like I feel comfortable learning guidance and counseling.

Neni's statement shows her transition from not interested in the courses to be comfortable in the program. She argued that

It turns out that there were things that I did not know about myself. So, it was like
I knew myself. Why I am like this, I thought it was not a problem then.
Nevertheless, it turns out that we learn about that in this program, and it becomes
a problem for me. I felt like being helped to be myself, too.

The experience of Neni is one example of how participants feel about being in this program. Some other participants mentioned that the program meets their expectations, such as being aware of what a school counselor needs to prepare before providing services for students, not so demanding in terms of practicum that does not require additional fees, and various experiences. In addition, there is one participant, Riri, stated that

Sometimes I feel it turns out difficult to understand people. Sometimes I feel that
way. However, on the other hand, I am really grateful I could study in guidance
and counseling because by listening to stories from my friends, I feel that people's

problems are varied and may be worse than mine. Since I am in this program, more friends have come to me to tell their stories. They are also aware that I am in this program could help them, or at least I could listen to other people's problems.

These various participants' experience indicates a range of interpretation of their enrolment in the guidance and counseling program. Some experiences may lead to unsatisfactory results since they do not meet their expectations. Still, to some extent, this program facilitates students to be aware of themselves and their existence among others. Moreover, the lesson that helps them see themselves genuinely reveals some reflective experiences during their educational process. In their work on counselor professional development, Rønnestad and Skovholt (2003) discussed the likelihood of beginning student phase counselors experiencing anxiety early in their careers. They said that suitability problems are routinely highlighted, and students wonder if they possess the personal qualities required for a counselor job. As a result, teachers and supervisors play an essential role in providing support and encouragement to students at this time.

Development of Cognitive Complexity

The ten participants have completed the CCQ. The results showed various differentiation scores with three participants slightly below ten total of differentiation scores, three far below ten, one in the medium level and two in the high level. The differentiation total scores distribution indicates that seven participants are in a low differentiation score, one in the medium level and two in the high level of the cognitive system. This categorization is based on the criterion provided by Welfare (2007). Welfare

stated that there is no normative information available yet to categorize the level of cognitive complexity. However, according to her assessment of cognitive complexity, her approximation provides a comparator to conclude.

Besides the differentiation complexity, the participants' scores on integration complexity also show mixed results. Of the ten participants, six have lower integration complexity scores, while four have higher integration complexity scores. Welfare (2007) mentioned that there is still no normative information available to compare participants' scores. In comparison, Welfare informed that most counseling master's students' score is below 10, while most advanced doctoral students and practicing counselors range between 12 and 18. Most of the participants' scores are still below the average of master's students in the US. However, some students are in the rage of doctoral students and practicing counselors scores.

Although some participants show higher scores for integration complexity, none mentioned counseling relationship in their characteristic's integration. This means that their integration is still dominated by their views on the participants' characteristics and does not identify them as the element of the counseling process where the therapeutic relationship plays an essential role in the counseling process (Paul & Charura, 2014). In addition, it also indicates that the participants have not included the involvement of metacognition processing (Skovholt & Rønnestad, 1992). According to Granello (2010), metacognition is a sign of relativistic thinking since it allows counselors to have a critical inner voice and participate in reasoned self-reflection.

In addition, these results indicate consistency with Granello's (2002) study conducted longitudinal research on counseling students' cognitive development during their training. This research involved 205 master's students from 13 colleges and universities in the United States. Utilizing the Learning Environment Preferences, this research concluded that the differences in cognitive development between students at the beginning and end of the program are relatively small. This means that the counselor education programs do not provide a considerable increase in the development of cognitive complexity.

Besides exploring cognitive complexity development, this research also explores participants' educational experiences that they perceive as influential toward their cognitive complexity development. Participants shared several courses that facilitate them to develop their differentiation skills comprising theoretical and laboratory practicum courses, personal and social experiences, and cultural experiences. The following discussion addresses participants' experiences that emerge as the themes shaping their cognitive complexity development.

Clinical Skills Facilitate Characteristic Identification

This section has several sub-themes to discuss the shaping of differentiation ability among research participants. Participants shared how they identified clients' characteristics while fulfilling the CCQ, what educational experiences shape their ability to identify the clients' characteristics, and what efforts they have made as counseling students to promote their skills in understanding clients.

Identifying the Characteristics of Clients

Filling out the CCQ instrument in this research was the participants' first experience. However, completing this instrument with appropriate answers shows that they understood the instructions. Technically, participants identified the clients they work with effectively and ineffectively before identifying their clients' characteristics. Two participants shared that even though they could identify clients' characteristics, they did not know their attributes because nothing was sure about this. However, they also shared strategies the way to identify clients' characteristics. Each participant has a unique approach, but they shared proximate patterns such as they identified from listening to their clients' stories, expression, non-verbal cues, and observing their behaviors. In addition, one participant elaborated about how understanding individuals' characteristics requires different approaches from time to time since the changing world with technological advancements.

Most participants identified clients' characteristics through listening to their stories. One of them, Susie said, *"from the client tells stories, expression, and intonation emerge from there, sir."* Miha also shared that *"I understand clients' characteristics through understanding how they tell me their stories. After that, connecting with how they tell their stories to how they made decisions or actions during the counseling sessions."* In line with these statements, Riri also observed her clients either in the classroom or during the counseling sessions.

Moreover, Deni mentioned that *"I identified clients' characteristics, firstly from listening to what they said."* Deni also shares his thoughts that students learned in the

Micro Counseling laboratory practicum that listening is the fundamental skill in counseling. However, Deni also stated that the ability to see clients' characteristics does not mean that he knows clients' characteristics really well. That was only his observation and not absolute. He believed that it might be temporary truth about the client.

On the other hand, other participants stated that the frequency or duration of meeting with clients might influence their characteristics' recognition. Deni mentioned that it could be influential. However, Isa's experience showed that she did not realize her clients' characteristics before being asked to fill out the CCQ in this research. She said, *"When doing the counseling session, I did not realize my client's characteristics. It is because we directly do the counseling session. When I filled out this questionnaire, I became aware of my client's characteristics."* Another experience from Neni also shows her unique approach to making summaries from her counseling sessions. Neni said, *"I made summaries about what I have caught in that time. I explained with sentences and paragraphs; therefore, I made long explanations in the CCQ instrument."* In addition, she also shared that, *"doing individual counseling with a client, I noted it when doing it at school about what this client looks like. From that, but I did not note everything in that time."*

Regarding identifying clients' characteristics, Susie believed that nothing is absolute. She said, *"maybe we should be able to understand someone with our open-minded thinking because sometimes there are people whose thoughts are stiff. So, we need to adjust with the period, too, so that we can be knowledgeable about it."* She elaborated that information technology has influenced human life widely. She added, *"It*

is so different, sir. Moreover, it is now supported by today's remarkable technological

developments. All people can access, all can get information from around the world."

These participants' experiences in completing the CCQ revealed how they use

their senses to identify clients' characteristics. Listening skills seem to be one of the

methods they use to construct their knowledge about what their clients' look like so that

they understand their clients. This finding is consistent with Fong et al. (1997), who

found the contribution of counseling skills courses in facilitating the development of

counseling students' cognitive complexity. Fong et al. also identified that the experience

with actual clients contributes to the confidence of counseling students.

Besides meeting with real clients in their outreach sites, participants in this

research mentioned their laboratory practicum experience using real cases from their

classmates who serve as clients. Although this meeting a client is a relatively new

experience, the design of laboratory practicum in counseling courses has given

participants a novel cognitive construct to work with real clients in a counseling session

even though they are their classmates. At least, they can develop their cognitive construct

about their clients. Kelly (1955) stated that construct about others will develop to predict

and control their future experiences. In this counseling performance context, the

experience meeting with clients in the laboratory practicum and the outreach sites would

be the source of constructs about clients' that will facilitate participants to predict and

control their future experience working with clients in counseling sessions.

On the other hand, the thoughts about uncertainties on the results of their

observations also show the style of multiplistic thinking since it opens to other

possibilities about their clients' characteristics. Granello (2010) described that multiplistic thinking acknowledges uncertainties where information looks equally valid and makes difficult decisions according to the relevant data. This thinking indicates the participants' reflection on action (Schön, 1983) due to the awareness of their thinking during their identification of clients' characteristics. Schön explained that reflection on action is a reflection after an event that recognizes how practice can be developed after being performed. This reflection is how a professional explores ideas on what needs to change to develop his or her performance in the future. According to this theory, participants' uncertainties reflected their identifying clients' characteristics that may be inaccurate and require them to perform in different ways considered more accurate.

One participant's view showing the need for contextual understanding concerning the period to identify clients' characteristics looks like a relativistic thinking style where information is supposedly processed in different ways accordingly. However, it still does not show how the participant integrates the previously recognized features into meaningful interpretations or how they use abductive reasoning skills to transform facts into nuanced judgments (Wilkinson & Dewell, 2019). Therefore, the participant's cognitive system still does not portray relativistic thinking that indicates a higher level of cognitive complexity.

Of the whole interview process, participants' views are still revolving around identifying clients' characteristics according to what they could interpret from their senses, and they have not incorporated the characteristics into their counseling process that require awareness of counseling relationships. Welfare and Borders (2010)

mentioned that the involvement of counseling relationships in identifying clients'

characteristics indicates the utilization of metacognition as the higher level of cognitive

functioning, and it also represents the higher level of cognitive complexity (Granello,

2010).

Educational and Social Experiences Sustain the Development of Categorizations

After identifying clients' characteristics in the next phase, the CCQ requires

participants to identify factors valence, characteristics importance, and create

characteristics categories. These phases constitute integration dimension assessments for

the participants. Besides creating types, Welfare (2007) also addressed the importance of

counseling relationships as the indicator of participants' higher integration dimension.

Characteristics can be Positive or Negative

There are various perspectives of participants to view the characteristic valence,

such as whether the valence help clients to deal with their challenges, and characters can

be both positive and negative depending on the point of view. Fiki stated,*" Positive*

characteristics are helpful to support the counseling process to be effective." The other

participants also shared in line perspectives, such as Miha, who said,

> *For example, whether the characteristics help the person improve or not. For*
>
> *example, the person is optimistic. So, I think optimism can lead the person to be*
>
> *braver in making decisions. It means the person can resolve the problem they*
>
> *have. So, I think it is more on the usage of the personality.*

On the other hand, Miha stated, *"Less positive characteristics is like I mentioned earlier*

on the client called by guidance and counselor teacher because of a particular problem."

However, clients' characteristics also could be positive or negative. It depends on the point of view to see them. Neni argued,

I saw it depends on the view of the individual in the counseling whether the attitude is better or not for the client. For example, being ambitious makes the client better; it means the character is positive. However, being ambitious makes the client worse if it leads to more problems.

On the other hand, Susie differentiates the characteristics from how the clients communicate with her. She said, *"maybe I differentiate the communication style they use, what verbal they use. Then, I see their behavior, talking, and expression if I meet them directly. From those ways."*

The participants' strategies to identify client characteristics' valence look adhering to their views on how clients present themselves in the counseling sessions. At some point, their views affirm the interaction in the counseling sessions. On the other hand, they showed little confidence in using their opinions about their clients. This finding is inconsistent with Fong et al., (1997) finding that counseling students will have significant changes in confidence after they complete fieldwork or internship. However, participants in this research seem to converse that they still have the confidence limitation. The reason might be the pandemic situation. Participants did some counseling sessions online and could not perform their services as expected in a face-to-face setting.

Besides their view on the clients' characteristics, participants believed that their courses experience has contributed to their ability to identify the characteristics valence of their clients. Deni mentioned, *"maybe personal and social guidance and counseling.*

The technique was not too theoretical. Therefore, maybe one of the courses that help to identify a characteristic is positive or negative is this course." Fiki mentioned that her experience learning from the example provided by her faculty was helpful. Fiki said, *"When practicum because the faculty has more experience in doing counseling, after giving reviews and feedback to the practicing students, the faculty usually share his counseling experiences."*

These educational experiences indicate how participants gained insights from their courses and faculties. Literary resources may provide an epistemological perspective about human behaviors. On the other hand, the model from the faculty becomes another valuable learning resource since students may construct practical strategies from the faculty's experience or modeling. Rønnestad & Skovholt (2003) described the characteristics of counseling students in their early stage of professional development. They need modeling to gain insight into working with their clients because of their limited experience in clinical practice.

The participants' experience shows how they develop their constructs through educational experiences where they form a theoretical understanding of human behaviors, including their uncertain views on their clients' characteristics. This process shows the process of construct development that still requires more information to gain a holistic perspective of the valence. Kelly (1955) proposed that people develop cognitive construct on every experience and shape their personality afterward. The construct constitutes a template for the individuals to understand the world they encounter after the construct development. The template would still change while the construct is still developing.

According to these experiences, the need for theoretical confirmation indicates a dualistic structure on knowledge utilization. Widdick (1975) elaborated the dualism scheme (Perry, 1970) that dualistic thinking is characterized by searching for correct answers. In other words, the participants' identification of characteristics' valences is predominated by the assumptions that there should be the right ways to identify the characteristics and the proper guidelines to follow.

Categorizing Clients' Characteristics

The last two answers to write in the CCQ instrument are categorizing clients' characteristics and listing the characteristics numbers into categories. In this phase, participants group the characteristics based on their understanding of the relationship between the characteristics of clients. Participants categorized their clients' characteristics in various ways, such as interrelating, classifying, and identifying proximities. Miha shared that she related one characteristic to another to build the category. She mentioned,

> *I related them, sir. For example, I have written five kind characteristics. Of the five, I identified whether there are some clusters or connected between one to another. If there is a cluster, I categorize them as A, like that, sir.*

In line with Miha, Susie also grouped characteristics based on the clients' behavior. She mentioned,

> *I directly gave categories, for example, behavior A-what include in the group A, trait A, or behavior A, something like that."* Susie also shared that *"I did not use special strategies for it. So, maybe we see it first whether the character such as ill-tempered, what is close or almost the same to the character.*

While relating one characteristic to another, Miha recalled her course experiences. She stated, *"When I fill out the instrument, I tried to recall any learning materials provided by the faculties or that I have learned in the courses."* It turns out that the other students were also doing the same thing, such as Isa, who mentioned,

> So, during the courses, I also received many things such as Learning Difficulties Diagnosis. From this course, we can see how students experience learning difficulties. In that process, there were steps and processes that we need to understand first and then what we want to do.

Neni also revealed that the Micro Counseling laboratory practicum is also a contribution since it uses verbatim that helps students to construct a case, understand the conceptualization, and locate where micro counseling skills can be performed.

In addition, Riri described her perspective on how courses have helped her understand the clients' characteristics and draw meaning from them. She identified *"courses that closely related to Counseling Theory and Approach, Personal and Social Guidance and Counseling, Group Counseling, and Multicultural Guidance and Counseling as helpful courses for me."* Furthermore, she explained,

> For example, the Multicultural Guidance and Counseling Course offers a student to learn cultural diversity not only in the NNN university environment but also there is a case to discuss in every meeting. For example, in a family or in the broader context such as Javanese or non-Javanese cultures that influence the characteristics of the people. It also happens in the Group Guidance and Counseling that focused on group counseling practicum and learn each member

characteristics, how to build the group dynamics, and what skills leaders need to

master.

These participants' experiences revealed their processes in drawing meaning of the clients' characteristics that involved their identification toward proximate characteristics and pulled them to entail their experiences with previous related courses. This process suggests how categorizing the characteristics of clients requires metacognition processing so that they can group the characteristics according to particular reasons that they draw from their observations and relationship with clients. Counseling students can effectively use their inner voice to participate in reasoned self-reflection (Granello, 2010) and maneuver the clients' qualities into well-articulated comprehension of the psychological experiences through metacognition (Wilkinson & Dewell, 2019). However, when the participants relied on their theoretical knowledge from the course to develop categorization, it may lead to the right or wrong categorization of characteristics, a sign of dualistic thinking (Perry, 1970).

Another form of metacognition in the counseling process is counselors' awareness of counseling relationships (Welfare, 2007). The counseling relationship aspect is still indistinctly addressed in the participants' responses since the participants did not include terms or phrases showing counseling relationships in the characteristic identifications. Instead, the participants' responses reflected epistemological knowledge and relationships among clients' characteristics. This form of reflectivity may indicate the metacognition process. However, it does not mean representing the integration process since the

reflectivity revolves around their performance, not how the clients' characteristics influence the counseling process (Welfare, 2007).

Series of Influential Courses

Although Granello (2010) argued that differentiation development does not automatically influence the integration dimension, participants in this study expressed the roles of course series ranging from those of general theories or knowledge to practicum implementation that shapes their differentiation and integration complexity. Fiki mentioned that in this program, the education process began with theories and then in the subsequent semesters with laboratory practicum. This statement is also in line with Miha, who acknowledged that *"the course from the first semester to the last theoretical course or laboratory practicum are interconnected so that I can have thoughts about my clients that way."* Miha also emphasized that

> *So, if I only say laboratory practicum, it seems not. If I say, an only theory is also not. So, I think all courses in this guidance and counseling program, especially counseling. I think all related and all help me.*

These ideas inform the interrelated courses that help students experience the epistemological shifting from understanding to practical.

Participants admitted the contribution of any counseling laboratory practicum toward their integration complexity ability. Still, at the same time, they revealed that they developed cognitive construct from the series of previous courses in the program. Almost all participants agreed that the course of Counseling Theory and Approach, Micro Counseling, and Individual Counseling laboratory practicum helped them develop the

ability to differentiate clients' characteristics. Furthermore, other courses gave them insights about understanding clients such as Educational Psychology, Personal and Social Guidance, and Counseling, Group Guidance and Counseling, and Individual Assessment with Test Technique.

Kiki mentioned that Counseling Theory and Approach has helped her identify individuals' characteristics. She thought that lay people might need a longer time to understand the characteristics. Moreover, Susie said, *"in the Counseling Theory and Approach, we discussed the theories one by one, and then we were taught when dealing with the particular problem would require which approach, what are the factors, and what technique to use."* This perspective aligns with Riri's view that acknowledging the course has taught her how to communicate, listen to them, and recognize clients' characteristics. In addition, Riri stated, *"I think the course of Counseling Theory and Approach was so helpful in practicing the real services at school."*

On the other hand, Riri identified that other related courses such as Personal and Social Guidance and Counseling, Group Guidance and Counseling, and Multicultural Guidance and Counseling are also helpful in identifying clients' characteristics and categorizing them. However, she stated that the concrete one would be Counseling Theory and Approach and other laboratory practicum courses such as Micro Counseling and Individual Counseling.

These participants' interpretations of their educational experience and their identification of clients' characteristics inform background knowledge in constructing their understanding of clients. They were exposed to theoretical perspectives in the

courses, but the theories were embedded in the cases surrounding their daily personal and academic activities. These participants' experiences align with the suggested methods by Wilkinson et al. (2019), which indicate that exposure toward experiences may help counselors promote their differentiation complexity. On the other hand, they claimed that differentiation skills do not always lead to integrative complexity. Granello (2010) stated that experience alone does not fully explain cognitive complexity development and that training does not increase counselor development beyond the dualistic or multiplicistic levels.

Laboratory Practicum is Special

Besides courses as valuable resources for participants' cognitive construct development, laboratory practicum has been a practical experience for students' development on cognitive complexity. Laboratory practicum courses include Micro and Individual Counseling. Participants identified reasons why laboratory practicum facilitates participants' growth in understanding client characteristics and integrating them into meaningful categories. Various reasons underlying participants' impression of laboratory practicum include the faculty supportive supervision style, reflective practicum design, and actual case utilization.

According to participants' perspectives, the supportive supervision style looks more salient on participants' educational experience in dealing with clients. Participants saw supportive supervisors as relaxed, added some humor, provided a theoretical explanation, provided examples, step by step coaching, gave encouraging feedback, and offered to heal. Kiki experienced anxiety when her faculty criticized her performance

instead of finding her strengths and improving her. She expected the faculty to provide supportive feedback and humor so that the practicum aims to understand clients and possibly gain some concern release. Kiki said, *"There is faculty who is laid back and strained that leads to breaking down students' concentration."*

In terms of theoretical explanation, Fiki stated that before the laboratory practicum, students had learned theories. Fiki said,*" Before practicum, we have learned the theories, and then in the following semester, we learned the practicum. At the same time, the faculty explain the theories taught in the early semesters."* This view is also in line with Miha's experience. She stated that *"the most hitting part was Individual Counseling Laboratory Practicum. Because in the practicum besides we practice, we also get theories indirectly from the faculty."*

Besides theoretical gains, participants also found that the example of counseling performance from the faculties positively impacts their strategy to view their clients. Fiki found the model from her faculty in the practicum was so helpful. Fiki explained, *"when doing practicum because the faculty has more experience in doing counseling, so when we were doing practicum after reviewing student performance and feedback from student observers, the faculty usually share his counseling experiences."* Miha shared similar experiences that she found that there were various mistakes in counseling doing laboratory practicum. She learned from the feedback provided by the faculty to her friends. She also added that the faculty provide helpful examples for students. She shared, *"When we were doing a counseling session and the time was up, but it turned out the process could not be a meeting point. Usually, the faculty provide examples directly."*

Some participants also identified the faculty's gradual steps in supporting students' counseling performance. Fiki shared her experience in using verbatim for a counseling process. She mentioned, *"there was verbatim writing in the practicum. Then, we were asked to add appearing micro-skills during the counseling process. It was beneficial."* In addition, Miha revealed that the support from faculty also through reaching techniques that help to perform a counseling process. This support includes faculty feedback on students' performance on the counseling techniques. Deni mentioned that the faculty would provide inputs about how to perform them correctly. These views also follow Deni's and Susie's experience receiving feedback from the practicum during laboratory practicum. Deni mentioned that the input includes observation from students. The performing counseling student receives feedback from student observers too. He said,

> *Usually, student observers provide direct feedback after completing the session. Next, through the observation, for example, a particular performance scored with a certain scale, and then there is a note for feedback. Even all student observers provide feedback with observation sheet.*

Susie stated that compared to student observer feedback, she perceived the faculty feedback as more helpful since they have more experience. Fiki added that the supervision process brings her reflectivity on her performance. Fiki said. *"From the feedback, I get an enlightenment, specifically that it turns out that the counseling I did lies lacking skills."*

Besides the supportive supervision style from the faculty, the laboratory practicum design offers healing for students. Fiki shared the counseling laboratory

practicum on Micro Counseling, Individual Counseling, or Group Guidance and Counseling. The practicum design rotates students to practice a counseling session in pairs. While a pair of students perform a counseling session, the other students observe the performance. After the practicing students complete the session, each student observer reviews each skill or technique of the counselor.

Students who serve as clients in the counseling practicum must present factual issues that they feel comfortable sharing in the counseling sessions. The faculties expected students to raise shareable concerns in the Individual Counseling laboratory practicum to learn to be real counselors. All laboratory group members that consist of around 10 students and one faculty member agree on the confidentiality of any information in the practicum. Miha mentioned that

> *Since the case is the real case and there is a principle that counselors are not allowed to share any clients' information. Therefore, the faculty and students made an agreement that the information is not allowed to leave the room.*

Participants experienced the benefits when they both served as clients or counselors. When they are in the client positions, they feel receiving helps and opportunity to uncover their clients, while when in the counselor positions, they could perform the session more naturally. Susie stated that she likes the counseling practicum with the actual case since she could use her natural skills. She said, *"if we make up the case, we will be like reading. It will make us like not really feel what client feels."* Susie mentioned that using real cases in the counseling laboratory practicum will benefit her future performance once she meets real clients. She noted, *"the benefits we can know it in*

the future when we meet a client with that complicated issue what we will do, which one first we can work on." Kiki added that *"the practicum not only prepares students for being counselors but it also as healing. So, problems that we have in the practicum turns out can be solved in the practicum."* Miha reasoned that

> *It is like learning by doing through using actual cases. If we were not learning using the real case, in the learning process, it might be manipulated. In the end, we do not learn to be real counselors. Furthermore, when we are finally sent to the field, we can be confused ourselves, whether what I did was really good or not.*

Although participants are benefited from the utilization of actual cases in the practicum, this design also leads to some concerns for participants. Moreover, the practicum format is online using Zoom. Miha shared the drawback of using this model. She said,

> *It was surprising at the beginning because I never had that kind of practicum before, and then suddenly, I should meet a client. I was afraid whether what I understood about the client was right or not, whether I did it wrong. However, I am grateful there is a faculty who accompany the session.*

Furthermore, Riri also addressed, *"some of my friends were not feeling comfortable to tell their stories because the counseling session was online. Other students observe their performance through the Zoom, as well."* This statement informs the reluctance of some students in the online individual counseling laboratory practicum since every student online from their places and the counseling processes might be heard

not only by the observing students but also by other people who potentially around the students at their homes. Therefore, Riri also added that doing the counseling session in the laboratory is more comfortable. Riri said, *"It seems the practicum will be comfortable because there is a room that, although the sound could be heard from the next room, the room could not be seen by others, only the counselor and clients."*

These participants' experiences reveal the essential aspects of laboratory practicum that leave a meaningful impression about their being in the counselor position seeing a client with a real issue to help. This laboratory practicum model demonstrates an experiential learning model where students directly experience the skills they want to master. In addition, the faculty who provide supportive supervision play a substantial contribution to how participants identify clients' characteristics, articulate them into conceptualization, and implement their theoretical knowledge on the previous series of courses into practical experience. These participants' experiences show the exposure toward multiplicity in instructional activities, which Wilkinson et al. (2020) identified as the practice of constructivist teaching methods. Wilkinson et al. advocated using this strategy to help counselors improve their dualistic thinking and create highly distinct mental models representing the categories' complexity.

For the beginning student phase groups (Rønnestad & Skovholt, 2003), the theoretical and practical examples in practicum may provide foundational frameworks on how to perform counseling utilizing particular theoretical orientations and reach the counseling goals effectively. Rønnestad and Skovholt stated that students typically find this phase challenging and need professors' and supervisors' roles in this phase. However,

the adherence to the faculty, who is perceived as the source that provides correct theoretical views and ideal performance, is quite the opposite of facilitating students to develop their cognitive development to relativistic thinking. Therefore, the educational model needs to provide more clear training stages that inform the goal of the courses in sequential ways so that students become aware that they need to go further than their current right or wrong views.

To help students explore multiplicity, Wilkinson et al. (2020) offered constructivist instructional techniques. This form of instruction can disrupt dualistic thinking by exposing learners to new ideas, perspectives, and contextual frameworks. Students will be exposed to a more complicated mental model due to this experience (Wilkinson & Dewell, 2019). Furthermore, Wilkinson et al. proposed phenomenology instruction to promote well-articulated mental models by deconstructing abstract psychological notions. They claimed that by showing the difference between abstract notions and the experience to which such conceptions refer, this strategy could help learners acquire integrative complexity.

The Cultural Roles on Shaping Cognitive Complexity

The specific aspects of the educational process comprise a series of courses' values on facilitating students build their construct on understanding individuals. Thus, laboratory practicum encourages them to continue building constructs through experiential learning and leads them to interrelate their constructs into intervention decisions. Amid these two-interdepending domains of educational experience, students'

existence cannot be separated from their cultural context either during their upbringing ages or their college life in the university.

According to the cultural characteristics of Indonesian, participants shared their reflections on how they perceived their values, traditions, and their concept of self (Cheung, 2000) have shaped their understanding of clients' characteristics and interpreted their meanings from their perspectives as counselors in training. Participants shared their perspectives on how traditions have shaped their views about themselves and their opinions about other people. Participants believe in values that lead their beliefs about others, and they draw the meaning of being one part of their social worlds.

Traditions Make Them Learn about Others

As the parts of the community, participants have been living in their contextual traditions. They shared how they were involved in their traditions and reflected how their involvements construct their views about others. Participants' traditions comprise several customs or beliefs in their smallest circle, such as family, and the broader scope, such as community. Participants' views on how traditions work helped them understand people's characteristics. In addition, their living in their traditions assisted them in linking the characteristics into sequential awareness on how social life works surrounding them.

Kiki described her tradition in using social media to interact with people. She mentioned being selective in interacting with people on social media and not receiving people's talk randomly since she does not know them closely. Kiki also shared how her family tradition involved her in deep conversation with her parents amid their busy works. Her deep talk experience with her parents has taught her to see others not only

from their appearance but also, she needs to understand what is behind their behaviors.

Kiki described her personal experiences with her friends. She mentioned,

> *From personal experience. Usually, I often find my friends whom I don't think I*
> *had a problem with, I thought there were many friends, and then they were just*
> *happy, it turned out that they suddenly came to me crying and said they were not*
> *strong enough.*

Fiki shared her current neighborhood and her birthplace in a big city next to the

capital city of Indonesia. She identified the differences in people's characteristics in these

two places. In the big city, she described people are more individualistic. While in her

current home, people are close to each other and often do neighborhood gatherings. She

shared:

> *In Tangerang, people are in the city they were like you is you and me is me. In my*
> *place here, they often get together, and then there is such a thing as Sambelan, so*
> *they eat together. So there, Fiki can learn to recognize people's characteristics,*
> *that in this place, it is more of a habit. Usually, if you are in this place or not*
> *joining people, it's like being a foreigner. So, the culture is essential in*
> *recognizing the characteristics of each of these communities.*

Of this statement, Fiki inferred that people are making standards for others to be or not to

be with them. If not joining, the consequence is not being accepted in the community.

Following Fiki's experience, Miha described that her involvement in her

community is not in direct interaction with people. She usually observes people only. She

explained that living in a village environment, people are close to each other rather than

in a big city. She believes that understanding people in closer social environments is more accessible than in bigger cities. She mentioned,

> *It may be that our social sensitivity is different from that of people in the village. Nevertheless, for people in the city, I'm not saying that they can't understand other people, sir, because maybe they have their aspect to be able to learn to understand other people.*

Deni shared the family tradition that taught him the *Kromo* language, a traditional Javanese language used to talk to older people to show a respectful manner. When he grew up from elementary to junior and senior high school, he realized that truth is not a single thing. He said,

> *At least when you see something, don't look at it from one point of view—at least two, from myself and then from other people. Then if you go to counseling, right, we don't know about the problems. Of the courses, there are also philosophies about the truth, right? That's quite helpful to know that.*

Isa described her neighborhood as a majority Muslim community. When she is on campus or in the broader environment, there are people with diverse religious backgrounds, such as in her classrooms. Of her environmental characteristics, she perceived that it indirectly teaches her to see people deeper, like the habit in her environment. It helps her see people from a broader perspective, not only from what she sees in her daily life. These experiences align with Neni's view that her environment is traditional solid Javanese culture, where burning incense and myrrh is common and acculturate with Islamic culture. However, her community involvement does not

negatively influence her as a Muslim. She can accept what people think and not judge them accordingly. She said,

> *When I went there, I meant the person whose religion is different, the religious environment is different from here, it's more substantial like that, what can I still do, is accepting what you think about or receiving and don't seem to judge immediately.*

Riri experienced her interaction with her parents as her traditional view, which helped her be open-minded. She shared her family tradition to let her, and her siblings choose what they want to be in their lives amid the tradition of people in her village who consider education is not essential, and early marriage is preferable for young women. She spoke

> *Because my parents happen to be the type of parents who are open-minded to their children. For example, if his son wants to study here, please, his son wants it to be like this, whereas my parents desire for their child. You should be like this. But my parents always never restrained their children, even when my sister didn't want to go to college; my parents were okay, it's okay; after all, as an adult, they can take their path. What's important is knowing what's right and wrong.*

This experience has helped Riri see other people in that way. She becomes the first young woman who pursues higher education in a university and refuses to marry at her age. In addition, her open-mindedness leads her to be a helpful friend in terms of seeing others.

These findings show that becoming a counselor entails more than just mastering a set of skills (Granello & Young, 2019). They said that becoming a counselor is critical

for finishing academic preparation and personal growth to be a constantly evolving person. Being fully human and conscious of who "you" are is personhood, a growing sense, and understanding self. Understanding subjective experiences, feelings, private thoughts, and worldview is essential for attending personhoods. Participants in this research shared how their experience with their surroundings people facilitate them to understand their identity as counseling students. Their social life experience serves as the construct that they consider useful for their future role as counselors. Kelly (1955) defined cognitive construct development as to how scientists work by developing hypotheses before doing experiments and building an understanding of the learned thing. This process is aimed to predict and control their roles in the future as counselors.

Values Color their Lenses

The participants shared their values according to their beliefs about people, either from personal, religious, or social-cultural perspectives. The personal perspective includes their view about how supposedly see people from their subjective quality. In contrast, the social perspective consists of the broader scope of existence involving the existence of others in a community.

Kiki believes that seeing a client should be neutral, which means seeing the clients as men, women, their status, age, or physical appearance. Kiki shared that she should position herself as a friendly person whether she knows the client well or not. This view shares a similar intention with Fiki's perspective, emphasizing clients' positive thinking. Fiki believes that *"if there is a client who has a problem, it does not mean that the client is a delinquent."* Isa added that there is no unintelligent student, delinquent, or

so. She said,*" Actually, all students are good, then they have potential too. Every student, every child is unique, has its strengths and weaknesses."* Therefore, counselors need to be flexible in understanding their clients. Susie shared her thoughts that *"the values that I hold to this day may be more about how we think openly together, so we don't stick to what we believe in."*

On the other hand, the other participants also shared their social perspectives of their clients. Miha holds social values that influence her view about other people. She believes that social sensitivity is essential to primarily understanding our social environment, especially clients. Miha mentioned:

> *Social values are also very influential. If, for example, we have social sensitivity, we can certainly understand our social environment, especially or including the client himself. So how can we learn more and more about understanding our social environment so that we, in my opinion, will find it easier to understand the client himself.*

Furthermore, Riri believes that it is unacceptable to compare one person to another regarding their issues or characteristics. Riri mentioned that:

> *Since I entered This Guidance and Counseling program, I came to know that it turns out that we can't equate anything, including people's characteristics, including how that person reacts to a problem, even though there may be problems experienced between one person and another. maybe almost the same.*

In addition, Neni emphasized the importance of seeing individuals their present existence and from their past. Neni stated, *"I think if I want to know about a person, I*

really have to go in and find out about him. So, it's not only from him now but from him

who used to be."

These participants' beliefs about their values inform how their views about people help shape their understanding of others. In the personal values, these participants underlined the importance of being open to clients' characteristics and treating them positively regardless of who they are. The participants' view shows unconditional positive regard in seeing individuals, seeing their social context, including seeing their past. The unconditional positive regards theory depicts accepting the client's negative, terrible, painful, afraid, defensive, aberrant feelings. This acceptance is the same as his good, positive, mature, confident, social ones, and the client's acceptance is inconsistent and consistent. It includes looking after the clients and treating them as individuals and allowing them to share their feelings and experiences (Rogers, 1957).

In addition, participants' beliefs about people also show multiplicity characterized by their open-mindedness, tolerance for ambiguity, multicultural sensitivity, and self-awareness (Wilkinson et al., 2020). They mainly develop these characteristics from their life experiences that have taught them that people have diverse situations that need to be understood differently. However, one important thing is accepting them with whatever their conditions.

Social Cultural Life Defines the Concept of Self

The participants shared their social life experiences as part of their identity development as emerging professional counselors. Participants identified themselves benefited from social interactions in their environment to their future professional works.

The participants were aware of their identities as guidance and counseling students, so they asked for facilitation on their issues through counseling-like conversation. Some participants positioned themselves among other people in society in different ways. Some involved as members like the other people, and some others used the opportunities to promote their professional performance in the future.

Fiki shared that she is involved in the community and then sees their customs, communication, the topic of their talks, and how they respond to each other. As mentioned earlier, Fiki has a construct that individuals will need to follow the community tradition or not be accepted to the community. On the other hand, Miha took the opportunity to practice listening, provide feedback, and positioned herself in social interaction. She mentioned:

> *I practiced more when in the village. I counted the young women who counted the oldest compared to the other youngsters. Well, there were a lot of youngsters who shared their concerns. Well, I tried to learn to at least learn to listen, learn to respond, and also learn to put myself like that, sir. Even though I might not be able to apply anything there, the counseling technique itself, sir, but at least I can learn to listen, understand, and respond to that earlier, sir.*

According to her experiences, Miha wanted to use it for her future professional implementation when she meets a client in a professional setting.

Susie shared the same experience with Miha. Susie shared that she has been an active member of the Indonesian Guidance and Counseling Student Association. Other people of her ages often shared their issues in her community with her. She realized that

people's characteristics are diverse. Therefore, she said her experience will *"enrich me to see students with various characteristics, adjust with students' expectations, and how we deal with them."* In line with Susie, Neni learned from her personal experience of being discriminated against by people in her community when she was a kid. She reflected that

> *From my own experience, it's like when I'm treated like what I experienced, I don't like it, which means I don't do it to other people. Or maybe I can understand that people are like if they don't like it, they don't like it."*

In addition, Riri also reflected from her experience in helping her friends, she realized of gaining more knowledge about people characters. She said,

> *From my friends asked me for help, how my friends invited me to talk and discuss made me added knowledge. Oh, it turns out this friend has character, asking a full help while the other is involved in brainstorming. I learn from those.*

The participants' views on their social engagement inform how their position among others in the community is inseparable from their identity as counseling students who can help others with challenges. Although they were not in professional relationships, their experiences remain beneficial for participants in developing their clinical skills as emerging professionals. These interconnecting identities between their positions as counseling students and community members show an inseparable self of the participants with their social realm. This experience is in line with Adler's idea of holism, or the indivisibility of self, which Myers and Sweeney (2004) described as the center of human behavior. According to the theory, comprehending humans necessitates focusing

on the whole rather than the parts, the interplay between the whole and the elements, and the significance of man's social context.

The participants' inseparable identities show another aspect of personhood intertwined with the traditional aspect where their being community members in their social life overlays with their identity as emerging professional counselors. These overlying identities represent the meeting of personal and professional identities that facilitate their exposure to multiplicity (Wilkinson et al., 2020). They also explained that participants' personal and professional experiences provide additional insights that can help expand simple mental models into more substantially differentiated models that better inform professional development.

Regulations Shape Counseling Students' Cognitive Complexity

As a form of educational institution, the guidance and counseling program operates under the existing regulations of the Republic of Indonesia. In this country, all regulations refer to the 1945 State Constitution of the Republic of Indonesia, the basis of all laws of Indonesia, and Pancasila, the five principles of foundational philosophical theory of Indonesia such as: belief in the Almighty God, just and civilized humanity, the unity of Indonesia, democracy guided by the inner wisdom in the unanimity arising out of deliberations among representatives, social justice for all of the people of Indonesia. In this research, the focus analysis on the regulation revolved around the foundational rules used to construct the curriculum according to foundational idealism that serves as the ultimate priorities for the graduates of educational institutions (Presiden, 2012), and more

specific competencies that are relevant to the level of academic degrees (Kemendikbud, 2014).

This research involved guidance and counseling students at the undergraduate level from Indonesia's Guidance and Counseling program. Its curriculum shows three referred regulations that undergird the development of the curriculum. Each of the three regulations leads to standards that represent the country's expectation toward the competency of graduates. The Counselor Competency Standard (Depdiknas, 2008) in general addresses the standard competencies for counselors in Indonesia, the Indonesian National Qualifications Framework (Presiden, 2012) to determine the national standards of human resource quality through characterizing the degree of competencies in educational levels, and the National Standards for Higher Education (Kemendikbud, 2014).

In general, the regulations can be categorized according to their functions toward counseling students' cognitive complexity. The governmental regulations serve as the fundamental of curriculum development. In contrast, the curriculum has been used as the basis for Semester Study Plan to provide educational experiences to students in the program. In the following subsection, this discussion addresses how the regulations shape curriculum and how the curriculum shape cognitive complexity.

Governmental Regulations Shape Curriculum

The curriculum 2014 of the Guidance and Counseling program sample was developed according to the mandate of Counselor Competency Standard, Indonesian National Qualifications Framework, and National Standards for Higher Education

(Kurikulum, 2014). Each of these regulations proposed the general competencies required for each graduate of higher education in Indonesia.

The Counselor Competency Standard. This standard presents core competencies such as pedagogical, personality, social, and professional competencies. The pedagogical competency covers the mastery of educational theory and practices, the application of physiological and psychological development and client behavior, and the essence of guidance and counseling service in the academic unit's path, type, and level. This core competency seems a general competency scope since guidance and counseling have been an integral part of the Indonesian educational system since 2003 (Permendiknas, 2003). Therefore, the curriculum includes courses on education such as the science of education, general psychology, developmental psychology of children and youth, and developmental psychology for adults and the elderly.

The following competency, personality competency, covers a more specific quality for counselors in Indonesia that adhere to the five principles of Pancasila such as believing and fearing God Almighty, respecting and upholding human values, individuality, and freedom of choice, demonstrating strong personality integrity and stability, and displaying high-quality performance. These competencies represent religious values as the fundamental of Indonesia as a country. This foundational characterization is expected to be one of the core competencies as a counselor in Indonesia; therefore, there are courses on religions in the curriculum such as Islam, Christianity, Catholicism, Buddha, Hinduism, and Kong Hu Chu. This course is in the first semester of the program and the other systems on educational theories.

Counselors are also required to develop social competencies such as implementing internal collaboration at work, playing a role in professional organizations, and collaborating with other professionals. These competencies depict the possible cooperation of counselors with other professionals in the workplace, such as teachers, school leaders, or school committees. In addition, counselors must adhere to the code of ethics and participate in professional organization programs. According to these competencies, the curriculum includes several courses that comprise the necessity of counselors to work with other professionals in their school environments, including socioanthropology in education and professional orientation of guidance and counseling.

Furthermore, this regulation shows the competency standards of qualifications required to be counselors in Indonesia. Regarding counselors' cognitive complexity topic in this research, the competency standards covering clinical performance are in the professional competency. In this group of competencies, the sub competency of number 12 on Mastering the theoretical framework and practice of guidance and counseling represents the requirements of counseling services' applications. However, no specific competency defines the success of guidance and counseling services or pertains to the involvement of cognitive processing of counselors in their clinical practices. Numerous courses are developed to meet these professional competencies, such as Counseling Theory and Approach, Micro counseling, and Individual Counseling.

In professional perspective, this regulation represents a professional attribute of sanction of the community (Greenwood, 1957). This regulation also emphasized the value of Pancasila as the guide for Indonesians to live in diversity. Besides this regulation

providing guidelines on what qualifications counselors need to meet, this regulation

serves as the control over counselor education programs in Indonesia. Although this

regulation does not explicitly address cognitive complexity, the core competencies

demonstrate components that support counseling students' integration of personal and

professional identities, which include the competency standard in the guidance and

counseling profession and the principles of being Indonesians.

The Indonesian National Qualifications Framework. All of the courses in the

2014 curriculum should meet level 6 of qualification in the Indonesian National

Qualifications Framework (Presiden, 2012). The framework requires all graduates to

meet fundamental qualifications such as fear God Almighty, good morals, ethics, and

personality in completing tasks, proud to be a citizen, loving the homeland, and

supporting world peace. In addition, they are also required to cooperate and pose high

social sensitivity toward community and environment, appreciate diversity in the

community, and uphold law enforcement. In addition to the fundamental qualifications,

the graduates must meet the level 6 qualification category. The counselors should be able

to apply their expertise for problem-solving purposes and adapt the situation, theoretical

mastery concept and formulate problem-solving procedurally, and be responsible for their

works, including the organization's work.

The curriculum 2014 of the counselor education program shows the adherence to

the Indonesian National Qualifications Framework. It can be seen through the courses

such as, but not limited to series of theoretical classes such as Counseling Theory and

Approach, Interpersonal Communication, and Personal and Social Guidance and

Counseling. In addition, there are practical courses, including the Micro, Individual, and Group Counseling laboratory practicum, the development of media in Guidance and Counseling, and field experience through an outreach program at schools. These courses depict the curriculum 2014 commitment to provide students with an educational experience that meets the framework's regulation. In addition, this adherence to the law shapes the curriculum to prepare counseling students to be problem solvers who master theoretical backgrounds and can make decisions accordingly. At the same time, they are also responsible for their works either in professional or in organizational settings.

This regulation characterizes the contextual foundation for developing counselor education programs in Indonesia. This regulation is another support for community sanction of the guidance and counseling profession in Indonesia that is important for the counseling profession to meet qualifications to provide dependable professional counseling services for the community. Although the counseling profession was adopted from the Western countries' culture that has developed the profession, the counselor education in Indonesia follows the Indonesian National Qualification Framework (Presiden, 2012). This framework serves as the contextual requirement for professionals to validate the community that this profession can provide professional counseling services under the values in the 1945 constitutions and the five principles of Pancasila.

National Standards for Higher Education. This standard constitutes an extension of the Indonesian National Qualification Framework (Presiden, 2012). However, this regulation wants to ensure the achievement of higher education objectives for the development of science and technology and the application of humanities, culture,

and Indonesian empowerment values. Furthermore, this regulation aims to ensure the quality of a study, research, and community services and promote the sustainability of learning, research, and community service.

More specifically, this regulation provides criteria for undergraduate-level students "to perform logical, critical, systematic, and innovative thinking in terms of science and technology implementation according to humanities values in their field" (Permendikbud, 2014, p. 36). Furthermore, there are other required skills such as showing "independent, quality, and measurable performance while examining the implications of science and technology implementation, compiling a scientific explanation, appropriate problem solving, developing network, group work responsibility, self-evaluation, and responsible data management" (p. 36).

According to the regulation goals and undergraduate level specific skills in this regulation, the curriculum 2014 has presented a series of courses covering theoretical and practical aspects. Since this regulation is an extension of the Indonesian National Qualification Framework, there are not many differences regarding the required skills for undergraduate students. However, this regulation includes the necessity for every student to complete scientific works such as a thesis or a final project, based on the implementation of science and technology using humanities values. Therefore, this regulation has contributed to the criteria of what undergraduate students should achieve in terms of specific skills in their fields.

This regulation has been designed for general characteristics of fields in the universities in Indonesia. Therefore, the criteria comprise different expectations that

should be used as the fundamentals of every educational program at the graduate level. This regulation, at a glance, informs how undergraduate program students are required to meet the criteria and how the requirements can be achieved in the counselor education program. However, in terms of the transcultural development of the counseling profession, this regulation reflects the manifestation of the counseling profession in Indonesian culture. This regulation is a unique cultural product that circumscribes counselor education in the Indonesian context from undergraduate programs. In addition, this regulation shows the use to shape the model of Indonesian counselor education that is different from the counselor education model in the United States (Cheung, 2000).

Curriculum Shape Cognitive Complexity

Several courses mentioned by participants have helped them shape their differentiation and integration complexity. Their impression of the mentioned courses is inseparable from the role of the curriculum that has facilitated their studying process on each course offered by this program. Furthermore, participants' experience in those courses also adheres to the pedagogical practices performed by faculty members following the Semester Study Plan. Every Semester Study Plan contains every meeting's learning goals, topics, learning methods, and students' learning experiences.

The faculty holding a particular course and developing the Semester Study Plan should have been thinking about the relevancy of the course design with the vision and mission of the counselor education program. In addition, the involvement of faculty members in every course is also another critical aspect of learning in the counselor education program. Therefore, this subsection will cover how the curriculum 2014

shaped students' cognitive complexity through the process designed in the Semester Study Plan and faculty contribution toward their cognitive development.

Participants mentioned courses that they believe are helping them shape their differentiation and integration complexity. The most salient courses that most participants mentioned are Counseling Theory and Approach, Micro Counseling and Individual Counseling laboratory practicum, Interpersonal Communication, Personal and Social Guidance, Counseling, Individual Assessment with test techniques, and Learning Difficulties Diagnosis. These courses have unique characteristics and course delivery models, such as theoretical or laboratory practicum courses. They facilitated students in constructing a cognitive system that equips them with epistemological and clinical skills as professional counselors. According to the constructivist perspective, these courses may expose students to epistemological development that potentially promotes their dualistic to multiplistic thinking since the accumulation of knowledge from various perspectives.

Through these series of courses, students are exposed to various information and experience that determine the development of cognitive constructs (Kelly, 1955). These constructs are the foundations for counseling students to develop prediction and control over their future clinical works with clients. The theory of cognitive complexity proposed by Granello (2010) indicated that the accumulation of experience does not automatically shape the relativistic thinking among counselors. However, these courses showed how important it is for students to construct their epistemological competency and perform clinical skills.

Overall, the trajectory of the Semester Study Plan rooted in existing regulations referred in the curriculum that represent the values of 1945 State Constitution of Republic of Indonesia and the five principles of Pancasila. These intersecting regulations with the expected professional competency standards demonstrate the interrelation between values of the constitution, Pancasila, and the uniqueness of the guidance and counseling profession competencies built through the counselor education program. Therefore, students are expected to meet general competencies according to the general regulations that cover all educational programs and the specific regulation of competency standard on guidance and counseling in Indonesia.

My Reflections on the Findings in this Study

This study has supplied answers to the research questions that were posed. The findings showed how participants' cognitive complexity grew during their counselor education program, how educational and cultural experiences aided them, and how regulations affected their cognitive complexity growth. I discovered findings showing how counseling students were prepared to be professionals in Indonesian contexts, where competency standards, rules, and beliefs collide as Indonesians.

The participants' narratives revealed how the growth of their cognitive complexity could not be observed through the lens of a single feature of counseling education processes. It is inextricably linked to their personal life experiences, which influence their conception of people before acquiring counseling ideas in school. It also includes social life experiences, such as interacting with people and forming contextual notions about tradition, values, and self. This social connection provided them with a unique viewpoint

on others, which led to their professional development stages, where they should meet with clients and use counseling theories and techniques to express their case into a meaningful professional analysis.

These overarching experiences depict the sequential process that counseling students go through before they can differentiate and integrate clients' features in a way that their faculties approve as appropriate. In the professional preparation program, the faculty's acceptance of participants' comprehension and articulation of their clients serves as a gatekeeper standard that allows them to proceed to the next phase, such as outreach or the professional world. Furthermore, I believe that just because most individuals scored low on cognitive complexity development does not imply that they did not do well in school or did not receive adequate instruction so. There were many things to keep in mind as their cognitive complexity grew. In fact, some students scored higher in cognitive complexity development.

Dualistic thinking, I believe, is not always counter-productive in educating counseling students to be professionals since it provides them with a framework that allows them to begin collecting information based on the constructions they possess. Students, particularly in their early professional growth stages, must comprehend the existing theoretical frameworks that may aid them in providing therapeutic services to their customers. They can build their thinking styles by reflecting on their professional adventures in delivering counseling services to clients from varied origins and concerns to shape their long-term constructions on clients' characteristics differentiation and integration, changing cultural values, and technological advancement. It is essential to

prepare students to continue their long-life learning amid the Indonesian cultural context. In addition, it is also essential to be aware of my dualistic thinking trap as I investigate cognitive complexity development among counseling students in Indonesia. This research may categorize participants' cognitive complexity developments into hierarchical categories and conclude what participants have achieved. However, as a researcher, I should be oblivious of the significance of each categorization group since a complete understanding of cognitive complexity development requires contextual study.

This study reveals that comprehending the cognitive complexity of counseling students entails a number of factors that influence their clients' constructs. It includes their own experiences in social and educational settings and their interpretations of the culture that governs community life in their surroundings. Understanding how their cognitive complexity develops requires more than just looking at the educational process. It is the equivalent of overvaluing clinical experience while ignoring the importance of the courses they have done. Furthermore, rather than focusing on clinical skills per se, it is necessary to have a contextual analysis of how their cognitive functions embrace the cultural priority in Indonesia, which is developing students' attitudes that correspond to the value of the constitution and Pancasila is vital. This indicates that to be a professional in Indonesia, one must put religion, humanity, social justice, and even prosperity before learning more specialized skills like counseling intervention techniques.

Overall, I consider the intersecting essential competencies in the Indonesian cultural environment as a meeting of personal and professional attributes. Since the existing rules prioritize implementing religious, social justice, and prosperity principles

as the core aims of Indonesia's development, the regulation formulation demonstrates how personal competencies serve as the foundation for professional competencies. The guidance and counseling profession is one of the professions that contribute to goal attainment by preparing students to bridge the development gap through curriculum design. However, the existing regulations in Indonesia still do not specify particular abilities for counselors in terms of the essence of professional development proportions that students need to be aware of and step on over time. Given that the legislation prioritized competencies in broad scopes, it is reasonable, although specialized competencies for professional performance span a wide range of talents.

Furthermore, because the counselor education program is an undergraduate degree, the professional abilities required are not as rigorous as the higher level of programs, such as master's levels. On the other hand, professional development is just as important in the undergraduate program as it is in the higher level of degree or beyond because learning at the undergraduate level also prepares students to be professional counselors whether or not they go on to the next level school. This undergraduate program is the foundational experience that may shape their professional identity before entering the next level of training or professional world.

Limitations

These research findings have provided important information regarding the counseling students' cognitive complexity development in a counselor education program in Indonesia. However, it does not mean that this research is without limitations. There are five limitations in this research: data collection experience, instrument distribution,

research setting limitation, online interview, researcher potential bias, and research timing.

First, it was a great data collection experience; however, I encountered several challenges in using online platforms since the CCQ instrument did not show up to several participants. I finally followed up by sending them the Microsoft Word version to work on the CCQ instrument. I need to check the record of the data collection to make sure that participants can access the questionnaire well.

Second, this research did not incorporate all the existing models of counselor education in Indonesia because of the lack of accessible information regarding how many models are in the counseling programs in the country. This research focused only on the education model developed from the professional counselor standards published by the Indonesian Ministry of National Education and Indonesian Guidance and Counseling Association (*Assosiasi Bimbingan dan Konseilng Indonesia*/ ABKIN) in 2008. In addition, this research did not explore the cognitive complexity among those in all program levels, such as master's program or doctoral programs. Instead, this research only focuses on the development of cognitive complexity among counseling students in the early professional development stages.

Third, the technological issue also happens in the zoom interview when the network is not stable. I lost some words, so I needed to clarify what participants said before the connection was lost. Ideally, an in-person interview would be more comfortable; however, since the pandemic is still around, the zoom interview is still the better option for myself and the participants.

Fourth, participants were undergraduate students in this research, while the CCQ was developed in the United States context for master's students, doctoral students, or practitioners. Although the instrument has been translated into Bahasa Indonesia, the educational level of participants is different. Therefore, it is essential to be aware that further possible adjustments need to be implemented for undergraduate students.

Fifth, the pandemic also brings another difficulty since the data collection cannot comprise laboratory practicum activities and directly observe students' involvement in the laboratory practicum. Therefore, the observation-only was limited to participants' facial and nonverbal expressions during the interviews. In addition, the pandemic also hindered students from accessing the university's internet network for the online interview since they are in their own home, the internet network is not always in excellent strengths.

Recommendations

These research findings suggest four recommendations for counseling students, the counselor education program, professional organization, and future research. *First*, students need to broaden their epistemological views by not limiting their theoretical knowledge development on their courses in the program. The program may have designed its best curriculum to facilitate students to master theoretical and practical aspects of being professional counselors. However, society's shifting may require counselors to be aware of contemporary issues and their dynamics, especially concerning the current technology revolutions, climate change, and the shift of human behaviors. When counselors are more knowledgeable about contemporary issues or other relevant

knowledge that equip them with various constructs, they may draw meaning from the obtained information about clients over generations.

Second, the counselor education program can update the curriculum according to the students' professional development needs. The program needs to evaluate its pedagogical approach effectiveness in supporting students' professional development. It also includes the performance of faculties who supervise the students in laboratory practicum and the approach they use for supervision. The program may also need to specify the learning methods for students to promote their cognitive complexity and sustain their development beyond the program completion. In addition, it is crucial to measure the counseling students' counseling performance before and after laboratory practicum or outreach program so that the supervisors can identify the effectiveness of their pedagogical or supervision strategies.

Third, the professional organization can take substantial roles in promoting counseling students' cognitive complexity, primarily through developing more specific regulations addressing the professional development of counselors. The law needs to involve the indicator of professional competencies that counselor education programs can develop in the curriculum to accommodate the development of counseling students' cognitions. In addition, the professional organization needs to evaluate the relevancy of the Indonesian Ministerial Regulation of National Education number 27/2008 on Counselor Competency Standard for the current demand of professional counseling services in the Indonesian community.

Fourth, according to the limitation of this research, future research will need to address several issues such as the number of participants, research settings, participant distribution over cohorts, or involving counselors who already graduate and work. It is essential to conduct research in broader locations in Indonesia to portray more prominent participants' cognitive complexity development in Indonesia. Therefore, involving diverse cohorts and counselor education programs will increase the scope of perspectives and findings. Furthermore, future research also can involve graduates who already work at school or other settings to compare their cognitive complexity development.

Conclusions

This research aimed to explore the answers to four research questions on how counseling students in the sample program have accomplished their cognitive complexity development, how their educational experiences and Indonesian culture shape their cognitive complexity, and how the existing regulations support students' cognitive complexity development. Results show that counseling students' cognitive complexity development varies from lower to higher cognitive complexity development. However, the lower development dominates the distribution according to the criterion presented by Welfare (2007). This result is in line with Granello's (2002) findings, informing that counselor education typically supports the development from dualistic to multiplistic but not significantly. In addition, the educational experience does not equally support the development from multiplistic to relativistic since the number of experiences does not necessarily mean promoting counselors' ability to draw meanings from the aggregate characteristics they can identify.

Wilkinson and Dewell (2019) proposed that exposure toward multiplicity can facilitate counselors to promote their cognitive complexity from dualistic to multiplistic. Students develop their knowledge from relatively general theories to more specific approaches and practices in this counselor education program. Granello (2010) argued that the educational process might only promote students' cognitive complexity from dualistic to multiplistic since the development to relativistic requires abductive skills, where counselors make sense of features that necessitate the use of concepts and principles to convert information into nuanced interpretations (Wilkinson & Dewell, 2019).

Regarding educational experience and Indonesian culture, this research found several influential courses that participants considered helpful in promoting abilities to identify clients' characteristics and draw meaning from them. The courses closely related to counseling services are essential for recognizing clients' characteristics that they construct from a series of theoretical classes to practical experiences in the laboratory practicum. Participants described that the courses are mutual support for them to understand clients.

In addition, the roles of the Indonesian cultural aspect revolve around their experience in the smallest circle of community in the family to the broader scope of social interaction such as friends, neighbors, and community. Some participants perceived the traditional aspect as the custom they interact with every day, such as parents. In contrast, the other participants perceived it in a broader circumstance, such as peers in the community youth organization or friends of the same ages. Participants

believe that interacting with people around them under their tradition has helped them construct their understanding of other people. This traditional perspective also intersects with their views about values in seeing clients. Most participants expressed that their views about clients are unconditional positive regards. Moreover, some participants see clients without judgment and use positive thinking styles. Beyond that, it is essential to see clients beyond their appearance but include further investigation into their background and reasons for their behavior.

Participants also relate the self-concept with their existence among others in their social life, where people socialize in so many ways, including gathering with other people in the neighborhood. They defined their self-identity as a part of their neighborhood. A participant addressed the importance of understanding people's talk interest and their expectation to get admitted as part of the group. A participant breaks the tradition constructed in her village to pursue education and is ready to be called a spinster by her family members and other people in her community. The influence of the self-concept looks more complex than seeing the self-identity itself with the development of cognitive complexity since deciding to be a student in a college is also a long journey for most participants either because of their cultural obstacles or their personal experience.

Beyond the educational and cultural experiences, policies have given the lines of what students should acquire from their studies. The regulation, at a glance, looks only to provide a guideline for curriculum development. However, they also offer bases of emphasized competencies that comprise professional skills and other competencies such as being God-fearing individuals and other fundamental competencies such as good

morality, ethics, and personality of being citizens who love homeland support world peace—in addition, being sensitive socially to the community also an important aspect. These regulations' expectations have colored the curriculum and course in the program, especially in defining the competencies of being a counselor that measured not only through their professional competencies but also personal qualities.

Although the regulations provide a broad range of competencies, the reference to the existing rules has been a source of understanding that cognitive complexity is not merely shaped by how students develop their cognitive skills in identifying clients' characteristics and drawing meaning from the aggregate information. The regulations also shape the feature of students' constructs about others in the community. In summary, the regulations link the nation's ideology and the underlying concept of counseling in featuring the curriculum. The curriculum then orchestrates counseling students' educational experience to develop their conceptualization of clients from theoretical courses through the practical laboratory experience.

Overall, this research informs that counseling students' cognitive complexity development in the sample counselor education program involves various personal experiences professional and regulatory supports. Students' experience as community members is inseparable from how they have constructed their schema on seeing others or defining their identities as emerging professional counselors. It is also essential to pay attention to their personal experience in perceiving the process of education in the program to get supporting supervision that strengthens their confidence as they are in the

early stages of professional development. In addition, the role of regulation also cannot

be ignored since they represent the instrument of constitutions of the country.

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