

Acceptability of Solution-Focused Counseling Manual for the Improvement of Vocational Secondary School Students' Emotional Intelligence

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Improving emotional intelligence of students is one of the main objectives of vocational secondary schools. One of counseling models that can be effective and efficient in improving the emotional intelligence is a solution-focused counseling. However, counselors have trouble because there is not any solution-focused counseling manual infor improving emotional intelligence of vocational secondary school students. Therefore, it is necessary to develop a solution-focused counseling manual for improving emotional intelligence of vocational secondary school students in Malang. This research is intended to produce a solution-focused counseling manual that is both theoretically and practically acceptable to improve students' emotional intelligence of vocational secondary schools in Malang. The study design is a research and development. Product test subject consists of subject matter experts and target subjects. Subject matter experts comprise of experts of guidance and counseling, educational technology, and educational psychology, while the target subjects consist of counselors and vocational secondary school students in Malang. Data were collected by questionnaire and interview techniques. Data were analyzed by quantitative and qualitative analysis techniques. The results showed that the solution-focused counseling manual being developed is acceptable both theoretically and practically to improve emotional intelligence of vocational secondary students in Malang.

Keywords: *solution-focused, counseling manual, emotional intelligence, vocational secondary school students*

Introduction

Vocational secondary schools are currently growing rapidly lately. They base and support the attainment of national education for the development of skills and the creation of the character and civilization of dignity in the context of the intellectual life of the nation (UU Sisdiknas, 2003). The purpose of vocational secondary schools refers to vocational education goals for the improvement of intelligence, knowledge, personality, character, and skills to live independently and pursue further education in accordance with the vocational (Seyi, 2014; Singh et al., 2015; Behle 2017; Idris & Mbudai, 2017).

Thus, vocational education essentially develops all aspects of the personality of students. One of the main aspects of the personality of students that need to be developed is emotional intelligence. Emotional intelligence is the ability of individuals to recognize their own emotions and the emotions of others, motivate themselves, and manage emotions well in themselves and in relationships with others (Goleman, 1998; Brackett et al, 2011; Gayatri & Meenakshi, 2013; Akduman et al, 2015; Kannaiah & Shanthi, 2015; Ugoani et al, 2015). This aspect is important for the improvement of students' success both in the academic life as well as in other areas of life (Goleman, 1995;1998; Weisinger, 1998; Mayer, 1999; Harmon, 2000; Ciarrochi, Forgas, & Mayer, 2001; Compton, 2005). However, efforts toward the development of emotional intelligence received less attention than to the development of rational intelligence or the intelligence quotient of students (Wimbarti, 1998; Vasudevan & Mahadi, 2017);, whereas the role of emotions is very meaningful in learning activities and its influence on student behaviorbehaviour is stronger than reason (Dahlan, 2000; Cichy et al, 2009; Yazdi et al, 2018).

The lack of attention can be observed in the teaching and learning activities. In the process, the teachers give greater attention to the development of rational intelligence (Wimbarti, 1998; Handarini, 2000; Joibari & Mohammadtaheri, 2011). In fact, student success cannot be separated from the emotional intelligence. That rational intelligence (IQ) accounted for a person's success maximally 20%, while 80% by other factors. One of the main factors is emotional intelligence. Besides that, for comparison, Gerdes and Mallinckrodt's (1994); Gutierrez-Cobo et al (2016) research shows that students' emotional and social abilities are as good or even better predictors of academic abilities regarding student retention in undergraduate programs.

Other studies relating to emotional intelligence development have shown that schools in the Seattle area, Washington, that joined the emotional intelligence service of their students showed an increase in better progress compared to other schools that did not follow it. Progress among these, the positive bond between parents and the school progressed such that, the students reduced aggressive behaviorbehaviour and reduced other students' behaviorbehaviours that is harming themselves., The reduced suspension was an alternative from not being allowed to go to school and being expelled from school for students

who are i) underachieving, ii) reduced initiative in the use of illegal drugs, iii) reduced delinquency, iv) increased their happiness, v) psychologically adjustment, and vi) better grades on the standards of learning achievement (Goleman, 1995; Fernandez-Berrocal et al., 2006; Gasco et al, 2018; Guerra-Bustamante et al, 2019; Millar et al., 2019).

The results of the above studies indicate that emotional intelligence has an important role for an individual's life, can be improved, and much influenced by the learning environment rather than innate in its development. This was also stated by Dunn & Brown (1991), Yekovich (1994), dan Mahoney, Cairns, & Farmer (2003). The above description indicates the need to increase emotional intelligence of vocational secondary school students. Therefore, the guidance and counseling program as a part of the vocational education system needs to direct its services in improving students' emotional intelligence to compensate for the development of emotional intelligence of students. However, guidance and counseling efforts in improving the emotional intelligence of students have not yet been optimal because it is not found the effective and efficient counseling models have not been found in improving the emotional intelligence of students of vocational secondary schools (Ramli & Hidayah, 2013).

So far, many vocational secondary school counselors use counseling models that emphasize problem solving so it is less efficient in terms of time and efforts even though the model is effective (Ramli, 2013). Given the limited number of counselors than the number of students whom should be helped and the limited counselor numbers than guidance and counseling tasks that must be completed and a lot of time and effort devoted by students for teaching and learning activities in the schools, it is necessary to use a counseling model that is both effective and efficient. One model of counseling services that is effective and efficient for improving the quality of the student 's personality is a solution-focused counseling (Saadatzaade & Khalili, 2012; Charlesworth & Jackson, 2004; Gingerich, & Eisengart, 2000; Littrell, et al, 1995). Given the effective and efficient solution-focused counseling for the improvement of various aspects of the personality of students, then the model is expected to improve the emotional intelligence of students as one of the main aspects of their personality. Nevertheless, counselors face difficulty because there is not any solution-focused counseling manual for the improvement of the emotional intelligence. Therefore, it is necessary to develop a solution-focused counseling manual for increasing emotional intelligence of vocational secondary students that is acceptable both theoretically and practically (Ramli & Hidayah, 2013).

Based on the above background, the research problems are (1) how is the acceptability of a solution-focused counseling manual for improving the emotional intelligence of vocational secondary school students in Malang theoretically based on the evaluation of guidance and counseling experts, educational technology experts, and educational psychology experts, and (2) how is the acceptability of a solution-focused counseling manual for the improvement of emotional intelligence of vocational secondary school students in Malang practically based on the evaluation of vocational secondary school counselors. The acceptability is related to the

utility, feasibility, and accuracy of a solution-focused counseling manual for improving the emotional intelligence of vocational secondary school students.

The expected research result as a product of the research is a set of solution-focused counseling manuals to increase the emotional intelligence of vocational students that is theoretically and practically acceptable in terms of utility, feasibility, and accuracy.

Methods

This research adapted a design of research and development (Gall, Gall, & Borg, 2003) with the following research procedures: (1) the first step: (a) assess the needs of vocational secondary school counselors to the development of a solution-focused counseling manual for increasing students' emotional intelligence, discovering characteristics of counseling services for increasing emotional intelligence of vocational secondary school students in Malang, and locating an emotional intelligence profile of vocational secondary school students in Malang, and (b) revising a counseling manual draft of solution-focused counseling for improving emotional intelligence of vocational secondary school students; (2) the second step: based on the results of the first step is obtain a prototype of a solution-focused counseling manual for increasing emotional intelligence of vocational secondary school students; (3) the third step: test experts, i.e. activities intended to elicit evaluation of experts of guidance and counseling, educational psychology, and educational technology on the acceptability of the prototype of solution-focused counseling manual for improving the emotional intelligence theoretically; (4) the fourth step: based on the expert testing later revising a solution-focused counseling manual for improving the emotional intelligence of vocational secondary school students as being theoretically acceptable; (5) the fifth step: based on the results of the revision of the product, a practical test was then conducted, which is an activity to obtain evaluation of target subjects (counselors and vocational secondary school students) about the acceptability of a solution-focused counseling manual for improving the emotional intelligence of students practically; (6) the sixth step: based on the practical testing, the revision of a solution-focused counseling manual was carried out; (7) the seventh step: based on the results of the revision, rewritten the counseling manual to improve the emotional intelligence of vocational secondary school students completely so that the final version is acceptable both theoretically and practically.

The evaluation data of experts were collected by acceptability questionnaires of solution-focused counseling manuals to increase vocational secondary school students' emotional intelligence in terms of theoretical terms. The evaluation data of targeted subjects collected by acceptability questionnaires of solution-focused counseling manuals to increase emotional intelligence of vocational secondary school students in practical terms of practical. In addition, an interview guide was used to obtain a more detailed description of the acceptability of a solution-focused counseling manual.

Based on the data collected, there are two techniques of data analysis, namely (1) a quantitative analysis used to analyze the evaluation data of counseling manuals, (2) a qualitative analysis was used to analyze the process of counseling. Solution-focused counseling manuals are acceptable theoretically and practically, if the average scores of subjects' evaluation both subject matter experts and the subjects of the target are at least 3.00 or scores of 1.00 (low), 2.00 (enough), 3.00 (high), and 4.00 (very high).

Results

The results of the study and discussion are presented as follows: (1) the evaluation of a solution-focused counseling manual for improving emotional intelligence of vocational secondary school students theoretically, and (2) the evaluation of the solution-focused counseling manual for improving the emotional intelligence of vocational secondary school students practically.

Evaluation of solution-focused counseling manuals for improving emotional intelligence of vocational secondary school students in theoretical as follows.

Evaluation of a solution-focused counseling manual for improving emotional intelligence of vocational secondary school students in theoretical in theory

Evaluation of the solution-focused counseling manual for increasing emotional intelligence of vocational secondary school students theoretically was obtained based on expert evaluation of guidance and counseling, educational psychology, and educational technology. The expert evaluation is used to determine the acceptability of a solution-focused counseling manual theoretically for the improvement of the emotional intelligence of vocational secondary school students in terms of utility, feasibility, and accuracy. For that, the results of the expert evaluation presented successively as follows.

Utility of a solution-focused counseling manual for increasing the emotional intelligence of vocational secondary school students in theoretical in theory

Subject matter expert's evaluation of the utility of a solution-focused counseling manual for the improvement of vocational secondary school students' emotional intelligence has an average of 4.00. This evaluation indicates that a solution-focused counseling manual for the improvement of vocational secondary school students' emotional intelligence has a very high utility as a solution-focused counseling manual in theoretical. However, experts give suggestions that the manual for the implementation of the counseling should be equipped with audio-visual examples of the implementation.

The feasibility of a solution-focused counseling manual for improving the emotional intelligence of vocational secondary school students in theoretical in theory

Expert evaluation of the feasibility of a solution-focused counseling manual for increasing the emotional intelligence of vocational secondary school students has an average of 3.67. It means that the solution-focused counseling manual for improving emotional intelligence of vocational secondary school students has a high feasibility as a guide in improving emotional intelligence of vocational secondary school students. However, experts give suggestions that the manual should be given some examples and charts for the implementation procedure of solution-focused counseling.

Accuracy of the solution-focused counseling manual for increasing the emotional intelligence of vocational secondary school students in theoretical in theory

Expert evaluation of the accuracy of the solution-focused counseling manual to improve emotional intelligence of vocational secondary school students has an average of 4:00. It means that the solution-focused counseling manual has a very high degree of accuracy for improving emotional intelligence of vocational secondary school students. However, the experts give suggestions that the manual should be equipped by aspects of counseling success in the post service of counseling activities.

Acceptability of a solution-focused counseling manual for increasing the emotional intelligence of vocational secondary school students in theoretical in theory

Expert evaluation of the acceptability of a solution-focused counseling manual for improving emotional intelligence has an average of 3.89. This evaluation indicates that the solution-focused counseling manual for the improvement of vocational secondary school students' emotional intelligence has a high level of utility, feasibility, and accuracy as a manual for the improvement of vocational secondary school students' emotional intelligence. Thus, the solution-focused counseling manual for increasing emotional intelligence of vocational secondary school students is theoretically acceptable for using as a guide for improving to improve the emotional intelligence of vocational secondary school students.

Considering that there were several components of a solution-focused counseling manual to improve the emotional intelligence of vocational secondary school students that needed to be revised, so it will increase the level of acceptability theoretically if it is revised based on feedback and evaluation of the experts. Some components that needed to be revised were: (a) a component that counseling procedure should be given examples and charts as well as audio-visual media for the implementation of counseling, and (b) components of evaluation for the success of counseling should be specified in order to facilitate monitoring the effectiveness of counseling services.

Evaluation of a solution-focused counseling manual to improve the emotional intelligence of vocational secondary school students in practical

Counselor evaluation of the solution-focused counseling manual to improve the emotional intelligence of vocational secondary school students in practice is carried out to determine the acceptability of solution-focused counseling manual for the improvement of vocational secondary school counselors to improve emotional intelligence in practical in terms of utility, feasibility, and accuracy. For that, the results of counselor evaluation are presented as follows.

Utility of solution-focused counseling manual for the improvement of vocational secondary school students' emotional intelligence in practice

Counselor evaluation of the utility of a solution-focused counseling manual for the improvement of vocational secondary school students' emotional intelligence has an average of 4.00. This means that the solution-focused counseling manual for increasing emotional intelligence of vocational secondary school students has a very high utility as a guide for the implementation of the solution-focused counseling for vocational secondary school students' emotional intelligence. However, the counselors provide suggestions that the language used in the manual should be applicable and be given some examples of the implementation of counseling procedures from the beginning to the termination stage.

The feasibility of a solution-focused counseling manual for improving the emotional intelligence of vocational secondary school students in practice

Counselor evaluation of feasibility of a solution-focused counseling manual for the improvement of vocational secondary school students' emotional intelligence has an average of 3.00. This evaluation means that the solution-focused counseling manual for improving emotional intelligence of vocational secondary school students has a high feasibility as a guide in counseling service for the improvement of vocational secondary school students' emotional intelligence. However, the counselors give suggestions that the procedures of counseling need to be specified in-depth, and clients' role as participants in counseling needs to be elaborated.

Accuracy of a solution-focused counseling manual for improving the emotional intelligence of vocational secondary school students in practice

Counselor evaluation of the accuracy of a solution-focused counseling manual to improve the emotional intelligence of vocational secondary school students has an average of 3.66. It indicates that the manual for the improvement of emotional intelligence of vocational secondary school students has a high degree of accuracy as a counseling guide for improving vocational secondary school students' emotional intelligence. However, counselors provide suggestions that the implementation of a solution-focused counseling manual is equipped by audio-visual media.

Acceptability of a solution-focused counseling manual for improving the emotional intelligence of vocational secondary school students

Counselor evaluation of a solution-focused counseling manual acceptability for emotional intelligence of vocational secondary school students has an average of 3.55. This evaluation indicates that the solution-focused counseling manual for the improvement of vocational secondary school students' emotional intelligence has a high level of usability, feasibility, and a high accuracy to guide counseling for vocational secondary school students' emotional intelligence.

Considering that there are some aspects of usability, feasibility, and accuracy of the solution-focused counseling manual to increase emotional intelligence of vocational secondary school students that are advised to be fixed by the counselor, then the solution-focused counseling manual will further increase the level of acceptability in practice if it is revised based on the feedback and evaluation of the counselor. Some feedback of counselors for increasing the acceptability of solution-focused counseling manual are (a) the language in the manual should be applicable, (b) procedures for implementing the counseling should be specified in more depth, and the client role as a participant in counseling need to be described, and (3) counseling audio-visual media should be provided to complete the solution-focused counseling manual.

Discussion

Based on the feedback of experts and target subjects, the manual being developed was revised and rewritten. The revised manual composed of a rationale, objectives, assumptions and principles of implementation, target audience, the role and qualifications of counselors, counseling procedures, counseling techniques, and evaluation of the counseling success.

Acceptability of the solution-focused counseling manual is theoretically high because the manual was (a) was developed based on a detailed analysis of the solution-focused counseling approach, the theory of emotional intelligence and the, emotional intelligence profile of vocational secondary school students, and (b) proposed a component manual that can explain the whole figure of a solution-focused counseling model for the improvement of emotional intelligence of vocational secondary school students. In addition, the acceptability of the manual in practice is high too. This happened because in practice, the counselors felt that the solution-focused counseling procedure is systematic, logical, and practical in helping clients develop aspects of emotional intelligence. Similarly, the solution-focused counseling manual is interesting as learning activities in this counseling model implemented by emphasizing the advantages and strengths of clients so that they are motivated to follow a variety of counseling activities in order to achieve their goals, which are to improve their emotional intelligence and more optimistically in addressing

issues related to the improvement of their emotional intelligences. They were suitable for the characteristics of solution-focused counseling according to Gingerich & Eisengart (Burevell & Chen, 2006).

However, the solution-focused counseling manual is being developed more concisely than the original because the updated version is used for a wider variety of settings. The manual developed by researchers is only intended for use in schools whose settings are simpler than various life settings. In this case, the stated manual for solution-focused counseling consists of (a) an overview, description and rationale, (b) goals and goal setting; (c) differences with other counseling models; (d) specific active ingredients and therapist behaviours in SFBT; (e) nature of counseling relationship; (f) format of counseling; (g) session format and content; (g) compatibility with adjunctive therapies; (h) target population; (i) meeting needs of special populations; (j) therapist characteristics and requirements; (j) therapist training; and (k) supervision.

The counselors suggested that the stages of solution-focused counseling are systematic and practical to help them direct clients in counseling activities, starting from the establishment of a relationship, goal establishment, establishment and implementation of solutions to the termination of engagement so that clients can be active participants in these stages. Thus, solution-focused counseling procedure can be done well and to motivate clients to learn to develop all aspects of their emotional intelligence by specifying exceptions to problems in life. The counseling procedures confirmed Corey's conclusion for procedures of solution-focused counseling (Corey, 2013).

Furthermore, counselors explained that solution-focused counseling can help students set the goal for the improvement of their emotional intelligence. Similarly, the counseling manual helps them find solutions and concrete steps to achieve the goals set at the first meeting. In the second meeting, counselor and client discuss and monitor the solution plan set at the first meeting. Similarly, at the third meeting, the client and counselor discuss the implementation of solution steps set at the second meeting. To that end, a solution-focused counseling manual is useful as a counseling guide to help clients improve their emotional intelligence.

Thus, theoretically acceptability of solution-focused counseling manual is high because of the manual (a) was developed based on solution-focused counseling theory, the theory of emotional intelligence, emotional intelligence profile of vocational secondary school students, and the counselors need in counseling services for emotional intelligence improvement of vocational secondary school students, and (b) has components that facilitate the principal activities of the implementation of the solution-focused counseling services, namely pre-counseling activities, activities while counseling, and post-counseling activities. Similarly, the manual has a high acceptability practically because it is based on

the analysis of the needs of the counselors in the implementation of guidance and counseling services relating to the development of vocational secondary school students' emotional intelligence.

Conclusion

Based on the results of research on the development of solution -focused counseling manual for the improvement of vocational secondary school students' emotional intelligence can be concluded that the solution -focused counseling manual for improving the emotional intelligence of vocational secondary school students in Malang has a high acceptability both theoretically and practically. The manual composed of rationale, objectives, assumptions and principles of implementation, target audience, the role and qualifications of counselors, counseling procedures, counseling techniques, and evaluation of the counseling success.

Specifically, a solution-focused counseling manual for improving the emotional intelligence of vocational secondary school students has (a) a high level of utility both theoretically and practically for to use in counseling services for the improvement of to improve vocational secondary school students' emotional intelligence in Malang, (b) a high level of feasibility both theoretically and practically to use in counseling services for the improvement of emotional intelligence of vocational secondary school students in Malang, and (c) a high level of accuracy both theoretical and practical to use in counseling services for the improvement of vocational secondary school students' emotional intelligence in Malang.

Based on the results of the research and discussion, it is recommended that (1) counselors should use a solution-focused counseling manual to improve the emotional intelligence of vocational secondary school students, and (2) further research should be carried out by testing the effectiveness of this solution-focused counseling manual with experimental design.

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