



## TREND OF PROFESSIONAL IDENTITY OF GUIDANCE AND COUNSELING TEACHERS

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### ABSTRACT

The Industrial Revolution 4.0 and Society 5.0 became one of Indonesia's educational attainment standards. The integration of technology in education is mandatory. As an integral part of education, guidance, and counseling are required to support a conducive and technology-friendly educational climate. Digital literacy is one of the competencies that must be possessed by guidance and counseling (GC) teachers. This study aims to map the distribution of GC teachers' digital literacy competencies. The respondents are 64 guidance and counseling teachers at a state high school in Bandung. Similar studies have been conducted but are not yet based on comprehensive competency standards. This study uses a quantitative approach with descriptive research methods. Data was collected through a survey using a GC teacher digital literacy self-assessment inventory. Collecting data using a questionnaire to reveal the level of digital literacy, which is then analyzed conceptually and empirically from the digital literacy profile of GC teachers, using Technical Competencies for Counselor Education - The Association for Counselor Education and Supervision (ACES). Based on the study results, GC teachers' digital literacy competency profile at public high schools in Bandung City has a good trend, where GC teachers can use digital literacy to support the primary activities of the daily counseling profession. Generally, men have a higher trend in digital literacy competencies than women. In the use of social media, women have a higher tendency than men. The penetration rate of ICT implementation in counseling services is still low.

### ARTICLE INFO

#### **Article History:**

*Submitted/Received 31 May 22*

*First Revised 23 Aug 23*

*Accepted 24 Aug 23*

*First Available online 09 Sep 23*

*Publication Date 30 Sep 23*

#### **Keywords:**

Identify,

Professional,

Guidance and counseling teachers

JOMSIGN: Journal of Multicultural Studies in Guidance and Counseling

Website: <http://ejournal.upi.edu/index.php/JOMSIGN>

Permalink: <https://doi.org/10.17509/jomsign.v7i2.58374>

How to cite (APA): Hakim, I. A., Solehuddin, M., Taufiq, A., Budiman, N. (2023). Trend of Professional Identity of Guidance and Counseling Teachers. *JOMSIGN: Journal of Multicultural Studies in Guidance and Counseling*, 7(2), 215-229.



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## INTRODUCTION

Everyone has a plural identity (multiple subject identities). These identities are age, race, gender, nationality, ethnicity, sexual orientation, religious beliefs, and class (Astiti et al., 2018). Everyone also tries to build social and cultural relations as a form of their identity. This is done to emphasize the individual and social position of a community in front of other people or communities (Ashurst, 1993). Thus, in life a person has an identity.

Plural identity in a person varies among them, is the identity of the profession. Profession is a job designation obtained through a minimum education of Strata 1. The job in question has unique characteristics or characteristics. This unique characteristic is obtained by requiring quite a long time so that a professional has special expertise. In exercising expertise, a professional has technical standards or a code of ethics.

Teacher is a profession so it has a professional identity. The professional identity of the teacher supports him as a professional. Glickman (Gibson & Mitchell, 2011) emphasized that a person will work professionally if that person has the ability and motivation. The point is that a person will work professionally if he has high work skills and a sincere heart to do his best. Regarding professional teachers, Taher et al., (2021) explains that professional teachers and lecturers are marked by having educational certificates. Certification is the provision of educator certificates as formal evidence for those who carry out their profession as professionals.

Feeling yourself as part of a professional community is a component of professional identity. The ability of guidance and counseling teachers (guidance and counseling teachers) or counselors to live a professional identity as part of themselves ideally becomes a necessity. Guidance and counseling teachers who have a professional identity will see themselves as someone who is different (with other professions), unique, and second to none. He will see himself as a unified whole, different from other professionals and under no matter how difficult conditions he will maintain his identity (Myers et al., 2002). The identity development of the counseling teacher revealed in Setyowati et al.'s research (2016) includes: (a) the role and function of the guidance counselor; (b) personal characteristics of counseling teachers; (c) the ability to establish social relations; (d) a role model as a counseling teacher; and (e) professional capacity building.

The dimensions of the professional identity of the counseling teacher include the interpersonal and intrapersonal dimensions. The interpersonal

dimension of professional identity involves the relationship between the counseling teacher and the professional community, namely the professional community (professional organizations, educational institutions, and accreditation bodies) (Gibson & Mitchell, 2011). The intrapersonal dimension involves the guidance and counseling teacher professional community. A guidance and counseling teacher learns about guidance and counseling professional culture through supervision and experience (Dollarhide & Saginak, 2017)

Wagner & Smith (1979) conducted an extensive review and synthesis of the literature on professional identity in the helping profession. Wagner and Smith (1979) conceptualizes professional identity in guidance and counseling into six dimensions, namely: (1) demonstrating knowledge of the profession, (2) articulating the philosophy of the profession, (3) building relevant expertise. required by members of the profession and understand the professional role of members (establish attitudes expertise required of members of the profession and understand members professional roles), (4) validate attitudes towards the profession and oneself (validate toward the profession and oneself), (5) engage in the expected professional behavior of members of the profession (be engaged in professional behaviors expected of members), (6) interact with other professionals in the field (interact with other professionals in the field).

Until now, in the professional identity of guidance counselors, there are still many problems related to the notion of guidance counselors as filling in empty class hours and the "school police" that are still attached to guidance counselors. Research by Astiti et al. (2018) found a negative view of counseling teachers, namely they were seen as school police and as "doorstops". On the other hand, there are inconsistencies in the implementation of regulatory policies in the field. Regulation of the Minister of Education and Culture Number 111 of 2014 concerning 'Guidance and Counseling in Elementary and Secondary Education' states that the ratio of counseling teachers is 1:150 students, but in reality the number of counseling teachers in schools is still not appropriate.

In the 2017 Bekasi City Education Office staffing data it is known that the percentage of guidance and counseling teachers in public and private junior high schools with a non- guidance and counseling S1 educational background is 33% out of a total of 300 people. Then, Körük & Ahmet (2019) revealed that some counseling activities were not carried out in schools because the counseling teachers had an undergraduate education background instead of

counseling. The Academic and Professional Standards for Counseling Teachers (Ministry of National Education, 2007) explain that in providing counseling services, a counseling teacher must be able to design, implement and evaluate the processes and results of counseling service activities.

Martin, Reuser & Milne (Martin et al., 2017) conducted a study of 600 counseling teachers in the United States who were members of ASCA, the results of which explained that more than 80% of respondents only carried out 9 activities out of 39 types of assessment activities. Stinzi & Hutcheon (Parker & Henfield, 2012) also conducted research in the United States on counseling teachers from the perspective of teacher, administrator and student expectations. This study reveals that counseling teachers are expected to: (1) support the creation of policies that are not rigid, (2) provide orientation to new students, (3) be trusted by students, (4) facilitate students in making decisions, (5) not become disciplinarians, but accept consultation on disciplinary issues openly, (6) open to discussion of personal-social issues, (7) able to provide career information and job vacancies widely.

Another study showing that guidance counselor teachers' professional identity is low is that of Ilfiandra et al. (2016) in Bandung district. This study revealed that the majority (64.28%) of the counseling teacher's performance was in the unsatisfactory category, a small portion (35.71%) was in the satisfactory category, and none of the counseling teachers described a very satisfactory performance. Suherman (2001) explains that unsatisfactory counseling activities occur due to weak service support systems. The counseling service support systems referred to are: (1) the professionalism of the counseling teachers, (2) the synergy between educational personnel (principals, deputy principals, subject teachers, homeroom teachers, counselors and school committees), and (3) school management policies.

In Remley et al., research (1987), which discussed the performance of counseling teachers after the teacher certification program, it was illustrated that there was no significant difference in performance between counseling teachers who had and had not attended teacher certification. Research related to this matter was also conducted in 2012 by Kurnaningsih (2013, p. 12) that in the implementation of the Guidance and Counseling Teacher Competency Test (UKG) of the Ministry of Education and Culture (Kemendikbud) obtained an average result of 45 on a 0-100 rating scale. Furthermore, the results of UKG Guidance and Counseling for Junior High Schools in Bekasi City in 2015 (Suryasih et al., 2019) also showed unfavorable numbers, namely the average

score for pedagogic performance was 42.65 and professional performance was 73 on a 0-100 rating scale. In Ariani and Shanti's research (2020) regarding the perceptions of counseling teachers regarding competence possessed in South Jakarta, it shows that in general counseling teachers perceive that they have competence at a moderate level.

The various research results above show that there are obstacles in maintaining the professional identity of counseling teachers. Taufiq (Taufiq, 2020) said that failure or difficulty in maintaining a professional identity results in professional obsolescence or obsolescence, namely the gap between the stock of knowledge, skills and abilities possessed by a person and the demands for skills (capability) to carry out professional tasks effectively.

Katalinic (2018) states that the variables that influence the development of professional identity are various populations as well as tasks and activities. Several studies have shown that there are differences in the development of professional identity among various individuals. These differences include differences in gender, ethnicity, race, nationality, sexual orientation, and religious beliefs (Healey & Hays, 2012).

Knowledge of the intercultural differences of counseling teachers is one of the supporting factors in facilitating students' developmental tasks (Rønnestad et al., 2016). Meanwhile, the job descriptions and activities of guidance counselors that influence when facilitating the development of professional identity are leadership activities, experiential learning tasks and opportunities, mentoring and supervision. So based on the problems and studies above, the researcher is interested in examining how the professional identity of counseling teachers in Banten Province tends to be.

## **METHOD**

This research was conducted through a quantitative survey. The participants in this study were 252 counseling teacher participants, 55 (22%) male participants and 197 (78%) female participants. All participants came from eight regencies/cities in Banten Province.

**Table 1. Research Demographic Data of Participants**

No	Kota/Kabupaten	Quantity
1.	Kota Tangerang	45
2.	Kota Tangerang Selatan	18
3.	Kabupaten Tangerang	35
4.	Kota Cilegon	22
5.	Kota Serang	17
6.	Kabupaten Serang	46
7.	Kabupaten Pandeglang	38
8.	Kabupaten Lebak	31
<b>Total</b>		<b>252</b>

The instrument in this study was the result of an adaptation and modification of the Professional Identity Scale in Counseling (PISC) (Woo & Henfield, 2015). The PISC scale can be used to assess aspects of counseling professional identity. PISC has six aspects which are analyzed from factors that are consistent with the counseling guidance literature. Based on the PISC, the guidance and counseling teacher professional identity instrument developed consists of five aspects that are measured including (1) professional involvement in guidance and counseling activities, (2) knowledge of the guidance and counseling profession, (3) professional guidance and counseling attitude, (4) role guidance and counseling professionalism and expertise, and (5) knowledge of professional philosophy.

The scale used is a Likert scale with the options: (1) Very Unsuitable (STS) if the statement is not very suitable for the condition of the respondent, (2) Not suitable (TS) if the statement does not match the condition of the respondent, (3) Doubtful (RR) if the condition of the respondent is still unsure in answering the statement, (4) Appropriate (S) if the statement is in accordance with the condition of the respondent, (5) Very suitable (SS) if the statement is in accordance with the condition of the respondent.

Furthermore, the Likert scale is grouped into three parts, the level of professional identity of counseling teachers.

1. Achieving a mature identity (Achieved Mature Identity), individuals who have a mature professional identity tend to have competence in their profession and always try to explore continuously in order to develop their abilities as a professional.

2. The process of reaching identity maturity (Moratorium), individuals who have the motivation to continue exploring their profession but do not yet have a strong commitment.
3. Identity Crisis (Diffuse Identity), individuals who do not explore and also do not have a commitment to their own work or profession.

Research data collection was carried out through an inventory of PISC through the google form. The RASCH model measurement method and the Winstep application were used to perform data analysis.

## **FINDINGS AND DISCUSSIONS**

The results of the research data will be presented based on: (1) the results of descriptive analysis of professional identity of guidance and counseling teachers; and (2) the results of descriptive analysis of professional identity of guidance and counseling teachers based on gender and fresh graduated.

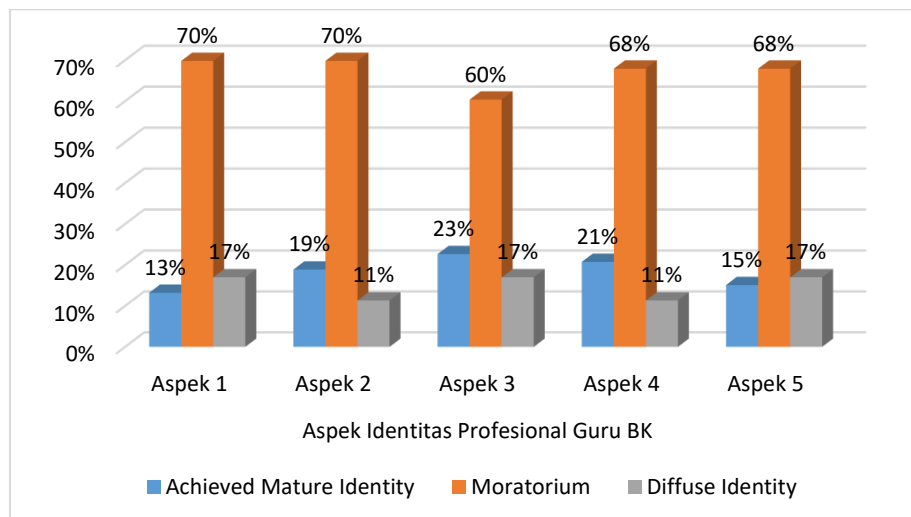
### **Results of Descriptive Analysis of Professional Identity of Guidance and Counseling Teachers**

Based on Table 1., it is known that the participants are spread from all regencies/cities in Banten Province with a willingness to answer the questionnaire that has been distributed. The answers from all participants were then analyzed to find out the tendency of the professional identity of counseling teachers in Banten Province. The determination of professional identity tendencies is formulated into three categories, namely (1) diffuse identity, (2) moratorium, and (3) achieved mature identity (Schneider, 2001). These three categories were determined through the results of the Rasch Model (person measure) analysis which showed the distribution of participants with details of (1) diffuse identity, ( $n < (0.0 \text{ logit} - 1 \text{ SD})$ ), (2) moratorium, ( $(0.0 \text{ logit} - 1 \text{ SD}) > n < (0.0 \text{ logit} + 1 \text{ SD})$ ) and (3) achieved mature identity ( $n > (0.0 \text{ logit} + 1 \text{ SD})$ ). The following is the tendency for professional identity of counseling teachers in general.

**Table 2. The tendency of professional identity of guidance and counseling teachers**

No	Category	Interval	Quantity	%
1	Achieved Mature Identity	$n > 3.02$	36	14%
2	Moratorium	$0.98 > n < 3.02$	185	73%
3	Diffuse Identity	$n < 0.98$	31	12%
<b>Total</b>			<b>252</b>	<b>100%</b>

Professional identity consists of six aspects consisting of knowledge about the profession, professional philosophy, attitudes, professional values, professional roles, and involvement of professional behavior (Woo et al., 2014). The six aspects are adjusted to the professional identity of the counseling teacher so that five main aspects are obtained. The five aspects include 1) professional involvement, 2) professional knowledge, 3) professional attitude, 4) professional role and expertise, and 5) professional philosophy. Based on the results of research that focuses on analyzing the tendency of professional identity based on aspects, it shows that the dominant five aspects are in the moratorium category which is above 60%. A detailed description of the professional identity of counseling teachers based on aspects can be seen in Figure 1.

**Figure 1. The tendency of professional identity of guidance and counseling teachers based on aspects**

Apart from being based on aspects, the trend of professional identity of new guidance counselor practitioners/educators is also seen based on indicators



that reveal their professional identity. There are fifteen indicators spread across five aspects of the professional identity of the counseling teacher.

### Results of Descriptive Analysis of Professional Identity of Guidance and Counseling Teachers Based on Gender and Fresh Graduated

In Table 2, it can be seen that there were 31 participants (12%) who were in the diffuse identity category, 185 participants (73%) were in the moratorium category, and 36 participants (14%) were in the achieved mature identity category. The general results of the analysis of the tendency for professional identity of counseling teachers show that counseling teachers are dominantly in the moratorium category, which means that counseling teachers tend to have the motivation to continue exploring their profession but do not yet have a strong commitment.

Guidance and counseling teacher professional identity tendencies were also analyzed based on male and female gender. Based on the results of the research, it is known that the tendency of the professional identity of male and female counseling teachers can be seen from the three categories as follows.

**Table 3. The tendency of professional identity of counseling teachers based on gender**

No	Category	Interval	Gender		$\Sigma$
			Male	Female	
1	Achieved Mature Identity	$n > 3.02$	7	29	36
2	Moratorium	$0.98 > n < 3.02$	43	142	185
3	Diffuse Identity	$n < 0.98$	5	26	31
<b>Total</b>			<b>55</b>	<b>197</b>	<b>252</b>

Data on the tendency for professional identity of counseling teachers in Table 3. shows that the distribution of trends between male and female guidance counselors tends to be the same. This can be seen in the 7 male guidance counselor teachers and 29 female guidance counselor teachers who are included in the achieved mature identity category. Meanwhile, 43 male guidance counselor teachers and 142 female guidance counselors were included in the moratorium category. In the diffuse identity category, there are 5 male guidance counselor teachers and 26 female counseling teachers. The results of these statistical tests provide an overview of the diversity of the population that influences professional identity. This result is in accordance with the opinion of Healey and Hays (2012) which states that society's gender roles, personal

values, and involvement in professional activities actively influence professional identity.

After obtaining the results of data analysis on the tendency of professional identity of counseling teachers, the researchers then focused on the analysis of participants who were new practitioners/educators (maximum teaching experience of 2 years). New practicing guidance counselors/educational staff become participants to find out how their professional identity tends to be as novice teachers who have recently been guidance counselors at school. Based on predetermined criteria, of the 252 guidance counselors who participated in the study, there were 53 guidance counselors who were new practitioners/educators. In general, the tendency for the professional identity of new guidance counselor practitioners/educators can be seen in Table 4.

**Table 4. The tendency of professional identity of fresh graduate teachers**

No	Kategori	Interval	Jumlah	%
1	Achieved Mature Identity	$n > 3.02$	4	8%
2	Moratorium	$0.98 > n < 3.02$	40	75%
3	Diffuse Identity	$n < 0.98$	9	17%
<b>Total</b>			<b>53</b>	<b>100%</b>

Based on Table 4., it is known that the majority of new guidance counselor teachers/educators tend to have a professional identity in the moratorium category of 75%. These results are not much different from the general tendency of professional counseling teachers as explained in Table 4.2 that new practical counseling teachers/educators tend to have the motivation to continue exploring their profession but do not yet have a strong commitment.

Professional identity is self-professional integration and self-personal (including values, theory, and techniques) (Gazzola & David Smith, 2007; Gibson & Mitchell, 2011). Attached personal attributes will form a professional identity. Personal attributes result from educational experience (S1 and profession) to become a professional counseling teacher. In the context of ethics, guidance and counseling teachers depend on their professional identity. Professional ethics are developed by the professional organization. Professional ethics exists for the benefit of the profession relating to clients or counselees (Brott et al., 2016; Friedman & Kaslow, 1986; Skovholt & Ronnestad, 1992).

Professional identity influences individual behavior in the workplace. Professional norms and values have an impact on work attitudes and behavior formation (Bunderson, 2001). As a role identity, a person's professional identity provides a guide for behavior at work (Ibarra, 1999). For example, professional identity influences a person's decision-making and moral behavior. Professional work is work that can only be done by those who are specifically prepared for it and not work done by just anyone. To achieve this must go through a process of education and training. However, for professional work it refers to the educational process, not just training. The higher the level of education that must be met, the higher the degree of profession one bears. One important thing that needs to be held by the counseling teacher is that he must have awareness and commitment to professional ethics. Guidance and counseling teacher is a professional profession.

Some research results show that early involvement in professional activities as a member of the profession is very helpful for building personal understanding and positive relationships (Benshoff & Paisley, 1996; Puglia, 2008). For example, if a counseling teacher is involved as a member of a professional association, the counseling teacher can be involved in community service (Healey & Hays, 2012), and involved in advocating for professional regulations (Gale & Austin, 2003).

Professional associations are an important part of guidance and counseling teachers in distributing and sharing knowledge, setting professional education standards and professional ethics, advocating credibility and professional development (Southon & Braithwaite, 1998). One proof of the professionalism of a counseling teacher is being a member of a professional association (Benshoff & Paisley, 1996; Gale & Austin, 2003). In addition, plans to obtain certification and licenses are a sign that counseling teachers perceive their work as something worthwhile (Myers et al., 2002).

The type of counseling professional identity is determined by how aware the counseling teacher is about his profession (Zaverukha et al., 2022)/ Zaverukha et al. (2022) grouped types of professional identity into three levels, namely Achieved mature identity, moratorium, and diffuse identity. Zaverukha et al. (2022) adapted this type or level of professional identity from the results of Shneider's (2001) dissertation research. Shneider developed this type of professional identity referring to the identity status theory developed by Erickson. Identity status is a benchmark for individuals to adapt their identity to certain characteristics (Marcia, 1980).

Erikson developed identity status into four levels, such as identity achievement, foreclosure, identity diffusion and moratorium (Marcia, 1980). Identity Achievement is an individual who chooses a job based on his own decision and in accordance with his ideology. Characteristics that stand out in individuals who have this type of identity achievement can be seen from their high adaptability, being able to direct themselves, and having a strong stance towards their work. Foreclosure is an individual who has a commitment to his job position but the job is not of his own choice so that it is not fully stable. Most of the individuals who have this type of Foreclosure identity are too rigid, although most individuals can adapt to the environment. Identity diffusion is an individual who is able to choose his own work but is not sure and still doubts about his work. Individuals with identity diffusion tend to be careless at work. Individuals with identity diffusion status are categorized as individuals who are experiencing a crisis (Waterman, 1999). Moratorium is an individual who continues to try to explore work but does not yet have a commitment (Marcia, 1980).

Although referring to Erikson's self-identity status theory, Zaverukha et al. (2022) only uses three levels of professional identity in measuring the professional identity of psychologists. Zaverukha et al. (2022) combines diffusion identity with foreclosure. Thus, the types or levels of professional identity for guidance and counseling teachers can also use three types or levels of professional identity. Because the characteristics of identity diffusion with foreclosure have similarities. The following is the type or level of professional identity of the guidance and counseling teacher.

1. Achieving a mature identity (Achieved Mature Identity), individuals who have a mature professional identity tend to have a commitment to their profession and always try to explore continuously in order to develop their abilities as a professional.
2. The process of reaching identity maturity (Moratorium), individuals who have the motivation to continue exploring their profession but do not yet have a strong commitment.
3. Identity Crisis (Diffuse Identity), individuals who do not explore and also do not have a commitment to their own work or profession.

## CONCLUSION AND RECOMMENDATION

The general results of the analysis of the tendency for professional identity of counseling teachers show that counseling teachers are dominantly in the moratorium category, which means that counseling teachers tend to have the motivation to continue exploring their profession but do not yet have a strong commitment. The lowest indicators of the five research participants, namely indicators regarding certification, accreditation and credentialing of the guidance and counseling profession, indicators of the code of ethics for the guidance and counseling profession, indicators of professional behavior as members of the guidance and counseling profession, indicators of utilization of research results by accessing guidance and counseling journals, and indicators showing negative results are indicators regarding respect for other professions through knowledge of professional standards other than the counseling profession. Based on the research results, it is expected that participants can develop their professional identity, especially on the five lowest indicators that have been mentioned.

## ACKNOWLEDGEMENTS

As promoters of my research, Prof. Dr. Solehuddin, M.A., M.Pd, Prof. Dr. Agus Taufik, M.Pd, and Dr. Nandang Budiman, M.Si, oversaw the composition of this work. I want to extend my sincere gratitude to my coworkers for their assistance in putting this essay into practice.

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