


BEST THEORIES PRACTICE OF GUIDANCE AND COUNSELING FOR SPECIAL NEED STUDENTS IN SPECIAL EDUCATION SCHOOL

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ARTICLE INFO	ABSTRACT
<p>Article history:</p> <p>Received 20 February 2023</p> <p>Accepted 04 May 2023</p>	<p>Purpose: The aim of this study is to explore studies related to counseling guidance services in schools in Malaysia as well as the application of appropriate theories.</p> <p>Theoretical Framework: Guidance and counseling are important units in the management of education in schools. The increase in disciplinary cases as well as current challenges make this unit face various approaches and changes in its implementation in primary schools as well as the most critical in secondary schools.</p> <p>Methodology: The methodology used is the systematic literature review which is 12 documents were reviewed to get the specific data.</p> <p>Findings: The disciplinary problems that arose and occurred frequently in secondary schools in the past, have now begun to tame to prevent its spread in primary schools.</p> <p>Implications: The discussion in this survey paper is expected to provide an initial insight to the next researcher regarding the reality that occurs related to this service in schools.</p> <p>Value: With the influence of the internet in this borderless world, the attitudes of many students are shaped by various external influences that are difficult to curb. Thus, it becomes one of the relatively heavy responsibilities of the school guidance and counseling unit in helping to eradicate these symptoms.</p>
<p>Keywords:</p> <p>Guidance and Counseling; Counselling Process; Guidance in School; Counselling Theories; Special Education.</p> <div data-bbox="172 1039 480 1283">  </div>	<p>Doi: https://doi.org/10.26668/businessreview/2023.v8i5.1442</p>

MELHORES TEORIAS PRÁTICA DE ORIENTAÇÃO E ACONSELHAMENTO PARA ALUNOS COM NECESSIDADES ESPECIAIS EM ESCOLA DE EDUCAÇÃO ESPECIAL

RESUMO

Objetivo: O objetivo deste estudo é explorar estudos relacionados a serviços de orientação de aconselhamento em escolas na Malásia, bem como a aplicação de teorias apropriadas.

Enquadramento Teórico: A orientação e o aconselhamento são unidades importantes na gestão da educação nas escolas. O aumento de processos disciplinares bem como os desafios atuais fazem com que esta unidade enfrente

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várias abordagens e alterações na sua implementação nas escolas primárias, bem como as mais críticas nas escolas secundárias.

Metodologia: O uso da metodologia é a revisão sistemática da literatura que é de 12 documentos foram revisados para obter os dados específicos.

Resultados: Os problemas disciplinares que surgiram e ocorreram frequentemente nas escolas secundárias no passado, começaram agora a ser domesticados para evitar a sua propagação nas escolas primárias.

Implicações: Espera-se que a discussão neste artigo de pesquisa forneça uma visão inicial para o próximo pesquisador sobre a realidade que ocorre em relação a esse serviço nas escolas.

Valor: Com a influência da internet neste mundo sem fronteiras, as atitudes de muitos alunos são moldadas por várias influências externas que são difíceis de conter. Assim, torna-se uma das responsabilidades relativamente pesadas da unidade de orientação e aconselhamento escolar ajudar a erradicar esses sintomas.

Palavras-chave: Orientação e Aconselhamento, Processo de Aconselhamento, Orientação na Escola, Teorias de Aconselhamento, Educação Especial.

TEORÍAS DE MEJORES PRÁCTICAS DE ORIENTACIÓN Y CONSEJERÍA PARA ESTUDIANTES CON NECESIDADES ESPECIALES EN LA ESCUELA DE EDUCACIÓN ESPECIAL

RESUMEN

Propósito: El propósito de este estudio es explorar estudios relacionados con los servicios de consejería escolar en Malasia, así como la aplicación de teorías apropiadas.

Marco Teórico: La orientación y el asesoramiento son unidades importantes en la gestión de la educación en las escuelas. El aumento de los procesos disciplinarios así como los desafíos actuales hacen que esta unidad enfrente varios enfoques y cambios en su implementación en las escuelas primarias, así como los más críticos en las escuelas secundarias.

Metodología: El uso de la metodología es la revisión sistemática de la literatura en la cual se revisaron 12 documentos para obtener los datos específicos.

Resultados: Los problemas disciplinarios que surgieron y ocurrieron con frecuencia en las escuelas secundarias en el pasado ahora han comenzado a ser domesticados para evitar que se propaguen en las escuelas primarias.

Implicaciones: Se espera que la discusión en este artículo de investigación brinde una visión inicial para el próximo investigador sobre la realidad que se presenta en relación a este servicio en las escuelas.

Valor: con la influencia de Internet en este mundo sin fronteras, las actitudes de muchos estudiantes están moldeadas por diversas influencias externas que son difíciles de contener. Por lo tanto, ayudar a erradicar estos síntomas se convierte en una de las responsabilidades relativamente pesadas de la unidad de orientación y asesoramiento escolar.

Palabras clave: Orientación y Consejería, Proceso de Consejería, Orientación Escolar, Teorías de Consejería, Educación Especial.

INTRODUCTION

According to Abdul Jalil et al. (2021), Mohd Noh et al. (2021), Mustafa et al. (2021), coaching means the process of driving or showing the way to individuals in need so that they can achieve a set target. This can be summarized as a situation where the teacher tries to help students in overcoming a problem. While according to Roszi et al. (2021), Tumisah et al. (2021), Irma et al. (2021), Suzana et al. (2021) counseling is a systematic process to help relationships based on psychological principles implemented by registered counselors according to the code of ethics of counseling to achieve a comprehensive, appropriate and voluntary change, progress and adjustment in the client so that the change, progress and solution will continue throughout the life of the client. Therefore, it can be stated that counseling services

in schools is a systematic process to help develop students. Coinciding with the statement counseling is the process of helping students understand themselves and act appropriately towards their environment (Rohanida et al., 2021; Nazrah et al., 2021; Shahrulliza et al., 2021).

Meanwhile, Norazmi et al. (2019) state that counseling means a systematic helping process based on psychological principles implemented by ethically registered counselors. This means that counseling management is a professional process journey for the purpose of helping rather than solving problems (Mohd Arafat et al., 2021; Sumaiyah et al., 2021; Hifzan et al., 2021; Shahrul et al., 2021; Helme et al. , 2021). This was agreed by the Ministry of Women, Family and Community Development in their web which states that Guidance and Counseling Services are a service of giving help rather than giving instructions or making choices or making decisions for individuals about what they should do. It is also not intended to influence individuals to conform to an idealism, ideology or point of view of the officer providing guidance and counseling services. Counseling is a reference to any assistance given to students in schools through conversations with them with the primary aim of eliminating frustrations that interfere with the normal self-development and learning of students in schools. The aim of this study is to explore studies related to counseling guidance services in schools in Malaysia as well as the application of appropriate theories.

LITERATURE REVIEW

There are several popular theories in the implementation of counseling either in school or as a whole. Among those theories is the Psychological theory introduced by Sigmund Freud. This theory states that human beings will go through several phases in life namely id (natural action), ego (environmental influence) and superego (response to learning factors). This theory suggests that human action is determined by conscious action and also subconscious action which is subconscious action. influencing most actions (Farah et al., 2021; Syahrul et al., 2021; Quah et al., 2021; Ahmad Syarifuddin et al., 2021; Jumiah et al., 2021). With the widespread development of humans, they will begin to move more towards self -defense tricks in the face of challenges. This should be emphasized by the counselor during the counseling process.

Moreover, the theory that has always been practiced by counselors is the Adlerian Theory introduced by Alfred Adler. This theory negates the view that each individual should be seen as a whole in action. Essentially, this theory argues that each individual should be seen individually without other influences. This means that the deed manifested is something born of self -factor. As such, this theory emphasizes that a counselor needs to play a role in shaping

the client towards holistic, healthy development and adopting a good lifestyle. This theory is almost identical to the theory of Self -Centering pioneered by Carl Rogers.

The next theory that is no less popular is the Gestalt Theory founded by Frederick Perls. This theory states that human beings interact holistically both in terms of behavior, feelings, emotions, physical and so on. This is in stark contrast to the view cast by Alderian Theory. Gestalt theory emphasizes the role of the counselor as someone who is able to create his client's awareness and experience of the past and present. This theory also requires a counselor who practices it to see the client holistically.

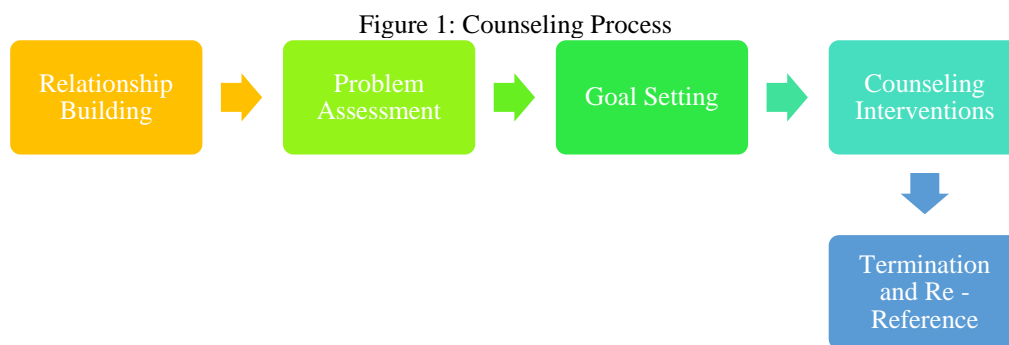
Most importantly, the counseling sessions held should make a client himself or herself the main character in the narration of their problems (Mohd Ali et al., 2021; Parimala et al., 2021; Siti Jamilah et al., 2021; Nor Fauziyana et al., 2021; Noel et al., 2021). For example, if a client states that 'The atmosphere here is difficult to communicate', the counselor needs to give awareness that the client himself is creating the atmosphere so by stating that 'I find it difficult to Communicate with others'. This theory is very useful in producing clients who are aware of the situation and try to solve the problems faced positively. While other theories are adaptations of the theories of behavior introduced by Skinner, Pavlov and even Bandura.

MATERIAL AND METHODOLOGY

The method used in collecting data for this study is to do a Systematic Literature Review. The researcher collected 12 articles related to counseling theories and produced a theme to obtain the best practice in the world of counseling for special education students.

RESULTS AND DISCUSSION

Counseling has 5 basic stages in achieving its objectives. The process will take place over a number of time intervals set by the counselor with the client's consent. This professional process requires planning, structuring and structured dialogue so that it gives the best effect for the client. The counseling process is divided into 5 phases namely relationship building, problem assessment, goal setting, counseling intervention and evaluation, termination and re - referral. All of these phases will be carried out each time the counseling process is underway, only the client and the situation may change.



(Prepared by authors, 2023)

Relationship Building

Building this relationship between the counselor and the client is the first phase in the professional process of counseling services. This phase is very important in creating an atmosphere of openness between the two parties, creating a high level of trust of the client towards the counselor as well as the client's confidence in the authenticity of counseling in providing services. At this phase the possibility of the counselor to get early exposure related to the client's problems is very high. In achieving this need for a trusting relationship with each other, it is very important to master some basic skills related to creating relationships.

Among the skills that need to be practiced are such as introducing oneself, inviting clients to sit down, keeping clients comfortable, calling clients by their names, conducting conversations, observing client behaviors and emotions, inviting clients to express feelings, providing space for clients to respond and show concern. (Ahmad Shafarin et al., 2021; Junaidah et al., 2021; Farah Adibah et al., 2021; Ahmad Shakani et al., 2021; Muhamad Amin et al., 2021). Success in the first phase will make it easier for the counselor to delve into the client's problems in the next phase. In relation to the above case, the counseling teacher needs to state that the student can place trust in him to express everything that is locked in the heart. Briefly, ask students to tell a little about the problem of skipping. At the same time, the counseling teacher can observe the student's behavior and make initial assumptions about it.

Problem Assessment

The second phase in the counseling process is to assess the problems the client is facing. This phase is the phase where the client begins to open up about the reason why he or she came to see the counselor. From here, the counselor will begin to know the problem on the surface first. Evaluation refers to any action the counselor takes in gathering preliminary information related to the client's concerns. This assessment sometimes only occurs at the beginning of the

counseling process, and sometimes it occurs throughout the counseling process. This is like completing a missing puzzle one by one. This phase is important to help the counselor to make accurate diagnostics related to the client's problem, plan the next strategy in the counseling session and determine the direction of the counseling session. This assessment includes the need for comprehensive information related to the client's problems such as daily life, family history, personal history, how the problems are expressed and it also includes basic information personally. In a nutshell, this phase is the phase for the counselor to find out about the client's problem at an early stage after they have successfully built the relationship.

Going back to the case above, at this phase, students have begun to tell the problem of skipping that occurs. This storytelling is more complex than the first phase because the student is already comfortable talking to the counseling teacher. Through the storytelling, the counseling teacher can make a diagnostic of the cause and effect of the problem and then be able to plan the next development plan.

Goal Setting

Once the problem has been successfully identified, the counselor as well as the client will clearly define the goals of the counseling session. For clients, their focus is only on the problem they are facing. However, it is different for counselors where their focus needs to be broader to cover the problem, the client, the structured counseling process and also the direction of the goals to be achieved (Santibuan et al., 2021; Nor Diana et al., 2021; Zarina et al., 2021; Khairul et al., 2021; Rohani et al., 2021). With a clear goal, both the counselor and the client will be able to maintain their focus to continue to achieve that goal. Even with counseling goal setting, clients themselves will be more motivated to get positive outcomes for every problem they face.

There are several suggestions in determining the goals of this counseling session as suggested that the goals to be achieved must be addressed carefully, can be learned, use measurable terms and of course it must be positive in the end. The determination of these goals must be precise and mutually agreed upon. These goals must be set prior to the start of the counseling intervention that will be conducted in the fourth session. To help students who often skip due to financial problems and distance, this phase is the phase where the direction after the counseling process is set. This means, the goal set is a change from frequent skipping to a positive direction that is not skipping school, take a rational attitude in dealing with problems and also reduce the negative impact on the client.

Counseling Interventions

The next phase after the goal is successfully set, the process will move to the more critical one where the intervention will begin. It is in this phase, the beginning of the process for counselors to implement the counseling strategies that have been compiled in the previous phase. The strategy that will be selected and implemented during the intervention depends on 3 elements, namely affective, cognitive and behavioral. This dependence needs to be accompanied by the practice of relevant theories. Interventions through affective aspects are interventions that require the counselor to help his client self-examine the feelings and emotions being experienced. The theoretical applications involved in implementing this intervention are Gestalt Theory, Psychoanalysis, Person-Centered and Alderian Theory. These four theories will be the reference for counselors in carrying out client affective-related intervention tasks. However, not all theories will be practiced at one time. As for cognitive interventions, counselors will do their best to help clients to think differently about the problems they face. This will lead to better trust, confidence and perception. The theories involved are REBT and also Transaction Theory.

Meanwhile, behavior-related interventions are intended to help clients create new behaviors or other skills to control and stop common unproductive practices. Theories that can be referenced are such as the theories of behavior pioneered by Skinner, Pavlov and Bandura. All three of these interventions need to be carried out with full dedication so that no information is overlooked. It is in this phase that the counselor can play the role most effectively.

Regarding the above problem, this phase is very important for both the client and the counseling teacher. This phase will reflect the credibility of a counseling teacher. The counseling teacher will do his or her best to assist the client by using appropriate and relevant methods. Cooperation from the client is also required in making the set goals a reality. The counseling teacher will ask a few questions while stimulating the student to respond. Through the response, the counseling teacher will help students to make decisions related to the problem of skipping. This fifth phase is the last phase where the counselor is no longer a referral to the client. In this phase, the client will be as positive as possible in dealing with the problems encountered. They no longer need a counselor to go through the challenges together. All perceptions, values and skills that can be gained through counseling sessions that occur in several phases will be used as a reference to continue to face the problems faced and subsequently be able to solve them (Badaruddin et al., 2021, Abdul Rasid et al., 2021).

There is no specific time period in determining that the relationship between the counselor and the client in the counseling process should be terminated. This cessation depends on the counselor's belief that the client is ready for the challenge as well as the client's willingness to act on their own. The counseling session will stop when the client already feels more positive in dealing with the problem, is able to adapt new skills and the client himself states that they are ready. With this cessation, then the process of counseling services is considered over and no longer needed. However, there are also some specific cases that require the client to refer back to a specific counseling session which was not provided in the previous counseling session.

This phase is the last phase in the counseling process for students. At this phase, changes can be observed in the student where he promises not to skip again. He also vowed not to neglect his studies to continue helping his family one day. The counseling teacher with the student's consent decides to end the counseling session and will continue to monitor the student's condition from time to time.

CONCLUSION

Some cases in the past we never expected to happen, are common nowadays. Cases such as bullying, abortion, rape and even murder have begun to involve students in schools. In fact, new cases such as joining a gang as well as being a member of a terrorist group seem to have begun to show the seeds of contagion. With the influence of the internet in this borderless world, the attitudes of many students are shaped by various external influences that are difficult to curb. Thus, it becomes one of the relatively heavy responsibilities of the school guidance and counseling unit in helping to eradicate these symptoms.

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