

Universitas Negeri Padang & Ikatan Konselor Indonesia

Editorial Office: Jurusan Bimbingan dan Konseling | Faculty of Education | Universitas Negeri Padang

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Volume 13 Number 2 2024



KONSELOR

ISSN 1412-9760 (Print) | ISSN 2541-5948 (Online)

Editor: Linda Fitria

Publication details, including author guidelines

URL: <https://counselor.ppj.unp.ac.id/index.php/konselor/about/submissions>

Exploring Accountability in School Counseling: Research Trends, Applied Models, and Implications for Practice in Indonesia

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Article History

Received: Wednesday, April 17, 2024

Revised: Thursday, May 09, 2024

Accepted: Thursday, June 06, 2024

How to cite this article (APA)

Isrofin, B et al., (2024). Exploring Accountability in School Counseling: Research Trends, Applied Models, and Implications for Practice in Indonesia. *KONSELOR*, 13(2), 91-107 <https://doi.org/10.24036/0202413281-0-86>

The readers can link to article via <https://doi.org/10.24036/0202413281-0-86>

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Exploring Accountability in School Counseling: Research Trends, Applied Models, and Implications for Practice in Indonesia

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Abstract: The present focus of school counselling accountability extends beyond merely tallying activities and time invested by counsellors; it necessitates that school counsellors implement results-oriented and evidence-based methods. This study is to examine the literature about trends, models, and barriers faced by counsellors in the implementation of accountability practices. This study employs a Narrative literature review and Bibliometric analysis covering the period from 2003 to 2023, analysed using Vosviewer. The research findings indicate that the literature on accountability in school counselling is intricately linked to program evaluation, data-driven decision-making, and stakeholder collaboration, all aimed at enhancing the efficacy of counselling services in educational institutions and ultimately fostering student success. The findings of the narrative literature review elucidate models that serve as references for school counsellors in implementing accountability practices, specifically data-driven decision-making, the transformative individual school counselling model, MEASURE, the evidence-based model, and the IDEAS model. Additionally, researchers identified accountability barriers stemming from both internal and external factors affecting school counsellors. These findings may serve as a foundation for future study aimed at establishing a data-driven approach to enhance school counsellor accountability.

Key Words: Accountability; School Counseling; Data Driven; School Counselor

INTRODUCTION

In Western countries, accountability for school counseling programs has increased significantly. For over twenty years, professional research has emphasized the importance of increasing accountability for school counselors (Perera Diltz, 2010; Edward, 2009; White, 2007; Gysbers, 2004). For example, accountability has been critical in ensuring that school counseling programs are successful in the United States. Since the publication of the ASCA National Model in 2003 by the American School Counselor Association (ASCA), school counselors have been expected to measure and report on how their interventions impact student learning outcomes (ASCA, 2005; 2012). This model links counseling activities to student academic outcomes and progress. It allows counselors to use a clear framework to evaluate and improve their programs (Carey & Dimmitt, 2008).

Since only one article has examined the evolution of accountability from the 1920s to the 2000s, the development of accountability is interesting to study further. This article shows how school

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counseling accountability has changed from focusing on recording assignments and time to more comprehensive, outcome-based assessments. This change shows a shift from recording counselor activities to showing how counseling helps students achieve academically (Gysbers, 2004). In addition, there is a growing need to identify research trends, study the accountability models that have been used, and understand the barriers to their implementation through a combination of bibliometric analysis and narrative reviews (Baumeister & Leary, 1997; Donthu et al., 2021; Sehularo et al., 2021).

Studies in the 21st century show that accountability practices now increasingly emphasize the importance of concrete actions by school counselors and the use of data to demonstrate the effectiveness of counseling programs in supporting students' academic success (Gysbers, 2004; Gysbers & Henderson, 2005). In other words, accountability is no longer limited to feedback from principals during annual evaluations or tallying services provided, such as the number of groups counseled, individual sessions or parent conferences held, or reporting time spent, such as stating that 80% of the time was devoted to direct services with students. Instead, counselors are now expected to demonstrate the tangible impact of the programs they implement, ensuring that these programs align with the school's mission and regularly providing accountability reports to stakeholders (ASCA, 2019; Badrujaman et al., 2018; C. A. Dahir, 2009; C. A. Dahir & Stone, 2003; Edwards, 2009; Loesch, 2007).

Indonesia has attempted to incorporate the concept of accountability into school counseling program through regulations such as Permendiknas No. 27 year 2008, Permendikbud No. 111 year 2014, and the Operational Guidelines for the Implementation of Guidance and Counseling (POP BK) 2016. However, the explanation of accountability practices in the implementation counseling program is still lacking in detail. POP BK as the main technical guide contains the process of planning, implementation, evaluation, and follow-up. However, POP BK has not explained in detail the types of data that need to be collected by counseling teachers as indicators of the success of services that have a direct impact on students. POP BK has explained the evaluation of processes, outcomes and reporting as a form of accountability, but it has not explained the practical framework in POP BK that can assist counselor in reporting outcomes that have an impact on student success as a form of accountability practice. As a result, counselor need a more systematic approach to measuring and reporting the success of counseling services in a comprehensive and data-driven manner.

The implementation of accountability practices in Indonesia still faces various challenges. Previous research highlights the importance of school counselors to implement accountability in counseling services to ensure programme effectiveness. One of the models suggested in the research is MEASURE, which is considered as an approach that can help counselors conduct accountability practices more systematically. The model allows counselors to measure, report and demonstrate the concrete impact of counseling interventions on student success through more measurable and relevant data (Budhi Handaka, 2017; Nugraha & Rohiman, 2017; J. E. Putri et al., 2022; M. A. Putri et al., 2018; Yuliansyah et al., 2021). The results of research by Mujiyati (2020) and Badrujaman et al. (2018) highlighted that evaluation of school counseling programmes often focuses only on administrative processes such as the number of services provided, while the concrete impact on students is rarely systematically measured. Although regulations include clear implementation guidelines, there is still a lack of measuring impact outcomes that demonstrate accountability in a more objective and data-driven manner.

This study aims to explore research trends on accountability in school counseling, existing accountability models and, barriers to school counselors' engagement in accountability practices. The research is expected to contribute to strengthening the understanding of appropriate accountability practices.

METHOD

This study combining bibliometric analysis and narrative literature review (Donthu et al., 2021; Sehularo et al., 2021). This study aims to understand how the topic of accountability has developed in the literature, what models of accountability suggestions have been developed, and what barriers affect accountability practice.

Procedures

The narrative literature review was simplified into three steps (Sehularo et al., 2021). These steps are planning, implementation and reporting. In the planning process, relevant topics were selected with an emphasis on accountability in school counseling. This study aims to find research trends, look at accountability models used in the United States, and look at things that hinder the implementation of accountability. Research questions were created based on these objectives, and a review protocol was created that included literature search methodology, analytical tools, and inclusion and exclusion criteria. To ensure clear and reliable reporting, the review procedure followed PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. Figure 1 shows the data selection process. In the implementation phase, the Publish or Perish application was used to conduct a literature search to find relevant articles from 2003 to 2023. In this search, keywords such as “accountability”, “school counseling accountability”, “accountability in school counseling”, “program evaluation”, and “data-based decision making” were used. The last stage is the reporting stage. This stage informs the results of the bibliometric analysis and the review narrative to provide a complete understanding of research trends in school counseling accountability, published accountability models in America, and barriers to implementing accountability in schools.

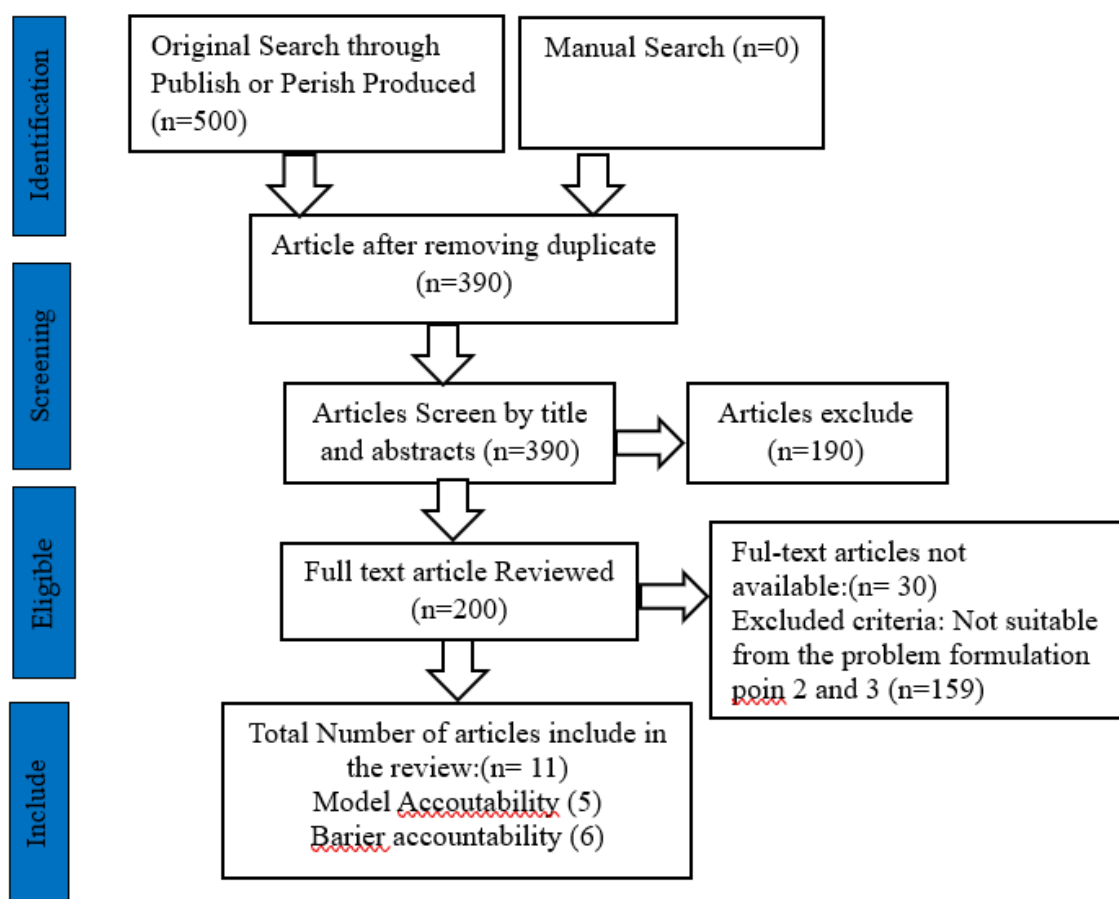


Figure 1. Flowchart PRISMA for Articles Selection

Materials

A search through the publish or perish application yielded 500 articles; to ensure relevance and completeness, these articles were further checked through Google Scholar and ERIC (Education Resources Information Center). After removing duplicate articles, 390 articles remained. A total of 190 articles did not meet the criteria after screening by title and abstract. Next, 200 articles that met the initial criteria were downloaded and analyzed using VOSviewer. This was done to connect keyword networks

and research foci related to accountability. We conducted an additional screening of 200 titles and abstracts. Titles selected for the second and third research questions were chosen based on inclusion criteria. The inclusion criteria included research in English, research on accountability models in comprehensive guidance and counseling programs, and research on issues of implementing accountability in schools. Of the remaining 200 articles, the researcher conducted a thorough review to ensure their eligibility to answer question accountability models and counselors' barriers to implementing accountability; of the 189 articles that did not meet the inclusion criteria, they were excluded. Finally, only eleven articles-five of which addressed accountability models and six of which reviewed accountability implementation issues-were selected for the final review.

Data Analysis

The data of 200 relevant articles on accountability were collected and then bibliometric analyzed using the Vosviewer application to answer question number one, then questions number 2 and 3, the researcher read in depth the eleven selected articles for a comprehensive understanding and then synthesized the reading findings and grouped them according to the research questions in the literature review.

RESULTS

The results of the study explain the research findings based on the research objectives, which focus on the research trends of school counseling accountability in the period 2003 - 2023, existing accountability models, school counselors' barriers in implementing accountability.

Trends in Accountability Research Over The Last 20 Years in Schools Counseling

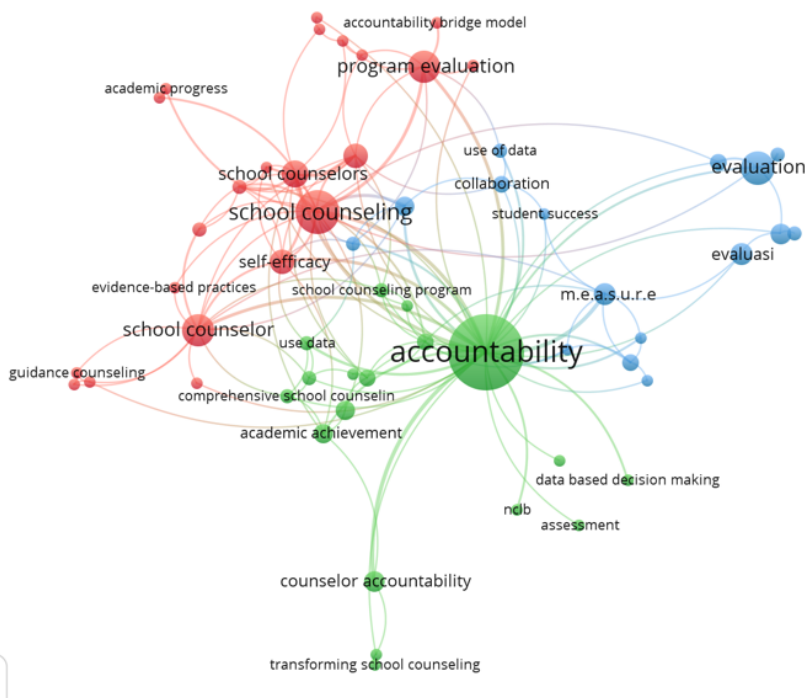


Figure 2. Visualization of Accountability Network in School Counseling Using VOSviewer

Figure 2 illustrates three principal clusters of interconnected keyword networks depicted in green, red, and blue. Table 1 presents the data for each cluster.

Table 1 Cluster information using VOSviewer

Cluster	Colour	Item	Total
1	Green	Accountability, Academic achievement, use data, school counseling program, academic achievement, comprehensive school counseling, counselor accountability, NCLB, Assessment, data base decision making	10
2	Red	School counseling, school counselor, academic progress, self-efficacy, evidence-based practice, guidance and counseling, program evaluation, accountability bridge model	8
3	Blue	Evaluation, MEASURE, student success, collaboration	4

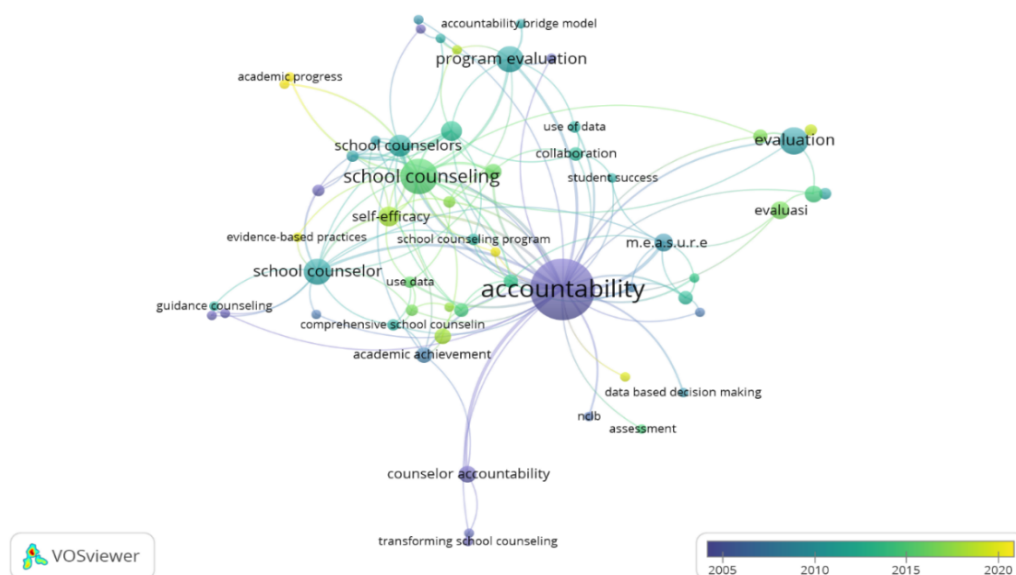


Figure 3. Overlay Visualization of Accountability Network in School Counseling Using VOSviewer

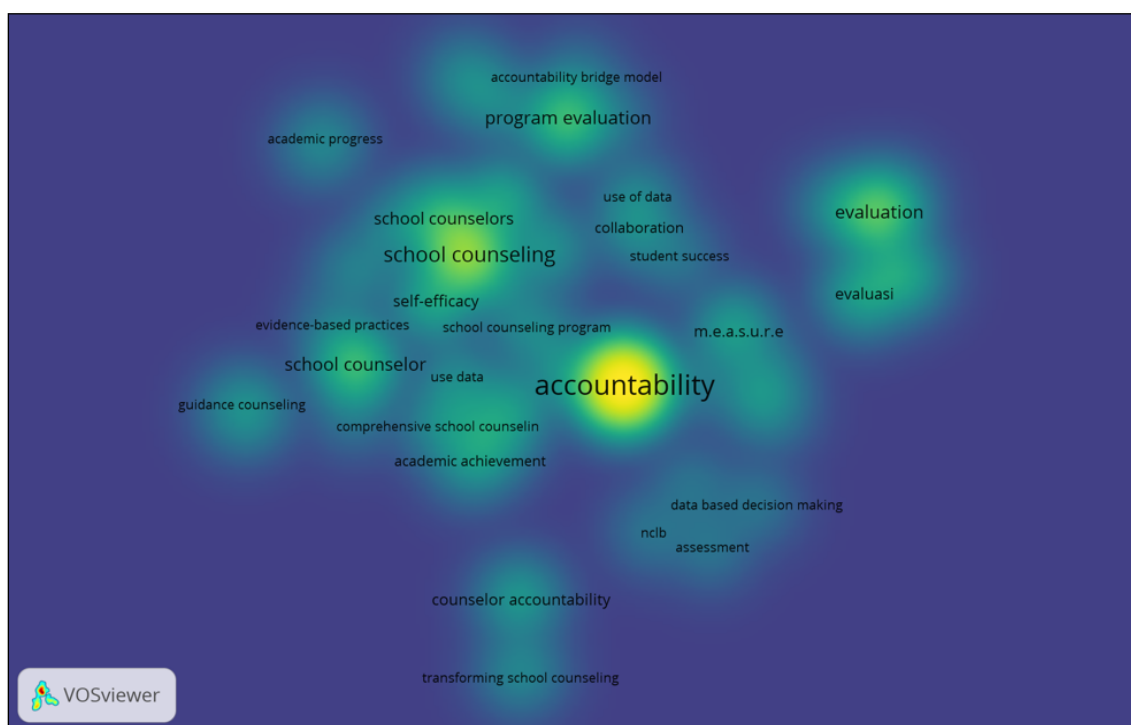


Figure 4. Density Visualization of Accountability Network in School Counseling Using VOSviewer

Figure 3 illustrates the evolution of keywords associated with accountability in school counselling throughout time. The hue of the scale line signifies the emergence of each concept in the literature, with purple denoting earlier keywords (2005), such as “accountability” and “school counselor,” while yellow represents more contemporary themes (2015-2020), such as “program evaluation” and “data-driven decision making.”

Figure 4 shows the intensity of the relationship between keywords in the accountability literature in school counseling. The lightest color (yellow) depicts the most prevalent keywords. The highest density point in this figure is “accountability,” which implies that the school counseling literature requires data-based evaluation and measurement.

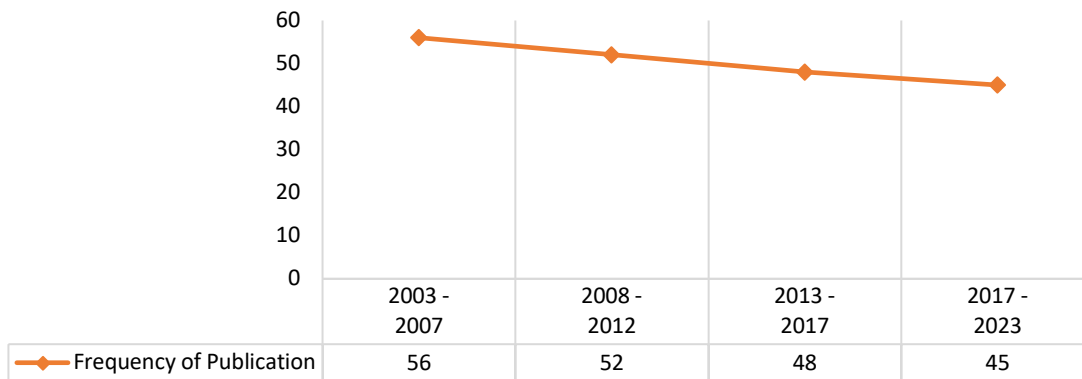


Figure 5. Frequency of Accountability Publications in School Counseling (2003-2023)

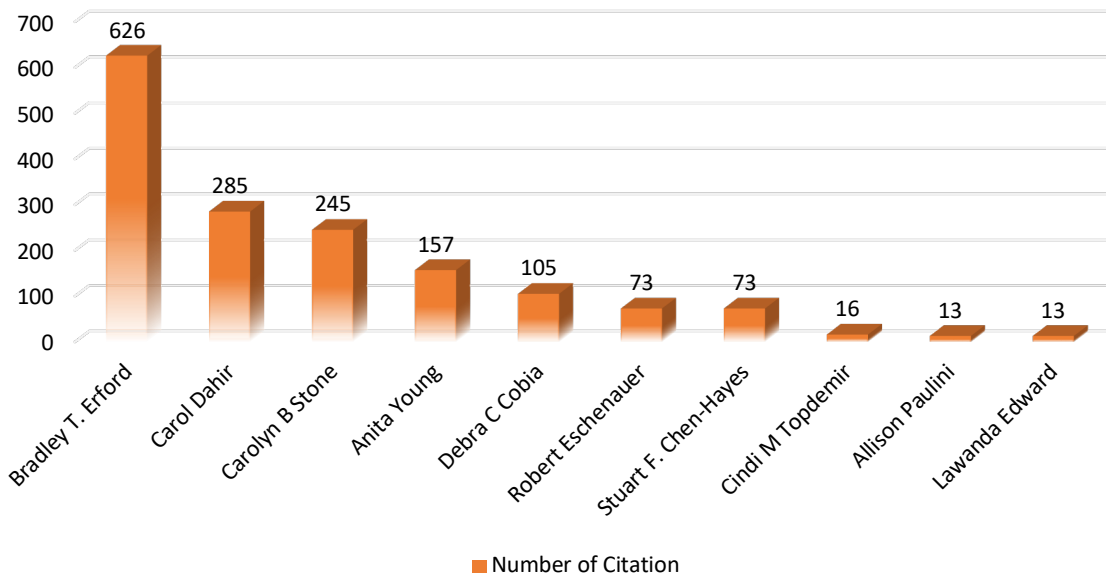


Figure 6. Top Ten Authors and Number of Citations in Terms of Accountability in School Counseling

Figure 5 illustrates a graph depicting the frequency of publications during the previous two decades, which has progressively diminished throughout four distinct periods. Figure 6 illustrates the ten foremost authors who have addressed accountability in school counselling, as determined by their referenced works on Google Scholar.

The VOSviewer visualisation results, publication frequency graph, and the list of the top ten authors indicate that accountability in school counselling has emerged as a pivotal theme that is continuously evolving, with a growing focus on data-driven program evaluation and evidence-based practice. This interpretation is derived from the results of the VOSviewer visualisation.

Accountability Model In School Counseling

This literature review synthesizes various conceptual and implemented models of accountability in school counseling to understand each model's differences, advantage, disadvantage, and practical implication of each model as shown in Table 2. All accountability models have a broad goal, data-driven methodology, and program development focus. All of these methods aim to increase school counseling efficacy and student outcomes. Most models base their judgments and evaluations on data and facts, ensuring that every move is informed. As for the general differences for the five models identified, each accountability model has a different approach, focus, and implementation.

Table 2 Summary Accountability model in school counseling

No	Author (Year)	Model	Stage	Advantage	Disadvantage	Practical Implication
1.	Isaac (2003)	Data-driven decision making	<ol style="list-style-type: none"> 1. Identify problems and improvement objectives. 2. Develop a vision and goals for the expected change 3. Identify measurable changes 4. Develop a research plan 5. Implement the plan 6. Collect and analyze data with simple statistics 7. Report results to stakeholders for feedback and reflection 	Improves accountability through the use of data	Requires training and skills in data analysis	School counselors should be trained in data collection and analysis. Use data as an evaluation tool to improve counseling services.
2.	Robert Eschenauer and Stuart F. Chen-Hayes (2008)	The Transformative Individual School Counseling Model	<ol style="list-style-type: none"> 1. Paradigm shift from mental health perspective to school and academic perspective 2. Problem definition 3. Implementation of intervention with focus on individual counseling approach 8. Evaluation of individual counseling data using single case research design 	Counselors are encouraged to become reflective and investigative practitioners, which can improve the quality and effectiveness of counseling services	This model requires a paradigm shift from the traditional approach of individual counseling to a more systemic and data-driven approach, which may be difficult for some counselors and school staff to accept	Counselors should use data-based approaches to measure the outcomes of counseling interventions.

No	Author (Year)	Model	Stage	Advantage	Disadvantage	Practical Implication
3.	Carol A. Dahir and Carolyn B. Stone (2009;2003)	MEASURE	<ol style="list-style-type: none"> 1. Mission: Aligning the counseling program with the school mission, 2. Elements: Identify the essential elements of the program 3. Analyze: Analyzing data to determine needs, 4. Stakeholders-Unite: Engage stakeholders, 5. Results: Evaluate the results of the intervention, 4. Educate: Educate stakeholders about the findings and results 	Provides a comprehensive and systematic framework to link the counseling program to the school mission	Counselors and school staff who are accustomed to traditional methods may show resistance to the shift towards evidence- and data-based approaches	School counselors need to adopt data-based approaches to enhance counseling programs.
4.	Carey Dimmitt and John Carey 2005	Evidence-Based Model	<ol style="list-style-type: none"> 1. Problem Description 2. Outcome Research Use 6. Intervention Evaluation 	Using evidence-based practices to improve student outcomes	implementation of this model requires significant resources, including time, funding and training. Schools with limited resources may face difficulties in fully implementing this model.	School counselors should be involved in data collection and use evaluation results to inform and improve counseling programs.
5.	Timothy A. Poynton and John C. Carey 2006	IDEAS MODEL	<ol style="list-style-type: none"> 1. Select a Question 2. Create a Strategy 3. Carry Out the Strategy 4. Respond to the Inquiry 3. Present the Outcome 	This model emphasizes the collection, analysis, reporting, and use of data for school improvement, ensuring that decisions made by counselors are based on strong and relevant evidence.	implementation of this model requires significant resources, including time, funding, and specialized training in data analysis, which may be difficult for schools with limited resources to meet.	School counselors should develop skills in data analysis and program evaluation.

Barriers to School Counselors' Engagement in Accountability Practices

This literature review synthesizes barrier to school counselor engage in accountability practice that show in Table 3. Six scientific papers have been synthesized consisting of four articles were published in the Professional School Counseling journal, and two dissertations published by the University of South Florida and Auburn University.

Table 3. Analysis of Barriers to School Counselors' Engagement in Accountability Practices

No	Description	Factor		Authors						
		Internal	External	1	2	3	4	5	6	
1.	Insufficient financial and human resources		√		√					√
2.	Limited time availability		√	√	√			√		√
3.	Insufficient training		√	√	√			√		√
4.	Believing that the accountability task is too complex and Difficult	√			√					
5.	Fear of Negative Consequences	√				√	√			
6.	Too time consuming		√			√	√			
7.	Unfamiliar with accountability prosedure	√				√	√			
8.	Don't Like to do Research	√				√	√			
9.	Unclear Criteria to Measure		√							√
10.	No Legal Obligation		√	√						
11.	Lack of Confidence accountability Skill	√						√		

Note:

- 1 = Perera-Diltz, D. M., & Mason, K. L. (2010)
- 2 = Atramovich, R. L., Coker, J. K., & Hoskins, W. J. (2005)
- 3 = Topdemir, C. M. (2010)
- 4 = Edwards, L. (2009)
- 5 = Amy, M., & McCormick, K. (2015).
- 6 = Bemak, F., Williams, J. M., & Chung, R. C. Y. (2014).

According to Table 3, internal factors that may hinder counsellors from participating in accountability practices include the perception that the accountability task is overly complex and challenging, apprehension regarding negative repercussions, unfamiliarity with accountability procedures, aversion to conducting research, and a deficiency in confidence regarding accountability skills. External constraints that impede counsellors include inadequate financial and human resources, limited availability of time, insufficient training, excessive time demands, ambiguous measurement criteria, and the absence of legislative obligations. This table synthesises many internal and external aspects from multiple scholars, offering a thorough overview of the limits counsellors face in practicing accountability.

DISCUSSION

School counseling accountability is becoming increasingly important to implement in schools as a form of counselor contribution to improving the quality and effectiveness of student services. School counselors must demonstrate how counseling interventions impact academic, personal, social, and career success due to the increasing demand for measurable outcomes. The discussion in this article includes an explanation of the results of accountability research trends in school counseling from bibliometric analysis, narrative analysis of accountability models, and barriers of school counselors in accountability practices.

Trends in Accountability Research Over The Last 20 Years in Schools Counseling

The topic of accountability in counseling has been discussed intensively in Western countries (USA) as a result of standards-based education reform and the passage of the NCLB law in 2001. The impact of these policies has shifted the meaning of accountability from being oriented towards the number of services provided and the number of students served, and the time spent by counselors in carrying out their duties to the accountability of counselors to be able to prove the impact of counseling programs on student success (Dahir & Stone, 2003; Fairchild, 1994; Fairchild & Seeley, 1995; Fairchild & Zins, 1986; Gysbers, 2004; Paisley, P & McMahon H.G, 2001). Edwards (2009) examined the extent to which school counselors in Alabama use accountability procedures based on the ASCA National model. According to Edwards (2009), his findings showed that 59% of school counselors in Alabama did not participate in accountability initiatives. Topdemir (2013) conducted a second study with participants from public school counseling associations nationwide. Of the 375 participating school counselors, 70.2% used accountability practices. Another research study by Paolini showed that 43.3% of respondents fell into the category of 'frequently' using evidence-based practices as a form of accountability (Paolini, 2012; Paolini & Topdemir, 2013). The findings of this study corroborate the evidence that accountability practices that initially focused on enumerative data collection are slowly shifting to evidence-based practices to demonstrate the effectiveness of counseling programs.

Despite the transformation of accountability in school counseling in western countries (United States), in contrast to the development of school counseling accountability in the context of Indonesia, accountability practices carried out by counselors are still limited to reporting activities/programs that have been carried out to stakeholders and have not been optimal in providing program impact (Angelina et al., 2020; Badrujaman et al., 2018; Bukit, 2015; Kurniasih, 2019; Putri et al., 2022). In addition, the trend of accountability research in Indonesia is also still limited, some previous studies that discuss the urgency of accountability and are closely related to evaluation activities (Badrujaman et al., 2018; Mujiyati, 2022; Nugraha & Rohiman, 2017; Nanda & Saputra, 2015; Sari & Fahmi, 2017; Yuliansyah et al., 2021). This research can provide insights into accountability practices in Indonesia to reorient the implementation of counseling programs from counting the number of services to the impact of data and evidence-based services so that the existence of school counseling is recognized by stakeholders.

Based on the results of overlay visualization, some concepts related to accountability can be an opportunity for future research. For example, the terms “*program evaluation*”, “*data-based decision making*”, “*self-efficacy*”, “*collaboration*” emerged as new themes, showing the potential to further explore these themes to improve accountability in *school counseling*. In addition, models such as “*MEASURE*” offer opportunities for research into the development and application of more effective evaluation models that focus on using data to support counselors' decisions and measure the impact of their interventions on students' academic success in the Indonesian context. Although the results of research investigations that focus on accountability keywords over time have decreased, it does not mean that this topic is no longer important, but the accountability orientation is replaced by new topics such as evidence-based in school counseling as a new way of demonstrating accountability (Dimmitt & Zyromski, 2021; Zyromski et al., 2018; Zyromski & Dimmitt, 2022). This result is certainly an opportunity for research in Indonesia to inform good practices as evidence of accountability. The results of an investigation of the top 10 researchers who discussed accountability came from the United States, this is natural because the development of school counseling there has become a barometer of counseling in the world, including Indonesia. Currently, counseling programs in Indonesia also implement comprehensive counseling with operational guidelines referring to the ASCA national model.

Accountability Models in Guidance and Counseling

The literature's accountability models in school counseling aim to improve accountability practice and effectivity of school counseling programs through the use of data and collaboration. The five models can serve as a framework for school counselors to implement in a data-driven comprehensive counselling program that can increase accountability. All five models are important to implement in schools because in the process, they utilize information to clarify problems, find alternative solutions,

and allocate resources more efficiently, resulting in better decisions that help students succeed (Protheroe, 2001). Each model has different approaches and stages in implementing these principles. For example TISC and MEASURE emphasizing collaboration and linking to the school mission. DBDM and IDEAS model emphasizing data-driven decision-making processes, and evidence based practice model emphasizing the use of evidence-based research and evaluation. Data-based decision-making can be defined as the process of collecting, analyzing, reporting and utilizing data to improve school performance (Dahlkemper, 2002; Miller, 2016; Poynton & Carey, 2006). Data-driven decision-making relies on evidence to define the problem and requires the counselor to state goals in an appropriate manner, and the counselor collects evidence to demonstrate that the counselor has successfully achieved the targeted goals.

The fundamental differences of the five models of accountability in school counselling based on the five articles are summarized as follows: The Transformational Individual School Counselling (TISC) model proposed by Eschenauer and Chen-Hayes focuses on the use of functional behavioral assessment, systemic solutions, and single case study design to document the effectiveness of individual counselling interventions. TISC aims to establish counselors as reflective and investigative practitioners who collect and organize data to improve data-driven practice and ensure accountability.

The MEASURE model developed by Dahir and Stone emphasizes linking the counselling program to the school's mission and goals, using data to identify critical elements for improvement, and involving stakeholders in strategy development and implementation. MEASURE stands for Mission, Elements, Analyze, Stakeholders Unite, Results, and Educate, which provides a systematic framework for improving accountability through collaboration and reporting of results (Dahir & Stone, 2009; Stone & Dahir, 2015)

Data-Driven Decision Making (DDDM) model emphasizes the use of data in every stage of planning and evaluating counselling programs. The model consists of seven stages: Vision, Current Data, Measurable Target Data, Field Analysis, Strategy Development, Action Plan Implementation, and Evaluation and Education. DBDM aims to increase accountability and effectiveness by basing all decisions on accurate and relevant data (Isaacs, 2003). The IDEAS model proposed by Poynton integrates the steps of data-driven decision-making with a focus on collaboration and the use of data to support effective interventions. The steps in the IDEAS model include Identify a Question, Develop a Plan, Execute the Plan, Answer the Question, and Share Results. The model emphasizes the importance of data literacy, access to data, and stakeholder engagement in each step to ensure the success of the intervention (Poynton & Carey, 2006). Evidence-Based Elementary School Counselling model focuses on using research and data to identify problems, develop evidence-based interventions, and evaluate the effectiveness of interventions. The model involves three main stages: problem description, use of outcome research, and intervention evaluation. The aim is to ensure that counselling resources are used effectively and supported by strong evidence (Carey & Dimmitt, 2008).

Based on the similarities and differences of the five models that have been described, this can be a reference in demonstrating accountability in Indonesia context so that it is possible for school counselors to explain their roles and responsibilities within the school environment because there are often different views of their roles among school administrators, teachers, parents, and community members. In addition, sharing accountability reports can increase the visibility of school counselors and make them an important part of student success (Bemak, 2000; Dahir, A Carol ; Stone, 2004; Dahir, 2009; Perera-Diltz & Mason, 2010; Stone & Dahir, 2015). The key to being able to implement this model in the Indonesian context, counselors need to ensure that they have the ability to work based on data, are able to analyze appropriate data and are able to collaborate with stakeholders. To achieve this, it is hoped that professional organizations such as The Indonesian Guidance and Counseling Association (ABKIN) will begin to concentrate on the topic of accountability by conducting training, seminars or creating a framework as a guide to familiarize counselors with data-based practices and evidence to show that counselors contribute to student success so that the existence of counselors is recognized by stakeholders. In addition, universities have an important role in producing prospective professional counselors so it is hoped that the findings of this study can contribute that accountability is no longer an issue but a need for counselors to be able to provide optimal services for student success.

Barriers Preventing School Counselors from Engaging in Accountability Practices

Based on Table 3, various barriers school counselors from engaging in accountability practices can be classified into two categories: internal and external factors. Internal factors are those that originate within the counselors themselves, such as a lack of confidence in their skills related to accountability practices (Amy & McCormick, 2015), a dislike for conducting research, fear of negative consequences from stakeholders if their services do not positively impact student success, complexity and unfamiliarity with accountability models or procedures (Edwards, 2009; Topdemir, 2010), and the perception that accountability activities are challenging (Astramovich et al., 2005). In addition, external factors include time constraints, insufficient training, a lack of human and financial resources, the absence of legal for counselor accountability, and unclear criteria that need to be measured contribute to counselors' reluctance to engage in accountability practices.

In the Indonesian context, the barriers for counselors to engage in accountability practices are not much different from western countries. Two main barriers for counselors in Indonesia not to engage in accountability practices are the low skills of counselors in carrying out program evaluation and the high workload of counselors (Badrujaman, 2012). Research results show that less than 20% of school counselors have not conducted program evaluation. One of the factors causing this is the level of knowledge and understanding of school counselors of the concepts and praxis of evaluation in the low category, namely 28% (Badrujaman et al., 2015; Fauziyah, 2016; Priciliasari et al., 2019; Rachmalia, 2006; Suastini et al., 2013; Yusuf, 2014). This finding supports the preliminary data collected by the researchers, which showed that 43% of high school counseling teachers in Semarang city experienced difficulties in processing and analyzing data on the evaluation of the results/impact of guidance and counseling services.

In addition, counseling program evaluation has not been widely carried out due to the lack of counselors in schools, the inability of counselors to conduct evaluations, the lack of counselor interest in learning to evaluate counseling guidance service programs, and the lack of training provided to counselors to evaluate guidance and counseling service programs (Azizah et al., 2017). The essence of evaluating guidance and counseling programs is to help school counselors by providing accountability data to *stakeholders*, generating *feedback* on program effectiveness and institutional service effectiveness, through careful and systematic examination of components, methodologies, and results (Dahir, 2009). Counselors who are able to conduct evaluations are able to demonstrate accountable performance so that it has an impact on the level of *stakeholder* trust in the programs that have been implemented. To solve this barrier, several steps can be taken by counselors, professional association or universities in Indonesia context including:

Conduct training and sustainable professional development

ABKIN is a professional organization that serves as a forum for school counselors, counselor educators to be able to develop professionalism on an ongoing basis by holding various activities such as training, workshops, seminars, webinars that emphasize improving counselors' skills in conducting evaluations, and training on how to create impactful services, as well as providing training on how to develop data-based comprehensive counseling programs so that the hope is to improve counselors' skills and minimize the negative stigma of data and evidence-based practices as a form of accountability. Previous studies have emphasized the importance of training school counselors to enhance accountability (Amy McCormick, 2018; Astramovich et al., 2005; Brott, 2006; Dahir, 2009; White, 2007; Young, 2010). In addition, higher education as the creator of prospective counselors should have begun to realize to include a curriculum that emphasizes accountability oriented to the impact of services that contribute to supporting student success in counseling management courses, Evaluation and supervision of counseling programs.

The existence of government policies to support practice accountability

The Ministry of Education, Culture, Research and Technology has transformed the implementation of Merdeka Belajar in Indonesia. This transformation places student needs as a priority that must be met by schools. To realize this, data-based planning is the main thing in designing school programs that favor students. The use of data in the planning process will increase transparency and accountability in the education sector. Various regulations have been in place to regulate the arrangement of counselors in the formal education pathway in the last 20 years, such as Permendiknas No. 27 of 2008 concerning counselor competence and Permedikbud No. 111 of 2014 concerning implementing guidance and counseling in elementary and secondary education ABKIN has also issued an academic manuscript for the arrangement of the guidance profession and the formal education pathway in 2008, and the latest is the POP BK in 2016 issued by the DITJEN GTK to be used as a technical guideline in the implementation of BK in schools that is holistic and optimal. In general, five topics are discussed in the POP BK, starting from the introduction, understanding the characteristics of students, program planning, implementation of guidance and counseling services, evaluation, reporting, and follow-up. However, the POP BK has yet to specifically explain what types of data can be collected by guidance and counseling teachers to support accountability practices. Therefore, to improve counselor accountability the government needs to develop national regulations or guidelines such as frameworks that guide counselors to engage in accountability practices. This is important considering the results of a preliminary study collected by researchers through a questionnaire in April - May 2024 showed that 67.9% of Counselor were not involved in accountability practices because no accountability procedures could be emulated.

Reduction of administrative workload

Administrative support from schools is also very important in reducing administrative workload. The number of administrative tasks and non-counseling tasks that must be completed immediately by counselors has an impact on the quality of providing optimal services to students. Therefore, counselors are expected to always socialize the programs that will be carried out to stakeholders so that they can understand the main tasks of counselors, besides the addition of special administrative officers for counseling teachers is very helpful in working on counseling administration.

Adequate resources

The ideal ratio of school counselors in Indonesia is 1:150, but in practice there are still many counselor ratios of more than 250 students that hamper the implementation of accountable programs. The government through the regional education office should be aware of this need to increase the number of school counselors or at least school principals can add school counselors to carry out accountability tasks more effectively and demonstrate their positive contribution to students' academic success.

Enhanced collaboration with stakeholders

school counselors cannot meet the needs of all students independently, and student success depends on collaboration with other stakeholders. Collaboration is the process of cooperating with other educators, individuals, and groups from both internal in-school and external out-of-school and communities. Working together with the administration, teachers, community, and agency programs as a whole will enhance the effects of the school counseling program (Dahir & Stone, 2015). Orientation accountability in school counseling is collaboration, so school counselors, teachers, and parents can increase attendance, achievement, and social-emotional outcomes by working together. Collaboration helps evaluate counseling treatments and promotes shared accountability for student results. collaboration helps school counselors use data to create evidence-based solutions that suit students' needs (Stone& Dahir, 2015). Involving stakeholders in evaluations helps counselors be honest and show how their services assist students success (Astramovich & Coker, 2007; Dahir, 2009).

LIMITATIONS

This study possesses multiple limitations that warrant consideration. The majority of the data and literature utilised in this study are from educational contexts in Western nations, which may exhibit substantial disparities in culture, educational systems, and resources relative to Indonesia. This may influence the direct applicability of the findings to the local situation. This study primarily emphasises literary analysis, excluding empirical data or actual field research from Indonesian schools. This constrains comprehension of genuine accountability procedures in the domain and the particular issues that school counsellors may encounter in Indonesia.

CONCLUSION

The school counselor profession is currently challenged to work based on data and be able to carry out accountability for the performance that has been carried out to support student success. Through a combination of bibliometric analysis and narrative review, this study successfully identified key trends accountability in school counseling, accountability models and barriers faced school counselor to implementation accountability practice.

Based on the results of the bibliometric analysis, there is a change in the meaning of accountability that is more oriented towards the counselor's ability to move important data towards positivity as an impact of the effectiveness of guidance and counseling services that contribute to student success rather than simply reporting the number of services the counselor has performed to stakeholders. In addition, the terms “*program evaluation*”, “*data-based decision making*”, *self-efficacy*, *collaboration*, *MEASURE* emerged as new themes that indicate the potential to explore these themes further to improve *school counseling* accountability.

There are five accountability models that can be implemented by counselors in Indonesia, but it is important to consider the ability to work based on data, school organizational culture, and collaboration so as to minimize barriers in implementing accountability practices. In addition, sustainable professional development through training, workshops, webinars important to support accountability practices. For future research, it is recommended that more in-depth field studies be conducted involving schools in Indonesia to obtain a more comprehensive picture of the implementation of accountability in counseling programs.

This research can include surveys or interviews with school counselors, teachers, principals, and other stakeholders to identify challenges and opportunities in implementing accountability. In addition, developing an accountability model tailored to the local context is essential to ensure its relevance and effectiveness. Future research should also explore ways to enhance counselors' skills in data analysis, evidence-based evaluation, and effective collaborative strategies to engage the entire school community in supporting student success.

ACKNOWLEDGEMENTS

We would like to express our gratitude to the (1) Center for Higher Education Funding (BPPT), under the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, and (2) the Indonesian Endowment Fund for Education (Lembaga Pengelola Dana Pendidikan).

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