



## Socialization of the Harmony Counseling Model as an Effort to Develop Counselor Professionalism

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### ABSTRACT

This community service activity aimed to strengthen the competence of school counselors in Malang Regency through the socialization of the Harmoni Counseling Model. The model was developed to enhance students' career decision-making skills using a contextual approach that integrates cognitive, affective, and conative dimensions. Its novelty lies in the application of life-value-based principles to support counselor professionalism in addressing student challenges in the era of disruption. The implementation involved needs assessment, material design, focus group discussions, practical simulations, and participant reflection. Eleven vocational school counselors participated, selected purposively through the regional counseling teachers' association. Evaluation was conducted through questionnaires and observations, analyzed using Aiken's V to assess understanding levels. The results indicated strong engagement, with 90.9 percent of participants showing enthusiasm for the model's application. The analysis revealed high validity ( $\geq 0.83$ ) across six understanding aspects, with two aspects achieving a perfect score of 1.00. Counselors demonstrated comprehensive understanding of the model's rationale, objectives, and implementation guidelines, though the concept of student career development tasks required refinement. Overall, the program effectively enhanced counselor competence and confirmed the Harmoni Counseling Model's relevance as a research-based approach for professional development and sustainable counseling practice.

**Keywords:** counseling; career; counselor; community Service.

### INTRODUCTION

School counselors play a crucial role in assisting students in navigating the complexities of psychological, academic, and social development in the era of disruption. Digital transformation and social change require students to possess adaptive skills, resilience, and sound decision-making skills. In this context, counselors serve not only as personal companions but also as facilitators of students' potential development, enabling them to face the challenges of the 21st century (Corey, 2015; Kok & Low, 2017). In Indonesia, the role of counselors has been affirmed in Minister of Education and Culture Regulation No. 111 of 2014 concerning Guidance and Counseling in Primary and Secondary Education, which emphasizes counselors as professionals responsible for providing comprehensive student development services.

The local context in Malang Regency shows that many counselors still face limitations in developing counseling skills that adapt to the dynamics of student needs. The results of the Malang Regency Guidance and Counseling Teachers' Consultation (MGBK) forum, for

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example, indicate that some counselors need reinforcement in contextual-based counseling methods that are appropriate to the characteristics of vocational high school students. This aligns with relevant research findings that confirm that limited access to training and innovative intervention models are major obstacles to developing counseling skills in various regions in Indonesia (Juntika & Nurihsan, 2010).

Strengthening counselor competency needs to be done through new, more relevant, practical, and need-based approaches. Counselor competency encompasses not only mastery of counseling theory but also skills in designing intervention strategies appropriate to the social, cultural, and developmental contexts of students (Association, 2003). This urgency is growing as the complexity of student problems such as academic stress, bullying, and identity crises increases, requiring counselors with flexible and adaptive skills (Yudianto et al., 2025).

One approach offered is the Harmony Counseling Model, developed based on empirical research to improve the career decision-making skills of vocational high school students. This model integrates students' cognitive, effective, and conative aspects in a balanced manner, creating holistic and humanistic counseling (Kurniawan, 2024; Wahyuni et al., 2024). The advantage of this model is its contextual nature, as it is designed to suit local school dynamics and client characteristics, making it a relevant solution to support counselor professionalism in Malang Regency (Kurniawan et al., 2025).

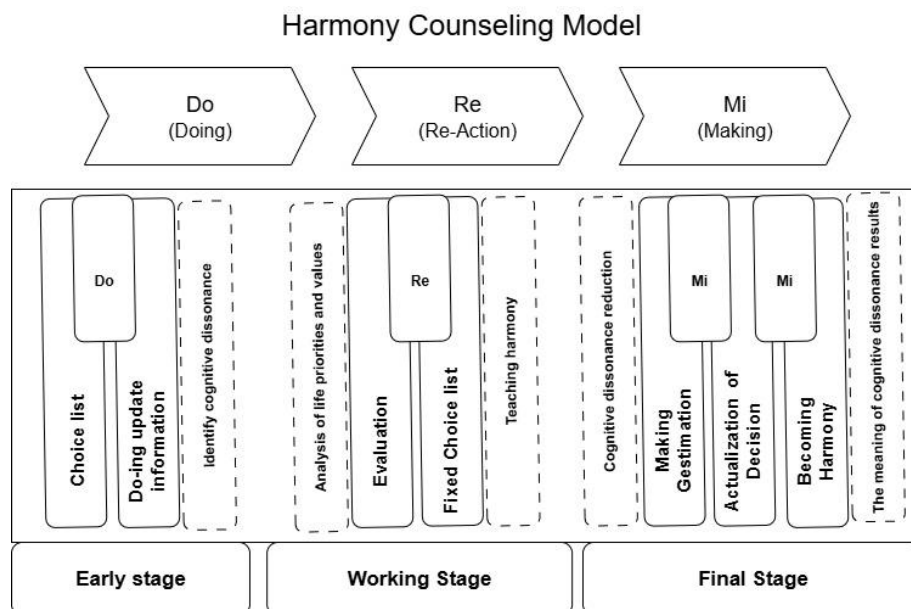


Figure 1 Harmony Counseling Model

Figure 1 displays the Harmony Counseling Model framework designed to facilitate students in career decision-making through three main stages: Do (Doing), Re (Re-Action), and Mi (Making) (Kurniawan, 2024; Kurniawan et al., 2025). In the initial stage, students are guided to create a choice list, update information, and identify cognitive dissonance. Next, the working stage emphasizes evaluation through analysis of priorities, life values, and the formation of a fixed choice list combined with harmony teaching. In the final stage, the counselor helps students reduce cognitive dissonance, make estimations, actualize decisions, and achieve a state of becoming harmony as the final meaning. This framework emphasizes that harmony counseling focuses not only on cognitive aspects but also on the integration of life values and emotional balance, making it relevant to address the challenges of career counseling in the era of disruption that demands students to be more adaptive, rational, and humanistic (Kurniawan, 2024; Kurniawan et al., 2025).

Based on the description of the problem above, the formulation of the problem in this community service is how the socialization activity of the Harmony Counseling Model can improve the understanding and counseling skills of counselors in Malang Regency, Malang? The objectives of this activity are: (1) To socialize the Harmony Counseling Model to BK SMK teachers in Malang

Regency, Malang, (2) To strengthen the understanding of BK SMK teachers in Malang Regency about the Harmony Counseling Model and (3) To support the development of professional counselor competencies.

## LITERATURE OR CONCEPTUAL REVIEW

The literature review section in the manuscript should be developed to provide a comprehensive and current overview of the theoretical and empirical foundations related to the Harmony Counseling Model and career decision-making in vocational education. Based on the content of the manuscript, the literature review must be expanded to include key conceptual and empirical works that support the model's framework and its application in counselor professional development.

### *Conceptual Foundations of Counseling Models*

The Harmony Counseling Model is grounded in a holistic approach that integrates cognitive, affective, and conative dimensions to support student development, particularly in career decision-making (Kurniawan, 2024; Kurniawan et al., 2025). This triadic integration aligns with humanistic counseling theories that emphasize the balance between thinking, feeling, and action in personal growth. The model's emphasis on life values reflects principles from value-based counseling, which posits that personal values serve as anchors in decision-making processes, especially during periods of disruption and uncertainty (Fritzsche & Oz, 2007). This is particularly relevant in the Indonesian educational context, where counselors are expected to support students' comprehensive development as mandated by Minister of Education and Culture Regulation No. 111 of 2014. The model's contextual design also responds to the need for culturally and socially relevant interventions, a principle supported by research indicating that standardized counseling approaches often fail to address local dynamics in Indonesian schools.

### *Career Decision-Making in Vocational Education*

Vocational high school students face unique challenges in career decision-making due to the intersection of academic, technical, and personal development demands (Kurniawan et al., 2021; Kurniawan, Hidayah, et al., 2024). The nature of career decision-making involves not only information processing and option evaluation but also the resolution of cognitive dissonance and the alignment of choices with personal values (Kurniawan, 2024). Research cited in the manuscript indicates that many counselors in Malang Regency lack contextual models to effectively guide students through these processes, leading to hesitation and reduced service quality (Kurniawan, 2020a, 2021). The Harmony Counseling Model addresses this gap by structuring career guidance into three stages: Do (Doing), Re (Re-Action), and Mi (Making), which guide students from exploration to commitment while maintaining emotional and value-based harmony (Kurniawan et al., 2025). This staged approach is consistent with developmental theories of career counseling, which emphasize progressive skill-building and identity formation.

### *Professional Development of School Counselors*

Counselor competency extends beyond theoretical knowledge to include practical skills in intervention design and implementation within specific sociocultural contexts (Wahyuni et al., 2024). The manuscript highlights that professional development through socialization of innovative models like Harmony Counseling enhances both understanding and application readiness among counselors (Kurniawan, 2024; Kurniawan et al., 2025). Empirical evidence from the study shows high validity (Aiken's  $V \geq 0.83$ ) in counselors' comprehension of the model's rationale, objectives, and usage guidelines, indicating its effectiveness as a training tool. However, aspects such as vocational students' career development tasks require refinement, suggesting the need for ongoing mentoring

and contextual adaptation. This aligns with broader research emphasizing continuous professional growth through participatory learning, simulation, and reflective practice.

## MATERIALS AND METHODS

Participants in the Community Service (PKM) were 11 guidance and counseling teachers using a purposive technique, namely guidance and counseling teachers at vocational schools with the following characteristics: (1) actively registered as guidance and counseling teachers at vocational schools for a minimum of 6 months to more than 1 year of work experience; (2) have provided counseling services, especially regarding students' career decision-making; (3) actively fulfilling invitations to attend the MGBK SMK Malang Regency invitations. The selection of participants was carried out with the consideration that vocational school counselors have a strategic role in facilitating students' career decision-making. The stages of implementing socialization include:

### *Needs Analysis*

The activity begins with identifying the needs of guidance and counseling teachers regarding a program to improve their counseling service competency in schools and identifying the strengths, opportunities, and challenges experienced by guidance and counseling teachers in providing counseling services in schools. The methods used to collect data or information at the analysis stage are questionnaires and unstructured interviews with guidance and counseling teachers.

### *Designing Socialization Materials.*

The materials use the *Harmoni Counseling* model guidelines based on research findings (Kurniawan, 2024; Kurniawan et al., 2025). The socialization materials include basic concepts, changing mechanisms, and practical guidelines for implementation in schools by guidance counselors in addressing student problems in the personal, social, learning, and career areas.

### *Designing Socialization Materials.*

The Socialization was conducted in the form of a Focus Group Discussion (FGD), consisting of:

1. Interactive lecture on the basic concepts of the model.
2. Group discussion to relate the model to real-life cases in schools.
3. Simulation and role-play of the harmony counseling model.
4. Reflection and Q&A sessions to clarify experiences and professional counseling competencies.

### *Evaluation and Reflection.*

Evaluation is conducted using questionnaires and observations to measure the counselor's understanding of the *Harmoni Counseling Model*.

The approach used during the socialization process was a participatory learning approach, which actively involved participants in the learning process through direct experience, shared practices, and simulations (Shen et al., 2004; Wildemeersch et al., 1998). Several aspects of counselor understanding that were analyzed and observed are as follows:

1. Model Rationale
2. Model Objectives
3. Model User Targets

4. Model User Guidelines
5. The Nature of Career Decision-Making Skills
6. Vocational High School Students' Career Development Tasks

The questionnaire responses were given in the form of scoring using a Likert scale of 4 (Very Appropriate) to 1 (Very Unsuitable). The formula for analyzing the results of the counselor's responses regarding the understanding aspect used Aiken V (Aiken, 1980, 1985) in Figure 2.

$$V = \frac{\sum s}{n(c - 1)}$$

Figure 2 Aiken V Formula

Description:

V = Aiken Index

S = R-1 score given by the respondent minus the lowest score

R = score given by the respondent

n = number of assessors

c = highest score in category (4)

lo = lowest score in category (1)

The results of processing the Aiken V formula are then interpreted by paying attention to the V score (Aiken, 1980, 1985) in table 1.

Table 1 Aiken V Formula Score Interpretation

Score	Score Interpretation
<0,4	Low Validity
0,4-0,8	Moderate Validity
>0,8	High Validity

## RESULTS AND DISCUSSION

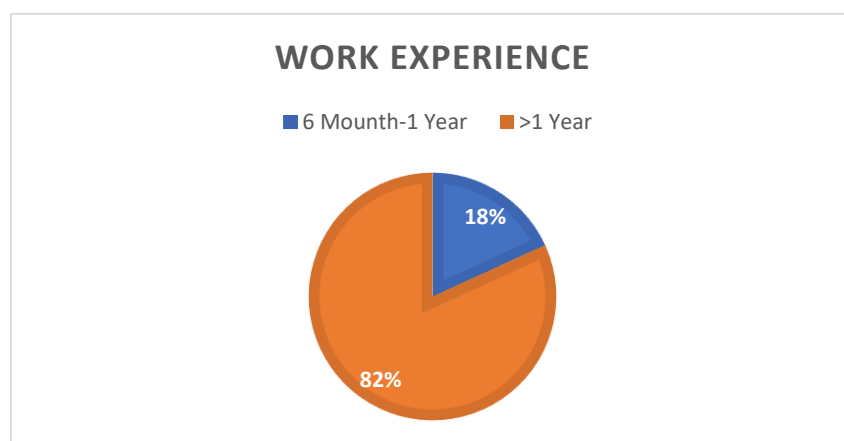


Figure 3 Counselor Work Experience Analysis

The results and activities of the socialization were carried out systematically, starting from the opening of the socialization event, through the main activities, and ending with the closing. Guidance and counseling teachers, as participants in the socialization, actively participated throughout the activity from beginning to end. The Harmoni Counseling Model Socialization also equipped vocational school guidance and counseling teachers with the skills to be proficient in conducting

assessments, using efficient contextual change mechanisms, and reflecting on the results of meaningful counseling services in accordance with life values.

Figure 3 shows that 82% of counselors have worked for more than 1 year. This information indicates that the frequency of guidance counselors' interactions with students cannot be called "lay" with the characteristics of students or the counseling service situations that have occurred so far. The assumption is that guidance counselors have fulfilled the pedagogical competencies (recognizing student characteristics) and social competencies (interacting with students) of an educator, considering that guidance counselors are part of the educators as stated in Law Number 14 of 2005 concerning Teachers and Lecturers (Nasional, 2005; Zakiyah, 2018). The work experience of BK teachers is a measuring criterion for projecting the level of mastery of socialization material, as confirmed by research results that teacher experience influences mastery of training material (Desforges, 1995; Kakenov, 2017).

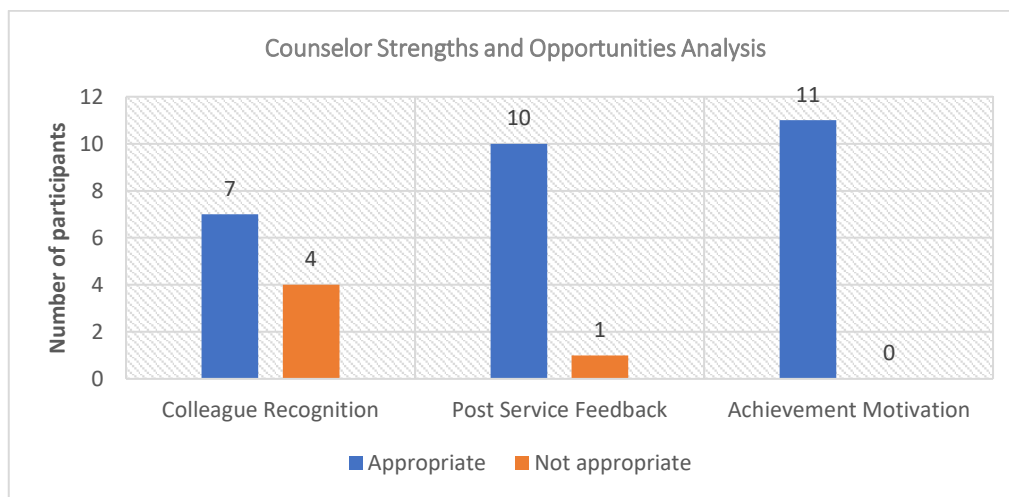


Figure 4 Counselor Strengths and Opportunities Analysis

The data presented in Figure 4 contains information that the aspect of peer recognition for service performance is high, namely 7 participants (58.3%) were recognized for their competence by professional colleagues in providing services. Meanwhile, as many as 10 participants (90.9%) provided feedback after providing counseling services to students at school. This supports the counselor's achievement motivation as evidenced by a score of 11 (91.6%) to continue to want to improve professional competence. Recognition is included in positive reinforcement that can provide motivation for someone to continuously increase insight, knowledge and professional competence skills that support performance in a profession (Andrews, 2011; Darling-Hammond, 2009; Luthans & Stajkovic, 2012).

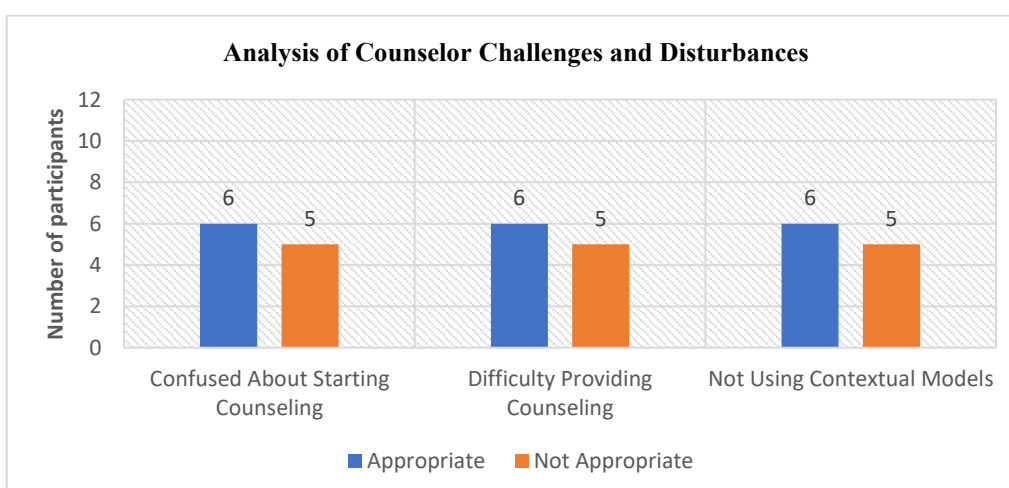


Figure 5 Analysis of Counselor Challenges and Disturbances

Figure 5 shows the results of the analysis of challenges and disturbances experienced by counselors and is projected as a rationale for the urgency of socializing the Harmony Counseling Model to improve the professional competence of school counselors. Based on the participant analysis, it shows that 6 (54.5%) participants were hesitant to start counseling services. This is supported by data that 6 (54.5%) participants had difficulty providing counseling because they did not use a contextual counseling model as evidenced by the responses of 6 (54.5%) BK teacher participants. These results interpret that BK teachers need the latest knowledge and insights regarding contextual counseling models, one of which is the Harmony Counseling Model. As is known, Law Number 14 of 2005 concerning Teachers and Lecturers emphasizes that an educator needs to continuously improve Pedagogical, Personality, Social, and Professional competencies, relevant activities that support one of them through socialization (Jamin, 2018; Rianto et al., 2023).

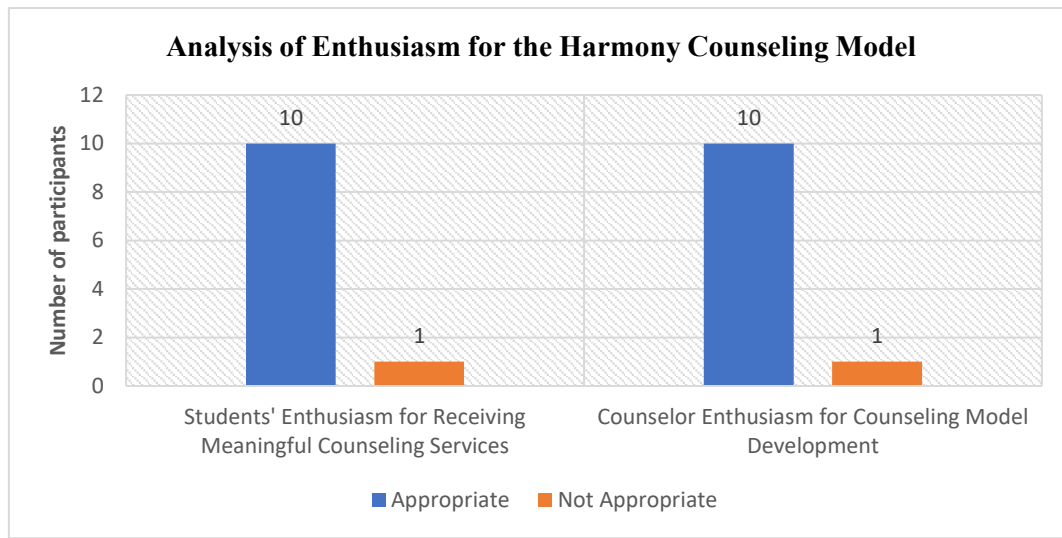


Figure 6 Analysis of Enthusiasm for the Harmony Counseling Model

Figure 6 shows that 90.9% expressed enthusiasm for the Harmony counseling model. This is one of the reasons that confirms that the socialization of the Harmony Counseling Model can encourage counselor participation in understanding, providing, and implementing counseling services professionally and contextually. As in the Harmony counseling model, which emphasizes life values to facilitate student decision-making in dealing with detrimental disturbances for students, including in the career field (Kurniawan, 2024; Kurniawan et al., 2025).

The results of understanding the socialization of the Harmony counseling model in Community Service (PKM) to improve the professional counseling competence of BK teachers are presented in table 2.

Table 2 PKM Main Findings

No	Aspects of Understanding	Average Score (A–C)	V Score	Interpretation
1	Model rationale	3.3	0.83	High, decent
2	Model objectives	3.7	1.00	High, decent
3	Model target users	3.3	0.83	High, decent
4	Model usage guidelines	3.7	1.00	High, decent
5	The nature of career decision-making skills	3.3	0.83	High, decent
6	Vocational high school students' career development tasks	3.7	1.00	High, minor revision

All aspects in Table 2 obtained an Aiken's V value  $\geq 0.83$ , indicating high content validity. Counselors assessed aspects of the model as understandable and acceptable for use in counseling practice. These results confirm that counselors understand the rationale, goals, objectives, and

instructions for using the model. However, several aspects, such as "vocational high school students' career development tasks," were deemed to require minor revision, as shown in Figure 7.

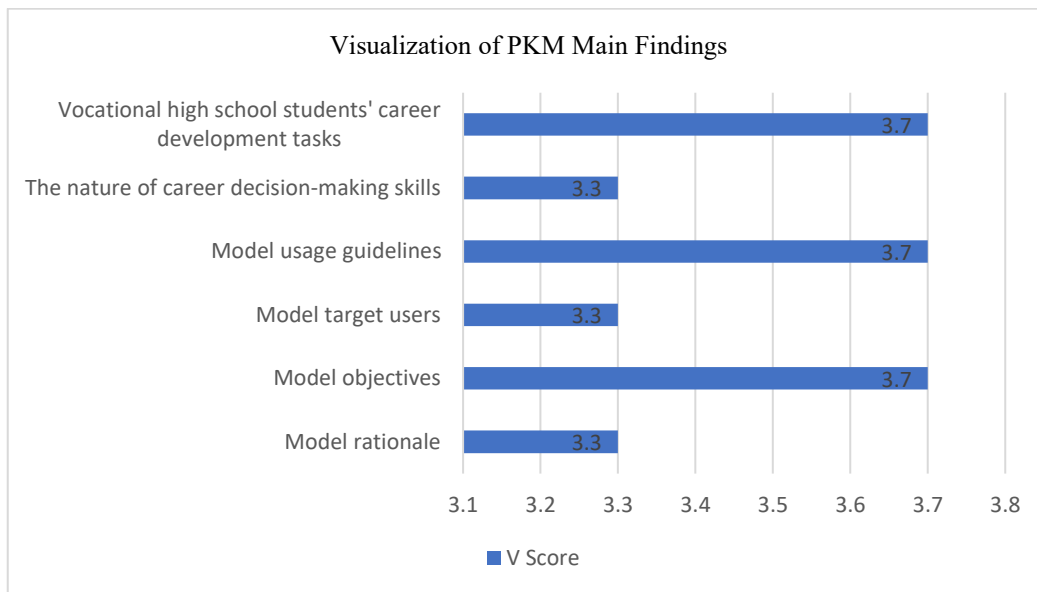


Figure 7 Visualization of PKM Main Findings

Figure 7 shows that two aspects, namely the Purpose of the Model and Instructions for Use, achieved a score of 1.00 (very valid). Four aspects, namely "Model Rationale," "User Targets," "The Nature of Career Decision-Making Skills," and "Vocational High School Students' Career Development Tasks," had a score of 0.83, which, although not optimal, remains in the high validity category (Aiken, 1985). Meanwhile, minor revisions indicate that socialization needs to be followed by further mentoring, so that the community service program does not stop at socialization alone, but also contributes to counselor capacity building.

The data in Table 2 and Figure 7 indicate that strengthening counselors' professional competencies was successful because participants understood the model's components, which is an indicator of professional development (Febriana, 2016; Rafiq et al., 2024). This finding is important because it indicates that although counselors adequately understand the theoretical basis and context of the model, aspects of rationalization and relevance to career development tasks can still be strengthened through mentoring activities and further training. This is in line with research that emphasizes the importance of increasing counselors' capacity through contextual models to make them more adaptive to students' needs in the era of disruption (Corey, 2015; Gibson & Mitchell, 2005).

## DISCUSSION

The outcomes of this study demonstrate the significant impact of the Harmony Counseling Model socialization on enhancing the professional competence of school counselors in Malang Regency. The data presented in Figures 3 through 7 and summarized in Table 2 indicate that the participants showed a high level of engagement and understanding across all measured aspects of the model. The Aiken's V coefficient ( $\geq 0.83$ ) across six key domains confirms the strong validity of participants' comprehension, while two aspects model objectives and implementation guidelines achieved a perfect score of 1.00, denoting exceptional understanding and acceptance. These findings affirm that the socialization activities not only succeeded in increasing counselors' theoretical understanding but also strengthened their readiness to apply the model in practical school counseling contexts.

The enthusiasm of 90.9% of participants (as seen in Figure 6) illustrates the positive reception toward the Harmony Counseling Model as an innovative and contextual framework. This level of

enthusiasm reflects the counselors' motivation to adopt a new counseling paradigm that integrates cognitive, affective, and conative dimensions through life-value-based principles. Such motivation is essential for professional growth because recognition and motivation act as reinforcements that sustain individuals' commitment to continuous improvement (Lam et al., 2015; London & Smither, 1999; Luthans & Stajkovic, 2012). The socialization process, therefore, did not merely function as a knowledge transfer event but as a professional learning community in which counselors engaged in participatory learning, reflection, and skill enhancement (Broadley et al., 2019).

The experience factor, as illustrated in Figure 3, also contributes to the success of the socialization process. Most participants (82%) had over one year of work experience, meaning they had accumulated adequate familiarity with student characteristics and counseling practices. This background facilitated more effective comprehension of the Harmony Counseling Model's rationale and its potential application in their daily work. As supported by relevant studies, professional experience serves as an important predictor of how educators assimilate and implement new pedagogical or counseling models (Grossman, 1992; Harvey & Struzziero, 2008; Nelson & Neufeldt, 1998). Hence, the combination of prior experience and innovative training materials resulted in a more meaningful and sustainable learning process for the participants.

Despite the overall positive results, some aspects require continued refinement. The domain of vocational high school students' career development tasks scored slightly lower ( $V = 0.83$ ), suggesting that counselors still need further guidance to link the Harmony Model's principles with students' specific developmental tasks. This finding is consistent with previous studies emphasizing that counselors often struggle to translate theoretical frameworks into contextually relevant interventions (Corey, 2015; Gibson & Mitchell, 2005). Future mentoring or follow-up workshops are thus necessary to ensure that the Harmony Model can be fully operationalized within vocational school settings, where students' career decision-making processes are closely tied to practical and emotional factors.

The Harmony Counseling Model's contribution lies in its integration of life values with psychological principles, forming a bridge between humanistic and cognitive-behavioral perspectives (Kurniawan et al., 2025; Kurniawan, Christiana, et al., 2024). In the Indonesian context, where social, moral, and spiritual dimensions are deeply embedded in education, the Harmony Model provides a relevant and adaptive framework that strengthens students' character while supporting career decision-making (Kurniawan, 2020b). The results of this study indicate that such a localized model can serve as a prototype for broader national implementation, aligning with the mandates of Minister of Education and Culture Regulation No. 111 of 2014, which calls for comprehensive and holistic guidance and counseling practices.

The implications of these findings are both theoretical and practical. Theoretically, they enrich the discourse on counselor professional development by illustrating how context-sensitive models can enhance not only technical skills but also counselors' reflective and value-based competencies. Practically, the outcomes show that structured socialization programs, when combined with participatory learning and continuous mentoring, can produce sustainable professional growth. This supports several studies that participatory learning fosters social learning processes and leads to deeper transformations in practice (Johnson et al., 2012; Scholz et al., 2014).

Overall, the integration of research-based model development, professional training, and reflective discussion in this community service activity has proven effective. The Harmony Counseling Model was validated as both a theoretically sound and practically applicable framework for school counselors. Nevertheless, for long-term sustainability, it is essential that future initiatives include mentoring phases, follow-up evaluations, and opportunities for peer sharing among counselors across regions. These steps will ensure that the benefits of the Harmony Counseling Model continue to expand, contributing to the professionalization of counseling practices and to the broader mission of improving student well-being and adaptive career development in Indonesia. Thus, the Harmoni Counseling Model is not only considered theoretically valid but also relevant in practice for strengthening counselor competency. This confirms its contribution as a research-based local solution

while also supporting the policy of developing guidance and counseling services in schools (Minister of Education and Culture Regulation No. 111 of 2014).

## CONCLUSIONS

The counselor competency strengthening program through the socialization of the Harmoni Counseling Model in Malang Regency demonstrated that the majority of participants understood the urgency of innovation in counseling services and perceived the practical benefits of the approach. Response data demonstrated high enthusiasm for the need for a new model relevant to the challenges of the disruptive era, as well as positive acceptance of the contextual values inherent in Harmoni Counseling. These results confirm that school counselors in Malang Regency need adaptive strategies to expand their skills in assisting students, particularly in navigating the complex dynamics of career development and social pressures.

The success of this program highlights the importance of continuity in the form of further training, practical mentoring, and integration of the model into school policies to ensure its impact is more sustainable. Key recommendations include expanding the implementation of the Harmoni Counseling Model to various educational levels and demographics, enhancing collaboration with educational stakeholders, and utilizing digital technology to enrich counseling practices. These steps will strengthen counselor capacity not only within the local context of Malang Regency but also serve as a reference model that can be adapted in other regions with similar characteristics.

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## Conflict of Interests

The authors declared that no potential conflicts of interest with respect to the authorship and publication of this article.

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