

Competence of Guidance and Counseling Teachers (counselors) of junior and senior high schools in Semarang Regency and Semarang City

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Abstract: The development of technology and information in the modern era has had a major impact on the world of education. The challenges of educators in the future, especially guidance and counseling teachers such as drugs, pornography and others. Therefore, a guidance and counseling teacher in the modern era must now have relevant competencies in order to be able to face and solve these problems. Competence is knowledge, skills, and values that are reflected in the habits of thinking and acting of a professional. Humanist competencies are part of the personal competence and professional competence of the guidance and counseling teacher. Humanist competence will help the teacher guidance and counseling in the implementation of services, namely in looking at and behaving towards the counselee. This study aims to identify the level of humanist competence of guidance and counseling teachers in the City and District of Semarang and Junior High Schools with a sample of 108 teachers. The quantitative descriptive research method was used in this study. The results showed the level of humanist competence of guidance and counseling teachers were mostly in the very high and high categories, only a small proportion were still in the low and very low categories.

Keywords: humanist competence, guidance and counseling teachers

I. INTRODUCTION

The times have changed the order of life in today's society. The development of science and technology gives great thought to human life. The development of technology is increasingly increasing for human life developed in the world of education. In the world of education students are required to be able to keep abreast of the times. But the negative impact of the times is so great. Problems that arise such as incompetence in such a large competition, the spread of drugs, the release of sections and so forth. Problems arising from the times in the world of education will be an obstacle to the achievement of educational goals. Therefore, preparation for educators and education personnel in solving problems that arise is the main thing that must be done.

Semarang State University as a conservation university, encourages all UNNES citizens and disseminates it to a variety of stake holders, especially guidance and counseling teachers to always uphold the principles of conservation in the protection, preservation, use, and sustainable development of natural resources and sublime culture of the nation. The realization of the vision, mission, UNNES through the LP2M roadmap and the 2015-2019 UNNES strategic plan put conservation as the main activity and target that is united in the Strategic Plan of the Research and Community Service Institute of Semarang State University 2015 - 2019 UNNES.

UNNES under the leadership of the Chancellor Prof. Fathur Rokhman, has a commitment to conservation. As Chancellor of UNNES is currently trying to establish the

identity of UNNES as a home of science and the University of Conservation which is also supported by Menristekdikti hopes that UNNES will always be a pioneer in educational research innovation and strengthen the University's identity. The Chancellor conveyed to the entire academic community to accelerate the achievement of the vision and mission of the University of Conservation, International, Healthy, Excellent and Prosperous in 2020 Unnes as a home of science, conservation, international standard. Thus, all units and institutions within UNNES to contribute significantly, work hard through the achievement of performance that has been set for the 2015-2019 Strategic Plan quality objectives. One contribution that can be made is conducting research related to the competence of teacher guidance and counseling (counselors) so that it will support and be the basis for developing teacher education programs in accordance with the needs of stake holders.

Competence is defined as knowledge, skills and basic values that are reflected in the habits of thinking and acting of a professional. In the implementation of guidance and counseling services in schools, a guidance and counseling teacher (counselor) is also required to have competence. This is done for the success of the planned service. The competence of the guidance and counseling teacher must be displayed in the implementation of guidance and counseling services in schools. The level of competency a teacher has for guidance and counseling (counselor) also determines the success of the implementation of guidance and counseling

services. In Minister of Education Regulation No. 27 of 2009 concerning academic qualifications and teacher competency standards for guidance and counseling (counselors) stated that the competencies that must be mastered by guidance and counseling teachers or guidance and counseling teachers include four domains of competence, namely, pedagogic competence, personality competence, competence social and professional competence.

The personality competence of a guidance and counseling teacher is reflected in his daily attitudes and behavior. Personality competence of a guidance and counseling teacher (counselor) is very necessary in the process, planning service programs, in the counseling process and so forth. One of the important personal competencies of a guidance and counseling teacher is the humanist competency. Humanist competence is competence in looking at or behaving to other people or the environment in a way that respects, is fair and considers the existence of other humans. A guidance and counseling teacher are expected to be a listener of students' reality views comprehensively, respecting individuals in this case is students and able to appear natural, authentic, not made up (Soetjipto & Kosasi, 2004). So, it is very important a teacher of guidance and counseling (counselor) to be able to have humanist competence in him. Humanist competencies also become part of the professional competence of a guidance and counseling teacher.

Humanist competence inherent in the guidance and counseling teacher (counselor) will color the guidance and counseling teacher (counselor) in the implementation of guidance and counseling services in schools. Humanist guidance and counseling teachers see the counselee as a person who has authority over himself, who is responsible for his life, a person who is aware, active, and independent and is able to achieve goals in his own chosen way. Teacher guidance and counseling (counselors) who successfully carry out guidance and counseling services in schools is reflected in the prominent humanist character in daily life, this study was conducted to determine the level of humanist competence in guidance and counseling teachers (counselors).

II. LITERATURE REVIEW

Humanism is an open view that emphasizes personal autonomy and humanity. In humanism there is diversity in thinking, and ideas that develop under different cultural, social and political conditions. Therefore, humanists give excellence to the study of human needs and interests (Edwards, 1989). Counseling from a humanist perspective focuses on developing rationality, autonomy, empowerment, creativity, compassion and care for humanity. This concern for humanity emphasizes relationships with others. This social component is in the form of empathy to solidarity. Respecting diversity and democracy are a humanist way of living together as humans (Veugelers, 2011).

Humanism is the basic core of counseling and counseling psychology (Hanna & Bemak, 1997). Historically considered the third force in the counseling profession (Ivey, D'Andrea, & Ivey, 2011), early humanists such as Carl Rogers and Abraham Maslow

rejected the prevailing medical models and biological determinism as they had in their time. Today, many humanistic-oriented guidance and counseling teachers and educators continue the humanistic tradition, emphasizing the principles and practices that are the focus of healthy human development, human strength, and understanding of people in the context of their environment (Lundin in Peggy, 2011).

Humanist teachers are facilitators, teachers who are humanists who care about the affective (or emotional) needs of children. Feel positive about yourself in facilitating learning (Nath, Kumar, Behura, 2017). In the counseling process, guidance and counseling teachers and humanistic educators use a holistic approach that values individual dignity, creativity, and the ability to achieve their own definition of actualization (Hansen, 2006; Scholl, 2006; Peggy, 2011).

III. METHOD

The purpose of this study, namely to determine the humanist competence of guidance and counseling teachers in the City and Regency of Semarang and SMA in organizing guidance and counseling in Schools. Based on these objectives, the data collection method used is a quantitative descriptive method. The quantitative approach is used to uncover data about the level of humanist competence of guidance and counseling teachers. The data collection uses the questionnaire method. The sample in this study consisted of 108 middle and high school teachers of guidance and counseling from the city of Semarang and Semarang Regency.

IV. RESULTS AND DISCUSSION

The humanist competence of a guidance and counseling teacher is a competence in looking at or behaving to other people or the environment in a way that respects, is fair and considers the existence of other human beings. Humanist competence in the implementation of guidance and counseling services is very important. Guidance and counseling service activities require teacher guidance and counseling (counselors) for professionals. So that the ability of the teacher's personal guidance and counseling (counselor), especially regarding the humanist competence of the teacher's guidance and counseling (counselor) in implementing the programs that have been prepared and their performance in daily life need to know more.

There are 5 indicators that build humanist competence, namely: (a) the ability to conclude (symbolizing capability); (b) ability to affect experience (vicarious capability); (c) forethought capability; (d) self-regulatory capability; and (e) self-reflective capability. The level of humanist competency based on these indicators is explained descriptively, which is as follows (Table 1).

**Table 1
Symbolizing Capability**

Category	Frequency	Percentage
Medium	5	4.6 %
High	39	36.1 %
Very High	64	59.3 %
Total	108	100 %

Based on Table 1, from the 108 research respondents whose human competency was measured, the level of symbolizing capability of BK teachers was mostly in the very high category totaling 64 people (59.3%), who had the ability to conclude in the high category of 39 people (36.1%) and the level of concluding ability in the medium category numbered 5 people (4.6%).

The ability to conclude (symbolize) possessed by a guidance and counseling teacher (counselor) has a very important role in the counseling service process. The ability to conclude is a thinking mechanism that is able to make symbols, images and words which will be able to provide meaning, form and connect the experiences they receive. In the implementation of guidance and counseling services, this ability is very important. A guidance and counseling teacher in planning a program must be able to imagine the possibilities of actions that must be set forth in the service program after taking an assessment action. Furthermore, in the counseling process a guidance and counseling teacher (counselor) who listens to the counselee's problem must be able to grasp the existing problem and connect it to get a comprehensive solution. Thus through the data presented above, the ability to conclude the guidance and counseling teachers of junior and senior high schools in Semarang Regency and Semarang City in general is very good.

Table 2
Vicarius Capability

Category	Frequency	Percentage
Very Low	1	0.9 %
Medium	9	8.3 %
High	36	33.3 %
Very High	62	57.4 %

Based on Table 2, of the 108 research respondents whose human competency was measured, the level of vicarious capability of BK teachers was in the very high category, amounting to 62 people with a percentage of 57.4%. The indicator level presupposes the experience of being in the high category totaling 36 people with a percentage of 33.3%. Furthermore, 9 people have the ability to presuppose experience with a percentage of 8.3%. And only 1 person who has a level of experience presupposes the very low category with a percentage of 0.9%.

The ability to presuppose experience in guidance and counseling services is one of the important demands. In the implementation of counseling a guidance and counseling teacher (counselor) is required to be able to understand the counselee's problem in depth in order to be able to help the counselee in finding alternative solutions to the problem. Therefore, in the counseling process, the ability to master the experiences of the teacher guidance and counseling (counselor) is needed. With this high ability will help the teacher guidance and counseling (counselors) put themselves as counsees so that they can feel what the counselee feels. And the demands in counseling that requires the guidance and counseling teacher (counselor) must accept the counselee as he is will be fulfilled. Thus, through the data that has been delivered, the ability to assume the experience of junior and senior high school guidance and counseling (counselor) teachers in Semarang Regency and Semarang

City is generally very good, but there is one guidance and counseling teacher (counselor) who has a low category.

Table 3
Forethought Capability

Category	Frequency	Percentage
Medium	1	0.9
High	12	11.1
Very High	95	88.0
Total	108	100.0

Based on Table 3, out of the 108 research respondents whose human competency was measured, the level of forethought capability of BK teachers was mostly in the very high category, amounting to 95 people with a percentage of 88%. Indicator level of ability to estimate is in the high category of 12 people with a percentage of 11.1%. And 1 person who has the level of ability to estimate in the medium category is 0.9%.

The implementation of guidance and counseling services in schools has an important function. One of these important functions is the preventive function. The ability to estimate a teacher of guidance and counseling (counselor) is an important part of preventive efforts for the implementation of guidance and counseling services. Preventive efforts must be made in all areas of guidance, namely personal, social, learning and career. A guidance and counseling teacher (counselor) makes a program for the purpose of making students have an independent person in their lives. Therefore efforts to prevent the emergence of problems that will disrupt the development of students must be done by the teacher guidance and counseling (counselor). Prevention efforts can be done with the ability to estimate that a teacher has guidance and counseling (counselor). The ability to predict what is done on a solid basis will give maximum results. Therefore the high ability to predict will have a major impact on the implementation of counseling services. Thus, through the data that has been submitted it can be seen that the level of ability to estimate possessed by guidance and counseling teachers in junior and senior high schools in Semarang Regency and Semarang City in general is very good.

Table 4
Self-Regulatory Capability

Category	Frequency	Percentage
Medium	5	4.6%
High	27	25.0%
Very High	76	70.4%
Total	108	100.0%

Based on Table 4, from the 108 research respondents whose human competency was measured, the level of self-regulatory capability of BK teachers was mostly in the very high category, amounting to 76 people with a percentage of 70.4%. The level of indicators of the ability to manage oneself is in the high category of 27 people with a percentage of 25%. And 5 people who have the ability to manage themselves in the medium category with a percentage of 4.6%.

The implementation of guidance and counseling services in schools is inseparable from the aim to make students independent. A guidance and counseling teacher (counselor) who will face students is required to be able

to control themselves. Guidance and counseling teachers who are able to self-regulate will facilitate guidance and counseling services. As is known that the purpose of guidance and counseling is to make students independent. Therefore, before independent students, a teacher of guidance and counseling (counselor) must be able to become an independent person. One ability to be independent is the ability to self-regulate. The ability to self-regulate is also needed in the counseling process in dealing with student problems. In the counseling process a guidance and counseling teacher must obey the code of ethics that has been determined, one of which is the guidance and counseling teacher (counselor) must not dissolve the student's problems because it will adversely affect the counseling process. Therefore the ability to self-regulate must be possessed by a teacher of guidance and counseling (counselor). Through the data that has been submitted, it can be seen that the ability to manage oneself owned by junior and senior high school guidance and counseling teachers in Semarang Regency and Semarang City in general is very good.

Table 5
Self-Reflective Capability

Category	Frequency	Percentage
Very Low	1	0.9%
Low	3	2.8%
Medium	12	11.1%
High	15	13.9%
Very High	77	71.3%
Total	108	100.0

Based on Table 5, of the 108 research respondents whose human competency was measured, the level of self-reflective capability of BK teachers was mostly in the very high category of 77 people with a percentage of 71.3%. The indicator level of the ability to reflect on oneself is in the high category of 15 people with a percentage of 13.9%. Furthermore 12 people have the ability to reflect on the medium category with a percentage of 11.1%. Then 3 people have the ability to reflect on the low category with a percentage of 2.8%. And only 1 person who has a level of experience presupposes the very low category with a percentage of 0.9%.

The ability to reflect on oneself allows one to analyze his experiences, think about his thought processes, and it is possible to replace those thoughts. A guidance and counseling teacher (counselor) can reassess his experience related to moral values, humanity, and professionalism. The ability to assess a problem correctly and correctly has an important role in helping teachers guide and counseling (counselor). In the counseling process, guidance and counseling teachers are required to assess wisely the problems faced by the counselee. With the right assessment will help teachers guidance and counseling (counselors) in helping counsees find alternative solutions to the problem. Through the data that has been submitted, it is known that the ability to self-regulate the guidance and counseling teachers of junior and senior high schools in Semarang Regency and Semarang City is generally very good, but there are still some teachers who have the ability to self-regulate in the low and very low categories.

The humanist competencies of junior and senior high school guidance and counseling teachers in Semarang Regency and Semarang City based on the results and discussion above, are overall very good and only a small portion are in the low and very low categories. Thus this humanist competence will greatly assist the implementation of guidance and counseling services.

V. CONCLUSION

Humanist competence in the implementation of guidance and counseling services is a central requirement as part of the professional services of a guidance and counseling teacher (counselor). Humanist competencies that provide teacher guidance and counseling (counselors) will assist the implementation of guidance and counseling services in schools. Based on the results of the research that has been done, the level of humanist competency required by junior and senior high school guidance and counseling teachers in Semarang Regency and Semarang City is very good and only a small portion still depends on the low and very low categories. With the knowledge of the level of humanist competence provided by a teacher guidance and counseling (counselor) can be a guideline for increasing teacher coordination and counseling (counselor) in order to improve the quality of service and professionalism of guidance and counseling teachers (counselors).

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