

# Analysis of the Qualification of Counselor Educators Based on the Counselor Professional Education Program

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**Abstract:** As a professional educator counselor educator, a counselor educator must not only master academic competency, but also professional competency. To master the professional counselor competency, especially by the counselor educator, the counselor educator must follow the Professional Counselor Education Program (PPK) according to the Signs of the professional counseling education program. This article discusses the qualifications of counselor educators who do not comply with regulations by reviewing phenomena in the field that are strengthened by data based on books, journals and other sources. Based on data and phenomena found a discrepancy or gap in the form of professional education in the field of Guidance and Counseling. So, this problem must be addressed immediately with several alternative solutions to Professional Counselor Education (PPK).

**Keywords:** professional counselor educator counselor, professional education counselor, signs of organizing

## 1. INTRODUCTION

The expertise of the counselor is an important part of the successful implementation of Counseling Guidance conceptually and practically. An important element of the conceptual form of a counselor is academic competence as a scientific basis and practical ability is professional competency as a skill that needs to be owned and honed by a counselor. That is, the two basic competencies should be owned by the counselor as a form of self-realization to be a professional counselor.

In Regulation of Ministry of Education and Culture (Permendikbud) Number 111 of 2014 article 1 has explained that counselors are professional educators with minimum academic qualifications Bachelor of Education (S-1) in the field of Guidance and Counseling and have passed the professional education of Guidance and Counseling teachers / counselors. While "Guidance Teachers and Counseling is an educator with a minimum academic qualification of a Bachelor of Education (S-1) in the field of Guidance and Counseling and has competence in the field of Guidance and Counseling [1].

While in the Republic of Indonesia Minister of Education and Culture Regulation Number 49 of 2014, it is explained "Lecturers of master and applied master programs must have academic qualifications of doctoral or applied doctoral graduates who are relevant to the study program, and can use professional certified professors that are relevant to the study program and are qualified

equivalent to 9 (eight) Indonesian National Qualifications Framework (KKNI / *Kerangka Kualifikasi Nasional Indonesia*) levels [2 ].

The realization of a professional counselor naturally boils down to the expertise and abilities of a counselor educator. In other words, the ability of a counselor is inseparable from the element of competency possessed by the counselor's educator himself. Therefore, it is not only the counselor's competency that will become a measure of success in implementing Counseling Guidance, but more than that, including the competency that must be owned by the counselor educator.

It is proper and proper for counselor educators to master the counselor's competence as a whole, because counselor educators are not limited to teaching or transferring knowledge about how to become a counselor, but also introducing and exemplifying the figure of the counselor as a whole and professionally for the achievement of understanding that will be practiced and practiced by the counselor later.

In the Guidance and Counseling science, mastery of the professional abilities of Guidance and Counseling can be achieved by following the Professional Counselor Education (PPK) program. As with the preparation of other professional degree holders, such as Doctors, Psychologists, Pharmacists, Psychiatrists, Accountants, Guidance and Counseling prospective professional title holders Counselors are given the opportunity to take a large

amount of field practice counseling experience through the KDP program, which is a Specialist I. From the outset, the PPK program as an integral part of the BK accredited A department, it has been confirmed by the Directorate General of Higher Education (DIKTI), and through the Director General of Higher Education letter No.30909 / D / T / 2001 dated December 21, 2001 the KDP program is expected to be oriented towards the quality of the international standard counseling profession [3].

Furthermore, accented in Permendiknas number 27 in 2008 described academic qualifications counselors are those who have taken education S 1 Guidance and Counseling and or have taken Counselor Professional Education program (PPK) [4]. This is certainly an important capital for counselors so that counselor educators need to have the ability in the counseling profession first.

Although there has been a direct directive in the form of the Director General's letter, there are still many counselor educators who have not participated in the PPK program for maximum achievement of professional counselor counseling and won the Masters Counselor (M. Kons). The importance of KDP education is illustrated from the results of the research of Wahyu C. Aprilianto regarding the differences in performance of KDP graduates counselors and counselors who have not taken KDP that the frequency distribution of Counselor performance is dominated by high criteria with a frequency of 19 Counselors (76%). The performance of PPK graduate counselors is included with a high criterion with a percentage of 78.43%, whereas those who have not taken PPK are included in the medium criteria with a percentage of 67.86% [5].

It is reflected in the data of the lecturers or counselor educators in several universities that have the Department of Counseling Guidance. Based on data from the official website of the Indonesian Guidance and Counseling Association there is a list of 5 Higher Education Organizers of the BK Study Program (S2), including Padang State University (UNP), Malang State University (UM), Indonesian Education University (UPI), Semarang State University (UNNES), and Makassar State University (UNM) [6]. Furthermore, it was found that data at the University of Padang State University of 21 Counseling Guidance lecturers, there were 8 lecturers who had participated in the Professional Counselor Education program [7].

At the Indonesian University of Education Colleges of 30 Counseling Guidance lecturers, there were no lecturers participating in the Professional Counselor Education program [8]. at Semarang State University Colleges out of 22 Counseling Guidance lecturers, there were 5 lecturers who had participated in the Professional Counselor Education program [9], and at the Jakarta State University Colleges, out of 12 Counseling Guidance lecturers, there were no lecturers participating in the Professional Counselor Education program [10].

Of the five tertiary institutions that hold the BK Study Master Program, there are three tertiary institutions that hold the Professional Counselor Education Program, namely Padang State University, Indonesian Education University, Semarang State University. Then the data is seen illustrating the inadequacy of the Professional Counselor Education program in Indonesia.

## **2. METHOD**

This article was written using the literature study method. Library studies can be defined as a process related to library data collection that starts from reading, recording, and processing research material. The author collects data both in the form of concepts, as well as the results of research conducted by others. Literature studies are obtained from books, scientific articles, and research journals that discuss issues that are relevant to the contents of articles prepared by the authors.

## **3. RESULTS**

Regulations and theories of guidance and counseling provide answers to the occurrence of phenomena presented in the previous discussion. Therefore, in this discussion the theories and regulations will be displayed in accordance with the phenomena under study. So, this discussion is examined based on the Implementation Signs of the Professional Education Program for Counselor Educators (Signs of Providing the Professional Education Program for Counselor Educators) [11].

### ***3.1 Professional Educational Objectives of Counselor Educators***

It has been stressed that the objective of organizing Professional Counselor Educator Education is to produce professional counselor educators who master academic competencies that lead to the awarding of a (P-2) M.Pd in the field of Guidance and Counseling, which is then continued with the professional education of counselor educators, which overall produce graduates who have the competency as professional counselor educators and obtain a professional diploma called the Masters Certificate in Guidance and Counseling (M.Kons), which is able to carry out all stages and aspects of professional counselor education.

The goals of the professional education of the counselor educators listed are the basic descriptions of the targets of the counselor professional education that will be given to counselor students or Postgraduate students in the Department of Guidance and Counseling.

### ***3.2 Professional Competence of Counselor Educators***

There are two competencies that must be mastered by counselor educators, one of which is the professional competency of counselor educators. Professional

counselor counselors' competency covers 2 aspects, namely: (1) professional competence in organizing teaching and learning in the context of forming the bachelor's academic ability in Guidance and Counseling; and (2) professional ability in supervising the Counselor Professional Education program. The Mastery of Professional Competence of Counselor Educators is formed through the practice of applying Academic Competencies in the areas of Guidance and Counseling that have been stated above in the context of authentic learning in the Educational Personnel Educational Institution that carries out Bachelor of Education Guidance and Counseling.

Whereas professional abilities as supervisors for the implementation of the Professional Counselor Education Program, for the most part are sharpened through the supervision of the Field Experience Program (PPL) which is followed by prospective counselors in schools, which are organized systematically and seriously (rigorous), which ranges from observation in the framework of introduction to the field, supervised practice which then continues to increase into training through structured assignments (self-managed practice) to self-initiated practice, accompanied by a Counselor Mentor.

In accordance with its mission of growing professional abilities, the main criteria for successful learning in the Professional Counselor Educator Education Program in the form of Field Experience Programs both held on campus and at school, is the growth in the ability of prospective counselors concerned in using a long series of small decisions (minutes decisions or tacit knowledge) framed by wisdom in orchestrating the optimization of the use of feedback information recorded throughout the range of the learning process in the area of Guidance and Counseling, thus reflecting the trajectory in the growth of mastery of professional counselor educator tips both as educators at the academic education stage and as supervisors at the training stage providing guidance and counseling services that are independent in the context of Professional Counselor Education (Kolb, 1984; see also again, Sternberg, 2003; Faiver, Eisengart, and Colonna, 2004).

But on the other hand, even though it is beautifully illustrated behind the desk, it is also necessary to recognize the weaknesses of the prospective counselor's Field Experience Program so far, and it is also possible to emerge in organizing a Field Experience Program for prospective Counselor Educators, it is necessary to strive the limitation in the future, so that the mandate for the holding of professional counseling pre-service education for counselors both leading to the awarding of the magister and bachelor in the field of Guidance and Counseling and which leads to the awarding of a professional degree reflected in the Master Certificate in Guidance and Counseling (M.Kons) can be done as well as possible.

This also means that the implementation of the Counselor Educator Professional Education program in the

form of the Field Experience Program requires serious attention in the future. But what is clear, with the adoption of the Counselors Educator Certification Policy, responsibility should also be proportionately borne by the school, because the opportunity for the creation of a reliable counselor educator will be closed without good cooperation between Educational Personnel Educational Institution (*Lembaga Pendidikan Tenaga Kependidikan / LPTK*) and the School as the two most interested parties (the stakeholders), because just as medical education cannot produce reliable doctors if a hospital refuses to provide full cooperation in the organization of doctor professional education, it is also impossible to produce reliable counselor educators without the support of school management and other training arenas. In other words, the symbiotic-mutualistic relationship as contained in the medical field is also what needs to be developed in the context of professional education for counselor educators in the country.

### **3.3 Curriculum Thinking Development Curriculum**

The Guidance and Counseling S-2 Program was developed based on the thinking path, one of the points explaining "For the various learning activities that have been identified, an estimated time is required for implementation, which after being collected based on the substance, can be used to estimate the amount of SKS allocated. The choice of a collection of various learning activities related to the substantive content, is the first step in determining the subject of the course, which as a whole builds a full curriculum of a Study Program, in this case the Whole Curriculum of the Guidance and Counseling S-2 Program, with a study load of around 38 - 50 credits or 4 semesters that lead to the awarding of a Master of Education (M.Pd) degree in the field of Guidance and Counseling, followed by Professional Education for Counselor Educators with a study load of between 18-20 SKS or 1 (one) semester leading to the awarding of the Professional Masters Counseling degree and Counseling (M.Kons).

Thus, overall graduates have the full professional ability as a lecturer of the Undergraduate Guidance and Counseling Program who is not only able to act as an educator prospective counselor from an academic perspective, but also has the ability to maintain the quality of the performance of the Undergraduate Guidance and Counseling program, as well as a supervisor in the implementation of the Professional Counselor Education Program.

However, what is explained above is the condition if the participants of the Guidance and Counseling S-2 Program are graduates of the Guidance and Counseling S-1 Program who have completed the Professional Counselor Education Program.

### **3.4 Length and Burden of Professional Education Study Counselor Educators**

As stated, Counselor Educator Professional Education covers two stages, namely the academic education stage and the professional education stage. Academic education requires a study load of between 38-50 credits, with a length of study of 4 semesters. After completing this stage of academic education graduates get a Masters of Education (M. Pd) in the field of Guidance and Counseling. Whereas professional education for counselor educators is pursued by students who have graduated from the Masters and Counseling Master's program. This Counselor Educator professional education program is conducted for 1 (one) semester with a study load of 12-18 SKS. The success of completing this Professional Counselor Educator Professional Education Program leads to the conferring of the professional title of the Master of Guidance and Counseling (M. Kons).

## **4. DISCUSSION**

Problem posing is a description of the cause of the problem from the phenomenon that was presented in the previous section. The formulation of the causes of the problem is examined based on the theory of guidance and counseling, so that in this section we can see the gap between the theory and the reality of practice in the field.

Based on data and phenomena as well as Analysis of the Signs of the Professional Counselor Educator Professional Education Program above, it can be understood that Professional Counseling Education is mastery which is also considered important for the counselor as a competency that must be owned in full. However, even so, gaps in rules and reality can still occur. Some analysis of the problem, there are several reasons that caused the gap to occur, including:

### **4.1 Lack of Information Regarding Professional Counselor Education**

Information about Professional Counselor Education can be said to have not been fully disseminated, both in terms of the basis of the basic rules that discuss the Professional Counselor Education, as well as from information to attend the Professional Counselor Education program itself. This is evident regarding the basic rules of Professional Education if it should be carried out after taking the bachelor of Guidance and Counseling, or after taking the magister of Guidance and Counseling.

### **4.2 Professional Counselor Education is Considered Only as an Additional Education and Balanced with Teacher Professional Education**

Lack of information about what is Professional Counselor Education and all matters relating to this

information are the reasons Professional Counselor Education is only considered as additional education. Counselor Professional Education seems to be complementary because there are no rules that underlie the urgency of Counselor Professional Education. In addition, for the fact that in the field the counselor who wants to be recognized by his professionalism so that he gets recognition in the profession or is certified, still has to follow the Teacher Professional Education program. So, the professional education of the counselor seems to be seen as insignificant.

### **4.3 Constrained by Working Hours Entailed by BK Teachers or Counselors**

This tends to be experienced by BK teachers or counselors who have worked. Constrained in terms of time is a separate reason for not being able to take part in the Professional Counselor Education program because the working time is quite dense, or not in accordance with the study time in learning Professional Counselor Education Programs.

### **4.4 There are Only a Few Places for Implementing Professional Counselor Education Programs**

From the data presented above, it can be seen that the number of tertiary institutions conducting the Professional Counselor Education program is still very minimal, so this is also a reason for counseling teachers, counselors or counselors to participate in the Professional Counselor Education program. Even though there are already, long distances sometimes become a reason.

### **4.5 The Academic Guidance Counseling and Professional Counseling Education Program is Held Separately**

In this case, the authors assume that one of the obstacles is also caused by the Academic Guidance Counseling Education Program and Professional Counselor Education held separately. So that mastery of the counselor's full competency cannot be achieved maximally because not all counseling teachers, counselors or counselors will continue to master the professional competency by following the Professional Counselor Education program.

## **5. CONCLUSION**

Having previously raised the issue of BK service settings that focus on the maximum Comprehensive BK service that has not been implemented, then it is reviewed based on applicable theories and regulations, as well as from the theories and phenomena found some underlying problems, this discussion will present several alternatives that can be done by guidance and counseling practitioners.

The solution to the problem offered is to break the system. Breaking down the system in question is penetrating boldly and decisively against the existing system that has a unified whole with parts that have a functional relationship so that it can achieve the goals outlined above regarding Professional Counselor Educator Coordination. Here are the alternative implementations of breaking down the system:

First, re-formulated in a clear and clear written form regarding the urgency of the Counselor Professional Education as a form of recognition of the professionalism of a counselor according to his profession in the field of Guidance and counseling, both in its laws and regulations, the agreement of the Guidance and Counseling Association, or all matters support and strengthen the establishment of basic rules regarding Professional Counselor Education, so that there are no more gaps in achieving the counselor's competence as a whole and can be certified according to the priests.

Second, proclaim binding information and regulations regarding Counselor Professional Education so that it can be understood by all BK counselors and Indonesian Counselors as an important and mandatory program to be implemented so that it can provide further effects in the form of attainment of the full counselor's capacity.

Third, there is an alternative to encourage BK counselors or counselors to be able to equip themselves with their knowledge and insight structurally, guidance and counseling services will not limp, in the sense of making BK counselors and counselors understand that what will form themselves counselors become professional counselor figures, not only with academic knowledge, but as an applied science, it is important for counselors to have professional abilities in the implementation of counseling itself.

Fourth, for the attainment of the ultimate goal of professional education for counselor educators, this alternative has little difference from the previous three alternatives. In view of phenomena and gaps in the field, the Guidance and Counseling Association can again discuss to enlist the Professional Counselor Education Program with Professional Education Counselor Education. Considering the importance of expertise in the professional counseling practice, especially by counselor educators as a capital for the full guidance and counseling scientific learning that will be given to the counselor later.

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