

# Importance Meaning of the Counselor's Identity Towards Assessment and Performance in School

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**Abstract:** Guidance and Counseling Teachers or what we know as Counselors are very important positions in schools, but there are still some schools that use BK teachers with a background (Non-BK) or provide many additional tasks for BK teachers so as to create task confusion and even identity that should be. Students and homeroom teachers and even homeroom students will view that the BK teacher is only a substitute teacher or a teacher whose job is to punish students who have problems. Counseling teacher is not able to interpret his own identity and the cause of the problem is one of them is the lack of counselor's insight into the body of knowledge counseling that is the concept of "what, why and how counseling it" as a result given that counseling does not teach independence to the counselee, lack of insight about the technique group guidance techniques that provide information with various methods such as discussions, games, sociodrama, simulations, field trips, and others. As a result, the uniqueness of Guidance and Counseling is not apparent.

**Keywords:** counselor, identity, assessment

## 1. INTRODUCTION

Guidance and counseling are one important component in a school. Guidance and counseling services cannot be done by just anyone. Experts or people who are involved in guidance and counseling are referred to as counselors. According to Law Number 20 of 2003 article 1 paragraph (6) the existence of counselors in the national education system is declared as one of the qualifications of educators, parallel to the qualifications of teachers, lecturers and so on. Work as a counselor can be called a profession where not all of the jobs can be called a profession. Prayitno (2004) states that a profession is a position or occupation that demands expertise from its officers. That is, work called a profession cannot be done by people who are not trained and not specifically prepared in advance to do the work. A profession must meet ethics or have certain characteristics.

According to Regulation of Ministry of Education and Culture (Permendikbud) Number 111 of 2014 Article 1 paragraph (3) the counselor is a professional educator with a minimum academic qualification of Bachelor of Education (S-1) in the field of Guidance and Counseling and has passed the professional education of the Guidance and Counseling teacher. Then it will be clarified in Permendikbud Number 111 of 2014 Article 1 paragraph (4) that Guidance and Counseling Teachers are educators with minimum academic qualifications Bachelor of Education (S-1) in the field of Guidance and Counseling and have competence in the field of Guidance and Counseling. But

there are still many people who view that work and guidance and counseling can be done by anyone, as long as they are able to communicate and interview. Another assumption says that guidance and counseling services are solely directed towards providing assistance with regard to problem-solving efforts in the narrow sense of the word. This is clearly a false assumption. guidance and counseling services are not solely directed at solving problems, but includes various types of services and activities that refer to the realization of broad functions. Various types of assistance and activities require professional performance.

Effective guidance and counseling teachers have specific personal qualities and are able to model these qualities to students and to those who are helped. Personal quality is an important factor in counseling because it becomes a determining factor for the achievement of effective counseling in addition to factors knowledge of behavior and counseling skills. According to the Research Journal written by Zakki in the study "personal quality of counselors" that some counseling experts who have conducted research (Wilis, 2004) such as Carkhuf and Truax (1965); Waren (1960); Virginia Satir (1967) suggested from the results of his research that the effectiveness of a counselor is largely determined by his personal quality. In other words, the personal quality of the counselor gives rise to a therapeutic feel or nuance that "heals" which increases the effectiveness of the counseling process. Furthermore, research by Bertolino & O'Hanlon (Mulawarman, 2014) explains that the therapeutic relationship between counselor and counselee, which is

raised because the personal therapeutic counselor affects up to 30% the percentage of counselee improvement, higher than the application of the counseling model or technique. From this research, it can be understood that the impact of the counselor's personal therapeutic personal qualities that arises in the counseling relationship for the achievement of changes in the counselee.

Based on the Ministry of Education and Culture (2016) on Human Resources of primary and secondary education it was found that the state (civil servant staff) in Indonesia that the needs of 66 junior high school BK teachers were 66,934, while there were 26,873 BK teacher teachers, the BK teachers still lacked by 40,061 people. At the Senior High School level (SMA) the needs of BK teachers are 28,751 people, while there are 7,678 BK teachers, so BK teachers still lack 21,073 people. At the Vocational High School level (SMK) the needs of BK teachers are 28,902 people, while there are 3,436 BK teachers, so BK teachers still lack 25,466 people. The following are examples of cases where many non-BK graduates became BK teachers: (1) at the MGBK Vocational School Malang routine event (2 May 2019), namely the Workshop on Development of Counseling Guidance Services in the Industrial Revolution Era 4.0, during the question and answer session there was one of the teachers counseling guidance from SMK NU Sunan Ampel Poncokusumo Malang Regency Indonesia stated that he was a mathematics teacher who also served as a BK teacher in his school; and (2) one of the BK teachers in SMK Negeri 2 Malang was also a graduate student in Economics who only took counseling guidance; (3) Radar Cirebon, Jakarta (May 28, 2014) ICT subjects were abolished because of the 2013 curriculum, ICT teachers became BK teachers (conducting counseling); (4) East Java Education Office (10 August 2019) stated that there were a shortage of 3000 East Java teaching teachers, 1056 were lack of religious teachers, and the remaining other subjects lacked history, mathematics, and counseling guidance teachers; and (5) BK vocational school teachers NMC Malang, BK counseling teacher Salahuddin Malang each has only 1 BK teacher with a student ratio, 1 BK teacher to 700 students.

## 2. RESULT

The existence of counselors in the national education system is stated as one of the qualifications of educators, in line with the qualifications of teachers, lecturers, tutors, tutors, lecturers, facilitators, and instructors (Law No. 20 of 2003 Article 1 Paragraph 6). Each teacher's qualifications, including counselors, have unique task contexts and performance expectations. Standards of academic qualifications and counselor competencies are developed and formulated on the basis of a mindset that confirms the counselor's task context and performance expectations.

The establishment of the counselor's academic competence is a formal level education process (S-1) in the Guidance and Counseling field, which leads to the awarding of a Bachelor of Education (S.Pd) academic diploma in the Guidance and Counseling field. Whereas professional competence is mastering tips on organizing guidance and counseling that is independent, which is grown and honed through the practice of applying academic competencies that have been obtained in the context of authentic Professional Counselor Education which is oriented to experience and ability of field practice, and graduates receive a professional certificate of guidance and counseling with a degree Counselor profession, abbreviated Kons.

Gale & Austin (Neukrug, 2012) suggested that the counselor's professional identity is based on a body of knowledge. Knowing who the counselor is and who is not the counselor will clarify the role and duties of the counselor itself. Knowledge of identity is able to define the limits of the task, understand when to consult with colleagues and realize when to carry out referrals. The ACA Code or American Counseling Association (in Neukrug, 2012) explains that the counselor profession can be known from its characteristics that only practice counseling within the limits of its competency, based on the education and training that is taken, supervised experience, national professional credentials and country, and appropriate professional experience.

## 3. DISCUSSION

### 3.1. *The Counselor's Trilogi*

As a professional, counselors or counseling teachers are required to master and fulfill the professional trilogi in the field of education, especially in the field of counseling: (1) education, the academic qualifications of a counselor are first of all the Bachelor of Guidance and Counseling Education, by mastering the rules of education science properly in understanding students through counseling services; (2) professional counseling substance, counselors are required to master various types of services and supporting activities with the theoretical foundation, practical references, standard operating procedures (SPO), and their implementation in counseling practice. The approach and technology, management and evaluation of services need to be supported by scientific and technological principles such as psychology, sociology, information-communication technology as "tools" to better utilize and utilize counseling services; and (3) counseling service practices, the quality of counseling services is measured by the appearance of service tactics by the counselor towards the service goals.

### 3.2 *The Main Quality that a Counselor Needs*

The personal quality of the counselor is a criterion that concerns all aspects of personality that are very

important and determines the effectiveness of the counselor when compared with the education and training he gets. Carl Rogers mentions three main qualities that a counselor needs for effective counseling, such as: (1) congruence; (2) empathy; (3) unconditional positive attention to the client.

While Cavanagh (1982) suggests that the teacher's personal quality of guidance and counseling is characterized by several characteristics as follows: (1) self-knowledge, (2) competence, (3) good psychological health, (4) trustworthiness, (5) honesty, (6) strength, (7) warmth, (8) active responsiveness, (9) patience, (10) sensitivity, and (11) holistic awareness.

### 3.3. Identity Should be a Counselor

Neukrug (2012) suggests that individuals who call themselves a counselor will have the ability in counseling. However, the role of the counselor can be found in various places and has their respective roles. There are school counselors, there are campus counselors, agency counselors, private practitioners, rehabilitation counselors, and business and industry counselors. Each counselor also conducts individual and group counseling, organizes and interprets psychological assessments, offers career counseling, conducts consultations in the realm of educational and psychological problems, and shows counseling activities that are useful for all ages of individuals. Although there are many different counselors, all counselors have goals that same. The goal is to help shape good relationships, work groups, human growth and development, social and cultural foundation, career development and lifestyle, assessment, research and program evaluation.

Personal identity is based on the uniqueness of a person's personal characteristics, such as character, ability, talent and choice. Everyone wants to establish their identity, show who they really are and their similarities with a number of people and what distinguishes them from others. Individuals who are forming self-identity are individuals who want to determine who and what he is at this time and who or what individuals want in the future (Ristianti, 2008).

A strong identity possessed by the counselor can be reflected or shown to students and all levels of the school if the counselor is indeed an Expert or in accordance with his abilities, however if a counselor comes from a background of Guidance and Counseling such as sports teachers, religious teachers or teachers field of study who also doubles as a BK teacher will give rise to a different identity from what a counselor should have that has an impact on performance in implementing the counseling service or process.

In fact, in Indonesia the identity of a counselor is still questionable. That is because at school the counselor is one of the school personnel who has a special assignment. However, the identity of the specificity of the

counselor's assignments is often not seen either by other school personnel or by students. Therefore, if the school counselor wants to display their identity, they often find disappointment because the other parties in the school underestimate the role that the counselor brings.

### 3.4. The Meaning of the BK Teacher at School

In current practice, the meaning that is reflected on BK Teachers is the assumption that, students who deal with counselors are problematic students who still cling to the minds of most students, so the frightening picture of school counselors, as school policemen, has aroused the reluctance of most students towards counselors schools in helping them overcome the problems faced by students, although the students really want to ask for help from school counselors, this is all because they are more afraid of being labeled by their peers as problem students (Prayitno, 2004). BK teachers who have been considered as people who always provide penalties, points of violation to the appropriate suspension for students who have problems.

Research conducted by Putri Astiti (2018) about the still lack of BK teachers in state high schools in the city of Bandung, has a negative impact on the BK teacher's identity, namely the BK teacher as a prop for the door or can be interpreted as filling empty hours and BK teachers who are still considered as school police. In general, there is a stigma or negative assessment that is still the identity of the counselor in the field or school environment that:

1. BK teachers are school policemen who take part in dealing with the problem of order
2. The BK teacher is only tasked with punishing students with problems
3. BK teacher is a teacher who often conducts Raids in class in the form of Raids HP, Raids the student's hair that is not neat.

Other problems that occur in the field include:

1. The services provided (counseling) are the same as vent, do not need special techniques so that the work of the counselor can be carried out by anyone
2. The method of delivering information provided by the counselor is only by lecturing / telling stories.
3. Counseling is enough to be carried out with a one-time counseling process.

The assessment is because BK Teachers are less able to interpret their own identities and the cause of the emergence of the problem is one of them is the presence of BK teachers in schools derived from non-BK academic qualifications. In addition, the counselor's lack of insight into the body of knowledge counseling is the concept of "what, why and how counseling" as a result given that counseling does not teach independence to the counselee, lack of insight about group guidance techniques that provide information with various methods such as,

discussion, games, sociodramas, simulations, field trips, and more. As a result, the uniqueness of Guidance and Counseling is not apparent.

#### 4. CONCLUSION

The identity of the counselor or counselor will be stronger if it is supported by the professional counselor in carrying out guidance and counseling services in schools. Where the counselor has previously met the formal requirements, personality, nature and insight. So that there are no more BK Teachers who are not from a S1 BK background and are able to clarify the identity of BK Teachers / counselors need to improve their abilities through various professional scientific activities such as Seminars and Workshops.

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