

# Analysis of Understanding of Professional Identity as Efforts to Improve Counselor Teacher Performance

Ninda Hidayatul Rahmawati <sup>1, \*</sup>, Nur Hidayah <sup>1</sup>, Diniy Hidayatur Rahman <sup>1</sup>

<sup>1</sup> Department of Guidance and Counseling, Faculty of Education, Universitas Negeri Malang, Malang 65145, Indonesia

\* Corresponding author. Email: nindarahma123@gmail.com

**Abstract:** The tasks of educators to develop students in a full and optimal way is actually a joint task that must be carried out by teachers, counselors, and other educators as work partners. Meanwhile, each party still has its own working area. The services provided will not be maximal and cannot reach the development competence of students if the teaching staff does not work in accordance with the region. The development of understanding of the duties and expectations of counselors and teachers in the field is still quite a heated conversation, so that it raises questions about how the counselor's understanding of the identity of his profession, especially regarding the context of the counselor's duties in the field. Based on data found in the field, it is known that counselors are still confused in examining the context of their professional assignments and confusing between counselor's performance expectations and teacher performance expectations, which are actually very different. It is known that in the implementation of services in schools, counselors use LKS to provide services. Students confessed that they were confused in planning their careers and the things they had to do after graduating from high school, because they felt limited in getting services provided by the guidance and counseling teacher because the services provided were only about the material in the worksheet. If this is left unchecked, it will have an unfavorable impact on the existence and position of guidance and counseling services, because it obscures the context of the duties and expectations of the counselor's performance, and can damage the integrity of the guidance and counseling services that are independent, moreover it will eliminate the uniqueness of identity a counselor, so alternatives are needed to solve the problem.

**Keywords:** identity, expectations, service

## 1. INTRODUCTION

The existence of guidance and counseling teachers in the national education system is stated as one of the qualifications of educators, in line with the qualifications of teachers, lecturers, tutors, tutors, *widyaswara*, facilitators and instructors, as stated in Law Number 20 of 2003 Article 1 paragraph 6 [1]. Explicit recognition and alignment of positions between educators do not eliminate the sense that each teaching staff, including counselors, has a task context and performance expectations that contain uniqueness and differences. Standards of academic qualifications and counselor competencies are developed and formulated on the basis of a mindset that emphasizes the context of the counselor's task and performance expectations [2].

According to the nature of the guidance and counseling work that is different from the teaching work, the guidance and counseling service objectives are different from the teaching objectives [3]. The Ministry of National Education also emphasizes that guidance and counseling are not learning activities in the context of the teaching scene as if the teacher were learning as a field of

study, but rather expert services in the context of establishing students [4].

In fact, the context of a counselor's task is to help students in the process of self-recognition, both regarding the strengths and weaknesses found in themselves. It also concerns the aspirations of life that are lived, which are confronted with the opportunities that are open and the challenges it finds in its environment. So that it can facilitate the growth of the counselee's independence in making his own important decisions in his life journey.

Counselor services in the implementation of their duties will resemble teaching like a teacher when using learning material as a service context [4]. Guidance and counseling services that are supported by counselors as mentors should not use learning material as a service context, as is done by teachers who are both in the educational setting. This charge difference should make the counselor provide unique professional services where the figure is very different compared to the figure of the teacher who gives the teaching.

The development of understanding of the duties and expectations of counselors and teachers in the field is still

quite a heated conversation, so that it raises questions about how the counselor's understanding of the identity of his profession, especially regarding the context of the counselor's duties in the field. Based on research conducted by Reswariaji [5] in high schools throughout Pekalongan City, data is obtained that phenomena occurring in the field are different from existing theories, that counselors in the process of providing services look more like a teaching process by using *Lembar Kerja Siswa* (LKS).

Student Worksheets or abbreviated LKS that contains short material and contains questions or assignments that must be done by students. This can be seen from the process of delivering the goals, the counselor rarely conveys the purpose of the services to be provided assuming students have read the goals themselves listed in the LKS. Besides this, in the process of carrying out service material conducted by counselors in Pekalongan State High School is by reading together the material and working on the questions in the LKS and the counselor does not provide further explanation about the service material in the LKS.

Meanwhile, based on data conducted by Prastiwi & Nursalim [6] the efforts made by guidance and counseling teachers in Surabaya State High School in providing their services only use LKS as the main source of information services. In that study stated that 50% of the number of class XI students were still unable to plan their career choices. That is due to the lack of information about the position or occupation they get. Students claimed to be confused in planning a career and the things they had to do after graduating from high school, because they felt limited in getting services provided by guidance and counseling teachers because the services provided were only about the material in the LKS.

Based on some data previously explained, the process and results of guidance and counseling services that use LKS as a medium in-service delivery need to be considered for their effectiveness. If this is left unchecked, it will have an unfavorable impact on the existence and position of guidance and counseling services, because it obscures the context of the duties and expectations of counselor performance, and can damage the integrity of the guidance and counseling services that are independent, moreover it will eliminate the uniqueness of identity a counselor.

## 2. DISCUSSION

The connection with the expectations of the counselor's performance is not the same as the teacher's performance, both of which are educators that are clarified by the understanding of educators based on Article 1 of the National Education System Law Number 20 of 2003 which explains that although the counselor has a position alignment with other educators, it does not eliminate the sense that the counselor has a different task context and expectations from the teacher or other educators [1]. The tasks of educators to develop students in a full and optimal

way is actually a joint task that must be carried out by teachers, counselors, and other educators as work partners. Meanwhile, each party still has its own working area. The services provided will not be optimal and cannot reach the development competence of students if the teaching staff does not work in accordance with the region [4].

Teacher performance expectations are very different from counselors, so guidance and counseling services cannot be implemented as the learning provided by the teacher. Guidance and counseling services that are supported by counselors as mentors should not use learning material as a service context, as is done by teachers who are both present in the educational settings. To make it easier to understand the difference between counselor performance expectations and teacher performance expectations, the following will be explained in Table 1 regarding differences in counselor performance expectations and teacher performance expectations.

### a. Problem Solving

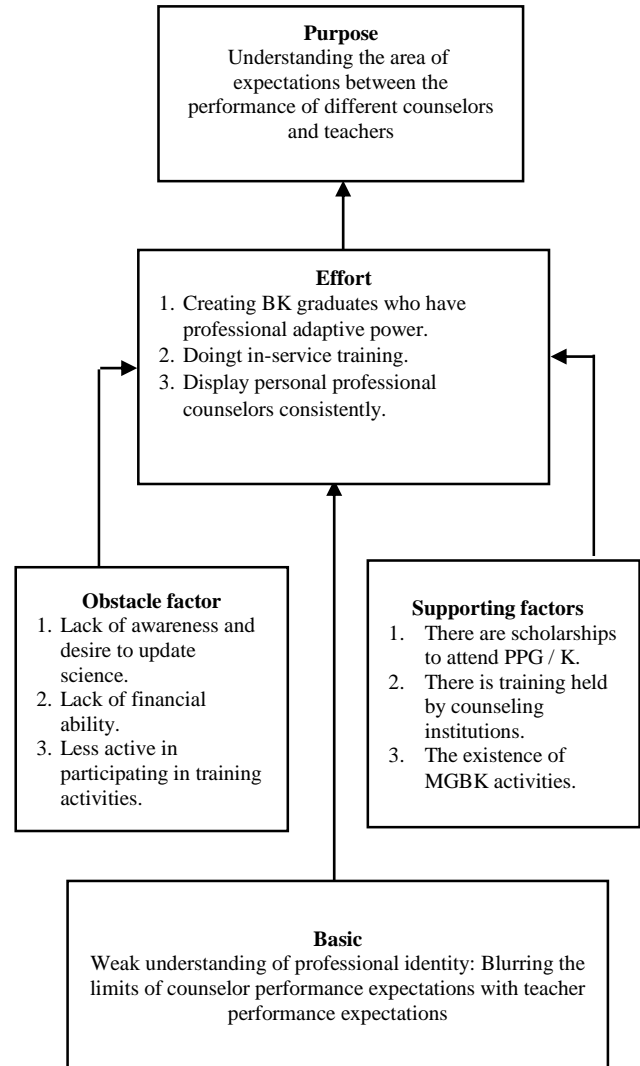
In order not to harm the integrity of guidance and counseling services that are independent and do not eliminate the uniqueness of a counselor's identity, guidance and counseling services should be carried out professionally in accordance with the competencies [7]. Basically, Guidance and Counseling services are services that are independent of students, in contrast to teachers who provide learning that educates students. Therefore, it is very important to understand differences in counselor performance expectations and teacher performance expectations. Keep your text and graphic files separate until after the text has been formatted and styled. Do not use hard tabs, and limit use of hard returns to only one return at the end of a paragraph. Do not add any kind of pagination anywhere in the paper. Do not number text heads-the template will do that for you.

From the discussion that has been presented previously, related to differences in counselor performance expectations that are not the same as the teacher, we still encounter many mistakes in the field in its application. There are several schools in Indonesia in the implementation of services provided by teacher guidance and counseling using LKS, as well as the learning process carried out by teachers. If we look at that, the counselor's performance expectations are a service that is not independent of the teacher who uses normative references of educational learning. There are several offers presented to solve this problem, which will be explained in the following Figure 1.

Based on Figure 1 the phenomenon that occurs in Indonesia is that counselors use the learning methods used by teachers, namely through LKS (Student Worksheets) in the implementation of services. This happens because the counselor does not deeply explore and understand the identity of his profession, so that the competency standards and performance expectations that should be carried out are actually ignored. Therefore, efforts that can be made to improve this matter are.

**Table 1 Differences in Counselor Performance Expectation with Teacher Performance Expectations**

Source	Counselor Performance Expectations	Teacher Performance Expectations
ABKIN, <i>Krisis Identitas Profesi Konselor</i>	Do not use learning material as a context for independent guidance and counseling services.	Use learning material as a context of educational learning services.
Permendikbud No. 111 Tahun 2014, <i>tentang Bimbingan dan Konseling Pada Pendidikan Dasar dan Pendidikan Menengah</i>	Preparation of guidance and counseling programs is to make plans for guidance and counseling services in the areas of personal, social, learning, and career financing.	Preparation of teaching or practice programs is the planning of teaching and learning activities that include annual planning, quarterly chess planning, and plans outlined in the form of teaching preparation or practice preparation.
ABKIN, <i>Alur Pikir Pendidikan Profesional Konselor dan Layanan Bimbingan dan Konseling dalam Jalur Pendidikan Formal.</i>	The implementation of guidance and counseling is to perform the service functions of understanding, prevention, alleviation, maintenance and improvement and development in the areas of personal, social, learning, and career guidance.	Presentation of teaching or practice programs is the implementation of teaching and learning activities or practical activities based on the plans contained in the preparation of teaching or practice preparation.
	Serving normal and healthy counselees, using the reference "guidance and counseling services that are independent", in accordance with the demands for self-realization through the facilitation of maximum capacity development including the client's personal conditions such as self-adjustment, attitudes, and study habits, career information and choices.	Using subjects as an applied context for services, using normative references "educating learning" that focuses on educational services in accordance with the talents, interests, and needs of students in the process of lifelong culture in an educational atmosphere that is meaningful, fun, dialogic, and dynamic towards achievement whole education.
Ditjen PMPTK, <i>Rambu-rambu Penyelenggaraan Bimbingan dan Konseling dalam Jalur Pendidikan Formal.</i>	Measure of success: a. Independence in life. b. More qualitative, the elements are interrelated (individual characters).	Measure of success: a. Achievement of Graduates' Competency Standards. b. More quantitative.
	The general approach is self-introduction and the environment by the counselee in the context of alleviating personal, social, learning and career problems.	The general approach used is the use of instructional Effects & Nurturant Effects through learning.



**Figure 1 Problem Solving Strategies**

**b. Creating BK Graduates Who Have Professional Adaptive Power**

Professionalism of graduates Adequate Counseling Guidance, can be achieved through management with the main orientation of effectiveness, as well as the usefulness and quality growth of graduates. Professional adaptive power as an education scholar and counselor, is managed through a curriculum that has a clear foundation. All BK educational institutions need to prepare a curriculum that internalizes prospective counselor graduates to be able to realize their competencies and duties, that as a counselor has unique performance expectations and is different from expectations of teacher and other performance.

**c. Doing In-Service Training**

In-service training is one of the professional counseling activities. This activity can be in the form of further study programs or specific training programs within a certain period to improve their abilities [8]. Guidance and

Counseling has a professional counseling education program (PPG / K) which is taken for two semesters. In Regulation of Ministry of Education and Culture (Permendikbud) Number 111 of 2014 Article 1 Paragraph 3 states that counselors are professional educators with a minimum academic qualification of Bachelor of Education (S-1) in the field of Guidance and Counseling and have passed the professional education of Guidance and Counseling teachers or counselors [9]. Through this activity counselors can improve their professionalism. In addition, the government has provided facilities in the form of scholarships (subsidized PPG from the Ministry of Research, Technology and Higher Education) for counselors who want to join the professional counselor program. Being a counselor is a lifelong process. This process takes place through formal education and includes participating in activities related to counseling and professional organization activities. Counselors who stop renewing themselves will quickly become obsolete in providing counseling and counseling services [10].

#### **d. Display Personal Professional Counselors Consistently**

Self-appreciation as a counselor will allow the counselor to always grow and develop a helper's personality. With a strong professional identity in each counselor, the BK program will be equivalent to the academic program of the school in order to support the success of students in all aspects of their lives [11]. As a counselor always implanted in himself that he is someone who provides services to students so that students are able to grow optimally, not as an educator who give out material and assess.

#### **e. Possible Obstacle Encountered**

There are several obstacles in the implementation of the offer that must be considered, including the lack of awareness and the desire to update science as a professional counselor, lack of financially women to participate in training programs or PPG programs, besides the lack of active counselors in participating in training activities that have been held by various parties.

#### **f. Supporting Factors**

In addition to the aforementioned obstacles, there are several factors that can support the offered solution, including scholarships to take part in PPG / K so that counselors who have financial difficulties in joining the PPG / K program can apply for these scholarships, furthermore there are several training activities held by counseling institutions that can support science and further strengthen understanding of the identity of professional counselors, and next is the existence of MGBK activities that can also add and update counselor knowledge.

### **3. CONCLUSION**

By deepening the understanding of the identity of a professional counselor it can clarify the views of the

counselor's expectations with teacher expectations that are actually different, and can strengthen the profession itself as a unique and unique profession with various qualifications and obligations that must be carried out. To improve the performance of professional counselors in order to meet the professionalism of Guidance and Counseling the Guidance and Counseling service providers should be carried out in accordance with the provisions that have been formulated in Permendikbud Number 27 of 2008 concerning professionalism and competency of counselors. Counselors also need to always develop the insights they have.

Hope that in the future the performance of the counselor will be carried out by professional counselors who provide guidance and counseling services which are independent not as an educational service as implemented by subject teachers. Then, for each educational staff can understand the expectations of their respective performance so that no one violates the working area, so that optimal development of students will be achieved.

#### **REFERENCES**

- [1] Undang-undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. 2003. Jakarta: Departemen Pendidikan Nasional.
- [2] Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 27 tahun 2008 Tentang Standar Kualifikasi Akademik dan Kompetensi Konselor. 2008. Jakarta: Menteri Pendidikan Nasional.
- [3] Sukardi, D. K. 2008. Pengantar Pelaksanaan Program Bimbingan dan Konseling di Sekolah. Jakarta: Rineka Cipta.
- [4] Kartadinata, et al. 2007. *Naskah Akademik Penataan Pendidikan Profesional Konselor dan Layanan Bimbingan dan Konseling dalam Jalur Pendidikan Formal*. Jakarta: Departemen Pendidikan Nasional.
- [5] Reswariaji, K. A. 2013. Dampak Layanan Bimbingan dan Konseling yang Menggunakan Lembar Kerja Siswa (LKS) Terhadap Proses dan Hasil di SMA Negeri se-Kota Pekalongan. *Jurnal Ilmu Pendidikan*, 17(5). 339-353.
- [6] Prastiwi, E. C & Nursalim, M. 2014. Pengembangan Media Ular Tangga Perencanaan Karier dalam Bimbingan Kelompok Pada Siswa IPS di SMA Negeri 17 Surabaya. *Jurnal BK Unesa*, 4(3). 549-602.
- [7] Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 27 tahun 2008 Tentang Standar Kualifikasi Akademik dan Kompetensi Konselor. 2008. Jakarta: Menteri Pendidikan Nasional.
- [8] Lasan, B. B. 2014. *Konselor Sekolah: Tinjauan dan Upaya Profesionalisasi*. Malang: Elang Emas.
- [9] Peraturan Menteri Pendidikan dan Kebudayaan Nomor 111 tahun 2014 Tentang Bimbingan dan Konseling pada Pendidikan Dasar dan Menengah. 2014. Jakarta: Menteri Pendidikan dan Kebudayaan Republik Indonesia.
- [10] Gladding, T. S. 2009. *Counseling: A Comprehensive Profession*. New Jersey: Pearson Education. Inc.
- [11] Setyowati, A. J., et al. 2016. Makna Identitas Profesi Pada Konselor SMP Negeri Kota Malang. *Jurnal Ilmu Pendidikan*, 1(2), 17-23.
- [12] Kusumaningrum, D. E., Sumarsono, R. B., & Gunawan, I. (2018, October). Empowering the Principal of Boarding House-Based Junior High School in East Java Province Indonesia. In 3rd International Conference on Educational

- Management and Administration (CoEMA 2018). Atlantis Press.
- [13] Bafadal, I., Nurabadi, A., Sobri, A. Y., & Gunawan, I. (2019). The Competence of Beginner Principals as Instructional Leaders in Primary Schools. *International Journal of Innovation, Creativity and Change*, 5(4), 625-639.
- [14] Gunawan, I. (2016). Perspectives of Pancasila: Leadership Education's Values and Ethics'. 2nd ICET Theme: "Improving the Quality of Education and Training Through Strengthening Networking, 417.
- [15] Gunawan, I., Kusumaningrum, D. E., Triwiyanto, T., Zulkarnain, W., & Nurabadi, A. (2018, October). Hidden Curriculum and its Relationship with the Student Character Building. In 3rd International Conference on Educational Management and Administration (CoEMA 2018). Atlantis Press.
- [16] Gunawan, I. I. (2017, August). The Application of Instructional Management Based Lesson Study and its Impact with Student Learning Achievement. In 2nd International Conference on Educational Management and Administration (CoEMA 2017). Atlantis Press.
- [17] Gunawan, I., Kusumaningrum, D. E., & Sumarsono, R. B. (2019, December). Investigation of Principal Leadership Based on Pesantren: Descriptive Study about Implementation of Human Resources Empowerment Models Based on Soft System Methodology. In the 4th International Conference on Education and Management (COEMA 2019). Atlantis Press.