

Investigation of the Counselor's Professional Competence on the Comprehensive Understanding of the Guidance and Counseling Program

Andreas Purbo Anggoro Prilianto ^{1, *}, Nur Hidayah ¹, Diniy Hidayatur Rahman ¹

¹ *Guidance and Counseling Department, Universitas Negeri Malang, Malang 65145, Indonesia*

^{*} *Corresponding author. Email: andreasanggoro01@gmail.com*

Abstract: Counselors are said to be professionals when they already have academic qualifications and core competencies counselors, as stipulated in the minister of education's regulations. This article aims to explore and uncover evidence that supports the writer's assumptions. The method used is the study of the library through reading sources and research journals. Based on several research results obtained, it turns out to support the problems that occur. The author can conclude that there is indeed a problem in the mastery of Guidance and Counseling Teachers' professional competencies who are not optimal in understanding Comprehensive Guidance and Counseling, such as understanding the concepts and praxis of Comprehensive Guidance and Counseling, planning and implementing a Comprehensive Guidance and Counseling program. There are several things that can be done to address this problem, which is summarized as the writer's suggestions such as, Guidance and Counseling Teachers can attend seminars, training, and join the Guidance and Counseling Teachers' Meeting in the area to improve their professional competence; basing on need assessment when planning Comprehensive Guidance and Counseling services; implement it significantly, and open up to collaborating with other parties.

Keywords: counselor, professional competency, comprehensive guidance and counseling

1. INTRODUCTION

Every organization expects its members to show Counselor or Guidance and Counseling Teacher is a profession whose object of work is human. Guidance and Counseling Teachers, although referred to as Teachers, but apparently cannot be equated with other Teachers such as Subject Teachers in schools. Both have different tasks and functions in school. It can be said simply that the Guidance and Counseling Teacher has the task of guiding while the Subject Teacher has the task of teaching.

In Regulation of the Minister of National Education (Permendiknas) Number 27 of 2008, it is said that the task of the Counselor is to provide Guidance and Counseling services for students (formal way) [1]. The service delivery is intended so that students are able to develop their potential and have independence in dealing with their developmental tasks. Before arriving at the implementation of the Counselor's duties, there are basic things that deserve attention. The basic thing is the educational background of the Counselor himself.

As explained in Permendiknas Number 27 of 2008, where the academic qualifications of a counselor are those who have taken undergraduate Guidance and Counseling

and or have taken the Professional Counselor Education Program or in Indonesia is Program Profesi Konselor (PPK). This should be a concern because the educational background is a valuable capital for a counselor before engaging in formal education.

Permendiknas Number 27 of 2008 also explained that Guidance and Counseling Teacher must have core competencies, namely pedagogic, personality, social, and professional competency. Mastery of the four competencies is mandatory for a Guidance and Counseling Teacher. It was intended that the performance carried out by the Guidance and Counseling Teacher can run professionally.

Mastery of the four competencies is not an easy thing. In addition to having to have the appropriate academic qualifications base, the Guidance and Counseling Teacher must also continue to develop each of these competencies so that they are increasingly mastered. The reality that occurs in the field shows that there are still many Guidance and Counseling Teachers who have not fully mastered these competencies, specifically the mastery of professional competency.

The mastery of the professional competence of the Guidance and Counseling Teacher is really very important.

This is because it will have an impact on the quality of services provided by the Guidance and Counseling Teacher both in the realm of guidance and counseling itself. More specifically, mastery of professional competency that has not been maximized will have an impact on the development of students as service recipients. So, the author tries to review the Guidance and Counseling Teacher's understanding of professional competency associated with Comprehensive Guidance and Counseling services.

2. QUALIFICATIONS OF COUNSELOR

In Permendiknas Number 27 of 2008 stated that the presence of counselors in the national education system is one of the qualifications of educators who are equal to the subject teacher. Both the Teacher and the Counselor each have unique assignments. The context of the Counselor's task is the development of potential and independence of students in making decisions and choices to realize a productive, prosperous, and caring public benefit [3].

Permendiknas Number 27 of 2008 tries to explain the academic qualifications and competencies of the Counselor where these two things will underlie the Counselor's task context. In Permendiknas number 27 of 2008 it is said that the academic qualifications of a counselor are those who have taken undergraduate Guidance and Counseling and or are educated in the counselor profession. This is a prerequisite that the educational background of a counselor is very important in relation to when the Counselor is carrying out his duties. Does the question become whether these rules have been implemented well in reality? Or is it actually still not realized properly?

The research result revealed that there are still quite a lot of Guidance and Counseling Teachers who have educational backgrounds not from Guidance and Counseling. The research is taking place on 12 high schools in Bandung, Malang, and Padang. Of the 12 high schools, there are 64 Guidance and Counseling Teachers who are the research subjects. The research results showed that as many as 24 or 37.5% of Guidance and Counseling Teachers who were the research subjects had educational backgrounds, not from Guidance and Counseling [4]. This is in line with what was said by Mungin, who stated that not all of the Guidance and Counseling Teachers had an educational background in Guidance and Counseling [5].

3. COMPETENCIES OF COUNSELOR

Competencies themselves are divided into four core competencies, namely pedagogic, personality, social, and professional competencies [1]. Good mastery of competence encourages Guidance and Counseling Teachers to provide Guidance and Counseling services properly. One of the tasks of the Guidance and Counseling Teacher is to carry out comprehensive Guidance and

Counseling services. The task is included in the professional competency of the Counselor, as stipulated in Permendiknas number 27 of 2008. The author sees that there are still problems associated with the understanding of the Guidance and Counseling Teacher towards the concept of comprehensive Guidance and Counseling.

Imperfect understanding can be a limiting factor in the performance of the Guidance and Counseling Teacher in school, as mentioned in the research, which said that mastery of competence contributed 25.9% as an inhibiting factor for Teacher Guidance and Counseling in carrying out its performance. In addition, the educational background also becomes an obstacle to the Counselor's performance, with a percentage of 32% [6]. This means that the educational background of Guidance and Counseling Teachers who are not in accordance with the academic qualifications, according to Permendiknas number 27 of 2008, is quite influential on the performance of Guidance and Counseling Teachers in carrying out their services.

4. COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM

The National Ministry of Education of Indonesia explains that there has been a change in the Guidance and Counseling paradigm, which was originally traditionally oriented, remedial, clinical, and focused on the Guidance and Counseling Teachers into a development-oriented Guidance and Counseling approach [7]. This approach is commonly referred to as the Comprehensive Guidance and Counseling. The main emphasis is not on treatment but rather on the prevention and development of students. The Implementation of Comprehensive Guidance and Counseling is packaged into four program components, namely basic services, individual planning, responsive services, and system support.

A paradigm of Comprehensive Guidance and Counseling is currently the guideline for Guidance and Counseling Teachers in Indonesia in carrying out their duties. The implementation of the Comprehensive Guidance and Counseling program is increasingly more organized with the existence of Permendikbud number 111 of 2014, which serves as the operational foundation for the implementation of Guidance and Counseling services [8].

Based on the results of research on Guidance and Counseling Teachers at the high school level in the Guidance and Counseling Teachers' Association in Magelang Regency showed that 80.88% of BK (Guidance and Counseling) teachers did not understand in depth the basic concepts of the preparation of a comprehensive Guidance and Counseling program and the remaining 19.12 % BK teachers who have understood deeply. This kind of condition is seen as a challenge for BK teachers because the understanding of the concept is lacking, so even in designing the BK program will experience

obstacles [9]. The results of the above study are strengthened by the other results of research on the Guidance Counseling Teachers in Pontianak, which revealed that only 31.58% of the Guidance and Counseling teachers had the ability to design a Guidance and Counseling program, and the rest were in the underprivileged category of 52, 63% and not capable of 15.89%.

This study is based on the data of the BK Teacher competency test results in Pontianak City conducted by LPMP (Educational Quality Assurance Agency) of West Kalimantan Province in 2012 [10]. The results of the study reflect that the professional competence of BK Teachers in Pontianak is still not well mastered, specifically competency in designing and compiling Guidance and Counseling programs.

Based on the other research of 38 Guidance and Counseling Teachers on Vocational School in Bantul Regency, DI Yogyakarta it is known that not all of respondents have a good understanding of Comprehensive Guidance and Counseling [11]. The results of the study want to explain the understanding of the BK Teachers in terms of the concept and program management of Comprehensive Guidance and Counseling. For aspects of the basic concept of comprehensive BK, as many as 19 BK teachers or 50% of the total respondents who have very high understanding of the concept of Comprehensive Guidance and Counseling. The rest are distributed in the high, medium, low and very low categories. In the second aspect, which is the understanding of management of the Comprehensive BK program, the data obtained that most of the BK Teachers in Bantul Regency have an understanding of the management of the Comprehensive Guidance and Counseling program in the medium category with 23 people or 60.5%.

The results of research in other regions, namely in Gunung Kidul Regency, DI Yogyakarta where not all of the Guidance and Counseling Teachers in Junior High School understand well the Comprehensive Guidance and Counseling program. The study involved 44 Guidance and Counseling Teachers of junior high school in Gunung Kidul Regency, using a multiple-choice test technique. With a range of scores from 50 to 100, the results show that as many as 19 BK teachers or 43.2% still have a poor understanding of the Comprehensive Guidance and Counseling program [12]. This means that almost half of the research subjects have a less than optimal understanding. With this result, it further strengthens the evidence that the mastery of professional competence of BK teachers in the field is still not maximal, especially in terms of understanding the program of Comprehensive Guidance and Counseling.

Based on the data that has been presented from several studies conducted in several regions in Indonesia, it can be said that the professional competence of BK Teachers in terms of understanding BK Comprehensive is still not optimum. The mastery of professional

competence, which is still not comprehensive, is divided in terms of understanding the concept and its implementation. The interesting thing that can be seen from some research data presented is that the problem of mastering the professional competence of BK teachers occurs not only at one level of formal education but also occurs at the level of junior high school, senior high school, and vocational school.

5. CONCLUSION

Based on the results and previous discussions, the problem that occurs is the gap between the Counselor's competency expectations and the reality of implementation in the field as written in Permendiknas number 27 of 2008 where a professional counselor is those who have an education background in Guidance and Counseling S1 (Bachelor) or who are educating the Professional Counselor Program (PPK). In addition, BK teachers are also required to master the four Counselor' core competencies, namely pedagogical, personality, social, and professional competencies.

In relation to the context of the Counselor's work in school, mastering professional competence is important for every BK teacher to have. One of the points in professional competence is the understanding of Comprehensive Guidance and Counseling both in terms of concepts and implementation. However, the reality that occurs in the field is not yet optimal mastery of professional competence from the Guidance and Counseling Teacher shown by research data.

6. RECOMMENDATION

Looking at the existing problems related to the mastery of professional competency of Guidance and Counseling Teachers, various efforts can be taken so that the mastery of Professional competency specifically on understanding the BK Comprehensive program. The following are some of the efforts that can be made by BK Teachers to increasingly master BK Teacher's professional competency.

- a. Guidance and Counseling teachers can attend various seminars, workshops, workshops, or training on the concepts and practical approaches of Comprehensive Guidance and Counseling.
- b. Guidance and Counseling Teachers can be actively involved in the Guidance and Counseling Teachers' Consultation (Musyawarah Guru Bimbingan dan Konseling) in each region. The goal is to become more able to develop and obtain information related to the implementation of the Comprehensive Guidance and Counseling.
- c. Related to the implementation of the Comprehensive Guidance and Counseling program, BK Teachers should depart from the needs and tasks of developing students in preparing the Guidance and Counseling service plan.

- d. Practicing the preparation of the Comprehensive Guidance and Counseling program in schools directly.
- e. Open yourself to collaborate with other teachers in the school either in needing assessments or when implementing Guidance and Counseling services.

REFERENCES

- [1] Permendiknas. (2008). Peraturan Menteri Pendidikan Nasional Nomor 27 tahun 2008 Tentang Kualifikasi Akademik dan Kompetensi Konselor. Jakarta: Mendiknas.
- [2] Supriyadi. (2016). Community of Practitioners: Solusi Alternatif Berbagi Pengetahuan Antar Pustakawan. *Jurnal Kajian Ilmu Kepustakaan, Informasi, dan Kearsipan* 2 (2), 83-93.
- [3] Yusuf, S. (2009). Program Bimbingan dan Konseling di Sekolah. Rizqi Press: Bandung.
- [4] Murad, A. (2011). Tingkat Kinerja Konselor Profesional. *Jurnal Ilmu Pendidikan*, 7(5), 339-353.
- [5] Mulyadi, A. (2013). Indonesia Butuh 129.000 Guru BK. <https://edukasi.kompas.com/read/2013/05/29/23035818/inonesia.butuh.129.000.guru.bk>, accessed 6 September 2019.
- [6] Kamaruzzaman. (2016). Analisis Faktor Penghambat Kinerja Guru Bimbingan dan Konseling Sekolah Menengah Atas. *Jurnal Pendidikan Sosial*, 3(2), 1-10.
- [7] Depdiknas. (2008). Penataan Pendidikan Profesional Konselor dan Layanan Bimbingan dan Konseling dalam Jalur Pendidikan Formal. Jakarta: Depdiknas.
- [8] Permendikbud. (2014). Peraturan Menteri Pendidikan dan Kebudayaan Nomor 111 tahun 2014 Tentang Bimbingan dan Konseling pada Pendidikan Dasar dan Pendidikan Menengah. Jakarta: Kemdikbud.
- [9] Daryono. (2014). Model Program Bimbingan dan Konseling Komprehensif di SMA. *Jurnal Bimbingan dan Konseling*, 3(2), 124-129.
- [10] Nurrahmi, H. (2015). Kompetensi Profesional Guru Bimbingan dan Konseling. *Jurnal Dakwah Al-Hikmah* 9 (1), 45-55.
- [11] Kumara, A. R. (2015). Pemahaman Guru Bimbingan dan Konseling Terhadap Program Bimbingan dan Konseling Komprehensif Di SMK Negeri Se-Kabupaten Bantul. *Jurnal Konseling Komprehensif*, 2(1), 12-18.
- [12] Bhakti. (2017). Pemahaman Guru Bimbingan dan Konseling Tingkat SMP Tentang Bimbingan dan Konseling Komprehensif. *Jurnal Ilmiah Counsellia*, 7(1), 11-19.
- [13] Kusumaningrum, D. E., Sumarsono, R. B., & Gunawan, I. (2020). Pengaruh Kepemimpinan Pembelajaran, Kepemimpinan Perubahan, Kepemimpinan Spiritual, Budaya Sekolah, dan Etika Profesi terhadap Kinerja Mengajar Guru. *JMSP (Jurnal Manajemen dan Supervisi Pendidikan)*, 4(3), 198-219.
- [14] Gunawan, I., Suminah, S., Murdiyah, S., Andringrum, H., & Onenda, G. (2018, September). Improving Student Learning Achievement through Behavior Modification Approach. In 1st International Conference on Early Childhood and Primary Education (ECPE 2018). Atlantis Press.
- [15] Kusumaningrum, D. D. E., Ulfatin, N. N., Maisyaroh, M., Triwiyanto, T. T., & Gunawan, I. I. (2017, August). Community Participation in Improving Educational Quality. In 2nd International Conference on Educational Management and Administration (CoEMA 2017). Atlantis Press.
- [16] Kusumaningrum, D. D. E., Ulfatin, N. N., Maisyaroh, M., Triwiyanto, T. T., & Gunawan, I. I. (2017, August). Community Participation in Improving Educational Quality. In 2nd International Conference on Educational Management and Administration (CoEMA 2017). Atlantis Press.
- [17] Sukawati, N. N., Gunawan, I., Ubaidillah, E., Maulina, S., & Santoso, F. B. (2020, November). Human Resources Management in Basic Education Schools. In 2nd Early Childhood and Primary Childhood Education (ECPE 2020) (pp. 292-299). Atlantis Press.
- [18] Kurniawati, R. P., Gunawan, I., & Marlina, D. (2020, November). Mathematic Literation Abilities Based on Problem Solving Abilities in First Class 4 of Elementary School. In 2nd Early Childhood and Primary Childhood Education (ECPE 2020) (pp. 186-192). Atlantis Press.
- [19] Gunawan, I. (2015). Studi Kasus (Case Study). Universitas Negeri Malang.