

Investigation of Counselor Education Competence With Academic Competition Passing Standards: A Qualitative Study

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Abstract: The purpose of this study is to measure the personal competence of Guidance Counselor (BK) students in order to become a figure of a BK teacher who has the required personality competencies. The preliminary data collection technique on the personality of BK students using the personality competency scale was compiled based on the formulation of Academic Qualification Standards and Counselor Competencies (SKAKK) as outlined in the Minister of National Education Regulation Number 27 of 2008. Then the education providers whose educational units employ compulsory counselors apply the academic qualification standard and competency of the counselor. The research results show that to produce counseling graduates who meet standards, a contextual learning process is needed between the theory on campus and the competency standards required in the field.

Keywords: academic qualification standards, competency of the counselor, counselor performance

1. INTRODUCTION

In Government Regulation Number 49 of 2014 concerning National Standards of Higher Education, it is explained lecturers of master and applied master programs must be academically qualified, doctor or doctor graduates who are relevant to the study program, and can use professional certified lecturers relevant to the study program and qualify as any other level [1]. Educational requirements regarding the knowledge and abilities possessed by the guidance teacher or counselor.

Professional counseling and guidance officers are those who are recruited or appointed on the basis of ability, knowledge, diploma ownership or professional education background and carry out special duties as a BK teacher (not teaching). Professional guidance and counseling officers are recruited or appointed according to their scientific classification and educational background such as Diploma II, III or Bachelor's Degree (S1), S2, and S3 majoring in guidance and counseling. Professional guidance officers devote full time to guidance and counseling services (not teaching subject matter) or also called full time guidance and counseling [2].

During college, BK teacher candidates interact with many people (other students, lecturers and others). If a prospective BK teacher enjoys being together with others sincerely and has good intentions towards others, then the BK teacher candidates will automatically become attractive to others [3]. Guidance and counseling are a

professional job. Education in the bachelor level of guidance and counseling is basically in the context of strengthening the concept of science which is mastery of academic competence. While the professional education level of the counselor focuses on applying scientific concepts and solutions to problems in real settings. However, at present there is no measurement tool to ensure the academic competency of the counselor as the preparation of prospective counselors before entering the counselor profession education [3]–[5].

An academic counselor educator is expected to get to know his students especially the personality of a student, an educator in providing knowledge in the Guidance and Counseling (BK) education program is expected to be a vehicle in building the personal characteristics of the BK teacher candidates and the means to master the BK theoretical treasury for students, as a condition to become a professional counselor [6], [7]. Therefore, the S1 BK education curriculum should not only be arranged for theoretical mastery and skills, but also directed to build personal characteristics of prospective counselors in students.

Some data on the low personal characteristics of prospective BK teacher students that have been collected include: (1) forming several click groups in the classroom; (2) some students appear to be ostracized in association; and (3) picking out friends when forming study groups. And as a result, students have not been able to show the

personal characteristics of prospective BK teacher candidates, even in social life with friends in their class. The disadvantage is that there is no inclusion of the selection of appropriate learning strategies, to help students live the lecture process that supports the development of personal characteristics of prospective Teachers and Counseling Teachers to live the lecturing process that they have been undertaking so far starting from the first semester.

2. METHOD

As the research objectives have been mentioned, this study uses qualitative methods. The researcher conducted a literature review that was relevant to the research topic. There are more than 15 references that we refer to from journals, proceedings and books. Furthermore, we analyzed all references and put them in this paper.

3. RESULTS

The tools for organizing Professional Education for Counselor Educators include: (1) professional education objectives for counselor educators; (2) length and burden of educator professional education studies; and (3) college student.

3.1 Professional Educational Objectives of Counselor Educators

The purpose of organizing Professional Education for Counselor Educators is to produce professional counselor educators who master academic competencies that lead to the awarding of a PhD in the field of Guidance and Counseling, which is then continued with the professional education of counselor educators, which overall produce graduates who have graduates competence as a professional counselor educator 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.

3.1.1 Graduates' Competency Standards

The whole figure of professional competence Professional Counselor Educator consists of 2 different components but integrated in praxis namely academic competence and professional competence.

As an academic foundation for the implementation of Professional Education for Counselor Educators, the academic competence of a Professional Counselor Educator consists of the ability: (1) to know deeply the students served; (2) mastering the theoretical realm of guidance and counseling; (3) organizing learning guidance and counseling that educate; (4) maintaining the quality of the undergraduate program guidance and counseling; (5) supervising the implementation of professional counselor education; and (6) conducting research and community

service; and (7) developing professionalism in a sustainable manner. The seven academic competencies of the Counselor Educator can be explained as follows.

Get to know students in depth to be served. In-depth recognition of students (penetrate below the superficial level of observable behavior) is done by departing from the pedagogical concept that is metareferential, which includes the perspectives of cultural anthropology, psychology, sociology and philosophy, and so on. This understanding points to the unique integrity of the individual and the perspective of humanity as social creatures and individuals.

Therefore, the recognizable figure of students not only includes academic abilities that have been known as intelligence which only includes linguistic abilities and numerical-mathematical abilities commonly expressed as IQs that prioritize analytical thinking skills, but also should broaden the entire spectrum of abilities human intellectuals as described in multiple intelligence theories [8], motivation and tenacity in learning and working [9], [10], creativity coupled with wisdom [11], and leadership framed with a framework that confronts characteristics of students who have grown in certain family backgrounds and cultural environments with normative references in order to map the trajectory of personality development (developmental trajectory) of students from their present situation in the desired direction.

3.1.2 Mastering the theoretical realm of Guidance and Counseling

The theoretical mastery of Guidance and Counseling includes the ability to: (1) academically master the theories, principles, techniques and procedures of Guidance and Counseling; and (2) package the theories, principles, techniques and procedures of the Guidance and Counseling as learning material.

3.1.3 Organizing Educational Guidance and Counseling Learning

By using theoretical tools, procedures and techniques of Guidance and Counseling that are independent as context, the ability to organize learning that consists of sub-abilities: (1) designing learning programs that facilitate the growth of character and soft skills in addition to the formation of mastery of hard skills, all included in a unique set of capabilities needed for the implementation of Mind Competence expert services both formed as a direct impact of instructional effects and as an indirect or accompanying effect (nurturant effects) from the accumulation of learning experiences lived by learners throughout the range of the learning process, all based on situational considerations put forward at the learning design stage [12], [13]; and (2) implementing a learning program with full alertness (informed responsiveness) to the opportunity for optimization between the utilization of instructional impacts and learning accompaniment impacts framed by

Educational Insights as principles of reaction that prioritize transactional decision making (on-the spot expert judgment) at the learning implementation stage [14].

3.1.4 Maintaining the quality of the Undergraduate Guidance and Counseling Undergraduate

Program Maintaining the quality of the Undergraduate Guidance and Counseling Undergraduate Program is carried out by establishing the ability to assess internal efficiency and external efficiency in organizing the Undergraduate Guidance and Counseling program towards the formation of minimum graduate competitiveness. at the national level, through Self Evaluation which is used to identify Problem Roots which become obstacles in realizing the performance of a quality Bachelor Degree Guidance and Counseling program, and to design and implement improvement programs based on the Root Problems revealed through Self Evaluation.

3.1.5 Supervising the Implementation of Professional Counselor Education in the Form of Field Experience

Program which is followed by graduates of the S-1 Guidance and Counseling academic program. Solving the problem of Guidance and Counseling in the field. Which is an arena of servitude of the Bachelor of Guidance and Counseling program through research and development, applying the results of the assessment, as well as the results of research and development in community service activities.

3.1.6 Develop Professionalism on an Ongoing Basis

As professional workers who prioritize the benefit of students in the implementation of their services, Counselor Educators need to get used to using every opportunity to learn in order to improve professionalism. Self-improvement efforts can be done as part of the daily implementation of their duties by recording and reflecting on the results and impact of their performance in managing learning (reflective practitioner), through the path of thinking of adult learners who are able to draw lessons from the daily implementation of their tasks by utilizing the experiential learning model that takes place cyclically (the Cyclical Experiential Learning Model [15], by conducting Classroom Action Research).

3.2 Length and Burden of Professional Education Educator Study

Counselor As stated, Professional Education for Counselor Educators 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).

3.3 College Students

Student Professional Education Counselor Educators are graduates of the Bachelor Degree Guidance and Counseling program. Students who have undergraduate qualifications in other fields but who are considered relevant, can be accepted as students of the S-2 Guidance and Counseling program with the mindset of the Academic Paper for Professional Counseling Education Arrangement, but first they are subject to matriculation provisions, to equalize their mastery of abilities they are in the area of Guidance and Counseling.

4. DISCUSSION

As already discussed above about how an educator in providing understanding to students and the requirements for students who want to continue to the next program to get a Master's degree. In the field many applications made by an educator in academics are not understood by students so that many students who graduate only based on a graduation certificate, especially in learning that occurs students do not understand all the subjects related to guidance and counseling [16].

Every educator always knows his students in every learning that takes place in class but many in the field, educators know him only as learning. By providing material or assignments, can students understand or not material provided by lecturers? When students get a material, some students need time to understand the material provided, but lecturers only focus on the material without knowing whether students can apply it or not, so when given an assignment, students feel confused and cannot do the work well from the lecturer.

Most lecturers consider themselves to be the most correct person and cannot be contested if they have already made a decision on something. And being close to students is sometimes not enough. There must be many types of students that you face with various problems or obstacles that might be disturbing their concentration of learning [17].

Finally, students form their own groups according to their character and when there are several theories or materials related to guidance and counseling that are not understood, students will discuss in small groups that they

make in learning or outside of learning and will divert the discussion of other BK theories with other material that is understood during learning, if students discuss about the BK theory discussed is still basic and the lecturer has discussed the application of BK in the field. Therefore, educators need to get to know the character of students being taught and assess a student by being active and passive in class.

When they see an active student directly assessing the student understands the material provided and the active student immediately accepts it. But educators can provide understanding to students how active and passive the student is, the aim of an educator can make students who are taught to accept well and when given an assignment can be carried out well and not to continue to the next material if students do not understand [18].

An educator is also in learning, if you have techniques and delivery that can be accepted by students, then students will process the material given during the day and for the next material repetition of previous material techniques is still very good benefits, especially in schools, it is expected for educators before starting a material can be repeated before because not all student characters can process the material well.

5. CONCLUSION

Every student who can apply guidance and counseling, is the result of an educator who is able to make students understand every material given during learning. And students always want an educator who can direct even if the material can be directly applied or takes time to apply. Students also need comfort both in the delivery of material, educators provide diverse techniques even though there are only one or two techniques that can be used, but there is a need for reciprocity from educators and students so that the results are not from diplomas, but can be applied outside there or the absence of a diploma. And educators do not know students only limited to academics or when giving material.

Give them the freedom to explore doing every task you give. When they have been educated, how to educate them is certainly not the same as when there was a school that had to be dictated. Freedom of thought is everything when you are in college, as long as you don't have to.

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