



Professional Competence of School Counselor in Providing Guidance and Counseling Service at School

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Abstract. School counselors play an essential role in helping students to cope with several challenges and problems in daily life, especially in the educational aspect, such as academic performance and interest in learning, followed by social and interpersonal factors. As a school counselor, it is necessary to fulfill professional competence to facilitate the needs of the students at school. School counselors must also equip themselves with knowledge and skills to give their best service in helping the students. Thus, the school must continually follow and abide by the standardized protocols and regulations to guard the professional competence of a school counselor. The role of the school leaders and the school management is to supervise, monitor, and evaluate guidance and counseling programs led by the school counselor at school.

Keywords: Professional Competence · School Counselor · Education

1 Introduction

National Education has a vital role in developing the ability and shaping the character of students to maximize the student's potential. Thus, the school counselor's role is essential to motivate and assist the students in exploring their abilities and talents. Due to the urgency on the part of school counselors at school, the government is trying to develop their competence through training known as Teacher Professional Training Program (PLPG). In addition, the government has also set Competency Standards based on Permendiknas RI No. 27 of 2008 concerning Academic Qualification Standards and School Counselor Competencies covering four competencies, namely: Pedagogic, Professional, Personality, and Social. The existence of school counselors in schools will help students who have difficulty with various problems that befall them, especially problems related to learning. Thohirin (2009) said that, in general, students face personal, learning, educational, career, or work problems, the use of free time, and social problems.

The school counseling profession is not a haphazard job that just anyone can do, but guidance and counseling must be carried out by people with specific skills. School counselors must be given by an expert. They must have a certain weight that can facilitate

the guidance and counseling process, namely having basic knowledge regarding theory, counseling practice, and counseling skills that can be obtained in formal education from the guidance and counseling department. A counselor must have stable insight, professional abilities, values, and attitudes in the field of guidance and counseling services, by what was stated by Prayitno & Anti (1994).

2 Methods

The method used is a literature review. Literature Review is a critical analysis of research being carried out on a specific topic, as stated by Augusta (Putri, Shintia Dwi, Muri Yusuf & Afdal, 2021). The purpose of this method is to explore deeper the issues raised by relevant theories to become a reference guide for schools in carrying out and evaluating the competence and professionalism of school counselors.

3 Result and Discussion

Mulyasa in Hazrullah and Furqan (2018) describes competence as a combination of knowledge, skills, values, and attitudes reflected in the habits of thinking and acting. In teaching systems, competence describes the ability to demonstrate knowledge and conceptualization at a higher level. According to them, these competencies can be obtained through education, training, and other experiences. Regarding the competence of school counselors, Yusuf & Nuhrisan (2014) explain that competence is essential because clients being counseled will learn and develop the competencies needed to achieve a valuable and happy life. In this case, the school counselor's role is to teach these competencies to clients. An important thing that distinguishes friendly relations from counseling relationships is the competence of the counselor. An effective counselor has: a) Academic knowledge, b) Personal qualities, c) Counseling skills. School counselors who have competence will attain clients' trust to ask for counseling assistance from the counselor. In addition, this competency is also essential for the efficiency of counseling duration.

Guidance and counseling in schools is a sub-system in education. School counselors have the role as providers of guidance and counseling services to students to optimize their development. There is an expectation of the work performance of school counselors as educators in educational settings. This is based on Law number 20 of 2003 concerning the national education system in Chapter I article I point 6 which reads: educators are academic staff who are qualified as teachers, lecturers, counselors, tutors, tutors, instructors, facilitators, and other designations. According to their specialty and participate in providing education.

Fitriani, Afiat, and Aisyah (2021) stated that the existence of a school counselor is an integral component of education. This aims to facilitate and make students independent to achieve complete and optimal development. This confirms that the existence of school counselors in the education system requires various efforts to achieve optimal growth of each student, to achieve the goals of national education, and to achieve quality Indonesian human development. The counselor's role is needed to realize the above objectives. Law No. 20 of 2003, article 1, paragraph 6 states the existence of a school counselor in the national education system as one of the qualifications of educators. Each educator

qualification, including counselor, has a unique task context and performance expectations. This shows that the competence of counselors is a reference in the implementation of guidance and counseling services.

Based on the above formulation, guidance and counseling in education is the process of providing assistance by professional school counselors to give guidance and counseling sessions to the students in a systematic and planned manner to achieve independence, and function, by utilizing the potential of students to achieve the aim of national education.

Based on Suprihatin (2017) in explaining the Regulation of the Minister of National Education Number 27 of 2008, dated June 11, 2008, the professional competence of a school counselor includes mastering the concepts and praxis of assessment to understand the conditions of the counselee's needs and problems; mastering the theoretical framework and practical guidance and counseling; designing guidance and counseling programs; implement a comprehensive guidance and counseling program; assess the process and results of guidance and counseling activities; have an awareness and commitment to professional ethics; master the concepts and praxis of research in guidance and counseling. The professional competence of a school counselor is a set of abilities that a school counselor must possess, not only mastering the theoretical concepts of guidance and counseling services but also the implementation of mastery of these theoretical concepts in accordance with established standards. Professional school counselor who can master, understand, and apply their competencies so that guidance and counseling services can be carried out in accordance with the competencies they have mastered. The success of the implementation of guidance and counseling services will be closely related to the competence of its implementation, namely the school counselor as the person who assists, including a combination of knowledge, academics, personal qualities, and skills in helping. Anisah (2016) explains that the school counselor's academic competencies include having the ability to know deeply the counselee who is to be served. The school counselor must understand the characteristics of the counselee to be served. In addition, school counselors, as a profession that helps others, should seek services to counsees with complete empathy and respect for diversity and prioritize the goodness of counsees for future development.

According to Umari and Yakub (2018), without the implementation of Guidance and Counseling, the purpose of education is to help students achieve optimal development, both in cognitive, physical, emotional, social, personality, moral, and values aspects, cannot be achieved. Based on Lestari, Wibowo, and Supriyo (2013), referring to the Regulation of the Minister of National Education of the Republic of Indonesia No. 27 of 2008, explains that to become a professional school counselor, one must meet academic qualifications and competency standards. The educational qualification standards of the school counselor in academic units in the formal and non-formal education pathways are a Bachelor of Education (S-1) in the field of Guidance and Counseling and professional education as a counselor. Meanwhile, a school counselor's competence includes academic and professional competence. The educational and professional competencies are integrated to build the integrity of pedagogic, personality, social and professional competencies. The pedagogic competencies of school counselors include: 1) the ability

to master the theory and practice of education, 2) apply the physiological and psychological development and behavior of the counselee, 3) mastering the essence of guidance and counseling services in the path, type, and level of education. While personality competencies include: 1) school counselor who must believe and fear God Almighty, 2) appreciate and uphold human values, 3) individuality and freedom of choice, 4) display quality performance. Social competence includes: 1) the ability to implement internal collaboration in the workplace, 2) play a role in the organization and activities of the guidance and counseling profession, 3) implementing interprofessional collaboration. While professional competence includes: 1) mastery of concepts and praxis of assessment to understand conditions, 2) the needs and problems of the counselee, 3) master the theoretical framework and practice of counseling, 4) implement a comprehensive guidance and counseling program, 5) assess the process and results of guidance and counseling activities, 6) have awareness and commitment to professional ethics, 7) master the concepts and praxis of research in guidance and counseling.

If you look at the conditions that occur in the field regarding the professional competence of guidance and counseling teachers in Indonesia, Anisa Sulistiowati's research in Umari and Yakub (2018) finds that the pedagogic competence of school counselors in the Sleman district is categorized as low in the following aspects: a) aspects of supporting student learning activities through counseling services (58.33%), b) understand the personality of each student (57.88%), c) aspects of preparing assessment instruments (40.15%), d) using assessment to reveal students' abilities (37.12%), e) conducting case conferences (33.33%), f) implementing guidance and counseling programs (29.17%), g) carry out guidance and counseling research (17.12%) Meanwhile, the research of Suci Martini and Yusmansyah in the city of Metro Lampung in Umari and Yakub (2018) showed the following results: a) in general, the competence of school counselors is excellent (25%), b) good (75%), c) school counselors who come from non-guidance and counseling education but work in guidance and counseling fields, the findings are good category only 17%, good enough 17%, not good 66%.

Another study conducted by Lestari, Wibowo, and Supriyo (2013), based on the results of a preliminary research conducted through interviews with school counselors at SMP Negeri 3 Cilacap and SMP Negeri 2 Cilacap, showed that the implementation of Guidance and Counseling services was not ideal or not in accordance with the portion, such as: a) individual counseling services that do not use techniques and approaches, b) group guidance services have not been implemented, c) content mastery and distribution placement services are performed less than the ideal portion.

Research conducted by Hazrullah and Furqan (2018) states the phenomenon that occurs in the field at MAN Rukoh Banda Aceh that the professional competence of school counselors in solving student learning problems is still very low; it can be seen that there are still students who violate various rules that the school has set include students being late for school, students fighting, not being disciplined, students having learning difficulties, being late for class after the break time and various violations committed by students related to school rules. In addition, there are some conditions when the school counselors, who sometimes did not make RPL, did not handle students who needed immediate treatment which sometimes seemed to let students continue to have problems, even though these problems could have been solved quickly. Some of

the research above is an accurate picture of the situation related to the professional competence of guidance and counseling teachers in providing guidance and counseling services in schools in Indonesia. In looking at this aspect, we need to examine further the references to the professional competence of guidance and counseling teachers in guidance and counseling services so they can perform their duties optimally.

In general, some of the school counselor's professional competencies in schools need to be improved because some of them are still not as expected. The professional competence of the school counselors in carrying out data collection (assessment) is still not as expected because, based on several studies in several regions in Indonesia, not enough school counselors have mastered and implemented it. For example, regarding the professional competence of school counselors in preparing guidance and counseling programs, only half can develop and implement them. The other half have not been able to do as expected. For the professional competence of school counselors in implementing guidance and counseling services, it is still far from what is expected because only half are willing and able to implement it.

4 Conclusion

As for the professional competence of school counselors in implementing professional ethics, most have implemented it, and there are still those who have not implemented it. Likewise, regarding the professional competence of school counselors in carrying out research, only half of them are by what is expected, while some have not. This shows that every school in Indonesia needs to be active in supervising and encouraging the maximum competence of school counselors in implementing Guidance and Counseling services in schools. Therefore, schools must always follow the competency standards provided by the government as a guide for monitoring the performance of school counselors. Moreover, both the Ministry of Education and the school need to continue supervising the school counselors' competence to give the best guidance and counseling programs to the students by using the standardized policy for school counselors' competence. Meanwhile, from the counselors' perspective, it is essential for them to enhance their counseling knowledge and skills to assist the students at school.

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