

Analysis Study of Guidance and Counseling Teachers Competency

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Abstract—The purpose of this study was to conduct an analysis of teacher competency guidance and counseling, with a case study in the city of Bengkulu. The methods used are developing study instruments for teacher competency analysis of guidance and counselling, develop scoring techniques and calculations and collecting data and processing the results into teacher competency maps for guidance and counseling. The conclusions of this study was that guidance and counseling teachers still lack in pedagogical competencies and for personality competencies, social competence and professional competence were at an adequate level. This can be a recommendation to develop the teacher's guidance and counseling skills both in the short and long term so that it will improve the quality of guidance and counseling teachers. For the guidance and counseling study program, it can hold scientific activities aimed at improving the guidance and counseling teacher qualifications such as conducting training. Workshops and mentoring for guidance and counseling teachers. Collaborating with the education office to evaluate and supervise the performance of teacher guidance and counseling.

Keywords—teacher competency; guidance and counseling; pedagogic; personality; professional

I. INTRODUCTION

The lack of guidance and counseling teachers from the background of guidance and counseling and teachers who teach guidance and counseling are not teachers who are suitable in the field of guidance and counseling in the city of Bengkulu. Teachers must fulfill teaching hours' obligations as a result of the demands of teacher certification. Mustafa suggested that teacher education background had an impact on learning effectiveness [1]. In line with the opinion of Malm the quality of teachers in classroom learning is one factor in student learning outcomes [2]. As we know the mastery of the competence of a teacher is very important. According to Spencer and Spencer competence is a characteristic of a person related to the effectiveness of his performance or is a basic characteristic of individuals who have a causal relationship with criteria that are effective or very good at work situations [3]. Competence is the thing that underlies a professional which is one factor in one's success or failure in the world of work [4]. There is a relationship between competence and performance that can predict the success of someone in work [5]. Mustafa agree that the competence of a teacher must be

possessed because it relates to teaching to students [1]. Professional teachers can help students achieve learning outcomes [6]. It needs to be mapped in framework for developing and compiling the program as needed. Until now, there is no data on the teacher's competency guidance and counseling profile. It is important to have data that can be used to facilitate guidance and counseling teachers in improving their professionalism and competence, so that they are in accordance with the criteria for national education standards.

A teacher should be developed into the four competencies such as pedagogical competency, social competency, personality and professionalism [7]. For academic competence counselor are the foundation for the development of professional competencies, which include: understanding in depth the counselee served, mastering the foundation and theoretical framework of guidance and counselee, providing guidance and counseling services that are independent, and develop personal and professional counselors on an ongoing basis.

The performance of the counselor is influenced by the quality of mastery of the four competencies based on willingness to behave, the view of good and bad personality. Professional competencies related to mastery in the field of guidance and counseling. The counselor's profession is oriented to experience and ability in the field and obtains a professional guidance and counseling certificate with a professional counselor degree. Pedagogical competencies possessed by counseling teachers are: mastering the theory and practical education, applying physiological and psychological development and counselee behavior, mastering the essence of guidance and counseling services in the path, type and level of education units. Professional teacher deliver a comprehensive school counselling programs encouraging all student academic, carrier, and personal or social development and help all students in maximizing student achievement [8]. The teacher has the ability to organize learning and commit to his work. Mastery of personality competence; believe and fear God, respect and uphold human values, individuality and freedom of choice, show strong personality integrity and stability, display high-quality performance. Mastery of social competence includes: implementing internal collaboration in the workplace, playing a role in the organization and professional activities of guidance and counseling, implementing collaboration between

professions. Professional competencies include: mastering the concepts and practice of assessment to understand conditions, needs, and counseling problems, mastering the theoretical framework and practice of guidance and counseling, implementing a comprehensive guidance and counseling guidance program, assessing the process and results of guidance and counseling activities, have awareness and commitment to professional ethics, master the concepts and practices of research in guidance and counseling.

II. RESEARCH METHODOLOGY

This conference mapping research is included in the types of research and development, with the following steps: preparation/development of teacher competency test instruments guidance and counseling; the implementation of teacher competency tests for guidance and counseling; compiling recommendations for implementing training for teacher competency improvement guidance and counseling; developing curriculum and teaching materials for education and training for guidance and counseling teachers. The main device that will be used as a database is the guidance and counseling teacher competency test instrument, which will be compiled, analyzed and tested and developed in stages so that the use is more effective.

III. RESULTS AND DISCUSSION

The results that have been achieved are the teacher competency guidance and counseling instruments. The trial of the guidance and counseling teacher competency instrument with a sample of 50 people. The trial consisted of 123 items and obtained valid items as many as 101 items. The validity of items ranges from 0.225 - 0.8444 and reliability is 0.957.

TABLE I. DATA ON RESEARCH RESULTS

Competence	Valid Item	Mean	Median	Criteria
Pedagogic	15	55,44	45	Less
Personality	23	92,08	70	Average
Social	15	59,84	45	Average
Profesionalism	47	189,26	141	Average

Table 1 shows that the guidance and counseling teacher competencies in Bengkulu city for pedagogical competencies are in the less criteria while for personality, social and professional competencies are in the criteria of being. This means that the mastery of guidance and counseling teacher competency still needs to be improved, to support the performance of the teachers to be better. Pedagogic competencies that can be mastered by teachers who stand out in the aspect of capable behavior in applying the rules of learning, giftedness and health in providing guidance and counseling services. While the low is in the ability to master and implement the scientific foundation. This means that the teacher has not been able to master the foundation of guidance and counseling, this will affect the performance of teachers in providing services to students [9]. A teacher of guidance and counseling should be expected to master the theory and practice of education, apply physiological and psychological development and counselee behavior, master the essence of guidance and counseling services. The personality competency

mastered by the teacher is to display a noble personality [10]. Social competencies that was adequate mastered are that the teacher is able to understand the basis and objectives of the organization. Implement internal collaboration in the workplace. In indicators of social competence, a counseling teacher should be able to implement collaboration between professions. Professional competency indicator that is mastered by the teacher is to apply the nature of guidance and counseling services. A low indicator is the ability to compile, plan the implementation of a guidance and counseling program. Competent teachers will influence student learning in the classroom [11]. In line with Hakim having these four competencies, there will be an increase in student learning activities in the classroom [12].

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The teacher competency guidance and counseling mapping instrument is obtained and the guidance and counseling teacher competency data in Bengkulu City. Pedagogic competencies that are in less criteria while for personality, social and professional competencies are in the criteria of being. Guidance and counseling teachers should master the concept of praxis assessment to understand the conditions, needs and problems of counseling, master the theoretical framework, able to design guidance and counseling programs, implement a comprehensive guidance and counseling program, process assessment and results of guidance and counseling activities and master concepts and praxis research in guidance and counseling.

B. Suggestion

For the guidance and counseling study program, it can hold scientific activities aimed at improving the guidance and counseling teacher qualifications such as conducting training. Workshops and mentoring for guidance and counseling teachers.

Collaborating with the education office to evaluate and supervise the performance of teacher guidance and counseling.

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