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To cite this article: R S Wijaya *et al* 2019 *IOP Conf. Ser.: Earth Environ. Sci.* **235** 012105

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# Professional competency levels teacher guidance and counseling / counselor school

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**Abstract.** The demands faced by teachers for guidance and counseling today are very complicated. Guidance and counseling are integral parts of the comprehensive education system and have an essential role in supporting the achievement of holistic education goals. Problems in the field of professional performance competencies so that the performance of counselors is still less than optimal. The research method used was a quantitative descriptive approach, the population in this study consisted of 79 counseling teachers or counselors who actively carry out counseling and counseling services at school. Results show that for dimensional competency of mastering the concepts and assessment prerequisites to understand the conditions, needs, and problems of advice categorized as still low was at 43.04% and high only 27.85%. For competency of mastering the theoretical and practical framework of the Guidance and Counseling category classified as quite high was 36.71% and the lowest was 30.38%. Designing a high category of Guidance and Counseling Program competency was 50.63% and a minimum of 36.71%. The competency of assessing the process and results of Guidance and Counseling activities and competency of having awareness and commitment to professional ethics was 70.89% and lowest 8.86%. Mastering the concepts and praxis of research in Guidance and Counseling competency was still dominant at 72.15%, and the highest was 11.39%. The implications of this research can be accepted by researchers for data collection or information for teacher's guidance and counseling to improve their professional competence.

## 1. Introduction

Guidance and Counseling Teachers function are known to give advice and to punish students so they can change to be better and can help the learning process in school [1]. This situation lasted from courier 1976 to apply it through the compiler (guidance and counseling). Curricular changes that require teachers to have to be promulgated by the Law of the Republic of Indonesia Number 14 of 2005



concerning Teachers and Lecturers Article 1 paragraph 10 which explains that knowledge, skills, and behaviors that must be possessed, lived, and controlled by the teacher or teacher in the field of professional activities. Especially the competence of guidance and counseling Teachers explicitly in the Regulation of the Minister of National Education No. 27 of 2008 known as the Academic Qualification Standards of Counselor Competence (SKAKK) confirmed that the Teacher guidance and counseling/counselor [2].

Standards of academic qualifications and counselor competencies are developed and formulated by a frame of mind that affirms the context of the tasks and expectations of counselor performance. The meaning of the counselor's responsibility is in a service area that aims to develop the potential and make the counselee independent in making decisions and choices to realize a productive, prosperous, and caring public life [3]. The referred service is a service of guidance and counseling. The counselor is a qualified expert in guidance and counseling services, especially in formal and non-formal education [4]. This Ministerial Regulation forces the existence of every Counselor /Counselor in Schools must come back from S-1 Guidance and Counseling and master 4 Competencies namely Pedagogic Competence, Social Competency, Personality Competence, and Professional Competence [2, 5].

The importance of professional competence Teachers of guidance and counseling in schools are very supportive of services that make students well and directed following the objectives of Indonesia's national education, namely to make students have independence based on their developmental tasks. The professional competence of teacher guidance and counseling/counselor teachers in Baubau city will look good in carrying out the Guidance and Counseling program as well as after evaluating the guidance and counseling Program one school year [6].

Based on the results of research such as research of Tjalla and Herdi [7], the competence of teacher supporting Counseling and Counseling/counselor over the function of the Department of Guidance and Counseling Faculty of Education Science at the State University of Jakarta in 2011 in carrying out its duties, roles, and functions are generally located on good category. It is characterized by: (1) good personal integrity (71.7%) and the rest is good (12%) and less good (15.2%); (2) professionalism is good enough (60.9%) and the rest is good (21.7% and less good (16.3%); (3) good English proficiency (47.8%) and the rest is very good (38%) and quite good (10.9%); (4) good ICT ability (47.8%) and the rest is good (32.6%), excellent (15.2%) and poor (3.3%); (5) good communication skills (65.2%) and the rest is good ( 21.7%), very good (2.2%) and not good (9.8%); (6) good cooperation ability (62%) and the rest good (27.2%), very good (2.2%) and poor (7.6%); and (7) good self-development (59.8%) and the remaining good (23.9%), very good (6.5%) and poor (7.6%) [7].

Research results obtained by Hajati [6] showed that most of the Guidance and Counseling (GC)/Counselor teachers lack the mastery of theoretical competence in the entire competency group, they are very lacking in developing their professional like a counselor on an ongoing basis. From this study, data obtained that mastery of counselor competencies in (a) attitudes, values, and personality dispositions that support are in the less category (62%); (b) know deeply the counselees who want to be served are in the poor category (84%); (c) master the GC theoretical framework in the low category (60%); (d) organizing GC services which are in the less category (64%); and (e) developing professionalism in a sustainable manner in the low category (54%).

The phenomenon of Counseling and Counseling services at Baubau City School that lacks the concept and practice of service is less effective in the Counseling and Counseling training program until the outcome of the service and how to develop the professional activities of the Counseling and Counseling Teacher itself. This is what you do and how the principal is to the GC teacher. Based on these conditions, the purpose of the study was to reveal the professional mastery of the Guidance and Counseling/Counselor teachers throughout the city of Baubau [5].

The focus of this research is on the peak of professional teachers Guidance and Counseling throughout Baubau city namely; (a) Mastering naked concepts and praxis (assessment) to understand the conditions, needs, and problems of the counselee; (b) Mastering the theory and praxis of Guidance and Counseling; (c) Guidance and Counseling Designing Programs; (d) Assessment process and results

of Guidance and Counseling activities; (e) Having awareness and commitment to professional ethics; (f) Mastering concepts and practices in Guidance and Counseling [2].

## 2. Methodology

The research method used a quantitative descriptive approach. This study was conducted to provide a more detailed description of a phenomenon or phenomenon. The final results of the study are illustrated in the form of typologies or patterns regarding the phenomenon being discussed. Structural and functional, rational choice and theoretical change, using quantitative data more and using experiments, surveys and statistics. An empirical observation of individuals to confirm the possibility of a causal law that can be used to predict human activity. This researcher may also be said to be a continuation of explorative research. Explorative research has provided the basic idea so that this research reveals in more detail [8, 9].

Population in this study were 79 Guidance and Counseling Teachers or Counselors who are actively carrying out Guidance and Counseling services at schools in Baubau city. The instrument developed was a questionnaire developed using tracer study on the indicators of professional competence of Counseling and Counseling Teachers or Counselors, namely: (a) Mastering the concept and assessment praxis to understand the condition, needs, and problems of the counselee; (b) Mastering the theoretical framework and Praxis Guidance and Counseling; (c) Designing Guidance and Counseling Programs; (d) Assess the process and results of Guidance and Counseling activities; (e) Having awareness and commitment to professional ethics; (f) Mastering the concepts and praxis of research in Guidance and Counseling [5].

Data processing techniques in this study with descriptive statistics pay attention to the type of data by finding the absolute frequency, relative frequency (looking for percentage), as well as looking for the size of the central tendency are: mode, median and mean. Furthermore, a review of activities, grouping, systematization, interpretation, and verification of data was carried out for a phenomenon has social, academic and scientific value. Grouping data based on variable and respondent type, tabulating data based on variable and all respondent, presenting data of each variable studied, doing the calculation to answer problem formulation and doing a count to test a hypothesis, the last step not done.

The purpose of the analysis is to simplify data in a form that is easier to read and interpret. In structuralistic research, data in the form of qualitative (words) are quantified first and then analyzed statistically aims to explain the phenomenon, test the working hypothesis and lift as the findings in the form of verification of the theory.

## 3. Results and discussion

The result of the research shows that the professional competence component of Counseling and Counseling Teachers of Baubau City is as follows described by the following indicators of competency component:

- a. Indicators of teacher competence in Guidance and Counseling/Counselor of mastering the concept and praxis assessment to understand the condition, needs, and problems of counselee.

A total of 79 teachers Guidance and Counseling were classified as low, medium and high (table 1).

**Table 1.** Indicator of professional counselor competence 1: Master the concept and praxis assessment (assessment) to problems of the counselee (item = 20, N=79)

Category	Interval	Frequency	%
Low	45-78	34	43,04
Medium	79-82	23	29,11
High	83-100	22	27.85
<b>Total</b>		79	100

Table 1 shows that counselor competence of mastering the concepts and praxis of assessment to understand the conditions, needs, and issues of counselees was still very low, marked by the existence of research results as much as 43% and the highest as much as 22%. Most of the guidance and counseling/counselor teachers lack the basic concepts of guidance and counseling and ultimately cannot carry out the assessment process.

b. Indicators of mastery of theoretical framework and praxis Guidance and Counseling

**Table 2.** Indicator of professional counselor competence 2: Mastery of theoretical framework and praxis of guidance and counseling (item = 18, N=79)

Category	Interval	Frequency	%
<b>Low</b>	45-78	34	43,04
<b>Medium</b>	79-82	23	29,11
<b>High</b>	83-100	22	27,85
<b>Total</b>		79	100

c. Indicator of ability to design Guidance and Counseling program.

**Table 3.** Indicator of professional Counselor Competence 3: Ability to design guidance and counseling program (Item = 15, N=79)

Category	Interval	Frequency	%
<b>Low</b>	45-78	24	30,38
<b>Medium</b>	79-82	26	32,91
<b>High</b>	83-100	29	36,71
<b>Total</b>		79	100

The indicator component of the ability to design Guidance and Counseling programs, many teacher guidance and counseling/counselor, who can design Guidance and Counseling programs a percentage of 36% as many as 29 people.

d. Indicators the ability to assess the process and results of Guidance and Counseling activities

**Table 4.** Indicator of professional counselor competence 4: Ability to assess the process and results of guidance and counseling activities (item = 18, N=79)

Category	Interval	Frequency	%
<b>Low</b>	45-78	57	72,15
<b>Medium</b>	79-82	13	16,46
<b>High</b>	83-100	9	11,39
<b>Total</b>		79	100

Indicator ability components assessing the process and results of activities Guidance and Counseling, teacher's guidance and counseling/counselors are still very low, namely obtained 72% as many as 57 people.

- e. Indicator of ability to have awareness and commitment to professional ethics.

**Table 5.** Indicator of professional Counselor Competence 5: Ability to have awareness and commitment to professional ethics (item = 18, N=79)

Category	Interval	Frequency	%
<b>Low</b>	45-78	7	8,86
<b>Medium</b>	79-82	16	20,25
<b>High</b>	83-100	56	70,89
<b>Total</b>		79	100

Components in the fifth indicator i.e. the ability to have awareness and commitment to professional ethics guidance and counseling teachers/Counselors have many awareness and commitment that is equal to 70.89% as many as 56 people.

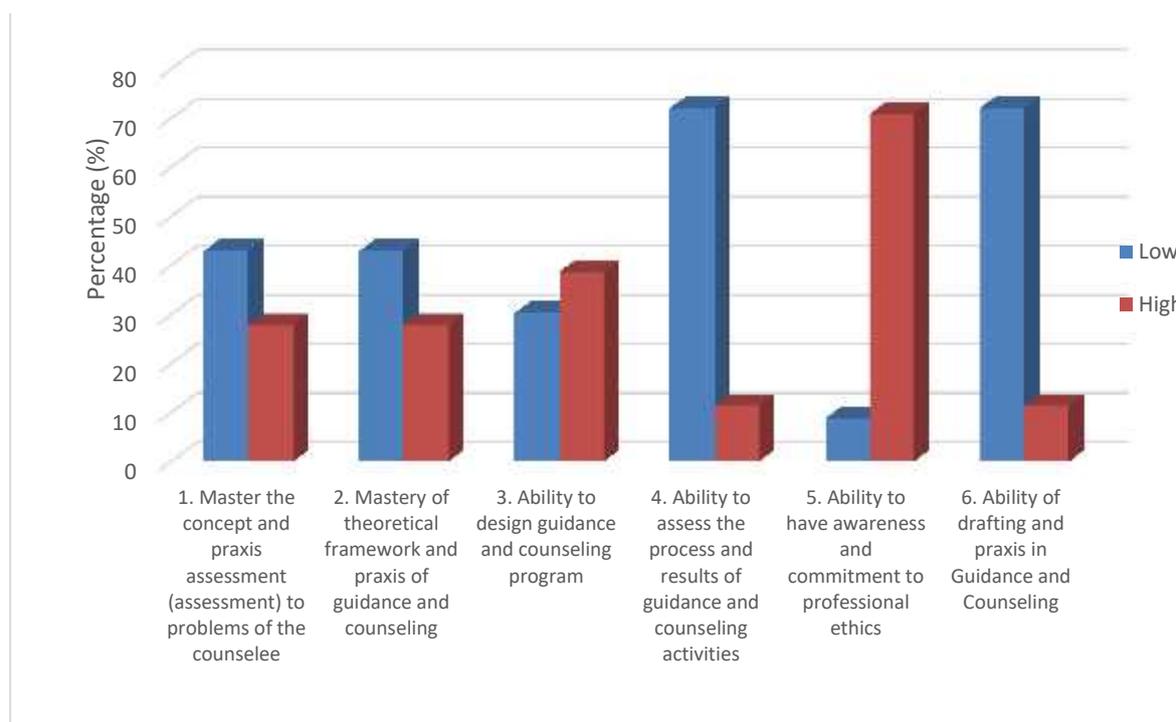
- f. Indicator of the ability of drafting and praxis in Guidance and Counseling.

**Table 6.** Indicator of professional Counselor Competence 6: Ability of drafting and praxis in Guidance and Counseling (item = 23, N=79)

Category	Interval	Frequency	%
<b>Low</b>	45-78	57	72,15
<b>Medium</b>	79-82	13	16,46
<b>High</b>	83-100	9	11,39
<b>Total</b>		79	100

From the indicators of ability to master the concepts and praxis of research in guidance and counseling, the teacher of guidance and counseling/counselor was still very low with the highest percentage of 72.15%, namely 57 people.

The above results can be Professional Competence Teacher guidance, and counseling/Counselor as a whole can be seen in the following diagram:



**Figure 1.** Professional competence level of guidance and counseling teacher or counselor of Baubau city (N=79)

All indicators in the competency of professional guidance and counseling teacher in Baubau city based on figure 1 show that competency of the professional guidance counseling teacher in the city Baubau is still very low. From all six competencies measured, guidance and counseling teacher seems to lack of ability both to assess the process and results of the guidance and counseling activities and drafting and praxis in guidance and counseling shown by as many as 72.15% of teachers. On the other hand, 70.89% of the professional guidance and counseling teachers in the recent study showed high awareness and commitment to professional ethics. Figure 1 indicates that the overall professional competence of guidance and counseling teacher/counselor in Baubau City was still classified as low with the average value of 43.9% while teachers categorized with high competency was 34.8%.

#### 4. Conclusion

Overall, the professional competence of guidance and counseling teachers graduating in Baubau City in 2018 is generally in the lowest category. This is supported by the five dimensions competencies, namely: (a) Mastering the concepts and praxis of assessment to understand the conditions, needs, and issues of counsees are still low at 43.04% and high only 27.85%; (b) Mastering theoretical framework and praxis Guidance and Counseling high category is quite 36.71% and lowest 30.38%; (c) Designing a high category Guidance and Counseling Program 50.63% and a minimum of 36.71% (d) Assessing the process and results of Guidance and Counseling activities is still low at 72.15% and a high value of 11.39%; (e) Having awareness and commitment to professional ethics is high 70, 89% and lowest 8.86% and; (f) Mastering the concepts and praxis of research in Guidance and Counseling is still dominant at 72.15%, and the highest is 11.39%.

#### Acknowledgments

Appreciation is delivered to the teachers for guidance and counseling who have taken the time to follow the progress of this research, and we hope to continue to improve their ability to carry out counseling

and guidance services in schools and continue to enhance self-understanding in each professional activity.

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