

Analysis of Guidance and Counseling Teachers' Professional Competence at School

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Submitted : 04 June 2022

Revised : 07 July 2022

Accepted : 07 July 2022

Abstract :

The purpose of this study was to determine the professional competence of guidance and counseling teachers in high schools in West Jakarta and Sukabumi. The object of this research is BK teachers in the West Jakarta and Sukabumi areas who have worked in the counseling field for more than 5 years. The number of participants involved were 2 people, namely 1 person from each region. The process of collecting data is using a questionnaire given to the resource person. The results of the study indicate that qualitatively not all BK teachers can be said to be professional because there are still some who are not in accordance with Permendiknas No. 27 of 2008 concerning Academic Qualification Standards and Counselor Competencies. Like not following the MGBK organization.

Keywords: professional competence; guidance-counselling teacher

Published by:



Perkumpulan Dosen Muslim Indonesia - Sulawesi Selatan

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Introduction

Previous research related to this title, among others, conducted by Himsonadi (2016) stated that the quality of guidance and counseling services in the scope of education is strongly influenced by the competence of Guidance and Counseling (BK) teachers who describe the attitude of professionalism in carrying out their roles. Second, Mugi Lestari (2013) states that basically the performance of professional BK teachers is determined by standards of academic qualifications and competence, as well as welfare. Determination of academic qualification and competency standards related to Government Regulation Number 27 of 2008 concerning Academic Qualification and Counselor Competency Standards (SKAKK) Article 1 Paragraph 1 which states that to be appointed as a counselor, a person must meet nationally applicable standards of academic qualifications and counselor competencies . Then, Syaiful Bahri (2020) states that in the Guide to the Implementation of the Duties of Teachers and Supervisors (Depdiknas: 2009) it is explained that guidance and counseling teachers/counselors have duties, responsibilities, and authorities in implementing guidance and counseling services for students. The task of the guidance and counseling teacher/counselor is related to the self-development of students in accordance with the needs, potential, talents, interests, and personalities of students in schools/madrasas. The task is to help students in the development of personal, social, learning, and career lives.

UU. No. 20 tahun 2003 concerning the National Education System, it was emphasized that teachers/lecturers have the main task of guiding, teaching, and training students professionally, so that they can lead their students to achieve educational goals. Accordingly, we conducted this study to assess whether the guidance counselors around us were professional or not. Our motivation for conducting research is so that teachers/students can assess the professional standards of a counselor. The main objective of the research is to make teachers aware of how important a professional attitude affects student development. We hope that this research can be useful for anyone, especially those in the world of education to apply a professional attitude.

Method

This study uses a qualitative research method with a phenomenological approach by Putri Astiti, et al (2018). This method is most appropriate to explain social phenomena from the point of view of guidance counselors as research subjects. The qualitative research method was chosen because the researcher will explore and understand the identity construction of guidance and counseling teachers based on the perspective of the research subject. In addition, qualitative research will help to gain an authentic understanding of a person's experience, as felt by the person concerned. The approach used is phenomenology, which seeks to explain the meaning of a number of people's life experiences about a concept or phenomenon, including their own self-concept or view of life.

The data collection technique used by researchers to obtain the required information is in-depth interviews. This interview will be conducted on the BK teacher selected to be the

informant. Aspects that will be asked of the informant relate to the history of being a teacher in high school, motivation to become a teacher, the approach taken when communicating with students who are consulting or experiencing problems, the personal perception of the BK teacher and what are the things that affect the formation of the self-identity of the BK teacher.

The research subjects regarding the identity construction of BK teachers are BK teachers who have certain characteristics or characteristics. The subjects of this study were selected purposively based on their activities as guidance counselors and their willingness to share experiences with students. Considering the scope of the research, it was decided that 3 resource persons were sufficient to carry out this research.

The resource persons in this study were BK teachers who were registered as BK teachers in SMA. Take at least one person from the representative of each school. The criteria for the informants are: (a) registered as a permanent BK teacher in high school, (b) the term of office of the BK teacher is more than 5 years, (c) has received certification, and (d) participated in one of the guidance and counseling organizations.

Results and Discussion

Based on the research that has been done, the informants have different answers. For the professional competence possessed by each resource person, which was analyzed using Permendiknas No.27 of 2008 concerning Academic Qualification Standards and Counselor Competence. The results of the analysis, the researchers found out of the seven points that exist in professional competence (Permendiknas No. 27 of 2008), namely:

1. Both have been able to carry out need assessment activities to analyze the needs of students using test and non-test instruments. However, only 1 resource person is already a member of the MGBK.
2. Mastering the theory and practice of guidance and counseling. This can be seen from the preparation of work programs and learning tools owned by BK teachers, but what is not yet available at this point is a detailed explanation regarding the approach that is in accordance with BK procedures.
3. Designing a program of guidance and counseling. It can be seen from the ability of BK teachers to carry out a need assessment as a first step to the preparation of service units.
4. Implement a comprehensive guidance and counseling program. Judging from the number of services provided to students in one semester, then the division of tasks and the division of foster students is clear.
5. Assess the process and results of guidance and counseling service activities. Judging from the program implementation report (Lapelprog).
6. Have awareness and commitment to professional ethics. This is shown by the awareness of BK teachers in disseminating the guidance and counseling program to related parties, as well as a sense of responsibility for the implementation of services.
7. Mastering the concepts and praxis of research in guidance and counseling. For this stage, only 1 resource person has produced scientific works, either in the form of journals, articles, and others.

8. Based on the results of research and discussion of efforts to improve the professional competence of BK teachers, namely by participating in MGBK routine activities, it can improve the professional competence of BK teachers, especially in the ability to carry out guidance and counseling services to students. As a result, resource 1 is more professional because he is already a member of MGBK and is active in its activities.

The obstacle in developing the professional competence of BK teachers seen from the results of research through interviews is the lack of explanation of the theories of the approach used. Approaches that are in accordance with BK procedures are Trait Factors, Rational Emotive Therapy, Psychoanalysis, Behavioral Counseling, Gestalt Therapy, Humanistic Existential Approaches, Client-Centered Approaches, Reality Therapy, Eclectic Therapy (Himsonadi, 2016). In addition, other obstacles are related to BK service facilities which are still incomplete.

Kompetensi	Sub Kompetensi	Pertanyaan	Jawaban Narasumber1	Jawaban Narasumber 2
Kompetensi Professional Guru BK	Menguasai konsep dan praxis asesmen untuk memahami kebutuhan dan masalah konseling	Bagaimana cara Ibu/Bapak melaksanakan deskripsi kebutuhan peserta didik?	Melalui identifikasi dan assessment di awal tahun pelajaran	a. Diambil dari biodata siswa. b. Buat angket.
		Apa saja yang Ibu/Bapak persiapkan dalam merencanakan dan mengimplementasikan program BK?	Menyusun program	Buat program dan layanan BK
		Bagaimana cara Ibu/Bapak mengukur keberhasilan suatu layanan BK bagi peserta didik?	Melalui evaluasi program.	Melalui; a. Bimb. Klasikal b. Bimb. Kelompok c. Bimb. Individu
		Apa saja masalah-masalah yang dihadapi oleh peserta didik, dan bagaimana cara penanganannya?	Masalah pribadi, sosial, belajar, dan karir.	Masalah yang dihadapi: belajar, pribadi dan pertemanan Cara penanganan: memanggil siswa ke ruang BK dan mengajak bercerita sehingga jelas permasalahan yang dihadapi
	Menguasai kerangka teoritik dan praxis bimbingan dan konseling	Apa saja pendekatan yang Ibu/Bapak pernah gunakan dalam melaksanakan layanan BK bagi konseling?	Pendekatan personal dan interpersonal	Pendekatan persuasive
		Berapakah rata-rata waktu yang diperlukan dalam pelaksanaan layanan BK bagi peserta didik, khususnya dalam mengimplemetasikan 4 (empat) bidang	Waktunya fleksibel, setiap bidang kadang-kadang tidak pasti, yang jelas ada layanan klasikal untuk ke 4 bidang tersebut.	Kira-kira 30 menit sampai 1 jam, kadang bisa lebih tergantung kasus/masalah yang dihadapi siswa.

		bimbingan (pribadi, sosial, belajar, dan karir) ?		
		Apa saja bentuk-bentuk layanan BK yang diberikan kepada peserta didik?	Layanan orientasi, informasi, Layanan konseling individu, bimbingan kelompok, konseling kelompok, penempatan & penyaluran, penguasaan konten, mediasi, advokasi. Layanan pendukung: aplikasi instrumentasi, himpunan data, home visit, konferensi kasus, alih tangan kasus.	1. Layanan individu 2. Layanan kelompok 3. Layanan klasikal
		Bagaimana pola kolaborasi guru BK dengan wali murid dalam membantu menyelesaikan masalah peserta didik?	Pola nya adalah dengan kerjasama yang aktif melaporkan kegiatan peserta didik melalui group orang tua, pemanggilan orang tua maupun sosialisasi kegiatan sekolah.	Sangat penting sekali kolaborasi BK dengan wali murid karena untuk mengetahui latar belakang siswa dari keluarga
	Merancang program bimbingan dan konseling	Bagaimana model (bentuk) program tahunan, semesteran, bulanan, mingguan, harian dan lapelprog ?	Bentuk baku seperti pada permendikbud no 111 tahun 2014.	RPL
		Bagaimana sistematika penyusunan program layanan bimbingan dan konseling yang Bapak/Ibu peruntukan kepada peserta didik ?	a. Identifikasi, asesmen kebutuhan peserta didik. b. Penyusunan program.	1. Layanan jangka panjang 2. layanan jangka pendek 3. Tindak lanjut
		Apa saja fasilitas yang tersedia dalam menyokong pelaksanaan layanan bimbingan dan konseling?	Fasilitas ruangan yang memadai, representatif, sarana lain yg mendukung seperti akses wifi internet, meubelair yg lengkap untuk tamu, himpunan data, bimbingan/konseling kelompok. Dana sekolah yg sudah diperuntukkan pelayanan BK, seperti pelaksanaan psikotes, layanan penempatan, home visit dll.	1. Ruang Bk 2. Ruang konseling pribadi 3. Ruang konseling kelompok
		Apakah semua peserta didik diberikan kesempatan layanan dalam mengoptimalkan perkembangan emosional, mental, dan psikis peserta didik serta potensinya?	Diberikan kesempatan layanan, terjadwal baik melalui tatap muka dan media lain online seperti grup wa, chat, IG, zoom atau gmeet.	Ya, semua dilayani dengan baik. 4.

	Mengimplementasikan program bimbingan dan konseling yang komprehensif	Bagaimana cara Ibu/Bapak mengimplementasikan program tahunan, bulanan, mingguan, harian, dan lapelprog?	Dengan mengefektifkan pelaksanaan layanan BK sehari-hari	Dengan menerapkan di kls kemudian meng-administrasikannya
		Apa saja strategi yang Ibu/Bapak terapkan dalam mengimplementasikan masing-masing bidang layanan (pribadi, sosial, belajar dan karir)?	Strategi nya mengikuti perkembangan yang ada, dengan situasi pandemi sekarang lebih banyak di media online yg sudah disebutkan di atas. Yg sekarang layanan BK lebih banyak.	Dengan pendekatan persuasif.
		Apa saja layanan-layanan BK yang telah Ibu/Bapak berikan kepada peserta didik. Jelaskan ?	a. layanan konseling pribadi melalui chat atau zoom. b. layanan penempatan ke perguruan tinggi baik SNMPTN, PTKIN, SNMPN, PTS, kedinasan. c. Layanan klasikal dlm PTM. Layanan pemberian informasi melalui WAG dan IG BK.	Layanan yang sudah diberikan yaitu konseling pribadi, kelompok dan klasikal
		Berapa presentase waktu layanan yang dibutuhkan dalam implementasi program layanan BK ?	Presentase waktu sekitar 80% tercapai.	80%
	Menilai proses dan hasil program bimbingan dan konseling	Bagaimana cara Ibu/Bapak melaksanakan kegiatan Lapelprog ?	Laperprog dilaksanakan tertulis dan lisan kepada Kepsek.	Melaksanakan kemudian tindak lanjut
		Bagaimana cara Ibu/Bapak melaksanakan evaluasi evaluasi proses, dan evaluasi hasil ?	a. Evaluasi proses sambil melaksanakan program berjalan merasakan ada kekurangan atau kelebihan nya. Evaluasi hasil dihitung tingkat keefektifan pelaksanaan program dan hasil yg dicapai tahun ini dengan tahun ² sebelumnya.	Dengan melaksanakan kegiatan BK kemudian mengevaluasi kegiatan Bk
		Bagaimana cara Ibu/Bapak melaksanakan kegiatan <i>follow up</i> . Jelaskan?	Tindak lanjut program dengan mempertahankan dan meningkatkan hasil yg sudah baik	Evaluasi dan tindak lanjut untuk mengetahui sejauhmana keberhasilan BK yang telah dilaksanakan
	Memiliki kesadaran dan komitmen tentang etika profesional	Apakah Ibu/Bapak memiliki beban kerja di luar kegiatan pelayanan bimbingan	Tidak	Tidak

		dan konseling di sekolah tempat mengabdikan?		
		Bagaimana partisipasi kepala sekolah, wali kelas, dan guru mapel dalam meningkatkan kualitas layanan dan BK?	Partisipasi aktif, daya dukung positif dan kerja sama yang baik saling memberi informasi dan penanganan kasus sesuai mekanisme layanan.	Sangat membantu dan mendukung kerja BK
		Apakah Ibu/Bapak aktif mengikuti seminar, workshop, dan pelatihan?	Aktif	ya
		Bagaimana antusias peserta didik terhadap pelaksanaan layanan bimbingan dan konseling?	Bagus	Mereka sangat antusias sekali.
		Apa saja upaya-upaya yang dilakukan dalam rangka meningkatkan profesionalitas pelaksanaan layanan BK ?	a. Mengikuti seminar, workshop, pelatihan. b. Mengikuti kegiatan MGBK, menjadi pengurus dan guru inti tingkat kabupaten. Mengikuti organisasi profesi.	Dengan banyak mengikuti kegiatan seminar dan workshop
		Apakah selama ini peserta didik merasa puas dengan layanan BK yg diberikan. Jelaskan ?	Insya Allah puas, terbukti dengan banyak siswa diterima melalui jalur SNMPTN dan PMDK, bisa konseling online, dan informasi lengkap melalui WAG dan IG.	Ya puas, karena mereka bisa mencurahkan apa yang selama ini mereka rasakan dan pendam
		Apa yang Ibu/Bapak prioritaskan dalam pelaksanaan layanan BK bagi peserta didik ?	a. konseling individu b. Layanan informasi Layanan penempatan dan penyaluran.	Layanan belajar dan pribadi
		Apakah Bapak/Ibu telah menjalin kerja sama dengan tenaga profesi lainnya dalam rangka memenuhi kebutuhan peserta didik ?	a. Kerjasama yg baik dengan instansi lain terutama dengan PTN/PTS mis: melaksanakan acara <i>education fair</i> . b. Kerjasama dengan Ikadin c. Kerjasama dengan lembaga psikologi dengan konsultasi para ahli. d. Kerjasama dengan rumah sakit/puskesmas terdekat. Kerjasama dengan lembaga pencari kerja(terbatas)	Ya

	Menguasai konsep dan praxis penelitian dalam bimbingan dan konseling	Apa saja penelitian-penelitian yang telah Ibu/Bapak laksanakan guna meningkatkan kualitas layanan BK ?	a. melaksanakan ptbk b. Membuat jurnal pelaksanaan keberhasilan penempatan ke PTN/PTS.	Belum ada
		Apa saja karya (jurnal, buku pedoman, artikel) yang telah Ibu/Bapak susun ?	a. Best practice peningkatan hasil SNMPTN. b. Jurnal Presentase kehadiran siswa. c. Jurnal Presentase pekerjaan orang tua/wali siswa. Artikel pengembangan kepribadian, cara mencari jurusan yang cocok dengan peminatan, dll.	Belum ada
		Apakah ada tindak lanjut dari hasil penelitian yang telah Ibu/Bapak laksanakan?	Ada	Belum ada

Based on the results of research through observations and interviews with one of the BK teachers of high school (SMA) shows the following points regarding the professional competence of BK teachers. The way BK teachers carry out the description of the needs of students is through identification and assessment at the beginning of the school year. Problems experienced by students are usually in the form of personal, social and career problems. The form of BK services provided by students is in the form of orientation services, such as services that allow students to understand the new environment, especially the school environment and the objects being studied, to facilitate and expedite the role of students in the new environment, given at least twice in one year, namely at the beginning of each semester. Information services, such as Guidance and Counseling services that enable students (clients) to receive and understand various information (such as educational information and job information) that can be used as material for consideration and decision making for the benefit of students (clients). Individual counseling services, such as Individual Counseling, are assistance services carried out by a counselor to counselees to alleviate their personal problems which are basically done face-to-face and group services are one of the guidance and counseling services in schools. Group counseling services are integrated in the implementation of guidance and counseling services in schools. As an activity, group counseling services are an effort to help students solve problems by utilizing group dynamics. Placement and distribution services, namely counseling services that allow clients to obtain placement and distribution according to their respective talents and abilities. Content mastery is assistance given to individuals to master certain abilities or competencies (content) through an activity. Competence is the quality of a person or a person's suitability that can be displayed for certain purposes. Mediation services are services carried out by counselors to two or more parties who are experiencing a dissonant (unsuitable) situation. GENERAL OBJECTIVE: to achieve positive and conducive relationship conditions between clients, namely the disputing parties. Advocacy services are activities by groups or people carried out to influence or change decisions in certain fields. Advocacy means providing support to someone so that their voice is heard. This is a service aimed at

helping people understand their rights and express views. Support services include instrumentation applications, data collection, home visits, case conferences, and case transfers.

Conclusion

The conclusion from the results of this study there are several forms of counseling guidance services for students such as orientation services, information, individual counseling services, group guidance, group counseling, placement & distribution, content mastery, mediation, advocacy., Support services: instrumentation application, data collection , home visits, case conferences, case transfers. If all these things are met, then a BK teacher can be said to be professional.

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