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**INFLUENCE OF PROFESSIONAL COMPETENCE OF GUIDANCE AND
COUNSELING TEACHERS ON THE IMPLEMENTATION OF GUIDANCE AND
COUNSELING SERVICE PROGRAMS AT THE JUNIOR HIGH SCHOOL OF POSO
REGENCY CENTRAL SULAWESI**

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ABSTRACT

Guidance and Counseling is an integrated part in the world of education in school to pay for it in helping students understand themselves, adjust, solve problems, make choices and apply in their lives and develop their potential in achieving optimal development goals. The lack of professional competence of guidance and counseling teachers has an effect on the guidance and counseling program service programs in schools.

This research aims to find out the influence of professional competence of guidance and counseling teachers in the implementation of guidance and counseling service programs at Junior High School in Poso Regency. This research uses quantitative methods, data collection techniques using questionnaires. Population is all characteristic of variables regarding the professional competence of guidance and counseling teachers and the implementation of guidance and counseling service programs at Junior High School in Poso Regency. The population members in the study were all 31 guidance and counseling teachers. Data analysis techniques use simple regression techniques.

The results of this study stated that the professional competence of guidance and counseling teachers has a significant influence with the implementation of guidance and counseling service programs, evidenced by a regression coefficient (f) value of 81,034 with a significance level of 0.000. The findings of the study also prove that guidance and counseling service programs that have been implemented under eligibility standards. Another finding is the role of teachers of other subjects who enter into tutoring and counseling to fill the lack of teaching time.

Keyword: Competence of Counselors, Guidance and Counseling Service Quality, Management of Guidance, Counseling service program

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INTRODUCTION

The implementation of education in Indonesia entering the era of revolution 4.0 requires professional ability. Many laws and regulations provide guidelines for the development and development of educators, making them professionals, so as to avoid the occurrence, and vice versa, thus strengthening education. Therefore, educators who have specificities that are not

owned by other educators, namely counseling guidance teachers or counselors should master professional competence in carrying out guidance and counseling program services.(Martya Eko, 2013)

Guidance and counseling are an interaction between counselors and students (clients / learners) either directly or indirectly in order to provide assistance so that individuals can achieve their developmental tasks optimally or solve problems experienced. The field of guidance and counseling is personal, social, career, and learning. The implementation of guidance and counseling services is one of the elements supporting the success of educational programs in schools and also plays a role in aspects of learners' self-development. In achieving optimal self-development and in line with educational goals, it must carry out a quality counseling guidance service program. Quality counseling guidance services are guidance and counseling services that are able to guide, develop the potential and tasks of individual development that concern all personal and emotional maturities, social, educational, and career. One of the quality influences of guidance and counseling program services is the performance of counselors guidance and counseling.(Child, J., Faulkner, 2005)

As explained by (Djamarah, 2012) teachers are one of the determinants of success in the learning process and one of the main elements in education, and is the spearhead of success in achieving educational goals, then it should be a teacher who has noticed and developed his professional competence, so that in carrying out this noble task has high productivity in being responsible. Therefore, before helping learners / clients in developing the potentials that exist in him, a professional teacher has been able to manage himself well to carry out his duties every day. A competent teacher will be better able to carry out his duties optimally in creating good learning outcomes and quality education in general that is quality. (Gutteridge, Thomas G., Zandy B. Leibowitz, 1993)

Academic Qualification Standards and Counselor Competence is regulated in Government Regulation No. 27 of 2008 Article 1 Paragraph 1 to be appointed as a counselor, a person must meet the standards of academic qualifications and competence of counselors that apply nationally. While the welfare of The Guidance and Counseling Teacher is related to the benefits provided to counselors who have been certified. Adequate well-being will encourage and motivate the tutor to take his or her duties seriously. In this case it is very clear to become a professional Teacher of Guidance and Counseling, must meet the standards of academic qualifications and competition. In accordance with the qualification standards of Guidance and Counseling teachers, one must complete undergraduate education studies in the field of guidance and counseling and educated professional counselors. Teacher Competency Guidance and Counseling is a key academic and professional competency. These two competencies are a union in building the needs of several competencies that must be owned by teachers or lecturers, namely pedagogical, personality, social, and professional competencies. These four competencies cannot be separated from each other. Guidance and Counseling Teachers master it, especially professional campaigns in carrying out guidance and counseling program services. (Hillinger, 2010)

Given the importance of guidance and counseling program services at the level of education, Junior High School requires guidance and counseling service programs that are appropriate according to their duties and functions in the process of growth and development of the potentials possessed by learners, who require direction or guidance from teachers, one of which is teacher

guidance and counseling / School counselor. In addition, in the preparation of guidance and counseling service programs in schools, the program tends to be based on the vision and mission of the school, even equated with previous years instead of arranged according to the needs of students. And there are also counseling guidance teachers who have problems with limited ability in mastery of technology that can help the process of implementing guidance and counseling service programs in schools. As a result, the program of guidance and counseling services becomes hampered. Therefore, guidance and counseling teachers / Counselors are required to develop their professional competence. (Assey, Kalegele, & Chachage, 2017)

Guidance and Counseling is an integrated part in the world of education in school to pay for it in helping students understand themselves, adjust, solve problems, make choices and apply in their lives and develop their potential in achieving optimal development goals. In guidance and counseling there are understandings, goals, functions, and principles, as well as the principle of guidance and counseling which is the insightful knowledge that must be possessed by a Guidance and Counseling teacher. According to (Syarifudin, 2019) guidance and counseling aims to help students to develop their potential, or internalize the values contained in the developmental tasks that must be mastered. The ability to internalize it includes three stages, including: awareness, attitude, and skills or actions.

According (Yusuf, 2017) stated guidance may be defined as that part of the total educational program that helps provide the personal opportunities and specialized staff services by which each individual can develop to the fullest of his abilities and capacities in term of the democratic idea (guidance can be defined as part of a total education program that helps provide personal opportunities and the services of expert staff who it can develop capabilities and capacities fully in accordance with the idea of democracy). (Batara, Sadik, & Ahmad, 2015)

According to (Tohirin, 2007) counseling can mean contact or reciprocal relationship between two people (counselor and client) to deal with client issues, supported by expertise and in a barrel and integration atmosphere, based on norms applicable to useful purposes for the client". Counseling is the process of providing assistance from counselors to the client, both through face-to-face and electronic, so that the client can overcome the problem, so that it develops into a person who is meaningful, beneficial both for himself, and others, in order to achieve happiness together (Rahmat, 2019).

According (Prayitno, and Eman, 2013) define guidance as the Process of helping an individual to understand himself and his world (the process of providing assistance to students to be able to understand themselves and their environment). (Hauber, 1980) The term guidance is a process of providing assistance focused on developments that are general, related to the needs, interests, attitudes, and behaviors of students. In connection with the above explanations, there are some facts found by researchers when making initial observations in Poso Regency, Central Sulawesi, there are still some schools whose implementation of guidance and counseling service programs is not in accordance with guidance and counseling services properly, and because of regional limitations, so it is not in accordance with the implementation of guidance and counseling services because of the lack of understanding of counseling guidance. (Aditama, 2020) There are also researchers who found schools that have Guidance and Counseling Teachers who are indeed from Guidance and Counseling background, understand the preparation of Guidance and Counseling programs but cannot carry it out in accordance with the program, only follow the vision and mission of the school because of the lack of understanding of guidance and counseling.

And schools that have Guidance and Counseling Teachers who are not from Guidance and Counseling background are not very understanding in compiling and implementing Guidance and Counseling programs, but the school supports the existence of Guidance and Counseling services and requires effective implementation of Guidance and Counseling. Similarly, researchers found in other studies on the professional competence of a teacher guidance and counseling not only in Poso Regency, but also in other areas whose professional competence needs to be developed.(Grace, 2019)

METHOD

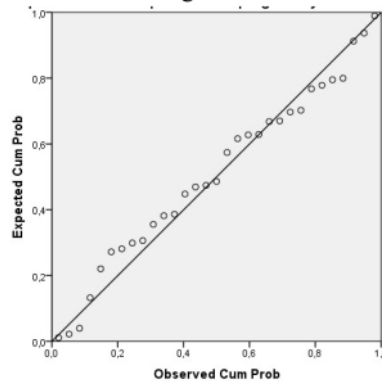
This study uses quantitative research with correlational research methods. (Colton, D., and Covert, 2007). The research design used is to find out the influence of the professional competence of Teachers of Guidance and Counseling on the Implementation of Guidance and Counseling service programs in Poso City of Central Sulawesi. The research analysis used refers to the model of organized guidance and counseling services, which refers to the mastery of the framework and theoretic implementation of guidance and counseling programs in schools which include: 1) The concept and praxis of counseling guidance assessment to understand the condition of the needs and problems of students, 2) Design of guidance and counseling programs according to the needs of students, 3) Assessment of the program implementation process up to evaluation. Follow-up and plan for future prevention programs, 4) Based on the Number of Junior High Schools in Poso Regency of Central Sulawesi there are 72 school spread over 19 Regency. Of the 72 schools, researchers took only 31 samples of active Guidance and Counseling teachers. Furthermore, primary data collection is carried out using questionnaires that will be distributed throughout Junior High Schools, secondary data will be reviewed based on supporting data such as a portfolio of guidance and counseling instruments, a framework for the results of guidance and counseling service programs, and other supporting evidence. (Arikunto, 2010)

From the assessment using this correlational method is expected to reveal the results of mapping the quality of guidance and counseling program services that have been carried out at Junior High School in Poso Regency. (Lomax, R. G., and Hahs-Vaughn, 2012)

RESULTS

The data processing results in this study refer to parametric analysis to test the hypotheses of variables X and Y where testing of normality and linearity is required. Based on the results of the normality test using the SPSS 22 program states that the professional competency variable of Teacher Guidance Counseling (X) and implementation of the Guidance and Counseling Service Program (Y) is a normal distribution or normal distributed data.

Table 1. Variable Normality Test Results Diagram X and Y.



The linearity test between the Professional Competency variable of Teacher Guidance Counseling (X) and implementation of the Guidance and Counseling Service Program (Y) with sig deviation from the linearity value of >0.05 obtained a result of $0.857 > 0.05$. It can be concluded that between the ability to manage emotions (X) and Behavior Vandalism (Y) has linearity.

Table 2. Results of Variable Linearity Test X with Y.

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Implementation service program counseling guidance * Competence teacher professional guidance counseling	Between (Combined Groups)	3508,677	24	146,195	2,716	,108
	Linearity	2821,821	1	2821,821	52,418	,000
	Deviation from Linearity	686,856	23	29,863	,555	,857
Within Groups		1644,512	323,000	53,833		
Total		2514,405	383,167			

Exposure to hypothesis testing results is limited to the interpretation of statistical numbers obtained from statistical calculations with the help of the SPSS 22 computer program. Hypothesis testing is done with simple regression analysis techniques. A simple correlation coefficient signification test can be calculated using the F test to find out if there is a relationship between the Professional Competence of Teacher Guidance Counseling (X) and the Implementation of guidance and counseling service program (Y) or not. Based on the results of the simple regression test obtained the regression equation is known significant value for the effect of variable X on Y is $0.000 < 0.05$ and the value F calculates $81.034 > 4.17$ F table, so it can be concluded that there

is a significant influence between X against Y. From these results means that the Professional Competence of Teacher Guidance Counseling (X) affects the quality of the Implementation of Guidance and Counseling Service Program. This means that based on the results of the simple regression equation test, the regression equation $Y = 21,979 + 0.732 X$. This result proves that if there is an increase in the professional competence of Guidance and Counseling teachers, by itself the implementation of Guidance and Counseling service programs will also increase. Comparison of 1-time increase / unit variable professional defation of Guidance and Counseling teachers, then there will be an increase of 0.732 / unit in the variety of implementation of Guidance and Counseling service programs.

The results of this study show that there is a positive and significant influence between the professional conferences of Teachers of Guidance and Counseling against the varied implementation of BK service programs, evidenced by the following coefficient test table.:

Table 3. Results of Variable Linearity Test X with Y.

Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	21,979	12,329		1,783
	Professional competence of Guidance and Counseling teachers	,732	,081	,858	9,002

DISCUSSION

In this study taken the subjects of 31 Teachers of Guidance and Counseling at junior high school throughout Poso Regency stated that the professional competence of Teachers guidance and counseling is one of the influencing factors in the implementation of Guidance and Counseling service programs in schools. In order for the goal to be achieved, the Guidance and Counseling Teacher must have and improve his professional competence, so that the implementation of Guidance and Counseling service program can be carried out properly.

In this section will be discussed in connection with the results of the analysis of research hypothesis testing data that states that there is a significant influence between the Professional Competence of Teachers guidance and counseling against the implementation of Guidance and Counseling Service Program at Junior High Schools Throughout Poso Regency. Using a simple regression test with F_{count} results of $81,034 > 4.17$ values from F_{tabel} , at a significant level of 5% obtained a significant value of $0.000 < 0.05$. Based on the results of the simple regression equation test, obtained regression equation $Y = 21.979 + 0.732 X$. This result proves that if there is an increase in the professional competence of Guidance and Counseling teachers, by itself the implementation of Guidance and Counseling service programs will also increase. Comparison of 1-time increase / unit variable professional defation of Guidance and Counseling teachers, then there will be an increase of 0.732 / unit in the variety of implementation of Guidance and Counseling service programs. However, the results of this study certainly do not mean that the influence of other factors can be ignored.

Based on the results of Sri Hidayati's research (2012) on the implementation of guidance and counseling programs of guidance and counseling teachers in Madrasah Aliyah in Pontianak city found that guidance and counseling teachers have not been able to organize guidance and counseling properly, starting from compiling programs that are not based on assessment needs, to the preparation of annual, monthly, weekly programs. Implementation is not on target and need. Counseling guidance program has been prepared because of the requirements of the program that must exist, this indicates that it does not have knowledge in compiling the program. This should be a record where guidance and counseling teachers should have good competence.

In Law No. 20 of 2003 Article 1 point 6, "the existence of counselors in the National Education System is declared as one of the qualifications of educators, parallel to the qualifications of teachers, lecturers, students, tutors, widyaiswara, fasiliators, and instructors". Counseling guidance teachers or what is now called counselors are educators who are fully responsible for guidance and counseling activities for their learners. Guidance counseling teacher is an educator who is academically qualified at least Bachelor of Education in the field of guidance and counseling and has competence in the field of guidance and counseling. (Schniter, E., Sheremeta, R. M., and Sznycer, 2013)

Law No. 14 of 2005 and PP No. 74 of 2008 states that "Competence is a set of knowledge, skills, and behaviors that must be possessed, lived, mastered actualized by teachers in carrying out their professional". Competence should be the basic capital for guidance and counseling teachers in organizing programs and have the ability and ability to perform or carry out work in accordance with the duties and responsibilities in their fields. In addition to this, a guidance and counseling teacher should also have four other competencies, namely pedagogical, personality, social and professional competencies.

Professional is a job or activity carried out by a person and becomes a source of life income that requires expertise, proficiency, or proficiency that meets certain quality standards or norms and requires special education (Law No. 14 of 2005). Professional work is supported by a certain science in depth that is only possible from the appropriate educational institution, so that its performance is based on the science it has that can be accounted for scientifically. As for professionals are people who have been educated to help with downsizing activities in the field of prevention and remediation. One of the assistants in this category is a mentor and tutor/counselor. Helpers at this level have received a higher level of education and are prepared to deal with abnormal situations. (Patton, 2000)

Surya (2003) stated that professional competence is a variety of abilities needed in order to realize himself as a professional teacher. Professional competence includes expertise or expertise in the field, namely the mastery of materials that must be taught along with his methods, a sense of responsibility for his duties and a sense of togetherness with other teachers. Suharsimi (1993) stated that professional competence requires teachers to have a broad and deep knowledge about the subject matter (field of study) to be taught and mastery of methodology that is mastering theoretical concepts, as well as choosing the right methods and able to use them in the teaching and learning process. In other words, professional competence requires a person to have extensive knowledge and abilities and skills with certain skills in performing a job in accordance with his ability and expertise. (Boyatzis, 1998)

Guidance and counseling services are professional services, therefore must be carried out professionally by personnel who have the right to power and professional ability in providing

guidance and counseling services. At the junior's high school level, the implementation of guidance and counseling services is carried out by a school counselor. Guidance and counseling on secondary education is an integral service that facilitates students in personal, social, educational and career development. Where at that level students are required to be able to dig and understand the potential they have.(Day, 2002)

The successful implementation of guidance and counseling services is closely related to the ability to carry out as a guidance teacher and counseling / counselor of the person providing assistance, including the integration of knowledge, academic, personal qualities and helpful skills. Therefore, in order to be able to provide professional guidance and counseling services successfully, professional Guidance and Counseling Teachers must also provide them. In (Fok, S.C., Chan, K.W., Sin, K.F., Ng, A.H.S. & Yeung, 2005) with a competency study approach, the organizer of the training program uses an inductive model. This inductive model is used based on training needs conducted on boating studies. The results showed an effective guidance and counseling training program to improve the professional competence of Pontianak State High School counselors. (Rahmat, 2017) This study is effective based on the results of pre and post training but this study is not equipped with mentoring and does not produce training products so the results of improving professional competence have not been proven in real terms.(Surya, 2003)

The results of the study prove that every Guidance and Counseling teacher should refer to the basic guidelines of teacher competency standards guidance and counseling in providing services to students. A professional and competent guidance and consulting teacher is a Teacher of Guidance and Counseling who can master, understand and use his abilities, so as to provide guidance and co-counseling in accordance with the abilities he has mastered. On the other hand, Guidance and Counseling Teachers who are unable to provide guidance and counseling services will encounter obstacles. To become a professional and competent Teacher of Guidance and Counseling, must understand the abilities that must be mastered, one of which is professional ability.(Gysbers, N.C., & Henderson, 1994)

The teacher is an important role in the world of education. (Heppner, M. J., & O'Brien, 1994) says "teachers are people who give knowledge to learners". He also added that "Teachers are all people who are responsible and authorized towards the education of learners, both in school and outside school". The results of Martya Eko Eriyono's research (2013) with the title "Application of Professional Competence of Teachers of Guidance and Counseling Post Certification (Descriptive Study on Teacher Guidance and Counseling in State Junior High School in Rembang Regency)", showed that after Guidance and Counseling teachers in state junior high schools in Rembang Regency obtained educator diplomas, their ability in carrying out guidance and counseling services in schools was generally carried out properly. This is evident from the results of descriptive analysis of percentages obtained with high standards. Teachers of National Junior High School of Rembang Regency who have obtained teacher certificates have applied subvariable mastery of theoretical framework and praxis guidance and counseling correctly. The subvariable has designed the guidance and counseling procedures correctly. Consultation procedures with a good comprehensive subvariable ability provide a good assessment of the process and outcome of guidance and counseling activities.(Prayitno, and Eman, 2013)

The results of Rahmat Andika Hasibuan's research (2019) whose title is "Professionalism of Guidance and Counseling Teachers in Compiling Semester Programs at MTs N 1 Medan", show

that the professionalism of Guidance and Counseling MTs N 1 Medan teachers has been recognized by the college with its authority, proving that tutoring and counseling is a key condition in his career development, and received support from active participation in seminars and related guidance. The preparation of semester guidance and counseling programs at MTs N 1 Medan usually refers to school programs. That is, the madrasa guidance and counseling plan does not conflict with the madrasa program. In addition to preparing according to the needs of madrasahs, guidance and counseling plans at MTs N 1 Medan are also prepared according to the needs of students. These needs are collected into counseling guidance and guidance planning services that are divided into daily, weekly, and monthly. Each semester and annual plan is guided by the 17 plus model. At MTs N 1 Medan the efforts of guidance and counseling teachers to improve the professionalism of semester program preparation are based on a sense of responsibility and understanding and run a program that has been arranged in the guidance and counseling service unit, based on professional performance. Although some services are lacking, they fail to be implemented due to a lack of support facilities for guidance and counseling activities, and are still actively participating under the current code of conduct, and actively participating in guidance and counseling-related workshops and seminars to raise professional levels.(Aditama, 2020)

Professional competence is also one of the formulations of teacher guidance and counseling / counselor competency standards that have been developed and formulated on the basis of a frame of mind that affirms the context of the task and expectations of the performance of the counselor. In accordance with Permendiknas No. 27 of 2008 explained that one of the competencies of guidance and counseling teachers / counselors is professional competence which includes: (1) Mastering the concept and assessment praxis to understand the conditions, needs and problems of the client. (2) Mastering the theoretical and praxis framework of Guidance and Counseling. (3) Designing the Guidance and Counseling program. (4) implement a comprehensive Guidance and Counseling program. (5) Assess the process and results of Guidance and Counseling activities. (6) Have an awareness and commitment to professional ethics. (7) Mastering the concepts and praxis of research in Guidance and Counseling.(Suryanto & Rahmat, 2018)

Academic Qualification Standards and Counselor Competence is regulated in Government Regulation No. 27 of 2008 Article 1 Paragraph 1 to be appointed as a counselor, a person must meet the standards of academic qualifications and competence of counselors that apply nationally. The success of professional guidance and counseling services should be carried out by professional Guidance and Counseling Teachers as well. Prayitno and Erman Amti (2013) said, in the implementation of guidance and counseling services the rules are known as the principles of guidance and counseling, namely the provisions that must be stipulated in the provision of services. The principles that are meant are the principles of confidentiality, volunteerism, openness, contemporary, independence, activities, dynamism, coherence, mortality, expertise, handiologists, and tut wuri hadayani.(Friday, 2013)

Professional or competent counseling guidance teacher is a Teacher of Guidance and Counseling who is able to master, understand, and apply his competence so that guidance and counseling services can be implemented in accordance with the competencies he has mastered. Conversely, Guidance and Counseling Teachers who do not have competence in carrying out guidance and counseling services will experience obstacles. To become a professional and competent Teacher of Guidance and Counseling, the Teacher of Guidance and Counseling must

know the competencies that must be mastered one of them is professional competence.(Martya Eko, 2013)

CONCLUSION

Based on the results of data analysis, hypothesis testing, and discussion outlined, in this section will be presented some conclusions as follows: (1) The development of teacher competence guidance and counseling has an important role in the provision of guidance and counseling services programs in schools, this is evidenced by the regression coefficient value (F) of 81,034 with a significant 0.000. Which means that the relationship between teacher guidance and counseling competencies has a significant impact on the implementation of guidance and counseling service programs at the school level of Regency Poso Junior High School. (2) This study resulted in a large evaluation of the quality standards of Guidance and Counseling teachers in Poso Regency which is still low judging from the items on the mastery variables of the concept of implementation of guidance and counseling service programs. (3) It is necessary to improve the competence of Junior Guidance and Counseling Teachers in Poso Regency so that the quality of guidance and counseling services is better, therefore Stakeholder intervention and also the supervisor of the Teacher Guidance and Counseling association in improving the standard of competence of its members.

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