

## Professional competence of school counselors in guidance and counseling services

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### Abstract

The professional competence of guidance and counseling teachers is an important aspect and affects the quality of guidance and counseling services provided by school counselor. As a guidance and counseling teacher, it is important and necessary to acquire professional competencies to facilitate the needs of students at school and to be able to provide the best service in helping students. The school counsellor profession is a job that is required special requirements so that in the implementation of the services provided can convince and gain the trust of those who need help. The professional competency standards of guidance and counseling teachers refer to whether they can master concepts, live and embody values, provide and demonstrate assistance, and professional performance of their responsibility. The research method used to achieve this goal is Systematic Literature Review (SLR). The results of some literature show that most guidance and counseling teachers have fulfilled professional competencies with high categories, this is shown by the guidance and counseling services provided in accordance with existing standards. However, this study also shows that some other guidance and counseling teachers are still in the medium and low categories. This affects the effectiveness of the services provided, so that guidance and counseling teachers need to improve their professional competence.

**Keywords:** *Professional competence, Implementation, Guidance and counseling services*



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### Introduction

The profession of guidance and counseling teachers is characterized as a profession with specific prerequisites. These requirements are essential to ensure that, while delivering guidance and counseling services, professionals instill confidence and trust in those seeking assistance (Awalya, 2019). Hence, within a profession, competency standards encompass a set of awareness processes, resources, and tangible actions that signify mastery demonstrated through performance (Awalya, 2019). The competency standards of guidance and counseling teachers refer to the mastery of concepts, appreciation and embodiment of values, showing a helpful

attitude, and professional performance of guidance and counseling teachers who are responsible. There are four basic competencies that must be possessed by a guidance and counseling teacher, namely 1) academic competence, 2) personality competence, 3) social competence, and 4) professional competence (Permendiknas, 2008).

The essential behavior standards of guidance and counseling teachers must be demonstrated through their programs in schools, one of which is by having a professional foundation—essential skills that are the basis of the professional orientation of guidance and counseling teachers (ASCA, 2015). The primary objective of guidance and counseling services in schools is to offer assistance in attaining personal maturity, developing social skills, enhancing academic abilities, and ultimately leading to the cultivation of individual career maturity with anticipated future benefits (Cholil, 2019). Therefore, as a guidance and counseling teacher, it is important and necessary to meet professional competencies to facilitate the needs of students at school and be able to provide their best services in helping students (Nabilla et al., 2023).

Guidance and counseling services delivered in schools by guidance and counseling teachers should adhere to a professional code of ethics and demonstrate professional competence (Supriyanto, 2019). The competence of guidance and counseling consistently seeks to enhance the performance of school counselors through efforts aimed at fostering discipline, boosting motivation, setting work targets, providing awards, and shaping positive perceptions (Saputra, 2021). The professional competence of guidance and counseling teachers is a set of abilities that must be possessed by guidance and counseling teachers, not only for mastering the theoretical concepts of guidance and counseling services, but also the implementation of mastery of these concepts in accordance with established standards (Suprihatin, 2018). The aspects and indicators used to measure the professional competence that a Guidance and Counseling Teacher or Guidance and Counseling Teacher must have are as follows (Naqiah, 2021):

- a. Mastery of the concepts and practices of assessment to understand the conditions, needs, and problems of counselees.
- b. Mastery of the theoretical framework and practice of Guidance and Counseling.
- c. Planning the Guidance and Counseling program.
- d. Implementing a comprehensive Guidance and Counseling Program.
- e. Evaluating the process and results of Guidance and Counseling activities.
- f. Having awareness and commitment to professional ethics.
- g. Mastery of research concepts and practices in Guidance and Counseling. Professional guidance and counseling teachers are guidance and counseling teachers who are able to master, understand, and apply their competencies so that guidance and counseling services can be carried out in accordance with the competencies they have mastered.

Therefore, the importance of guidance and counseling teachers having professional competence is because the implementation of guidance and counseling services will be closely related to the competence of the implementation, namely the guidance and counseling teacher as a person who provides assistance, including a combination of knowledge, academic, personal qualities, and skills in helping the students (Suprihatin, 2018).

The enhancement of guidance and counseling services implementation can be achieved through a combination of strong pedagogical competence and motivation (Agustianingsih, 2018). Professional competence has a direct positive impact on the assessment performance of guidance and counseling teachers in schools. This implies that high professional competence of teachers will result in optimal assessment performance conducted by guidance and counseling teachers in schools (Setyanti, 2020). In addition, a positive assessment of professional competence will influence guidance and counseling teachers to improve their abilities, seek new experiences that can improve their competence and always try to find ideas to improve their performance (Erlangga et al., 2015). The professional competence of guidance and counseling teachers in guidance and counseling services will affect students' perceptions of the performance of guidance and counseling teachers. For example, there are still students who have a negative view that the lack of guidance and counseling role in overcoming and recognizing student stressors

(Kartiko et al., 2017). Another negative view is that guidance and counseling teachers as individuals cannot guarantee confidentiality so that students do not have the comfort to talk to guidance and counseling teachers (Kartiko et al., 2017). However, there are also positive views of students that the professional competence of guidance and counseling teachers regarding mastery of the concepts and practices of assessment to understand the conditions, needs, and problems of students is in the good category (S. Rosa, 2014). Therefore, as a guidance and counseling teacher, you must have professional competence, because it will also have an impact on the effectiveness of guidance and counseling services that will be provided to students.

**Method**

The research method used in this research is SLR (Systematic Literature Review). SLR refers to a special study or research and development method used to collect and evaluate research relevant to a particular topic. SLR aims to identify, review, evaluate, and interpret existing research on a particular topic (Triandini et al., 2019). The stages and techniques used in this research are as follows.

1. The research question should be based on the needs of the chosen topic. The questions created for this research are as follows.  
 RQ1: How is the implementation of professional competence of guidance and counseling teachers in schools?
2. Search process or literature search in this research using google scholar database. The keyword used for this research is "Professional competence of guidance and counseling teachers in schools". The results of the literature search in accordance with the topics discussed are journals, theses, and dissertations with a time span between 2005 and 2023.
3. Inclusion and Exclusion Criteria. This stage is carried out to determine whether the data found is relevant to the topic discussed. The inclusion criteria used in the literature search are in accordance with the research question and based on research results that have been published in journals or national seminar proceedings and obtained from the google scholar database.
4. Literature synthesis analysis, namely the literature obtained will be selected and analyzed based on the inclusion and exclusion criteria. 15 journal articles were obtained that were in accordance with the keywords and research questions. In the next stage, the researcher will record the articles and enter them into the table. Then the researcher will review and examine the article intensely, especially the research results section. At the end of the study, the researcher compared the findings of several articles and made a conclusion.

**Findings and Discussion**

The results of the research using the SLR method are an analysis and summary of various articles that have been adjusted to the topic discussed, namely, the Professional Competence of Guidance and Counseling Teachers towards Guidance and Counseling Services in Schools which are presented in the following table.

**Table 1. Results of Literature Related to Professional Competence of Guidance and Counseling Teachers**

| No | Researcher and Year   | Title   | Results   |
|----|-----------------------|---|---|
| 1. | Sari & Hartati (2017) | The Performance of Guidance and Counseling Teachers in terms of Professional Competence in Public Schools | The results of research on 25 guidance and counseling teachers obtained that professional competence in State Senior High Schools in Batang Regency is classified as high, namely 83.1%. This |

| No | Researcher and Year      | Title   | Results   |
|----|--------------------------|---|---|
|    |                          | Throughout Batang Regency   | means that guidance and counseling teachers of State Senior High Schools in Batang Regency have mastered and applied their professional skills in building guidance and counseling services very well.  |
| 2. | Suryani et al. (2023)    | Competence of Guidance and Counseling Teachers at SMA Negeri 10 Medan in Understanding the Code of Ethics for Professionalism of a Guidance and Counseling Teachers | The results showed that the majority of the competence of guidance and counseling teachers of SMAN 10 Medan understood and applied the code of ethics of guidance and counseling teachers in conducting guidance and counseling services.   |
| 3. | Lestari et al. (2017)    | Professional Competence of Guidance and Counseling Teachers in the Implementation of Guidance and Counseling Services   | The results of the study conducted resulted in that the professional competence of guidance and counseling teachers in providing guidance and counseling services in state junior high schools in Cilacap City is relatively high (78.71%).   |
| 4. | Malik & Kurniawan (2018) | Professional Competence of Guidance and Counseling Teachers in the Implementation of Guidance and Counseling Services   | The results showed that the professional competence of guidance and counseling teachers in providing guidance and counseling services in State Junior High Schools in Cilacap City was high (78.71%).   |
| 5. | Wardhani et al. (2019)   | Profile of Pedagogical and Professional Competence of Guidance and Counseling Teachers in Bandung City  | This study was conducted on 127 guidance and counseling teachers and the results showed that 2% of guidance and counseling teachers have a very competent level of competence, 43.5% of other guidance and counseling teachers have a competent level of competence, 33% of guidance and counseling teachers in the threshold category, and the remaining 21.5% in the developing category. Thus, the majority of guidance and counseling teachers in Public High Schools in Bandung City have competent professional competence. |
| 6. | Dina (2016)              | The influence of Professionalism of Guidance and Counseling Teachers on the Personal and Social Development of Students at MAN 4 Aceh Besar                         | This study examines the level of professional competence of guidance and counseling teachers seen from the development of students' social personality. As a result, the professionalism of guidance and counseling teachers has an influence on the development of students' social personality at MAN 4 Aceh Besar by 73% with the average score of students' social personality at MAN 4 Aceh Besar classified as moderate category.   |
| 7. | Hadi (2018)              | The Influence of Pedagogical Competence and Professional  | The results showed that the condition of competence (competency profile) of guidance and counseling teachers in SDLB was in the moderate category, thus   |

| No  | Researcher and Year     | Title  | Results  |
|-----|-------------------------|--|--|
|     |                         | Competence on the Performance of Guidance and Counseling Teachers in Special Needs Elementary Schools in Bandung City  | professional competence, pedagogical competence and performance of guidance and counseling teachers still need to be improved.   |
| 8.  | Syafitri (2019)         | The Application of the Code of Ethics for Guidance and Counseling Teachers as a Foundation in the Implementation of Guidance and Counseling Services at Mts. Negeri 3 Medan Helvetia | The results showed that the application of the code of ethics of guidance and counseling teachers as a foundation in guidance and counseling services at MtsN 3 Medan Helvetia was good and effective.   |
| 9.  | Ilham (2016)            | The Level of Understanding of the Professional Code of Ethics for Guidance and Counseling Teachers in Public Junior High Schools in the Working Group of Bantul Regency              | The study conducted by Ilham resulted that (1) the understanding of guidance and counseling teachers on the code of ethics of the guidance and counseling profession was at a percentage of 55.77%, (2) the understanding of guidance and counseling teachers on the basic aspects of the code of ethics of the guidance and counseling profession was at a percentage of 50%; (3) understanding aspects of the qualifications of guidance and counseling teachers, counseling competencies, and counseling professional activities 57.7%; (4) understanding aspects of the implementation of counseling services 63.5%; (5) understanding aspects of violations and sanctions of the code of ethics of the guidance and counseling profession 48.08%; (6) the function of the board of the code of ethics of the guidance and counseling profession was in the high category with a percentage of 55.77%. |
| 10. | Nurrahmi, H (2015)      | Professional Competence of Guidance and Counseling Teachers  | The results of research conducted at Vocational High Schools in Pontianak City show that most guidance and counseling teachers have professional competence with a percentage of 68.42% in implementing guidance and counseling services.  |
| 11. | Khairilah et al. (2017) | Professional Competence of Guidance and Counseling Teachers in Managing Guidance and Counseling Service Programs at SMP Negeri 17 in Banda Aceh                                      | The results of research at SMPN 17 Banda Aceh City, showed that the professional abilities of guidance and counseling teachers were good and always improved.  |
| 12. | Nugraha (2022)          | Professionalism of Guidance and Counseling Teachers in the Implementation of   | This study shows that the professional competence of guidance and counseling teachers has provided guidance and counseling services needed by students.  |

| No  | Researcher and Year  | Title   | Results  |
|-----|----------------------|---|--|
|     |                      | Guidance and Counseling Services at SMP Negeri 1 Pringsewu                                      |  |
| 13. | Ramadhan, M. (2019)  | Professional Competence of Guidance and Counseling Teachers at MTsS Alwashliyah Tembung         | The results showed that the professional competence of guidance and counseling teachers at MTsS Alwashliyah Tembung has not met the qualification aspects and professional activities of guidance and counseling teachers. |
| 14. | Umari & Yakub (2018) | Analysis of the Professional Competence of Guidance and Counseling Teachers in Schools          | This study found that most of the professional competencies of guidance and counseling teachers were high (56.67%) and only a small proportion were in the low category (10%)  |
| 15. | Kurniasari (2016)    | Level of Mastery of Pedagogical and Professional Competence of Guidance and Counseling Teachers | The study results show that the professional competence of guidance and counseling teachers in Public Junior High School in Commissariat 1 Ciamis Regency is in the high category with a percentage of 80.20%              |

Results of data analyses can be presented in tables, graphs, figures or any combination of the Based on the results of the literature review, there are six studies that show that the implementation of professional competence of guidance and counseling teachers in providing guidance and counseling services in schools is high (Sari & Hartati, 2017; Suryani et al., 2023; Lestari et al., 2017; Malik & Kurniawan, 2018; Wardhani et al., 2019; Syafitri, 2019). However, in other studies related to the professional competence of guidance and counseling teachers on the performance of guidance and counseling teachers is classified as moderate (Hadi, 2018). Therefore, it can be understood that the professional competence of guidance and counseling teachers can have a major influence on the work efficiency of quality-oriented guidance and counseling teachers. So, if the guidance and counseling teacher applies the professional competence of the guidance and counseling teacher in the process of implementing guidance and counseling services, it can significantly help students well. This is in line with research conducted by Nurrahmi (2015) that guidance and counseling teachers have professional competence at a percentage of 68.42% in organizing guidance and counseling activities. This means that the guidance and counseling teachers of SMKs in Pontianak City are professionally competent in implementing guidance and counseling services (Nurrahmi, 2015).

In contrast to the research conducted by Ramadhan (2019) Professional competence of guidance and counseling teachers at MTsS Alwashliyah Tembung is low. This is indicated by the fact that there are still guidance and counseling teachers who have not met the three aspects of the criteria tested, namely aspects of insight and knowledge, aspects of skills, and aspects of attitude. However, guidance and counseling teachers at MTsS Alwashliyah still have the willingness to continue to improve their competence to be even better in the future (Ramadhan, 2019). Research was also conducted by oleh Hanifah (2017) about the professional competence of guidance and counseling teachers in the implementation of guidance and counseling assessments. The research was conducted on six guidance and counseling teachers, the results of which were that the professional competence of guidance and counseling teachers had not been fully achieved in the implementation of assessments in general. Thus, based on the discussion above, it can be concluded that most of the guidance and counseling teachers have high professional competence. However, some others still have to improve their competence, especially in the professional field of guidance and counseling (Umari & Yakub, 2018).

Other research shows that guidance and counseling teachers still have the assumption that group counseling is the same as group guidance so that the form of group counseling services provided is still in the form of giving advice (Aminah et al., 2021). This condition is not in accordance with the qualities that should be possessed by a guidance and counseling teacher, especially in the professional competencies of guidance and counseling teachers, namely (1) Mastery of the concepts and practices of assessment to understand the conditions, needs, and problems of counsees, and (2) Mastery of the theoretical framework and practice of guidance and counseling. Therefore, to improve and develop the professional competence of guidance and counseling teachers requires the cooperation of various parties to improve the ability and quality of guidance and counseling services (Aminah et al., 2021).

Efforts that can be made to improve the professional competence of guidance and counseling teachers are to carry out training to increase the competence of guidance and counseling teachers in organizing group counseling services (Aminah et al., 2021). Research conducted Aminah et al. (2021) training and improving participants' ability to implement group counseling services in group simulations. In addition, trainings in the field of guidance and counseling include the Teacher Professional Training Program (PLPG) held by the government (Umari & Yakub, 2018). In addition, other efforts can be made through guidance and training with the Guidance and Counseling teacher workshop method in the MGBK Community can improve the professional competence of guidance and counseling teachers. The increase can be seen from the results of observations that there was an increase in the professional competence of guidance and counseling teachers in preparing guidance and counseling service programs from cycle 1, namely the achievement of an average competency score of 63.77% with a sufficient category and in cycle 2, namely the average competency achievement score of 90.72% with an excellent category, so there was an increase of 26.95% (Sujuti, 2022). Therefore, the professional competence of guidance and counseling teachers still needs to be developed and improved. As a guidance and counseling teacher, you should have the desire to continue to develop into a professional guidance and counseling teacher in providing the best service for all students.

## **Conclusion**

The profession of guidance and counseling teacher is a job that is required to have special requirements so that in the implementation of the services provided can convince and gain the trust of those who need help. The standard of competence of guidance and counseling teachers refers to whether guidance and counseling teachers can master concepts, live and embody values, show attitudes that are helpful, and professional performance of responsible guidance and counseling teachers. Some guidance and counseling teachers already have and meet professional competencies well. However, others still have to improve their professional competence so that the guidance and counseling services provided will provide optimal results. Professional competence can be seen from the services provided by guidance and counseling teachers to students, which is indicated by mastery of the concepts and practices of assessment to understand the conditions, needs and problems of counsees, theoretical frameworks and practices of guidance and counseling, design of assistance and assistance programs. In addition, professional competence can also be seen from the way guidance and counseling teachers evaluate the process and results of counseling, have a sense and commitment to ethical behavior, and master the concepts and practices of research in the field of guidance and counseling. Efforts to develop and improve the professional competence of guidance and counseling teachers require cooperation from all parties, including the government, school principals, and guidance and counseling teachers themselves who must have the desire to continue to develop and become lifelong learners.

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