



## PROFESSIONALISM OF COUNSELING TEACHERS IN A CENTRALIZED EDUCATION SYSTEM

**Elfi Churnia<sup>\*1\*</sup>, Firman Firman<sup>2</sup>, Riska Ahmad<sup>3</sup>**

<sup>\*123</sup> Universitas Negeri Padang, Indonesia

Email : [elfi@konselor.org](mailto:elfi@konselor.org)

**Abstract:** *This article discusses the Efforts to Improve Service Quality with the professional development of counseling teachers in a centralized education system. In order for the management of counseling services in schools to be of high quality, Guidance and Counseling Teachers must be professionally improved. The decentralized education system makes Guidance and Counseling Teachers more flexible to make all of this happen. Guidance and Counseling Teachers must be able to empower counseling guidance services to all parties and stakeholders by using various principles, principles, and guidance functions in a professional and optimal manner. Then Guidance and Counseling Teachers are required to always develop professionalism through self-development, skills, science and technology, as well as coordination with school personnel and the community in general to be able to provide counseling services in a more optimal and quality manner. The research method used is literature study or literature review, this method utilizes various reading or literature sources to obtain data and conjectural information by limiting activities to library materials without conducting field research by studying research, books and articles and sources. other relevant readings.*

**Keywords:** *Professionalis, Counseling teacher, Centralized education system*

## **Introduction**

Education decentralization gives full authority to local governments to plan, implement, and determine the applicable regulations and laws in the region (Winkler & Gershberg, 2000). Educational democracy gives full authority over broad community participation in providing education by participating in determining the direction and policies of formulating strategies, goals, educational goals, and being more active in its implementation (Maria del Pilar, Wong, & Torres, 2018). In the centralized approach, the counselor works according to the requirements and patterns that have been designed by the center through various forms of rules, regulations, implementation instructions, technical instructions and so on which can hinder and limit the range of movement of the counselor so that in the end the guidance and counseling teachers becomes less familiar with the culture. creative and innovative (Macedo, 2013; Winokur, 2014).

Then the rigid rules and regulations position the guidance and counseling teacher/counselor in a work climate that is not based on a professional attitude but rather merely carrying out routine obligations, so that the Guidance and Counseling Teachers/counselor lacks professionalism in their work such as lazy, ignorant and less concerned about the counseling service process and caused a lot of negative perceptions from other school personnel (Ernawati, 2019; Nurihsan & Wardhani, 2018; Saleh & Suriansyah, 2021). With the presence of educational management that puts forward a professional-decentralized approach, the counselor's room for movement becomes free. Creative and innovative processes have become more important (Mawati, et al., 2020). Counselors are encouraged to

have the courage and get used to finding new ways that are more effective and efficient in carrying out various guidance and counseling service activities. Education decentralization is often referred to as educational autonomy or education democratization. Education decentralization gives full authority to education managers including counseling officers to plan, implement, and determine education with existing competencies in a professional manner (Amalianita, Firman, & Ahmad, 2021; Amra, 2016).

Learning and culture is an integrated process in education that is supported by the quality of education management carried out by education, one of which is a professional Counseling officer (Hung, Yang, Lien, McLean, & Kuo, 2010; Škerlavaj, Song, & Lee, 2010). Guidance and counseling teachers or counselors as education managers are required to be able to provide services to students professionally to improve the quality of education (Indrawan, Lay, & Cendana, 2019; Saleh & Suriansyah, 2021). Efforts that can be made to improve the quality and quality of Counseling services are to develop the professionalism of Guidance and Counseling Teachers so that they can work professionally. The quality of education will be realized if it is able to directly empower education managers such as school leaders, teachers, and counseling officers in a professional manner. In addition, it must also empower local governments and their communities to participate actively according to their respective authorities and duties. Based on the explanation above, this paper aims to describe how the professional development of Guidance and Counseling Teachers in the current era of decentralized education is applied to the education system in Indonesia.

## **Method**

The research method used is literature study or literature review, this method utilizes various reading or literature sources to obtain data and conjectural information by limiting activities to library materials without conducting field research by studying research, books and articles and sources. other relevant readings.

## **Discussion**

### ***Decentralized Education Management in Schools***

In education management, there are two regulatory mechanisms, namely a centralized and decentralized system (Mok, 2013). In a centralized system, everything related to the administration of education is strictly regulated by the central or national government (Faguet & Sánchez, 2014; Lo, 2010). Meanwhile, in a decentralized system, the regulatory authority is delegated to the local government (district/city). The purpose of decentralization in education is intended to improve the quality of education, especially in terms of management and management or referred to as the term School Based Management (SBM).

In Indonesia the concept of School-Based Management (SBM) first appeared in 2000. Officially this concept is contained in the document Law no. 25 of 2000 on the 2000-2004 National Development Strategic Plan, further stated in Law no. 20 of 2003 concerning the National Education System. Article 51 of the National Education System Law states that "The management of early childhood education units, basic education, and secondary education is carried out based on minimum service standards with school/madrasah-based management principles."

Through this policy, schools in Indonesia have adopted a centralized education system using the concept of School-Based Management (SBM). In SBM, school policies and authorities come from real conditions in the school or community environment (Fajrin, 2018; Harianja, 2020).

School-Based Management (SBM) is a management model that gives schools greater autonomy and encourages schools to make participatory decision-making to meet school quality needs or to achieve school quality goals within the national education framework. In SBM, the concept applied is the concept of autonomy which is an act of decentralization carried out by higher institutions to lower levels. This is a process of delegating power from the national level (central) to the school level, even to the class level (class teacher) (Achadah, 2019; Patras, Iqbal, Papat, & Rahman, 2019; Triwiyanto, 2013).

Through school-based management, the authority in school management rests on schools and directly related stakeholders. With this basis, the function of school management is more open and optimal, avoiding the format of centralization and bureaucratization that can cause the loss of school management functions. School-based management is also based on the fact that every school, like every individual, is unique. Each school has characteristics that other schools do not have. Each school has different local contexts and conditions. Therefore, to optimize the educational process in each school, schools need to manage schools according to the local context (Amra, 2016; Murni, 2019).

### ***Professional Attitude of Guidance and Counseling Teachers***

Quality human resources are highly dependent on the quality of education. The quality of education can be prepared from and by all parties, including counseling and guidance officers. For this reason, the appearance of counseling guidance officers is very decisive and plays a role in preparing quality human resources, especially in the regions. Counselor in preparing human resources must be able to demonstrate a professional work ethic. As professionals, they must be able to design, analyze, identify, and implement programs correctly and appropriately and be able to find their identity as professional staff (Amra, 2016) . For this reason, counseling professional actors must be able to display public trust by showing tangible results from their work, namely by trying to design, analyze, identify, and implement programs that can be felt directly by the public, specifically by school personnel. Many people still question the level of professionalism of the actors in the counseling profession. Not to mention in the community setting, even in the school setting, there are not a few views that demean the duties and work of school counselors. All of that is certainly something that should be addressed as a challenge in an effort to uphold the dignity of the guidance and counseling profession(Hearne, 2013; Ndum & Onukwugha, 2013) .

### ***Improving Service Quality and Counseling management***

One of the important issues regarding education today regarding the implementation of a decentralized education system is the implementation of

School-Based Quality Improvement Management (MPMBS) which is a process of integrating, coordinating and utilizing all elements in schools to achieve goals (quality of education). expected efficiently (Baharuddin, 2017; Modelu & Pido, 2019). Or it can be interpreted that School-Based Quality Improvement Management (MPMBS) is a management model that provides greater autonomy to schools and encourages participatory decision making, which involves all school members based on mutual agreement . With greater autonomy, it is hoped that schools will have the authority to independently manage schools and choose strategies to improve the quality of education and be able to choose program developments that are more in line with the potential needs of the area where graduates will be projected. This concept was introduced by the effective school theory which focuses more on improving the educational process (Marsini, 2013; Shofiyah & Siregar, 2019).

With the presence of School-Based Quality Improvement Management (MPMBS), which puts forward a decentralized-professional approach, the counselor's room for movement becomes free. Creative and innovative processes have become more important (Ermi, 2017; Patimah, 2015). Counselors are encouraged to have the courage and get used to finding new ways that are more effective and efficient in carrying out various guidance and counseling service activities. In other words, entering the realm of School-Based Quality Improvement Management (MPMBS), counselors are required to work professionally. Implementation (MPMBS), as an effort to increase the quantity and quality of guidance services, counselors should pay attention to the

development of cooperation, coordination and work synergies with various other educational components. Because in the implementation of School-Based Quality Improvement Management (MPMBS), the success of education in schools is no longer based on intelligent individuals, but prioritizes a compact team work (Paramita & Radiana).

Counselor performance management basically focuses on four pillars of activity, namely planning (planning-P), organizing (organizing-O), implementation (actuating-A), and controlling (controlling-C). Performance-based management bases its implementation on the performance of the counselor with regard to the POAC of providing counseling services to the service targets for which they are responsible. The direction of POAC is: Q: How do counselors plan services and support activities, starting from making annual, semester, monthly, and weekly programs to daily (in the form of SATLAN and SATKUNG). O: How the counselor organizes the various elements and tools that will be involved in the activity. These elements include personal elements (such as the role of school leaders, homeroom teachers, teachers, parents), physical and environmental facilities (such as rooms and mobile phones, assistive devices such as computers, films, and objects visited), business administration, funds, etc. A: How the counselor manifests in practice the types of services and support activities through the SOP for each activity that has been planned and organized. C: How do counselors control their service practices in the form of outcome assessments and account for them to stakeholders. This activity involves the role of supervision



and guidance from both internal and external parties of educational units (work institutions), as well as professional organizations (Amalianita et al., 2021).

### **Professional Development of counselors to Improve Service Quality in Education Decentralization**

The quality and quality of counseling services is determined by the professionalism of counselor in providing services to service targets, efforts to form professional services require the development of a professional attitude in Guidance and Counseling Teachers. Professionalism means an understanding or attitude that prioritizes professionalism or ways of working as well as the attitudes and actions of its adherents. The profession upholds professionalism at work, this is where members of the profession attach importance to professional traits such as prioritizing service quality, obeying the code of ethics, wanting to develop their profession, feeling proud of the profession, and improving abilities (Aulia, 2013; Pidarta, 2016).

Counselors should not feel complacent with their current capacity for knowledge and skills, but should always strive to update their knowledge and skills. However, in the current information age, the development of science and technology in counseling guidance from time to time is growing very rapidly. So that a counselor is required to continue to anticipate the direction of developments that occur, so as not to become professionally down. Efforts to increase knowledge capacity can be carried out in various ways, either directly or indirectly. Indirectly, it can be done through various readings or books related to the world of guidance and counseling, or even if necessary by browsing sites on

the internet, which indeed provide a lot of up-to-date information, including those related to guidance and counseling.

Meanwhile, directly, it can be done by involving yourself in various scientific forum activities, such as: seminars, upgrading and training, or participating in MGP activities like today. In fact, it would be better if there was a willingness to try to study through formal education. Meanwhile, to improve the skills of various guidance techniques, one way that is considered quite effective is to try continuously and often practice various existing techniques. . For example, to master counseling techniques, of course the counselor must practice it himself directly, and after each practice, it is followed by an evaluation of what has been done. Then, compare it with the requirements based on the existing theory, so that the weaknesses and advantages of the practice that have been carried out will be known. Entering the next stage of counseling practice, of course, has been accompanied by improvement efforts, reflecting on the shortcomings of previous counseling practices.

Counselors are required to further improve the quality of performance and level of productivity in providing assistance services to students. If this is not fulfilled then the counselor must be prepared to receive various complaints from the community that may not be comfortable. Efforts to increase the quantity and quality of guidance services, counselors should pay attention to the development of cooperation, coordination and work synergies with various other educational components.

## **Conclusion**

The education management system in Indonesia has changed from centralized to decentralized which is considered an educational approach by prioritizing democracy and educational independence. Education decentralization gives full authority to education managers including counseling officers to plan, implement, and determine education with existing competencies in a professional manner. To realize all that, it must be able to empower counseling guidance services to all parties and stakeholders by using various principles, principles, and guidance functions in a professional and optimal manner. Then guidance and counseling Teachers are required to always develop professionalism through self-development, skills, science and technology, as well as coordination with school personnel and the community in general to be able to provide counseling services in a more optimal and quality manner.

## **References**

- Achadah, A. (2019). Manajemen berbasis sekolah (MBS): Konsep Dasar dan Implementasinya pada Satuan Pendidikan. *Tarbiyatuna: Jurnal Pendidikan Ilmiah*, 4(2), 77-88.
- Amalianita, B., Firman, F., & Ahmad, R. (2021). Penerapan sistem pendidikan desentralisasi serta upaya peningkatan mutu layanan dengan pengembangan profesionalisme guru bimbingan konseling. *JRTI (Jurnal Riset Tindakan Indonesia)*, 6(1), 9-14.
- Amra, A. (2016). Profesionalisme Guru untuk Meningkatkan Mutu Pendidikan di Era Teknologi Informasi. *Ta'dib*, 14(2).
- Baharuddin, B. (2017). Penguatan Manajemen Peningkatan Mutu Berbasis Sekolah (Mpmbs). *Idarah: Jurnal Manajemen Pendidikan*, 1(1).
- Ermi, S. (2017). PENGUATAN MANAJEMEN PENINGKATAN MUTU BERBASIS SEKOLAH (MPMBS) MELALUI IMPLEMENTASI KURIKULUM 2013. *Idarah: Jurnal Manajemen Pendidikan*, 1(1).
- Ernawati, R. (2019). Counselors Performance Assessment In SMPN 49 Jakarta Timur. Paper presented at the International Conference on Psychology, Education and Mental Health.
- Faguet, J.-P., & Sánchez, F. (2014). Decentralization and access to social services in Colombia. *Public choice*, 160(1-2), 227-249.
- Fajrin, R. (2018). Strategi Implementasi Manajemen Berbasis Sekolah. *Intizam, Jurnal Manajemen Pendidikan Islam*, 1(2), 132-149.
- Harianja, T. (2020). Pengaruh budaya sekolah, kerja sama tim, motivasi kerja, dan kepuasan kerja terhadap kinerja kepala sekolah menengah pertama (smp) di kota medan. *Unimed*,
- Hearne, L. (2013). Ethical research in guidance counselling. *School Guidance Handbook*.
- Hung, R. Y. Y., Yang, B., Lien, B. Y.-H., McLean, G. N., & Kuo, Y.-M. (2010). Dynamic capability: Impact of process alignment and organizational learning culture on performance. *Journal of world business*, 45(3), 285-294.
- Indrawan, P. A., Lay, A. E., & Cendana, O. N. (2019). Guidance and Counseling Teachers' Competency Perspective in the Era of Industrial Revolution 4.0. *The International Journal of Innovation, Creativity and Change*, 5(3), 147-161.
- Lo, W. Y. W. (2010). Decentralization of higher education and its implications for educational autonomy in Taiwan. *Asia Pacific Journal of Education*, 30(2), 127-139.
- Macedo, E. (2013). Equity and difference in centralized policy. *Journal of Curriculum Studies*, 45(1), 28-38.

- Maria del Pilar, O. C., Wong, P. L., & Torres, C. A. (2018). *Education and democracy: Paulo Freire, social movements, and educational reform in São Paulo*: Routledge.
- Marsini, S. (2013). Implementasi manajemen peningkatan mutu berbasis sekolah (mpmbs) di sma n 1 Sukoharjo.
- Modelu, R., & Pido, A. (2019). Manajemen Peningkatan Mutu Berbasis Sekolah (MPMBS): antara Harapan dan Realita di SMA Negeri 3 Atinggola. *Al-Minhaj: Jurnal Pendidikan Islam*, 2(1), 128-142.
- Mok, K.-H. (2013). *Centralization and decentralization: Educational reforms and changing governance in Chinese societies (Vol. 13)*: Springer Science & Business Media.
- Murni, M. (2019). Manajemen Berbasis Sekolah. *Jurnal Mimbar Akademika*, 3(2).
- Ndum, V. E., & Onukwugha, C. (2013). Overview of policy and practice of guidance and counseling in Nigeria and the United States of America (USA): Role of computer technology. *International Journal of Humanities and Social Science Invention*, 2(4), 42-50.
- Nurihsan, J., & Wardhani, N. S. (2018). Social Personal Competence of Guidance and Counseling Teachers in Professional Development Program and the Implication for Guidance and Counseling. *Guidance and Counseling*, 2019, 2.
- Paramita, P., & Radiana, U. Kemampuan Manejerial Kepala Sekolah dalam Meningkatkan Kompetensi Guru Bimbingan dan Konseling di Madrasah Aliyah Negeri 1 Pontianak. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 6(4).
- Patimah, S. (2015). Manajemen kolaboratif guru bidang studi dan guru bimbingan konseling dalam rangka meningkatkan mutu pendidikan siswa pada SMA Muhammadiyah Kasongan. *IAIN Palangka Raya*,
- Patras, Y. E., Iqbal, A., Papat, P., & Rahman, Y. (2019). Meningkatkan Kualitas Pendidikan Melalui Kebijakan Manajemen Berbasis Sekolah Dan Tantangannya. *Jurnal Manajemen Pendidikan*, 7(2), 800-807.
- Saleh, M., & Suriansyah, A. (2021). The Influence of Motivation, Guidance and Counseling Teacher Activities in Deliberation and Professionalism. *Journal of K6 Education and Management*, 4(2), 129-135.
- Shofiyah, S., & Siregar, N. (2019). MANAJEMEN PENINGKATAN MUTU BERBASIS SEKOLAH (MPMBS). *Emanasi: Jurnal Ilmu Keislaman dan Sosial*, 2(2).
- Škerlavaj, M., Song, J. H., & Lee, Y. (2010). Organizational learning culture, innovative culture and innovations in South Korean firms. *Expert systems with applications*, 37(9), 6390-6403.

Triwiyanto, T. (2013). Pemetaan mutu manajemen berbasis sekolah melalui audit manajemen pendidikan. *Jurnal Manajemen Pendidikan*, 24(2), 125-135.

Winkler, D. R., & Gershberg, A. I. (2000). *Education decentralization in Latin America: The effects on the quality of schooling*. The World Bank, Washington DC.

Winokur, I. K. (2014). *From centralized education to innovation: Cultural shifts in Kuwait's education system*. In *Education for a knowledge society in Arabian Gulf Countries*: Emerald Group Publishing Limited.



© 2021 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).