

COMPETENCE DEVELOPMENT OF COUNSELING GUIDANCE (BK) TEACHERS AS OPTIMIZATION OF GUIDANCE SERVICES AND COUNSELING IN THE SOCIETY ERA 5.0

Tiara Maiza Dianti*¹, Neviyarni ², Firman³

^{*1,2,3} FIP Guidance and Counseling, Padang State University, Padang, Indonesia

¹ tiaramaizadianti11@gmail.com, neviyarni.suhaili911@gmail.com,
firman@konselor.org*

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Abstract

This article discusses the development of BK teacher competencies as an effort to optimize guidance and counseling services in the era of society 5.0. Using references from relevant literature studies, this article discusses competencies that are in accordance with national education standards. There are four competencies that must be possessed by a teacher / educator, namely pedagogic, personality, social and professional competencies so that later teachers / educators can carry out their duties and responsibilities as an educator well and can face changes in the era of society 5.0 because the progress of the world of education cannot be separated from the role of educators for the importance of developing the competence of educators.

Keywords– Development; BK Teacher Competence; Era Society 5.0

1. Introduction

At this time we are faced with the era of society 5.0 which can be interpreted as a concept of a human-centered and technology-based society. This concept allows us to use modern science-based such as Artificial Intelligence (AI), Robots, Internet of Things (IoT) to serve human needs. The Society 5.0 concept is a refinement of the previous concepts. Where as we know, Society 1.0 is when humans are still in the era of hunting and recognizing writing, Society 2.0 is an agricultural era where humans are familiar with farming, Society 3.0 : has entered the industrial era, namely when humans have started using machines to help activities In everyday life, Society 4.0 : humans are familiar with computers to the internet and Society 5.0 is an era where all technology is part of humans themselves, the internet is not only used to share information but to live life.

This very fast change in science and technology requires us to be ready to face changes in the world, especially in the field of education. One of these changes is Society 5.0. Society 5.0 is a human being who can solve various challenges and social problems by utilizing various innovations that were born in the industrial revolution 4.0 era and are centered on technology. Society 5.0 itself was first introduced by the Japanese government in 2019. Society 5.0 is a development of the industrial revolution 4.0. The evolution of industry 4.0 uses artificial intelligence (artificial intelligence) while Society 5.0 focuses on its technological and human components.

Technology encourages humans to continue to innovate with the aim of making it easier for individuals to communicate, interact with each other, expand relationships between individuals, and learn about world developments. This encourages all professions to always follow the newness of the times (Ayuni et al, 2021:101). The development and use of technology supports the increase in the need for management and data collection of academic information as well as the public's need for accessible educational services. Educators in the era of society 5.0 , must have skills in the digital field and think creatively and teachers are required to be more innovative and dynamic in teaching in the classroom as

well as guidance and counseling teachers. In providing BK services to students, they must be innovative, creative and dynamic following developments in the era of society 5.0 because if not, the teacher will not develop, not progress and even be left behind. To prevent this, guidance and counseling teachers/counselors need to update their knowledge, improve competence and improve quality in accelerating educational transformation. Educators are required to be able to manage information and knowledge to be able to make quality decisions and how capable teachers are to develop a mindset so that they have the ability to digest and process information and make quality decisions .

According to Permendikbud No. 111 of 2014 concerning guidance and counseling in basic education and secondary education, guidance and counseling teachers are qualified as professional educators, graduates of S1 guidance and counseling and master competencies in the field of guidance and counseling. In relation to competence in the field of Guidance and Counseling (BK), counselors should be able to see that their role is then aligned with technological developments that continue to develop and cannot be prevented from bringing new policies that have emerged. Age differences have a major influence on the adjustment of the performance of the guidance and counseling elements that should be able to support this era, a common problem encountered. According to Hartono (2015), one of the competencies is regarding the appearance of high-quality work, it can be interpreted that to achieve work success, challenges will accompany the implementation of services and fulfill the competence of counselors.

According to Ayuni et al, 2021:102 This challenge does not only affect one profession, but all professions, including counselors/guidance and counseling teachers. Counselors enter an important role in this era in order to be able to face serious impacts on the scope of their profession. (Alijona, 2020) Counselors should as much as possible expand their competence not only academic and professional competence but also technological competence to welcome the era of society5.0.

2. Method

This article discusses " BK Teacher Competency Development as an Effort to Optimize Guidance and Counseling Services in the Era of Society 5.0 ". The type of this research method is literature review analysis (literature research). This article will describe the analysis of scientific journals that are relevant to the discussion that has been selected. The main material in the analysis of this literature review is about the competencies that BK teachers must have to maximize BK services in schools.

3. Result and Discussion

The rapid evolution of information and communication technology (ICT) has brought drastic changes to society and industry. Digital transformation will create new value and become a pillar of industrial policy in many countries. In the era of society 5.0 , we are not only welcoming changes in culture but also in the world of education, namely how we use modern-based science. Education plays an important role in developments in the era of Society 5.0 , namely to advance the quality of human resources. For this reason, it is necessary to develop education regarding 21st century life skills .

As educators in the era of society 5.0 , teachers must have skills in the digital field and think creatively. According to Zulfikar Alimuddin (Nurani, 2021:2) Director of Hafecs (Highly Functioning Education Consulting Services) assessed that in the era of society 5.0 teachers are required to be more innovative and dynamic in teaching in the classroom. Therefore, there are three things that educators must use in the era of society 5.0. including the Internet of things in the world of Education (IoT), Virtual/Augmented reality in the world of education, Utilization of Artificial Intelligence (AI) in the world of education to identify and identify the learning needs needed by students. "Educators must also have 21st century life skills, namely having leadership skills, digital literacy, communication, emotional intelligence, entrepreneurship, global citizenship, team working and problem solving . The focus of expertise in 21st century education is currently known as 4C. This 21st century competence was socialized

by the Ministry of Education and Culture (2017) as 4C, namely creative thinking skills (creative thinking), critical thinking and problem solving (critical thinking and problem solving), communicating (communication), and collaborating (collaboration).

Educators must be able to apply it, in addition to the skills to find, manage, and convey information and are skilled at using technology and information: Leadership, Digital Literacy, Communication, Emotional Intelligence, Entrepreneurship, Global Citizenship, Problem Solving, Teamworking . Meanwhile, the three issues of education in Indonesia today are character education, vocational education, and innovation (Wibawa, 2018).

According to W. Robert Huston as quoted by Abdul Kadir Munsyi, " competence" or dinarily is defined as " adequately for a task " or as "possession of require knowledge, skill and abilities" that competence is an adequate task or possession of the knowledge, skills and abilities required by one's position (Djamarah, 1994: 32). In line with that, Finch and Crunkilton define competence as mastery of a task, the skills, attitudes and appreciation needed to support success (E. Mulyassa, 2013: 38). The competence of teachers must collaborate with the development of this revolution. The competencies possessed, of course, must follow the development of the 4.0 revolution era and society 5.0 right now. From a national policy perspective, the government has formulated four teacher competencies, Permendiknas no. 27 of 2008 concerning Academic Qualification Standards and Competence Counselor (SKAKK) mention that which work as a counselor, namely a Guidance and Counseling (S-1 BK) graduate who has finish program KDP. In Permendiknas this also put forward seventeen core competencies referred to as the "17 Pattern Competencies" which more much detailed to 76 competencies. 17 competencies the. So that it is actually implemented and developed as stated in the explanation of Government Regulation no. 19 of 2005 concerning National Education Standards, namely: pedagogical , personal, social, and professional competencies. Collaborating teacher competencies in the era of the industrial revolution 4.0 and society 5.0 , the competencies that must be considered are as follows:

Pedagogical Competence

- 1) Dominate theory and praxis education,
 - a. Dominate knowledge education and base science;
 - b. Implementing the principles education and process learning;
 - c. Dominate base inner culture praxis education.
- 2) apply development physiological and psychological as well as behavior counselee,
 - a. Applying the rules of human behavior, physical development and individual psychology towards the target of guidance services and counseling in an attempt education;
 - b. apply rules personality, individuality, and counselee differences in guidance and counseling services in educational efforts;
 - c. apply rules study to target service guidance and counseling in an effort education;
 - d. apply rules blessing to target service guidance and counseling;
 - e. apply rules health mental to target service guidance and counseling in educational endeavors.
- 3) Mastering the essence of guidance and counseling services in the path, type, and level education units,
 - a. Mastering the essence of guidance and counseling in educational units formal, non-formal, and informal;
 - b. Dominate essence guidance and counseling on unit type education general, vocational, religious, and special;
 - c. Dominate essence guidance and counseling on unit level education age early, basic, and medium, as well college .

According to Wulandari, 2021:51 Pedagogical competence is the ability to manage students. In the era of the industrial revolution 4.0 and society 5.0 the teacher's abilities include:

- a. Understanding the foundation of technology in education

- b. Technology-based learning and dialogue designs for example Google Class Room, Kahoot, Quiper that hone critical thinking and problem solving
- c. Technology-based learning media, for example, flash cards with various types of themes and the use of ICT in finding learning resources
- d. Evaluation using the application for inputting student scores and sharing links to children's anecdotal notes
- e. Development of actualizing the potential of students with the STIFIn test and providing opportunities for children to express their potential through technology, for example YouTube, blogs and others. Through teachers, the world of education must construct creativity, critical thinking, cooperation, mastery of information and communication technology and digital literacy skills .

Competence Personality

- 1) have faith and be pious to God Who great One,
 - a. Showing personality which believe and be pious to Lord Which great One;
 - b. Consistent in operate life religious and tolerant to religion other;
 - c. Morals glorious and virtuous character sublime.
- 2) Appreciate and uphold human values , individuality and freedom of choice,
 - a. apply view positive and dynamic about man as creature spiritual, moral, social, individual, and potentially;
 - b. Value and develop potency positive individual on generally and counselee on specifically;
 - c. Care to benefit man on generally and counselee on specifically;
 - d. Uphold tall dignity and dignity man in accordance with right the basics;
 - e. Tolerant to problem counselee;
 - f. act democratic.
- 3) Show integrity and stability personality which strong,

- a. Displays commendable personality and behavior (such as authoritative, honest, patient, friendly, and consistent);
 - b. Showing emotion which stable;
 - c. Sensitive, empathetic, as well as honor diversity and change;
 - d. Showing tolerance tall to counselee which face stress and frustrated
- 4) Showing performance quality tall
- a. Showing action which intelligent, creative, innovative, and productive;
 - b. Enthusiastic, disciplined, and independent;
 - c. Dress up interesting and pleasant;
 - d. Communicate by effective;

Personal competence is the ability to behave (real actions). In the era of the industrial revolution 4.0 and society 5.0 the teacher's abilities include (a) having noble character (b) steady, stable and mature (c) wise and wise (d) being a role model (e) evaluating one's own performance (f) developing oneself and (g) being religious. social competence behavioral, including emotional social skills, openness, perseverance, stable emotions, self-regulation ability, courage to decide and interpersonal skills . This means that the teacher's personality competence in using technology is a role model for his students and can adapt to their progress (Wulandari, 2021: 51).

Competence Social

- 1) Implement collaboration internal in the place work,
 - a. Understand the basics, goals, organization and roles of other parties (teachers, homeroom teacher, school/madrasah leadership, school/madrasah committee) in the place work;
 - b. Communicating the basis, objectives and activities of guidance services and counseling to other parties in the workplace;
 - c. Working same with parties related in in the place work (like teachers, parents, administrative staff).
- 2) Play a role in professional organizations and professional guidance and counseling activities counseling,

- a. Understand the basics, objectives, and AD/ART of professional guidance organizations and counseling for self-development and profession;
 - b. Obey code ethics profession guidance and counseling;
 - c. Active in organization profession guidance and counseling for development self and profession.
- 3) Implement collaboration interprofessional,
- a. Communicating the professional aspects of guidance and counseling to other professional organizations;
 - b. Understand role organization profession other and make use of it for the success of guidance services and counseling;
 - c. Working in team together power paraprofessional and professional profession other;
 - d. Doing referrals to expert profession other in accordance with necessity.

Social competence is the ability of educators as part of the community. In the era of the industrial revolution 4.0 and society 5.0, the ability of teachers to use social media so that information can be received on time and easily communicate verbally and in writing, interact effectively with students, fellow educators, educational staff, parents/guardians of students and get along in a friendly manner. polite with the surrounding community (Wulandari, 2021:52).

Competence Professional

- 1) Dominate draft and praxis assessment for understand condition, needs, and trouble counselee,
 - a. Dominate the nature of the assessment;
 - b. Choose an assessment technique, according to service needs guidance and counselling;
 - c. Arrange and develop instrument assessment for necessity guidance and counselling;
 - d. Administering assessments to uncover issues- problem counselee;
 - e. Choose and administer technique assessment disclosure ability the counselee's personal bases and tendencies;

- f. Choose and administer instrument for disclose condition actual condition related counselee with the environment;
 - g. Access data documentation about counselee in service guidance and counselling;
 - h. Using the results of the assessment in guidance services and counseling appropriately;
 - i. Showing responsibility professional in practice assessment.
- 2) Dominate framework theoretical and praxis guidance and counseling,
- a. apply the nature of service guidance and counseling;
 - b. apply direction profession guidance and counseling;
 - c. apply basics service guidance and counseling;
 - d. apply service guidance and counseling in accordance with condition and the demands of the work area;
 - e. apply approach/model/type service and activity supporter guidance and counseling;
 - f. apply in practice format service guidance and counseling.
- 3) designing program guidance and counseling,
- a. Analyze needs counselee;
 - b. Arrange program guidance and counseling which sustainable based on needs participant educate by comprehensive with approach development;
 - c. Making plans implementation program guidance and counseling;
 - d. Planning the facilities and costs of implementing the guidance program and counseling.
- 4) Implement program guidance and counseling which comprehensive,
- a. Doing program guidance and counseling;
 - b. Doing approach collaborative in service guidance and counseling;
 - c. Facilitate academic, career, personal and social development counselee;
 - d. Manage means and cost program guidance and counseling.
- 5) Assess process and results activity guidance and counselling,
- a. To do evaluation results, process, and program guidance and counseling;
 - b. To do process adjustment service guidance and counseling;

- c. Inform results implementation evaluation service guidance and counseling to related parties;
 - d. Use the results of the evaluation to revise and develop mentoring program and counseling.
- 6) Have awareness and commitment to ethics professional,
- a. Understand and manage strength to ethics and professional limitations personal and professional;
 - b. Organizing service in accordance with authority and code ethics professional counselor;
 - c. Maintain objectivity and guard so that no late with problem counselee;
 - d. Doing referral in accordance with necessity;
 - e. Care to identity professional and development profession;
 - f. Prioritize interest counselee than interest personal counselor;
 - g. Guard secrecy counselee.
- 7) Mastering the concepts and praxis of research in guidance and counseling,
- a. Understand various type and method study in guidance and counseling research;
 - b. Capable designing study guidance and counseling;
 - c. Doing guidance research and counseling;
 - d. Utilise results study in guidance and counseling with access educational journal and guidance and counseling.

Professional competence is the ability to master the learning material broadly and deeply. This professional ability is highly demanded because it is one of the determinants of the quality of education. According to Nurholis, M Anwar, and Badawi. (2019), in improving the professionalism of teachers in the 4.0 revolution era, teachers must pay attention to the following things:

- a. Educational competence , educating competence or internet-based learning of things as a basic skill.

- b. Competence for technological commercialization , having the competence to bring students to have an entrepreneurial attitude (entrepreneurship) based on technology and the work of student innovation.
- c. Competence in globalization , a world without barriers, not stuttering about various cultures, hybrid competencies and problem solver competence.
- d. Competence in future strategies , the world is easy to change and goes fast, so you have the competence to predict well exactly what will happen in the future and the strategy.
- e. Counselor competence , considering that in the future the problem of children is not in the difficulty of understanding teaching materials, but more related to psychological problems, stress due to pressure from increasingly complex and severe circumstances, teachers are needed who are able to act as counselors/psychologists. Why is it called a teacher because some people think that all fields of teachers must be mastered even though sometimes we can't lie to ourselves, if we have to master all fields we probably won't be able to, but there is nothing wrong if these shortcomings must be covered by lifelong learning. Like psychology, the teacher must have it, so that in dealing with student problems the teacher can provide useful enlightenment for students.

4. Conclusion

In the era of society 5.0, we are not only welcoming changes in culture but also in the world of education, namely how we use modern-based science. Education plays an important role in developments in the era of Society 5.0 , namely to advance the quality of human resources. For this reason, it is necessary to have the competence of an educator who has high values so that they can create superior, advanced and developing human resources so that they are able to face the changes in the era of Society 5.0 . There are four competencies that must be mastered by teachers in the era of Society 5.0 which includes pedagogical, personal, social, and professional competencies. In improving the

quality of education in order to educate students. The relevance is very clear that the four teacher competencies collaborate with the industrial revolution era 4.0 and society 5.0 because the goals of the four teacher competencies include a goal that wants to integrate education personnel who have entered the era of the industrial revolution 4.0 and society 5.0 in every learning process with utilize technology so that, by increasing the quality of teacher competence as the spearhead of education that follows the times, the quality of education will also increase.

In addition to these four competencies, the Ministry of Education and Culture stated that there are five competencies that teachers must prepare to enter the Industrial Revolution 4.0 era, namely, internet-based learning competencies as basic skills ; competencies that will bring students to have an entrepreneurial attitude with technology on the innovations of students; the teacher does not stutter about various cultures and is able to solve educational problems, the competence to predict exactly what will happen in the future and the strategy, by means of joint-lecture, joint-research, joint-resources, staff mobility , and rotation. Next is the competence to understand that in the future the students' problems will not only be difficult to understand teaching material, but also related to psychological problems due to the times.

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