
The Perception of Students Regarding the Importance of Professionalism of Guidance and Counseling Teachers in School

Indra Geni^{1*}, Yeni Karneli², Rezki hariko³

^{1*,2,3} Bimbingan dan Konseling FIP, Universitas Negeri Padang, Sumatera Barat, Indonesia

* hariko.r@fip.unp.ac.id

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Abstract

In schools, guidance and counseling play an important role in relation to student development, in terms of services that generally relate directly to students. Of course, the tutor must be close and have a good image of the student in order to maintain trust and intimacy with the tutor. To collect and analyze a variety of articles, journals, books, and other reading materials relevant to students' perceptions of This study draws on a literature survey. Research has shown that students rate the professionalism of their tutors in schools as good, but this does not mean that tutors are perceived negatively, they do not have a defined job. , citing Raid Teachers, Picket Teachers, and others. It is already completely gone, and each leader and tutor needs to be empowered and insightful

Keywords– Perception, Professionalism, Guidance and Counseling



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1. Introduction

"In an era of advancing education and continuously evolving educational knowledge, guidance and counseling teachers strive to showcase their skills and abilities in their profession to endure and advance in the field of education. In schools, guidance and counseling teachers must possess practical knowledge. Certainly, as job competition intensifies, the professionalism of a teacher becomes a crucial issue.

The professionalism of teachers is inseparable from their qualifications. Competence is something that cannot be separated from educational and teaching activities. A teacher's ability to create a supportive communication atmosphere includes cognitive aspects such as mastery of the subject matter, affective aspects such as passion for the profession, and psychomotor aspects such as classroom management skills, assessment of learning outcomes, and others (Wahyudi, 2012). According to Article 10(1) of Law No. 14 of 2005, teachers must have pedagogical qualifications, personal qualifications, social qualifications, and professional qualifications.

Further elaborated in Article 10(1) of Law No. 14 of 2015, teacher qualifications include pedagogical qualifications, personal qualifications, social qualifications, and professional competence obtained through education. Of course, the goal of teacher qualifications is nothing more than to assist teachers in equipping students with learning, exemplary education, and if a teacher lacks pedagogical, personal, social, and professional abilities, how can they be a guide for students in school?

Pedagogical competence refers to the ability to guide student learning, personality competence refers to a strong moral and exemplary personality, social competence is a teacher's ability to communicate and interact effectively, and subject matter expertise is the ability to master the subject matter broadly and deeply.

As a senior teacher and mentor, you must possess these four skills to perform tasks well. Negative perceptions of guidance and counseling teachers are

no longer prevalent among students, who are often labeled as school police, hairstylists, etc.

In this case, the perception referred to is students' perception of guidance and counseling teachers. Perception is the result of someone's construction to produce a view or conclusion about something. Perception is the organization and interpretation of stimuli received by individuals so that it becomes meaningful and integrated within the individual. Students' perceptions are generated from the experiences they create and witness.

Perception is defined as the way individuals analyze and interpret stimuli from their senses to sense their environment. Individuals perceive everything through their own perceptions, which may differ from the perceptions of others. Robbins & Judge in (Ansori, Luqman, taupiq, Muammar 2021). Perceptions arise due to the behavior displayed by teachers, whether good or bad, and then there is a response from students, resulting in the emergence of those perceptions. The factors contributing to perception in general are: (1) the perceived object, in this case, the competence of guidance and counseling teachers, (2) sensory organs, nerves, and the arrangement of nerve centers, (3) attention, and (4) the process of perception (Adnan, 2018).

2. Method

The method employed in this research is a literature review. Literature review is an activity related to the method of collecting bibliographic information, reading and note-taking, as well as managing research materials. According to Denial & Wasriah (2009), a literature review is a study conducted by collecting various books and articles related to the issues and objectives of the research. The purpose of this research is to explore various theories related to the issues discussed in the study for reference in the discussion of research results.

To gain an understanding of the theories and concepts regarding students' perception of the importance of the professionalism of guidance and counseling teachers in schools, students' perceptions of the professionalism of guidance and counseling teachers are the main source in this research. The data for this

research are derived from various sources, including books, publications related to students' perceptions, and the professionalism of guidance and counseling teachers. Thus, this research aims to facilitate readers (Asmita & Fitriani, 2022).

The criteria for citing sources in the search process (Asmita et al., 2020) include: (1) periodization, literature on students' perceptions of the professionalism of guidance and counseling teachers focuses on publications from 2015 to 2022; (2) keywords, literature is selected based on keywords in the exclusion process, where perceptions of professionalism of guidance and counseling teachers in schools are considered; then (3) limitations, literature and materials that frequently appear, especially in accredited journals by Google Scholar, Sinta Journals, and Direct.

3. Result and Discussion

In Law No. 20/2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that learners actively create a learning atmosphere and learning process to actively develop their religious potential - spiritual strength, a place to expand their learning opportunities. It solidifies spiritual religiosity, self-control, personality, intelligence, noble character, and skills required by oneself, society, the nation, and the state.

Education is needed not only to acquire knowledge and skills but also to develop distinctive attitudes (Ki Hajar Dewantara, 1962). According to Neviyarni (2023), a School Counselor is a professional who dedicates their time fully to counseling services. Professionalism is part of supporting the smoothness of teachers in carrying out their duties (Notanubun, 2019), where Nasanius (1998) once stated that the decline in education is not caused by the curriculum but by the lack of teacher professionalism in carrying out their duties. Therefore, guidance and counseling teachers must be of quality and professional in their respective fields in fulfilling their duties and responsibilities related to the given tasks. According to Government Regulation No. 4 of 2008 concerning Teachers, career guidance teachers must have four skills: (1) pedagogical competence, (2) personality competence, (3) social competence, and (4) professional competence.

In addition, guidance and counseling teachers must have a Bachelor's degree and counseling qualification. BK teachers must have a professional certificate, so the expectation is that teachers have and master the required competencies.

There are several competencies that a counselor must possess, symbolizing the counselor's professionalism in school. These competencies include (Prayitno, 2009): (1) pedagogical qualifications, including (a) mastery of pedagogical theory and practice, (b) application of physiological and psychological development and behavior of subjects, (c) management of the essence of guidance and counseling services related to the path, nature, and unity of guidance. (2) Personality competence, including (a) trust and fear of the one and only God, (b) respect and appreciation for human values, individuality, and freedom of choice, (c) demonstrating integrity and strong personality stability, (d) showing high-quality performance. (3) Social competence, including (a) applying internal collaboration in the workplace, (b) participating in professional associations and career guidance and counseling activities, (c) implementing interprofessional collaboration, (4) Professional qualifications, including (a) mastery of evaluation concepts and practices to understand the conditions, needs, and problems of mentor guidance, (b) mastery of theoretical frameworks and practical guidance and counseling, (c) planning orientation and counseling programs, (d) implementing comprehensive orientation and counseling programs, (e) evaluating professional and leadership and advisory activities, (f) having awareness and commitment to professional ethics, (g) mastery of research concepts and leadership and consulting practices.

From the above description, it can be concluded that the school principal is a respected, role-model figure for students, and should serve as a guide for them. Thus, the principal must have a comprehensive vision and the four skills mentioned above. The principal can be considered professional only if the guidance and counseling teacher demonstrates competence in their respective field.

If this is not taken into account, it also leads to misunderstandings in students' perceptions of guidance and counseling teachers in school. Lia (2022)

found in her research that out of 95 students, some had negative perceptions of the mentor teacher, while others had positive perceptions. These perceptions may be caused by the lack of certain competencies in guidance and counseling teachers, both in social and pedagogical competencies. This is supported by the research results of Annisa, Fitria, Suryadi (2021), stating that students' perceptions are considered in the pedagogical competence category, with some being good and others needing improvement.

In terms of personality competence, in the study by Sisrianti, Nurfarhanah (2013), students' perceptions regarding personality competence were categorized as fairly good, indicating a need for improvement. If the personality of the guidance and counseling teacher in school is already good, it becomes part of the BK teacher's work in providing guidance and being an example to students, creating a comfortable and trusting environment. The importance of personality competence for BK teachers in schools cannot be overstated.

Furthermore, the social skills of guidance counselors need to be emphasized, as these skills are demonstrated in how they communicate with students and others in the school community. Abdul, Aamir, Jawaid, Musarat & Zobia (2017) write in their research that there is a positive relationship between students and BK teachers who socialize with students as parents and friends. This is in line with the findings of Melati (2021) that students have social perceptions of tutors, with their competence being average and needing improvement.

In addition, the professional competence of guidance counselors is crucial. Several studies found that students' perceptions are categorized as good and some are high. For example, in a study by Rosa & Said (2014), students' perceptions of BK teachers in understanding conditions, needs, and problems were considered good. Azmatul, Prayitno, Yeni (2021) noted in their research that professional services for tutors can eliminate misunderstandings about teacher leadership and minimize misunderstandings about counseling, demonstrating that BK teachers are a genuine profession.

Deni (2021) also shows a significant correlation between students' perceptions of BK in relation to BK services. The better students understand BK,

the better their experience with BK, as found by Benedict (2022). There is a significant relationship between teachers' and students' perceptions of students' understanding and classroom management, cognitive performance, and student support.

Talking about the fact that every BK teacher must have the four competencies formulated in the law, teachers who have started teaching must meet certain requirements and qualifications. This is in line with the research findings of Lalu, Noffyanti & Ety (2020) that students generally have a good perception of the BK guidance services, but there is still room for improvement. The perception of students towards the school principal's leadership has improved, and this is a positive step that needs to be maintained and even further improved. Ferry (2014) also states in his research that students' perceptions of the performance of certified BK teachers are categorized as good, setting an example for the BK profession in the education sector.

In Lia Agustina's research (2019), it is written that students perceive that counselors have not played a role in improving student discipline at school. This is a crucial aspect to be considered in the implementation of guidance and counseling services in schools.

In summary, it is clear from the above explanations that all tutors throughout Indonesia require professional guidance and counseling skills in schools to advance career guidance and eliminate negative perceptions that have developed among students. Teachers must realize that each BK teacher is responsible for and should perform their duties wholeheartedly. Improving the professionalism of BK teachers is essential to minimize negative student perceptions and strengthen guidance services in schools.

Moreover, it is essential to update competencies and knowledge, especially in the use of information technology, academic background, and the scarcity of BK graduates. This is in line with the statement by Ghina (2021) that professional expertise in guidance and counseling is always in demand and needs to be updated because guidance and counseling is an applied science with many theories and perspectives continually emerging. If this is implemented

successfully, BK teachers will be competent and professional in their work, especially in student organizations. Through proper guidance and counseling services and the leadership and guidance of teachers fulfilling their duties and responsibilities with the competencies mentioned, negative student perceptions of guidance and counseling in schools can be changed. As found by Ria (2013) in her research, adopting guidance and counseling to change negative student perceptions is necessary to build better counseling and change negative student perceptions of the implementation of guidance and counseling

If we look at various research findings above, we can discuss the students' perception of guidance and counseling teachers in schools. In this era of advancing education, guidance and counseling teachers, as well as schools in general, are continuously improving and positioning themselves to provide the best possible services. They carry out their duties to the fullest extent, and the procedures and systems of guidance and counseling teachers in schools have become clearer and well-structured with the existence of laws and government regulations that explain the workload of guidance and counseling teachers.

Regulations such as academic qualification standards regulated in Permendiknas No.27 of 2008, the duties of guidance and counseling teachers in the Ministry of State Apparatus Empowerment Regulation No.16 of 2009, and the Government Regulation No.81 A of 2013 that formulates guidance and counseling services in the implementation of the 2013 curriculum, as well as the Ministry of National Education Regulation No.22 of 2005, explaining the duties of a professional school counselor.

With the existence of government regulations and ministerial regulations, the implementation of guidance and counseling services becomes clearer and more directed. This is expected to lead to a change in the negative perception of guidance and counseling teachers in schools, especially by students who are the focus of counseling services. Therefore, a guidance and counseling teacher in school is expected to truly understand and comprehend the duties and responsibilities, as well as possess the competencies outlined in Permendiknas No.13 of 2007 regarding competency standards.

As the implementation of guidance and counseling services progresses, the perception of students in school is expected to improve. Because students' perceptions can also be a motivation for guidance and counseling teachers to work. If guidance and counseling teachers have a positive image and are viewed favorably by students, they will likely have good motivation and work diligently. As expressed by Nagul, et al. (2022) in their research, it is known that the higher the perception of BK duties by BK teachers, the higher their performance. Conversely, if teachers have competence and work earnestly and appropriately, students' perceptions of BK teachers will also improve (Siregar, 2021).

4. Conclusion

Guidance and Counseling is a profession practiced by experts and professionals through procedures and training to ensure they have a broad understanding, knowledge, and vision to support their professionalism in the work mandated by the law. Therefore, school guidance and counseling teachers must be above qualification. They should have educational, social, personal, and professional qualifications, as well as experience in performing specific tasks in providing services to students.

Certainly, if the provision of guidance and counseling services by teachers is not effective, it can lead to misunderstandings or negative perceptions from students, thereby minimizing the need for professional guidance and counseling in their field. From the results of research conducted using the literature review method, it can be concluded from several previous studies on students' perceptions of school counselors that students generally have a positive perception of the professionalism of school counselors and guidance and counseling teachers. However, it does not mean that negative views are completely eliminated.

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