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## Academic Supervision and Guidance and Counseling Teacher Self-Efficacy at the State Junior High School Level.

Amianti Putri Hestiningtyan<sup>1\*</sup>, Sugiyo<sup>2</sup>, Awalya<sup>3</sup>

### Abstract

There is only one management function involved in the management of advice and counseling, which is controlling (supervision). Supervision is an essential component of the guidance and counseling program. As a result, academic monitoring implemented by both school supervisors and school principals is linked to the professional performance of guidance and counseling teachers. The purpose of this study is to investigate the impact of academic supervision implementation on the professional performance of guidance and counseling teachers using self-efficacy as an intervening variable. This study employs quantitative tools and a correlational research design. The study involved guidance and counseling teachers from the State Junior High School in Pemalang Regency. According to the study's findings, academic monitoring by school supervisors is still not equivalent since the number of school supervisors is still limited compared to the number of schools and teachers in the Pemalang Regency. However, the study's findings also suggest that academic supervision impacts the professional performance of guidance and counseling teachers at SMP Negeri Pemalang Regency. Furthermore, this element of self-efficacy demonstrates that the outcomes have no substantial positive influence. That is, academic supervision does not mediate between Guidance and Counseling teachers' professional performance.

**Keywords:** *Academic Supervision, Guidance and Counseling Teacher Performance, Self-Efficacy.*

### A. Introduction

Guidance and counseling teachers are essential components of the educational component and play a critical role in accomplishing educational objectives. Management. According to Sugiyo (2011), "Guidance and Counseling Management is one of the fundamental components that counselors must learn." As a result, a counselor or BK instructor must plan, organize, implement, and assess guidance and counseling activities in their activities.

Planning, organizing, acting, and controlling are all guidance and counseling management implementation tasks. Controlling (supervisory), which comprises supervision operations, is one of the management roles revealed by Sugiyo when performing guidance and counseling management.

*Academic supervision* is defined by Daresh and Glickman (Haryani, 2017) as a sequence of actions that help teachers increase their abilities to control the learning process and provide

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<sup>1</sup> Pascasarjana UNNES, Kelud Utara 3, Semarang, Indonesia, [Amiantiputri6@gmail.com](mailto:Amiantiputri6@gmail.com)

<sup>2</sup> Pascasarjana UNNES, Kelud Utara 3, Semarang, Indonesia

<sup>3</sup> Pascasarjana UNNES, Kelud Utara 3, Semarang, Indonesia

services to achieve learning goals. Thus, it denotes the need for academic supervision for Bk teachers in controlling the service process to aid in developing their professional abilities, particularly in providing traditional guidance services in their encouraged classes. Academic supervision duties include learning process planning, execution, and assessment. School principals and school supervisors can implement this academic monitoring. In addition, to the principal's leadership, the work of school supervisors is critical in boosting teacher performance. The supervisory duties are defined in the Minister of Administrative and Bureaucratic Reform Regulation number 21 of 2010 article (5) and the joint decision of the Minister of Education and Culture with the Head of the State Civil Service Agency Number 01/III/PB/2011 and Number 6 of 2011 article (3) as follows: carry out academic and managerial supervisory duties in academic units, including the preparation of supervision programs, implementation of coaching, and monitoring.

The principal is a leader (leader) for himself and others (teachers, pupils, and staff) and a source of knowledge and motivation at work. All activities carried out by school principals in carrying out their duties and responsibilities as leaders, managers, motivators, and supervisors for teachers and staff will impact behavior, mindset, motivation, satisfaction, and individual dedication in schools.

School supervisors and principals conduct academic supervision at the Pematang Rejang Junior High School level. Researchers conducted initial observations in three schools, namely through interviews with guidance counselors, school principals, and school supervisors. It has to relate to the implementation of academic supervision and the professional performance of guidance counselors in schools to determine how school principals and supervisors carried out supervision. It demonstrates that the role of school principals and supervisors in carrying out academic supervision is critical to improving the quality of BK instructors. Furthermore, there is good communication and solid cooperation between the principal and the school supervisor.

The professionalism of a Counseling Guidance Instructor/counselor must be maintained, and the professionalism of a Counseling/Counselor Guidance teacher must constantly improve with the times. As a professional educator determined based on this provision, various consequences accompany it, beginning with the competency requirements that must be met, particularly those relating to the minimum educational qualifications of having a bachelor's degree (S1) in the field of guidance and counseling from an accredited tertiary institution. genuine certification (Putra, 2018: 37).

Thus, the essence of BK teachers' professional performance is the ability demonstrated by BK teachers to provide professional services for their students with their unique abilities. It makes students change their behavior and perceptions to meet the balance of personal, social, learning, and career.

According to Rahardjo & Djuniadi (2016: 154), the better the application of academic supervision carried out in schools, the better teachers' performance at the school. Academic supervision helps to improve teacher performance. It demonstrates that intense academic supervision from school supervisor influences increasing teacher performance in schools. As a result of these findings, school administrators are anticipated to increase supervision implementation.

Furthermore, Mujiati & Safitri (2019: 11) found that implementing academic supervision by school principals in junior high schools in Palangga Selatan sub-district in supervision activities can provide teachers with innovation in service and learning for students. Moreover, it can provide space for teachers to be creative. In order to give the most outstanding service for

students in conquering their challenges and improving the quality of the BK teacher's professional performance, a BK teacher must be able to manage his/her self-efficacy. As a result, academic monitoring enhances BK teachers' performance and increases their self-efficacy.

In its broadest sense, self-efficacy is an individual's belief in his or her capacity to execute specific tasks (Bandura, 1997). It can refer to school counselors' faith in their abilities to complete goals or duties in the context of school counseling (Sanders et al., 2017). Higher degrees of self-efficacy are required for school counselors who struggle with their professional identity in the face of varying demands. Engaging in best practices in school counseling is considerably more challenging to achieve (Mullen & Lambie, 2016).

Based on the explanation above, it is possible to conclude that academic supervision, as carried out by school supervisors and principals, is critical to teachers, particularly guidance and counseling instructors. It is due to a lack of school supervisors with experience in guiding and counseling. Academic supervision activities impact the professional performance of guidance and counseling teachers, who are obliged to develop knowledge and performance following technical developments connected to counseling services to students. As a result, guidance and counseling teachers' self-efficacy can influence their capacities to provide optimal professional performance outcomes.

## **B. Method**

This study uses a quantitative method with an ex post facto design, using a correlational approach. The correlational approach is research that employs statistical analysis to determine the level of relationship or effect of two or more variables (Creswell, 2011). It starts with a preliminary investigation, then is examined and uses simple linear analysis calculations.

The research was carried out at Pemalang Regency Public Junior High School, which had a population of 240 guidance and counseling teachers from 66 public junior high schools. The study included 150 guidance and counseling instructors from 39 public junior high schools in Pemalang Regency.

Data collection techniques use primary data and secondary data. Primary data is obtained through questionnaires, interviews, and documentation, whereas secondary data is obtained through intermediary sources such as books, journals, conferences, theses, and dissertations. This study employs simple linear regression analysis, a statistical technique used to establish the relationship between independent and dependent variables (Johan, 2018:5). It also employs the path analysis test and the Sobel test.

## **C. Result and Discussion**

### **Result**

#### **1. Test for Linear Regression**

The regression analysis determines how the independent variable influences the dependent variable. Simple linear regression analysis is used in this investigation. *Simple linear regression* is a statistical tool used to determine the relationship between one independent variable (independent) and one dependent variable (dependent). Suppose the Coefficients at a significant value (sig) give less than 0.05. In that case,  $H_0$  is rejected, and  $H_a$  is accepted, indicating that the X variable influences the Y variable (Johan, 2018: 5). The

following are the outcomes of a simple linear regression study performed with the SPSS for Windows version 21 program:

**Table 1.** Coefficients from Simple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficient	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	77.982	6.164	.369	12.652	.000
Academic supervision	.418	.086		4.834	.000

a. Dependent Variable: Professionalism of a BK teacher

Based on the data in the table above, the significant value (sig) is 0.000, which means 0.000 0.05, indicating that an influence exists between the independent variable and the dependent variable, namely academic supervision affects the professional performance of guidance and counseling teachers.

## 2. Path Analysis Test (Part Analysis)

Path analysis is used to identify the effect of the independent variable on the dependent variable, which in this case is academic supervision on self-efficacy. The following are the findings of regression model 1:

**Table 2.** Regression Model I Coefficients Output Results in SPSS

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	72.218	2.586	-.194	27.930	.000
Academic supervision	-.073	.031		-2.405	.017

a. Dependent Variable : *Self Efficacy*

The regression equation for the variables in this study is based on the SPSS output above:

$$X_2 = \beta_{yx1} X_1 + e_1$$

$$X_2 = -0,194 X_1 + e^1$$

$$X_1 = \text{Academic supervision}$$

$$e^1 = \text{Error}$$

Individual parameter testing revealed that academic supervision had no positive influence on self-efficacy with an Unstandardized Coefficients Beta value of -0.194 path value or P2 path

and significant  $0.017 > 0.05$ . Because the significance value is greater than 0.05,  $H_0$  is accepted, but  $H_a$  is denied. Academic supervision contributed -19.4% to self-efficacy.

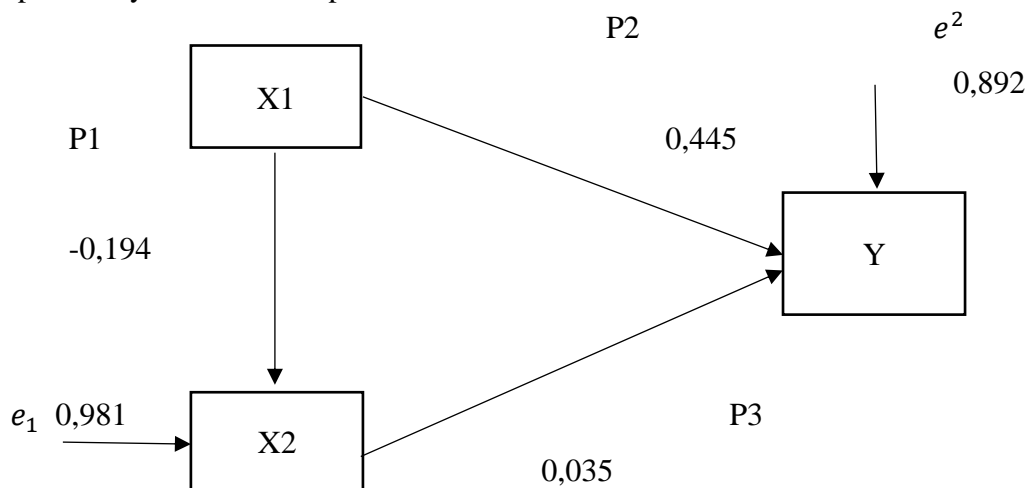
**Table 3. SPSS Regression Model II Output Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
1 (Constant)	54.161	15.778		3.433	.001
Academic Supervision	.718	.120	.445	5.986	.000
Self efficacy	.111	.236	.035	.469	.640

a. Dependent Variable : Professionalism of a BK teacher

Individual parameter results suggest that academic supervision had no positive influence on self-efficacy with an Unstandardized Coefficients Beta value of 0.035 and a significance of 0.640 > 0.05. Because self-efficacy influences guidance and counseling teachers' professional performance,  $H_0$  is accepted while  $H_a$  is denied.

The contribution of academic supervision is 0.445 or 44.5 percent on the professional performance of guidance and counseling instructors, whereas self-efficacy is 0.035 or 3.5 percent on the professional performance of teachers. advice and counsel The figure below shows the path analysis results interpreted:



**Figure 1. Path Analysis Model Results**

The Unstandardized Coefficients Beta value for the academic supervision variable is -0.194, and the t-value result is -2.405. The path value or P2 path is -0.194.

Sunyoto (2011) proposes the Trimming theory for testing path analysis. Trimming theory improves a path analysis structure model by deleting it. Trimming occurs when the overall path

coefficient examined is negligible. Dillon (Abdul 2015:66) term this trimming model the overidentified model.

### **3. Sobel Test (Sobel Test)**

The sobel test was used to measure the effect of mediation as represented by the multiplication coefficient (ab). Formula for calculating the t-statistical effect of mediation:

$$\begin{aligned} t_{count} &= \frac{ab}{S_{ab}} \\ &= \frac{-0,194 \times 0,035}{0,015} \\ &= -0,453 \end{aligned}$$

The mediation coefficient of -0.453 suggests that it has no mediating impact, which means that the self-efficacy variable cannot mediate academic supervision on the professional performance of guidance and counseling teachers. Because t(count) is less than 1.997, it is concluded that the self-efficacy variable cannot mediate the academic supervision variable on the professional performance of guidance and counseling instructors at the State Junior High School in the Pematang Regency.

According to the statement above, the findings of research undertaken by researchers. As a result, academic supervision implementation positively affects the professional performance of guidance and counseling teachers. The researchers generated a hypothesis based on the research results that did not have a good effect. In this situation, the researcher employed the trimming theory, a method used to improve a model in path analysis whose results are not significant. Furthermore, the self-efficacy measure does not mediate between the independent and dependent variables.

## **Discussion**

### **1. An overview of academic monitoring for guidance and counseling instructors at the State Junior High School level in Pematang Regency.**

This study gathered information about academic supervision by school supervisors at the State Junior High School in Pematang Regency. According to one of the school supervisors, the Pematang District Education Office has ten school supervisors, separated into two categories: education unit supervisors and topic supervisors. According to the education office's regulations, each school supervisor supervises seven education unit schools with 40 instructors. The education administration's task assigned to this school supervisor is valid for one year.

School supervisors must first identify last year's results and then analyze and evaluate them to prepare a supervision program. Finally, they must follow up on supervisory actions. a. Teacher coaching, b. School principal coaching, c. Monitoring of eight standards, d. Teacher performance appraisal, e. School principal performance appraisal, f. Guidance for training teachers and school principals, g. Supervision or evaluation follow-up.

This study focused on the deployment of academic supervision of school supervisors to guidance and counseling teachers. The MGBK consultant in the Pematang district is one of the State Junior High School principals, and each sub-MGBK in the Pematang district has one guidance and counseling consultant. No school supervisors in the Pematang district specialize

in guidance and counseling, so guidance and counseling teachers are still under general supervision.

To improve the professional performance of guidance and counseling teachers, the Education Office collaborates with school principals and guidance and counseling teachers in Pemalang Regency to participate in MGBK activities that are already relatively good and active. School supervisors face various challenges while overseeing guidance and counseling teachers, including Guidance and counseling teachers' assessment of difficult-to-understand student needs, 3). Implementation of the guidance and counseling teacher's assessment, 4).

School supervisors and principals implement academic monitoring for guidance and counseling instructors at Pemalang Regency Junior High School. According to Muslim (Mujiati, 2019: 5), the work program prepared by the school administrator must be realistic and based on local needs. Based on the researchers' results, a principal and a supervisory team apply academic monitoring at each of these schools. Principal, the senior teacher assigned by the principal to supervise. It causes that the principal's role is more than just teaching.

Academic supervision proof includes a timetable, an assessment form from class visits, or observations by the principal or supervisor team signed by the principal. The principal encourages guidance and counseling teachers to participate in MGBK activities, Bimtek, workshops, and seminars relating to student counseling. Based on the above explanation, academic supervision by school supervisors and principals at the State Junior High School level in Pemalang Regency is essential to help improve the professional performance of guidance and counseling teachers, especially in the District. Pemalang itself lacks a guidance and counseling studies school, supervisor. So, academic supervision of guidance and counseling teachers requires specific care. Local Education Office regulations govern academic monitoring.

## **2. The Impact of Academic Supervision on Guidance and Counseling Teachers' Professional Performance.**

According to the preceding description, the majority and average respondents are pretty good. However, whether carried out by school supervisors or principals, the implementation of academic supervision is not equivalent to the regulations bolted by the education office. Due to the limited number of school supervisors in each education office in a district with a large number of teachers, school supervisors feel less effective and efficient in providing guidance, so collaboration is carried out with school principals related to the implementation.

According to the findings of this study, academic supervision provided by school supervisors and principals has a favorable impact on the professional performance of guidance and counseling teachers. The precision of academic supervision demonstrates it to both the principal and the guidance and counseling teachers. Instructors prepare administration according to the assessment instruments specified by the local education office.

This research is supported by Cook and McKibben's (2019: 5) research, which intends to build school counselor supervision in the future with the notion of growing school counselor talents and paying greater attention to the execution of supervisory supervision. This study provides recommendations for furthering supervisory research and practice in school counseling to improve school counselor performance. It is demonstrated here that the relationship between academic supervision and the professional performance of guidance and counseling teachers is tightly related.

#### **4. Academic Supervision's Influence on Guidance and Counseling Teachers' Self-Efficacy**

The findings supported the third hypothesis, claiming that academic supervision has no positive influence on self-efficacy in guidance and counseling teachers. Academic supervision has a correlation of 0.031 on self-efficacy, with a significant level of 0.017. The results of the regression path analysis and the results of the questionnaire related to self-efficacy for guidance and counseling teachers show that there are three indicators, namely level, generality, and strength. It indicates that the teacher considers it difficult to motivate him to do more at the level of difficulty. Excited to finish it again, but according to another comment, the teacher is anxious when he cannot complete the assignment as specified by the school for administrative concerns.

The preceding explanation can be applied to establishing academic supervision for guidance and counseling instructors by both school supervisors and school principals. It will drive guidance and counseling teachers who have high self-efficacy to complete their assignments on time. Teachers with low levels of self-efficacy, such as guidance and counseling teachers, will be stressed if they cannot accomplish the work as planned.

So far, academic supervision in Pematang ReGENCY is still carried out by supervisors; in general, there is no supervisor from guidance and counseling. The assessment tools that subject teachers and guidance and counseling teachers must produce differ. According to the findings, academic supervision does not positively influence self-efficacy in the current circumstances. Due to the pandemic condition, academic supervision activities in numerous schools are not optimal during non-face-to-face teaching and learning activities.

#### **5. The Impact of Academic Supervision on the Professional Performance of Guidance and Counseling Teachers via Self-Efficacy**

The findings revealed that self-efficacy had no indirect effect on the relationship between academic supervision and the professional performance of guidance and counseling teachers. The fourth hypothesis test (H 4) is either rejected or not passed. As a result, empirically, self-efficacy cannot moderate the relationship between academic supervision and guidance and counseling teachers' professional performance.

Based on the Sobel test results in the calculation above, if  $t(\text{count})$  is  $-0.453$  less than  $t(\text{table})1.997$ , it can be concluded that the mediation coefficient of  $-0.453$ . It indicates no mediating effect, implying that the self-efficacy variable cannot mediate academic supervision.

Tang Angela's research findings (2020: 9) show interventions that can increase school counselors' self-efficacy about school counseling best practices. Supervisors did not execute academic supervision from the guidance and counseling sector during the researcher's research. School administrators still carry out supervisory functions in general. As a result, self-efficacy does not serve as a buffer between academic monitoring and the professional performance of guidance and counseling teachers.

It contradicts the findings of this study, which show that self-efficacy does not affect the professional performance of guidance and counseling teachers. School districts are mainly dealing with a new online learning system because not all teachers can operate the technology system optimally, resulting in new learning for students, especially guidance and counseling teachers.

Academic supervision, specifically coaching from school supervisors and principals, directly impacts the professional performance of guidance and counseling teachers.



## D. Conclusion

Based on the data analysis and discussion findings, it is concluded that academic supervision for guidance and counseling teachers is carried out in the Pematang district at the state junior high school level by school supervisors from the education office and school administrators. Because there has been no supervisor from the field of guidance and counseling in the Pematang Regency, school supervisors are in charge of general academic supervision.

Furthermore, academic supervision has a good or significant effect on the professional performance of guidance and counseling instructors. In contrast, academic supervision has no positive or negligible effect on guidance and counseling teachers' self-efficacy. Based on the Sobel self-efficacy test findings as an intervening variable, it was demonstrated that it did not mediate between academic supervision and the professional performance of guidance and counseling teachers.

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