

Personality Competence of Counselors in Guidance and Counseling Services at Junior High Schools in Magelang

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Abstrak: The success of the implementation of guidance and counseling services in schools is determined by one of the personality competencies possessed by the counselor. Personal competency standards are one part of the counselor competency standards. Counselor competency standards are minimum standards that must be known, achieved and performed proficiently by counselors. The purpose of this study was to produce an instrument in the form of a counselor personality competency scale. This study uses a Research and Development design up to the product trial stage on a limited basis. The data collection instrument used a personality competency scale. The results showed that using the personality competency scale that had been tested, it was seen that 97% were in the medium category and 3% were in the high category.

Keywords: Counselor Personality Competency Scale; Guidance and Counseling; Personality Competence

Introduction

One of the efforts that can be made to help develop student competencies is special services are needed that are more psycho-educational through guidance and counseling services. This is in line with that guidance and counseling services are an integral part of the process of implementing education in schools. Guidance and counseling is a systematic, objective, a logical and sustainable and programmed effort carried out by counselors to facilitate the development of students to achieve independence in their lives (Indri et al., 2021). Efforts made by the government to help achieve student independence do not escape the professional services provided by counselors in schools. The existence of guidance and counseling in schools aims to help students develop themselves and solve their problems so that they can pass the stages of development well. To achieve this goal, it is necessary to implement quality guidance and counseling services (Utami, 2021). The government has established Academic Qualification and Counselor Competency Standards which were developed and formulated on the basis of a framework that confirms the context of the counselor's duties and performance expectations. The context of the counselor's task is in the service area which aims to develop the potential and independence of the counselee in making decisions and choices to create a productive, prosperous and caring life for the benefit of the people. The counselor's performance expectations in providing guidance and counseling services are always driven by altruistic motives, empathy, respect for diversity, and prioritizing the interests of the counselee, by always observing the long-term impact of the services provided (Permendiknas RI No 27 Tentang Standar Kualifikasi Akademik Dan Kompetensi Konselor, 2008).

In providing guidance and counseling services in formal and non-formal education, counselors must meet academic qualifications and counselor competency standards. The academic qualification of the counselor is a bachelor of education in guidance and counseling as well as a professional education counselor. However, in schools at various levels of education in Central Java and its surroundings, there are not many guidance and counseling teachers who work as counselors. Guidance and counseling teachers must meet competency standards that have been formulated by the government. Competence is a set of attitudes, knowledge, and skills that must be held firmly in carrying out their duties.

Counselor must have certain competencies in order to carry out their duties properly (Riswanto, Dody ; Andi Mappriare, 2017). Counselor competency standards include pedagogic competence, personality competence, social competence and professional competence. This

competency standard is a minimum measure that must be known and achieved by a counselor (Marjo, 2022). Counselors must comply with and apply the four main competencies, but the problem that occurs in some schools is that teachers do not meet these competency standards. Personality is one of the competencies that must be possessed by counselors in carrying out their roles and functions in schools that provide services.

Personality comes from English, namely personality. The word personality itself comes from the Latin, namely *persona* which means the mask used by actors in playing a role in a game or performance. Jung explained that personality is all real thoughts, feelings and behaviors that are conscious or unconscious (Yusuf, 2007). The success of the guidance and counseling services provided to students is not only determined by the knowledge and skills possessed by the counselor, but personal characteristics are also a strong determinant in counseling (Corey, 2009). The behaviour that is raised by the counselor at school is part of the mirror of his personality that can affect the results of the services provided to his students. Counselor who has good personalities will build trust and good relations with students so that students want to be open, voluntary and comfortable in the mentoring process. On the other hand, if the counselor has a bad personality, the students will not trust the teacher. Counselor in schools is often used as models for their students to behave as well as in dealing with and solving everyday problems. Based on this, a counselor is expected to be able to maintain himself to be a good person, both in words and actions. There are several events in the world of guidance and counseling which may be caused by a lack of personal competence they have. An example of a case where the counselor was arrested with his partner for being caught distributing trafficking narcotics (Bagus, 2020). Counselors commit immoral acts by asking their students to masturbate in front of him (Midaada, 2019). It also happened in Banyuasin, South Sumatra, a counselor molested his students at school (Puji, 2020). Some of these cases stem from the bad personality possessed by the counselor at school. The impacts of the cases that occur include lowering the image of guidance and counseling teachers, lowering students' confidence in counselors, eliminating students' interest in coming to counselors and many other negative impacts. If this is left alone, the process of helping students to become independent will not go well and various problems faced by students will arise. Individual personality can change as long as the individual is willing to change his personal habits and is done consistently on an ongoing basis. This statement is not able to show the ability of a counselor who is inadequate, so he is not able to meet the competencies that exist in the competence of the counselor.

Pengembangan *soft skill* dan kompetensi konselor pada era *society* 5.0 (Astuti, 2019). *Soft skill* merupakan kemampuan individu yang berkaitan dengan penyesuaian terhadap diri sendiri, orang lain dan lingkungan. *Soft skill* pribadi konselor merupakan kemampuan atau kompetensi kepribadian yang dimiliki oleh konselor. Konselor harus terus mengembangkan interpersonal *skill* dan intrapersonal *skill* untuk menjadi konselor yang berkualitas. *Soft skill* yang diperlukan oleh seorang konselor dalam era *society* 5.0 antara lain 1) konselor peka terhadap persoalan yang muncul dan cepat dalam menemukan solusi 2) konselor menguasai kemampuan dalam menyelesaikan masalah 3) mampu berpikir secara kritis sesuai dengan sasarannya 4) konselor harus melakukan inovasi 5) konselor mampu melakukan manajemen sumber daya manusia secara tepat 6) Kemampuan melakukan kerjasama dengan baik 7) konselor mampu memahami dan mengontrol emosi 8) konselor mampu menarik kesimpulan dan mengambil keputusan 9) konselor mempunyai ketrampilan komunikasi 10) konselor mampu menyusun secara spontan suatu pengetahuan dan memberikan respon secara cepat 11) konselor mempunyai kemampuan dalam *team work*.

Personal competence also needs to be prepared for prospective counselors to meet the ASEAN Economic Community (MEA) (Mahmudah, 2017). With the MEA, Indonesian workers can be threatened by the arrival of foreign workers. This is a challenge that prospective counselors must compete with foreign workers by preparing counselor competencies

as well as counselor competencies in general as well as non-academic competencies. The personality competencies that are used as the basis for the preparation of measuring instruments are in accordance with the Academic Qualification Standards and Counselor Competencies. The counselor has four main points in order to provide the best service to the counselee 1) Faith and fear of God Almighty 2) Respect and uphold human values, individuality and freedom of choice 3) Demonstrate integrity and strong personality stability 4) Featuring high-quality performance (Permendiknas RI No 27 Tentang Standar Kualifikasi Akademik Dan Kompetensi Konselor, 2008).

Based on the results of other studies, it shows that the personal quality of the counselor in carrying out guidance and counseling is very important, one of which can be seen is when the counselor carries out individual counseling (Haolah, 2018). Individual counseling is the key to guidance and counseling activities. The individual counseling process is a relationship between the counselor with the aim of achieving the counselee's goals. The personal quality of the counselor in the individual counseling process is the fulcrum between knowledge and skills. The importance of the quality of the counselor's relationship with the counselee is demonstrated through the ability of the counselor in congruence, empathy, unconditional positive attention and respect for the counselee. Personality is the fulcrum of the other two types of abilities, namely knowledge and skills because the personality qualities of these counselors have an important role in counselling. By realizing the function of the self, the counselor will be able to understand the counselee's condition better so that a stable personality is formed.

From the student's point of view, it turns out that they expect the guidance and counseling teacher to apply the personality of the counselor in providing guidance and counseling services. Counselors who have personalities in line with student expectations can increase student enthusiasm for guidance and counseling services at school. Students want the quality of the counselor's personality at school to be improved (Fatmawijaya, 2015),

Competencies in the standards of educators as stated in Government Regulation No. 19 of 2005 are formulated into pedagogic, personality, social and professional competencies (Peraturan Pemerintah Republik Indonesia Nomor 19 Tentang Standar Nasional Pendidikan, 2005). Academic competency standards and counselor competencies are also mapped out in accordance with Government Regulation Number 19 of 2005. The personality competencies of counselors include faith and devotion to God Almighty, respecting and upholding human values, individuality and freedom of choice, demonstrating integrity strong personality stability, and featuring high-quality performance.

Based on the results of previous research, the competency standards of counselors and the demands for success in providing counseling services, it is necessary to measure personality competencies which will be continued with improvements so that optimal guidance and counseling services are in accordance with their objectives. This research will produce an instrument to measure the personality competence of counselors.

Method

This research uses the research and development (RnD) type. Through this research, we want to develop a product in the form of a counselor's personality competency measurement tool scientifically, acceptable to users and can be used effectively to optimize guidance and counseling services through the counselor's personality competence. The instrument draft went through an expert test, practitioner test and readability test. The instrument was tested for validity and reliability before being tested on a limited basis with counselors in the City and Magelang District. In the context of this research, the intervention carried out was the development of a counselor's personality competency measurement tool to increase the achievement of the counselor's personality competence.

RnD research stages through 10 steps (1) Potential and problems; (2) Data collection; (3) Product design; (4) Design validation; (5) Design revision; (6) Product trial; (7) Product

revision; (8) Trial of use; (9) Product revision; and (10) Mass production (Sugiyono, 2014). However, in this research, it is at the product trial stage. The population of this study were counselors at the Junior high school level in the Magelang City area with a total sample of 38 respondents. Data analysis using Microsoft excel and Statistical Program for Social Science (SPSS).

Results and Discussion

The measurement results through the instrument in the form of a personality competency questionnaire for counselors in guidance and counseling services imposed on counselors at the Junior high school level in Magelang with a total of 38 respondents showed that out of 38 respondents, namely teachers spread across Junior high school in Magelang, both public and private, there was 1 teacher. with a high category, 37 teachers with a medium category when performing guidance and counseling services have shown mastery of the personality competencies of counselors. It can be seen that as many as 97% of counselors master the counselor's personality competence with high and 3% with low. Researchers re-categorize the personality competencies possessed by these counselors based on working time or length of time being a counselor at school.

Based on the categorization of the personality of the counselor based on the time worked and the length of time being a counselor at school, it was found that the counselor who served 30 years and who served less than 5 years did not have a significant difference in applying the personality of the counselor in carrying out their duties. These results indicate that the personality competence of counselors in implementing guidance and counseling services in schools is not influenced by experience. Several things that can affect the personality competence of counselors are: guidance and counseling teachers have not been able to provide optimal guidance and counseling, starting from developing programs that are not based on needs assessment, and service implementation is not on target. Some of these things are because counseling teachers do not yet have the knowledge in preparing programs, both semester and annual programs (Nurrahmi, 2015).

Based on the results of this study, it can be seen that the personality competencies of counselors at the Junior high school level are mostly in the moderate category. This can be seen from not all counselors can apply the personality of the counselor in carrying out guidance and counseling services. Some of the difficulties of guidance and counseling teachers in applying the personality of counselors, namely, guidance and counseling teachers who do not understand how to carry out their duties and roles as guidance and counseling teachers, there are also guidance and counseling teachers who have difficulty implementing guidance and counseling services as a result of not having a scientific basis for guidance. and counseling, as well as guidance and counseling teachers only carry out some of the services listed in the program.

All counselors at the Junior high school level have met the qualification standards as counselors, namely with a Bachelor of Guidance and Counseling, when viewed from their tenure, many teachers have ended their service as counselors due to retirement. This period of service does not guarantee that the competence mastered by the counselor in the field of personality is maximized. This is because, in providing guidance and counseling services, counselors are not only required to technically master all theoretical and practical aspects of Guidance and Counseling, but also have to have all aspects of a positive personality. Any violation of the code of ethics can cause harm to the counselor himself and the party being served (Jumrawarsi et al., 2021). This can be seen from the characteristics that must be possessed by a counselor, namely having faith and piety to God Almighty, liking humans, being a skilled communicator and good listener, having knowledge and insight about humans, socio-cultural, flexible, calm and patient; mastering technical skills and having intuition, understanding professional ethics, being respectful, honest, genuine, appreciating and not judging; empathetic, understanding, accepting, warm, friendly; be a facilitator as well as a

motivator; stable emotions, clear thoughts, fast and capable, objective, rational, logical, concrete, consistent and responsible (Riswanto et al., 2016).

In accordance with the Regulation of the Minister of National Education of the Republic of Indonesia No. 27 of 2008 concerning Academic Qualification Standards and Counselor Competencies, there are 4 competencies that must be mastered by counselors in carrying out their duties at school. This is also in line with the Regulation of the Minister of National Education of the Republic of Indonesia No. 35 of 2010 concerning Technical Guidelines for the Implementation of Teacher Functional Positions and their Credit Scores. In this Permendiknas teacher performance assessment is an assessment of each item of the teacher's main task activities in the context of fostering careers, ranks and positions. (Permendiknas RI No 35 Tentang Petunjuk Teknis Penilaian Kinerja Guru Dan Angka Kreditnya, 2010). Counselors are also included in the teacher whose performance will be assessed. In assessing teacher performance, school principals and school supervisors also use the references contained in this Permendiknas and the references in the RI Ministerial Regulation No. 35 of 2010 refer to the RI Minister of National Education Regulation No. 27 of 2008. Indicators in the counselor's assessment refer to 4 competency standards, namely pedagogic competence, personality, social and professional.

Based on government regulations and research results show that the competency standards of counselors must be mastered by counselors in schools, this aims to be successful in every service carried out and get optimal results when teacher performance assessments are carried out and credit score increases, it is necessary to make efforts to be made by counselors at the Junior high school level in the Magelang City area. The success of the teacher in helping students solve their problems will help optimize their developmental tasks, which greatly affects the independence of students' lives. Counselors need to be refreshed through seminars and workshops and after these activities, periodic monitoring and evaluation are carried out, both by the counselor coordinator, school principals, guidance and counseling teacher consultation team and even school supervisors. This is done to continue to ensure that the competency standards of counselors, especially the personality competencies of counselors are mastered in guidance and counseling services in schools.

Conclusions and Suggestions

Competency standards must be mastered by every counselor in schools, including pedagogical, personality, social and professional competencies. One of the competencies that must be mastered is the personality competence of the counselor. The counselor's personal characteristics are a strong determinant of the success of guidance and counseling services. Guidance and counseling services begin with students' trust in the teacher through the behaviour that is displayed every day and when performing services. The personality competence of counselors at the Junior high school level in the Magelang City area shows a moderate level of 97%, a high level of 3%. With these results, counselors should always be aware of deficiencies in guidance and counseling services in accordance with the indicators and want to always improve these competencies so that students can be properly facilitated through the counselor's duties at school.

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