



PROFESSIONALISM OF BK TEACHERS TOWARDS THE IMPLEMENTATION OF THE GUIDANCE AND COUNSELING SUPERVISION MODEL AT SMPN 1 KEDAWUNG

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Abstract

Guidance and Counseling teachers have an important role in the reality of students' conditions that occur in the field. Guidance and guidance teachers at schools are responsible for improving professional performance. The independence aspect of the guidance and counseling service program at school can influence changes in students' lives and students' academic performance targets. The skills of professional guidance and counseling teachers in schools include guidance and counseling supervision activities. The aim of this research is an effort to encourage and guide counselors to always carry out their duties and responsibilities professionally and always improve the performance of guidance and counseling teachers. The time for carrying out this research was October 25 2023 and ended November 10 2023. The location of this survey was carried out at SMP Negeri 1 Kedawung, Cirebon. This research is a type of survey using qualitative descriptive techniques . The research subject was the Guidance and Counseling teacher at SMP Negeri 1 Kedawung in Cirebon Regency. The data collection tools used in this research are data collected through observation/notes, checklists , interviews, and documentation. The results of the research state that there is a professionalism attitude of BK Teachers at SMPN 1 Kedawung towards the supervision of the BK program which can be seen from the availability of complete BK program administration and the discovery of the implementation of the new BK program, namely Actions for Prevention and Handling of Violence which is abbreviated to TPPK.

Keywords: *Professionalism of Guidance and Guidance Teachers, Supervision of Guidance and Guidance Programs*



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INTRODUCTION

Implementation To make the counseling guidance function more effective in this case, namely by complying with the Regulation of the Minister of Education, Culture, Research and Technology Number 46 of 2023 concerning the Prevention and Handling of Violence, which is abbreviated to TPPK in Educational Unit Environments formed by the Governor or Regent/Mayor. SMP Negeri 1 Kedawung formed the membership of a task force for preventing and handling violence which was proposed by the department to the regional government and organized by SMPN 1 Kedawung. To minimize problems that occur in the school environment.

In an effort to maximize the function of guidance and counseling, today's professional guidance and counseling teachers cannot be separated from comprehensive guidance and counseling programs and their responsibilities. The issue of BK's professional responsibilities is currently a hot topic of debate. Where in the field of guidance and counseling, the need for accountability or responsibility is very important. In this case, guidance and counseling teachers in schools work according to the form of work in a comprehensive guidance and counseling program and will continuously be required to show a contribution to their profession which is able to reduce the form of their participation in the success of students, specifically in the target of achieving students' academic performance. However, not only that, guidance and counseling teachers at schools are also required to prove how they can bring about a change in students' lives (Mashudi, 2018) .

Facts in the field that show several problems such as the countless number of students who have low achievement, show bullying attitudes, intimidation attitudes, as well as attitudes that tend to act in threats that lead to suffering or injuring others physically, psychologically or verbally, lack of directed interest in their field of study. and also on the continuation of their studies, as well as the obvious gap between potential and student achievement. This reality is often related to how guidance and counseling teachers have performed in the field (Bahri, 2020) .

For this reason, one of the many ways that can be done to show the professional performance of guidance and counseling teachers in schools is through guidance and counseling supervision activities. The urgency of supervision itself is intended to be an effort to motivate and direct all guidance and counseling teachers so that they always carry out their main duties

competently and continuously increase their expertise on an ongoing basis (Nurismawan, Purwoko, & Wiryosutomo, 2022) .

To find out the success of the implementation of guidance and counseling services at SMPN 1 Kedawung which then inspired us to carry out observation visits and supervise counseling guidance at SMPN 1 Kedawung, in order to find out the implementation of the counseling guidance program, especially the new program, namely TPPK at SMPN 1 Kedawung, and the overall administration counseling guidance that helps the effectiveness of implementing the BK program at SMPN 1 Kedawung.

Supervision and control of the guidance and counseling program in schools needs to be carried out because it can provide feedback to the guidance and counseling teachers to improve or improve the guidance and counseling program. Moreover, the results of assessment and monitoring can inform school principals, subject teachers and parents about a series of attitudes and actions or the level of achievement of student development tasks so that synergy or cooperation can be created to improve the quality of educational activities (Kurniati, Musyofah, & Ojil, 2021) .

Not all planned activities in schools can be realized properly due to obstacles from schools that do not support the guidance and counseling service program. Structured orientation and counseling programs are an integral part of school procedures and are intended to accelerate the development of learning, personal, social and career components. The main aim is to contribute to the development of personality, social skills and academic competence, as well as leading to the professional maturity of individuals who will be of service in the future (Mashudi, 2018) .

Current comprehensive guidance and counseling service programs have advantages compared to the old model, namely they are more structured and systematic. A structured guidance and counseling program is a program that is implemented in proportion to the plan and is organized in a regular manner starting from plan preparation, data collection, implementation and assessment. Meanwhile, the systematic form of a comprehensive guidance and counseling program is demonstrated in several aspects, for example planning for the guidance and counseling program begins with an initial needs assessment , guidance and counseling services involving all students. The counseling program implies a combination of professions in educational tools. The evaluation carried out includes three forms of evaluation, namely evaluating the

skills of the guidance and counseling teacher, evaluating the guidance and counseling program, and evaluating the final results. The form of responsibility for a comprehensive mentoring and guidance program will be reflected in the form of BK that will be implemented.

(Cahyaningrum & Wahyuni, 2023) change is constant and inevitable, and small changes lead to other changes until “solution momentum” comes out to influence the momentum of the problem. Guidance and counseling teachers with the guidance and counseling program play the most fundamental role in accommodating teachers and other staff combining the purpose of counseling in schools along with several academic goals and objectives (Handaka, 2015). Based on the problem formulation above, it can be formulated as follows. Are the guidance and counseling supervision activities in accordance with the work program?, Why is there a need for monitoring activities for guidance and counseling services in schools?, How to evaluate the guidance and counseling supervision process.

RESEARCH METHODOLOGY

The survey was carried out at SMP Negeri 1 Kedawung from 25 October 2023 to 10 November 2023. Using survey research methods along with qualitative descriptive techniques, with variables: (1). Teacher professionalism becomes (V). (2). Program supervision guidance and counseling is the dependent variable (Y). The research subjects were all BK teachers at Kedawung 1 Middle School in Cirebon Regency. The data collection tools used in this research are data collected through observation results/notes, checklists and interviews, as well as documentation.

This qualitative descriptive research is often used in social phenomenology. Guidance counseling is a type of social-based research. In reviewing counseling guidance, this research focuses on the BK structure with the aim of providing a detailed description of the ongoing counseling guidance procedures. Is the counseling being carried out appropriate to certain variables related to the problem being studied? Data analysis in research is carried out before going into the field, during and after completion of field research. Data analysis stages include data reduction, visualization, and drawing conclusions (Yuliani, 2018)

RESULTS AND DISCUSSION

Kedawung 1 Public Middle School is one of several public middle schools located in Cirebon Regency, West Java Province. Institutionally, it is the oldest

state junior high school that was established since the beginning of independence. The name of this school has changed several times to accommodate changes in building locations and changes in subdivision areas, namely sub-districts. The total number of students at SMPN 1 Kedawung is 1,058 students and the total number of guidance and counseling teachers there are 5 guidance and counseling teachers and their coordinators (Nurfadilla, 2023) .

Regarding the quantity of students who are dependents on each guidance and counseling teacher as regulated in Article 54 paragraph (6), Republic of Indonesia Government Regulation Number 74 of 2008 concerning Teachers clearly states the workload of guidance and counseling for teachers or counselors who are entitled to get addition allowance And allowance profession, special give guidance And counseling to minimum quantity 150 student every year in several units education however It turns out that the most things found were: Teacher BK majority supervise more from 150 students (Bahri, 2020) .

Based on data from BK teachers at SMPN 1 Kedawung Cirebon, it is known that 5 of the BK teachers have undergraduate backgrounds in Guidance and Counseling. Not only that, based on data on the quantity of students who are dependent on each guidance counselor, it is proven that the number is more than the predetermined average, namely exceeding the ratio of 1 guidance counselor to 150 assisted students. However, with good coordination carried out by the Guidance and Guidance Coordinating Teacher in distributing schedules and distributing student responsibilities to the five guidance and counseling teachers, the task of guidance and counseling services at SMPN 1 Kedawung can be carried out well.

After obtaining permission to carry out observations at SMPN 1 Kedawung through the Principal who was represented by the deputy principal, followed by permission from the Deputy Head of Student Affairs and finally being able to meet with one of the guidance and counseling teachers at SMP N 1 Kedawung, we then agreed on a date to be able to carry out the observation. guidance and counseling supervision on October 25 2023. Previously we carried out supervision planning by preparing interview sheets and interview materials to find out how the guidance and counseling program preparation procedures were implemented at SMPN 1 Kedawung, to what extent the guidance and counseling teachers implemented the new program, namely TPPK, which was currently running and what the administration was. which is owned by the counseling guidance organization at SMPN 1 Kedawung. Guidance and

Guidance Teachers are given a blank checklist regarding the completeness of counseling guidance administration.

Implementation of supervision will be carried out in November 2023. Implementation of supervision will be carried out for 5 guidance and counseling teachers at SMPN 1 Kedawung. The BK teachers supervised were Sri Hastuti, S.Pd, Asih Hannifiyyah, S.Pd, Ayang Sekar, S.Pd, Septian Bachtiar, S.Pd, and Abdul Muis, S.Pd. Plan for implementing counseling guidance supervision. In this first friendly occasion, we, the researchers, explained about counseling guidance supervision activities, providing a checklist for completeness of BK administration. Therefore, the researcher as a counseling guidance student offers that if later it is discovered that the guidance and counseling administration is incomplete in accordance with the guidance and counseling supervision instrument, the researcher is willing to help design and create administration that has not been made based on the results of the assessment that the guidance and counseling teachers at SMPN 1 Kedawung already know for what purpose. What we do can be well received by all guidance and counseling teachers and is appropriate to the school situation, remembering that the problems of each school and its students are not necessarily the same.

The Guidance and Counseling Services Program carries out a program implementation scheme with four components, namely learning, personal, social and career which are described in 11 components of BK administration which are made in a checklist sheet including; Annual Program, Semester Program, Weekly Program, Daily Program, Student Independence Competency Standards (SKKPD), BK Activity Agenda, RPL / SATLAN, Student Case Notes, Counseling Services, Guidance Services, Home visits. And of the 11 components, there are also 22 Comprehensive BK indicators, namely: orientation services, information services, individual counseling, group counseling, group guidance, classical guidance, referrals, peer guidance, instrumentation media development, individual assessment, group assessment, placement and distribution, home visits, case conferences, teacher collaboration, collaboration with other experts, consultation, access to information and technology, management systems, evaluation, accountability and professional development (Mufaridah & Zukin, 2023).

The supervision of the Guidance Counseling that we carried out at SMPN 1 Kedawung found that there was complete administration of the Counseling Guidance program, namely the Annual Program, Semester Program, Weekly

Program, Daily Program, Student Independence Competency Standards (SKKPD), BK Activity Agenda, RPL / SATLAN, Case Notes Students, Counseling Services, Guidance Services, Home visits.

Table 1. Recapitulation of BK Supervision Observation Results

No	Component	Score	Category
1	Annual Program	90	Very well
2	Semester Program	90	Very well
3	Weekly Program	86	Very well
4	Daily Program	86	Very well
5	Student Independence Competency Standards (SKKPD)	90	Very well
6	BK Activity Agenda	90	Very well
7	RPL / SATLAN	90	Very well
8	Student Case Notes	90	Very well
9	Counseling Services	86	Very well
10	Tutoring Services	86	Very well
11	Home visits	86	Very well
	Average achievement	970	Very well

The score guidelines used are: Score 1 for the category No indicators are met, Score 2 for the indicator category not met, Score 3 for the category Fulfilled, Score 4 for the indicator category Fulfilled, and if 60% - 70% for the category

Sufficient, if the score 71% – 85% for the Good category, score 86% – 100% for the Very Good category.

The results of the assessment of this supervision can be concluded that the guidance and counseling teacher's ability to prepare guidance and counseling service plans is very in accordance with the indicators identified in the average competency acquisition score of 970 for all categories. (Counseling Guidance, Basith, Guidance and Counseling Study Program, Postgraduate, & Semarang State, 2015) Based on the facts revealed about low competence professional guidance and counseling teachers as well implementation supervision guidance And counseling in schools is not yet optimal. Study This done For increase competence counselor or BK teacher.

Guidance and Counseling Program Supervision is an activity that assesses the capacity of the Guidance and Counseling Program according to the program standards that have been created. Data found during the evaluation process is used to improve the program. There are several important things related to the evaluation of guidance and counseling programs; First, activities are carried out regularly at certain times periodically; second, activities carried out to determine the achievement of program direction and identify and improve what is missing in the program; and third, these activities will determine the quality of guidance and counseling services provided (Suryapranata, Kartadinata, Yusuf, & Farozin, 2016)

In the middle of the supervision process, we discovered that there was a new counseling guidance program, namely the one being run by SMPN 1 Kedawung regarding the Prevention and Handling of Violence, which is abbreviated to TPPK. In handling students who are victims of violence, the flow begins with complaints/reports from students to the guidance counselor about acts of violence in the school, then the guidance counselor begins to make plans to hold individual counseling at the first meeting for students who are victims of violence to find out how big the impact is felt by the students. and also as a step to solve the problem. If students experience trauma, a second individual counseling is held. However, if the student has not shown any recovery, the guidance and counseling teacher takes action to hand over the case to a psychologist for diagnosis because sometimes the bullying may have occurred for a long time. Next, the guidance and counseling teacher provides assistance to the student during the psychological therapy period and observations are carried out afterwards. If the student has successfully recovered from the trauma, the

guidance and counseling teacher will then restore the student's feelings of self-confidence in class as a form of restoring the student's mental health so that the student can return to being a complete student (Kristinawati & Pranoto, 2023) .

Observations were carried out from October to November 2023. Monitoring was carried out by observing the response of counseling guidance teachers to how guidance and counseling teachers responded to counseling guidance supervision which had been carried out by 6 counseling guidance students at Bunga Bangsa University, Cirebon, observing the activities of counseling guidance teachers in implementing ongoing counseling guidance services. walking when we visited, and observing the cognition of each guidance and counseling teacher by asking several questions in the form of open interviews and also closed interviews. (Journal, Kasenda, Husen, Aditama, & Syam, 2022) PSD (Personal and Social) based learning guidance and counseling program Development) integrates guidance and counseling that enables students to develop cognitive, affective and psychomotor competencies .

The professional capabilities of guidance and counseling teachers to plan service programs include carrying out feasibility studies, preparing guidance and counseling programs, consulting on program programs, preparing program implementation plans and preparing for their application. Service programs are designed as service activities, namely guidance services, guidance service programs, information services, regulatory and distribution services, job skills service content, group counseling services, individual counseling services, group counseling services, mediation and personal services.

One of the many aspects determining the success of implementing a guidance and counseling service program is the professional ability of the Guidance and Counseling Teacher in managing the guidance and counseling service program. The professional competence of guidance and counseling teachers in managing guidance and counseling service programs can be seen from (1) The professional capacity of guidance and counseling teachers is planning teaching service programs, information services, arrangement and distribution services, content proficiency services, group guidance, individual counseling services, group counseling , mediation services and personal planning services; (2) Implementation of guidance service programs, particularly through the implementation of basic classroom guidance services, implementation of individual counseling services, group counseling services, counseling consultation services, mediation, referrals, home visits and individual

planning services outside school hours; (3) The professional capacity of guidance and counseling teachers evaluates the results of implementing guidance and consultation service programs by developing problems and data collection tools, analyzing data and taking follow-up actions. Every service program implemented must be consistent with its objectives and must include significant changes (Khairiah, Yusrizal, & Khairuddin, 2017) .

Supervision of observations found that the abilities, skills and attitudes of the Guidance and Guidance Coordinating Teacher and other Guidance and Guidance Teachers demonstrated their professionalism as Guidance and Guidance Coordinating Instructors and Guidance and Guidance Teachers in their responsibilities. It can be seen from the administrative completeness that was asked about on the BK supervision instrument that all of them were successfully checked without exception, even the BK teachers at SMPN 1 Kedawung were also successful in implementing their new program, namely TPPK, which made students dare to speak up to report incidents of violence to the BK teacher. which can be seen from the physical evidence of his counseling records.

(TEXTBOOK OF INNOVATION COUNSELING MODELS AND TECHNIQUES Nakhma'Ussolikhah, M.Pd i , nd) professional experts who are able to implement techniques with expert views based on the reality of the problems faced. The power of counseling as part of educational success in Indonesia. The success of the BK work program is influenced by the guidance and counseling service pattern consisting of a comprehensive pattern and a 17 plus pattern. (Kamaluddin, 2011) Achieving an optimal level of development, being proactive and systematic in facilitating individuals. Guidance and counseling are efforts to benefit individuals in their environment . All environmental developments, and increasing function or developing effective behavior, individual development, namely the interaction process of changing behavior is a counseling process that holds the duties and responsibilities of healthy and productive interactions. Guidance and between individuals and the environment through building dynamic interactions between individuals which are important for development.

CONCLUSION

Implementation of supervision of the guidance and counseling program at SMPN 1 Kedawung. The results of the research show that there is a professional attitude of the BK Teachers at SMPN 1 Kedawung towards the supervision of the

BK program which can be seen from the availability of complete administration of the BK program and also from the discovery of the implementation of the new BK program, namely Measures for Prevention and Handling of Violence which shortened to TPPK, which makes students dare to speak up to report incidents of violence to the guidance and counseling teacher. And this can be seen from the physical evidence of his counseling records which received many reports after the TPPK was held.

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