



## RESEARCH ARTICLE

## MODEL OF COMPETENCY DEVELOPMENT FOR COUNSELING GUIDANCE TEACHERS AT SMA X IN MAUMERE CITY DURING THE COVID-19 PANDEMIC

Mariance Yurda Babut\*, Suryanto

Human Resource Development, Universitas Airlangga, Indonesia  
\*Corresponding Author Email: [ancelanamana@gmail.com](mailto:ancelanamana@gmail.com)

This is an open access article distributed under the Creative Commons Attribution License CC BY 4.0, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

## ARTICLE DETAILS

## Article History:

Received 25 August 2021  
Accepted 10 October 2021  
Available online 01 November 2021

## ABSTRACT

Educators must design ways or strategies to develop competencies so that they are more potential in educating and producing quality human resources in the future. However, because at the beginning of 2020 they were facing the covid-19 pandemic, educators or teachers took up the challenge by adapting online learning methods. This study discusses the phenomenon of guidance and counseling teachers during a pandemic situation. Teacher guidance and counseling is a process of guiding individuals by finding the root of the problem so that it can be resolved. The purpose of this study to analyzed the methods or strategies used by guidance and counseling teachers at SMA X Maumere in developing competencies during the COVID-19 pandemic situation and also the obstacles in developing these competencies. This research is expected to be used for the benefit of teacher knowledge and further research. This study uses a qualitative method with a case study in one of the senior high schools in Maumere. The data collection technique was semi-structured interviews because the interviews were conducted in depth by sending questions via whatsapp. The process of analyzing data using domain analysis is to obtain an overview of the problem, as well as testing the data with credibility test by triangulation of sources from interviews with 3 resource persons. The results of the study found that guidance and counseling teachers in developing competence always chose methods and strategies learned from various schools trainings, courses and the internet. Constraints in the development of teacher competence in the form of limited costs and time. From a case study in a senior high school in Maumere, apart from parents, guidance and counseling teachers in high school play an important role for high school students, because high school is a transition period that is identical with problems. Students need guidance and counseling teachers to guide students and keep students away from all promiscuity and juvenile delinquency. Also directs students before college or work. This research is different from other research, because the research subject is more specific, namely the guidance and counseling teacher for SMA X and the research time during the covid-19 pandemic which causes the information process to be sent via chat on whatsapp.

## KEYWORDS

Competence, Competence Development, Guidance Counseling, Teachers.

## 1. INTRODUCTION

Education is the main factor of progress in the world, not just to acquire intellectuals but to form morals and change mind and add new knowledge. Education is a way that supports everyone to be able to continue to grow with knowledge. Education is not only about studying in a school institution but education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, character, competencies, and skills needed by himself and the community (UU SIDIKNAS no. 20 of 2003). Education is the process of developing individual skills in social attitudes and behavior. The social process which a person is influenced by an organized environment, such as a home or school, so as to achieve self-development and social skills Carter V. Good.

Education is an asset for the process of developing talent and self to continue to be better and useful. To think innovatively in every possible change that happens so fast. In addition to the process and method of teaching, (Yusuf and Juantika, 2005), suggest that there are three parts that must exist in the world of education so that education becomes more qualified, that is: 1). Administrative and leadership sections, 2). Instructional and curricular fields, and 3). Field of student development (Counseling Guidance). Guidance and Counseling is an integral part of the educational process and has a contribution to the success of school education (Juntika in Tohirin, 2011). This is same with the opinion of other research who emphasized, that "the implementation of guidance and counseling in high school fully pays attention to the characteristics, educational goals, curriculum and students" (Prayitno, 1997).

The appearance of globalization and digitalization has influenced the world of education, especially educators (teachers) and their students.

## Quick Response Code



## Access this article online

Website:  
[www.educationsustainability.com](http://www.educationsustainability.com)

DOI:  
10.26480/ss.02.2021.81.87

Technology then enters schools, expands networks and supports access to learning and teaching, especially all teachers and students are required to master technology by learning and using technology properly. One example of the benefits of technology in the world of education is that a teacher can access supporting material or literacy from the internet and share it with students with applications or groups that have been formed. In line with the opinion, there has identified ten challenges of the 21st century which are appropriate during the current Covid-19 pandemic (Robert B Tucker, 2002). (1) convenience, (2) speed, (3) wave generation (age wave), (4) choice, (5) lifestyle, (6) price competition (discounting), (7) value added, (8) customer service, (9) technology (techno age), and (10) quality (quality control). This is also confirmed by research regarding the COVID-19 pandemic, which emphasizes the role of technology in everyday life, especially for teaching and learning both offline and online (Seufert et al., 2021).

The learning process is not only in school, outside school can be done such as accessing from social media. For counseling guidance teachers, the use of innovations from the 4.0 revolution of digitalization can be done, such as by making applications to analyzed problematic psychology from students if they cannot meet face to face. It is very young to do in this sophisticated era as long as the teacher has the will and ability. This is in accordance with Law Number 19 of 2002 concerning the definition of innovation, it is stated that innovation is "research, development, and or engineering activities carried out with the aim of developing new ways to apply existing science and technology into products or learning processes".

Technology supports easier learning (Derakulu, 1991). Complex information given to students will be easier to understand with technology (Øúman, 1998). Technology in education supports students and teachers in active learning, improving skills and building knowledge independently (Jonassen, 1999; Oliver, 2000; Shu-Sheng, 2001).

Based on a case study at SMA X in Maumere City, there is still a need for counseling teachers to provide guidance to students with problems. The "High school students are more likely to act in the use of illegal drugs, free sex and adjustment to peers and the opposite sex" (Gibson and Mitchell, 1995). It was found in the case at SMA X Maumere, many student still skipping class, did not take exams, did not pay exam fees, despicable behavior, did not follow school rules, made noise and violence againsts friends, so a counseling guidance teacher to handle, take control, and to guiding students by finding the root of the problem so it can be resolved. Basically, all teachers play a role in educating all these students, but counseling guidance teachers here are more involved in cases like this because they also affect the psychology of a student. This is also supported by journals or theories about Guidance, counseling and teaching which have the same goal, namely the process of activities to change negative student behavior towards a positive one (Arifin, 1996).

The counselor profession in Indonesia began in the 1960s. Guidance and Counseling was included in the education curriculum in 1965. Guidance and counseling services became an integral part of the world of education in schools. This can be seen in the Government Regulation of the Republic of Indonesia Number: 74 of 2008 concerning Teachers in article 15 which says that Guidance and Counseling teachers or are teachers who hold education certificates.

There are efforts needed to support the development of counseling guidance teacher competencies to increase knowledge and skills. These efforts include training on ability tests, attending seminars, taking courses, learning independently from platforms such as youtube and online, even to improve counseling guidance competencies by continuing education to a higher level. According to verse 260, competency development is the ability to develop personal strategies appropriately in maintaining self-esteem (Surya, 2013). This agrees with Hadith and Nurhayati, Developing oneself in a sustainable manner, such as: 1) Practicing using various learning resources to improve knowledge, skills, and personality. 2) Participate in various professional development activities. 3) Practice developing and organizing activities that support the teaching profession.

According to the Regulation of the Minister of National Education of the Republic of Indonesia Number 27 of 2008 related to the competencies that must be possessed by every counselor or counseling guidance teacher including pedagogic, personality, social, and professional competencies. These four aspects of competence are skills and abilities that must be

possessed by every counseling guidance teacher in schools Permendiknas No. 27 of 2008. These competencies adapt to the changing demands of the times. In fact, there are still many counseling guidance teachers who have low competence so that it has an impact on how to guide students.

Counseling guidance teachers who are not professional in dealing with problematic students will have an impact on the reputation of the school. If the teacher works carelessly and performance declines, and there is no character development of the students, it will certainly cause a bad reputation for the school which is judged by many parties. This is in line with the opinion, if educators are not satisfied with the work they are doing, such as low rewards, there is no motivation and decreased performance has an impact on ability and affects productivity (Mhozya, 2007). Guidance and Counseling is an important process to get to know and get closer between two parties, namely, teachers and students. Competent counseling guidance teachers will have many ways to provide counseling.

### 1.1 Problem Formulation

The formulation of the problem in this study is as follows:

1. What is the competency model used by counseling guidance teachers at SMA X in Maumere City?
2. What are the efforts to improve the competence of counseling guidance teachers at SMA X in Maumere City?
3. What are the implications of competency development on counseling services for students at SMA X in Maumere City?

## 2. LITERATURE REVIEW

### 2.1 Guidance

According to another guidance is assistance given to individuals who need an expert. Guidance from the translation of Guidance which comes from the word Guide which means to direct, pilot, manager, or steer, to show, direct, determine, regulate, or steer as explained (Victoria, 1988; Sucipto, 2009). The "guidance is assistance given to individuals to choose, prepare for, and assume a position, and get progress in the position chosen" (Frank, 1908). According to a quoted by Surya (1988) states that guidance is assistance provided by men or women who have good character supported by education that supports them adequately to individuals to help them develop activities of daily living, make their own life choices and assume their own responsibilities (Crow and Crow, 1960).

### 2.2 Counseling

Word "counseling" comes from the Latin word *consilium*, which means "talking together". The meaning of "talking together" in this case is the counselor and the client. The American School Counselor Association (ASCA) said that counseling is a face-to-face relationship that is confidential, full of acceptance and giving opportunities from counselors to clients. Counselors use their knowledge and skills to assist clients in solving problems. A study defines counseling as an activity to help clients face to face with the aim that clients can take responsibility for themselves for various problems or special problems and resolve problems faced by clients (Anas, 2010).

Counseling is a process of a person's relationship with someone in that relationship where someone is helped by another person to increase understanding and overcome the problem. Counseling guidance is assistance from professionals or experts to one or more people, so that person can live daily life effectively and become an independent person as stated (Thantawy, 1995; Purbatua, 2016).

### 2.3 Teachers and Counseling Teachers

Teachers are educators whose roles require competence. Competence is the ability that must be possessed by teachers in carrying out their duties professionally (Sagala, 2009). Then, according to Law Number 14 of 2005, it is stated that teachers have a position as professional personnel whose function is to improve the quality of national education. Counseling guidance teacher is a profession that has been recognized in the school. This is stated in the Government Regulation of the Republic of Indonesia Number: 74 of 2008 concerning Teachers in article 15 which states that

Guidance and Counseling teachers are teachers who hold education certificates.

There are many duties of teachers besides teaching, namely shaping personality, instilling morals, morals and character (Geist, 2002). The duties and functions of teachers are stated in Law Number 14 of 2005 concerning Teachers and Lecturers which states that a teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education, education elementary, and secondary education. In carrying out their duties, counseling guidance teachers need to develop competence. There are also requirements that must be possessed by counseling guidance teachers such as a special education degree in guidance and counseling, special certificates for guidance and counseling, while for the competence of counseling guidance teachers there are competency standards.

#### 2.4 Competence

Based on the description of the definition of teacher and counseling guidance teacher, it is concluded that the teacher as a teacher is also the shaper and direction of the character of the students. Counseling guidance teachers need to learn competencies other than their basic competencies in order to form more competent characters. Some study reveal that competence is part of a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers in carrying out their professional duties (Daryanto and Tasrial, 2011). Moreover, teachers must be prepared to face changes that may prevent counseling guidance teachers from participating in supervising and counseling students.

According to a studies, competence in other words as the basic characteristics of individual behavior related to effective reference criteria in work or situations. A competency is an underlying characteristic of an individual that is causally related to criterion referenced effective in a job or situation (Spencer and Spencer, 1993). Meanwhile, have explanations that competencies are indicators of successful performance in life-role activities (Spady, 1980). A competence means knowledge, skills and abilities that are mastered by a person so that he can perform cognitive, affective, and psychomotor behaviors well (McAchsas in Fatimah, 2015).

A competence involves knowledge, skills, and attitudes that enable a person to effectively perform certain job activities or functions in a way that meets or exceeds the standards expected in a particular profession or work environment (Richey et al., 2001).

##### 2.4.1 Methods of Competency Development

Efforts to improve the competence of counseling guidance teachers are by attending seminars or courses related to the competence of counseling guidance teachers. Also as a learning agent who designs learning or service. Based on UUGD Number 14 of 2005 article 10 paragraph 1 and Government Regulation Number 19 of 2005 article 28 paragraph 3, teachers are required to have competencies that include professional competence, personality competence, pedagogic competence, social competence, which are obtained through professional education. Explanation of the competencies as follows:

- a) Pedagogic Competence: abilities related to students' understanding in managing learning.
- b) Personality Competence: the identity of the teacher as a good person, responsible, open, and always willing to learn to move forward. And the emphasis is on teachers who are moral and have faith.
- c) Social Competence: contained in Law No. 14 of 2005 concerning Teachers and Lecturers means the ability to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community.
- d) Professional Competence: relates to the business or the way the teacher is always committed to doing his teacher's tasks.

There are three intrinsic elements that must be possessed in every innovation by counseling guidance teachers, especially during a pandemic (Fullan and Stiegelbauer, 1991), such as:

1. Form: If the counseling guidance teacher, wants to know student data, can make access via google form and distributed to whatsapp groups so that the information obtained is easy and closer to students.
2. Function: For example, when online, an approach is taken for guidance and counseling by using zoom access or google classroom.
3. Meaning: With online or online services, it is expected to be able to overcome the learning problems of students.

### 3. RESEARCH METHODOLOGY

This research is a descriptive study with a case study of 3 teachers in high school (SMA) X Maumere City. That descriptive research aims to describe things as they are. The research for 2 months from the beginning of June to the end of July 2021 (Irawan, 1990). This study aims to analyzed the efforts or methods or strategies carried out by counseling guidance teachers in developing their competencies and also during a pandemic. The number of resource persons 3-4 people is determined by purposive sampling taking into account the achievement of research objectives.

Some of the methods used are only interviews using WhatsApp chat and telephone remotely, due to pandemic conditions that make it impossible to meet face-to-face. This research was conducted with an interview process starting from (1) compiling interview questions for counseling guidance teachers, (2) analyzing the results of interviews and (3) compiling research reports. This research includes resource persons, namely counseling guidance teachers who are in SMA X Maumere City. The characteristics of the resource persons are as follows:

1. Working as a permanent employee counseling guidance teacher
2. Willing to be a resource person in this study.

Interviews were conducted via long-distance calls using mobile phones and applications such as whatsapp chat. Interview technique is a meeting of two people to exchange information and ideas through question and answer. The interview in this study is a guided free interview, which means that the questions are free but in accordance with the data to be studied (Sugiyono, 2016). Interviews were conducted to obtain information and data needed for the discussion of this research.

For documentation and data analysis techniques, where data analysis techniques are carried out by analyzing the results of interviews to draw a conclusion. The data sources of this research are primary data and secondary data. Primary data is data that is directly given to data collectors. While secondary data is data provided through intermediaries, for example through other people and documents (Sugiyono, 2011).

The analysis was also carried out by studying supporting literature and articles. Documentation in the form of writing, pictures, or monumental works of someone (James and Dean, 2009). The documentation carried out is screenshots of interview results and video calls during the interview session.

### 4. FINDINGS AND DISCUSSION

Respondent's Profile:

This study took the subject of counseling guidance teachers at SMA X in Maumere City, Flores. There are 3 teachers who are respondents and are willing to be interviewed, the respondents consist of 2 women and 1 man. Of the teachers interviewed who have an educational background majoring in counseling guidance and who are civil servants (PNS) there are 3 people. These three respondents have worked for 27 years and are graduates of undergraduate education majoring in guidance and counseling who have a certificate of guidance and counseling. Discussion Results: The study lasted for two months from June to the end of July. Research through interviews based on the formulation of the problem and the questions compiled. It was found that from the 3 resource persons always have a new strategy in developing competence. Competency development starts from studying, attending seminars or training, creating innovative guidance and counseling practices. This is supported by the Director General of PMPTK (2012:42) which stipulates that the core competencies that must be possessed by a teacher with guidelines for implementing teacher performance assessments include: 1) recognizing the characteristics of students, 2) mastering learning theory and

educational learning principles, 3) curriculum development, 4) educational learning activities, 5) potential development of students, 6) communication with students, 7) assessment and evaluation.

Counseling guidance teachers need to develop competence as counselors to meet academic qualification standards in conducting guidance and counseling. There are many competencies that can be done by counseling guidance teachers such as expertise competence and also skills in mastering concepts and praxis (student practice). Counseling teachers also develop competencies by mastering theories, principles and techniques in counseling. Also by creating various learning methods, for example through pictures. This was also revealed in interviews with informant *"in addition to teaching and learning, one of them is by carrying out self-development activities, publication of scientific papers, papers and training"*, this agrees with other informants who said that the competency development process carried out was *"learning through young people, table, online, newspapers, seminars and trainings held by the Association of Indonesian Guiding Teachers"*. This is in accordance with research on counseling also considering activities that presuppose: relationships, conversations, consultations and interventions. In counseling there are learning materials, methods, techniques and procedures to shape the personality of individuals or students creatively and differently, adapting the behavior of students to their environment (Lucu et al., 2000).

Counseling guidance teachers in improving competence other than what is usually done such as attending training, seminars, courses, can also take part in training and innovations learned from social media and news so that counseling guidance services are better. Therefore, there is a need for supporting facilities in competency development, apart from the environment, as well as self-motivation to continue to grow and analyzed through sharing alternatives such as youtube, newspapers to get information. To overcome obstacles in improving the competence of counseling guidance teachers during the COVID-19 pandemic, this can be done through assessments, online seminars, workshops, and classroom action research. So far there has been an increase through online courses, this is an increase in access from home and is likely to be used in the long term in online courses (Goodyear et al., 2001). In line with the statement of the sources, there are several experts who say that through workshops on designing assignments, courses that can expand the potential in the curriculum, online tutorials and guides (Wishkoski et al., 2018; Buck and Valentino, 2018; Schweikhard et al., 2018; Batu et al., 2018). Media and newspaper literacy (Kapel and Schmidt, 2018). Use of Youtube anticipate the current phenomenon of online learning (Klobas et al., 2018; Freire, 1996).

In addition, a teacher must continue to hone skills by studying. Learn and ask questions from people who know better, learn from social media such as youtube, and from the literature. For senior teachers who do not understand computers, they can learn from young teachers or those who are experienced in technology such as computers and applications on gadgets. As in the interview with the resource person *"the way to develop yourself is to learn from people who know or understand this knowledge, look for supporting literature, courses and so on"*. By continuing to learn, people will be motivated to understand what they are looking for and the meaning of what is learned. This is supported by research related to reviews and content analysis of online tutorials providing a summary of practice, also revealed through media literacy (Watts, 2018; Saunders, 2018; Bryan, 2018).

Counseling guidance teachers are referred to as school doctors who solve students' problems. To develop skills in the field of guidance and counseling so that they continue to improve in the midst of globalization and digitalization, counseling guidance teachers always create various creative innovations, this is as stated by the informant *"reading a lot of books, literacy and consulting with professional teachers"*. Counseling guidance teachers have a certificate as a counseling guidance profession and are recognized as fulfilling the need to improve professional competence, this was also conveyed by another informant *"Yes, because the certificate is a sign of a professional teacher through training and teacher professional development tests"*. Counseling guidance teacher certificate is unique in that it is distinguished from other educational services. This is supported. Based on Ministerial Regulation No. 18 of 2007 states that: Teachers including counseling teachers are required to have qualifications in the academic fields, competencies, certificates, physically and mentally healthy, and the ability to realize national education goals. In

addition, research in Houston, Texas, United States, found that all educators, including certified counseling teachers, had a higher level of competence than non-certified educators (Linda, 2005; Linda, 2010).

The COVID-19 pandemic has forced counseling guidance teachers to meet face-to-face in order to get to know and understand students better, as stated by the resource person *"Using face-to-face because you can get to know children more closely (face to face)"*. However, there are also conditions where the counseling guidance teacher does not meet students with problems because of limited space and time so they do not know the exact situation of the problem students. Counseling guidance teachers do other alternatives by contacting through various access to technological advances such as the use of google classroom, via telephone, whatsapp, and home visits by paying attention to health protocols, this is clear as told by the resource person *"Not face to face with students or students"* also by doing *"Google classroom, telephone, wa and home visits"*. Counseling guidance teachers participate in optimizing guidance services during the COVID-19 pandemic to run effectively. This agrees with revealing there are three intrinsic elements that must be possessed in every innovation by counseling guidance teachers, especially during a pandemic, such as: 1) Form: If the counseling guidance teacher, wants to know student data, can make access via google form and distributed to whatsapp groups so that the information obtained is easy and closer to students, 2) Function: For example, when online, the approach is taken for guidance and counseling by using zoom access or google classroom, 3) Meaning (meaning): With online services, it is expected to be able to overcome the learning problems of students (Fullan and Stiegelbauer, 1991).

The purpose of the development of the competence of counseling guidance teachers so that counseling guidance teachers are more competent, more active, more alert, more professional, more innovative and creative. In addition, the existence of counseling in the world of education can minimize student problems such as promiscuity, narcotics, fights. This was also expressed by the resource person *"Because high school is a transitional period from adolescence to adulthood, therefore it is necessary to be given counseling so that they do not fall into promiscuity, narcotics, etc"*. Another informant who agreed also revealed that *"because high school students are preparing to enter college and the world of work"*. This was also revealed by the informant regarding the character of high school students. *"Counseling is given to high school students who are growing up, because at this age they will experience problems in finding their identity, transition period, emotional instability, wanting to stand out and wanting to win on their own"*. For this reason, high school students must receive attention, guidance and guidance from adults, especially professional counselors so that students can make the right decisions in overcoming their problems. This is in accordance with what that counselors in secondary schools are required to understand the various potential turmoils that often arise and how to handle them, such as youth problems, sexual development problems, social and economic problems, the future which occurs a lot among teenagers (Prayitno and Amti, 1999).

Although there are still obstacles in developing competencies such as limited time and money, time to prepare materials and time for families and the cost to buy packages or wifi to conduct training. There are also challenges from students who are difficult to open up and there are still students who can't do online counseling because they don't have cellphones and data packages. However, this does not eliminate the expectations of the counseling guidance teachers to continue to develop competencies and also provide more creative services to create maximum methods. Counseling guidance teachers also continue to learn effectively and productively for themselves and the environment. Counseling guidance teachers are also always ready for changes in the world of work and do not fall into stagnation. This is clear, as stated by the resource person, *"The counseling teacher must have 4 basic competencies and must carry out a comprehensive assessment and the counseling teacher should not be carried away by the existing conditions"*. This is supported by research, there are four competencies that must be possessed by a teacher, including Pedagogic Competence, Professional Competence, Social Competence, and Personal Competence (Selvi, 2010; Rusman, 2012).

The results of interviews with these resource persons provide a general description of the efforts made by counseling guidance teachers such as diligently searching for literature, courses and making regular plans to learn to seek knowledge on Youtube. This also agrees with information literacy through the internet (Kohnen et al., 2018). Argue that online

teaching also requires strategies to develop new ways of learning, discussing and reflecting together (Gustafson and Gibbs, 2000). Concluded that information and communication lead to a transmissive education that is accessible to all locations regardless of distance and time and provides multimedia resources for students including teachers (Villanueva, 1999).

As for the results of interviews with resource persons who informed the same thing, such as in developing the competence of counseling guidance teachers, there are pedagogic competencies, social competencies, professional competencies, personality competencies as well as competencies from the rules of the school where the counseling guidance teacher shelters. These competencies are obtained while at the university level as well as during work. It is important for counseling guidance teachers in every era of development to actively develop competencies. This is in accordance with the contents of PERMENDIKNAS No. 27 of 2008 concerning Academic Qualification and Counselor Competency Standards (SKAKK) states that a Guiding/Counselor teacher must have competence, including academic and professional competence as a whole.

Currently, the COVID-19 pandemic is still haunting the community and has an impact on the counseling process at schools. But every school certainly has its own rules if it is felt that the pandemic condition is still safe to do learning at school. For the case study at SMA X in Maumere City, schools continue to run as usual because the situation is safe and stable. However, online learning is still being conducted, with the exception of guidance and counseling services. Counseling guidance services during the pandemic have not been optimal due to various obstacles from no direct interaction observing the activities of students. For counseling guidance teachers, the pandemic constraint has actually become a reference so that they can train the competencies that have been followed so that they are more professional. This is in accordance with the statement regarding the qualifications of the professional competence of teachers including general knowledge, the field undertaken and professional skills (Erden, 2005). Therefore, teachers must always develop competencies in accordance with the transformation of education in practice and professional activities effectively (Surasak, 2013).

World developments in information and communication technology lead to the rapid expansion of learning opportunities and access to educational and educational resources, so that these problems are unimaginable with traditional tools and methods (Jalali, 2001). Moreover learning online and through applications does not cost as much as the opinion of 'Applications' is also important because most do not require a constant internet connection, launch faster than software on PC and provide simplicity, instant gratification and relatively inexpensive alternative for expensive software (The Economist, 2011).

## 5. CONCLUSIONS

In this study there are factors that affect the development of a teacher's competence in general and apply to counseling guidance teachers, there are 4 things based on UUGD Number 14 of 2005 article 10 paragraph 1 and PP Number 19 of 2005 article 28 paragraph 3, namely pedagogic competence, social competence, professional competence and personality competence. Strategies carried out from educational institutions or the world of work and even a counseling guidance teacher himself must be prepared, learn to analyzed the development of the world of science and technology, and diligently search for literature from books, articles, newspapers and make regular plans for studying. To improve abilities and skills, you can take courses, training or seminars, write papers, publish scientific papers, learn computerization and continue your studies to a higher level. Young teachers who have potential can get scholarships for competency development through learning and generating bright ideas.

Counseling can be done at school or outside of school. At school, it is done during recess or when students commit an act of violence, they are immediately taken to the counseling guidance room. Meanwhile, outside of school, by visiting the homes of the troubled students, they directly meet their guardians when the case is serious enough. This Guidance and Counseling will shape the character of students after being recognized more deeply by studying character, then activities such as guiding, guiding behavior, changing attitudes and mindsets for the better. Usually, counselors have special certificates or are experts who receive special counseling education.

This research also teaches us that in addition to teachers developing the teaching and learning process of their students, they also do not forget to develop their professional competence and self-competence. The expectations of counseling guidance teachers are high emotional stability to advance students, be honest and open and sensitive to the development of innovation in the world of education. Competency development training is carried out regularly and updated, regardless of age to continue learning. Counseling guidance teachers certainly play an important role in achieving educational goals and also shape the character of the counseling guidance teacher. Become a competent teacher in humanizing humans, which means teaching and educating people for a good and right future, as well as being useful for the homeland and nation, for God and others.

## REFERENCES

- Adi Putra AP, M., Shofaria, N. 2020. Innovation Of Guidance Aand Counseling Services in Networking Learning During The Covid-19 Pandemic. *Journal of Bikotheics (Guidance and Counseling: Theory and Practice)*, Vol. 04, No. 02, p. 55-61
- Akhyar Lubis, S., Walad Ahkas, A., Lasambouw, P. Competence Of BK Teachers In Improving Counseling Guidance Services At SMK Negeri 1 Dolok Merewan. *Journal of Islamic Counseling Guidance*.
- Barna, J., Mircea, D. 2015. Psycho-pedagogical Counseling. An Important Stage in Students' Teaching Career Orientation. *Procedia - Social and Behavioral Sciences*. 180, 1044 – 1049
- Cahyana, A. 2010. Development of Teacher Professional Competence in Facing Certification. *Journal of Education and Culture*, Vol. 16, No. 1, p. 85-91
- Canan Karababa, Z., Caliskan, G. 2013. Teacher competencies in teaching Turkish as a foreign language. *Procedia - Social and Behavioral Sciences*. 70, 1545 – 1551
- Carlos Wiziack, J., Manuel Pereira Duarte dos Santos, V. 2021. Evaluating an integrated cognitive competencies model to enhance teachers' application of technology in large-scale educational contexts. *Heliyon*. 7, 1-17
- Giarti, S. 2015. Increasing The Pedagogic Competence of SD Teachers Through Academic Supervision. *Scholaria*, Vol. 5, No. 3, p. 37-46
- Juwanto. 2020. The Role of The Guidance and Counseling Teacher on The Use Of Handphone By Students In Padang City Development SMA. *Journal Of Psycodidactics*, Vol. 5, No. 1, p. 73-92
- Kadri. 2016. Efforts to Improve Target Teacher Competence in the Learning Process Through Academic Supervision at SMPN 4 Praya. *Journal of Education*, Vol. 15, No. 3, p. 235-242
- MacLeod, C. 2015. iPads in the classroom: trials in a technical college in Qatar. *Learning and Teaching in Higher Education: Gulf Perspectives*, Vol. 12, No. 1, p. 62-95
- Mahdi. The Role of Guidance And Counseling Teachers In Improving Student Learning Success In SMA Negeri 1 Depok Sleman Yogyakarta. *Journal of Education/Journal of Guidance and Counseling*, 1-15.
- Moleong, L. 2010. *Qualitative Research Methods*. Bandung: Youth Rosda Karya.
- Mutia, Nur & Bakar, Abu & Bustaman, Nurbaity. 2018. *SULOH: Journal of Counseling Guidance* Vol.3, No.2. Banda Aceh: Syiah Kuala University Press.
- Nursyamsi. 2014. Teacher Personality Development. *Journal of Al-Ta'lim*, Vol. 21, No. 1, p. 32-41
- Oktradiksa, A. 2012. Development of Teacher Personality Quality. *Journal of Islamic Education*, Vol. 6, No. 2, p. 231-248
- PagesMichael Sailer, M., Murbock, J., Fischer, F. 2020. Digital learning in schools: What does it take beyond digital technology?. *Teaching and Teacher Education*. 103, 1-13

Putranti, D., Eka Safitri, N. 2017. Increasing The Competence of Counseling Guidance/Counselors Teachers In Implementing Career Guidance Services In Vocational Middle School (SMK). National Seminar of Education (SNP), ISSN: 2503-4855, p. 40-46

Ranai, M. 2012. Examining the effect of information and communication technology on the educational justice from the Tehran's high school teacher's point of view. *Procedia - Social and Behavioral Sciences*. 47, 19-23

Regulation of the Minister of National Education of the Republic of Indonesia Number 27 of 2008 concerning Academic Qualification Standards and Competence of Counselors with the Grace of God Almighty Minister of National Education.

Regulation of the Minister of State for Empowerment of State Apparatus and Bureaucratic Reform Number 16 of 2009 concerning Functional Positions of Teachers and Their Credit Scores.

Roro Suci Nurdianti, R. 2017. The Effect of Professional Competence and Pedagogic Competence on the Performance of Economics Teachers in State Senior High Schools in Bandung City. *Scientific Journal of Management & Business*, Vol. 18, No. 2, p. 177-188

Siska S, Arizal S, Indah S. 2013. Counselor: *Scientific Journal of Counseling* Vol.2, No.1. Padang State University.

Serina, O., Bulut Serinb, N., Saygılı, G. 2009. The effect of educational technologies and materials supported science and technology teaching on the problem solving skills of 5th grade primary school student. *Procedia Social and Behavioral Sciences*. 1, 665-670

Siswandoko, T., Suryadi, A. 2013. Competence, Teacher Certification, And Quality Learning Primary School Students. *Journal of Education and Culture*, Vol. 19, No. 3, p. 305-314

Somantrie, H. 2010. "Competence" as a Conceptual Foundation for School Curriculum Policy in Indonesia. *Journal of Education and Culture* Vol. 16, No. 6, p. 684-698

Sugiyono. 2010. *Quantitative, Qualitative, and R&D Research Methods*. Bandung: Alfabeta.

Surani, D., Mifthahudin. 2018. Teacher Competence and Teacher Teaching Motivation Influence On Learning Effectiveness At SMK Negeri 3 City Of Serang. *Scientific Journal of Educational Management*, Vol. 4, No. 02, p. 149-158

Tessa Withorn et al. 2019. Library instruction and information literacy 2018. *Reference Service Review* Vol. 47 No. 4, p. 363-447

Thanomwan Prasertcharoensuk et al. 2015. Influence of Teacher Competency Factors and Students' Life Skills on Learning Achievement. *Procedia - Social and Behavioral Sciences*. 186, 566 - 572

Trust. 2018. HISBAH: *Journal of Islamic Counseling and Da'wah Guidance* Vol.15, No.1

Yuksel, I. 2009. Instructor Competencies for Online Courses. *Procedia Social and Behavioral Sciences*. 1, 1726-1729.

## APPENDIX A

### Interview Questions

Good afternoon.

Let me introduce myself, my name is Mariance and I am currently conducting research related to the competency development model of BP/BK (Guidance Counseling) teachers. Previously, it was explained beforehand, that BK teachers certainly had the competence to support their performance. BK teacher competency model exists as stated in UUGD Number 14 of 2005 article 10 paragraph 1 and PP Number 19 of 2005 article 28 paragraph 3, teachers are required to have competencies that include professional competence, personality competence, pedagogic competence, social competence, which are obtained through education. profession. Mastery of competencies that include knowledge, attitudes, and skills in a balanced way will enable a person to be competent and show

optimal performance as the peak of achievement (milestone) of competence. In addition to finding out these competencies, I also invite BK teachers to provide information related to other competencies that BK teachers must also have, for example, having to be able to master technology, being creative in ideas for counseling, being innovative, and so on. I also want to dig up information on how BK teachers develop these competencies in the midst of the progress of globalization and digitalization, such as what to do and ways to hone these competencies. Not to mention during the covid pandemic and teaching and learning activities are carried out online, even if they are not online, then the BK teacher's method is to continue to develop competencies and conduct counseling with any kind of students.

Please help to answer all these questions. Thank you for your help and participation.

Questions:

1. Do BK teachers need competence as BK teachers? If so, why are BK teachers required to have competence? Briefly explain

2. What competencies should a BK (Counseling Guidance) teacher have? And what are the competencies of BK teachers at the high school level besides basic competencies such as pedagogic competence, social competence, personality competence, professional competence? Briefly explain

3. In this 4.0 revolution era which is all about globalization and digitalization, what kind of competencies must be possessed and developed by BK teachers in this 4.0 era? Briefly explain

4. What should BK teachers do in developing competencies to be more competent and professional? Briefly explain

5. Apart from teaching and learning, what are the ways to develop the competence of BK teachers? Is it by attending seminars, or learning through youtube, or courses and training or even going to higher levels of school? Briefly explain

6. How do BK teachers motivate themselves to continue to add or acquire competent skills? Briefly explain

7. Do BK teachers need a special certificate to become a counselor? Briefly explain

8. In the midst of this pandemic, how do BK teachers do counseling for students? Is it by using zoom media, google classroom, video call, telephone, application, or meeting in person? Briefly explain

9. Challenges or obstacles during the covid-19 pandemic faced by BK teachers in an effort to improve competence? Explain briefly.

10. What are the challenges of the 4.0 revolution for BK teachers and how do BK teachers overcome the 4.0 challenges? Briefly explain

11. Can counseling be done using an application or does it have to be face-to-face? Briefly explain

12. Why is this counseling necessary for high school students who are more understanding and growing up? Briefly explain

13. What are the expectations of BK teachers for competency development efforts that have been studied either from YouTube, from seminars or even from continuing school to a higher level? and What is the impact? Briefly explain

14. How do the implications of developing the competence of BK teachers affect the counseling services of students? Briefly explain

15. So far, what is the impact of developing the competence of BK teachers on the ability to cope with or serve students with problems? Briefly explain

16. How effective is the implementation of guidance and counseling during the COVID-19 pandemic? Explain briefly.

