

The Effect of Pedagogic Competence, Professional Competence of Guidance and Counseling Teachers on the Level of Student Satisfaction through Their Performance at SMAN 1 Wonotunggal Batang Regency in 2022

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Abstract. Guidance and counseling in schools can help students overcome problems in developing personal, social, learning and career aspects. Guidance and counseling services that are appropriate can increase the level of satisfaction for students. To be able to provide guidance and counseling services, teachers can improve their performance by mastering pedagogical and professional competencies. The results of this study are expected that guidance and counseling teachers can improve their performance in serving students.

Keywords: Pedagogic Competence, Professional Competence, Student Satisfaction Level, Guidance and Counseling Teacher Performance.

1. Introduction

Education plays a crucial role in human life, being indispensable for proper development. Its purpose, as stated in the Law on the National Education System Number 20 of 2003, is to consciously and systematically create an effective learning environment where students can actively cultivate their potential. This process aims to equip students with spiritual strength, religious understanding, self-control, personality, intelligence, noble character, and the skills required for themselves, society, and the nation. In essence, education serves as a platform for students to actively develop their talents and abilities.

Education is not solely focused on intellectual aspects but also encompasses a broader perspective that considers students' overall humanity. It is a conscious and systematic effort to guide students' growth and development, helping them achieve holistic maturity in accordance with their developmental tasks. Therefore, education promotes self-awareness and optimal development, going beyond intellectual pursuits.

The Guidance and Counseling Program plays a significant role in ensuring the successful implementation of education in schools. By providing guidance and counseling services, educational goals can be effectively achieved. These services are instrumental in helping students actively engage in the educational process. Guidance and counseling involve providing assistance to students individually and in groups, both within and outside the classroom, to support their developmental tasks. According to Permendikbud No 111 of 2014, the primary objective of guidance and counseling is to assist students in attaining maturity and independence in various aspects of their lives, such as personal, social, learning, and career development, in an optimal and comprehensive manner.

The function of guidance and counseling, as described by Kartono (2009), is to aid students in various ways, including facilitating their personal development, fostering self-awareness, setting goals, and overcoming personal challenges. Guidance and counseling services in schools are expected to have a role in shaping the personality of students, so that sensitivity is needed in providing guidance and counseling services as well as being alert and responsive in responding to symptoms that appear in students. Appropriate student services can have a positive impact on student satisfaction in obtaining guidance and counseling services. Vice versa guidance and

counseling services that are not good will result in students feeling dissatisfied with the services provided and will have an impact that leads to negative things, such as students being arrogant, less responsive to guidance and counseling services.

The satisfaction of students with guidance and counseling services greatly influences the reputation of the guidance and counseling teacher, and consequently attracts more students to seek their assistance. When students are content with the guidance and counseling services they receive, they are more inclined to consult with the guidance and counseling teacher without hesitation, leading to prompt resolution of their problems. Student satisfaction is achieved when the guidance and counseling services are effectively provided and meet students' expectations. Furthermore, student satisfaction is also contingent upon the quality of the guidance and counseling services offered.

The role of the guidance and counseling teacher is a vital factor in ensuring the success of high-quality guidance and counseling services. In schools, the performance of guidance and counseling teachers is consistently evaluated to monitor the progress of service implementation. According to Regulation of the Minister of National Education Number 35 of 2010, the evaluation of teacher performance in relation to the mentoring process encompasses various aspects, including planning and executing mentoring activities, evaluating and assessing the outcomes of guidance, analyzing the results of guidance evaluations, and implementing follow-up actions based on the guidance provided. Teacher performance is the ability of a teacher to carry out his duties and draw the existence of an action conveyed by the teacher while carrying out learning activities [1]. Teacher performance as a determinant for improving the quality of the learning process and the expected results (graduates). Teachers who have good performance will be able to manage learning more effectively and produce quality graduates. Thus, teacher performance is the most important factor including various other factors that affect the quality of learning and graduates [2]. Guidance and counseling teacher performance can be seen not only from the implementation of the mentoring process, but also from the embodiment of the four guidance and counseling teacher competencies, namely pedagogic, professional, personal and social competencies [3]. The professionalism of a teacher is related to three important factors, namely teacher competence, teacher certification, and teacher professional allowance. Professional teachers who are proven by their competence will encourage the realization of teacher performance processes and products that can support improving the quality of education [4]

There are many factors that influence teacher performance, one of which is competence mastery. The embodiment of this competency can be seen from the attitude, knowledge and skills of the counseling teacher in implementing counseling services, so an assessment is needed. [3] to see the competence of counseling teachers can be seen from the criteria of professional competence which includes pedagogic competence and professional competence, while personal competence and social competence will be integrated in the actualization of the pedagogic competence and professional competence. In this research what will be studied is pedagogic competence and professional competence. These two competencies are two of the four competencies that teachers must possess. Pedagogic competence and professional competence which includes planning, implementing, and evaluating guidance and counseling services through measuring competence mastery as shown in their performance, both directly and indirectly. Direct performance appears in the process of implementing service delivery, while indirect performance is shown in the documentation, both of which support and complement each other [3,5,6].

Pedagogic competence is the teacher's ability with regard to theoretical mastery and its application process in learning [7]. In this case the pedagogical competence that the Guidance and Counseling teacher must have is the ability to provide guidance to students. The pedagogic competencies that must be mastered by guidance and counseling teachers include mastering the theory and practice of education, that is, a guidance and counseling teacher must be able to master existing theories based on their scientific foundation so that the theory can be used as a provision for guidance and counseling teachers in providing services to students. With a mature theory, the ability to provide more optimal services. Applying physiological and psychological developments as well as counselee behavior, in counseling services a good BK teacher must know and record every development that exists and occurs in students, both physiological and psychological. This developmental data is very useful for determining the right service delivery in the next counseling

stage. The last pedagogic competency is mastering the essence of guidance and counseling services in the pathways, types and levels of educational units, that is, every professional counseling teacher is required to be flexible in mastering the essence of guidance and counseling services in all pathways, types and levels of educational units. By mastering the essence of guidance and counseling services, the guidance and counseling teacher will be ready to be assigned anywhere according to the path. Professional competence, namely the teacher's ability to master the material broadly and deeply. [7] Professional competence is the ability, expertise, basic skills of teaching staff that must be mastered in carrying out their duties as teachers. The professional competence of guidance and counseling teachers includes mastery or control of concepts and their application in providing guidance and counseling services to students. Guidance and counseling teachers' professional competence includes mastering the concepts and practical assessments to understand the conditions and needs of counselees; Mastering the theoretical framework and practical guidance and counseling; Designing guidance and counseling programs; Implementing a comprehensive guidance and counseling program; Assess and the results of Guidance and Counseling activities; Have awareness and commitment to professional ethics; Mastering the concepts and praxis of research in guidance and counseling.

Based on this understanding of pedagogic competence and professional competence, there are several criteria that guidance and counseling teachers must have in order to have good competence, but in fact there are still several criteria that guidance and counseling teachers at school have not fulfilled. For this reason, researchers are interested in conducting research with the title *The Effect of Pedagogic Competence and Professional Competence of Guidance and Counseling Teachers on the Level of Student Satisfaction Through Their Performance at SMAN 1 Wonotunggal, Batang Regency in 2022.*

2. Method

In this research, the type of research used is a mixed method technique, namely research using quantitative data and qualitative data. The mixed method research method aims to obtain more comprehensive, valid, reliable and objective data. This study used a mixed method for several reasons, including as a balance, the quantitative data with descriptive tests obtained were used as a balance for qualitative data with in-depth observations and interviews. In the research, the object of research were students and Guidance and Counseling teachers at SMAN 1 Wonotunggal using non-probability sampling with the technique used was purposive sampling, namely the sampling technique with certain considerations.

3. Discussion

The Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers explains that "competence is a set of knowledge, skills and behaviors that must be possessed, internalized and mastered by teachers or lecturers in carrying out professional tasks". Teachers who are declared competent in a particular field are teachers who master the skills and expertise in line with the demands of the field of work concerned. [3] state "competence is a rational behavior to achieve the required goals in accordance with the expected conditions". So to realize successful education, an educator must master the tasks and be skilled in carrying out his duties as an educator. [8] states "competence is an ability that is used as a standard of one's performance which is expected to contribute positively to organizational performance". Another opinion regarding competence is that it refers to a process in which competence is a collection of knowledge, behavior, and skills obtained through education, training, and independent learning by utilizing learning resources.

In The National Education Government Regulation (PERMENDIKBUD) Number 27 of 2008 concerning Academic Qualification Standards and Counselor Competences, it is stated that the competencies that must be mastered by Guidance and Counseling teachers include 4 competencies, namely pedagogic competence, professional competence, personal competence and social competence. In this study, what will be discussed in order to determine the level of student satisfaction with the guidance and counseling teacher's performance are pedagogical competence

and professional competence. Because this research is still in progress, it has not found the results of the discussion.

4. Conclusion

Guidance and counseling in schools is able to assist students in overcoming problems in order to develop personal, social, learning and career aspects. Guidance and counseling services that are appropriate can increase the level of satisfaction for students. To be able to provide guidance and counseling services teachers must be able to improve their performance by mastering pedagogical and professional competencies.

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