

Implementation of Guidance and Counseling Teacher Competencies in the Actuating of Guidance and Counseling in Schools

Naila Rumaisha Aqra¹, Uman Suherman AS²

¹Universitas Pendidikan Indonesia, West Java, Indonesia

Corresponding author e-mail: nailarumaishaqra@upi.edu

Article History: Received on 30 March 2024, Revised on 4 April 2024,
Published on 1 June 2024

Abstract: Guidance and counseling teachers have a crucial role in helping students overcome various personal, social, and academic problems and optimally develop their potential. By having appropriate competencies, guidance, and counseling teachers can provide services that are more effective and relevant to student needs, thereby improving overall student welfare and achievement. This article aims to determine the implementation of guidance and counseling in schools according to teacher competency. The method used in writing this article is using the literature review method. The literature review was used to collect information regarding the competency of guidance and counseling teachers and the implementation of guidance and counseling in schools. Implementation of guidance and counseling teacher competencies has enormous benefits in the educational context. Competent guidance and counseling teachers can provide quality guidance and counseling services to students, helping them overcome problems, understand themselves, and develop their potential optimally. Apart from that, implementing guidance and counseling teacher competencies can also improve the overall quality of education, improve relationships between students and teachers, and provide support for students with special needs.

Keywords: Actuating, Counseling, School Counselor, Teacher's Competency

A. Introduction

Education is a structured and systematic learning process to develop individual potential and abilities in various aspects of life, such as intellectual, emotional, social, and physical. Education aims to develop knowledge, skills, and attitudes that can help individuals to become productive and responsible members of society. Apart from that, education also plays a role in forming values, norms, and ethics that will guide individuals in facing various situations and challenges in life (Pristiwanti et al., 2022).

Professional teachers will have a major influence in improving the quality of human resources. Teachers play an important role in improving the quality of learning, both the quality of the process and the quality of graduates. Good teacher performance is a

work achievement or actual achievement that can be achieved by a teacher in planning in teaching, managing classes, carrying out learning program processes, and evaluating learning outcomes carried out by students in the school (Meidiana et al., 2020).

Education aims to improve the quality of human resources as outlined through Law No. 20 of 2003. One of the efforts to improve the quality of human resources is through the learning process in schools. To improve the quality of human resources, teachers are a component that must be fostered and developed continuously. Therefore, so that teachers can carry out, their duties at school need to be constantly refreshed in the form of technical assistance. This technical assistance is provided to teachers as an effort for continuous capacity building. The assistance can be used in the form of academic supervision carried out by school supervisors to improve. Teacher performance to achieve national education goals (Messi et al., 2018).

Thus, the teacher is a very dominant component of education in improving the quality of education because the teacher is a person who is directly involved in the learning process of learners in school. For a quality learning process then the teachers must be qualified and professional (Evanofrita et al., 2020).

There are three areas of activity in the educational process at school that support each other. First, the field of administration and supervision involves the administration and management of administration and supervision of school principals, teachers, employees, and other related parties at the school (Kurniawan, A. T., et al., 2024; Choirunisa, M. M., & Madjid, A. 2023). Second, is the curricular area, which is manifested in the learning process of various subjects. Third, the field of student development is carried out through guidance services and other efforts for students, taking into account possible problems both in the implementation of the two previous areas of educational activities and problems outside these areas (Mortensen & Schmuller, 1964).

This explanation shows that guidance and counseling services have an important role as an integrated part of all education in schools. Guidance and counseling have a key function and position in school education, namely as a companion to the main function of the school in the areas of teaching and student's intellectual development, as well as in overcoming students' social and personal problems (Kasih & Kons, 2017).

Guidance and counseling teachers, also known as counselors, have an equally important role as subject teachers. Both complement each other and are related to each other (Tjalla & Tjalla, 2015). Regulations regarding the existence of guidance and counseling teachers are regulated in the National Education System Law (NPC) Chapter I Article 1 Paragraph 6. This law confirms that "educators are educational personnel who have qualifications as teachers, lecturers, counselors, tutors, tutors,

tutor, instructors, facilitators, and other titles appropriate to their specialty, as well as participating in the implementation of education." Thus, this law shows that the work of guidance and counseling teachers has special characteristics that teachers in other subjects do not have (Nurrahmi, 2015).

Guidance and counseling in schools have a very strategic role in helping students overcome the various problems they face, both academic and non-academic. Guidance and counseling teachers have the responsibility to provide quality guidance and counseling services to students, so adequate competence is required in carrying out this task (Aminah et al., 2021).

In the context of education in Indonesia, implementing the competence of guidance and counseling teachers is crucial considering the complexity of the problems faced by students today (Farid, M., 2024). Several problems that are often faced by students, such as learning motivation problems, emotional disorders, interpersonal conflicts, and career problems, require an appropriate and competent approach from guidance and counseling teachers (Wardhani et al., 2019). By having adequate competence, guidance, and counseling teachers can provide effective and efficient services for students, thereby improving the quality of education in schools (Anisah, 2016).

However, in practice, there are still several obstacles faced in implementing the competency of guidance and counseling teachers in schools. One of the main obstacles is the lack of understanding of the role and function of guidance and counseling teachers among educational stakeholders, such as school principals, teachers, and parents (Suryani et al., 2023). Apart from that, limited human resources and infrastructure are also obstacles to providing quality guidance and counseling services (Awalya et al., 2022).

Thus, research regarding the implementation of guidance and counseling teacher competencies in the implementation of guidance and counseling in schools is very important to carry out (Sabrina et al., 2020). This research is expected to provide a clear picture of the conditions for implementing guidance and counseling teacher competencies in schools, as well as provide concrete recommendations to improve the implementation of these competencies. Thus, it is hoped that this research can make a significant contribution to efforts to improve the quality of guidance and counseling services in schools, and ultimately improve the overall quality of education (Lestari et al., 2023).

Then how is the implementation of the competence of guidance and counseling teachers in schools? The benefit of this article is that it provides a better understanding of the importance of implementing guidance and counseling teacher competencies in the implementation of guidance and counseling in schools. Apart from that, it is also hoped that this article can be a reference for education stakeholders, such as school

principals, teachers, and parents, in increasing support and cooperation to improve the quality of guidance and counseling services in schools.

B. Methods

The method used in writing this article is using the literature review method. This research design refers to a literature review, which is a literature review or literature review. The literature review is an analysis that explains theories, findings and other research sources used as references in conducting research (Rifani, 2022). Literature reviews contain summaries, reviews, and analyses of several library sources such as articles, books, slides, and information from the internet related to the topic being discussed. A good literature review should be relevant, current, and informative. Theoretical foundations, theoretical reviews, and literature reviews are some of the approaches used in conducting literature reviews. The library method used is an open system library method, where visitors can directly search and select the books or information sources, they need from the library (Rokhyani, 2022).

We identified literature relevant to the topic, including theories, concepts, and the latest research findings related to the competence of guidance and counseling teachers and their implementation in the context of school education. Then, read and analyze the literature to understand the basic concepts, approaches, and methods used in measuring the competence of guidance and counseling teachers as well as the factors that influence its implementation in schools. Next, prepare a review and synthesis of the literature that has been analyzed to present a comprehensive picture regarding the implementation of guidance and counseling teacher competencies in schools. Finally, conclude from the results of the literature analysis to identify patterns, trends, and important findings related to the research topic, which are then used to provide relevant recommendations for developing the competency of guidance and counseling teachers as well as improvements in the implementation of guidance and counseling in schools (Purwaningrum et al., 2023).

By using the literature review method, this research is expected to provide a deeper understanding of the implementation of guidance and counseling teacher competencies in the implementation of guidance and counseling in schools and provide a constructive contribution to the development of education in Indonesia.

C. Results and Discussion

Understanding Teacher Competency

Teacher competency is one of the most important things in the world of education. A competent teacher has broad and deep abilities in carrying out his duties in the learning process. These competencies are not only limited to academic knowledge

about the subject matter but also include the skills and attitudes needed to support the teaching and learning process (Nurrahmi, 2015).

Teacher competency is the ability possessed by a teacher to carry out his duties in the learning process effectively. Teacher competency includes the knowledge, skills, and attitudes needed to support the teaching and learning process (Pangesty et al., 2023). Knowledge includes understanding of subject matter, learning methods, and children's psychological development. Skills include the ability to plan learning, manage classes, and evaluate student learning outcomes. Meanwhile, attitude includes professional attitudes, ethics, and commitment to the profession as a teacher (Febriana, 2021).

The knowledge possessed by a teacher includes a deep understanding of the subject matter being taught, effective learning methods, and the psychological development of children (Muis, 2020). This knowledge is very important so that teachers can deliver lesson material in a way that is easy for students to understand and is appropriate to their development (Nurmelly, 2022).

Apart from knowledge, skills are also an important part of teacher competence. These skills include the ability to plan quality learning, manage the class effectively, and evaluate student learning outcomes. Teachers who have these skills will be able to create a conducive learning environment and motivate students to study well (Wutsqo et al., 2021).

Attitude is also an equally important part of teacher competence. Professional attitudes, high ethics, and commitment to the profession as a teacher will influence the way teachers teach and interact with students. Teachers who have a good attitude will be role models for students and have a positive impact on the learning process (Umari & Yakub, 2018).

Apart from that, in the current digital era, teacher competence also includes the ability to adapt to developments in technology and science. Competent teachers will be able to use information and communication technology in the learning process to enrich students' learning experiences (Silviana et al., 2022).

The importance of teacher competence cannot be denied, because teachers have a very important role as agents of change in education. Competent teachers can provide quality learning that is relevant to the demands of the times. They are also able to guide and motivate students to achieve their best potential (Rafiqah, 2013).

Therefore, teacher competency development needs to continue to be carried out through various methods such as training, workshops, and other professional

development programs. In this way, teachers can continue to improve the quality of learning and have a positive impact on the development of education in Indonesia.

Competency of Guidance and Guidance Teachers in the Field of Knowledge

The competency of BK (Guidance and Counseling) teachers in the field of knowledge covers several very important aspects related to psychology, counseling, and student development (Umami, 2022). The following is an explanation of the knowledge that guidance and counseling teachers must have in these three aspects:

1. **Psychology:** Counseling teachers need to have a deep understanding of psychology, especially developmental psychology. They must understand the stages of students' physical, cognitive, emotional, and social development. Knowledge of psychological theories such as the developmental theories of Piaget, Erikson, and Kohlberg is very important for guidance and counseling teachers to be able to understand and help students deal with various psychological problems.
2. **Counseling:** Counseling teachers also need to know effective counseling techniques. They must understand the basic principles of counseling, such as empathy, respect, and honesty. Apart from that, BK teachers also need to master counseling techniques that suit students' needs, such as individual, and group counseling and counseling in crises.
3. **Student Development:** Knowledge about student development is very important for guidance and counseling teachers in providing guidance and counseling. They need to understand the characteristics of student development at each stage, including problems that may arise and how to overcome them. Guidance and guidance teachers also need to understand the factors that influence student development, such as the family, school, and community environment.

By having sufficient knowledge in these three aspects, guidance and counseling teachers are expected to be able to provide effective guidance and counseling to students. They can help students develop their potential, overcome personal, social, and academic problems, and prepare themselves to face future challenges (Pridi, 2015).

Competency of Guidance and Guidance Teachers in Skills Fields

The competency of guidance and counseling teachers in the field of skills is very important to provide effective guidance and counseling services to students. Guidance and counseling teacher skills not only include theoretical knowledge, but also practical abilities in applying various techniques and strategies in the guidance and counseling process (Putranti & Safitri, 2017). Several competencies that must be mastered by a guidance and counseling teacher are as follows:

1. **Interview Techniques:** Counseling teachers need to have skills in conducting interviews with students to understand the problems they face and provide appropriate guidance. They must be able to ask the right questions, listen with empathy, and provide supportive responses. Good interview techniques will help guidance and counseling teachers get accurate information about students' conditions and formulate appropriate solutions.
2. **Observation:** Observation skills are also important for guidance and counseling teachers in observing student behavior and interaction patterns. With careful observation, guidance, and counseling teachers can identify student problems or potential that may not be revealed through interviews. Observations also help guidance and counseling teachers in assessing the effectiveness of the guidance and counseling programs provided.
3. **Interpersonal Skills:** Counseling teachers need to have good interpersonal skills to build positive relationships with students, parents, and other school staff. These skills include the ability to communicate, empathize, respect differences, and manage conflict. With good interpersonal skills, guidance, and counseling teachers can create a supportive environment for students to express problems and feel comfortable in receiving guidance.

Competency of Guidance and Guidance Teachers in the Field of Attitude

The competence of guidance and counseling teachers in the field of attitude is crucial for creating a conducive learning environment and supporting student development. These attitudes include empathy, sensitivity to individual differences, professional ethics, and honesty (Nuraini, 2022).

First, empathy is a very important attitude for guidance and counseling teachers. They must be able to understand and feel what students feel. By having empathy, guidance, and counseling teachers can provide more effective support and guidance to students who experience problems or difficulties. Counseling teachers need to be able to enter students' points of view, see the world from their perspective, and provide responses that demonstrate understanding and concern.

Second, sensitivity to individual differences is also very important. Each student has a unique background, needs, and characteristics. Counseling teachers need to be sensitive to these differences to provide guidance that suits the needs and characteristics of each student. This involves a willingness to understand and respect differences in culture, religion, gender, and other backgrounds.

Apart from that, professional ethics is the foundation that guidance and counseling teachers must have. They must carry out their duties and responsibilities with full integrity, honesty, and responsibility. Good professional ethics will create good relationships between guidance and counseling teachers, students, and parents.

Counseling teachers must maintain the confidentiality of information obtained from students, and act under the professional code of ethics.

Lastly, honesty is a non-negotiable attitude for guidance and counseling teachers. They must be honest in providing information to students and parents, as well as in dealing with problems faced by students. Honesty will create trustworthiness and good trust between all parties involved in the education process. Honesty also includes consistency between words and actions, as well as honesty in admitting mistakes and learning from them.

Application of Guidance and Guidance Teacher Competencies in Practice

The application of guidance and counseling teacher competence in providing guidance and counseling services to students is very important in creating a healthy learning environment and supporting students' optimal development (Mau, 2022). One of the main competencies that guidance and counseling teachers must have is a deep understanding of psychology and student development. With this understanding, guidance, and counseling teachers can identify student's potential and needs and help them overcome various problems they may face in the teaching and learning process (Hanifah, 2017).

Apart from that, effective communication skills are also very necessary in implementing guidance and counseling teacher competencies. Counseling teachers need to be able to communicate with students openly and empathetically so that students feel heard and understood. These skills help guidance and counseling teachers build good relationships with students, which in turn will increase the effectiveness of the guidance and counseling services provided (Anggriana & Trisnani, 2016).

A good understanding of social and cultural issues is also an important competency for guidance and counseling teachers. With this understanding, guidance and counseling teachers can provide services that are sensitive to students' social and cultural contexts so that they can provide appropriate support according to students' needs and values (Bunyamin et al., 2022).

Apart from that, guidance and counseling teachers also need to have skills in designing effective guidance and counseling programs. This includes the ability to identify problems, set goals, and develop strategies to achieve those goals (Fauziah et al., 2022). By designing programs that suit students' individual needs, guidance and counseling teachers can help them overcome problems and reach their full potential (Awalya et al., 2022).

The ability to manage conflict is also an important competency for guidance and counseling teachers. In the school environment, conflict between students or with other people can become an obstacle to the teaching and learning process. Guidance and counseling teachers need to be able to manage this conflict constructively and help students resolve the conflict in a good way (Dahlan, 2019).

Apart from that, guidance and counseling teachers also need to have a good understanding of applicable guidance and counseling policies and standards. By understanding these policies and standards, guidance and counseling teachers can ensure that the services they provide comply with established standards and meet student needs (Rezeki et al., 2020).

Collaboration with related stakeholders is also an important competency for guidance and counseling teachers. In providing guidance and counseling services, guidance and counseling teachers need to work together with parents, teachers, and mental health workers to provide holistic services to students. With this collaboration, guidance, and counseling teachers can integrate information from various sources to provide the best service to students (Diniyah et al., 2024).

Finally, monitoring and evaluating guidance and counseling programs is also an important competency for guidance and counseling teachers. Guidance and counseling teachers need to monitor and evaluate the programs they provide to ensure their effectiveness (Ulfah, 2022). By carrying out this evaluation, guidance, and counseling teachers can identify the strengths and weaknesses of the program they run so that they can make improvements and develop the program in the future (Djuanda, 2019).

By applying these competencies in practice, guidance and counseling teachers can provide quality guidance and counseling services to students, help them overcome problems, and reach their full potential in a supportive and enjoyable learning environment.

Challenges in Implementing Guidance and Guidance Teacher Competencies

The challenges in implementing guidance and counseling teacher competency in Indonesia are a complex issue and require serious attention (Hadi et al., 2009). Some of the challenges faced in implementing guidance and counseling teacher competencies in Indonesia include:

1. **Lack of Understanding of the Role of Counseling Teachers:** Many parties still do not fully understand the role of guidance counselors in education. This can result in a lack of support and appreciation for the competence and contribution of

- guidance and counseling teachers in guiding and providing counseling to students.
2. **Limited Facilities and Infrastructure:** Many schools in Indonesia, especially those in rural or remote areas, experience limited facilities and adequate infrastructure to support guidance and counseling activities. This can affect the quality of services provided by guidance and counseling teachers to students.
 3. **Lack of Training and Professional Development:** Guidance and Counseling Teachers need continuous professional training and development to be able to keep up with the latest developments in the field of guidance and counseling. However, there are still obstacles in providing adequate training for guidance and counseling teachers in Indonesia.
 4. **Lack of Research and Development in the Field of Guidance and Counselling:** Research and development in the field of guidance and counseling is still not a main focus in the world of education in Indonesia. This can hinder the development of guidance and counseling teacher competency as well as innovation in guidance and counseling services.
 5. **Cultural and Social Challenges:** Several cultural values and norms in Indonesia can be a challenge in implementing guidance and counseling teacher competencies, especially in terms of opening up to personal and social problems faced by students.
 6. **Limited Parental Support and Involvement:** Parental support and involvement in guidance and counseling activities at school is still not optimal. This can hamper the effectiveness of the services provided by guidance and counseling teachers to students.

To overcome these challenges, joint efforts are needed from various parties, including the government, educational institutions, guidance and counseling teachers, parents, and the community. These efforts include increasing understanding of the role of guidance and counseling teachers, improving adequate facilities and infrastructure, providing quality professional training and development, encouraging research and development in the field of guidance and counseling, and increasing parental involvement in guidance and counseling activities in school.

Strategy for Increasing Competency of Guidance and Guidance Teachers

The strategy to increase the competency of guidance and counseling teachers is a step that needs to be taken to improve the quality of guidance and counseling services provided to students. One strategy that can be implemented is through training and professional development (Ramli et al., 2020). This training can cover various aspects, such as knowledge about child and adolescent development, effective communication skills, conflict management, and the use of information technology in guidance and counseling. By participating in this training, BK teachers can improve their knowledge and skills, so they can provide better services to students (Hadi, 2018).

Apart from that, mentoring and supervision are also effective strategies for increasing the competence of guidance and counseling teachers. Through mentoring, more experienced guidance and counseling teachers can provide guidance and support to guidance and support teachers who are new or who need additional help (Whiston & Rahardja, 2016). Meanwhile, supervision can help guidance and counseling teachers to reflect on their performance, identify areas that need improvement, and plan steps for improvement (Gysbers & Henderson, 2012).

Collaboration and professional networks are also important in improving the competence of guidance and counseling teachers. By collaborating with fellow guidance and counseling teachers and other professionals in the field of guidance and counseling, guidance and counseling teachers can exchange experiences, get input, and broaden their horizons and professional networks. This can help them to continue learning and developing themselves (Hanifah, 2017).

The development of relevant learning materials and resources also needs to be considered in the strategy to increase the competency of guidance and counseling teachers. Guidance and Guidance Teachers need to have access to learning materials and resources that are up-to-date and appropriate to their needs. This can help them to continue to improve their knowledge and skills in the field of guidance and counseling (Jaya & Halik, 2023).

Lastly, the use of Information and Communication Technology (ICT) can also be an effective strategy for improving the competency of guidance and counseling teachers. By utilizing ICT, BK teachers can conduct long-distance counseling, provide information and learning resources online, and use applications or other digital platforms to increase efficiency and effectiveness in providing guidance and counseling services to students (Lestari et al., 2023).

By implementing these various competency improvement strategies, it is hoped that guidance and counseling teachers in Indonesia can continue to improve the quality of their guidance and counseling services, so that they can make a greater contribution to improving student welfare and achievement.

Benefits of Implementing Guidance and Guidance Teacher Competencies

Implementation of guidance and counseling teacher competencies has very important benefits in the context of modern education (Yokoyama et al., 2023). Guidance and guidance teachers have a crucial role in helping students overcome various problems, understand themselves, and develop their potential optimally (Kusen et al., 2019). The following are some of the main benefits of implementing guidance and counseling teacher competencies:

1. **Supporting Student Growth:** Competent guidance and counseling teachers can assist students in identifying their potential and guide them to develop their academic, emotional, and social abilities. This helps students to grow holistically and reach their best potential.
2. **Addressing Social and Emotional Problems:** Trained guidance and counseling teachers can help students overcome a variety of social and emotional problems, such as bullying, anxiety, depression, and other behavioral problems. By providing the right support, guidance, and counseling teachers can help students to deal with these problems better.
3. **Improving the Quality of Education:** Implementing the competency of BK teachers can also improve the overall quality of education. By helping students overcome their problems, counselors help create a more positive and supportive learning environment.
4. **Improving Relationships Between Students and Teachers:** Competent guidance and counseling teachers can also help improve relationships between students and teachers. By understanding student needs and problems, guidance and counseling teachers can help create better relationships between students and teachers, which in turn can increase student motivation and involvement in the learning process.
5. **Encourage Understanding Yourself:** Implementing guidance and counseling teacher competencies can also help guidance and counseling teachers to better understand themselves. By learning about the various problems faced by students and how best to help them, guidance and counseling teachers can develop empathy and a better understanding of themselves and others.
6. **Providing Support for Students with Special Needs:** Counseling teachers can also provide special support for students who have special needs, such as students with disabilities or other special educational needs. By providing the right support, guidance and counseling teachers can help these students achieve academic and social success.
7. **Help Students Develop Life Skills:** Guidance teachers can also help students develop important life skills, such as communication skills, problem solving, and stress management. This will help students to be successful not only in their education, but also in life after school.
8. **Providing Support for Teachers and Parents:** Apart from helping students, guidance and counseling teachers can also provide support for teachers and parents. By providing advice and guidance on how best to support students, counselors can help create a more positive and supportive learning environment for everyone involved in a student's education.

Thus, the implementation of guidance and counseling teacher competencies has very important benefits in improving the quality of education and helping students achieve their best potential. Therefore, it is important to ensure that guidance and counseling teachers have sufficient training and support to carry out their role effectively.

D. Conclusion

Teacher competency is very important in the world of education, including the competency of BK (Guidance and Counseling) teachers. Teacher competency not only includes knowledge of the subject matter but also the skills and attitudes needed to support the teaching and learning process. Guidance and counseling teachers need to have a deep understanding of psychology, counseling, and student development to provide effective guidance and counseling services. The application of guidance and counseling teacher competencies in practice involves various skills, such as effective communication skills, observation, interpersonal skills, and skills in designing guidance and counseling programs. Guidance and Guidance Teachers also need to have a professional attitude, empathy, sensitivity to individual differences, and honesty in carrying out their duties and responsibilities. Although the implementation of guidance and counseling teacher competencies has very important benefits in improving the quality of education, there are still several challenges that need to be overcome, such as a lack of understanding of the role of guidance and counseling teachers, limited facilities and infrastructure, lack of training and professional development, as well as cultural and social challenges. To overcome these challenges, joint efforts are needed from various parties, including the government, educational institutions, guidance and counseling teachers, parents, and the community. Several strategies that can be implemented to improve the competency of guidance and counseling teachers include training and professional development, mentoring and supervision, collaboration and professional networks, development of relevant learning materials and resources, and the use of information and communication technology. By implementing these various competency improvement strategies, it is hoped that guidance and counseling teachers in Indonesia can continue to improve the quality of their guidance and counseling services so that they can make a greater contribution to improving student welfare and achievement.

E. Acknowledgement

The author would like to thank the support and guidance provided by Prof. Dr. Uman Suherman AS, M. Pd. for his valuable feedback and suggestions during the preparation of this review. The author would also like to express his gratitude for previous research whose studies have laid the foundation for the author's understanding of the implementation of guidance and counseling in schools.

References

Aminah, S., Rahman, F., & Nurmalasari, Y. (2021). Increasing the Competency of Guidance and Counseling Teachers in Mentoring Students with Special Needs. *QUANTA: Jurnal Kajian Bimbingan Dan Konseling Dalam Pendidikan*, 5(3), 79–86.

- Anggriana, T. M., & Trisnani, R. P. (2016). Competence of Teachers Accompanying ABK Students in Elementary Schools. *Jurnal Konseling Gusjigang*, 2(2).
- Anisah, L. (2016). Professional Competence of Counselors in Carrying Out Guidance and Counseling Action Research. *Jurnal Konseling Gusjigang*, 2(1).
- Awalya, A., Indriyanti, D. R., Arinata, F. S., Khiyarusoleh, U., Istiqomah, M., & Nugraha, Y. P. (2022). Increasing the Collaborative Competency of School Counselors Through Training Programs at the Semarang Regency Guidance and Counseling Teachers' Conference (MGBK). *Journal of Community Empowerment*, 2(1), 27-31.
- Bunyamin, A., Irwanto, Z., & Syahrul, M. (2022). Mentoring for Subject Teachers and Guidance Teachers. *CARADDE: Jurnal Pengabdian Kepada Masyarakat*, 4(3), 445-450.
- Choirunisa, M. M., & Madjid, A. (2023). The Influence of Organizational Activeness and Time Management on Students' Communication Ability. *Bulletin of Pedagogical Research*, 3(2), 135-146.
- Dahlan, Z. (2019). Improving the Quality of Competency of Guidance and Guidance Teachers as Counselors in Schools in Facing Global Challenges. *Al-Irsyad: Jurnal Pendidikan Dan Konseling*, 7(1).
- Diniyah, U., Hidayah, N., & Wahyuni, F. (2024). Strategies for Improving the Competency of Guidance and Counseling Teachers: A Systematic Literature Review. *G-Couns: Jurnal Bimbingan Dan Konseling*, 8(2), 827-844.
- Djuanda, I. (2019). Increasing Teacher Competence as Professional Educators in Developing Learning. *Alim*, 1(2), 353-372.
- Evanofrita, Rifma, & Nellitawati. (2020). Implementation of Principal Academic Supervision in Special Schools. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 5(2), 217-229.
- Farid, M., Al-Kautsary, M. I., & Sidik, A. H. M. (2024). Character Education from the Al-Qur'an Perspective (Analysis of Tarbawi's Tafsir Style in Qs. Luqman Verses 12-19). *Jurnal Al-Qiyam*, 5(1), 1-15. <https://doi.org/10.33648/alqiyam.v5i1.457>
- Fauziah, F., Firman, F., & Ahmad, R. (2022). The Role of Guidance and Counseling Teachers in Implementing the Independent Learning Curriculum. *Keguruan*, 10(2), 53-56.
- Febriana, Rina. (2021). *Teacher Competency*. Bumi Aksara.
- Gysbers, N. C., & Henderson, P. (2012). *Developing and Managing Your School Guidance and Counseling Program (5th Ed.)*. American Counseling Association.
- Hadi, S. (2018). The Influence of Pedagogical Competency and Professional Competency on the Performance of Guidance and Counseling Teachers in SDLB Bandung City. *JIPSI-Jurnal Ilmu Politik Dan Komunikasi UNIKOM*, 8.
- Hadi, S., Tukiran, T., & Yuwono, B. (2009). The Influence of Academic Supervision, Teacher Competency and Discipline on Teacher Performance at SMA Negeri 3 Slawi, Tegal Regency. *Khazanah Pendidikan*, 2(1).

- Hanifah, U. (2017). Professional Competence of Guidance and Guidance Teachers in Implementing Guidance and Guidance Assessments for Guidance and Guidance Teachers in Favorite High Schools in Banda Aceh City. *Jurnal Suloh*, 2(1).
- Hidayatullah, A., Rosita, D., & Jubaedah, S. (2023). The Ummi Method as an Effort to Improve the Ability of Students to Read Al Qur'an at Pesantren Madinah Al-Hijrah. *Bulletin of Science Education*, 3(3), 280-288. <http://dx.doi.org/10.51278/bse.v3i3.866>
- Jaya, S., & Halik, A. (2023). Strategy of State Elementary School Principals in Improving the Pedagogical Competence of Islamic Religious Education Teachers. *Al-Musannif*, 5(1), 33-48.
- Kasih, F., & Kons, M. P. (2017). Competency Profile of Guidance and Counseling Teachers in Group Services in West Sumatra High Schools. *Jurnal Counseling Care*, 1(1), 13-26.
- Kurniawan, A. T., Sudirin, S., & Firnanda, S. (2024). The Application of the Jigsaw Type Cooperative Learning Model to Improve Social Science Learning Outcomes. *Bulletin of Pedagogical Research*, 4(1), 34-44. <http://dx.doi.org/10.51278/bpr.v4i1.877>
- Kusen, K., Hidayat, R., Fathurrochman, I., & Hamengkubuwono, H. (2019). Principal Strategies and Their Implementation in Increasing Teacher Competency. *Idaarah: Jurnal Manajemen Pendidikan*, 3(2), 175-193.
- Lestari, W. A., Ahman, A., & Yustiana, Y. R. (2023). Increasing the Competency of Counseling Guidance Teachers as an Effort to Face the Challenges of the Industrial Revolution Era 4.0. *Jurnal Bimbingan Konseling Dan Psikologi*, 3(1), 10-18.
- Mau, M. (2022). Competence of Christian Religious Education Teachers in Guiding Students' Personalities at SMK Negeri 1 Parindu. *Jurnal Pengabdian Kepada Masyarakat*, 1(4), 01-15.
- Meidiana, Syarwani Ahmad, & Destiniar. (2020). The Influence of Principal Managerial Competence and Academic Supervision on Teacher Performance. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 5(2), 112-119.
- Messi, Wiwin Anggita Sari, & Murniyati. (2018). Implementation of Academic Supervision by School Supervisors as an Effort to Increase Teacher Professionalism. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 3(1), 114-125.
- Mortensen, D. G., & Schmuller, A. M. (1964). *Guidance in Today's Schools*. Jhon Wilwy & Sons. Inc.
- Muis, A. (2020). Increasing the Competency of Guidance and Guidance Teachers through the MGBK Community. *Jurnal Bikotetik (Bimbingan Dan Konseling: Teori Dan Praktik)*, 4(2), 50-54.
- Nuraini, H. (2022). Competency of Guidance and Counseling Teachers Based on Gender Equality and Social Inclusion (GESI) in Banjarmasin City. *Jurnal Bimbingan Dan Konseling Ar-Rahman*, 8(2), 162-170.
- Nurmelly, N. (2022). Increasing the Competency of Counseling Guidance Teachers in Carrying Out Group Guidance Services Through Role Playing Methods in

- Training at the Palembang Religious Education and Training Center. *Jurnal Perspektif*, 15(1), 75–85.
- Nurrahmi, H. (2015). Guidance and Counseling Teacher Professional Competencies. *Jurnal Dakwah Alhikmah*, 9(1), 45–55.
- Pangesty, E. P., Romiaty, R., Feronika, N., Suratje, M., & Sangalang, O. K. (2023). Development of Guidance and Counseling Service Management Competency Using Classpoint for Guidance and Guidance Teachers in Palangkaraya. *Jurnal Pengabdian*, 6(1).
- Pridi, L. H. (2015). *Model of Increasing Knowledge and Application of Guidance and Counseling Principles for Cicendo Special Deaf Elementary School Teachers Through Competency Based Training* [Doctoral Dissertation]. Universitas Pendidikan Indonesia.
- Pristiwanti, D., Badariah, B., Hidayat, S., & Dewi, R. S. (2022). Understanding Education. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(6), 7911–7915.
- Purwaningrum, R., Surur, N., & Asrowi, A. (2023). Harmonizing the Relationship between Guidance and Counseling Teachers and Parents through Collaboration Strategies: Systematic Literature Review. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 12(1), 119–136.
- Putranti, D., & Safitri, N. E. (2017, May 24). Increasing the Competency of Guidance and Guidance Teachers/Counselors in Implementing Career Guidance Services in Vocational High Schools (SMK). *Seminar Nasional Pendidikan*.
- Rafiqah, T. (2013). Guidance and Counseling Teacher Competencies and Development Efforts. *Jurnal Dimensi*, 2(1).
- Ramli, M., Hidayah, N., Eva, N., Hanafi, H., & Saputra, N. M. A. (2020). Development of Online Guidance and Guidance Competency for High School Teachers in Malang City. *Prosiding Hapemas*, 1(1), 496–509.
- Rezeki, K., Husen, M., & Bustamam, N. (2020). Attitudes of Unsyiah Guidance and Counseling Students in Fulfilling Professional Competency Demands. *JIMBK: Jurnal Ilmiah Mahasiswa Bimbingan & Konseling*, 5(1).
- Rifani, E. (2022). Literature Study: Multicultural Competence of Guidance Teachers in Supporting the Success of Multicultural Counseling Services. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 11 (Special Ed)(2), 196–204.
- Rokhyani, E. (2022). Strengthening Counseling Guidance Praxis in Implementing the Independent Learning Policy. *PD Abkin jatim Open Journal System*, 3(1), 26–38.
- Sabrina, F. F., Darmiyanti, A., & BK, M. T. (2020). Principal Managerial Competencies to Improve Teacher Quality. *Idarah Jurnal Manajemen Pendidikan*, 4(2).
- Silviana, D., Gading, I. K., & Dwiawati, K. A. (2022). Classical Tutoring Service Device Innovation to Improve Honest Attitudes in Students. *Jurnal Bimbingan Dan Konseling Indonesia*, 7(1), 105–116.
- Suryani, R., Tarigan, E. A. B., Pangesty, H. A., Putri, K. A., & Tarigan, W. A. (2023). Competency of Guidance Teachers at SMA Negeri 10 Medan in Understanding the Code of Ethics for Professionalism of a Guidance and Counseling Teacher. *As-Syar'i: Jurnal Bimbingan & Konseling Keluarga*, 5(1), 286–292.

- Sugiarto, S., & Suhono, S. (2023). Case Study of Using ChatGPT among Students at PTKI Lampung. *Jurnal Al-Qiyam*, 4(2), 110-119. Studi Kasus Penggunaan ChatGPT pada Mahasiswa di PTKI Lampung
- Tjalla, A., & Tjalla, H. T. (2015). Competency of Guidance and Counseling/Counselor Teachers (Teachers BK/K) Function Transfer Program in DKI Jakarta Province. *Psiko Edukasi*, 13(1).
- Ulfah, U. (2022). Training in Preparing Guidance and Counseling Programs to Improve Guidance and Counseling Services. *Jurnal Karya Abdi Masyarakat*, 6(2), 237-246.
- Umami, D. A. N. (2022). Guidance and Counseling Teachers' Knowledge and Skills regarding Multicultural Counseling in Indonesia. *Edu Consilium: Jurnal Bimbingan Dan Konseling Pendidikan Islam*, 3(1), 38-50.
- Umari, T., & Yakub, E. (2018). Analysis of the Professional Competency of Guidance and Counseling Teachers in Schools. *Pelita Bangsa Pelestari Pancasila*, 13(2), 135-145.
- Wardhani, N. S., Farida, E., & Yudha, E. S. (2019). Pedagogical and Professional Competency Profile of High School Guidance and Counseling Teachers in Bandung City. *Indonesian Journal of Educational Counseling*, 3(2), 147-154.
- Whiston, S. C., & Rahardja, D. (2016). *Principles and Applications of Assessment in Counseling* (5th ed.). Cengage Learning.
- Wutsqo, B. U., Amalianingsih, R., Kiranida, O., & Marjo, H. K. (2021). Supervisor Competency Issues in Guidance and Counseling Supervision. *Jurnal Selaras: Kajian Bimbingan Dan Konseling Serta Psikologi Pendidikan*, 4(1), 51-59.
- Yokoyama, Y., Nadeak, B., & Sihotang, H. (2023). Implementation of Driving Teacher Competencies in Implementing Independent Vocational School Learning in Tana Toraja. *Jurnal Dinamika Pendidikan*, 187-200.