



PERFORMANCE FACTORS OF GUIDANCE TEACHERS/COUNSELORS

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Abstract

The objectives of this study are to analyze to what extent the factors affect the performance of guidance teachers/counselors and to find the factors that greatly influence the performance of guidance teachers/ counselors. The population consisted of 239 guidance teachers/counselors of Junior High Schools in Semarang. The sample consisted of 200 guidance teachers/ counselors, selected by using a proportional random sampling technique. The data were collected by using closed self-assessment questionnaires. The result of the try-out of the questionnaires showed that 144 items were valid and reliable. Structural Equation Modeling Applications (SEM) through LISREL was used to analyze the data. The findings showed that 1) pedagogical competence, work motivation, supervision and school culture affect the performance of the guidance teachers or counselors, and 2) pedagogical competence and school culture have great effect on the performance of the guidance teachers/counselors.

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INTRODUCTION

Guidance teachers/counselors as one of the educational resources are expected to show their optimal performance to run "best practices" in guidance and counseling services (Leisink and Steijn, 2009). Their performance is indicated by the success of carrying out the basic tasks in planning, implementing, evaluating, analyzing of the results of the evaluation and follow-up of the guidance and counseling program (Ministry of National Education, 2011). Good performance of guidance teachers/counselors will contribute to the success of the schools and the improvement of the quality of students' outcomes (Aljabri and Osman, 2008; McCollum and Yoder, 2011). But, in reality, some findings show that there are unsatisfactory performances of guidance teachers/counselors. The guidance and counseling program is not planned on the basis of the assessment of students' needs, and consequently the optimal target can not be achieved in its implementation. The guidance teachers/counselors are not planned to enter the class to provide classical guidance, so they cannot run their function in preventing, maintaining, and developing. They still have low understanding and skills in conducting the evaluation program of guidance and counseling.

The performance of guidance teachers/counselors is influenced by such factors as pedagogical competence, work motivation, supervision and school culture (Rivai and Basri, 2005). Pedagogical competence is a combination of knowledge, skills and attitudes needed by guidance teachers/counselors to perform their duties as educators in accordance with the standard of work in guiding students to reach their maturity towards integrated and optimal individuals. Pedagogical competence includes the mastery of the theory and praxis of education, the application of physiological developmental, psychological and behavioral counselee, as well as the mastery of the essential guidance and counseling services (Department of National Education, 2008). Wistoft's study (2009) suggests that pedagogical competence influences the performance of guidance teachers/counselors.

Thomas (2010) asserts that work motivation is a set of internal and external forces that determine the shape, direction, intensity and duration of work behavior. Internal factor or work content includes the work that demands responsibilities, recognition and opportunities for career development. External or extrinsic factors or work environment includes salary, working condi-

tions and relationships with friends (George and Sabhapathy, 2010). Work motivation affects the performance of guidance teachers/counselors (Sudharto, 2007).

New paradigm of supervision is understood to be the assistance from school principals or superintendents to empower guidance teachers/counselors, both individually and in groups, to generate their awareness and to give them opportunities to learn and improve themselves (Ngang, 2008). Supervision is done by providing motivation feedback, formative feedback and monitoring of physical evidence (Dharma, 2004). Supervision influences guidance teachers/counselors (Suradi, 2012).

School culture is a set of assumptions, values and norms developed by the school organization and used as the guidelines for its members to behave in solving the problems of external adaptation and internal integration (Poerwanto, 2008; Roby, 2009; Zeinz & Scheunpflug, 2010). School culture includes values, norms or rules and cultural awareness. School culture influences the performance of guidance teachers/counselors (Sudharto, 2007).

Guidance and counseling is psycho-pedagogical service in cultural contexts. Prihadi (2004) emphasizes that pedagogical characteristics are underlying characteristics that can predict work performance. Poerwanto (2008) points out that the school culture contains the characteristics of the school that becomes the spirit or soul of school life in order to provide the best service to the customers. Therefore, pedagogical competence and school culture have great influence on the performance of guidance teachers/counselors.

The present study is meant to analyze the effect of such factors as pedagogical competence, work motivation, supervision and school culture on the performance of guidance teachers/counselors, and to find out the dominant factor that influences the performance of guidance teachers/counselors.

METHOD

This study adopted a quantitative research by using correlation techniques. The data were analyzed by using descriptive and inferential statistical techniques, including Structural Equation Modeling Applications (SEM). The research design in this study is a confirmatory factor analysis approach through LISREL (Ghozali and Fuad, 2008). The population consisted of 239 guidance teachers/counselors of the Junior High Schools in Semarang. The total sample

was 200 guidance teachers/counselors selected by a proportional random sampling technique.

The dependent or endogenous latent variable was the performance of guidance teachers/counselors. The independent or latent exogenous variables are pedagogical competence, work motivation, supervision and school culture. The performance of guidance teachers/counselors is measured by the manifest variables or indicators, including plan, implementation, evaluation, analysis of the results of evaluation and follow-up. Pedagogical competence is measured through some indicators, such as the mastery of educational theories and praxis, application of physiological, psychological and behavioral development of the counselee, and the mastery of essential guidance and counseling services. Work motivation is measured through indicators, such as a challenging and demanding work responsibilities, work recognition, career development opportunities, salary, working conditions and relationships with friends. Supervision is measured through indicators, such as motivational feedback, formative feedback and monitoring of physical evidence. School culture is measured through indicators of values, rules and cultural awareness.

The instrument of data collection was closed questionnaires by using the technique of self-assessment. Likert scales were used to measure positive and negative statements. Try-out was done to obtain good measurement. The validity of the instrument was tested to find the construct validity and item analysis. Cronbach's Alpha formula was used to test the reliability of the instruments. The result of the try-out showed that 144 items were found to be valid and reliable.

Data were analyzed through descriptive statistics by using SPSS software version 13 for Windows. The inferential analysis was calculated by using LISREL 8.54. SEM stages include conceptualization models, flow charts, specification model, identification model, parameter estimation, assumption test, fit assessment model, fit assessment of overall model, modification models, and test hypothesis.

RESULT AND DISCUSSION

The descriptive data analysis of each latent variable is presented in the following table.

The result of this study shows that the performance of guidance teachers/counselors is classified as good. It means that guidance teachers/counselors can implement principal tasks under their responsibility. Guidance teachers/counselors are not busy with administrative du-

ties or outside tasks of their job description. Pedagogical competence has good category because knowledge, abilities, and skills are applied in accordance with the standards of educators. Work motivation has high category because in general guidance teachers/counselors want to do their work that is meaningful and important for them and also for the organization which gives them a sense of accomplishment. Supervision has good category because the function of supervision is to empower guidance teachers/counselors. School culture has good category as guidance teachers/counselors shows the virtues which are agreed and accepted by the school community.

Table 1. Summary of Descriptive Analysis of Latent Variables

Latent Variable	Category
Performance of guidance teachers/counselors	Good
Work motivation	High
Supervision	Good
School culture	Good

The requirements test shows that the data are normal and fit for this study. The assessment of fit model also shows that all latent variables are fit, so there is a suitability between the theory and empirical data. The indicators for all latent variables are good (valid and reliable). The confirmatory analysis on all latent variables shows no significant results, therefore the model should be modified. The evaluation of structural models shows that Full SEM models are unfit, so it is necessary to modify the models. Based on a modification of the model there is an increase in the value of every compatibility test, so it becomes the best SEM models, meaning there is a match between theory and empirical data.

The confirmatory analysis of the performance of guidance teachers/counselors shows all indicators have meaningful influence in building the constructs of the performance of guidance teachers/counselors, except the plan. The findings of this study reinforces the opinion of Ministry of National Education (2011) which describes that guidance teachers/counselors are successful in performing basic tasks, i.e planning, implementing, evaluating, analyzing and following-up the results. A plan can not explain the performance of guidance teachers/counselors, likely because guidance teachers/counselors should make many kinds of program (annually, semiannually, monthly, weekly and daily). To overcome these

problems, a software application for the analysis of the development tasks and the identification of the student's needs and the problem is developed. It is expected the plan of guidance and counseling program should be practical, fast and accurate.

The results of confirmatory analysis shows that the pedagogical competence of guidance teachers/counselors shows that all indicators have meaningful effect in building the constructs of pedagogical competence. The finding of this study reinforces the opinion of Department of National Education (2008) which explains that the pedagogical competence of guidance teachers/counselors includes the mastery of theories and praxis of education; the application of physiological, psychological and behavioral developmental of the counselee, as well as the mastery of essential guidance and counseling services.

The confirmatory analysis of work motivation of guidance teachers/counselors shows that all indicators have meaningful effect in building the constructs of work motivation. The findings of this study reinforces the opinions of George and Sabhapathy (2010) who describe work motivation are all factors that encourage work activities including the work that is challenging and demanding responsibilities, recognition, opportunities for career development, salary, working conditions and relationships with friends.

The confirmatory analysis of supervision shows that all indicators have meaningful effect in building the construct supervision. The finding of this study reinforces the opinion of Dharma (2004) which describes the supervision is done by providing motivational feedback, formative feedback and monitoring of physical evidence. The confirmatory analysis of school culture shows that all indicators have meaningful effect in building the construct school culture. The finding reinforces Poerwanto (2008) which describes the school culture includes values, rules and cultural awareness. The confirmatory analysis above shows that the observed variables or indicators are produced by the underlying theoretical constructs.

The indicators that have the greatest effect in building the constructs latent variables are shown in the following table:

The implementation of the guidance and counseling program is the biggest indicator in building the construct of the performance of guidance teachers/counselors. This is because the implementation becomes the core of the performance of guidance teachers/counselors, the implementation becomes the operational plan into action. Based on the implementation, evalu-

ation, the results of the evaluation and follow-up can be analyzed and be meaningful for the development of the performance of guidance teachers/counselors. The biggest indicator in building the construct of the pedagogical competence is the mastery of the essential guidance and counseling services because it is the main skill for by guidance teachers/counselors. The biggest indicator in building the construct of work motivation is a challenging and demanding responsibilities. As the work with specific characteristics gives the opportunity to high achievement and a moderate degree of difficulty, it makes the work challenging and demanding responsibility. The biggest indicator in building the constructs of supervision is formative feedback because formative feedback is the form of feedback information used to improve the performance of guidance teachers/counselors. The biggest indicator in building the construct of school culture is values because the value is the ideological core of the organization that is not easily changed. So the value becomes the underlying belief that a person or group of people have to make his or her actions meaningful or not for his or her life.

Table 2. Indicators with Greatest Effect on Latent Variables

Indicators with the most greatest effect	Latent variable
Implementing Mastery of the essential guidance and counseling services	Performance of guidance teachers/counselors Pedagogical competence
Challenging and demanding work responsibilities	Work motivation
Values	Supervision
Formative feedback	School culture

Based on the results of the relationship assessment between the latent variables, all exogenous variables influence the endogenous variable, i.e the performance of guidance teachers/counselors as shown in the following table.

Table 3 shows that the effect of the pedagogical competence, work motivation, supervision and school culture variables on the performance of guidance teachers/counselors has a positive direction. It means that an increase of pedagogical competence, work motivation, supervision and school culture variables is always followed

by an increase of the performance of guidance teachers/counselors. Likewise, any decrease of pedagogical competence, work motivation, supervision and school culture variable is always followed by a decrease of the performance of the guidance teacher/counselor.

Table 3. The Summary of the Relationship Assessment between Latent Variables

The relationship between latent variables	Direction of the relationship
Effect of pedagogical competence on the performance of the guidance teacher/counselor	Positive
Effect of work motivation on the performance of the guidance teacher/counselor	Positive
Effect of supervision on the performance of the guidance teacher/counselor	Positive
Effect of school culture on the performance of the guidance teacher/counselor	Positive

The results of the hypothesis test are summarized in the following table:

Table 4. Hypothesis Test Results

Hypothesis	Amount of Effect	Conclusion
There is an effect of pedagogical competence on the performance of guidance teachers/counselors	5.20	Accepted at level < 0,05
There is an effect of work motivation on the performance of guidance teachers/counselors	3.56	Accepted at level < 0,05
There is an effect of supervision on the performance of guidance teachers/counselors	2.08	Accepted at level < 0,05
There is an effect of school culture on the performance of guidance teachers/counselors	3.76	Accepted at level < 0,05

Based on Table 4, it can be seen that all hypotheses are accepted at the level of <0.05. The greatest effect is pedagogical competence (5.20); followed by school culture (3.76); work motivation

on (3.56) to supervision (2.08). It is proven that pedagogical competence and school culture have great effect on the performance of guidance teachers/counselors.

The pedagogical competence gives the greatest effect on the performance of guidance teachers/counselors. By the role of guidance teachers/counselors as educators, the perspective of the guidance and counseling services are pedagogical efforts, so that the required competencies are pedagogical competence. It is also in accordance with the role of guidance teacher/counselor in the management paradigm of the guidance and counseling that has pedagogical quality. Guidance teachers/counselors are expected to be able to provide human care which is adjusted to the needs and the characteristics of the students in order to facilitate the maturity development of the students integratedly and optimally. This finding is supported by the research of Wistoft (2009) who found that the pedagogical competence affected the way to provide services.

From these results, school culture is a second dominant factor that influences the performance of guidance teachers/counselors. The school culture form values, regulations and cultural awareness. The valuable values becomes the underlying beliefs for the whole school community to choose their actions, also influences the way of guidance teachers/counselors in performing their duties. The rule is compiled, agreed upon and used as a guide of behaving for all people in school. Rules function to create the conditions so that every school community shows the performance in accordance with the objectives of the school organization. The cultural awareness functions to build the strong culture which is realized in the commitment, the consistency and cohesion in doing the work well for the success of the school. The school culture forms values and rules as the guide for each school community, including guidance teachers/counselors, to realize commitment, consistency and cohesion in doing good work. So the school culture influences the performance of guidance teachers/counselors. This finding is supported by the results of the study by Sudharto (2007) who found that culture becomes the determinant factor of the performance.

Furthermore, work motivation influences the performance of guidance teachers/counselors in the third rank. Work motivation is a psychological factor in the form of interest, satisfaction, engagement, involvement and responsibility of the work activity. Work motivation function as the energy, the driving force, or the regulator in selec-

ting the alternative activity, the change of the behavior orientation and the direction to work activities of guidance teachers/counselors to achieve the success of the work. The finding of this study is supported by the opinion of George and Sabhapathy (2010) who asserts that work motivation is related to the factors that drive and encourage the behavior of guidance teachers/counselors to work well. This finding is supported by the research of Sudharto (2007) who found the effect of work motivation on performance.

The results show the supervision influence on the performance of guidance teachers/counselors in the fourth rank. Supervision is the assistance from school principals and supervisors in order that guidance teachers/counselors is able to provide the best service for the students. Supervision is run individually and in groups in the form of communication to share ideas and experiences, to encourage and raise awareness of guidance teachers/counselors. The supervision functions to provide the opportunities of guidance teachers/counselors to learn, improve and empower themselves to work well. This finding is supported by the results of the study of Suradi (2012) who finds the supervision affects the performance of guidance teachers/counselors.

From this research, it is found that pedagogical competence and school culture greatly affect the performance of guidance teachers/counselors because the guidance and counseling as a psycho-pedagogical services in the cultural contexts. Pedagogical competence is a capability that is needed by guidance teachers/counselors, because as an educator should have the ability to give human service which is adjusted to the needs and characteristics of the students, in order to facilitate the maturity development of each students integrally and optimally. The pedagogical competence has a great influence on the performance of the guidance teacher/counselor. This finding is supported by Prihadi's opinion (2004), as Prihadi stresses that pedagogical competence is an underlying characteristics that can predict the work performance. The school culture is in the form of values and rules that guide each school community, including guidance teachers/counselors to make a commitment, consistency and cohesion in doing the work well. The school culture functions as a means of the internal integration, school adaptation to the external environment, the form of self-identity, the school cohesiveness, the basic model to increase the motivation of the school community, the social control, and the commitment of each the school community to maintain and to develop the success of the

school. Therefore the school culture has a great influence on the performance of guidance teachers/counselors. This finding is supported by the opinion of Poerwanto (2008) that emphasizes the content of school culture shows the characteristics of the schools that becomes the spirit or soul of school life and the guide to behave for all schools community, including guidance teachers/counselors to perform well by providing the best service for the students.

Conclusions

The performance of guidance teachers/counselors, pedagogical competence and school culture are categorized to be good, and work motivation is categorized to be high. Either individually or collectively, it is proven that pedagogical competence, work motivation, supervision and school culture affect the performance of guidance teachers/counselors. In terms of rank, from the greatest to the less effect on the performance of guidance teachers/counselors is pedagogical competence, school culture, work motivation and supervision. Pedagogical competence has great effect on the performance of guidance teachers/counselors because pedagogical competence is the basic characteristics of guidance teachers/counselors. Content of school culture shows the characteristics of the school that becomes a spirit or soul of school life and a guide to behave for all schools community including guidance teachers/counselors to perform well by giving good performance.

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