

The Implementation of School Counseling Supervision to Improve the School Counselor Performance

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Abstract

School counselors performance affects the implementation of guidance and counseling services, particularly in providing guidance and solving students developmental problems in the field of personality, social, learning, and career based on their needs. This performance can be improved by having counseling supervision. Regarding this issue, the present study attempted to analyze the correlation between school counseling supervision implementation and the improvement of school counselors performance throughout Public Junior High Schools or SMP Negeri in Pemalang Regency. It used qualitative design with ethnography to study values, rules, and behaviors of a particular group or community. One school supervisor, two principals, and three school counselors in public schools were involved as the subjects of this study. Their data were collected through observation, interview, and documentation. Findings showed that the way the supervisor supervised the schools was still in general. Even so, the supervisor has already given some strategies to improve the school counselors performance, but the implementation has not yet been optimum. Therefore, this study suggests the importance of continuous counseling supervision.

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INTRODUCTION

One important thing that needs to become the concern of school counselors in the implementation of guidance and counseling inside and outside the school is management. Supriyo & Sugiyo (2015) state "guidance and counseling management is one of basic components to master by a counselor. It is because in his professional activity, a counselor must be able to plan, organize, implement, and evaluate guidance and counseling activities." To do so, controlling, as one of the functions of management as stated by Sugiyo must be done; for example supervision activity.

The supervisory components cover institutional internal supervisor (school bureaucracy) and external supervisor (stakeholder). In formal institution, supervision belongs to education and teaching stage. It aims to control and evaluate the process of teaching and learning process to be in line with the plan (Dewi Suci Prasilla, et. Al., 2017).

Widiyanto, et al., (2014) mention that a school supervisor at least has three obligatory jobs, namely 1) mentoring and improving school quality, school principals performance, teachers and all educational personnel, 2) evaluating and monitoring the implementation of school programs as well as the development, and 3) assessing school operations and collaboratively working with school stakeholders in assessing the process of school development programs.

Based on the above explanation, Dalcholfany M. Ihsan & Rubiyah Astuti (2016) in their study explains that the implementation of supervision has positive impact to teachers performance. As the supervision gets frequent, teachers performance will get improved. The improvement is in the learning method and services to students based on their developmental stage.

study by Faizin Syaiful (2021) has proved that the programmed, directed, and documented supervision activities along with the follow-up will promise significant results due to the improvement done to teachers weak aspects during the supervision activity. Thus, what is

done by school supervisors positively affects teachers performance in carrying out school programs.

The practice of teachers performance supervision, including school counselor is done to assess achievement resulted from attitudes or behaviors in carrying out duty (Ikramuddin, et al., 2021).

Lantik Vinsensus (2016) states that the word "professional" refers to at least two matters, including one's achievement or performance when doing his professional tasks. Another definition refers professional as someone whose profession is in line with his expertise. It is similar to school counselors who give counseling to students and supervise the achievement afterwards.

School counselors performance is said professional if they can accomplish administration maximally based on the counselors code of ethics. Besides, any program they design can be said effective if it can be implemented to students optimally (Salehudin & Ayu Santika, 2021).

Cook & McKibben's study (2019) tried to create the future school counselor supervision by developing counselors competencies and paying attention to the implementation of supervision. It suggests counselors need to consider various supervisors characters and needs because supervision has a strategic role in teachers professional performance.

Counseling supervision is basically the implementation of school supervisor management ability in managing educational institution. This implementation is started with planning, implementation, and evaluation. If all these processes 1 are done, the implementation is said to be practice well. However, the fact is that the supervision of school counselor is considered less optimum since there is no single supervisor of SMP Negeri in Pematang ReGENCY whose educational background is guidance and counseling, so what is done by the supervisor is actually the same as the common supervision, namely mentoring, while at the evaluation stage, the supervisor has no understanding about what problems to identify from school counselors in

relation to guidance and counseling programs. In other words, the supervision is limited to administrative matter.

The previous description is in accordance with a study done by Usman Nasir, et al., (2018) that school supervisors only give general mentoring, while the rest is given to school principals. Then, the supervisor will only ask for documents of all teachers administration, even the teachers are given a chance to prepare it if they are not done yet.

Basically, to improve school counselors performance, a supervisor needs to apply strategies to direct the guidance and counseling teachers towards the desired goals.

Regarding the initial data from interviews with Public Junior High School supervisors in Pemalang Regency, the school counselors generally have MGBK or guidance and counseling teacher forum to improve their performance and other supporting activities to update the teachers knowledge, such as workshop, IHT, and technical guidance. Unfortunately, problems occur in each of those activities and are not yet fixed. Hence, the present study aimed to describe the implementation of counseling supervision as an effort to improve counselors performance at SMP Negeri level in Pemalang Regency.

METHODS

This study used primary data obtained from interview and observation. The people who were interviewed were one school supervisor, two Public Junior High School principals, and three school counselors in SMP Negeri in Pemalang Regency. In addition, there were also secondary data in form of the documentation of counseling supervision programs, and counselors performance program given by the supervisor and school counselors which were then analyzed based on several references related to the investigated aspects.

Qualitative and ethnography were the methods used in this study. Ethnography is used to study values, rules, and behavior of a particular community or group which are

framed narrowly or broadly (Creswell, 2016), where the group has been together for a long time, and have developed common values, beliefs and language.

In collecting the data, the researchers used observation, interview, and documentation methods. Observation covered systematic recording of phenomena, behavior, and visible objects as well as other supporting things. For the interview, the researchers made interview guidelines based on the topic for each respondent. The last, documentation was obtained from photo documentation and documents for guidance and counseling programs in schools.

The validity test in this study was performed to prove that the procedures done by the researchers have been in line with the reality. To do so, the researchers used data triangulation or an examination of data that utilizes something outside the data for checking purposes or as a comparison of the data. Triangulation technique is usually done by: (1). Comparing what people say in general with what is said in private, (2). Comparing the results of the interview with the issue of a document that is interrelated, (3). Hold conversations with many parties to reach an understanding of one or various things.

RESULTS AND DISCUSSION

The Implementation of Guidance and Counseling Supervision in Schools

The success of counseling supervision depends on the way supervisor designs programs whose purpose is to improve school counselors performance. This plan also aims at making the supervision run effectively and efficiently as well as avoiding schedule nervousness. In addition, during the supervision, a supervisor needs to provide follow-up and evaluation of this activity.

According to some references, school counselor supervision implementation covers several phases, namely planning the program, implementing the program, follow-up, and evaluation. Planning is done to give directions,

work standards, unify framework, and help predict chances. It must be done based on teachers' needs.

The supervision done to school counselors at SMP Negeri level refers to the following procedures, including identifying, analyzing, evaluating the previous year results, and giving follow-up. After that the investigation moves to semester programs, such as school identity (vision and missions), identification of problems arise in schools, and the creation of supervision activities description.

Findings of this study indicated that the current supervision undertaken was sort of repeating the same administration activities, less accurate, and 70% to 80% effective. Better supervision planning is supposed to start from the preparation of supervision programs. Masaong (2013) states that supervision programs must refer to the vision, missions, purposes, and mentoring strategies determined by a

school supervisor. The involvement of school principals in planning preparation will be truly effective in developing teachers competency programs and professional performance.

In carrying out his duty, school principals can assist the supervisor. It is because the number of SMP Negeri in Pematang Rejang Regency are more than the supervisors, so there found some obstacle in the supervision activities, such as the duration of supervision and common mentoring materials given.

Even though the supervision has still been in line with the procedures, the content of the supervision was in general or lack of guidance and counseling mentoring because there has been no supervisors in Pematang Rejang Regency whose educational background is guidance and counseling. Surely, this made school counselors did not understand the evaluation section, namely process assessment and outcome assessment.

Dewi Suci Prasilla, et al., (2017) who conducted a study on the implementation of guidance and counseling found that there have been school counselors whose educational background are not from guidance and

counseling. It certainly causes worries since they have no competency of that field. As a result, the supervision carried out only focuses on academic and managerial supervision.

A study by Puluhalawa Rustam (2019) concludes that group approach in supervision can improve teachers performance. However, the fact is that the supervision is mostly given to all teachers, and not specified for school counselors. Supposedly, school counselors are supervised by supervisors with a guidance and counseling background.

Strategies to Improve the Performance of School Counselors Through Counseling Supervision.

Of efforts done to improve school counselors performance, some strategies can be given. Those are

such as the provision of knowledge about guidance and counseling service processes, the latest issues of guidance and counseling, plan of service preparation, and programs development.

All the previous efforts can be realized through MGBK or Junior High School guidance and counseling teachers forum at regency and sub-district level. This forum will help counselors to discuss and deal with problems together. Besides MGBK, other strategies that can be offered are such as the provision of digital media mastery through training, workshop, IHT, and technical guidance. It can be beneficial given counseling processes are not only done face-to-face; there is also cyber counseling.

Digital media mastery is important for school counselors because communication technology is the manifestation of human culture which can facilitate humans life. In the same way, this mastery is significant to be utilized in guidance and counseling because counselors are always demanded to show up efficient and effective performance in serving students (Zamroni Edris & Sumarwiyah, 2019).

According to the findings, MGBK activities were still limited in terms of quota. Not all school counselors could join its routine activities, only the representatives. Other than MGBK, school counselors can update their

knowledge by joining seminars related to their major.

The results of Fitriana Anisah research (2021) explain several factors that can influence teacher performance, including personality and dedication, ability to develop the profession, communication, ability to socialize with the surrounding community, welfare, discipline, and work climate. With the performance of teachers, especially school counselors as good and professional educators in accordance with their fields and duties,

it will create a conducive teaching and learning atmosphere, raise the maximum enthusiasm for student learning, and be able to shape student discipline behavior.

School counselors' performance is very much needed in conducting guidance services because the performance of school counselors is considered important in the success of schools. This can be influenced by the counselor's self-efficacy and emotional intelligence (Azhar et al, 2021). Therefore, school counselors are advised to have high self-efficacy which is always embedded in them so that they can educate their students towards success in the future.

Counseling supervision is associated with school counselors' improvement. That way makes the supervision needs to be improved and applies strategies to improve school counselors' performance. So far, the supervision of school counselors requires a supervisor with guidance and counseling educational background. It is because the ongoing supervision has been in general or addressed to all teachers. Even, supervision is an activity done by an expert to mentor school principals and teachers.

The results of this study have significant implications for guidance and counseling. Counseling supervision has an effect on improving the performance of school counselors. Having school counselors able to complete their tasks well including in the provision of services indicates that the supervision process is able to improve the performance of school counselors. School counselor performance can be said as a condition that shows the ability of a school counselor in carrying out their duties. It is not

only indicated by work results, but also behavior at work (Kartikowati Sri et al, 2021).

CONCLUSION

By referring to the findings and discussion, it can be concluded that counseling supervision holds a strategic role in improving school counselors performance, there is no Public Junior High School supervisor with guidance and counseling educational background in Pematang Regency, and the implementation of supervision is still in general. As alternatives, school counselors performance is improved through involving the counselors in MGBK activities, workshop, IHT, and seminars related to guidance and counseling.

The limitation of this study takes place in the limited investigation on counseling supervision and school counselors performance. However, since there are only few studies concerning counseling supervision, this limitation can be a recommendation for the further studies. It aims to achieve consistent counseling supervision which in turn optimizes school counselors performance and produce quality counselors.

Furthermore, the findings of this study have practical and theoretical contributions. Practically, the more accurate counseling supervision, the more optimum results will be. Another practical implication is if the supervision is done routinely, more optimum results will be achieved.

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