The Effects of Supervision, Professional Attitude, and Digital Literacy on Counselor Performance

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Article Info

Abstract

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Counselor performance greatly determines the quality of education. Some aspects to consider in assessing this performance are the results of supervision by the school principal, a professional attitude and good digital literacy in the counselor. Regarding this matter, the current study aimed to analyze the influence of supervision, professional attitude and digital literacy on the performance of Vocational High School or SMK counselors using regression analysis. It involved 140 counselors at SMK as the subject selected using a proportional random sampling tehcnique. Their responses were recorded using questionnaires to be the quantitative data. In addition, the questionnaires were in form of the scales of supervision, professional attitudes, digital literacy, and performance. Since the data were quantitative, the design of this study was ex post facto. After being analyzed, the findings revealed supervision, professional attitudes, and digital literacy significantly affected the performance of vocational guidance and counseling teachers. Hence, it is expected that school principals will continue to improve academic supervision, while counselors are suggested to improve professional attitudes and digital literacy.

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INTRODUCTION

Good counselors will always improve their competencies so that they are able to provide good guidance and counseling services. According to (Sugiyo 2018: 17) guidance and counseling services are efforts to help students develop themselves optimally. In comprehensive guidance and counseling these services include four components, namely (1) guidance curriculum; (2) individual planning; (3) responsive services; and (4) system support.

Low counselor performance at schools is influenced by various factors, for example digital literacy competency, work discipline, work satisfaction, institutions, principal leadership, and government policies. These all are proven in a study by Endah and Sugito (2016) that teacher's performance is significant along with changes in educational policy, namely the implementation of kurikulum merdeka which follows the era, science, and technology. Obviously, teachers must be able to compete against various globalization challenges. Counselor is the spearhead of educational process that focuses on assisting students' optimal development. As an educational practitioner, counselors are required to have high professionalism and advanced digital literacy to perform well besides other competencies, such as planning, implementation, evaluation, and follow-up to the guidance and counselling services. To run well, this matter needs supervision processes done by the school principal. It is mentioned in studies by Maryani and Primasari (2018) and Murtiningsih, et al., (2019) that there is a positive and significant effect of supervision on teacher's performance. In terms of success, a counselor is said successful whenever he can change students' behavior that is previously maladaptive into adaptive one.

Professional attitude is often used to illustrate teacher performance abroad, such as workshop, consultation, comprehensive curriculum, community, and conceptual framework for implementing or evaluating effective professional development. As a framework, professional development is conceptualized in three crisscross components (who, what, and how) in a broader context (Bodhin, 2021).

A study by Maria, et al (2018) defines digital competency as a basic concept of national strategy launched to digitalize education. It aims at giving chances to students to develop their skills to access and explore digital technology as well as understand how it affects individuals and society. Digital technology has three focuses, covering kompetensi digital untuk semua or digital competency for everyone on system school, equal access and usage, and digitalization research and evaluation. Thus, both teachers and students must develop their competencies and choose the suitable digital tools to develop their digital competency through on-the-job training.

All problems arise in the previous explanation are an indication of low teacher performance. Some previous studies by Sulistyaningsih (2018) and Renata et al (2018) state that there is an effect of principal supervision on teacher performance. Susilo & Sutoyo (2019) list factors influencing teacher performance, covering professional attitude as the internal factor and supervision as the external factor. Regarding this description and previous studies, the researchers were interested in carrying out a study of the effects of supervision, professional attitudes, and digital literacy on counselor performance. In short, the framework consists of the relationship between the independent variable (X) and the dependent variable (Y).

Glickman (1981) states that there are three procedures for conducting academic supervision, namely (1) initial meeting (preparation stage), (2) classroom observation (implementation stage), and (3) feedback (reporting and follow-up stages). Muhajirin, et al (2017) in their study adds that a teacher must have knowledge about how to formulate academic goals, his students, subject matter, and academic techniques. He must also be able to apply his knowledge and understanding. Furthermore, a teacher must be willing to do

assignments based on his abilities. The knowledge and skills possessed by a teacher are useless if he does not want to do his assignments as well as possible. Finally, a teacher must be willing to develop (will grow) his own abilities.

School counselors characteristics are unique. Its professionalism is not merely a title, but must be proven in their counseling practices. Foxx, et al. (2017:6) mention that professionalism covers character, spirit, method, practice of a professional that differentiates from an amateur. Professionalism refers more to the attitude of members of a profession towards their profession and the degree of knowledge and expertise they have in order to do their job. Here, attitudes are built of three components that support each other. According to Robbins (2001: 138) the three components are understanding (cognition), feeling components (affect), and behavior (behavior).

Douglas A.J. Belshaw in his thesis entitled "What is Digital Literacy?" (2012) summarizes eight essential elements for developing digital literacy, including culture that is realized understanding the various contexts of users of the digital world; cognitive that is realized in the power of thought in assessing content; constructive that is realized in creating something expert and actual; communicative that is realized in understanding the performance of networks and communications in the digital world; responsible self-confidence; creative that is realized in doing new things in new ways; critical that is realized in addressing the content; and socially responsible.

The present study attempted to determine the effects of supervision, professional attitudes, and digital literacy on counselor performance. Its findings are expected to benefit counselors in designing programs, implementing the programs, evaluation and following-up the programs in a systematic way based on technological advancement in this digital era. For the school principal, the findings are hoped to function as guidelines to supervise counselor in terms of planning, implementation, and evaluation. This can be done within a wokshop or seminar to further coach and improve counselor performance.

METHODS

This study used a correlational quantitative approach and an ex post facto design to determine the effects of supervision, professional attitudes and digital literacy on counselor performance. For the population, it involved 213 counselors in Magelang City, Magelang, Temanggung and Purworejo Regencies. Of such population, the sample was determined using the Harry King nomogram formula and resulted 140 respondents.

Four scales of instrument were used to collect the respondents' data, namely the Supervision Scale, the Professional Attitude Scale, the Digital Literacy Scale and the Performance Scale.

The supervision scale was used to collect the supervision data. It consists of 28 questions covering aspects of planning, implementation and evaluation of supervision with 5 alternative favorable scales, namely (1 = strongly disagree; 5 = strongly agree). while the other 5 alternative unfavorable answers are (5 = strongly disagree; 1 = strongly agree). The results of the supervision scale test showed a validity coefficient of (r_{xy} = 0.34 – 0.80), $\sum$ with 28 valid items and a reliability coefficient (α = 0.94).

The professional attitude scale has of 28 questions covering cognitive, affective, and behavioral aspects consisting of 28 questions covering aspects of planning, implementation and evaluation of supervision with 5 alternative favorable scales, namely (1 = strongly disagree; 5 = strongly agree). while the other unfavorable 5 alternative answers are (5 = strongly disagree; 1 = strongly agree). The results of the professional attitude scale test showed a validity coefficient of (r_{xy} = 0.34 – 0.60), $\sum$ with 28 valid items and a reliability coefficient (α = 0.85).

The digital literacy scale has 28 question items including cultural, cognitive, constructive, communicative, self-confident, creative, critical, responsible. The results of the digital literacy scale test showed a validity coefficient of (r_{xy} =

0.48 – 0.84), ∑ with 28 valid items and a reliability coefficient (α = 0.94).

The teacher performance scale was measured using 28 question items covering program preparation, program implementation, system support. Each variable uses 5 alternative answers on a favorable scale, namely (1 = strongly disagree; 5 = strongly agree), while the other unfavorable 5 alternative answers are (5 = strongly agree; 1 = strongly disagree). The results of the performance scale test showed a validity coefficient of ($r\,xy$ = 0.50 – 0.89), ∑ with 28 valid items and a reliability coefficient (α = 0.98).

After a consultation with the expert validators, all instruments were then trialled on 40 respondents with the aim of knowing the validity and reliability. The trial was conducted on non-respondent teachers. The instruments validity was measured using the Pear Product Moment correlation coefficient, while the reliability test used Cronbach Alpha. In this study the validity test was assisted with the help of SPSS 24. Following the analyses, the supervision scale obtained 28 valid items, the professional attitude scale obtained 28 valid items, the digital literacy scale obtained 28 obtained 28 valid items, and the performance scale obtained 28 valid items.

Furthermore, an instrument is said reliable if the value of r at least reaches 0.60. In details, the results of the validity and reliability tests of the instrument can be seen in the following table:

Table 1. Summary of Validity and Reliability Tests

Instrumen	Koefisien		∑ butir valid
	Validitas ($r\,xy$)	Reliabilitas (α)	
Supervisi	0,34 - 0,80	0,94	28
Sikap Profesional	0,34 - 0,60	0,85	28
Literasi digital	0,48 - 0,84	0,94	28
kinerja	0,50 - 0,89	0,98	28

RESULTS AND DISCUSSION

Data description specifically reports the intercorrelation of mean and standard deviation of all variables. Regarding the analysis of it, the mean of supervision was 65.69 (SD = 16.59), professional attitude was 59.72 (SD = 19.57), digital literacy was 31.52; (SD=14.187), performance was 74.59; (SD=16.297). Since all the mean got higher value than the standard deviation, so the data distribution was good. Then, a hypothesis testing was carried out using a multiple regression analysis and presented in table 2.

Table 2

Prediktor	B	T	Sig	R	R²	F	Sig
Supervisi	.288	2.638	.010	737	.726	5.566	.000ᵇ
Sikap profesional	.236	2.576	.012				
Literasi digital	.245	2.238	.027				

Based on table. 2, supervision had an effect on performance improvement (β = 0.288; p <0.05); professional attitude affected performance improvement (β = 0.236; p <0.05); digital literacy influenced performance improvement (β = 0.245; p <0.05); supervision, professional attitude, and digital literacy jointly affected performance improvement (R = 0.74, p < .01). The three predictors of this study explained the variance of performance of 72.6% (R2 = 0.73).

Previous conditions explained that supervision had a significant effect on performance, so its influence on the performance of guidance and counseling teachers was positive and significant.

Professional attitude showed a positive relationship to the guidance and counseling teacher's performance. In other words, the better the professional attitude, the better the counselor's performance would be. This variable also had a significant effect on the performance of guidance and counseling teachers. Thus, the effect of a professional attitude on the performance of guidance and counseling teachers was positive and significant.

Digital literacy had a positive effect on the performance of guidance and counseling teachers, so it contributed a significant effect. Hence, the effect of digital literacy on counselor performance was positive and significant. Based on table 2 it is explained that supervision had a positive and significant effect on the performance of guidance and counseling teachers. Therefore, the better the supervision, the better the guidance and counseling teacher's performance would be. This result is in line with a study by Fitriyanti, et al. (2022) that supervision is able to influence the performance of counselors since coaching activities in it are addressed to all components of the school, including teachers and employees, with the aim of increasing understanding of the authority and responsibilities given.

Professional attitude had a positive and significant effect on the performance of guidance and counseling teachers. This meant that the higher the professional attitude, the greater the guidance and counseling teacher's performance would be. It is in line with a study conducted by Bodine et al (2021). Professional attitudes are often used to describe various opportunities for teacher performance which are facilitated in comparative studies abroad, workshops, consultations to comprehensive and community curricula. Within this situation, conceptual framework can be for creating, implementing, or evaluating effective professional development efforts. The framework conceptualizes professional development as three intersecting components (who, what, and how) within a broader context.

Digital literacy had a positive and significant effect on the performance of guidance and counseling teachers, meaning that the higher the digital literacy, the better the guidance and counseling teacher's performance would be. It is similar to that of (Dharma: 2022) which revealed and found that there is a positive and significant effect of digital literacy skills on teacher performance. These findings can be proven through the positive form of the regression equation model as well as the value of the correlation coefficient or positive relationship. Any influence or contribution can be interpreted that the better the teacher's digital literacy skills, the more it supported and improved the performance of Vocational High School teachers in carrying out their professional duties.

CONCLUSION

Regarding the findings and discussion, it can be concluded that professional attitudes and digital literacy have a positive and significant relationship on the guidance and counseling teachers' performance. In other words, the higher supervision, professional attitudes, and digital literacy, the better guidance and counseling teachers' performance will be. Based on these findings, the future researchers are expected to (1) conduct longitudinal studies and collect further data to get better results related to the cause, previous theories, and effects of supervision, professional attitudes, and digital literacy on counselor performance and (2) add other dimensions to control the previous two variables against counselor.

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