

LITERATURE REVIEW: IMPROVING THE PROFESSIONALISM OF GUIDANCE AND COUNSELING TEACHERS IN SCHOOLS THROUGH GUIDANCE AND COUNSELING SUPERVISION

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Abstract: Guidance and counseling supervision is an effort to evaluate the performance of guidance and counseling teachers, so that they are able to understand and master the skills needed to provide guidance and counseling services. The role of supervision is needed to help guidance and counseling teachers become professional individuals so that they are able to manage counseling service delivery programs in schools well. This research aims to determine the importance of guidance and counseling supervision in increasing the professionalism of guidance and counseling teachers in schools. The research method used is through a systematic literature review (SLR) approach. Data collection techniques are carried out by collecting information from relevant sources such as books, journals, research results and e-books that are appropriate to the problem being discussed so that research data can be clarified. The research results concluded that the implementation of guidance and counseling supervision in schools was able to significantly increase the professionalism of guidance and counseling teachers so that quality counseling services could be created.

Keywords: Supervision, Guidance and Counseling, Profesionalism, Guidance and Counseling Teachers.

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INTRODUCTION

In an era of education that continues to develop, the role of Guidance and Counseling teachers in schools is crucial in supporting the holistic development of students (Sastrawan, 2016). Guidance and Counseling Teachers not only have responsibility for academic aspects, but also social, emotional and psychological aspects of students (Defriansyah, Azwar & Hartini, 2022).

Therefore, the professionalism of Guidance and Counseling teachers includes not only theoretical mastery, but also practical skills, ethical understanding, and the ability to overcome various challenges that arise in the school environment.

Guidance and Counseling teachers who have high qualifications will demonstrate a level of professionalism in carrying out their duties. Eliza et al. (2022) explain that professionalism refers to the quality of performance and skills a person has to carry out their duties well.

Sianturi et al. (2022) stated that Guidance and Counseling teachers who have a high level of professionalism are able to carry out their duties well according to the expected standards. However, the reality on the ground shows that increasing the professionalism of Guidance and Counseling teachers is not an easy task. This is in line with the results of research conducted by Basith (2015), which shows that 58% of Guidance and Counseling teachers experience difficulties in improving their professionalism. In a dynamic educational context, Guidance and Counseling teachers are often faced with various kinds of challenges, ranging from changes in students' needs, technological developments, to increasingly complex societal demands.

Apart from that, Wibowo (2017) also stated that the implementation of Guidance and Counseling in various schools is still inadequate, with strong indications that there is a negative stigma towards the role of Guidance and Counseling teachers who are often considered 'school police'. This is a challenge faced by Guidance and Counseling teachers in carrying out their duties, which has the potential to damage the quality of the counseling services provided.

Furthermore, Anggraeni (2017) stated that the issue of the effectiveness of guidance and counseling services in schools is an important focus in the current educational context. Therefore, the challenges and problems faced by Guidance and Counseling teachers need to be addressed immediately so that they can improve their abilities and skills in carrying out their duties. This will enable them to understand that developing professionalism is very important for quality performance and quality service. Raupu and Arifanti (2019) stated that in order to improve the quality of performance of Guidance and Counseling teachers in schools, guidance and counseling supervision is needed.

Furthermore, Nurismawan, Purwoko dan Wiryosutomo (2022) stated that proper supervision can help Guidance and Counseling teachers be able to make the necessary changes to improve their performance. This is in line with the opinion of Wirata, Natajaya, and Dantes (2015) who stated that guidance and counseling supervision is a mechanism to strengthen the understanding and

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skills of guidance and counseling teachers in the field of guidance and counseling.

Furthermore, in their research, Liani and Putra (2022) stated that guidance and counseling supervision is an effort that can make a significant contribution to the professionalism of Guidance and Counseling teachers in schools. Apart from that, Raupu dan Arifanti (2019) also stated that guidance and counseling supervision in schools is systematic, collaborative and also directed at the goals to be achieved, so that it can increase the professionalism of Guidance and Counseling teachers in guidance and counseling service programs in educational units. Based on this explanation, it is indicated that quality guidance and counseling supervision can influence the professionalism of a Guidance and Counseling teacher at school.

Azwar (2023) stated that the implementation of Guidance and Counseling supervision not only provides constructive feedback regarding the work practices of Guidance and Counseling teachers, but also supports their professional development through reflection, continuous learning, and skills development. With quality supervision, Guidance and Counseling teachers can be better prepared to face challenges, strengthen skills, and improve the quality of guidance and counseling services for students (Sujuti, 2022).

The quality and effectiveness of services provided by Guidance and Counseling teachers are key in ensuring the positive growth of students in the school environment, so that the implementation of guidance and counseling supervision is very necessary. Therefore, this article aims to explain the importance of guidance and counseling supervision.

METHOD

The method used in this research is the systematic literature review (SLR) method. Systematic literature review is a method that aims to rationally identify and evaluate and collect research results on a particular topic (Avella et al., 2016). Banihashem et al. (2018) argue that the aim of the systematic literature review (SLR) method is to summarize previous research, identify gaps that need to be proven between research that has been conducted and the latest research, to produce report results that are validated for their truth.

According to Mahanum (2021), the systematic literature review method has four main characteristics. First, the author interacts directly with text or numerical data, not with direct observations from the field. Second, library data is "ready to use" which means the author is not directly involved in field

research because it only relates to existing data sources. Third, library data is generally a secondary source, which means the author obtained the source from a second party. Fourth, the condition of library data is not limited by space and time. Therefore, it can be concluded that data collection in writing this scientific work has been carried out using a systematic literature review method by searching several journals, books and documents that are considered relevant to the research.

FINDINGS AND DISCUSSIONS

Guidance and Counseling Supervision Concept

Supervision is the process of providing support in the form of direction to all staff/employees at the school to achieve the expected goals (Suwidagdh, Lestari & Dewi, 2017). Apart from that, Saharudin, Syaifuddin dan Tambak (2022) also explain that supervision is the process of monitoring someone's role. Supervision is also a process carried out by school staff who are responsible for certain aspects and report directly to other staff, to help achieve school goals.

Based on the definition above, it can be concluded that supervision is an effort carried out by individuals/supervisors who are qualified in their field and are responsible for certain aspects to encourage the achievement of school goals.

Furthermore, guidance is the process of providing assistance to the counselee, so that the counselee has the ability to develop themselves and overcome problems, while the decision maker is the individual himself (Lubis, 2012). Lubis (2012) also define that counseling is providing assistance to clients to follow their chosen direction, and be able to overcome problems and developments that occur in their lives. From this explanation, it can be concluded that guidance and counseling is an effort to facilitate students at school with the aim of achieving complete development.

The definition of guidance and counseling supervision is an effort to direct and develop Guidance and Counseling teachers on an ongoing basis, so that they are able to understand and be professional in managing the provision of counseling services in schools (Sofyan & Sugiyo, 2021). Apart from that, Syafitri, Sabarrudin and Dasril (2023) also explained that guidance and counseling supervision is a supervisory process carried out by supervisors with the aim of evaluating the professionalism of the work of guidance and counseling. Guidance and counseling supervision is also an effort to strengthen the position of guidance and counseling teachers in carrying out their obligations and duties professionally at school (Rahim & Hulukati, 2022).

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Based on the definition above, it can be concluded that guidance and counseling supervision is a supervision and direction activity aimed at increasing the professionalism of guidance and counseling teachers, so that they are able to carry out guidance and counseling services optimally.

The Importance of Implementing Guidance and Counseling Supervision

In achieving optimal service standards, guidance and counseling teachers need to get the right support and guidance in their journey (Mahani, 2023). One of the important instruments that has emerged as a solution is guidance and counseling supervision. This supervision does not just provide direction or evaluation, but is a systematic approach that allows guidance and counseling teachers to develop themselves, improve service quality, and overcome various challenges that arise in daily practice (Liani & Putra, 2022).

Ifana (2022) argue that the implementation of guidance and counseling supervision in schools is crucial because it is part of developing personal qualities as well as a professional learning process for guidance and counseling teachers. This is in line with the opinion of Kurniawati, Musyofah and Ojil (2021) in their research, stating that guidance and counseling supervision provides an opportunity to develop the skills of guidance and counseling teachers in order to meet the needs of students through appropriate stages of development and be able to face all problems and challenges in the field.

Based on the explanation of the importance of supervision above, it can be concluded that the implementation of guidance and counseling supervision in schools is very necessary to increase the professionalism of guidance and counseling teachers, so as to eliminate negative stereotypes of guidance and counseling teachers and also improve the implementation of guidance and counseling services in schools. .

Orientation and Objectives of Guidance and Counseling Supervision

Amelisa and Suhono (2018) stated that the essence of supervision is not only limited to assessment (evaluation), but also involves efforts to assist guidance and counseling teachers in developing their professional skills. To carry out guidance and counseling supervision in schools effectively, it is important to understand the orientation and objectives of the guidance and counseling service program in schools.

Syafitri, Sabarrudin and Dasril (2023) explain the orientation of guidance and counseling supervision, including: a) Supervision of guidance and

counseling teachers in carrying out their responsibilities; b) Manage the obstacles faced by guidance and counseling teachers in carrying out their duties; c) Find alternative solutions to overcome the obstacles and problems faced; d) Evaluate guidance and counseling programs based on predetermined qualification standards.

Furthermore, the aim of organizing guidance and counseling supervision is to encourage guidance and counseling teachers to improve their abilities and skills in achieving predetermined service standards (Putri, 2018). Apart from that, Bultsma (2012) also stated that the aim of guidance and counseling supervision in schools has three main objectives, including: facilitating counselors' personal and professional development, promoting counselor competence, and promoting accountable counseling and guidance services and programs. Guidance and counseling supervision is intended to provide guidance and direction to guidance and counseling teachers to develop skills and be responsible for guidance and counseling services which are carried out as their obligations.

Apart from that, Barrett, Gonsalvez and Shires (2020) also formulated the objectives of guidance and counseling supervision in schools, including: 1) Facilitating the effective implementation of counseling services; 2) Developing the professionalism of guidance and counseling teachers; 3) Maintain a code of ethics; 4) Encourage the insight of guidance and counseling teachers; and 6) Providing services according to the professional code of ethics.

Based on the explanation above, it can be concluded that the orientation/direction and aim of guidance and counseling supervision in schools is to provide guidance and evaluation of guidance and counseling teachers in carrying out quality counseling services based on established ethical code standards so as to increase the professionalism of guidance and counseling teachers. .

Problems of Guidance and Counseling Supervision and Alternative Solutions

According to Himdani, Pramono and Awalya (2017), the implementation of guidance and counseling supervision activities in schools often creates problems that must be faced by supervisors. This finding is in line with research by Subandi (2013) which states that supervision carried out in schools is still general, so the focus on other things that are the center of attention is not minimized properly.

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Problems in the supervision process in the field can hinder guidance and counseling services, because it makes it impossible to accommodate and adjust teachers' needs in providing services appropriately. Furthermore, Basith (2015) stated that the problems found in guidance and counseling supervision activities in schools include: (a) Guidance and counseling supervision activities in schools have not been carried out well (carried out once a year); (b) Supervision has not been carried out according to the expected standards so that the main task is not minimized properly because the supervisor focuses on evaluation alone without making further improvements; (c) The strategic approach used by guidance and counseling supervision has not been implemented effectively because it is not well organized. This will affect the professionalism of guidance and counseling teachers in carrying out service programs for students at school (Haryani, 2018). The impact resulting from the low quality of professionalism of guidance and counseling teachers in schools is the emergence of problems and obstacles in meeting the development needs of students because they cannot be implemented properly (Kardina & Azwar, 2022).

Moving on from these problems, Nurismawan, Purwoko and Wiryosutomo (2022) stated that there are alternative solutions that can be implemented to overcome the problems of guidance and counseling supervision so that implementation can be improved and managed effectively. The alternative solutions he provides include the following:

1. The government needs to organize guidance and counseling supervision training, especially for supervisors who do not have a guidance and counseling background, so that malpractice in guidance and counseling services does not occur.
2. Organizing seminars on the quality of guidance and counseling supervision as an alternative for providing guided supervision to familiarize guidance and counseling teachers in the supervision process.
3. Development of guidance and counseling supervision models and instruments that are appropriate to development conditions in the field.
4. Organizing a workshop or MGBK which discusses the guidance and counseling supervision paradigm so that guidance and counseling teachers can provide guidance services based on currently applicable guidelines.
5. Gradually change the supervision model to develop the professionalism of counseling services in schools.

CONCLUSION AND RECOMMENDATION

The implementation of guidance and counseling supervision in schools is very necessary to achieve optimal quality and quality standards for guidance and counseling services. Supervision plays a role that is more than just direction and supervision, but also plays a role in helping to improve the professionalism of guidance and counseling teachers so that they are able to create quality counseling services.

The quality of guidance and counseling services in schools can be seen from the supervision process carried out. Therefore, supervision must have the right goals and functions in providing guidance to guidance and counseling teachers/counselors through a series of activities that include training, teaching and evaluation activities. Organizing supervision is an important step in managing the guidance and counseling program, because basically supervision is carried out with the aim of improving and developing the professionalism of guidance and counseling teachers/counselors in schools.

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