

Indicators of professional competencies in research of Guidance and Counseling Teachers

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Indicators of professional competencies in research of Guidance and Counseling Teachers

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Abstract

Competence counselor in guidance and counseling research needs to be developed through understanding, planning, implementing, and utilizing research results. The purpose of the study was to design indicators of counselor competency in guidance and counseling research. The type of research is qualitative with literature study design. Primary documents through books, journals, scientific articles, and relevant policies for indicator development from the competence of school counselors in research. Qualitative data analysis with the form of social policy analysis through the process of data reduction, data presentation, and data inference. The findings reveal that four indicators were understanding various types and methods of research, ability to design research, conduct research, and use research results by accessing journals of education and guidance and counseling. Each indicator has a sub indicators that need to be tested. Hope in the future is reveal the level or evaluation of the competence of school counselors in guidance and counseling research.

Keywords: *counselor competence, research, guidance and counseling*

INTRODUCTION

Education aims to improve the quality of students, so that it becomes complete, integrated, and balanced, in accordance with competency standards (Ifdil, 2010). School counselors have a professional role to be involved in implementing education in schools

(Reiner, Colbert, & Pérusse, 2009).

The role of school professionals is to link work with the aim of improving schools (Dahir & Stone, 2009). Implementation of education provided by school counsellors through guidance and counseling services as help to students to provide information and planning for

the (Myrick, 2011). In the era of disruption 4.0, counselors have a role to use information or approaches to guidance and counseling to students based on research. Accountability and academic performance of students have forced the counsellor to examine the role of school counselors in promoting academic success and student school completion through counseling and guidance research (White & Kelly, 2011). Guidance and counseling research conducted by school counselors has benefits for designing needs, problems, prevention programs, and interventions for students. Counseling interventions produce considerable effects for students in the fields of discipline, problem solving, and increasing career knowledge (Whiston & Quinby, 2009).

Facts show the level of understanding counselors are in a high category (71%) or have understanding of professional competence counselor guidance and counseling services (Malik, 2015). The reality is that the professional

competence of the counselor has a fairly positive category (Setyoningtyas, Mugiarto, & Nusantoro, 2014). The results of the next study were most of the teachers were guidance and counseling has carried out activities that can improve professional competence, but still no one has done research in counseling and guidance (Nurrahmi, 2015). One obstacle to improving the ability of counselors in guidance and counseling research is the lack of guidelines for developing research competencies (Wester & Borders, 2014).

School counselors are educators who have competence as educators. According to Baharun (2017) School counselor competencies include pedagogical competence, personal competence, social competence, and professional competence. The competency of school counselors is an ability that needs to be developed by counselors in the context of self-development of counselors to help students. According to Bhakti (2015), several ways to develop counselor professional competencies with

various activities such as seminars, workshops, training, and research. Basic competencies are needed for the counselor's self-development (Hidayah, 2012).

The Minister has arranged that counselors understand various types and methods of research, are able to design guidance and counseling research, carry out guidance and counseling research, and utilize the results of research in guidance and counseling (Menteri Pendidikan Nasional, 2008). The competence of the counselor in guidance and counseling research needs to be detailed and developed. This study aims to be able to design indicators of school counselor competence in guidance and counseling research, thus supporting the professional competence of school counselors as educators in Indonesia.

RESEARCH METHOD

Qualitative research with literature study design is used in research. Qualitative research analyzes data from written documents (Patton, 2005) and allows the performance of developing ideas

(Denzin & Lincoln, 2008). The results of the study are designed to find relevant indicators of the development of the competence of school counselors in guidance and counseling research. Primary data sources through books, journals, scientific articles, or supporting regulations/ policies.

The instrument used is documentation that contains relevant documents. The analysis used is descriptive qualitative analysis with the type of social policy analysis to describe the indicators of understanding, designing, implementing, and utilizing the results of guidance and counseling research by school counselors. Stages of data analysis through the process of data reduction, data presentation, and data inference. The results of qualitative research has a purpose in the frame of the critical theoretical context of the views of researchers (Kincheloe & McLaren, 2011), finding a school counselor competencies.

RESULTS AND DISCUSSION

The results of the study found that education in Indonesia has a policy on the competence of school counselors in comprehensive guidance and counseling research. The competence of counselors in guidance and counseling research has four indicators: (1) understand the different types and methods of research, (2) design research guidance and counseling, (3) conduct research guidance and

counseling, and (4) use of research in guidance and counseling with access to educational journals and guidance and counseling (Menteri Pendidikan Nasional, 2008). The four indicators need to be conceptually reviewed, so sub indicators are found. The conceptual framework seeks to meet the need for a strong approach that is based on deeper interdisciplinary knowledge (Huutoniemi, Klein, Bruun, & Hukkinen, 2010).

Table 1. Indicators of Competence in Guidance and Counseling Research

Variable	Indicator
Competency of Counselors in Research Guidance and Counseling	Understanding the concept of research
	Ability to design research
	Ability to implement research
	Utilization of research findings

First, the counselor's understanding of the types and methods of research. This competency has the use of developing the cognitive aspects of the counselor for guidance and counseling research. Understanding has the meaning of understanding or understanding correctly, so that the counselor's understanding is processes and ways for counselors to understand (Fajri, 2009). Counselor's

competence about the counselor's understanding of the concept of research guidance and counseling includes (1) school counselor knowledge of traditional experimental designs, quasi-experimental designs that are suitable for field settings, single subject design, survey design, and qualitative design, (2) counselor's understanding of design problems, such as validity, sampling methods, and power, (3)

knowledge of school counselors about statistical analysis commonly used in counseling research, (4) counselor's understanding of statistical issues, such as role assumptions, hypothesis testing strategies, and confirmation analysis versus exploration, and than (5) the ability of the counselor to carry out computer-assisted analysis, as well as professional writing skills (Heppner, Kivlighan, & Wampod, 2008).

Table 2. An Understanding of The Concept of Guidance and Counseling Research

Indicator	Sub Indicator	Descriptors
Counselor's understanding of research (Leech& Onwuegbuzie, 2010; Heppner, Kivlighan, & Wampod, 2008; Ray, Minton, & Brown, 2010)	Understand-ing the types and methods of research	Experimental Research
		Quantitative descriptive research
		Qualitative descriptive research
		Evaluation research
		Mixed Research
		Action research guidance and counseling
	Understand-ing of research design	Sampling / subject
		Research instrument
		Research design
		Validity & reliability
	Knowledge of statistical analysis	Descriptive statistics
		Inferential statistics
		Data analysis formula
	The ability to use statistical analysis using applications	T-test
		Product moment
		Alfa cronbach
		Descriptive
		SEM
	Understand-ing of research issues	SPSS
		Hypothesis
Research question		
Problems		
		The role of counselor in research

The second is the ability to design the study guidance and counseling. The ability to design research can be seen from research proposal document. Preparation of research proposals include a draft introduction, literature review, research methods, and references. (Suharsimi, Suhardjono, & Supardi, 2015).

Table 3. Ability to Design Research Guidance and Counseling

Indicator	Sub Indicator	Descriptors
Ability to design research	Introduction design	Background
		Problems identification
		Scope of problem
		Title of research
		Formulation of the problem
		Research purposes
		Benefits of research
	Literature review Design	Discussion of research variables
		Definition
		Indicators / characteristics / stages of the research variable
		Framework of thinking
		Hypothesis /research question
	Research Methods Design	Method used
		Subject / population and sample
		Instruments used
		Research procedure
		Validity and reliability
		Data analysis
	Draft References	The authors name
		Citations
		Year Citation
		Title Citation
		Journals
Books		
Research Instruments Design	Blueprint instrument	
	Research instrument	

The study design helps researchers so that research be carried out effectively and efficiently. The specific objectives of the research design are:

- a. Provides a framework for design research for individual and team researchers
- b. Helping to identify areas of research, projects and programs

that are most likely to be academically and practically valuable and realistic

- c. Enables various approaches and research methods
- d. Provide guidance for systematic research planning
- e. Provide guidelines for more rigorous research

- f. Helps develop a solid line of argumentation
 - g. Helping to choose the methods and combinations of methods appropriate
 - h. Provide a context for positioning research projects and programs relative to other design research
 - i. And to encourage reflection on the approach adopted (Blessing & Chakrabarti, 2009).
- into 3 parts, including formulation research, research planning and implementation of research (Ray, Minton, & Brown, 2010). This competency can be seen from a comprehensive research report. Research functions as a blueprint or guide to various decisions (Hays & Wood, 2011). The research discussion also reports and presents the strength of statistical data (Balkin & Sheperis, 2011).

The third competency is the ability to carry out research. Research study evaluation is divided

Table 4. Ability Implement Guidance and Counseling Research

Indicator	Sub Indicator	Descriptors
Ability to carry out research	Results of Research Data Analysis	Validity and reliability test results
		The strength of the data analysis
		Evidence of primary data
		The strength of the statistical analysis
		Proof of instrument
	Research Discussion	Discussion on statistical data
		Strength of discussion of research results
		Discussion of research with relevant literature review
		Research design
	Research Conclusions	Conclusions in accordance with the formulation of the problem
		The conclusion is concise, dense, and clear
	Suggestions and Limitations	Description of research limitations
		Relevant suggestions

Competence utilization of the results of research and writing scientific publications. Research development to prepare findings and

be published (Hunt, 2011), as well as content analysis results compiled in scientific articles and published in leading counseling journals (Leech & Onwuegbuzie, 2011). The findings of the research are promoted as part of educational evaluation or Counseling Outcome Research and Evaluation (Hays, 2010). The findings of the research results are published through research institutions or higher education (Flowerdew, 2015).

Preparation of counseling journal articles consists of several parts including title, identity, abstract, keywords, introduction, research methodology, results and analysis, discussion, conclusions and suggestions, awards, and references (Heppner, Kivlighan, & Wamplod, 2008; Jatmiko, dkk, 2015; Tenopir, dkk, 2010). The author needs to maximize publication articles and be honest with data, co-authors, and editors (Chen, 2011).

Table 5. Utilization of Guidance and Counseling Research Results

Indicator	Sub Indicator	Descriptors
Utilization Research and Guidance and Counseling	Use and evaluation of research results	Utilizing the results of research in guidance and counseling services
		Evaluation of service activities from the results of research
		Educational recommendations from research results
	Publication of research results	Ability to compile scientific articles
		Knowledge of the journal / publication seminar
		Utilization of research results in journals/ research seminar

The role of school counselors as teachers and also as researchers to find something new for the development of education. Research means search, browse or find meaning back repeatedly (Danim & Darwis, 2003). Research for school counselors has a specific purpose.

² The research objective is to obtain empirical data that can be used in formulating, expanding, and verifying theories, and solving problems that exist in life (Kuntjojo, 2009), one of them is solving the problems faced by the counselee and the counselee's personal

development. The implication of research is to determine the direction in the future (Taneja, Taneja, & Gupta, 2011).

Counselors have values, attitudes, skills, knowledge, and insights in the field of guidance and counseling professions, one of which is research and publications in the field of guidance and counselling (Suryono, 2016). The hope in the future is that the counselor will gain recognition of the ability and authority as a professional counselor. Counselors who have professionals are counselors who have a set of abilities that support the implementation of professional guidance and counseling services (Hartini, Bhakti, & Hartanto, 2016). In accordance with the Indonesian Government's policy that counselors carry out system support through independent research, grouping with peers, or collaboratively with experts in universities (Menteri Pendidikan dan Kebudayaan, 2014).

CONCLUSION

Development of the professional abilities of counselors or guidance and counseling teachers

or school counselors indirectly provides assistance to students through the results of guidance and counseling research. The ability of counselors in guidance and counseling research is arranged in the counselors competence in guidance and counseling research. School counselors or guidance and counseling teachers are required to carry out their professional duties through independent research, group research with peers, and collaborative research with experts in universities.

Four competencies of school counselors in guidance and counseling research. First, understanding research concepts about types and methods, design, statistical analysis, relevant issues, and application usage. Second, the ability to design research from the introduction, literature review, research methods, references, and instruments. Third, conducting research. Finally, the use of research results through the use of research results for guidance and counseling services, as well as dissemination to various parties through journals,

convention forums, scientific forums, print and electronic media rubrics.

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