



EFFECT OF COUNSELOR COMPETENCE ON STUDENT INTEREST IN GROUP GUIDANCE SERVICES

SITI ZAHRA BULANTIKA

Universitas Islam Negeri Raden Intan Lampung, Indonesia

Email: szahrabulantika@gmail.com

Abstract: *Personality counselor competence in the implementation of guidance and counseling, one of them in group guidance services are needed to be a competent counselor. It will continue to increase, in line with the development of counseling, especially to foster enthusiasm and be one of the reasons that students have an interest in participating in group counseling services. Attention plays a significant role in the lives of students and has a tremendous impact on attitudes and behavior. Through the provision of group guidance services, students are directed to participate in group discussion activities and function to prioritize the development of communication and socialization skills.*

Keywords: *Counselor; Competencies; Group Guidance; Student; Interest;*

A. INTRODUCTION

Interest is something that is the unintentional concentration of attention that is born with a full will, and that depends on the talent and the environment. Investment plays a significant role in the lives of students and has a significant impact on attitudes and behavior. Students who are interested in learning activities will try harder than students who are not interested in learning. Interest is a significant influence on learning outcomes because if the learning material learned is not by the benefits, students will not learn well because it does not interest him. Students will be lazy to learn and will not get satisfaction from the lesson. Lessons that attract students' interest are more comfortable to learn to improve learning achievement Interests are not carried from birth but are obtained later (Taştan et al., 2018).

Interest in something is learned and influenced by subsequent learning and affects the acceptance of new attention. So the learning interest of students is a willingness within themselves to have students achieve optimal learning outcomes that can be demonstrated by learning activities (Dev, 2016). Because broad and valuable benefits can characterize an educated person, it is clear that developing such interests is an important goal. Attention is too often demoted, so it is only considered as a means to achieve something else. However, in this globalization era students experience low learning interest due to boredom in their learning, due to association, little learning motivation, physical health, competency or ability possessed by students, low level of continuing school, owned facilities, rarely entering school, not interested in these subjects and so on (Young, Ortiz, & Young, 2017).

Personality counselor competence in the implementation of guidance and counseling, one of them in group guidance services are needed to be an effective counselor. It will continue to increase, in line with the development of counseling (Purwoko & Fitriyah, 2017). But there are some basic competencies and abilities that all counselors must possess to work and provide effective services, one of which is the personality of the counselor (Mesters, van Keulen, de Vries, & Brug, 2017).

Some personalities that need to be possessed by a counselor are 1. Empathy, empathy is a person's ability to feel exactly what is felt and experienced by others communicating their perceptions. People who have a high level of understanding will show a real attitude and help with others. In contrast, those who are low in empathy show approaches that are real and meaningful damage to interpersonal relationships. Furthermore, that one of the most essential and

fundamental things in the process of empathy is the understanding of differences between individuals (perceivers) and others.² Respect, respect shows indirectly that counselors respect the dignity and value of clients as human beings. This also means that the counselor accepts reality. Each client receives the right to choose for himself, has freedom, willingness, and can make his own decisions. This is consistent with what was stated by Patterson that respect is an attitude of acknowledging, respecting, and accepting clients as they are, not fooling clients. 3. Ability, ability means having the skill, knowledge, and strength to do something.

Capability as a dynamic and magnetic force from the personal competence of the counselor. The counselor who has this inherent nature always shows his strength in his appearance. 4. Readiness, readiness is the overall condition of a person or individual that makes him ready to provide a response or answer in a certain way to a situation and condition encountered. 5. Self-actualization, self-actualization is a person's ability to regulate themselves so that they are free from various pressures both from within and from outside themselves. And with the competence of the counselor will create student interest in participating in the guidance and counseling program with enthusiasm. One of the applications contained in guidance and counseling is group guidance (Tate, Bloom, Tassara, & Caperton, 2017).

Group guidance is a service that is organized in a group atmosphere by utilizing group dynamics that cover all areas of guidance. Through the provision of group guidance services, students are directed to participate in group discussion

activities. Because group guidance is a means to support the optimal development of each student. Group guidance services prioritize the development of communication and socialization skills. Communication and socialization skills are essential for students to have an active attitude and to be able to communicate and socialize well. Group guidance contains elements of group dynamics or group life.

B. DISCUSSION

1. Counselor Competencies

The context of the counselor's assignment is in a service area that aims to develop the potential and make the counselee independent in making decisions and choices to create a productive, prosperous, and caring public life. The services referred to are guidance and counseling services. Counselors are experts in providing guidance and counseling services, especially in formal and non-formal education pathways (Liberati & Braun, 2018). Counselor performance expectations in providing guidance and counseling expert services are always driven by altruistic motives, empathic attitudes, respect for diversity, and prioritizing the counselee's interests, still paying close attention to the long-term impact of the services provided (Brown-Rice & Furr, 2016). The complete figure of the counselor's competencies includes academic and professional competence as a whole. Academic ability is the scientific foundation of tips for implementing professional guidance and counseling services (Bulantika & Sari, 2019).

Academic competence is the foundation for the development of professional expertise, which includes: (1) profoundly understanding the counselee being served, (2) mastering the foundation and theoretical framework of guidance and counseling, (3) providing guidance and counseling services that are independent, and (4) developing personal and professional counselor on an ongoing basis. The counselor's performance is strongly influenced by the quality of mastery of the four competencies based on individual attitudes, values, and propensities that support. Counselor's academic and professional competence integrated to build the integrity of pedagogical, personal, social, and professional competencies (Rapp, Moody, & Stewart, 2018). The establishment of the counselor's academic ability is a formal level education process (S-1) in the Guidance and Counseling field, which leads to the awarding of a Bachelor of Education (S.Pd) academic diploma in the Guidance and Counseling field. Whereas professional competence in mastering tips on organizing guidance and counseling that is independent, which is grown and honed through the practice of applying academic competencies that have been obtained in the context of authentic Professional Counselor Education which is oriented to experience and ability of field practice, and graduates receive a professional certificate of guidance and counseling with a degree the counselor profession.

Taking into account the various realities and thoughts that have been studied, it can be emphasized that the guidance and counseling expert services provided by the counselor are in the context of the task "service area that aims to

enable individuals to navigate their life journey through decision making about education including those related to the need to choose, achieve and maintain a career to realize a productive and prosperous life, and to become citizens who care about the public good through education (Swazo & Celinska, 2018).

Whereas the performance expectations of counselors who support guidance and counseling services are always driven by altruistic motives in the sense of still using empathic attitudes, respecting diversity, and prioritizing the benefit of their service users, carried out by still paying close attention to the possible long-term impact of their service actions on service users, so that That professional service is also called "the reflective practitioner."

2. Group Guidance Services

Guidance and counseling is an assistance service for students, both individually and in groups, to be able to be independent and develop optimally, in the areas of personal life development, social life, learning life, and career planning, through various types of support services and activities, based on norms prevailing norms. There are nine guidance and counseling services provided to individuals in schools that support and help optimize students' personalities (Pranoto, Atieka, Wihardjo, Wibowo, & Nurlaila, 2016).

The nine guidance and counseling services available at the school consist of orientation services, information services, placement and distribution services, content acquisition services, individual counseling services, group guidance

services, group counseling services, consulting services, and mediation services. Regarding guidance and counseling services, specifically, this paper discusses group guidance services (Bulantika, Wibowo, & Jafar, 2018).

Group guidance is a guidance technique that seeks to help individuals to achieve optimal development by the abilities, talents, interests, and values that are adopted and implemented in group situations. Group guidance is intended to prevent problems arising in students and develop students' self-potential. Group guidance is a discussion group activity that supports the personal development and social development of each individual in the group, as well as improving the quality of cooperation in groups for various purposes that are meaningful to participants.

Teacher professionalism must be supported by several factors including 1) Attitude of high dedication to the task, 2) Attitude of commitment to the quality of processes and work results and 3) Attitude of continuous improvement, which is always trying to improve and update its work methods, by the demands era based on a high awareness that the task of educating is the task of preparing the next generation who will live in the future. Group guidance services are intended to enable students to jointly obtain various materials from resource persons (especially supervisors) that are useful for daily life both as individuals and as students, family members, and the community (Harsono, 2018). Group guidance is a guidance and counseling service provided to individuals to discuss issues or general topics broadly and in depth that is useful for group members. The primary

function of the guidance service supported by group guidance is twofold, namely the purpose of understanding and development with the elaboration as follows.

- a. The function of understanding, namely the role of guidance and counseling, helps the counselee to have an understanding of himself (his potential) and his environment (education, work, and religious norms). Based on this understanding, the counselee is expected to develop his potential optimally and adapt himself to the environment dynamically and constructively.
- b. The development function, namely the role of guidance and counseling that is more proactive than other services. Counselors continuously strive to create a conducive learning environment, which facilitates the development of counselee. Counselors and other school personnel in synergy as teamwork collaborate or work together to plan and implement mentoring programs systematically and continuously to help counselees achieve their developmental tasks.

There are two types of group guidance services that can be developed, namely free groups and task groups. The difference is only on the topic of the discussion. Group members in the group are free to carry out activities that do not get a specific assignment. In the implementation, there is no preparation for topics to be discussed. The application of the group leader provides the opportunity for all group members to determine the direction and content of the activity.

In task groups, group members are given the task of determining the topic to be discussed in group guidance activities (Putra, Alizamar, & Yendi, 2020). The

group or outside parties can provide the job. In organizing free group guidance, group leaders allow their members to determine together what topics will be discussed in the group guidance activities(Wulandari, Suhertina, & Nirwana, 2020). While organizing group task guidance topics, in its implementation, the group leader determines the issues to be addressed in group guidance activities.

Group guidance activities take place in several stages. There are four stages of events that need to be passed in the group counseling activities, namely:

- 1) the stage of formation, namely the scene to help the crowd of several individuals into one group that is ready to develop group dynamics in achieving common goals,
- 2) the transition stage, which is the stage to transfer the initial group activities to the next activities which are more directed towards achieving the group's goals,
- 3) phase of events, scenes of "core activities" to discuss specific topics, and
- 4) termination stage, which is the final stage of events to look back at what the group has done and achieved, and to plan further activities

3. Student Interest in Group Guidance Services

Interest is the most critical issue in education, mainly when it is associated with one's activities in daily life. The interest in a person will give an idea in activities to achieve a goal. Attention is a desire that is owned by someone consciously. This interest encourages a person to acquire specific subjects, events,

understanding, and skills for recognition or achievement desired by someone. Interest also relates to a person's feelings about liking or liking an object or activity. Various facilities in the form of facilities and infrastructure, both at home, at school, in the community, learning tools, weather conditions, and study time used by students.

These facilities or infrastructure have positive and negative influences and determine the level of student learning success (Barrett, Treves, Shmis, Ambasz, & Ustinova, 2019). Means are all things that are directly related to students and support the smooth and successful learning process of students, which includes learning media, learning tools, school supplies, and others. At the same time, infrastructure is everything that is not directly related to students but can support the smooth and successful learning process of students, which includes the path to school, school lighting, restrooms, and so forth. Group guidance is an activity carried out by a group of people by utilizing group dynamics.

In group guidance train children to solve anything that can be discussed in the dynamics of the group, both obstacles being experienced by the child, as well as sharing the experience of someone against other group members to be a reference or background also for those who are in the group to develop the capabilities they have (Shechtman, 2017). Group guidance is one of the skills through the formation of groups that are specific to the needs of guidance services. Group guidance is one of the guidance techniques that strives to help individuals achieve their development, automatically following their abilities, talents, interests,

and values that are adopted and implemented in group situations. Through group guidance, children can develop their potential, including in their interest in learning. Where in group dynamics, children can learn new things that they do not know but have experienced by other group friends, and this can help them to increase their interest in group guidance services.

C. CONCLUSIONS

To trigger enthusiasm and enthusiasm among students towards guidance and counseling service activities in schools, school counselors must have competencies supported by several factors, including 1) Attitude of high dedication to their duties, 2) Attitude of commitment to the quality of processes and work and 3) The attitude of continuous improvement, which is always trying to improve and renew its work methods, by the demands of the times based on high awareness that the task of educating is the task of preparing the next generation who will live in the future era. Group guidance services are intended to enable students to jointly obtain various materials from resource persons (especially supervisors) that are useful for daily life both as individuals and as students, family members, and the community.

DAFTAR PUSTAKA

Barrett, P., Treves, A., Shmis, T., Ambasz, D., & Ustinova, M. (2019). *The Impact of School Infrastructure on Learning: A Synthesis of the Evidence*. The World Bank.

- Brown-Rice, K., & Furr, S. (2016). Counselor Educators and Students with Problems of Professional Competence: A Survey and Discussion. *Professional Counselor*, 6(2), 134-146.
- Bulantika, S. Z., & Sari, P. (2019). The Effectiveness of Assertive Training Techniques and Thought-Stopping Techniques to Increase Student Assertiveness Ability. *Biblio Couns: Jurnal Kajian Konseling Dan Pendidikan*, 2(3), 109-116.
- Bulantika, S. Z., Wibowo, M. E., & Jafar, M. (2018). Group Counseling with Systematic Desensitization Techniques and Thought-Stopping Techniques to Reduce Social Anxiety. *Jurnal Bimbingan Konseling*, 7(2), 106-112.
- Dev, M. (2016). Factors Affecting the Academic Achievement: A Study of Elementary School Students of NCR Delhi, India. *Journal of Education and Practice*, 7(4), 70-74.
- Harsono, A. D. (2018). The Influence of Group Guidance Services in Developing Positive Self Concept. *PROCEEDING INTERNATIONAL SEMINAR*.
- Liberati, R., & Braun, E. (2018). Counselor competence with male body image disturbance. *Alabama Counseling Association Journal*, 42(2).
- Mesters, I., van Keulen, H. M., de Vries, H., & Brug, J. (2017). Counselor competence for telephone Motivation Interviewing addressing lifestyle change among Dutch older adults. *Evaluation and Program Planning*, 65, 47-53.
- Pranoto, H., Atieka, N., Wihardjo, S. D., Wibowo, A., & Nurlaila, S. (2016). Group Guidance Services with Self-Regulation Technique to Improve Student

- Learning Motivation in Junior High School (JHS). *Educational Research and Reviews*, 11(24), 2146–2154.
- Purwoko, B., & Fitriyah, F. K. (2017). Narcissism and Aggression in Counselor Candidates: A Challenge for Counselor Education in Indonesia. *9th International Conference for Science Educators and Teachers (ICSET 2017)*. Atlantis Press.
- Putra, B. N. P. N., Alizamar, A., & Yendi, F. M. (2020). The Effect of Group Guidance Services on Student Identity in the Department of Education Administrati. *Journal of Counseling, Education and Society*, 1(1).
- Rapp, M. C., Moody, S. J., & Stewart, L. A. (2018). Becoming a Gatekeeper: Recommendations for Preparing Doctoral Students in Counselor Education. *Professional Counselor*, 8(2), 190–199.
- Shechtman, Z. (2017). *Group counseling and psychotherapy with children and adolescents: Theory, research, and practice*. Routledge.
- Swazo, R., & Celinska, D. (2018). Multilingualism in Counselor Education and Human Services Professionals: Implications for a New Training Paradigm. *Michigan Journal of Counseling: Research, Theory and Practice*, 43(1), 1.
- Taştan, S. B., Davoudi, S. M. M., Masalimova, A. R., Bersanov, A. S., Kurbanov, R. A., Boiarchuk, A. V., & Pavlushin, A. A. (2018). The impacts of teacher's efficacy and motivation on student's academic achievement in science education among secondary and high school students. *EURASIA Journal of Mathematics Science and Technology Education*, 14(6), 2353–2366.

- Tate, K. A., Bloom, M. L., Tassara, M. H., & Caperton, W. (2017). Counselor Competence, Performance Assessment, and Program Evaluation. *Measurement and Evaluation in Counseling and Development*.
- Wulandari, E., Suhertina, S., & Nirwana, H. (2020). Effect of being active in participating in group guidance services on the independence of students. *Journal of Counseling, Education and Society*, 1(1).
- Young, J. R., Ortiz, N., & Young, J. L. (2017). STEMulating interest: A meta-analysis of the effects of out-of-school time on student STEM interest. *International Journal of Education in Mathematics Science and Technology*, 5(1), 62-74.