

Students' Perceptions of the Personality Competencies of Guidance and Counseling Teachers in High Schools

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ABSTRACT. Personality competency is one of the important things a teacher, including guidance and counseling teachers, have. The visible phenomenon is that there are still guidance and counseling teachers who do not have good personalities who support the implementation of guidance and counseling services in schools, which causes various perceptions towards the personality of guidance and counseling teachers. This research aims to reveal and describe students' perceptions of the personality competence of guidance and counseling teachers. This research was carried out at SMA Negeri 10 Medan using descriptive quantitative research with a positivistic paradigm. The population in *the* research was 210 class Data were collected using a perception scale regarding the personality of guidance and counseling teachers which was analyzed using descriptive analysis techniques. The overall research results of the research indicators obtained a percentage of 73.6% and were in the good category. So it can be concluded that students' perceptions of the personality competence of guidance and counseling teachers at this school are in the good category, meaning that guidance and counseling teachers have personality competence and quality so that it does not give rise to students having bad perceptions of guidance and counseling teachers at this school.

Keywords : Student Perceptions, Personality Competencies, Guidance and Counseling Teachers.

INTRODUCTION

Education is based on objective strive optimal individuals achieve their development. The number of individual problems must be given special attention to the school to alleviate these problems. Therefore, there must be cooperation between the school and all parties, especially in the field of guidance and counseling at the school .

The role of counseling is able to help students solve their problems from being disturbed to achieving optimal development. To make this happen, guidance and counseling services must be implemented A guidance counselor/counselor who is professional and has a pleasant personality because this is the most important factor in the services to be provided (Sisrianti et al., 2013) . In line with the opinion of Madinah & Jarkawi (2022) who say that in optimizing individual development to achieve their development, guidance and counseling teachers are required to have professionalism in order to be able to carry out management of guidance and counseling services. Guidance and Guidance Teachers as spearheads of implementation who work professionally and have good personality competence, it is certain that all individuals who have the status of being the target of their services can do so developing personal potential and enjoying the meaning of counseling . The potential of students who develop optimally can carry out effective daily activities (Sari , Neviyarni & Yarmis, 2021)

Counseling is not carried out by trial and error, but with certain abilities . So that guidance counselor /teacher must use ethics special in carry out the task , to make it easy understand , appreciate and implement it (Jumrawarsi, J et al., 2021) . Guidance and Guidance Teachers are educators who help students with problems at school (Netrawati et al., 2018) . The guidance counselor/teacher helps someone with orientation on personal, learning, social , career and other aspects in order to achieve optimal development (Hariko, 2016) .

Working as a guidance and counseling teacher directly relates to individuals from various backgrounds (Salistrama, 2020) . Therefore, the importance of competent personal qualities in guidance and counseling teachers in optimizing student development after completing counseling services. According to FJ Monks & Knoers, it is the job of guidance and counseling teachers to help develop students' abilities. Developing refers to efforts towards a perfect direction that is not easy to repeat (Endriani & Karneli, 2020) .

Prayitno said that counselors are responsible for planning and following up on guidance and counseling services to the students they are responsible for (Agustina et al., 2019) . The counselor's work influences the lives of many people (Hariko & Ifdil, 2017) . Therefore, it is necessary to have academic and professional competence as an integral part, as stated in National Education Government Regulation No. 27 of 2008 there are four competencies that counselors must have, including pedagogical, social, personality and professional competencies.

The novelty in this research is that this research focuses on personality competence. Explained more clearly in Law no. 14 of 2005 article 10 paragraph 1 that personality competence is the ability of a personality that is stable, has noble character, wisdom and authority and is a role model for students . According to Fachruddin, S & Ali (2011) stated that personality competency is one of the competencies relating to behavior that is based on noble values that are visible and must be present in a teacher on a daily basis. In this case, it means that you are required to have good personality competence and quality. Having faith and devotion to God Almighty, respecting, upholding human values, individuality and freedom of choice, integrity and a stable, strong personality and high performance quality are the personalities that must be present in guidance and counseling teachers in terms of personality competency.

The profile of a guidance and counseling teacher who has good personality competence must be a role model for students, so he must appear as a good person, not just on the outside but also on the inside. This personality is the result of an individual's image. So the better the guidance and counseling teacher's personality when handling problems, the better the individual's views or perceptions of the guidance and counseling teacher will be. However, what happens is that guidance and counseling teachers in schools do not have the personal qualities that are expected and most of them are not competent in their fields so that their goals do not work effectively. This causes students' perceptions of guidance and counseling teachers to emerge. The negative image of guidance and counseling among students makes students afraid and not use counseling services at school. According to Prayitno & Erman , the idea is that counselors become school police who guard and enforce school order, discipline and security. This is evidence that students think that those who violate school order must face the guidance and counseling teacher. As an example of a bad personality, counselors create an image and give rise to many assumptions that being a guidance counselor is feared and looked down upon by students. So there is less interest in counseling with guidance and counseling teachers (Stiyowati et al., 2013) . According to Juntika (2009) , not many students want to come to the BK room , not because the BK teacher has minimal knowledge about BK science. but because they have the impression that the guidance and counseling teacher is bitchy , unfriendly and so on.

Starting from this, good personal qualities of guidance and counseling teachers or counselors are really needed so that there is no perception among students . Because the

counselor's personality has an influence on the results of counseling. Personally encouraging and growing other people is one of the counselor's personalities which also influences the success of counseling. The most important part is a counselor who is effective in counseling (Corey, 2005). The personal qualities of the counselor are: Characteristics related to personality determine the effectiveness of a counselor compared to the education and training they receive (Willis, 2007) . The quality of the counselor's personality in daily attitudes and behavior is also an important asset in implementing effective counseling services. This is because the quality is high, the counseling process can be successful according to the desired goals, while the rest is determined by the use of techniques. Therefore, this means that it is important to have a quality personality (Putri, 2016).

However, what happened was that the counseling process did not go well because several factors, one of which is counselors are incapable of warmth, familiarity, empathy, untrustworthiness and so on. There are also counselors who don't have any a lot of time or have other activities when counseling is carried out. Whereas, A qualified counselor must build a good relationship with the client. A counselor's good personal qualities will provide a reflection of positive values that help the counselor explore and identify the problems faced by the counselee. So that there is no negative perception towards guidance and counseling teachers.

Based on the results of initial interviews with several students at SMA Negeri 10 Medan, it was stated that guidance and counseling services were running but were not optimal. This happens because students cannot view the overall guidance and counseling services positively. The phenomenon found is that they are afraid, lazy and do not want to take part or play an active role regarding counseling services in schools. They also think that BK is a special section for students who have problems such as being late, truancy, fighting, smoking and others . This resulted in his reluctance Students have a problem with the guidance and counseling teacher because later they will be considered problematic students. One of the contributing factors is that students perceive that guidance and counseling teachers have aggressive personality competencies towards students when solving a problem. Because students do not fully understand the guidance and counseling services or the personality of the guidance and counseling teachers at school. Therefore, researchers are interested in studying students perceptions of the personality competencies of guidance and counseling teachers at SMA Negeri 10 Medan.

METHODOLOGY

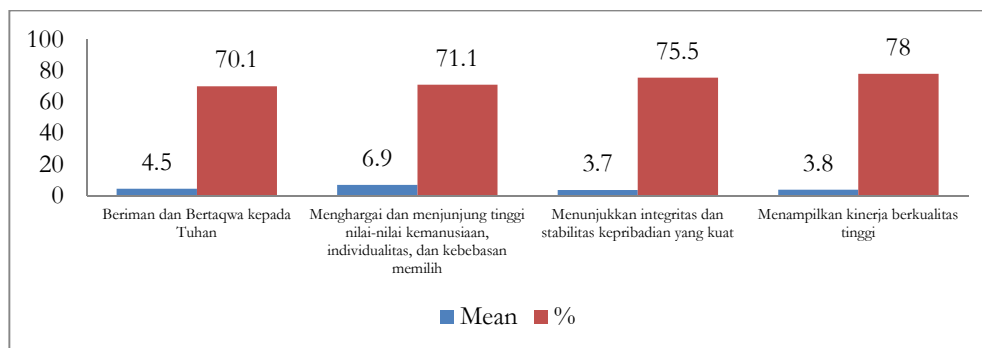
This research is descriptive quantitative research with a positivistic paradigm. With the aim of the research to reveal and describe how students perceive the personality competence of guidance and counseling teachers carried out at SMA Negeri 10 Medan. Quantitative research will later require numbers, from the data collected, the data interpreted and the results (Arikunto, 2002) will later obtain measurable information because it has basic data in producing information (Firman, 2018) . The descriptive analysis method is a method of researching groups of people, objects, atmosphere and events, while the aim is to be systematic, factual, accurate in describing, describing facts, characteristics and relationships, views, processes and the influence of the phenomena being studied (Nazir, 2014).

The population in the research was class XI students, totaling 210 people, where the research sample was 35 students. This sample was selected based on a *purposive sampling technique*. This technique is a technique for taking research subjects based on consideration of the focus of the research objectives (Arikunto, 2006). The data collection technique uses a perception scale towards Bk teachers. This scale is implemented by asking questions or statements to respondents. The scale used is efficient if the researcher knows the variables being measured and what is expected from the respondent. The data analysis technique uses descriptive statistical analysis. The data/scores obtained from respondents' answers are placed in table format, scored, added up and expressed in percentage form (Sugiyono, 2016).

RESULTS AND DISCUSSION

Based on the results of data processing, it can be seen from the percentage results in the graphic image below:

Figure 1. Graph of Overall Indicator Percentage Results



Based on the graphic image, it is shown that the aspect of faith and devotion to God is at a percentage of 70.1% in the good, respectful category. and upholding values lies at a percentage of 71.1% in the good category; the aspect of integrity and personality stability is at 75.5% in the good category; the aspect of showing high quality performance is at a percentage of 78.0% in the good category. Overall, it was obtained and analyzed that students perceptions of the personal competence of guidance and counseling teachers occupied a percentage of 73.6% which was categorized as good. This means that perception 35 student on the personal competence of guidance and counseling teachers in the good category. Therefore, overall, guidance and counseling teachers at this school mean that they have and master personality competencies and are able to implement them in carrying out guidance and counseling services at school.

In connection with the results of the research carried out, in the process of professional development a teacher can : (1) improve the professionalism of teachers, (2) maintain and provide impression of a good reputation within the scope of the work environment and society, (3) upholding the professional code of ethics, (4) Participating in upgrading, courses, training, seminars, workshops regarding improving teacher duties, (5) providing services to individuals as well as the community in the field n yes, (6) participate in professional organizations, in addition, professional organizations in other parties as place in members' self-development , (7) training the ability to activate the processes of the learning and service system components and (8) upholding the noble values of the nation and religion adhered to (Firman, 2009). This is the importance of competence in each teacher, especially the personality competence of guidance and counseling teachers which is a stable, steady, personal ability . mature, wise , authoritative, and an example for students with noble character (Hikmawati, 2012). Lubis (2011) believes that there are 3 characteristics that a guidance and counseling teacher must have, namely: 1). Congruent; where thoughts, feelings and experiences must be in harmony. 2). *Unconditional Positive Regard*; where the BK teacher is able to accept whatever the client's situation is. 3). Empathy; BK teachers are able to understand other people from any angle.

In this regard, this means that guidance and counseling teachers are required to not only understand guidance and counseling services but must be able to implement the implementation of guidance and counseling services. The quality of the service is determined by how well the guidance and counseling teacher's performance applies his or her personal competencies. Mulyasa (2008) said that teachers must have noble morals, because they are advisors to their students. This means that guidance and counseling teachers must be able to be and provide role models for their students at school. According to Kunandar (2011) , students like the democratic nature of guidance and counseling teachers, meaning they give students freedom within certain limits. This

also means that it is not authoritarian towards students, for example during individual counseling the guidance and counseling teacher gives them the freedom to make decisions for themselves apart from certain rules.

CONCLUSION

Based on the research results, it was found that overall students' perceptions of the personality competence of guidance and counseling teachers at SMA Negeri 10 Medan were in the good category. This means that after deeper research, students at this school have a good perception of the personality competence of guidance and counseling teachers and this also concludes, meaning that guidance and counseling teachers have good personality competence in carrying out guidance and counseling services at this school. In this case, it is recommended that guidance and counseling teachers should further improve their personality competencies so that they will become professional and very good quality guidance and counseling teachers, especially in the implementation of services and will not give rise to students having negative perceptions of guidance and counseling teachers.

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