

Students' Perceptions of Social Competence of Guidance and Counseling Teachers

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ABSTRACT

Each individual's perspective will provide different meanings that are influenced by the individual's own condition. This study aims to determine how students perceive the social competence of BK teachers at SMP Negeri 4 Banda Aceh and what efforts are made to develop the social competence of BK teachers at SMP Negeri 4 Banda Aceh. The method used in this study is descriptive qualitative, while the data collection technique used in this study is the interview technique. The subjects of the study were 1 BK teacher and 6 students of SMP Negeri 4 Banda Aceh consisting of class VIII and class IX. The results of the study showed that students' perceptions of the social competence of BK teachers in terms of attitude, communication, socializing with students, fellow educators, parents and the community are good, this can be seen from the attitude of BK teachers who are positive, firm, have a pleasant personality, are friendly and are able to establish good cooperation with educators, parents and other communities. Efforts that can be made by BK teachers in developing their social competence are by maximizing the provision of services even though they are constrained by the limited time given at school, namely by developing creative service programs online (online) such as creating online services by utilizing technology such as zoom, WA, and so on.

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1. INTRODUCTION

This definition means that students assess a teacher regarding the social attitude of BK teachers when in class or outside the classroom. Therefore, the way of looking at someone with a certain situation is called perception (Fithriyana, 2020). BK teachers/counselors as a profession must be fulfilled in an effort to equip students to achieve optimal self-development (Mouse, 2020). The development of BK is specifically focused on displaying high performance to service targets. The competence of BK teachers is developed by referring to the view of human nature. The example of BK teachers in displaying performance that is able to foster public trust so that this profession becomes a profession that is used for its existence. The main task of BK teachers is to help students to solve student problems both personal

and social. For this reason, a BK teacher must have competency standards. Competence is very important for counselors because counselors who have competence will give birth to confidence in the client to ask for counseling assistance from counselors (Afiffah, Lestari, Mujib, & Anjarsari, 2023).

In the regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Academic Competency Standards and Competency of Elementary/MI, Junior High School/MTS, and High School/MA teachers with a minimum diploma of four (D-4) or bachelor (S-1). In this PMPN, it is also stated that: "Teachers must master four main competencies, namely pedagogical, personality, social, and professional. These four competencies are integrated in teacher performance. In accordance with the regulation of the minister of education, a BK teacher/counselor must have four competencies, one of which is social competence which is no less important than other competencies. The social competence of BK teachers is a form of behavior that is shown through a contextual interaction process. Social interaction or reciprocal relationships between teachers and students are the main requirements for the ongoing teaching-learning process, especially the Guidance and Counseling program (Hariyanto, 2018). The interaction in this event has a broad meaning, not only the relationship between BK teachers and students, but also the social interaction of BK teachers with the school community. Interaction in this case also does not only occur in the classroom, but also social interaction outside the classroom (Rini, Justitia, & Setiawaty, 2016).

BK teachers in schools as implementers of guidance and counseling services need to know how students perceive the social competence of BK teachers. Because BK teachers always interact or relate to the school community, especially with students (Defriansyah, Aprilia, Putra, Nural, & Wahyudi, 2023). If a BK teacher succeeds in acknowledging skills and abilities in good social interaction with students and the entire school community, it will provide a positive outlook/perception, in other words, students will not view BK teachers as scary, unfriendly, only to overcome students who have problems and other negative views about guidance and counseling (Fithriyana, 2020). In daily life, students are never separated from the activities of observing, assessing, and feeling various events that occur in the school environment so that the results of observations involving the five senses will produce positive and negative observational responses/reactions. Therefore, the social competence of BK teachers can be known through students' perception of the teacher.

Some of the results of the study explain the students' perception of the competence of BK teachers. Based on the research of Istia Handayani (2014), *The Relationship between Students' Perception of Social Competence of BK Teachers and Students' Interest in Participating in Individual Counseling Services at SMAN 2 Padang*. The writing in this thesis is to look at the relationship between students' perception of the social competence of BK teachers and students' interest in participating in individual counseling services at SMAN 2 Padang. The results of this study show that 1) students' perception of the social competence of BK teachers is relatively good, 2) students' interest in participating in individual counseling services is quite high, 3) there is a significant relationship between students' perception of social competence of BK teachers and students' interest in participating in individual counseling services. In this case, it is hoped that BK teachers can develop their social competence and be able to increase students' interest in participating in individual counseling services. The research conducted by Rian Kurniawan, *Social Competency of Aqidah Akhlak Teachers at MTS Negeri Seyegan Sleman*, the research in this thesis is to find out how the social competence of Aqidah Akhlak teachers at MTs Negeri Syegen Slemen and the efforts of aqidah akhlak teachers in developing teachers' social competence. There are still many obstacles or problems in this study experienced by several schools, including MTs Negeri Seyegan Sleman, which still lack to apply teachers' social competence to students, fellow teachers, and the community. While the research by Rina Sari, *Social Competence of Guidance and Counseling Teachers in Group Guidance Services at SMKN 1 Labuhanhaji*, the research in this thesis is to find out the application of the social competence of guidance and counseling teachers to students at SMKN 1 Labuhanhaji, and the communication of guidance and group counseling teachers and the obstacles experienced by guidance and counseling teachers in guidance and group services. The results of this

study show that BK teachers communicate orally, in writing and sign with students, get along effectively with students, are open, empathetic, supportive and positive.

Based on the researcher's provisional observation, on January 30, 2025, that at SMP Negeri 4 Banda Aceh, there are still students who do not understand the existence of Guidance and Counseling still consider BK as a place to vent and solve student problems. Some students are still reluctant to go to the BK room when there is a problem, when called by the BK teacher they will come to the BK room. This is due to the lack of interaction or intense approach between BK teachers and students. Looking at the current phenomenon, the interaction between BK teachers and students is very limited due to the lack of adequate BK hours in some classes and the lack of counselors in schools. Moreover, there is only 1 BK teacher at SMP Negeri 4 and is appointed as homeroom teacher, therefore the interaction between BK teachers and students is not as effective as it should be and not all services are implemented. Ideally, BK teachers in schools must be in accordance with the number of students at the level so that they can be more affordable. In essence, BK teachers are students' best friends, therefore to make students feel comfortable, safe, open and eliminate bad assumptions about BK, a better approach and interaction is needed. When a person begins to establish a good relationship with his social abilities, it will facilitate the development of the relationship into a close relationship so that it will create trust and openness by not only looking from one side. Because people in general will trust other parties because of their competence, be it personal, social, professional, and pedagogical competence.

This study aims to find out how students' perception of the social competence of Guidance and Counseling (BK) teachers at SMP Negeri 4 Banda Aceh, as well as to identify the efforts made by BK teachers in developing their social competence. The benefits/impact of the research are expected to be material for reflection and evaluation to improve the quality of social interaction with students and improve the image of BK services in schools, as well as a reference in the development of similar studies related to teacher competence and student perception.

2. METHODS

The method used in this study is a descriptive qualitative research method (Pahkeviannur, 2022). The subject of the study is because the subject of the research is the target to research about students' perception of the social competence of BK teachers at SMP Negeri 4 Banda Aceh. The subjects in this study are students in grade IX and grade VIII consisting of classes IX-1, IX-2, IX-3 and classes VIII-1, VIII-2, VIII-3. A total of 6 students with 1 subject taken in each class using random sampling techniques and 1 BK teacher. This study uses the Descriptive Qualitative, which is a method that aims to describe and explain phenomena that occur in depth based on data obtained from the field. This research does not use numbers or statistics, but rather emphasizes the meaning, understanding, and experience of the subject to a phenomenon. The data collection technique is carried out through In-depth interviews, thus allowing researchers to dig up information directly and openly from the informants regarding their perception of the social competence of BK teachers.

The determination of the research subject was carried out by random sampling technique, which is a random sampling of the population of students in grades VIII and IX at SMP Negeri 4 Banda Aceh. The research subjects consisted of 6 students, one person each from each designated class and one BK teacher. The interview was conducted directly with semi-structured interview guidelines to remain flexible but directed according to the focus of the research. The data obtained is then analyzed qualitatively through the stages of data reduction, data presentation, and conclusion drawn.

3. FINDINGS AND DISCUSSION

Based on the results of data collection in the field, the researcher found several things related to students' perception of the social competence of BK teachers at SMP Negeri 4 Banda Aceh. The data source in this study is with 6 students consisting of grades VIII and IX and 1 BK teacher, which was held on Thursday, March 13, 2025 at 10.15 WIB. The sample represents each class (VIII/1, VIII/2, VIII/3, IX/1, IX/2, IX/3). The data analyzed can be described in the following interview results: 1) Able to

communicate and get along effectively with students; The first question that the researcher asked the students was what they thought of the BK services provided at SMP Negeri 4 Banda Aceh. The researcher can conclude that BK teachers take the time to provide services and are professional in their duties. Although constrained and limited by the movement of space and time due to the outbreak that has hit in the last 2 years. BK teachers have tried to introduce BK and BK services to students. However, the obstacles that are obstacles for BK teachers in the implementation of services, but still BK teachers are obliged to provide BK services to students at least once a month. The second question that the researcher asked the students was what do you think about the attitude of the BK teacher with the students: Based on the answers from the students, the researcher can conclude that the BK teacher has good social skills and is quite qualified to be a good and fun school counselor.

The third question that the researcher asked the students was what do you think about the attitude of the BK teacher when talking to you and other students: the researcher can conclude that the BK teacher has a fair, friendly, polite attitude and good listening, from all the students' answers reflect the positive value of the BK teacher. In social competence, a teacher is required to communicate well, not only limited to students who are part of the learning process in the classroom and fellow educators, but also to communicate with education staff, parents, and the surrounding community who are also part of educational institutions that create a conducive atmosphere in the teaching and learning process and the establishment of continuity between what is taught in the classroom and the scope of family and society for the sake of achieving educational goals. The fourth question that the researcher asked the students was what do you think about the attitude of the BK teacher when in the classroom and outside the classroom: then the researcher can conclude that the BK teacher is a friendly person and as he is there is no difference in the classroom and outside the classroom. A disciplined attitude towards students makes students aware that any teacher will do the same when it comes to learning. It is not because BK teachers deliver non-formal lessons that students can behave in a way that underestimates the lessons given.

Able to communicate and get along effectively with fellow educators and educators; Based on the results of the researcher's interviews with students, there are several cooperative relationships between BK teachers, namely: Guidance and counseling teachers establish good cooperation with other teachers, BK teachers in handling student problems. Students come to the homeroom teacher if the homeroom teacher has not been able to help the student's problems, then continue to the BK teacher, then the BK teacher analyzes the student in collaboration with the homeroom teacher. Guidance and counseling teachers exchange opinions and discuss with teachers, homeroom teachers, and subject teachers in solving problems faced by students.

Based on the answers from the students, the researcher can conclude that the BK teacher has good cooperation, both with the homeroom teacher and the subject teacher who needs his help. There is an SOP that is running, namely, homeroom teachers do not immediately bring students with problems to BK, but try to solve them first, when the problem is not over, they are directed to guidance and counseling.

The second question that the researcher asks students is what do students think about how to communicate and get along with other teachers, the researcher can conclude that BK teachers establish good friendships and friendships with all teachers, as well as school officials. The position of BK teachers is as important as mapel teachers and homeroom teachers. In order for the smooth process of guidance and counseling relationships with peers, BK teachers need to pay attention to it. According to Arikunto, social competence requires teachers to have social communication skills with students, fellow teachers, school principals, administrative employees, and even with community members. In associating with teachers and colleagues, you should: Be honest and straightforward and equal; Always give advice and advice in order to grow their respective positions; Solving problems together; Help each other and be tolerant; Prevent sensitive conversations with fellow teachers; Able to communicate and get along effectively with parents/guardians of students and the surrounding community.

The first question that the researcher asked the students was how the relationship between BK teachers and the parents of students and the school community and the researcher can conclude that BK teachers are quite friendly to anyone. Individuals who can cooperate by involving students' parents related to student development. The participation of teachers and parents will create awareness and ability on how to educate oriented towards character formation which can be seen from changes in students' attitudes, behaviors, and knowledge. This can work well if teachers and parents build continuous communication.

The results of interviews with BK teachers at SMP Negeri 4 Banda Aceh show that efforts to develop the social competence of BK teachers can be carried out in various ways. The following are the results of an interview with a BK teacher at SMP Negeri 4 Banda Aceh, namely with NA's mother which was held on Tuesday, January 25, 2022 at 09.30 WIB. In accordance with the social competence of BK teachers, namely communication with teachers and parents, will create awareness and ability on how to educate oriented towards character formation which can be seen from changes in attitudes, behaviors, and knowledge patterns of students. This can work well if teachers and parents build continuous communication.

Based on the results of interviews with students at SMP Negeri 4 Banda Aceh with the topic of student perception of the social competence possessed by BK teachers, it can be concluded that BK teachers have very good social competence and become an example for anyone. Many students and teachers like the figure of BK teachers at SMP Negeri 4, BK teachers are known to be friendly, smiling, not arrogant and full of positivity.

Good social skills are not so easy for everyone, it takes a lot of interaction and learning from mistakes and the enthusiasm to keep practicing. Social competence of BK teachers is a process in which students become aware of the environment through the interpretation of data and their senses to provide an overview and build a relationship of social interaction between educators and members of the school community consisting of students, peers, and other members of the school community (Donosuko, 2022).

Services in Guidance and Counseling are a series of steps given to the client in response to the problem he or she presents to the counselor. As a professional counselor, always be in no hurry to provide what kind of services should be provided to clients (Mukhlisah, 2020). The counselor will try to understand at a glance what problems the client is experiencing and then determine what type of services should be provided to the client. This is the same as the treatment that the doctor does to his patients. The doctor does not immediately give the medicine to the client, but as soon as the patient comes and approaches the doctor, most doctors will ask what the complaint is experienced by the patient. Furthermore, the doctor will check the patient's body condition using various medical devices that have been provided in advance (Khawatim, 2020).

Based on the results of interviews with BK students and teachers at SMP Negeri 4, despite the obstacles of online learning and lack of personnel. BK teachers strive for students to get BK services at least in grade 7, they are introduced to what BK is, functions, objectives and principles to various kinds of services in BK. Often BK teachers run responsive services, namely services that are immediately handled, such as cases of problematic children brought by their homeroom teachers, children caught smoking and so on.

BK teachers also implement online consultation services using the WhatsApp application. Individual counseling is the most important form of service in the implementation of the client's problem alleviation function (Kusumawati & Astuti, 2022). Thus, individual counseling is the "heart of the heart". Another implication of the meaning of "heart and heart" is that if a counselor has mastered well what counseling services are, why and how they are (understanding, living and applying insights, knowledge and skills with various techniques and technologies), then it is expected that he can provide other guidance services without experiencing many difficulties.

Efforts of the BK Teacher Social Competency Development Program in Providing BK Services to Students, based on the results of interviews with BK teachers, there are several obstacles such as;

Students rarely get advanced BK services; Not all students get the opportunity to be given BK services at school; Students only get 1 BK service during grade VII. These results are relevant to the results of interviews from local BK teachers who are constrained in terms of personnel, space and time as well as the COVID-19 pandemic disaster that hit a year ago.

The efforts of the BK teacher's social skills development program in providing BK services to students based on social competence which indicates that BK teachers are able to embrace and protect students in any situation even though they are constrained in terms of providing services, but a BK teacher is able to perform well in trying to develop his social competence. According to the researcher, through creative and fun services like this, students can view BK teachers as fun, exciting people, so students become more interested, comfortable and change the wrong view or perception of BK which is only a place for children to have problems and a place to vent.

Online services do not require monotonous and tangible spaces. BK teachers can also give evenly even though there are no peer professional colleagues and sufficient time. However, the researcher also hopes that there will be additional personnel, which will maximize the performance of BK and can develop guidance and counseling services well in the school. In addition to building good social competence with students, BK teachers must also continue to develop social competence to their peers and their scientific fields.

In fact, all science is something that moves dynamically and aligns it with the development of the present times (Cahyaningrum, Artati, & M., 2024). Therefore, BK teachers can develop social competence and strengthen friendships with other colleagues through MGBK organizational activities. Be active in BK forums and participate in useful seminars and certifications. There is a need to improve and explore the potential for BK teachers in terms of solving problems experienced by students as a school counselor. The role of the Guidance and Counseling Teacher Conference (MGBK) is very important in improving the quality of education. Teachers who are members of the activity forum can exchange information about learning, with more information on food learning, the quality of the learning process will also increase. Learning will increase when the quality of teachers improves (SUJUTI, 2022).

A teacher can also improve competence by participating in scientific activities such as being active in scientific forums, seminars, workshops, congresses, conventions. In the implementation of the Guidance and Counseling Teacher Deliberation, competency improvement can be done with a practical methodical applied approach by exchanging information, sharing knowledge of counseling practices with colleagues, developing BK media, developing service modules, developing counseling communication skills and various topics related to Guidance and Counseling services in the Education Unit.

The goal of MGBK is to develop the creativity, innovation, professionalism of teachers and expand their horizons and knowledge. Subject teachers/supervisors will learn how to realize an effective teaching and learning process, and develop a classroom culture that is conducive to learning in the form of an atmosphere that makes participants feel happy, engrossed and able to educate students (Hariyanto, 2018). According to (Sulistiyowati, 2018) must have organizational development guidelines/standards. Development Standards that must be met by MGBK include organizational standards, program standards, management standards, facilities and infrastructure standards, human resource (HR) standards, financing standards, and also quality assurance standards.

BK teachers can further strengthen their relationship with students' parents through regular student evaluation meetings, in this meeting BK teachers can discuss solutions and agreements such as what can be done to students with problems, foster outstanding children, inform scholarships and tips for following them, and share education about the art of directing children (Hadi, Suwidagdho, & Ningsih, 2022).

4. CONCLUSION

Based on the results of the discussion that has been presented from the results of the research that has been presented in the previous chapter, it can be concluded that the students' perception of the social competence of BK teachers at SMPN 4 Banda Aceh both in attitude, cooperation, behavior and how to communicate is very good, this can be seen from the way BK teachers get along and communicate with students both in class and outside the classroom to be friendly, generalizing students to be firm, have a pleasant personality and maximize the provision of services to students even though they are hampered by time and circumstances, being able to establish cooperation between BK teachers and educators and educators and school committees, which is characterized by working together in solving student problems in accordance with the SOPs that have been set. Efforts that can be made in developing the social competence of BK teachers can be through creative service programs such as maximizing online services by making online consultations with current and exciting topics to discuss by utilizing technology such as zoom, WA, Telegram and so on so that students perceive BK as something fun, creative, create a positive impression, understand the needs of students even though the implementation of services is limited by time provided and limited counselors in schools, but BK teachers perform with quality in maximizing the provision of BK services outside of available school hours. The other efforts are by participating in MGBK organizational activities regularly in order to build social with fellow BK colleagues and often holding meetings with students' parents who discuss student development at school.

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