Indonesian Journal of Educational Science (IJES)
Volume 8 Nomor 3, November 2026 | **Page 121-137**
ISSN : 2622-6197 (Online)
ISSN : 2655-4402 (Print)
DOI : 10.31605/ijes.7056

MODEL OF STRENGTHENING COUNSELOR COMPETENCY BASED ON SCHOOL NEEDS AND CONDITIONS

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Received : 31-08-2026	**Accepted : 10-10-2026**
Revision : 05-09-2026	**Published : 13-11-2026**

Abstract
This research is directed to achieve the following objectives: (1) To recognize the competency aspects that need to be emphasized in the school counselor competency strengthening program, (2) To describe the problems experienced by school counselors in competency development, and (3) to recognize the form of capacity development that is assessed in accordance with the needs and circumstances of temporary counselors in Majene. This study uses a quantitative approach combined with a qualitative approach. The population of this study is school counselors who work in junior high schools, high schools, and vocational schools in Majene district totaling 256. The sample was taken as much as 25% of the population, which is 69 people and selected using proportional random sampling techniques. Data collection used questionnaires, interviews and FGDs. Data analysis included quantitative analysis with descriptive statistics and qualitative analysis. The results of the study show that (1) the high index of school counselors in Majene Regency to get reinforcement on all competency points covered by the ten core competencies of counselors, (2) the problems experienced by school counselors in Majene Regency. Cities in participating in the strengthening of competency activities, opportunities available for school counselors to participate in competency strengthening, lack of financial support, difficulty leaving duties due to the limitations of school counselors, (3) in order to strengthen competencies that are more in line with the needs and circumstances of school counselors, several things need to be considered, including: (a) the implementation time must be done at a time that does not interfere with the workload in the school; (b) using a school-based training model; and (c) the use of a combination of resource persons from universities and trained school counselor facilitators.

Keyword: Capacity Development, Counseling Guidance Competencies, School Supervisors

1. INTRODUCTION

Teachers play an important role in the progress of a nation. In this regard, one of the seven *targets and imperatives for education after 2015*, from Unesco, namely target 6 affirms: "By 2030, all governments ensure that all learners are taught by qualified, professionally trained, motivated and well-supported teachers" (Unesco, 2019). The teaching profession, including counseling guidance teachers in Indonesia, has gained momentum since the issuance of Law No. 14 of 2005 concerning Teachers and Lecturers. Teachers are formally defined and recognized as a profession in the law. As part of educators in schools, counseling guidance teachers or counselors are required to have qualifications and competencies that are in accordance with professional standards in the field of counseling.

In order to develop the quality of teachers in Indonesia, the Ministry of Education and Culture has developed and used a program called Continuous *Professional Development* (CPD). The PKB program is carried out in an integrated manner with the results of teacher performance assessments and at the same time continuous teacher career development. Continuous *carrier development* is an improvement effort that includes activities to prepare an individual for the advancement of his work, position, and life in a programmatic, integrated, and continuous manner (Ministry of National Education, 2022).

The demands and directions of standardization of the counseling guidance profession in Indonesia refer to the development of science and technology as well as the development of public needs for counseling guidance services. Competency standards are a measure of minimum abilities that include abilities, knowledge, skills, and attitudes that must be achieved, known, and proficient in carried out by counselors/counseling guidance teachers (BK). Based on the Regulation of the Minister of National Education Number 27 of 2008 concerning Academic Qualification Standards and Counselor Competencies, the competency standards of BK counselors/teachers are structured and grouped into four main competencies, namely pedagogical competence, personality competence, social competence, and professional competence. The scope and items of this competency are then determined based on, with a composition, as follows: (1) Pedagogical Competencies, with three core competencies, including: (a) mastering educational theory and practice, (b) applying physiological, psychological, and behavioral development of counseling, and (c) mastering the essence of guidance and counseling services in the path, type, and level of educational units. Personality Competencies include four core competencies, namely: (a) faith and fear of God Almighty, (b) respecting and upholding human values, individuality and freedom of choice, (c) demonstrating strong personality integrity and stability, and (d) displaying high-quality performance. Social Competence includes three core competencies, namely: (a) implementing internal collaboration in the workplace, (b) playing a role in the organization and activities of the guidance and counseling profession, (c) implementing collaboration between professions. Professional Competencies include seven core competencies, namely: (a) mastering the concept and practice of assessment to understand counseling conditions, needs, and problems, (b) mastering the theoretical framework and praxis of guidance and counseling, (c) designing guidance and counseling programs, (d) implementing comprehensive BK programs, (e) assessing the process and results of guidance and counseling activities, (f) having awareness and commitment to professional ethics, and (g) mastering research concepts and practices in guidance and counseling.

This research is directed to achieve several objectives as follows: (1) Recognizing the aspects of competence that need to be emphasized in the program to strengthen the competence of counseling guidance teachers, (2) Describe the problems experienced by counseling guidance teachers in the development of competencies so far, and (3) Recognize the form of capacity strengthening that is considered appropriate according to the needs and circumstances of counseling guidance teachers.

School counselors have unique training needs that are different from clinical mental health counselors (Kozlowski and Huss, 2023). They must be prepared to carry out functions in various roles to guide all students on aspects of academic, career, and social/personal development (Studer & Oberman, 2024). Therefore, counselors or counseling guidance teachers, as professional educators, are required to master competencies according to the professional competency standards of Indonesian counselors. According to the Regulation of the Minister of National Education Number 27 of 2008 concerning Academic Qualification Standards and Counselor Competencies, there

are four areas of competence that need to be mastered by school counselors in Indonesia, namely, pedagogical competence, professional competence, personal competence, and social competence.

The results of the analysis conducted by the Directorate General of Teachers and Education Personnel on the results of the 2025 teacher competency test (Directorate General of Teachers and Education Personnel, 2025), show an idea that the national average score is 56.69. The results are slightly above the targeted minimum competency standard (SKM) in 2015, which is 55.00, but it is still far from the target of the Strategic Plan of the Directorate General of Teachers and Education Personnel which is expected by the end of 2026, which is 80.

Research related to the competence of BK teachers has been reported by many researchers. Research by Lestari et al. (2021), shows that the professional competence of guidance and counseling teachers (BK) in the implementation of BK services at State Junior High Schools in Cilacap is relatively high. Jumail's research (2023) shows that the overall results of the professional competence of BK teachers in Padang City reach very high criteria. Research by Malik and Kurniawan (2015) shows that the level of understanding of counselors at SMA Negeri Pemalang Regency in 2014/2015 towards professional competence in counseling guidance services is in the high category (71%).

In terms of the use of technology by counselors in counseling guidance services, Creamer (2022) found that school counselors use technology for various tasks ranging from completing writing assignments to interactive services to student services. Counselors are also interested in participating in the development of competencies in the field of technology related to counseling guidance services.

Research on factors that affect the competence of teachers and school counselors has also been conducted by various researchers. Some of the factors that are considered to have a significant influence include: gender and age factors (Anbuthasan and Balakrishnan, 2023), work experience factors (Yon, 2021; Ismanto, 2021; Moyer and Yu, 2022), educational background factors (Ismanto, 2021; Mustaqim, 2023); Syaikhul Alim, 2021; Ivanova and Skara-Mincane, 2016), certification factors (Darling-Hammond, et al., 2021; and Chang, et al. 2024), as well as principals' leadership factors, teachers' attitudes towards their profession, and teachers' work motivation (Saripuddin, 2024).

2. METHODS

The research uses a quantitative approach combined with a qualitative approach. The research population is 256 counseling guidance teachers who work at the junior high, high school, and vocational school levels in Majene Regency. The sample was taken for 25% of the population, namely 69 people and was selected by *proportional random sampling technique* until a sample of 30 BK junior high school teachers was obtained, 23 high school / MA teachers, and 12 vocational school teachers. Data collection used questionnaire, interview and FGD techniques. Data analysis included qualitative analysis with descriptive statistics and qualitative analysis.

3. RESULTS AND DISCUSSION

3.1. Result

This research study includes three things, namely, an overview of the need for strengthening competence, an overview of problems in participating in competency strengthening, and a form of competency strengthening that is the right value for BK teachers. The following is a study of these two things.

3.1.1. Gambaran Kebutuhan Terhadap Penguatan Kompetensi

The results of the analysis of the inventory of needs show the following picture of results:

Core competency 1: Mastering educational theory and praxis. In the aspect of core competency 1, the results of the analysis show that the index of needs of BK teachers at all three levels of education is very high. All competency items proposed in core competency 1 all show a need index above 80%. The item with the highest need index is the competency "*Utilizing information and communication technology (ICT) tools and applications in BK services*" with a need index of 83.46 out of a maximum of 100. In the analysis of the match between secondary levels, it appears that high school teachers in this item, with an index of 89.13, followed by BK SMK teachers with an index of 84.09, while junior high school BK teachers only show a needs index of 79.41. The full results can be seen in Table 1 and Figure 1 below.

Tabel 1.
Core Competency Strengthening Needs Index 1 (on a Score Range of 1-100)

Competency Items	SMA	SMK	SMP	Grand Total
1. Utilizing information and communication technology (ICT) tools and applications in BK services	89.13	84.09	79.41	83.46
2. Implementing the principles of education in BK services	82.61	81.82	81.62	81.99
3. Applying cultural foundations in BK services	80.43	81.82	81.62	81.25

Source: Processed from Inventory Data Needs items 1 - 3



Figure 1. Core Competency Strengthening Needs Index Chart 1

Core competency 2: Amplify physiological and psychological development and counseling behaviors In the core competency aspect 2, the index of teacher needs for strengthening competence is also very high. The three competency items asked all obtained a need index above 81 or a very high category. The highest item is competency item point 5 (*Applying counseling personality rules in BK services*) with an index of 83.46, followed by point 4 (*Applying the rules of individual physical and psychological development in BK services*) with an index of 82.35, and point 6 (*Applying mental health rules in BK services*) with an index of 81.99.

In a comparative analysis between school levels, it appears that junior high school BK teachers show needs with a higher index than high school and vocational high school BK teachers in all competency items. The highest need index for high school BK teachers is competency item 5 followed by competency items 4 and 6. Meanwhile, SMK BK teachers show the highest need index in points 5 and 6 and then follow competency items 4. The results of the complete analysis can be seen in Table 2 and Figure 2, as follows:

Table 2. Core Competency Strengthening Needs Index 2 (on a Score Range of 1-100)

Competency Items	SMA	SMK	SMP	Grand Total
4. Applying the principles of individual physical and psychological development in BK services	79.35	79.55	85.29	82.35
5. Applying the rules of counseling personality in BK services	83.70	81.82	83.82	83.46
6. Implementing mental health rules in BK services	78.26	81.82	84.56	81.99

Source: Processed from Inventory Data Needs items 4 - 5

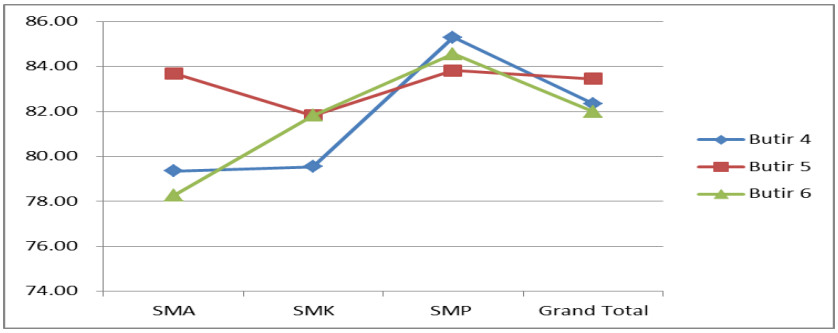


Figure 2. Core Competency Strengthening Needs Index Chart 2

Core competency 3: Mastering the essence of BK services in the path, type, and level of the Education unit The results of the analysis on the core competency aspect 3, as seen in Table 3 and Figure 3, show a very high competency strengthening need index. The highest need index is competency item 7 (*Understanding BK practices that are appropriate for various age groups*) with an index of 85.29., followed by item 8 (*Understanding the essence of BK in various types of education units (elementary, junior high, high school, and vocational* school) with an idenks of 82.72, and the lowest point 9 (*understanding the essence of BK services in non-formal education*) obtained an index of 78.68 or in the high category.

The need for junior high school BK teachers to get reinforcement is very prominent in competency item 7 with an index of 87.50, followed by point 8 with an index of 81.62, and 9 with an index of 76.47. High school BK teachers show the most prominent need index in points 8 and 9 (both with an index of 84.09) while in BK Vocational School teachers, the most prominent needs index is points 7 and 8 (both with an index of 83.70).

Table 3. Core Competency Strengthening Needs Index 3 (on the Score Range of 1-100)

Competency Items	SMA	SMK	SMP	Grand Total
7. Understand BK practices that are appropriate for different age groups	83.70	81.82	87.50	85.29
8. Understand the essence of BK in various types of education units (elementary, junior high, high school, and vocational school)	83.70	84.09	81.62	82.72
9. Understanding the essence of BK services in non-formal education	79.35	84.09	76.47	78.68

Source: Processed from Inventory Data Needs items 7 - 9

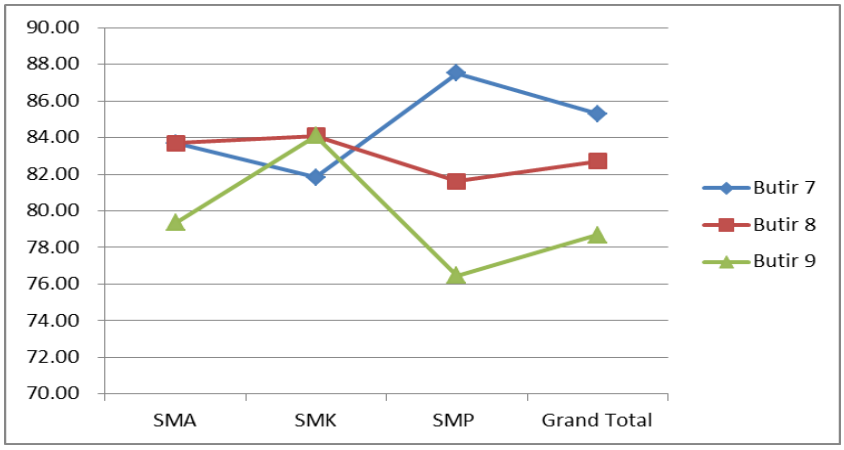


Figure 3. Core Competency Strengthening Needs Index Chart 3

Core competency 4: Mastering the concept and praxis of assessment to understand the condition, needs, and problems of counseling. In the aspect of core competency 4, the four competency items that were asked all obtained a very high needs index. The highest need index is shown in point 10 (*Compiling non-test data collection instruments (questionnaires, observation guidelines, inventory, etc.*) with an index of 90.58, followed by point 13 (*Analyzing, interpreting, and profiling the results of data collection instruments so that they are ready to be used in BK services*) with an index of 88.04; then point 11 (*Using various data collection instruments in the implementation of assessment of student problem characteristics and needs*) with an index of 87.32, and finally point 12 (*Using various data collection instruments in the implementation of assessment of school environment characteristics*) with an index of 85.51.

In point 12, there is a considerable difference between high school BK teachers (index 78.26, high) compared to vocational BK teachers (87.50 index, very high) and junior high school BK teachers (89.71, very high). In the other three competency items, BK teachers from the three school levels tend to show the same level of need index, namely in the very high category with an index above 85. The results of the complete analysis of the need index for core competency 4 can be seen in Table 4 and Figure 4 as follows.

Tabel 4. Indek Kebutuhan Penguatan Inti 4 (pada Rentang Skor 1-100)

Competency Items	SMA	SMK	SMP	Grand Total
10. Compile non-test data collection instruments (questionnaires, observation guidelines, inventory, etc.)	86.96	93.75	91.91	90.58
11. Using various data collection instruments in the implementation of assessment of the characteristics of problems and needs of students	85.87	85.42	88.97	87.32
12. Using various data collection instruments in the implementation of school environmental characteristics assessment	78.26	87.50	89.71	85.51
13. Analyze, interpret, and profile the results of data collection instruments so that they are ready to be used in BK services.	88.04	87.50	88.24	88.04

Source: Processed from Inventory Data Needs items 10 - 13

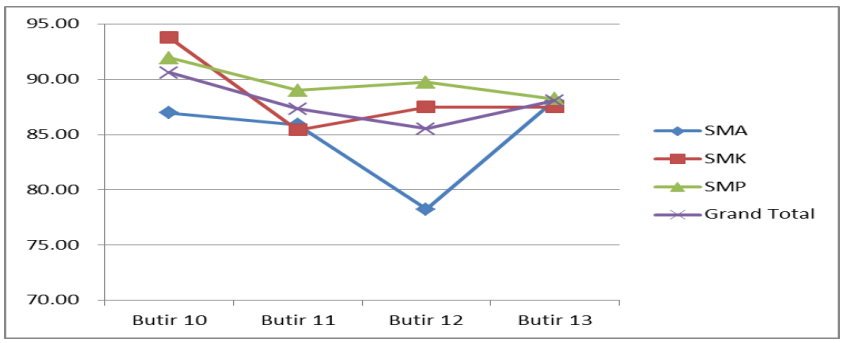


Figure 4. Index Chart of Core Competency Strengthening Needs 4

Core competency 5: Mastering the theoretical framework and praxis of BK. In the aspect of core competency 4, the five competency items asked all obtained a very high need index. Four out of five competency items received an index above 86 and only one item received an index of 81.16,

The highest index is shown in competency item 14 (*Implementing BK approaches/models according to counseling problems*) with an index of 89.49, followed by point 15 (*Implementing individual counseling service procedures* appropriately) with an index of 88.77, point 16 (*Implementing group BK service procedures appropriately*) with an index of 87.32, point 17 (*Implementing classical BK service procedures appropriately*) with an index of 86.59, and finally point 18 (*Implementing BK services that facilitate academic development of counseling*) with an index of 81.16.

Table 5. Core Competency Strengthening Needs Index 5 (on a Score Range of 1-100)

Competency Items	SMA	SMK	SMP	Grand Total
14. Applying the BK approach/model according to counseling problems	91.30	85.42	89.71	89.49
15. Implement appropriate individual counseling service procedures	86.96	89.58	89.71	88.77
16. Implement the group BK service procedures appropriately	85.87	87.50	88.24	87.32
17. Implement the classical BK service procedures correctly	83.70	87.50	88.24	86.59
18. Implementing BK services that facilitate academic development counseling	78.26	87.50	80.88	81.16

Source: Processed from Inventory Data Needs items 14 - 18

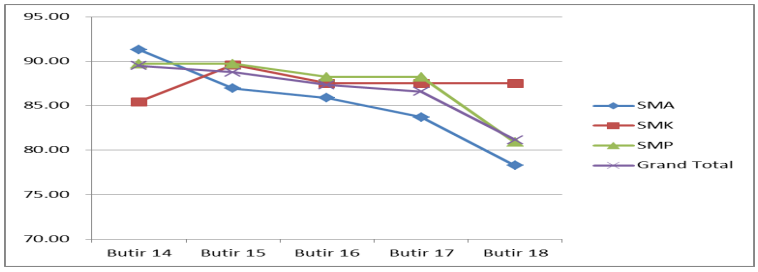


Figure 5. Core Competency Strengthening Needs Index Chart 5

Core competency 6: Designing guidance and counseling programs. The level of need for BK teachers to get reinforcement in the core competency aspect 6 is also very high. As seen in Table 6 and Figure 6, the need index on the five items asked is all obtained in atsa 87. Competency item 19 (*Compiling BK programs that are in accordance with the characteristics of student needs and the characteristics of the school environment*) received an index of 93.48, followed by point 22 (*Choosing and determining the right BK*

strategy/method/technique according to the problems and needs of students) with an index of 89.86, point 21 (*Preparing a plan for the implementation of BK services (RPL, satlan, RPBK) that are in accordance with the planned objectives and topics*) with an index of 88.04, then point 20 (*Describing the annual program of BK into a monthly and/or weekly operational plan*) with an index of 87.32, and point 23 (*Selecting and developing the media and tools needed in group and classical BK services*) with an index of 84.78.

Table 6. Core Competency Strengthening Needs Index 6 (on a Score Range of 1-100)

Competency Items	SMA	SMK	SMP	Grand Total
19. Developing a BK program that is in accordance with the characteristics of student needs and the characteristics of the school environment	93.48	91.67	94.12	93.48
20. Describe the annual program/semester of BK into a plan of monthly and/or weekly operational activities	85.87	89.58	87.50	87.32
21. Prepare a plan for the implementation of BK services (RPL, satlan, RPBK) that is in accordance with the planned objectives and topics.	84.78	91.67	88.97	88.04
22. Choosing and determining the right BK strategy/method/technique according to the problems and needs of students	90.22	87.50	90.44	89.86
23. Select and/or develop the media and tools needed in the implementation of group and classical BK services	90.22	83.33	81.62	84.78

Source: Processed from Inventory Data Needs items 19 - 23

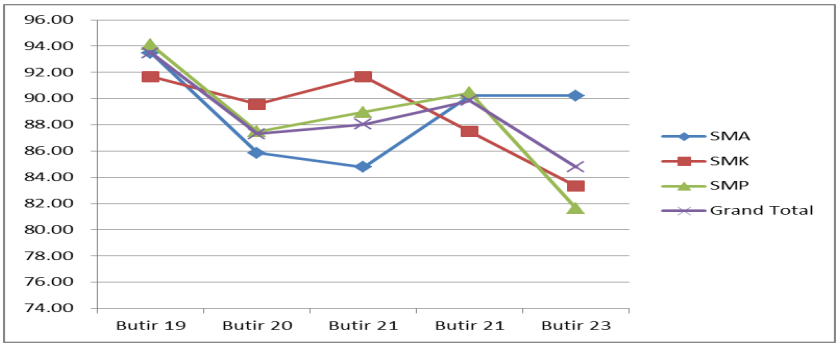


Figure 6. Core Competency Strengthening Needs Index Chart 6

Core competency 7: Implementing a comprehensive BK program. The need to strengthen capacity in the competency aspect related to the implementation of the BK program also shows a very high index. As seen in Table 5.1.7, of the seven items covered in this aspect, there are five competency items that get an index above 81 or a very high category, and there are two items that get an index score below 80 or a high category.

Table 7. Core Competency Strengthening Needs Index 7 (on a Score Range of 1-100)

Competency Items	SMA	SMK	SMP	Grand Total
24. Implementing BK services that facilitate the development of counseling careers	84.78	83.33	81.62	82.97
25. Implementing BK services that facilitate personal development (personal) counseling	79.35	85.42	85.29	83.33
26. Implementing BK services that facilitate social development of counseling	81.52	85.42	83.09	82.97
27. Planning and managing the needs of facilities in the implementation of the BK program	81.52	79.17	78.68	79.71

28. Planning and managing financing needs for the implementation of the BK program	88.04	79.17	83.82	84.42
29. Carry out a collaborative approach and consultation with teachers and principals in BK services	82.61	85.42	86.03	84.78
30. Establishing cooperation with the business world and other industries or institutions outside the school in the context of BK services	76.09	87.50	76.47	78.26

Source: Processed from Inventory Data Item Needs 24 - 30

The comparative analysis of the level of needs between school levels as seen in Figure 7, shows the alignment of the level of needs in competency items 24, 26, 27, and 29. However, there is a fairly high variation in the needs index score in items 25, 28, and 30. Junior high school BK teachers show the highest needs in point 29 and the lowest in point 30. High school BK teachers show the highest needs in point 28 and the lowest in point 30. Meanwhile, BK vocational teachers show the highest needs in point 30 and the lowest in point 28.

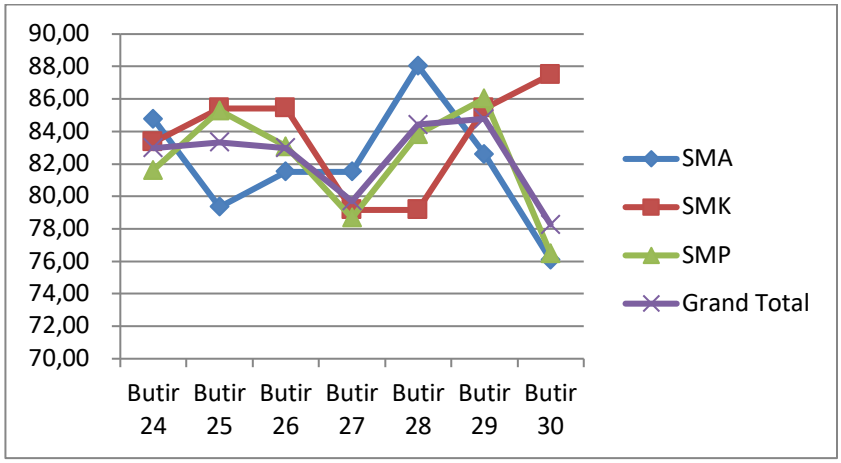


Figure 7. Core Competency Strengthening Needs Index Chart 7

Core competency 8: Assessing the process and results of BK activities. In the aspect of core competencies related to assessment and evaluation activities of the BK program, the index of the need for BK teachers to get reinforcement is also very high. As shown in Table 8, the six competency items in this aspect all get an index above 85. This shows the need to strengthen BK teachers in all competency items related to assessment and evaluation activities of BK services and programs.

Table 8. Core Competency Strengthening Needs Index 8 (on a Score Range of 1-100)

Competency Items	SMA	SMK	SMP	Grand Total
31. Compiling service success assessment instruments	85.87	85.42	84.56	85.14
32. Compiling an instrument for assessing the achievement of the BK program	85.87	89.58	86.76	86.96
33. Evaluate the results of BK services well	88.04	87.50	88.24	88.04
34. Evaluate the BK service process properly	88.04	87.50	89.71	88.77
35. Evaluate the BK program well	85.87	89.58	88.97	88.04
36. Using the results of the evaluation to revise and develop the BK program	89.13	89.58	82.35	85.87

Source: Processed from Inventory Data Needs items 31 – 36

In the comparative analysis of needs between levels as seen in Figure 8, the index of needs of BK teachers from the three school levels tends to be in the same direction in

points 31, 32, 33, 34, and 35. However, in competency item 36 there is a variation in needs where junior high school BK teachers show lower ideks than high school and vocational BK teachers.

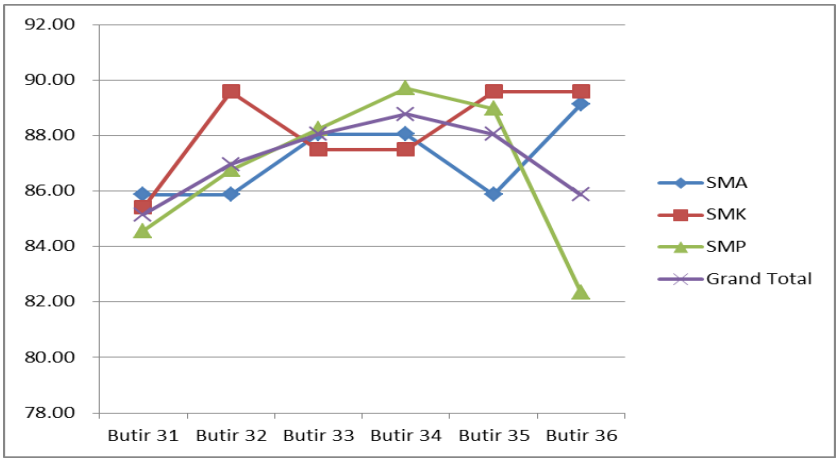


Figure 8. Core Competency Strengthening Needs Index Chart 8

Core competency 9: Have awareness and commitment to professional ethics. In the core competency aspect 9, the index of BK teachers' needs to get reinforcement is also very high. Of the six competency items asked, there are four items that get an index score that is in the very high category, one of which gets an index score of 91.30. The other two, namely points 37 and 40 are only in the high category. This shows the need to strengthen the capacity of BK teachers in competency items related to the aspects of awareness and commitment to professional ethics. Further data can be seen in Table 9 as follows:

In the comparative analysis of the needs index between BK teachers from the three school levels, as shown in Figure 9, it appears that there is a harmony in the index of BK teacher needs from the three school levels in all competency items.

Table 9. Core Competency Strengthening Needs Index 9 (on a Score Range of 1-100)

Competency Items	SMA	SMK	SMP	Grand Total
37. Carry out referral services to the right source of assistance	77.17	81.25	80.88	79.71
38. Organizing BK services in accordance with the BK code of ethics	93.48	89.58	90.44	91.30
39. Maintain objectivity in looking at counseling issues	83.70	85.42	81.62	82.97
40. Keeping it from dissolving with the counseling problems that are being served	79.35	83.33	76.47	78.62
41. Managing emotions and personal limitations while performing tasks	79.35	91.67	84.56	84.06
42. Maintain the confidentiality of counseling when communicating with other parties (teachers, principals, parents, supervisors).	84.78	87.50	86.03	85.87

Source: Processed from Inventory Data Item Needs 37 - 42

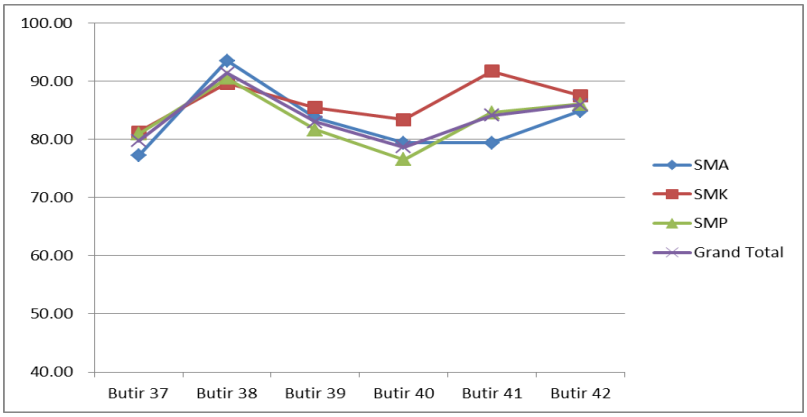


Figure 9. Core Competency Strengthening Needs Index Chart 9

Core competency 10: Mastering the concept and practice of research in BK. In the aspect of core competencies related to mastery of concepts and research practices, the index of the need for BK teachers to get reinforcement is also very high. The six competency items covered in this aspect all get an index above 86.

Table 10. Core Competency Strengthening Needs Index 10 (Score Range 1-100)

Competency Items	SMA	SMK	SMP	Grand Total
43. Designing and submitting BK research proposals	83.70	91.67	88.97	87.68
44. Carrying out BK action research (PTBK)	86.96	91.67	91.18	89.86
45. Carry out case study research in BK	88.04	89.58	89.71	89.13
46. Carry out experimental method research in BK	81.52	89.58	88.97	86.59
47. Compiling a BK research report	91.30	91.67	86.76	89.13
48. Compiling scientific articles to be published in journals	85.87	87.50	86.76	86.59

Sumber: Diolah dari Data Inventori Kebutuhan item 43 - 48

In the comparative analysis of the needs index between school levels as shown in Figure 10, there is a parallelism in the need for strengthening between BK teachers from the three levels. Only in point 46 there is a slight variation, where high school BK teachers show a relatively lower need index than junior and senior high school BK teachers.

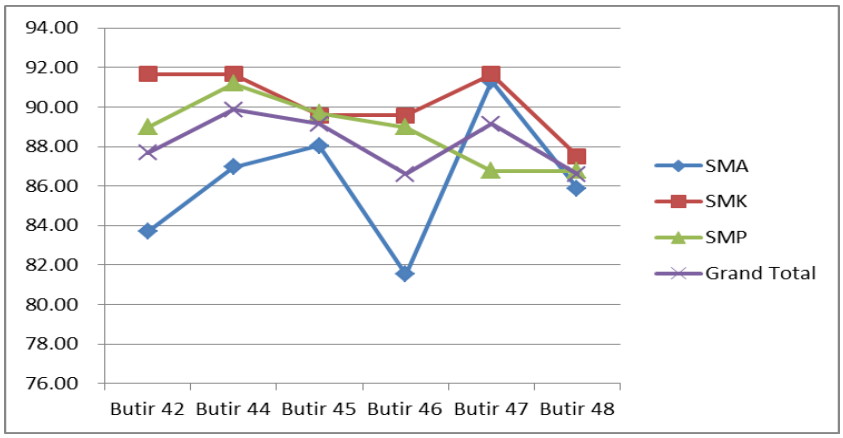


Figure 10. Core Competency Strengthening Needs Index Chart 10

3.1.2. Overview of Problems in Participating in Competency Strengthening

From the implementation of interviews and *focus group discussions* (FGD) that have been carried out, some information related to the problems experienced by BK teachers in the context of capacity building was obtained:

1. There are few and uneven opportunities for BK teachers to get capacity building. Some BK teachers admitted that they have often participated in various forms of capacity building while others feel that they rarely get the opportunity.
2. Difficulties in financing. Some capacity building, especially those carried out by universities or professional organizations, require participants to bear the financing themselves. To participate in activities like this, some BK teachers admitted to receiving financing support from their schools, while others did not receive support from their schools. BK teachers who did not receive financing support from schools found it difficult to follow various capacity building from universities or professional organizations, especially when held outside South Sulawesi.
3. The lack of BK teachers in schools is also felt as a source of obstacles. BK teachers from schools that only have a limited number of BK teachers find it difficult to participate in competency strengthening programs, especially those that last a few days. They usually find it difficult to get permission to participate in training activities because there is no one to serve students when they leave.
4. Principals and other school personnel often direct BK teachers to work outside of their professional duties. Therefore, strengthening competencies in the field of study is often considered futile because in the end the competencies are not widely used in daily practice. Some BK teachers stated that their participation in training activities was motivated more by the desire to meet and reunite with fellow students rather than the desire to improve competence.

3.1.3. Forms of Strengthening Competencies Considered Appropriate for BK Teachers

From the implementation of interviews and *focus group discussions* (FGD) that have been carried out, a number of ideas, opinions, and suggestions from BK teachers regarding the implementation of their capacity building were also obtained, namely

1. In terms of material, several aspects of competence that are felt need to be strengthened, including: (1) Preparation of data collection instruments in the context of assessing student needs, (2) Interpretation of assessment data into the form of programs and service needs for students, (3) Counseling techniques according to problems experienced by many students at school, (4) Ability to build cooperation with other school personnel in the context of solving student problems, (5) Implementation of evaluation and follow-up of programs and services that have been carried out, and (6) Research on counseling guidance actions and writing scientific papers.
2. In terms of the time of implementation of competency strengthening, the results of the FGD show, among others: (1) BK teachers generally want the time of training not to interfere with the schedule of tasks at school, especially not during busy times such as when accepting new students, ahead of exams and during semester exams or national elections, (2) School holidays are the most appropriate time, but there are often obstacles with administrative preparation for assignment letters from the principal and the availability of financing support from schools.
3. In terms of the place where competency strengthening is carried out, FGD participants generally agreed that the best place to strengthen the capacity of BK teachers is school-based. School-based training does not interfere much with the attendance schedule at

school and can be immediately related to the real situation and problems faced. Training outside the school, especially outside the district, is recommended not to be carried out frequently, or carried out for a short duration of time.

4. In terms of resource persons for the implementation of competency strengthening, FGD participants tend to agree that collaboration or a combination between resource persons from universities and facilitators of BK teachers who have been trained is the best option. Higher education speakers are considered to be able to provide broad insights and more enlightening concepts related to problems experienced in the field. Meanwhile, facilitators from BK teachers can provide more practical understanding, especially in fulfilling service administration in the field.
5. In addition, in order to make BK services effective in schools, the results of the FGD obtained information, among others:
    a) Perlunya menyertakan kepala sekolah dan guru dalam berbagai pelatihan tentang bimbingan konseling, atau menyertakan materi tentang bimbingan konseling dalam penguatan kapasitas kepala sekolah dan guru bidang studi. Dengan demikian, kepala sekolah dan guru bisa memahami lingkup tugas dan pola penanganan yang dilakukan oleh guru BK pada siswa.
    b) Kehadiran pengawas pendidikan perlu lebih diefektifkan. Tidak semua pengawas memiliki latar keilmuan dan wasan tentang BK sehingga mereka tidak bisa memberi bantuan dan saran bagi guru BK dalam menyelesaikan tugas profesiol di lapangan. Karena itu, dianggap perlu pengangkatan pengawas berbasis bidang studi BK, atau memberi penguatan kepada para pengawas sekolah tentang bimbingan konseling.

3.2. DISCUSSION

Based on the results of the analysis that has been carried out, the discussion can be described as follows:

3.2.1 Aspects of Competencies that Need to Be Strengthened.

The results of the analysis generally show a high index of the need for BK teachers to get reinforcement in all competency items covered by the ten core competencies of counselors. Most of the competency items get an index above 81 or are in the very high category, and only a few items get an index below 80 but are still in the high category.

The results of this analysis seem to be in line with the results of the teacher competency test (UKG) which is low on average. The results of the research of Pandang, et al. (2016) show that the average UKG score achieved by BK high school teachers in Majene Regency is 57.87, or only. This is far from the standard of completeness targeted in 2016 which is 70, let alone the standard for 2017 which is 80.

Judging from the aspect analysis, some aspects of core competencies that show the highest index are research competence (core competence 10), assessment implementation (core competence 4), BK program design (core competence 6), assessment and evaluation of BK programs (core competence 8), and mastery of the theoretical framework and praxis of counseling guidance (core competence 5). All of these core competencies are covered in professional competencies. The three core competencies are covered in pedagogical competencies, namely competencies 1, 2, and 3, although they are also in the high category, but the index score is below the average score of the index of the core professional competencies.

The results of the analysis are somewhat different from the findings related to the previous UKG BK which showed that the average UKG score of pedagogical BK high school teachers in Majene Regency was lower than the average score of their professional competence. This seems to be influenced by the urgency of using competency items. These five aspects of competence that obtain the highest index are all directly related to the daily work of BK teachers so that the need to strengthen this competency aspect is felt to be very high.

3.2.2. Problems in participating in competency strengthening activities.

In participating in competency strengthening activities, there are several problems experienced by BK teachers, namely few and uneven opportunities to participate in competency strengthening, lack of availability of financing support, limited BK teachers, and the distribution of tasks carried out by BK teachers. These conditions are real facts that occur in the field.

Capacity building carried out by the government or local governments generally prioritizes subject teachers, especially those included in the national exam subjects. This causes the budget for BK teacher training to be very high, so not all BK teachers can get the opportunity to follow it properly. Similarly, school financing support for teachers to participate in training generally also prioritizes teachers of UN-kan courses.

Many schools cannot meet the ratio of BK teachers and students of 1 : 150. Some schools even have BK teachers with a ratio of up to 1 : 500. It is normal that BK teachers from schools like this have difficulty leaving school to participate in competency strengthening activities, especially those carried out outside Makassar or those that last for a few days.

3.3.3. Ideas for competency strengthening effectiveness

The results of FGDs and interviews related to the material on strengthening competencies are generally needed in the direction of the results of the quantitative analysis of the needs inventory. The results of the analysis provide further explanation of the aspects of skills that need to be improved by BK teachers. In the implementation of assessments, BK teachers especially need training in the preparation of instruments and how to interpret the data into the program. In the aspect of mastering the theoretical framework and the practice of counseling guidance, BK teachers seem to need to strengthen skills in counseling techniques that are in accordance with the problems experienced by many students at school. In the aspect of research competence, BK teachers especially need reinforcement in conducting research on BK actions and writing papers for publications. Another aspect that requires strengthening is the ability to collaborate with school students. This is included in the aspect of social competence which is not covered by the 10 core competencies measured by the UKG.

In terms of the time of implementation, BK teachers prefer the implementation of competency strengthening at times that do not interfere with the busyness of tasks at school. From the side of the place of activity, BK teachers generally prefer the school-based training model. The idea and place of implementation of this competency strengthening can also overcome the difficulties of BK teachers from schools that have a shortage of BK teachers.

The assignment of school-based supervisors, namely the appointment of supervisors to serve several schools, is felt by BK teachers as a source of obstacles. This is because many school supervisors do not have a background in BK education so they do not understand the professional duties of BK teachers. Supervisors who do not have a background in BK education tend to only check the fulfillment of administrative evidence

of services and cannot provide suggestions for improvement for the operationalization of activities in the professional duties of BK teachers

4. CONCLUSION

The results of the study show, first: the high index of needs of BK teachers in Majene Regency to get reinforcement in all competency items covered by the ten core competencies of counselors. Most of the competency items get a needs index that is categorized as very high, and only a few items get an index in the high category. The core competency aspects that show the highest index to get reinforcement are competencies related to the implementation of research, the implementation of needs assessments, the design of BK programs, the assessment and evaluation of BK programs, as well as mastery of the theoretical framework and praxis of counseling guidance.

Second, some of the problems experienced by BK teachers in Majene Regency in participating in competency strengthening activities, include: few and uneven opportunities to participate in competency strengthening for BK teachers, lack of availability of financing support, difficulty in leaving assignments due to limited BK teachers, and low motivation to participate in training due to disorientation of tasks carried out by BK teachers at school.

Third, in order to strengthen competencies that are more in accordance with the needs and circumstances of BK teachers, several things that need to be considered in the competency strengthening program for BK teachers, include: (a) In terms of time, the implementation of competency strengthening is carried out at times that do not interfere with the busyness of tasks at school; (b) In terms of activity strategy, BK teachers generally prefer the school-based training model; (c) In terms of resource persons, BK teachers consider that the combination of resource persons from high teachers and facilitators from trained BK teachers is a more appropriate choice.

Based on the results of the study, several recommendations are proposed as follows: First, all aspects of counselor competence need to be strengthened. However, the priority to get priority in strengthening competencies for BK teachers is mainly related to the ability to carry out research, needs assessment, design and assess programs and services, as well as mastery and skills in implementing counseling guidance approaches and techniques according to students' problems in schools.

Second, in order to strengthen the competence of BK teachers, several urgent things are done, including: (a) The need to increase and increase the implementation of competency strengthening programs for BK teachers; (b) Provision of adequate financial support for BK teachers to participate in various competency strengthening programs; (c) the involvement of school principals and subject teachers in BK training and/or including BK-related materials in strengthening the competencies of principals and subject teachers.

Third, in order to be more effective and adjust the competency strengthening program to the integrity and characteristics of BK teachers, the capacity building program should: (a) adjust to the school activity calendar and/or take advantage of vacation time; (b) use a school-based training approach; and (c) with resource persons who are a combination of experts from universities and practitioners from trained BK teachers.

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