Conformity and Competence Analysis as Peer Counselor at Students of Guidance and Counseling Study Program in Universitas Negeri Medan

Abdul Murad[1], Asih Menanti[2], Ibrahim Gultom[3], Zainuddin[4], Armita Sari[5]

{abdulmur4d@gmail.com[1], asihmenanti10@gmail.com[2], ibrahimgultom44@gmail.com[3], zainuddin@unimed.ac.id[4],armitasariunimed@gmail.com}

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Abstract. This study aimed at analyzing student's competence of guidance counselling study program in Universitas Negeri Medan as peer counselor. Peer counsellors are students who are believable for sharing guidance and counselling to the other student. Conformity were indicators match owned by Guidance Counseling students with indicators performed in sharing Guidance Counseling service as peer counsellor. Competences were knowledges and skills in sharing guidance and counselling, equipped with self-call becoming peer counsellor. This research was a descriptive-quantitative one. Those research subjects amount 97 students. The data collection was directly done face to face using the scale instrument and problems. The data analysis used percentage calculation. The study results indicated that peer counsellor students had high competence in doing guidance and counselling with score achievement 2316, score average 23,88, and were classified as enough called to be peer counsellor with score achievement 280,57, score average 2,89. Those research results were supported by narrative data.

Keywords: Conformity, Competence, Peer counsellor, Guidance and counselling

1. Introduction

Almost all of students in the university experienced variety of problems, either academical problem or non academical ones, especially students of guidance counselling study program also are not avoided of many problems they face. Students are mostly reluctant to find professional assistance in the university and out of university because of personal reasons such as not feeling so psychologically close toward a student, feeling ashamed if their problem is known by others, untrust if their problem can be solved. They preferred to express their problems to peers by doing share out of academic activity. This condition of course enables the urgence of peer counsellor function and role of student community themselves. Peer counsellors in this sense are students identified to be equipped an enough training by expert counsellor to be able to play role or function as peer counsellor to the other student who needs guidance and counselling services. Besides that, peer counsellor competence during in-service training of

course contributes for building the professional performance standard in implementing guidance and counselling service.

In context of guidance counseling service, tt is critical to understand about the meaning of guidance based on the meaning proposed by many experts, writer formulates that guidance is a helping process provided by person who has a certain expert toward person who needs those certain experts, provided systematically and meets guidance principle and bases, such as confidence, openness, voluntary (counselee comes to need assistance without compulsion). The problem solved in the guidance activity is an easy, simple prevention or treatment on the existed problem. Guidance is not obliged to be done by helper (person who provides assistance), but provided by person who understand the guided substances, understanding pedagogic and the foundations of guidance and counselling bases.

This research was part of the research conducted by Murad et al (2024) [1] that studies two main variables becoming research problem, namely conformity and competence as peer counsellor toward students of Guidance and Counseling Study Program in Universitas Negeri Medan. Peer counsellor was meant in this research as students who are able to be trusted to serve or share guidance and counselling to another students. Based on observation in lecture , there was indication that self-conformity as helper and as Peer Counselor Student (MKS) was important to be strengthened to students of Guidance Counseling Study Program, Faculty of Education Universitas Negeri Medan. There was also indication that student's competence of Guidance Counseling Study Program, Faculty of Education, Universitas Negeri Medan to implement Guidance Counseling service in role as Peer Counsellor Students was critical to be owned and strengthened.

Competence in this research was meant as knowledge and skill to provide guidance and counselling toward other students, equipped with self-call to be peer counsellor. Meanwhile, conformity in this research was also meant on how student's knowledge and skill are relatively performed as mostly relevant, relevance, enough relevance, and less of relevance with quality as a must peer counsellor. So what student's knowledge and skill conditions of Guidance and counselling study program are relevance to peer counsellor's roles and functions demand to provide guidance and counselling services for other students who needed them.

This research conducted by Menanti et al (2017), 30,81% of Guidance Counseling Study Program students, faculty of education, Universitas Negeri Medan perceived themselves less positive in joining the lecture. The less positive self-perception (achieving score of 30,81%) indicated the existence of problem needing the attendance of expertized peer counsellor students to be able to provide the quick assistance [2]. The advisor role also did not function enough in guiding students yet. Students of Primary School Teaching Education (PGSD) will be teachers who implements subject integrated guidance and counselling service needing competence improvement in subject integrated guidance and counselling service they did. For this, it was needed empirical data on the competence currently condition in providing guidance counselling service.

This research finding generally enriched research vocabulary concerning to peer counsellor candidate competence in performing guidance service in helping other students. For guidance counselling students and related parties of this study finding generally enriched the study accumulation in related to peer counsellor competence in implementing guidance and counselling service to the other students who needed it. These research findings became

feedbacks and information which was essentially in evaluating peer counsellor candidate and peer counsellor competence in providing guidance counselling service helping other peer students in the university. Then it was necessary to follow up promoting peer counsellor competence as preparation to involve pure counselor profession in school. The information of course on this peer counselor performance will be meaningfull for policy making and principal. .

2 . Research method

This research used descriptive quantitative approach. This research was done on academic year odd semester 2023/2024 and in the classrooms Guidance Counselling Study Program, Universitas Negeri Medan. Data collection was done directly face to face between researcher and respondent, using instrument scale and problems. Research samples were Guidance and Counselling students on the second, fourth, sixth semester amounting to 120 respondents. Data on the competence in implementing guidance counselling assistance toward other peer students were known through multiple choice problems, which numbers seven problems with four alternative answer choices (Answers a, b, c, and d). Self-Conformity that will be unclosed through indicators covered interacting interest with other students, commitment to assist other's students concerning lectured problems, commitment to listen other's student complains, readiness to listen their problems, developing positive feeling on counselee's complaints clarification, owning soul call to help others. In accordance with the service area and kind, Guidance counselling student's competence as peer counsellor probed data in this study covering four aspects, such as: 1) understanding guidance and counselling basic concept, 2) Overcoming guidance service area accurately implemented by peer students. 3) Competence to picture peer student's behavior phenomenon. 4) competence to apply guidance basic skills in responding peer student. Those four aspects above can be in detail to be indicators as follows: (1) student's general characteristic, (2) Pedagogy, (3) Concept of Guidance and Counseling, (4) Peer counselor's character, (5) Task of Guidance Counseling service, (6) Referal, (7) Knowledge on foundations of Guidance Counseling service, (8) Principles of Guidance Counseling service, (9) Responding basic skill in Guidance Counseling. Data analysis in this research used percentage calculation.

3. Research result and discussion

3.1. Research result

Research result was presented on the table 1 as follows:

Tables 1. Conformity as Peer Counsellor of Guidance and Counselling Study Program Students in Applying Guidance Counselling Service

Description	Categorization and Competence Score Reach	
	Competence Score Reach	Categorization
Guidance counselling student's competence in	**2,89**	Middle

	performing as peer counselor		

Table 1. above indicated that Guidance Counselling students reflect their self-conformity in applying guidance and counselling service as peer counsellor in the university, generally competence aspect, averagely to be classified middle, with averagely score achievemeny, 2, 89. Meanwhile, students have ideally competence to be classified high, achieving score 4,1 - 7.

Table 2. Guidance and Counselling Study Program Student's Peer Counsellor Competence in Applying Guidance and Counselling Service

No	Competence Aspect	Score Reach	Categorization
1	Peer Counselor Competence in Applying Guidance and Counseling service Holistically	**23,88**	High
2	Based on Aspects and Items :		
	1. General Knowledge in relation to Guidance Counselling Service	**3,27**	High
	2. Pedagogy	**2,80**	High
	3. Guidance and Counselling Concepts	**2,82**	High
	4. Peer Counsellor Requirements	**1,63**	High
	5. Guidance and Counselling Service Assignments	**0,94**	Low
	6. Referral	**1,73**	Middle
	7.Knowledge on foundations of Guidance Counselling Service	**3,65**	High
	8. Principles of Guidance and Counselling Service	**1,67**	Middle
	9. Response Basic Skill in Guidance Counselling	**5,25**	Middle+

Table 2. Guidance counselling Study Program student's peer counsellor competence in applying the guidance and counselling service Universitas Negeri Medan holistically achieved averagely score 23,88 to be classified high. Meanwhile, guidance and counselling study program student's competence as peer counsellor in Universitas Negeri Medan in applying guidance and counselling service based on aspects and its items can be proposed as on the following: Guidance Counseling students have Guidance Counseling basics competence to peer counsellor students in performing guidance counselling service in aspect of general knowledge pertaining with guidance counselling service reached 3,27 to be classified high. Peer counsellor competence in applying the competence aspect of pedagogy achieved score 2,80, classified high.

Peer counsellor competence in applying competence aspect of guidance and counselling concepts was classified high with score achievement 2,82. Peer counsellor competence in applying competence aspect of peer counsellor requirements was classified high with score achievement 1,63. Peer counsellor competence in applying competence aspect of guidance and

counselling service task only achieved score achievement 0,94 to be classified low. Then peer counsellor competence on Guidance Counselling Study Program Universitas Negeri Medan in applying competence aspect of conducting referral in this sense had achieved score achievement 1,73 which was classified middle. Then also guidance counselling study program student's peer counsellor competence in Universitas Negeri Medan in applying competence aspect of knowledge on guidance counselling service foundations had achieved score reach 3,65 classified as high.

Guidance and counselling study program student's peer counsellor competence in Universitas Negeri Medan in applying competence aspect of guidance counselling service principles achieves score achievement 1,67, classified on the middle. On the latter competence aspect, guidance and counselling study program student's peer counsellor competence in Universitas negeri Medan in applying competence aspect of response basic skills in guidance and counselling achieved score as much as 5,25, classified on the middle+.

3. 2. Discussion

Based on the research findings in this research can be categorized into three aspects, namely first, guidance counselling student's conformity in Universitas Negeri Medan as peer counsellor in applying guidance and counselling service had achieved the level of conformity as much as 2,89, classified on the middle. Besides this finding, second, there was other result as well that peer counsellor competence generally was classified high with score achievement 23,88. Guidance counselling study program students in Universitas Negeri Medan as peer counsellor in performing guidance and counselling service generally achieve score achievement 23,88, to be classified on high. Third, variety of findings will be found based on each aspects of nine peer counselor competence.

Beside conformity and competence founded above, there was advantage condition for creation of acceptance and open minded atmosfer, primarily viewed from many expert's definitions about peer counselor. According to Hetherington and Parke as elaborated by Desmita (2009), what meant with peers as social group was all people who have social equality that have characteristic equality such as the same age [3]. Meanwhile, Santrock (2016) proposed previous study defines peer support as individuals who are similar in age and level of maturity[4]. Due to this similarity, students spend more time with their peers and are more open to characteristic sharing information (Bradley et al., 2021; Rahmaningtyias and Khoirunnisa, 2022) [5]. The meaning of peers connected with similar maturity, beside the same age. Proposed that peers were who have the similar age and maturity levels.

According to Kan (in Suwardjo, 2008), peer counsellors were friend who have the same life experience that enables making relaxed. It was seen by Kan as "similar life experience" was who have the same relatively age and maturity development [6]. Hereby, there were peers understanding similarity proposed by Kan (in Suwarjo, 2008).

From some definitions of peer counsellor above, it can be told that peer counsellor is student who is trusted to implement guidance and counselling to his peers, after through training process earlier and ideally coming from students studying science in guidance and counselling area. But peer counsellor role can be done by peers who had already been through training process, not guidance and counselling background. But the students like that have limited skill and shared rights limitation, such as limited only providing guidance, not to reach counselling. All of peer

counsellors are mentored by expert/professional counsellor in its practice. Similar age and life experiences between peer counselor and their peer friends reinforced conformity and competence they have.

Peer counsellor's role reinforced in implementing guidance counselling service, remembering conceptual strengths that at a certain age, primarily earlier, middle, and post adolescent age, refer strongly on their peers. Peer age makes individual feeling no distance so that guidance and counselling process by peer counsellor toward other student goes on more open, more fluently, fluid. The guidance provided covers whole life aspects from informative things to individual intensive ones. Peers provide chance to interact, to control social behavior, to develop skill and interest in accordance with his interest and brainstorming and problem (Yusuf in Santrock, 1997)[7]. Peers can influence toward positive direction (such as finding emotional support, promoting social skill, developing reasoning) and toward negative direction (such as appearing conflict) (Desmita, 2009). In the helping relationship, adolescent/student is able to develop self-quality and solve his problem through peers helping relationship toward positive direction.

 If viewed from each competence aspects in applying guidance and counselling service, then it will be obtained varied results, although those nine competence aspects that have already been proposed previously, can be grouped to be like: competence aspect classified low was guidance and counselling service tasks. Competence aspects classified on the middle were referral competence aspect, competence aspect of guidance and counselling service principles, and competence aspect of response basic skill in guidance and counselling. In the meantime, competence aspects classified high were five aspects, such as: competence aspect of general knowledge in related to guidance counselling service, competence aspect of Pedagogy; competence aspect of guidance and counselling concept; competence aspect of peer counsellor requirement; and competence aspect of knowledge on guidance counselling service foundations. Those five competence aspects as peer counsellor classified high as proposed above needed maintenance efforts and preventive, meanwhile those three competence aspects classified on the middle, moreover, competence aspect classified low off course needed improvement and capacity building. Their conformity and competence quality standard is crucial to be founded by peer counselor candidate by which experts counselor as lecturers respond competence aspects classified low and middle. Study materials and best practices in the lecture classroom on those low and middle classified competences were done to improve and to meet the quality standard of peer counselor competences.

Research result showed that guidance counselling study program student's conformity holistically as peer counsellor in applying guidance and counselling service was averagely classified on the middle, In accordance with the research findings conducted by Damanik, N.A. (2024) [8] that peer counsellor implementation impacted positively in promoting adolescent mental health, teenager has owned good skill in solving problem, mutual support in their group, more confidence in expressing thought, can discuss and accept others's opinion. This is achievement happened to their life skill. Menanti, et all (2015) about guidance and counselling student's ideal-actual professional counsellor character, it based on the expert standard in Universitas Negeri Medan[9]. The research was conducted to the guidance counselling study program 160 with students and 21 experts. The study finding indicated that main character of peer professional counsellor was averagely classified middle, that cannot be classified good. The similar achievement occurred for support character. Main characters consisted of proud and happy feeling as helper and support character such as need for affiliation, flexible, self-efficacy,

objective. The research done by Erhamwilda (2024) in her article told that "the peer counselling model as an intervention program for the experimental group as a whole proved to be effectively improve student's self-direction competence" [10].

Research result conducted by Murad (2015) on the level of guidance counselling teacher actualization in professional character viewed from educational background, showed that guidance counselling teacher's professional counsellor character actualization did not fulfil ideal expectation, moreover toward guidance counselling teacher not with counselling education background [11]. Guidance counselling student's competence improvement in implementing guidance and counselling service as peer counsellor who is able to be done with some ways as follows:

1) Reinforcing Guidance Counselling student's awareness that their both roles either as students or parallel to this also playing role as peer counsellor was the most critical for student's achievement to accomplish developmental tasks, relevance and optimal subject achievement, and healthy personal development. This strong awareness is student's support to overcome knowledge and skill to apply as peer counselor.

2) Peer counsellor candidate will meet expert counsellor who have trained good guidance counselling service.

3) Peer counsellor becomes learning group members, relevance profession organization group, follow training, seminar on guidance counselling service as peer counsellor.

4) Education Institution and Personnel in Guidance Counselling Study Program, adapted subject curriculum preparing the knowledge and skill of guidance counselling service as peer counsellor for guidance counselling study program students, namely increasing subject and practice weight in Universitas Negeri Medan.

Hereby, this study was positioned and focussed on guidance counselling to apply sciences, especially as peer counsellor conducted by trusted student in playing role as peer counsellor. As a consequences, every peer counsellor student in guidance counselling study program, Universitas Negeri Medan mostly needed an intensive training about how peer counsellor is able to performing guidance counselling service for other students of guidance counselling study program, Universitas Negeri Medan. Strengthening self-conformity as peer counsellor student or promoting Guidance Counselling basics mastery were done by adding the guidance counselling subject to: (1) Students of Guidance Counselling Study Program, faculty of education, Universitas Negeri Medan, (2) Education Basic Subjects (MKDK) participant students (pedagogy lane students/Teacher Candidate), so MKDK (consisted of subjects of Philosophy of Education, Education Profession, Education Psychology, Guidance and counselling.

4. Conclusion

Guidance counselling study program student needs awareness reinforcement that their role toward other students is the most important one, not only in academic area, but also similar urgence toward psychologically area through guidance service as peer counsellor they serve. Self-conformity as peer counsellor student and mastery competence in guidance counselling service was strengthened not only limited on students of Guidance Counselling Study program, but developed to pedagogy lane student (educator candidate) through MKDK, by adding Guidance Counseling subject, or at least including in MKDK chapter to education psychology

subject. It is the most important to design recruitment of guidance counseling student candidates that have calling attitude as helper, have atention and social interest as well as altruism to encourage peer counselor competences. Parallel with this conclusion, Menanti, A. et al (2018: 8) in research of professional educator character concluded that pedagogy student's professional educator character in Universitas Negeri Medan needed continuously reinforcement, by focussing on the preventive program, implementing curative program [12]. Guidance counselling students as peer counsellor strengthened their skill primarily on self-initiative besides external support from expert counsellor. Hereby, the dean of education faculty should program guidance service well continuously in Universitas Negeri Medan.

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