

Primary School Teacher Education Student's Ideal-Actual Competences Learning Integrated Guidance Service in Universitas Negeri Medan

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Abstract. The purpose of this research was to know Primary School Teacher Education (PSTE) student's ideal-actual competences in learning integrated guidance service in Universitas Negeri Medan. Primary School Teacher Education students meant were teacher candidates in the primary school and what meant by competence is mastery of guidance-counseling science foundations evaluated by students on themselves. This research is descriptively quantitative. Research sample numbered 238 students who takes place on the second, fourth, and sixth semesters. The data collection was directly done live face to face, using multiple choice problems. Data analysis used percentage calculation. The research findings showed that Primary School Teacher Education student's actual competence averagely was classified low, this was lower than as expected.

Keywords: Competence, PSTE Students, Guidance Service, Primary School.

1 Introduction

Almost all of primary schools in Indonesia do not have professional guidance counselling teacher implementing the guidance counselling service giving task for students, so the guidance counselling service implementation was integrated into learning conducted by subject or classroom teachers. Researcher's observation results as lecturer teaching subject of Guidance and counselling foundations to Primary School Teacher Education students in Universitas Negeri Medan seemed that they did not have enough skill to integrate learning integrated guidance service. This probably relates to some factors like time limitation and student's diligence for studying guidance and counselling science, curriculum weight educating students about guidance and counselling still has not met the need well in the field.

The research conducted by Menanti et al (2022); Murad et al (2022) about Primary school teachers competence in applying subject integrated guidance and counseling service, analyzed from resilience and control locuss, principal leadership, including colleague's OCB in 24 Technical doer unit of primary school in Medan Johor district, showed that primary school teacher's competence averagely was only in the middle, although with work experience

averagely more than five years. Primary school teacher condition in the field and PSTE student's condition that will be primary school teacher who will implement learning integrated guidance service needed competence improvement in learning integrated guidance service they did. For this, it is necessary to find empirical data as teacher candidate student's competence improvement basis in primary school, moreover observing guidance service need right now in the primary school that loaded the emergence of new cases and problems like not only learning problem but also criminal behaviors to Primary School students. For example, student addict using hand phone over time, looking at crime cases, watching pornographic pictures and videos deliberately or undeliberately, bullying object. The purpose of this research is to know student's evaluation on their competences in performing learning integrated guidance service. Competences cover actual and ideal competences (as expected).

This research result generally enhances the research vocabulary in relation to subject teacher candidate's competence in performing the learning integrated guidance service in the primary school. For PSTE students and related parties like Institution of Pedagogic Manpower Education producing primary school teacher, principal, education official of Medan, this research result becomes feedback and essential information in evaluating teacher candidate and teacher's competence in integrating guidance service. Then following up those by increasing teacher competence.

2. Theory view

On this part, it was proposed about the essence of counseling and guidance service in the primary school, covered two things. First: Concept, objective, function, and position of guidance counselling service in the school. Second: Guidance and counselling service in the primary school.

2.1 Concept, objective, function, and position of guidance and counseling service in school

2.1.1 Concept of guidance and counseling

Many experts proposed the meaning of guidance. Departing from those experts's opinion, writer concluded that what was meant with guidance is assistance giving process by expert toward individu so that related individual is able to understand self, to accept self, to direct self, and can solve the faced problem. Finally through the served guidance and counselling, individual can develop optimally, can adapt to the environment, and through their life experience, he can solve his problem independently. The abilities of self-understanding, self-acceptance, self-direction, and can solve this faced problem to be done in accordance with thinking ability, social and emotional development, physiological development, and individual character accepting assistance.

The assistance has to be able to be taken responsibility scientifically in accordance with counselling and guidance science area. The guidance assistance is focussed on keeping condition already so well and solving simple problem. As long as mastering education science and counselling and guidance science foundations, as well as mastering substance that will be guided, so guidance activity can be provided by helper. Although, he does not have background of guidance and counselling science, psychology, or psychiatry. It is necessary to understand that not all of guiding behaviors were included into counseling and guidance

science, for example, anybody is helping to explain clarifying the asked address to him, then this activity is not classified as guiding activities as implied by guidance and counselling science.

The guiding activity can continue into counselling, but it cannot also continue, and it could also start directly providing counselling. This depends upon problem depth, helpee's individual competence, and need as well as helpee's wish. This view makes the word, 'guidance' often related to or parallel to the word, counseling. According to Nayak (1997), guidance was a term which is broader than counselling and which includes counselling as one of its services". Individu performing guidance is named guidance teacher, individu serving guidance and counselling is named as guidance and counselling teacher or counsellor. There are also mentioning counsellor as therapist, although the meaning of both terms are really different. In school surrounding, it is often used the term of guidance counselling teacher, counsellor. Individu accepting assistance is called counselee.

Different from guidance activity, the counselling serving activity is just justified to be done by guidance and counselling expert, psychiatrist, and psychologist. Counseling is conducted at the condition of already happened problem, and the problem has already been deepening. Pine and Boy (1968) (in Menanti et al, 2015) differentiated between guidance and counselling on the view of process, attention center, group size, and orientation. Guidance is cognitive process, focus on information, objective to increase knowledge, group size unlimited, and leader orientation is informational. Meanwhile, counselling is affective, focussing on person, goal on self actualization, group size numbers one to eight, and orientation on therapeutic.

McLeod (2003) proposed that counselling denoted a professional relationship between a trained counsellor and a client... This relationship is usually person-to-person, although it may sometimes involve more than two people (Burks and Steffle, 1979: 14) (counseling indicated professional relation between skilled counselor and client. This relation is usually individu to individu, although sometime involving more than one person). McLeod (2003) also proposed counselling includes work with individuals and with relationships which may be developmental, crisis support, psychotherapeutic, guiding or problem solving... The task of counselling is to give the 'client' an opportunity to explore, discover and clarify ways of living more satisfyingly and resourcefully" (BAC, 1984) (counselling works with individu and probably focussing on self-development, support for crisis, psychotherapist, guidance, or problem solving. Task of counselling provides client opportunity to explore, to determine, to explain smarter and more satisfying life ways).

2.1.2. Objectives of guidance and counseling service in school

Objectives of guidance and counselling were performed in variety of milieu, namely in school, business institution/organization, family, their objectives were similar, namely facilitating client to be able to recognize, direct him, solve his problem. By overcoming the problem, client will develop optimal, and can adapt self to his environment. Facilitating means that counsellor has helping trait, not removing client's problem solving.

2.1.3. Function of guidance and counseling service in school

The prime function of guidance and counselling service in the school is to prevent the emergence of a problem (preventive program) and to assist solving the existed problem (curative program) in order to solve it and controlled. In school, guidance and counselling

service functions handling psychological problems and/or academical problems. There are often happened academical problems namely student's low learning achievement, learning achievement lower than potent, low learning motivation, were due to non academical problems like parent's less attention, not suitable to teacher, low self concept, verbal bullying victim.

2.1.4. Position of guidance and counseling service in school

Formal Education System in Indonesia prepared three service areas, namely management, learning, and psycho-educative areas (Menanti et al, 2022). Psycho-educative service area was implemented by guidance counselling teacher or counselor, learning service area was done by subject teacher or classroom teacher, and management service area was implemented by principal including staffs. Guidance position in the school was guaranteed by the rule of Education and Culture Ministry of Republic Indonesia Number 111 Year 2014, paragraf 9, article 1 proposing that Guidance counselling service at education unit was performed by counsellor or guidance and counselling teacher. This Rule Stipulation of education and Culture Ministry of Republic Indonesia Number 111 Year 2014, paragraph 9, article 1 ensured that guidance and counselling service was inseparable part to grow students to be mature individu.

2.2. Guidance and counseling service in primary school

2.2.1. The existence of guidance and counseling service in primary school

Guidance and counselling service performed by subject teacher or classroom teacher was protected by stipulation in Rule of Apparate State and Beurocracy Reformation Empowerment State Ministry (MENPAN and RB) Number 16 Year 2009 partly proposed: At chapter II, paragraf 3 that kind of teacher based on task demand and its activity consist of classroom, subject, and guidance and counselling teacher; paragraph II, article 5 that teacher's prime task was to educate, to teach, to guide, to facilitate, to train, to asses, to evaluate learner in basic education.; paragraph III, article 6 that teacher's obligations were to plan, to implement, to evaluate, to improve and to do learning/guidance enrichment. Rule of MENPAN and RB Number 16 indicated guidance and counselling service was one of a teacher's prime task and can be performed classroom and subject teachers, if school is unable to prepare professional guidance and counselling service based on guidance an counselling scientific, psychology, psychiatrist.

Guidance and counselling service integrated in learning, when interpreted in accordance with the meaning of integration in Indonesia language Big Dictionary (2007: 365, 366), then it was meant as guidance counseling service implementation was integrated into teacher role as subject and classroom teachers. Its implementation can be done at the time of teacher was doing his learning in classroom either out side of classroom. The service provided in field of like personal, social, and kinds of services like orientation, information, placement. Channel, mediation (look Prayitno, 2004).

2.3. Objective and function of guidance and counseling service in primary school

Education goal of primary school is to place on basic intellectual characteristic, knowledge, personality, moral, and skill, to wellprepare next education level following requirement. Paralel to primary school education goal, goal of guidance and counseling service in the

primary school was to implement adjustmental, orientation, and developmental functions (Nayak, 1997). Student who can adapt to family milieu, school, and environment surrounding, founded direction and support to facilitate student's psychological development, so will converged on the optimal development (Menanti, and et al, 2003).

The function of guidance and counselling service is implemented by professional guidance and counselling teacher, not subject or classroom teachers, so counselor's function (namely able to perform counselling) becomes extent. Robert L. Gibson (1989) (Gibson and Mitchell, 2010) in writing about *Prevention and Elementary School Counselor at Elemengtary School Guidance and Counseling* proposed primary school counselor's prime function, was individual and group counselling functions, working with parent, teacher, and administrator, doing assessment, coordinating with community institutions.

3. Research method

This research used quantitatively descriptive approach. This research was done in PSTE classroom in Universitas Negeri Medan. This research was implemented on academic year 2022/2023 even semester. Data collection was conducted direct face to face between researcher and research respondent. Research sample was PSTE students at the semester 2, 4, 6, numbering 120 respondents. Data on competence in applying learning integrated guidance service was unclosed through multiple choice problems, which numbers 42 problems with 4 alternative answer choices. The competences covered service areas of learning, emotion, social, language, religion, health, and kinds of service covered orientation, information, placement and distribution, content mastery, mediation, consultation.

In accordance with the service area and kind, PSTE student's competence unclosed data in this research covered four aspects, such as:

- 1) Understanding on basic concepts of guidance and counseling.
- 2) Overcoming guidance service areas accurately implemented at primary school students.
- 3) Competence to identify/to discover/to catch primary school's behaviour phenomenon.
- 4) Competence to perform guidance basic skills in responding primary school students.

This research data analysis used percentage calculation.

4. Research result and discussion

4.1. Research result

Research result was presented on the table 1 as follows:

Table 1. PSTE Student's Ideal-Actual Competence Level in Applying Learning Integrated Guidance Service in Primary School, Generally Competence Aspect.

Description	Competence Score Reach and Categorization			
	Actual Competence		Ideal Competence	
	Reach	Category	Reach	Category
PSTE student's competence in applying learning integrated guidance service in Primary School	28,26	Cukup	28 - 42	Tinggi

Table 1 showed that PSTE students reflect their self competence in applying learning integrated guidance service in the Primary School, generally competence aspect, averagely to be classified middle, with averagely score reach, 28,26. Meanwhile, students have ideally competence to be classified high, reaching score 28,00 - 42.00.

Table 2. PSTE Student's Ideal-Actual Competence Level in applying Learning Integrated Guidance Service in Primary School, Based on Competence Aspects.

Number	Competence Aspect	Competence Score Reach and Categorization			
		Actual Competence		Ideal Competence	
		Reach	Category	Reach	Category
1	Comprehension on guidance and counseling basic concepts in Primary School	7,37	Middle	08,00 - 12,00	High
2	Mastery of guidance service area toward student	6,53	High	05,33 - 08,00	High
3	Competence to identify/find/to catch student's behavior phenomenon		Middle	03,33 - 05,00	High
4	Basic skill to respond student				

Table 2 showed that PSTE students evaluate their self-competence in applying learning integrated guidance service in Primary School, to comprehension aspect about guidance and counselling basic concepts in Primary School, were classified middle with averagely actual score reach 7,37. Meanwhile, student ideally can achieve highly classified competence on range score 08,00 - 12.00. Mastery aspect on guidance service area on student was classified high with averagely actual score reach 6,53, meanwhile, student ideally can achieve high classified competence on the range score 05,33 - 08.00. The competence aspect identifying/finding/catching up student's behaviour phenomenon was classified middle with averagely score actual reach 03,22, and student can ideally achieves high classified competence on the range score 03,33 - 05.00. The competence aspect performing basic skill in responding student was classified middle with averagely actual score reach 11,14, and student can ideally achieved high classified competence on range score 11,34 - 17.00.

4. 2. Discussion

Based on research result that PSTE student evaluates their self-competence in applying learning integrated guidance service in Primary School, generally competence aspects either on three aspects, such as: 1) Comprehension aspect about guidance and counselling basic concepts in Primary School, 2) Competence aspect identifying/finding/catching up student's behaviour phenomena, and 3) Competence aspect performing basic skill in responding student, was not in accordance with ideally expectation yet. On the other words, student evaluated their self-reflection only to comprehend learning integrated guidance and counselling service on the most minimal standard. Only on mastery competence aspect of guidance service area such as learning guidance service, which meets ideal expectation, namely student achieved category classified high. This high category needed preventive effort, meanwhile, the middle classified category needed improvement.

This research result showed that PSTE student's competence holistically was averagely classified middle, parallel to research finding conducted by Menanti et al (2015) about Guidance and counselling student's ideal-actual professional counsellor character based on expert standard in UNIMED. Research was done towards 160 students of guidance and counselling study program and 21 experts. Research result showed that core character of student's professional counsellor was averagely classified middle, not classified good yet. The similar achievement happened for support character. Prime character consists of pride feeling and happy as helper, and support characters such as need of affiliation, flexible, self-efficacy, objective. The research conducted by Supriyanto, A. (2019) about indicators of professional competencies in research of guidance and counselling teachers showed that four indicators were understanding various type and methods of research, ability to design research, conduct research, and use research results by assessing journals of education and guidance and counselling.

Research result conducted by Murad (2015) about guidance and counselling teacher's actualization level in professional counsellor character viewed from education background, showed that guidance and counselling teacher's professional counsellor character actualization did not meet ideal expectation, moreover toward guidance and counselling teacher who had education background of non guidance and counselling scholar.

Student's competence improvement applies learning integrated guidance service which can be done with some ways:

- 1) Reinforcing PSTE student's awareness that their roles as subject teacher and concurrently taking role as guidance teacher, were the most important for student's achievement completing their development tasks, optimal subject achievement, and health personal development. This strong awareness is student's support to hand over knowledge as well as skill integrating guidance service in learning.
- 2) Candidate teacher is going to school which has performed guidance and counselling service well.
- 3) Teacher becomes learning group member, related profession organization group, following training, seminar on guidance and counselling service.
- 4) Institution of Education and Pedagogic Personnel in PSTE, adapts subject curriculum which supply with learning integrated guidance service skill and knowledge for students, namely increasing subject weight and practice weight in school.

Hereby, this research was positioned and focussed on guidance and counselling applied science especially guidance service integrated in learning conducted by subject and classroom teachers in primary school. Qonsequently, every subject and classroom teachers in the primary school highly need intensive training on how to integrate guidance service into their learning process in the classroom.

5. Conclusion

PSTE student needed awareness reinforcement that their role on student is the most important, not only in academic area, but also similar important on psychological area through guidance service they share. Paralel to this conclusion, Menanti, A. et all (2018: 8) in research of professional educator character concluded that the pedagogical student;s professional educator

character in Universitas Negeri Medan needed continuously reinforcement, by empazishing preventive program , besides conducting curative program. PSTE student reinforces her skill primarily on self initiative beside external support from principal. Hereby from education and culture Dean Party, should program guidance service contineausly in Primary School.

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