

Analysis of Professional Competency Development on the Performance of Guidance and Counseling Teachers Madrasah Aliyah

Rismanila¹, Bahrnun², Niswanto³

¹ Universitas Syiah Kuala, Banda Aceh, Indonesia; rismanila@mhs.usk.ac.id

² Universitas Syiah Kuala, Banda Aceh, Indonesia; bahrnun@usk.ac.id

³ Universitas Syiah Kuala, Banda Aceh, Indonesia; niswanto@usk.ac.id

Abstract

Keywords:
Professional Competence, BK Teachers, Performance, Development Strategy, MAN Aceh Besar.

This research aims to analyze and develop a professional competency development strategy for Guidance and Counseling Teachers' (BK) performance at Madrasah Aliyah Negeri (MAN) Aceh Besar. This study uses a quantitative approach involving the Principal and BK Teachers as research subjects. Data was collected through in-depth interviews, observations, documentation, and questionnaires. The study results show that professional competence influences the performance of BK teachers. The development of the professional competence of BK teachers at MAN Aceh Besar still needs improvement, especially in the use of educational technology and innovative approaches to student guidance. Some identified strategies include continuous training, increased teacher collaboration, and school managerial support. This study concludes that structured and sustainable professional competency development is very important to improve the quality of school guidance and counselling services. The implications of this study are expected to be the basis for developing more effective training programs and policies for BK teachers in MAN Aceh Besar and similar educational institutions.

Kata kunci:
Kompetensi Profesional, Guru BK, Kinerja, Strategi Pengembangan, MAN Aceh Besar.

Abstrak

Penelitian ini bertujuan untuk menganalisis dan mengembangkan strategi pembinaan kompetensi profesional terhadap kinerja Guru Bimbingan dan Konseling (BK) di Madrasah Aliyah Negeri (MAN) Aceh Besar. Penelitian ini menggunakan pendekatan kuantitatif yang melibatkan Kepala Sekolah, dan Guru BK sebagai subjek penelitian. Data dikumpulkan melalui wawancara mendalam, observasi, dokumentasi, dan angket. Hasil penelitian menunjukkan bahwa ada pengaruh kompetensi profesional terhadap kinerja guru BK. Pembinaan kompetensi profesional guru BK di MAN Aceh Besar masih memerlukan peningkatan, terutama dalam aspek penggunaan teknologi pendidikan dan pendekatan inovatif dalam bimbingan siswa. Beberapa strategi yang diidentifikasi meliputi pelatihan berkelanjutan, peningkatan kolaborasi antar guru, serta peningkatan dukungan manajerial dari pihak sekolah. Penelitian ini menyimpulkan bahwa pembinaan kompetensi profesional yang terstruktur dan berkelanjutan sangat penting untuk meningkatkan kualitas layanan bimbingan dan konseling di sekolah. Implikasi dari penelitian ini diharapkan dapat menjadi dasar bagi pengembangan program pelatihan dan kebijakan yang lebih efektif untuk guru BK di MAN Aceh Besar serta lembaga pendidikan sejenis.

Article history:
Received: 15-11-2024
Revised 13-04-2025
Accepted 01-05-2025

Corresponding Author:
Rismanila

Universitas Syiah Kuala, Banda Aceh, Indonesia; rismanila@mhs.usk.ac.id

INTRODUCTION

Guidance and Counseling Teachers (BK) have a very strategic role in supporting the development of students' potential in schools. Teachers not only assist students in facing academic challenges, but also play an active role in guiding students to overcome various personal, social, and career problems faced in daily life (Mahmood & Iqbal, 2018). With their involvement, students can better understand their potential and develop skills to deal with a variety of complex situations. At the State Aliyah (MAN) Madrasah level, especially in the Aceh Besar region, the role of BK teachers has become increasingly crucial. This is due to an increasingly complex educational environment, where students are not only faced with academic challenges but also the challenges of globalization, technological advancements, and social dynamics that continue to develop (Makarova et al., 2019; Malik, 2018; Waham et al., 2023).

The need for professional competence of Guidance and Counseling Teachers (BK) is increasing in line with the high demands of the community to improve the quality of education (Awalya et al., 2019; Rahim & Hulukati, 2021; Rahmat et al., 2021). BK teachers are not only expected to have the ability to provide guidance and counseling services effectively, but also must have a more comprehensive mastery in various professional aspects (Anesty et al., 2022; Prilianto et al., 2020; Usman & Math, 2020). Prilianto et al. (2020) found that competency development programs tailored to the specific needs of BK teachers can significantly improve the quality of counseling services. These professional competencies include an in-depth mastery of tutoring materials, a strong understanding of student developmental psychology, and the ability to analyze various problems faced by students (Darling-Hammond et al., 2020; de Metz & Bezuidenhout, 2018; McGill et al., 2020). In addition, good communication skills are also a key element in the professional competence of BK Teachers, because teachers must be able to interact with students, parents, and the school in an appropriate and efficient way (Adams et al., 2013; Kuusimäki et al., 2019). In this modern era, mastery of technology is also a critical component of professional competence. Supriyanto et al. (2020) emphasized the importance of using technology in counseling services, especially during the pandemic, where technology allowed for more flexible and remote counseling services. BK teachers are expected not only to be proficient in traditional counseling techniques but also to effectively use digital tools and online platforms to enhance their services. BK teachers are expected to be able to utilize technology in learning and counseling services, both through digital media, supporting applications, and online platforms that allow guidance to be carried out remotely and more flexibly (Bangkara et al., 2022; Supriyanto et al., 2020).

In Law No. 14 of 2005 concerning Teachers and Lecturers, it is stated that a teacher must have four main competencies, namely pedagogical competence, personality competence, social competence, and professional competence. Among these competencies, professional competence plays a very important role in creating Guidance and Counseling (BK) services that are effective, efficient, and relevant to student needs (B et al., 2023; Suryawati et al., 2024). This professional competence

covers various aspects, ranging from the ability to understand students' characteristics and problems, analyze their needs, to formulate appropriate solutions through the planning and implementation of structured and appropriate BK programs (Febrianto et al., 2023; Markula & Aksela, 2023). BK teachers' ability to manage holistic services—which not only focuses on academic aspects but also on students' emotional, social, and career development—is key in ensuring that students can develop optimally (Bella Prawita & Asyraf Bin Che Amat, 2023; O'Flaherty & McCormack, 2019). This competency also includes the ability to innovate in creating BK programs that are responsive to changes in the educational environment and new challenges that arise, such as technological advancement, globalization, and social dynamics.

However, in the field, reality often shows that not all Guidance and Counseling Teachers (BK) have adequate competence to carry out their duties optimally. In MAN Aceh Besar, specifically, the professional development of BK teachers has been hindered by multiple factors that limit their ability to provide effective counseling services. Based on the results of observations made by researchers, it is known that the development of professional competence of BK teachers in several State Aliyah Madrasah (MAN) in Aceh Besar still faces various serious challenges. Some of the obstacles faced include limited access to quality and sustainable training, as well as support from schools in developing BK teacher competencies that are still not optimal. Usman & Math (2020) demonstrated that practical, scenario-based training with real case simulations and mentoring can significantly improve BK teachers' skills in handling complex student issues. This condition has become increasingly complex with the lack of facilities and resources available to support the professional development process of BK teachers. As a result, many BK teachers feel unprepared to face increasingly diverse and complex student problems, including psychological, social, and career problems that require special handling.

In addition, several MANs also face challenges in an effort to improve the professional competence of BK teachers. Although several training and coaching programs have been implemented, there are still concerns that the professional competence of BK teachers has not reached the expected standards. The gap between the expected competencies and the actual skills of the teachers has led to suboptimal BK services, as teachers struggle to implement effective guidance strategies without proper support and continual training. Grissom et al. (2018) and Kraft et al. (2018) also found that sustained coaching, with direct feedback, can significantly improve teacher performance in executing their BK duties. The training programs held are often general and not specific to the individual needs of teachers, so the results achieved are not optimal in improving the quality of the services they provide. In addition, limited time and opportunities to participate in training, both at the local and national levels, are one of the inhibiting factors in efforts to improve professional competence. This condition has the potential to hinder the effectiveness of BK services in schools, which can ultimately have a negative impact on student development. BK services, which are supposed to be able to help students in overcoming various problems, both academic

and personal, are less than optimal because BK teachers feel less confident and not fully prepared to face the challenges that exist. Without a significant increase in competence, BK teachers may have difficulty in identifying student problems appropriately, providing appropriate guidance, and designing effective programs to support overall student development.

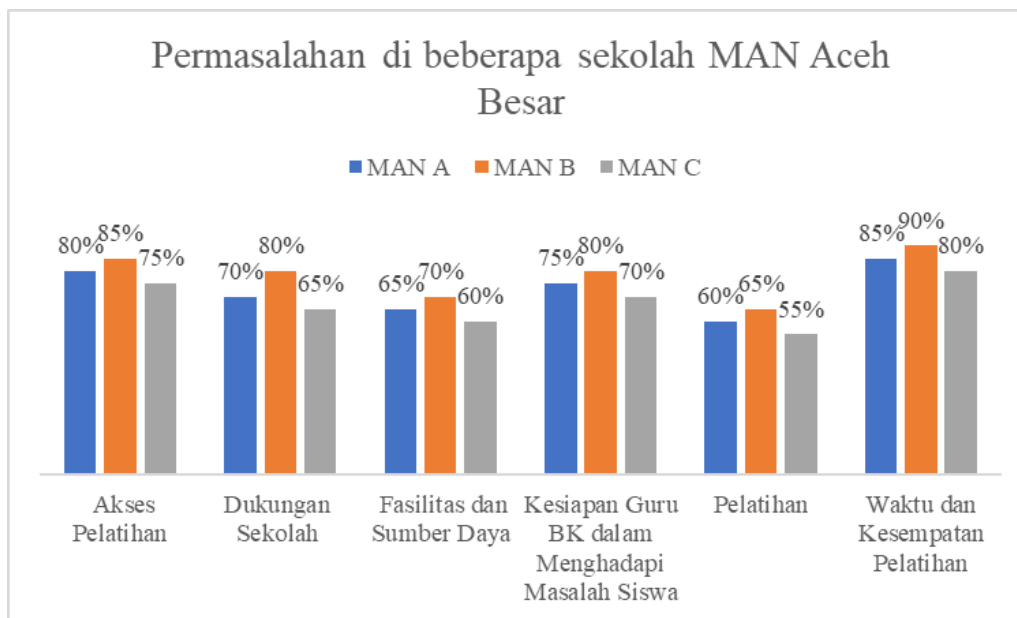


Figure 1 Problems of BK Teachers in Several MAN Schools in Aceh Besar

Based on the above problems, an appropriate solution was found by optimizing the development of professional competence, so that the performance of BK teachers can be more effective in providing guidance and counseling services to students and contributing to improving the quality of education at MAN Aceh Besar. By providing professional competency coaching for BK teachers, principals and supervisors can identify strengths and weaknesses in the implementation of guidance and counseling programs, as well as find areas that need further improvement or development. Reba (2022) said that the better the professional competence, the better the teacher's performance, Conversely, the lower the professional competence of the BK teacher, the lower the performance of the BK teacher. Herdi (2021) said that in shaping the performance of professional counselors, facilities and infrastructure are needed, in the form of adequate BK rooms, and also to improve the performance of guidance and counseling teachers, a counselor must have a bachelor's background in educational guidance and counseling. This is also in line with the research that has been conducted by Imron et. al (2021) which stated that the development of school principals, the development of supervisors, the provision of service fees, and training experience for BK teachers have a significant effect on the performance of BK teachers.

This study aims to analyze the current professional competency development strategies and to develop improved strategies for enhancing the performance of BK teachers at MAN Aceh Besar. The implication is that this research is expected to

provide concrete recommendations for schools and policymakers to increase the effectiveness of professional competency coaching for BK teachers, so that it has a positive impact on improving the quality of guidance and counseling services in schools.

RESEARCH METHODS

This study uses a quantitative research method to determine the influence of Professional Competency development on the Performance of Guidance and Counseling Teachers at MAN Aceh Besar. This research is located in 3 MAN schools in Aceh Besar. The subjects in the study are the principals, supervisors, and Counseling Guidance Teachers of MAN Aceh Besar. The determination of the research sample uses purposive sampling, meaning that the sample is selected deliberately based on the relevance of the subjects to the research objectives.

The principals were chosen as they are responsible for overseeing the overall school management and are directly involved in supporting the professional development of the teachers, including BK teachers. Supervisors were included because they provide direct guidance, supervision, and evaluation of the BK teachers' performance, making them critical in assessing competency development. BK teachers themselves are the key subjects, as the focus of the study is to analyze the impact of professional competency development on their performance. The selection of these subjects is therefore based on their unique roles and perspectives in relation to the development and performance of the Guidance and Counseling (BK) teachers. By including these three groups, the study captures a comprehensive view of the competency development process from different hierarchical levels within the educational system.

Data collection techniques used in the study include surveys, interviews, and questionnaires. The survey was conducted to understand the condition of the respondents, where the survey data would later be used to compile the outline of the format needed according to the research problem. The survey activities include: 1) Conducting direct observation for 10 days, observing the activities related to the development of professional competence at the research location; 2) Conducting visits and interviews with the informants; and 3) Studying documentation. The interview technique was carried out to get a more complete explanation of the field findings, particularly related to the professional competency development of BK teachers. The documentation study was carried out to supplement the data and information obtained from the two previous techniques, ensuring accuracy and completeness.

Finally, the questionnaire was used to gather respondents' answers related to the development of Professional Competence on the Performance of Guidance and Counseling Teachers implemented at MAN Aceh Besar.

The data analysis techniques used in this study consist of both qualitative and quantitative approaches. For the qualitative analysis, data were collected through interviews, observations, and documentation related to the professional competency

development process. The qualitative data from interviews and observations were analyzed using thematic analysis. Thematic analysis was employed to identify patterns or themes within the data, allowing for a deeper understanding of the experiences and perspectives of the respondents. This involved coding the transcribed interviews and field notes from observations, categorizing similar responses, and identifying recurring themes that reflect the main challenges and factors affecting the professional competency development of BK teachers. These themes were then interpreted and discussed in relation to the existing literature on teacher competency development.

For the quantitative analysis, data were collected through a questionnaire distributed to BK teachers and were analyzed using statistical methods. Descriptive statistics were used to summarize the responses, followed by inferential statistical techniques to test the relationship between professional competency development and BK teacher performance. This statistical analysis enabled objective and measurable conclusions to be drawn about the impact of professional competency development on BK teachers' performance. The combination of qualitative and quantitative techniques provided a comprehensive picture of the problems faced and the effectiveness of the competency development programs implemented for BK teachers in schools.

To ensure the validity and reliability of the research findings, several steps were taken. For the qualitative data, triangulation was used to cross-verify information obtained from different sources, including interviews, observations, and documentation. This method enhanced the credibility of the findings by ensuring that the data were consistent across different data collection techniques. Member checking was also conducted, where the transcribed interview responses were shared with the participants to confirm the accuracy of the interpretations.

For the quantitative data, the reliability of the questionnaire was tested using Cronbach's Alpha to measure the internal consistency of the instrument. A Cronbach's Alpha value above 0.70 was considered acceptable, indicating that the questionnaire reliably measured the constructs related to professional competence and teacher performance. To ensure content validity, the questionnaire was reviewed by experts in the field of education and guidance counseling, who provided feedback on the relevance and clarity of the items. A pilot test was conducted with a small sample of BK teachers to assess the comprehensibility of the questionnaire, and necessary revisions were made based on their feedback before distributing it to the full sample. The research process can be visualized with the following figure 1.

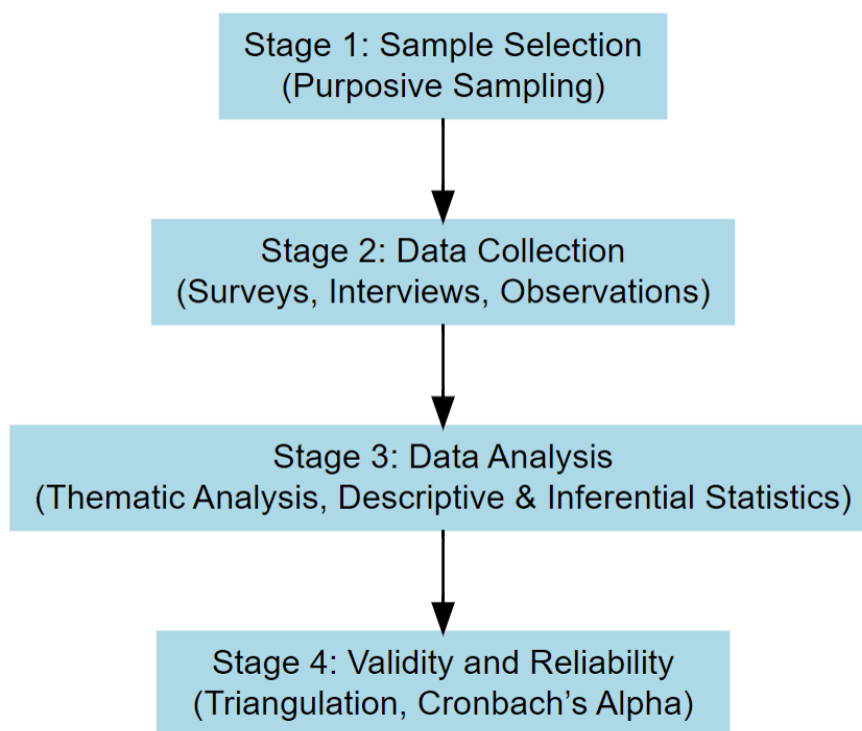


Figure 2: Research Process Flowchart

RESULT AND DISCUSSION

Result

Teacher Coaching Program for Counseling Guidance in MAN Aceh Besar

The Teacher Guidance and Counseling (BK) development program at MAN Aceh Besar is a planned and continuous effort carried out by the school to improve the professional competence of BK teachers. This program focuses on improving the four main competencies that BK teachers must have, namely pedagogical, personality, social, and professional competencies. In this study, it was revealed that the coaching program implemented at MAN Aceh Besar includes several components, such as technical training, supervision by the principal, and supervision from school supervisors.

The results of observations in the field prove that in terms of professional competence, BK teachers have participated in several trainings organized by the education office and related institutions. BK teachers at MAN Aceh Besar also began to apply several new counseling approaches obtained from the training. However, the application of technology is still very minimal in the implementation of guidance and counseling tasks, especially in the management of student data and the use of digital media for the delivery of guidance materials.

The results of observation and documentation also show several findings including weaknesses and strengths, when viewed from the strengths including: BK

teachers have the willingness to participate in training and professional development, Have begun to implement several new counseling methods that are more effective, There is already a special BK room and also two rooms of which the first room is a group counseling room and Individual counseling. While the weaknesses are: The application of technology in guidance and counseling is still very limited, innovations in counseling methods have not developed optimally.

MAN Aceh Besar has a clear and structured policy framework regarding the development of Guidance and Counseling Teachers (BK). This indicates that the school has a serious commitment to developing the professional competence of BK teachers through documents and written plans that guide the implementation of the coaching program.

Table 1. Key Aspects of BK Teacher Development Policy at MAN Aceh Besar

No.	Aspect	Explanation
1	Existence of Structured Policy Documents	The availability of a written plan document serves as a concrete guideline for BK (Guidance and Counseling) teacher development, including training objectives, competency targets, and methodology. It reflects a systematic and data-based approach.
2	Policy Integration with School Development	The policy document is aligned with the overall school development plan, indicating that the development of BK teachers is an integral part of MAN Aceh Besar’s educational development strategy.
3	Routine Evaluation for Quality Improvement	Regular evaluations of the coaching program are conducted to ensure effective implementation and expected outcomes. These evaluations also serve as feedback for continuous improvement based on current needs.
4	Implementation in Daily Activities	The policy is integrated into daily school activities. Both internal and external training provided to BK teachers aim to bridge theory and practice, ensuring training results are applied in counseling services.
5	Challenges in Implementation	Challenges such as time and resource constraints are acknowledged, indicating awareness of real conditions and the importance of resource management and adaptability to keep the program running effectively.

Overall, the policy of coaching BK teachers at MAN Aceh Besar has been well prepared and systematic, supported by clear written documents. The implementation of this policy seeks to be integrated into daily activities, despite facing various challenges. The existence of regular evaluations and the involvement of various parties shows that the school is committed to continuing to improve the quality of guidance and counseling services, as well as developing the professional competence of BK teachers on an ongoing basis. The principal's openness to the challenges also reflects a proactive attitude in finding solutions for the success of this coaching program.

The material in the coaching program touches directly on the aspects needed in the duties and responsibilities of a Guidance and Counseling Teacher.

Table 2. Implementation Strategies of the BK Teacher Coaching Program at MAN Aceh Besar

No.	Aspect	Explanation
1	Careful Planning	Involves preparing an annual plan based on previous evaluations and the identified needs of BK (Guidance and Counseling) teachers.
2	Continuous Training and Workshops	Regularly scheduled training and workshops demonstrate the school's commitment to continuously updating BK teachers' skills and knowledge.
3	Support Through Supervision and Mentoring	Supervision serves not only as evaluation but also as encouragement for BK teachers to apply acquired knowledge and skills in practice.
4	Evaluation for Continuous Improvement	Program evaluations are conducted at the end of each semester to promote continuous improvement based on the feedback received.
5	External Involvement	The participation of BK supervisors and the education office indicates that the school seeks legitimacy and additional support beyond its internal resources.
6	Collaboration with Other Schools	Collaboration offers BK teachers opportunities to share experiences and learn from best practices in other institutions, expanding the impact of the coaching program beyond one school.

Assessment of the Professional Competency Development Program on the Performance of BK Teachers at MAN Aceh Besar

Before the t-test is carried out, a normality test is first carried out. The normality test aims to find out whether the data population is normally distributed or not. The data is said to be normal when the level of sig. > 0.05. The results of the normality test can be seen in the following table.

	Sig. (2-tailed)
Kolmogorov-Smirnov Z	.470

In the table 3 of the results of the normality test of one sample kolmogorovsmirnov, the value of sig. = 0.470. This indicates that the data is distributed normally. So that the data can be used for the t-test.

To find out if there is an influence of the professional competency development program on teacher performance at MAN Aceh Besar, a t-test is carried out. The basis for taking the t-test is seen from the sig value. (2- tailed) < 0.05 which means there is a significant difference between the two, and vice versa. The results of the t-test can be seen in the following table 4.

Table 4 T-Test Results

t	Sig.	Decision
3.110	.003	H0 rejected

Based on the SPSS table above, the significance value (sig) is known. It is $0.003 < \text{probability of } 0.05$, so it can be concluded that H0 is rejected and Ha is accepted, which means that there is an influence of professional competence on the performance of BK teachers.

Furthermore, a determination coefficient test was carried out where the determination coefficient value or R Square (R²) was used to find out how much the percentage of influence between variables was. The results of the determination coefficient test can be seen in the following table.

Table 5 R Test

Type	R	R Square
1	,867	0,754

To find out what percentage of the influence of these variables is, the result is multiplied by 100% ($0.754 \times 100\% = 75.4\%$). Thus, this research model has an influence of 75.4% while the rest is influenced by other variables that are not included in this study. In other words, the hypothesis in this study is accepted which can be concluded that there is an influence between professional competence and BK teacher performance.

These results are also supported based on observations that have been made where school principals have an important role in supervising, monitoring, and assessing the implementation of the Teacher Guidance and Counseling (BK) coaching program at MAN Aceh Besar. The principal assessed that the implementation of the BK Teacher development program at MAN Aceh Besar was on the right track, but still needed some improvements. By increasing the frequency of coaching, deepening the material, and strengthening monitoring and evaluation, the principal believes that this program can be more effective in developing the professional competencies of BK Teachers to meet the needs of students and the ever-evolving educational challenges.

From the results of the principal's observation regarding the assessment of the implementation of the BK Teacher training program at MAN Aceh Besar, it can be concluded that:

Good Planning: The principal saw that the BK Teacher training program had been well planned, with relevant materials and in accordance with the needs of the BK Teacher's duties. This shows that the school realizes the importance of developing the competence of BK teachers and has made efforts to provide useful training

Involvement and Enthusiasm of BK Teachers: The principal observed the active involvement and enthusiasm of the BK teachers during the implementation of the program. This shows that BK teachers welcome this coaching program and feel that the material provided is beneficial for them. Active involvement also indicates that the coaching program has successfully motivated BK teachers to develop their skills.

Frequency and Duration of Coaching Constraints: Although in general the principal considers this program to be running well, there are obstacles identified related to the frequency and duration of coaching. This program is not held regularly, only lasts one to two times a year, and with a short duration. This is a concern for

school principals because training that is limited in time and rarely carried out can hinder the development of deeper competencies. Thus, an increase is needed in terms of frequency and duration to make this program more effective.

Program Effectiveness and Monitoring: The principal also assessed that this program was quite effective in improving the ability of BK teachers to handle students. However, he emphasized the importance of a better monitoring and evaluation process in order to measure the impact of the program on an ongoing basis. More structured monitoring will help in ensuring that the competencies taught are actually applied in the field.

In addition, the assessment of the professional competency development program for BK supervisors and teachers was also carried out for BK teachers in 3 MAN schools in Aceh Besar. The results of interviews with supervisors stated that the coaching program has been running well, although there needs to be an increase in the frequency and completeness of resources to support its effectiveness. Observations show that a clear program structure and full support from the principal contribute positively to the implementation of coaching. Although the methods applied, such as practice-based training and discussion, have proven to be effective in improving the competence of BK teachers, there are still obstacles such as time limitations and low frequency of implementation, only once to twice a year. BK teachers also acknowledged the relevance of the material provided in the training, but hoped that the duration and frequency of coaching could be increased to gain a deeper understanding and optimal practical experience. The evaluation process carried out through active monitoring by supervisors creates constructive feedback, so that it can increase the effectiveness of the program and encourage the improvement of BK teacher performance in the field. The results can also be seen in the following figure.

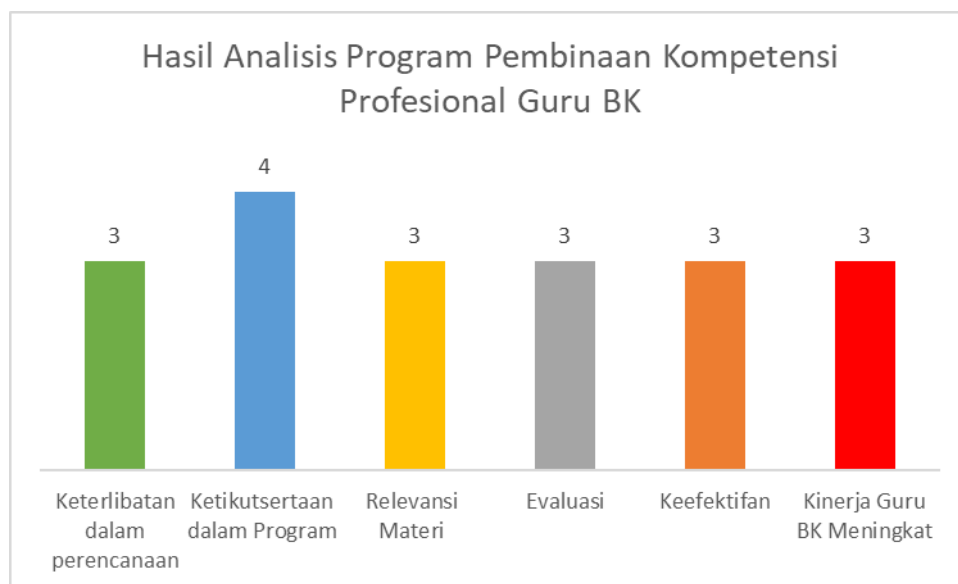


Figure 3. Evaluation of the Implementation of the Development Program

Based on figure 2, it can be concluded that the implementation of the coaching program obtained a good category which can have implications for improving the performance of BK teachers. Professional competency coaching includes training, skill development, and relevant knowledge, which contributes to improving teachers' ability to provide effective guidance to students.

Table 6 Indicators of involvement in planning for counseling teachers

No	Specific Indicators	Description of Findings	Score
1	BK teachers are involved in developing training needs	Some teachers are invited to express their needs, but not all are active.	3
2	The guidance counselor teacher participates in the coaching program planning meeting	Only certain teachers are directly involved in planning meetings	3
3	BK teachers are given the opportunity to give suggestions on the activity plan	Suggestions are accepted but not all are followed up	3
4	Two-way communication between organizers and counseling teachers during the planning stage	Communication is ongoing, but less intensive and not all teachers get complete information	3
5	Teachers feel responsible for the success of the program from the beginning	Some teachers feel involved, but do not feel they have full responsibility	3

Table 6 shows the results of the analysis of the professional competence development program for counseling teachers on the indicator of involvement in planning. In general, the involvement of BK teachers in program planning is still limited, with a score of 3 on each indicator indicating participation, but not fully optimal. First, some BK teachers were invited to express their training needs, but not all actively participated. Second, only some BK teachers were directly involved in the coaching program planning meeting, while others did not participate. Third, although suggestions from BK teachers were received, not all suggestions were followed up. Fourth, there was two-way communication between the organizers and the counseling teachers during the planning stage, but the intensity was lacking and not all teachers received complete information. Finally, although some teachers felt involved in the program, they did not feel fully responsible for the success of the program.

Table 7 Indicators of participation in the program

No	Specific Indicators	Description of Findings	Score
1	The counseling teacher participates in all program activities	Most teachers follow the program from start to finish	3
2	BK teachers are active in discussion or question and answer sessions	Teachers are quite active, although not all participate consistently	4
3	The counseling teacher's attendance in each training session is maintained	Attendance rate is high, with only a few absentees	4
4	The counseling teacher shows enthusiasm during the program	Most teachers showed enthusiasm in each session	4
5	The counseling teacher applies the results of the program in daily activities	Some teachers have started to apply the training materials at school	3

Table 7 illustrates the results of the analysis of the professional competence development program for counseling teachers on the indicator of participation in the program. In general, the results show a good level of participation, although there are some areas that still need to be improved. Most counseling teachers participated in all program activities from start to finish, although there were some who were not consistent in participating in discussion or question and answer sessions. Attendance at each training session was very good, with only a few absentees. In addition, the majority of BK teachers showed high enthusiasm throughout the program, reflecting their engagement in each session. However, although some teachers have started to apply the training materials in their daily activities at school, this application has not been completely evenly distributed, with some teachers still in the early stages of applying the program outcomes.

Table 8 Material Relevance Indicator

No	Specific Indicators	Description of Findings	Score
1	Training materials are in accordance with the needs of counseling teachers in the field	Materials are quite appropriate, but there are still topics that do not touch on specific needs	3
2	The material presented is relevant to the problems often faced by counseling teachers	Some materials are very relevant, especially those related to student cases	3
3	Training materials are easy to understand and applicable	The material is relatively easy to understand and can be applied immediately	3
4	Case examples and field studies are relevant to real conditions	Case examples are adapted to reality, although not all are contextualized	3
5	The material supports the development of professional competence of counseling teachers	The material is considered helpful in improving professional skills	3

Table 8 shows the results of the analysis of the professional competence coaching program for counseling teachers on the material relevance indicator. Overall, the training materials provided were quite relevant to the needs and conditions in the field, although there were some shortcomings. The materials presented are generally in accordance with the needs of counseling teachers, but there are still topics that do not fully respond to their specific needs. Some materials were considered very relevant, especially those related to student cases, although there were other materials that were less relevant. The training materials are also relatively easy to understand and can be applied immediately by the teachers, but it is possible that some of the materials need further adjustments to make them more applicable. The case examples and field studies provided are quite relevant to real conditions, although not all examples fully reflect the situation in the field. Overall, the training materials are considered to support the development of counseling teachers' professional competencies, although some areas can still be improved to be more in-depth and in line with the challenges faced in schools.

Table 9 Evaluation Indicators

No	Specific Indicators	Description of Findings	Score
1	There is an evaluation at the end of the program to assess participants' understanding	Evaluations are conducted, but are not yet comprehensive for all participants	3
2	Evaluation is conducted in a systematic and structured manner	Evaluation structures are in place, but not fully implemented	3
3	Participants are given feedback on the evaluation results	Some participants receive feedback, but not all	3
4	Evaluation covers both theoretical and practical aspects	Evaluations tend to be more theoretical than practical	3
5	Evaluation results are used for future program improvements	No significant use of evaluation results for development	3

Table 9 shows the results of the analysis of the professional competence development program for counseling teachers on the evaluation indicator. In general, the evaluation conducted in this program shows quite good results, but there are still some areas that need to be improved. Evaluation is conducted at the end of the program to measure participants' understanding, but the implementation has not been fully comprehensive for all participants. The evaluation structure was in place, but not fully implemented. While some participants received feedback on the evaluation results, not all participants had the opportunity. The evaluation focused more on the theoretical aspects, while the practical aspects received less attention. In addition, evaluation results have not been significantly utilized for future program improvements, indicating a need for improvement in the use of evaluation results for future program development.

Table 10 Effectiveness Indicators

No	Specific Indicators	Description of Findings	Score
1	The program helps improve the professional competence of counseling teachers	Teachers find it helpful, but results are uneven	3
2	The program is implemented according to schedule and plan	Mostly on schedule, but there are adjustments to some sessions	3
3	Training improves teachers' hands-on skills	Some improvement, but not significant for all teachers	3
4	Training materials and methods support learning effectiveness	Methods are quite helpful, although not always interactive	3
5	Program objectives were achieved in accordance with predetermined indicators	The program objectives are mostly achieved, but need to be strengthened in the implementation in the field	3

Table 10 shows the results of the analysis of the professional competence development program for counseling teachers on the effectiveness indicator. Overall, the program is considered quite effective, although there are some areas that require

further improvement. The program helped improve the professional competence of counseling teachers, but the results were not evenly distributed among all participants. The implementation of the program generally ran according to schedule, although there were some adjustments in certain sessions. The training provided some improvements in practical skills for teachers, although these improvements have not been significant for all participants. The training methods and materials used were sufficient to support effective learning, although they were not always interactive, which may have limited the active involvement of participants. The program objectives were largely achieved, but implementation in the field still needs to be strengthened so that the set objectives can be more optimally achieved.

Table 11 BK Teacher Performance Indicators Improved

No	Specific Indicators	Description of Findings	Score
1	The program helps improve the professional competence of counseling teachers	Teachers find it helpful, but results are uneven	3
2	The program is implemented according to schedule and plan	Mostly on schedule, but there are adjustments to some sessions	3
3	Training improves teachers' hands-on skills	Some improvement, but not significant for all teachers	3
4	Training materials and methods support learning effectiveness	Methods are quite helpful, although not always interactive	3
5	Program objectives were achieved in accordance with predetermined indicators	The program objectives are mostly achieved, but need to be strengthened in the implementation in the field	3

Table 11 shows the results of the analysis of the professional competence development program for counseling teachers on the indicator of improving teacher performance. Overall, although the program contributes to improving the professional competence of counseling teachers, the results are not fully equitable. The program is considered useful by teachers, but the improvement is not uniform among all participants. The program was generally run according to a predetermined schedule, although some adjustments were made to some sessions. The training helped improve teachers' practical skills but the improvement was not significant for all participants. The training methods and materials used were sufficient to support learning effectiveness, although interactivity was limited. The program objectives have generally been achieved, but implementation in the field needs to be strengthened so that the results obtained are more optimal in improving the performance of counseling teachers.

Discussion

The results of the study show that the Teacher Guidance and Counseling (BK) development program at MAN Aceh Besar is an important part of efforts to develop teacher professionalism. This coaching is carried out to improve the professional competence of BK teachers, which includes pedagogical, personality, social, and professional aspects, so that they are able to carry out their roles and responsibilities more effectively. The results of the interview show that MAN Aceh Besar has a

systematically planned BK Teacher training program. This planning involves the principal, supervisors, and BK teachers themselves. The program is designed based on the needs identified from the results of the performance evaluation of BK teachers as well as the demands of the national education curriculum and policy.

Although the program is well planned, several implementation challenges emerged, particularly related to resource limitations and insufficient time allocation. These issues directly impact the effectiveness of the training program. Limited resources hinder the ability to provide specialized and relevant materials, while the lack of time for BK teachers to participate fully due to their existing workload at school reduces the impact of the training. This suggests that for professional competency programs to be effective, sufficient resources and time must be allocated to allow teachers to engage meaningfully in these activities (Kraft et al., 2018).

The coaching program aims to improve the competence of BK teachers in various aspects, such as their understanding of their roles and responsibilities (*tupoksi*), the latest counseling techniques, and handling complex student problems. The material covered in the program ranges from counseling theory, individual and group counseling techniques, to communication skills. However, some BK teachers feel that the coaching materials are too generalized and not specific enough for their daily needs. This gap between teacher expectations and the coaching content reflects a misalignment between the program design and practical needs in the field, a problem also highlighted (Supriyanto et al., 2020). The lack of context-specific training diminishes the overall effectiveness of the program, as teachers require practical tools that directly address their unique challenges.

In terms of implementation, the coaching program at MAN Aceh Besar is delivered through various methods such as training, workshops, and group discussions. Although the program is conducted periodically, it does not always follow the planned schedule due to time constraints and the teachers' heavy workloads. Most BK teachers interviewed expressed that, while the program is useful, its irregularity and the general nature of the content limit its effectiveness. They recommended that the program should be conducted more frequently, with more relevant and practical materials, to better support their day-to-day activities in the school setting (Geerligs et al., 2018; Wakida et al., 2018). The need for continuous and sustained professional development is crucial, as highlighted by Darling-Hammond et al. (Darling-Hammond et al., 2020), who argued that frequent and context-specific training is key to fostering long-term professional growth.

Support from school principals and external parties, such as school supervisors and the Ministry of Religious Affairs, plays a vital role in the success of the BK Teacher development program at MAN Aceh Besar. This support is not only limited to the provision of facilities but also includes providing direction, motivation, and assistance in terms of program implementation (Geerligs et al., 2018). However, external support often falls short in terms of procurement of resources and providing more in-depth training. The lack of sufficient external support indicates a systemic issue where external stakeholders may not fully understand the specific needs of BK teachers, which hinders the overall effectiveness of the program. This underlines the importance of a more collaborative approach between school management and external bodies, as suggested (Grissom et al., 2018), to ensure that resources and training are tailored to the actual needs of BK teachers.

The evaluation of the coaching program is conducted periodically by the principal and school supervisors (Grissom et al., 2018). This evaluation measures the extent to which the coaching program has helped improve the competence of BK teachers (Kraft et al., 2018; Wolf, 2018). Key indicators used include improved ability to conduct counseling, effectively handle student cases, and enhance the overall quality of guidance and counseling services in schools (Supriyanto et al., 2020). Although evaluations are carried out regularly, the results indicate that the coaching program requires improvements, especially in terms of timing, material adjustments, and increased resource support. These findings are consistent with other studies that emphasize the need for continuous adaptation of professional development programs to meet evolving educational demands (Darling-Hammond et al., 2020).

Some of the key obstacles identified in the implementation of the BK Teacher training program at MAN Aceh Besar include limited time, funding, and facilities. BK teachers often find it difficult to allocate sufficient time to participate in coaching due to their many other responsibilities at school. Additionally, the budget allocated for coaching is sometimes insufficient, preventing the delivery of all necessary materials. Learning facilities that support the coaching programs also need to be improved for the coaching process to run more effectively. These constraints are not unique to MAN Aceh Besar and reflect broader challenges faced by many educational institutions in Indonesia, as outlined by Wahyudi & Hidayat (2022), who highlighted similar constraints in other regions.

In conclusion, while the BK Teacher training program at MAN Aceh Besar has been relatively successful, there are still several barriers that need to be addressed. This program plays a crucial role in improving the professional competence of BK teachers, but its effectiveness can be enhanced through improvements in planning, implementation, and evaluation. Support from principals, supervisors, and external bodies is essential to ensure that coaching programs are sustainable and have a positive impact on improving the quality of guidance and counseling services in schools. The findings of this study suggest that future coaching programs should focus on aligning training materials more closely with the daily practical needs of teachers and increasing the frequency of training sessions to ensure long-term professional growth (Darling-Hammond et al., 2020; Mulyani et al., 2024).

CONCLUSION

The Guidance and Counseling Teacher (BK) development program at MAN Aceh Besar has been running well and systematically, enhancing teachers' professional competence through continuous training, supervision, and evaluation. The results of the T-test indicate that professional competence significantly influences BK teachers' performance. Although the implementation of the coaching program is progressing positively, it has not yet reached its full potential in terms of training frequency and the relevance of the materials provided. The program employs various methods, such as training sessions, seminars, and discussions. However, its execution often encounters obstacles related to limited resources, including facilities, time, and budget.

Furthermore, BK teachers' involvement in the coaching program's design and planning remains minimal, leading to the delivery of materials that are sometimes misaligned with the real challenges faced in daily practice. Several barriers hinder the effective implementation of the coaching program, including time constraints, insufficient funding, and inadequate infrastructure. BK teachers also struggle to

participate fully due to their demanding routine tasks. Moreover, external support from the education office and school supervisors is still perceived as lacking, exacerbating the existing challenges. Despite these limitations, the program is strengthened by the teachers' enthusiasm for professional development and their openness to adopting new counselling methods. Nevertheless, issues such as limited technological integration and low training frequency persist. Therefore, future research is suggested to explore strategies for increasing the effectiveness of coaching programs, including developing more specific and relevant training materials and optimising resource support to overcome challenges in implementation.

REFERENCES

- Adams, D., Harris, A., & Jones, M. S. (2013). Teacher-Parent Collaboration for an Inclusive Classroom: Success for Every Child. *Malaysian Online Journal of Educational Sciences*, 2016(3), 58–72.
- Anesty, E., Fatihaturrosyidah, F., & Putra, J. (2022). Knowledge and ability of early childhood teachers in delivering career guidance for preschooler. *ProGCouns: Journal of Professionals in Guidance and Counseling*, 3(1), 10–22. <https://doi.org/10.21831/progcouns.v3i1.49609>
- Awalya, A., Anggraini, W., Susilawati, S., & Setyo Nugroho, I. (2019). Competence of Guidance and Counseling Teachers (counselors) of junior and senior high schools in Semarang Regency and Semarang City. *Advances in Social Science, Education and Humanities Research*, 382(Icet), 318–321. <https://doi.org/10.2991/icet-19.2019.79>
- B, A. A. N., Anggita, I., Robiulkhair, I., & Kaserero, S. (2023). Proceedings of the International Conference on Educational Management and Technology (ICEMT 2022). In *Proceedings of the International Conference on Educational Management and Technology (ICEMT 2022)*. Atlantis Press SARL. <https://doi.org/10.2991/978-2-494069-95-4>
- Bangkara, B. M. A. S. A., Maruf, I. C., Latif, A., Hashibah, H., & Ikhsan, I. (2022). Improving the quality of counseling services for students based on digital applications in line with the implementation of the Merdeka Curriculum. *International Journal of Health Sciences*, 6(July), 2100–2114. <https://doi.org/10.53730/ijhs.v6ns9.12875>
- Bella Prawita, C., & Asyraf Bin Che Amat, M. (2023). Implementation of Guidance and Counseling in Elementary Schools in Supporting Student Development Tasks. *Widyagogik*, 1, 180–192. <https://creativecommons.org/licenses/by-sa/4.0/>
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- de Metz, N., & Bezuidenhout, A. (2018). An importance-competence analysis of the roles and competencies of e-tutors at an open distance learning institution. *Australasian Journal of Educational Technology*, 34(5), 27–43. <https://doi.org/10.14742/ajet.3364>
- Febrianto, P. T., Maureen, I. Y., & Bachri, B. S. (2023). Evaluation of MBKM Program Implementation in Elementary Schools. *Jurnal Pamator: Jurnal Ilmiah Universitas Trunojoyo*, 16(3), 509–526. <https://doi.org/10.21107/pamator.v16i3.20278>
- Geerligs, L., Rankin, N. M., Shepherd, H. L., & Butow, P. (2018). Hospital-based interventions: A systematic review of staff-reported barriers and facilitators to

- implementation processes. *Implementation Science*, 13(1), 1–17. <https://doi.org/10.1186/s13012-018-0726-9>
- Grissom, J. A., Blissett, R. S. L., & Mitani, H. (2018). Evaluating School Principals: Supervisor Ratings of Principal Practice and Principal Job Performance. *Educational Evaluation and Policy Analysis*, 40(3), 446–472. <https://doi.org/10.3102/0162373718783883>
- Imron, M., Naqiyah, N., & Tri Hastuti, R. (2021). Kinerja Guru Bimbingan Dan Konseling Sma Kota Surabaya Dan Faktor-Faktor Yang Mempengaruhinya. *JBKI (Jurnal Bimbingan Konseling Indonesia)*, 6(1), 32. <https://doi.org/10.26737/jbki.v6i1.2038>
- Kraft, M. A., Blazar, D., & Hogan, D. (2018). The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. *Review of Educational Research*, 88(4), 547–588. <https://doi.org/10.3102/0034654318759268>
- Kuusimäki, A. M., Uusitalo-Malmivaara, L., & Tirri, K. (2019). The Role of Digital School-Home Communication in Teacher Well-Being. *Frontiers in Psychology*, 10(November), 1–8. <https://doi.org/10.3389/fpsyg.2019.02257>
- Mahmood, N., & Iqbal, Z. (2018). Challenges Faced by Prospective Teachers during Teaching Practice: Connecting Theory to Practice. *Bulletin of Education and Research*, 40(2), 113–136.
- Makarova, E. A., Makarova, E. L., & Korsakova, T. V. (2019). The Role of Globalization and Integration in Interdisciplinary Research, Culture and Education Development. *Journal of History Culture and Art Research*, 8(1), 111. <https://doi.org/10.7596/taksad.v8i1.1957>
- Malik, R. S. (2018). Educational Challenges in 21st Century and Sustainable Development. *Journal of Sustainable Development Education and Research*, 2(1), 9. <https://doi.org/10.17509/jsder.v2i1.12266>
- Markula, A., & Aksela, M. (2023). Enhancing the 4Cs among college students of a communication skills course in Tanzania through a project-based learning model. *Education and Information Technologies*, 28(6), 6269–6285. <https://doi.org/10.1007/s10639-022-11406-9>
- McGill, C. M., Ali, M., & Barton, D. (2020). Skills and Competencies for Effective Academic Advising and Personal Tutoring. *Frontiers in Education*, 5(August). <https://doi.org/10.3389/educ.2020.00135>
- Mulyani, F. F., Gunartati, G., Ofianto, O., Soriente, A., Yafi, R. A., Syahriani, F., Syah, M. A., & Ningsih, T. Z. (2024). Multicultural Education Based on Minangkabau Proverbs to Integrate Democratic Values in History Learning. *Al-Ishlah: Jurnal Pendidikan*, 16(1), 526–544. <https://doi.org/https://doi.org/10.35445/alishlah.v16i1.4989>
- O’Flaherty, J., & McCormack, O. (2019). Student holistic development and the ‘goodwill’ of the teacher. *Educational Research*, 61(2), 123–141. <https://doi.org/10.1080/00131881.2019.1591167>
- Priyanto, A. P. A., Hidayah, N., & Rahman, D. H. (2020). Investigation of the Counselor’s Professional Competence on the Comprehensive Understanding of the Guidance and Counseling Program. *Advances in Social Science, Education and Humanities Research*, 501(Icet), 100–103. <https://doi.org/10.2991/assehr.k.201204.015>
- Rahim, M., & Hulukati, W. (2021). Development of handbooks of guidance and counseling to enhance elementary school teachers’ competence in cultivating students’ creativity. *European Journal of Educational Research*, 10(2), 657–670.

- <https://doi.org/10.12973/eu-jer.10.2.657>
- Rahmat, H. K., Nurmalasari, E., Pyuranti, L. D., & Syifa'ussurur, M. (2021). Understanding the Counselor's Competence in Guidance and Counseling Services with Inclusive Perspective. *SSRN Electronic Journal*, 1(1). <https://doi.org/10.2139/ssrn.3739078>
- Ramdhani, D. H. (2021). Studi Kepustakaan Mengenai Kinerja Guru Bimbingan Dan Konseling Dalam Perencanaan Program Bimbingan Dan Konseling Di Sekolah. *Jurnal Edukasi, Jurnal Bimbingan Konseling*, 7(1), 42-52.
- Reba, Y. A., Saud, H., Saputra, A. A., & Pristanti, N. A. (2022). Kinerja Guru Bimbingan Dan Konseling Ditinjau Dari Kompetensi Profesional Dan Dukungan Sistem. *Jurnal Bimbingan Konseling Indonesia*, 7, 65-73.
- Suprpta, B., Wijaya, D. N., & Wahyudi, D. Y. (2022). Composing the Map of Ambon Island to Strengthen the History Student's Spatial Thinking Skills. *IOP Conference Series: Earth and Environmental Science*, 1066(1), 0-6. <https://doi.org/10.1088/1755-1315/1066/1/012014>
- Supriyanto, A., Hartini, S., Irdasari, W. N., Miftahul, A., Oktapiana, S., & Mumpuni, S. D. (2020). Teacher professional quality: Counselling services with technology in Pandemic Covid-19. *Counsellia: Jurnal Bimbingan Dan Konseling*, 10(2), 176. <https://doi.org/10.25273/counsellia.v10i2.7768>
- Suryawati, C. T., Ma'rifatin, I. K., Susilo, A. T., Asrowi, & Surur, N. (2024). Enhancing Effectiveness of Guidance and Counseling Services Through Web-Based Interactive Media. *Ingenierie Des Systemes d'Information*, 29(1), 37-48. <https://doi.org/10.18280/isi.290105>
- Usman, B. K., & Math, R. (2020). Training of Communication Basic Skill To Develop Professional Competence of Counseling and Guidance Teachers. *Scolae: Journal of Pedagogy*, 3(1), 10-18. <https://doi.org/10.56488/scolae.v3i1.46>
- Waham, J. J., Asfahani, A., & Ulfa, R. A. (2023). Global Trends in Higher Education: A Comparative Analysis of Enrollment and Quality Assurance Mechanisms. *International Journal of Educational Research*, 1(1), 49-60. <https://edujavare.com/index.php/EDUJAVARE>
- Wakida, E. K., Talib, Z. M., Akena, D., Okello, E. S., Kinengyere, A., Mindra, A., & Obua, C. (2018). Barriers and facilitators to the integration of mental health services into primary health care: A systematic review. *Systematic Reviews*, 7(1), 1-13. <https://doi.org/10.1186/s13643-018-0882-7>
- Wolf, S. (2018). Impacts of Pre-Service Training and Coaching on Kindergarten Quality and Student Learning Outcomes in Ghana. *Studies in Educational Evaluation*, 59, 112-123. <https://doi.org/10.1016/j.stueduc.2018.05.001>