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How do the supervisors of guidance and counseling fare in terms of accountability and performance?

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ABSTRACT

Counselors, who are trained professionals, guide counselees through the process of guidance. School counselors conduct assessments as part of their services. Without an assessment, it would be impossible for us to determine whether the intended guidance program had been implemented successfully. The evaluation of the guidance program is to determine the degree to which the program's implementation has met its stated objectives. In other words, the outcome of the assessment activities will determine whether the program is successful in reaching its objectives. It cannot be isolated from the supervision actions, according to the assessment that was done. Counseling and direction School supervisors are school supervisors with complete rights, powers, and responsibilities for evaluating, promoting, and implementing education in various schools through guidance and counseling activities. Additionally, the adequacy of the services rendered by the BK teacher/counselor is determined by the factors mentioned above. This indicates that the school counselor can account for the services rendered.



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Introduction

The concept and function of guidance and counseling are perfect since they can effectively address all of the demands and issues that arise for students in higher education (Kamaluddin, 2011). If a program of guidance and counseling services is not controlled under a quality management system, it is unlikely to be developed, executed, and successful in tertiary institutions. A program must be implemented in an organization to make use of all available resources in order to accomplish a task. The guidance and counseling program in the education unit also engages in planning in the form of a program.

Guidance and counseling is the process of helping students (Luddin, 2010) reach their highest possible level of independence and growth in accordance with the relevant regulations (Anak, 1995; Dinartiwi, 2010; Luddin, 2010). Organization of advice and counseling to implement guidance and counseling in a systematic way (Bhakti, 2017; Romlah, 2009). Guidance and counseling services must be based on management in order to fulfill the objectives, be precise and effective, and be efficient (Azizah, Ginting, & Utami, 2017). Additionally, assistance and counseling are provided in classrooms as part of the general efforts made by higher education institutions to help students achieve their academic objectives (PERTAMA, 2006).

In higher education, counseling and guidance are subsystems of education that are always implemented with meticulous and methodical preparation. If an action is carried out haphazardly or without a plan, the outcomes are bound to be uncertain. It will not be feasible to determine how many results have been obtained in relation to their contribution to the attainment of educational goals in higher education if advice and counseling are not provided in a planned and systematic manner. While the plan is a work schedule. The program is an activity that is planned and executed in a coordinated manner in order to accomplish specific goals (Santoadi, 2010).

The program is an organized schedule of tasks that are intended to be completed by a particular date and are written down. The counseling guidance program in tertiary institutions consists of a number of service and auxiliary activities planned by lecturers and counselors to be completed over a specific time frame (Fathurrohman, 2014).

The introduction of the guidance and counseling program will be carried out properly and efficiently thanks to the activity plan. The purpose of the activity plan is to assist students in attaining developmental objectives or competences. It is a complete description of the program that outlines the structure of the program content, including both in-school and out-of-school activities. The strategy needs to be evaluated in relation to the running counseling service program.

Long-term and short-term assessments are both possible for the assessment. We typically assess students' character in the short term after three months and in the long term after six months. In the meantime, we looked into the effectiveness of counseling and guidance services in shaping students' character as part of the evaluation process. Analysis of how teachers served as counselors and in other supportive roles during the evaluation was done.

The supervisory method and the assessment that was done go hand in hand. From a technical perspective of the implementation and management of educational activities in specific educational units, supervision is defined as supervisory activity carried out by performing the assessment and coaching of teachers and other education staff.

The term "supervision" or "supervision" in educational institutions is synonymous with the supervision of professional supervision, which is, of course, faced with a variety of events and activities. For instance, if supervision is carried out by the principal, then supervision is carried out to assess how well teachers carry out student learning, but if supervision is carried out by supervisors education unit, the principal in the institutional context is clearly the supervisor. An evaluation is conducted based on the aforementioned supervision tasks. The evaluation's findings can be utilized to hold guidance and counseling services accountable. Reporting the evaluation's findings and concluding with suggestions for the next program development.

Method

A library research strategy was used to write this article. We reviewed a number of articles from both domestic and foreign journals as we were composing this essay. The publications under analysis cover topics such as responsibility, supervision, advice, and counseling in educational settings. By choosing manuscripts that dealt with accountability and supervisory guidance and counseling, it was possible to find relevant papers. For each progress made, the chosen scientific articles are then read and analyzed. After that, the writers discovered conclusions about responsibility and supervisory guidance and counseling in each research article's description of guidance and counseling.

Results and Discussions

Accountability and Oversight Theory

The words "account" (account, report, or record) and "ability" are the literal roots of the concepts of accountability and accountability (ability). The capacity to present records or reports that can be accounted for is one definition of accountability (Suharto, 2006). According to J.B. Gharthey, accountability seeks to provide answers to stewardship-related concerns, such as what, why, who, where, and how accountability should be carried out (Gharthey, 1993). Ledvina V. Carino, meanwhile, claimed that accountability is an evolution of the actions taken by a police officer who is under his supervision (Carino, 1991). Everyone needs to truly understand that his or her activities affect more than just themselves. But he must understand that his actions will also have a significant effect on people's lives (Depdiknas, 2009).

What is meant by accountability in guidance and counseling? According to some of the definitions above, it is the embodiment of the duties of counselors, guidance and counseling teachers, supervising teachers, or organizational units (guidance and counseling) to account for the management of resources and the implementation of policies entrusted to them in the context of achieving goals. In this situation, the school counselor/supervisor teacher is required to respond to questions from parties who have the legal right to request information regarding the delegation of authority to manage specific resources and to explain how their actions—or those of the body that supervises them—have been carried out.

Particularly in the context of implementing all service programs throughout the academic year, the accountability of guidance and counseling services is largely determined by the quality of their services to service targets, namely all students who are the responsibility of the guidance and counseling teachers or counselors (Guru & Kependidikan, 2016). The resources mentioned above concentrate on the client's profession, personal/social growth, and academic success. According to this theory, the development of the desired behavior, the psychoeducational intervention system, and assessment are all crucial parts of the responsibility of guiding and counseling (Kartadinata, 2005). The preparation of the educational unit supervision program, the implementation of academic and administrative development, the monitoring of eight national education standards, administrative and academic assessments, and reporting on the implementation of the supervision program are all examples of supervision activities (Depdiknas, 2009).

Guidance and counseling for stakeholders (customers)

Stakeholders are frequently defined in basic words as parties, cross actors, or parties connected to an issue or a strategy. With this understanding, it is clear that the following parties are involved in the guidance and counseling of stakeholders in the educational field, specifically: (1) students; (2) parents; (3) the principal; (4) instructors; (5) the counselor; (6) school staff; (7) the government; and (8) society.

According to Prayitno, committed and dedicated counselors fulfill their professional responsibilities by answering to five groups of people, namely (Prayitno, 2009): (1) himself: that he has carried out his responsibilities; (2) science and profession: that he has upheld scientific principles in his line of work in accordance with the requirements of his knowledge and professionalism; (3) student/service target: that he or she has taken action that assists students in realizing their potential, creating Effective Daily Life, and managing Disrupted Effective Daily Life; (4) other stakeholders: that he has carried out his responsibilities.

Accountability and Supervision Requirements

To ensure the creation of good accountability and supervision, accountability itself is required to have: The requirement for counselors, BK teachers, and supervising teachers to periodically respond to any inquiries related to how they use their authority in carrying out the practice of comprehensive guidance and counseling services is related to the ability to answer, specifically (a term that derives from responsibility). As a result, the public and clients have a right to know the decisions made by the parties they (clients) trust (counselors) on service programs, evaluation techniques, evaluations, data usage (using data), and follow-up services that have been given to him. The two notions listed above are the cornerstones of fostering public trust.

Accountability Forms

There are various sorts and forms of accountability, and there are two main categories for these types:

Internal Accountability

Applies to all organizational, institutional, and internal educational levels of state government administration, including the government itself, where each mandate holder (in this case, including counselors, BK teachers, and supervising teachers) is required to report any changes in performance to their immediate superiors. periodically, or whenever it is deemed essential, carry out its operations.

External Accountability

Every state institution is required by its very nature to keep track of all the mandates it has received, implemented, or disclosed to outside parties as it develops. The type of adequate disclosure is most frequently used when it comes to the communication and disclosure of service reports, but this implies an understanding of restrictions on the presentation of information because, in accordance with the adequate disclosure principle, information can be presented to a minimum as long as it is sufficient so that the client confidentiality principle is maintained well rested.

Spiritual Accountability

Self-accountability for all he does, which only he knows and understands, is a part of this accountability. This accountability is also referred to as spiritual accountability for this reason. The foundation of every act of spiritual accountability is a person's connection with God. The achievement of the person's performance will be greatly impacted by this understanding of spiritual accountability, nevertheless, if it is truly carried out with

sincere faith and piety. That explains why one person's labor may differ from that of another's, or why the amount and caliber of the same job may vary between agencies.

Accountability Criteria

A measure that serves as the foundation for judging or deciding something is called a criteria. The accountability system must satisfy seven requirements, according to Krumboltz, in order to get the intended results (Krumboltz, 1974). These are as follows: (1) the general aims of therapy must be accepted by all parties in order to determine the counselor's scope of practice; (2) the client must be able to see and feel improvements in the counselor's conduct for these accomplishments to be meaningful; (3) counselor actions should be reported as expenses rather than successes; (4) accountability systems shouldn't be created to throw blame or punish subpar performance but rather to encourage competent professional service and self-development; (5) failure reports and unreported findings should be allowed and never punished in order to encourage correct reporting; (6) the accountability system should include representation from all of its users in its design; (7) the accountability framework itself needs to be examined and improved.

Factors that Support and Restrict the Application of Counseling Advice

Supporting Factors: a) today's education has entered the era of professionalism; b) there is a new attitude among government officials to focus on national education; c) the availability of programs for teacher professional development and professional counseling education that aims to build professional capability at work; d) allocation of public funds for equitable educational access. Inhibiting Factor: a) a shortage of educators Education institutions that produce qualified counseling and guidance personnel; b) failure of guidance and counseling employees to see the need to enhance their professional competence; c) the requirements for school counselors are still out of line with their position.

Effects of Accountability and Monitoring Implementation

Additionally, according to Krumboltz, the capacity for accountability justifies counselors' attempts to create accountability frameworks that benefit them (Krumboltz, 1974). An accountability system will allow counselors to: (1) get feedback on their work; (2) the success that has been demonstrated can be used to choose the counseling approach; (3) locating customers whose requirements have not yet been satisfied. (4) create a clear strategy for carrying out rote tasks; (4) to better the achievement of goals and identify answers to emerging issues, discuss your thoughts with the team (Robert & Marianne, 2003).

Problems and Solutions

Problem

According to J. J. Schmidt, the issue with accountability is caused by some counselors unwillingness to define accountability because (Schmidt, 2003): a) lack of time planning to conduct an assessment of the program they have programmed; b) the best way to measure and what the counselor should do conflict; c) doubts about the difference between research and accountability; d) the counselor's (bad) assessment results have caused some people to be afraid.

Solution

J. J. Schmidt offers a remedy for accountability-related evaluation. (Schmidt, 2003): a) assist in gathering information for counselors that can be used to design their professional development; b) help school counselors create accurate reports with balanced grades; c) allowing school counselors to participate in research in accordance with lending criteria (credibility and validity).

Conclusions

The accountability of guidance and counseling services in particular is largely determined by the quality of their services to service targets, namely all students who are the responsibility of the guidance and counseling teacher or counselor, in the context of implementing all service programs throughout the school year. This means that the services provided can be accounted for by the BK teacher/Counselor.

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