Readiness of students to become guidance and counseling teachers

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Abstract

This research is motivated by the phenomenon of students who do not have the readiness to become Guidance and Counseling teachers. This is due to the lack of personal qualities that must be possessed by students as prospective Guidance and Counseling teachers. Students as prospective Guidance and Counseling teachers are required to facilitate quality personal development and can be accounted for professionally. This study aims to describe the readiness of students to become guidance and counseling teachers. This research is a descriptive type of research with quantitative methods. The study population consisted of 141 FIP UNP Guidance and Counseling students for the semester of July-December 2019, batch 2016 who had participated in the Guidance and Counseling field practice in schools. The number of research samples 65 students, sampling using techniquespurposive sampling. Collecting data using a Likert scale model questionnaire. Data were analyzed using descriptive statistical techniques. This study describes the readiness of students to become teachers of Guidance and Counseling in general in the high category, student readiness based on each aspect (1) the readiness of students based on the aspect of self-understanding is in the high enough category (41.5%), (2) the readiness of students based on the competent aspect is in the high category (36.9%), (3) the readiness of students based on the aspects of psychological health is in the quite high category (49.2%), (4) the readiness of students based on the aspects of believed to be in the very high category (36.9%), (5) the readiness of students based on the aspect of being able to be warm was in the quite high category (30.8)%.

Keywords: Readiness, Students, Teacher Guidance and Counseling

Introduction

Guidance and Counseling students who will become Guidance and Counseling teachers must first be educated and fostered in a teacher education institution, with the aim of producing Guidance and Counseling teacher candidates who are ready to work professionally in order to improve the quality of services to be provided. Guidance and Counseling students who are currently studying in an educational institution are educated to become prospective Guidance and Counseling teachers who are ready to work in accordance with their fields. Padang State University (UNP) as one of the higher education institutions in Indonesia through its existing faculties and departments has the responsibility to be able to develop aspects that are contained in students, both physical, social, personality and mental (Zahri, TN, Khairani&Syahniar, 2013) . One of the duties of the Education Personnel Education Institute (LPTK) is to prepare prospective teacher students to become educators who are ready to carry out their duties and responsibilities as an educator. (Hasibuan, M., Firman, & Ahmad, R, 2016) explained that education aims to educate the nation's life which is realized through the teaching and learning process.

According to (Neviyarni, 2017) the Guidance and Counseling program is one of the programs that supports the implementation of the student learning process to achieve their educational goals.

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According to (Putra., AK Firman&Syahniar, 2017) the purpose of Guidance and Counseling is to help students develop themselves as optimally as possible. In line with that, (Amri, K., Syahniar&Nirwana, H, 2014) guidance and counseling service is one of the important components of its existence in schools. According to (Syahniar, 2013) counseling is very important in helping the creation of educational goals itself because BK teachers are important in developing student potential. The existence of guidance and counseling in schools is used as a place to help independent students so that students are able to develop according to their developmental tasks (Netrawati, Khairani&Karneli, Y, 2018) . The counseling teacher is one of the educators who has an important role in developing the potential of students (Lubis, P., S, Alizamar&Syahniar, 2018) . According to (Karneli, Y., Syukur., Y. &Pratiwi, R, 2019) BK teachers are one of the educators who help the problems experienced by students in school. According to (Willi, P, Firman& Sano, A, 2013) guidance is a process of providing assistance by experts with certain procedures so that the individual is independent in alleviating the problems he is experiencing. The professionalism of BK teachers is highly demanded in implementing BK services optimally to students (Perman, SA, Syahniar&Daharnis, 2014) .

Guidance and Counseling students who are currently studying in the Guidance and Counseling study program are equipped with various knowledge, especially in the field of Guidance and Counseling. Students are individuals who study at college. Students are a heterogeneous group in which the group consists of individuals who have different characteristics and needs (Khairani&Ifdil, 2015) . Students as prospective guidance and counseling teachers are also required to be able to establish good relationships with others. The quality of the relationship between the Guidance and Counseling counselor / teacher and the client needs to be maintained so that the client feels that the counselor / counseling teacher is able to listen to, understand and appreciate his views which can change him (Afdal, Surya, M, Syamsu&Uman, 2014) . BK teachers or counselors are required to have insight, knowledge, value skills and professional attitudes in carrying out their duties as educators (Yusri&Yendi, F., M, 2017) .

Students who will become prospective Guidance and Counseling teachers need preparation to become Guidance and Counseling teachers through the role of Guidance and Counseling by optimizing all types of services and activities to support Prayito's Guidance and Counseling (Daharnis&Ardi., Z, 2016) . The aim of the Guidance and Counseling department is to produce Guidance and Counseling scholars who have high quality insight, knowledge, skills, values and basic attitudes towards professionalism in the field of Guidance and Counseling (Erlamsyah, Daharnis, Alizamar&Ifdil, 2011) . In addition to the basic abilities of prospective counselors / teachers, Guidance and Counseling is also influenced by the conditions for taking action in the situation they are facing (Mandar, S., Syahniar&Syukur, Y, 2017) . Based on interviews conducted by researchers in January 2020 with 11 Guidance and Counseling students who have attended Guidance and Counseling Field Practices at schools, the results of the interviews are: (1) Two Guidance and Counseling students stated that they were not ready to become Guidance and Counseling teachers, (2) Two Guidance and Counseling students get a B score and two Guidance and Counseling students get a B + when taking the BK service management course (3) Three Guidance and Counseling students choose a different job than being a Guidance and Counseling teacher. Based on the observations made by the researchers, there were some students wearing less formal clothes, there were some students using excessive accessories, some students were not able to adapt to the school environment, such as there were some students who were not able to socialize well. The purpose of this study is to describe the readiness of students to become Guidance and Counseling teachers.

Method

This research uses a descriptive quantitative approach, which describes or describes existing phenomena. Descriptive research is one type of research that aims to describe something systematically, factually and accurately about the facts and characteristics of the population or try to describe a phenomenon in detail (Yusuf, 2005: 83). Based on this understanding, the research conducted was to describe the readiness of students to become teachers of guidance and counseling.

Results and Discussion

The research results that have been processed and analyzed are in accordance with the research objectives, namely describing the readiness of students to become Guidance and Counseling teachers, can be seen in the following table:

1. The description of the readiness of students to become Guidance and Counseling teachers in terms of self-understanding aspects can be described as follows :

    Table 1. Student Readiness About Aspects of Self-Understanding (n = 65)

Category	Interval	f	%
Very high	≥ 31	1	1.5
High	25 - 30	25	38.5
High enough	19-24	27	41.5
Low	13 - 18	12	18.5
Very low	≤ 12	0	0.0
total		65	100

    Based on the research results it can be seen that the readiness of students to become teachers of Guidance and Counseling based on the aspect of self-understanding, there are 1 student who has very high readiness (1.5%), 25 students have high readiness (38, 5%), 27 students have readiness. which is quite high (41.5%), as many as 12 students have low readiness (18.5%), and there are no students who have very low readiness. This means that overall the readiness of students regarding aspects of self-understanding is in the **high enough** category.

2. The description of the readiness of students to become Guidance and Counseling teachers in terms of competent aspects can be described as follows :

    Table 2. Student Readiness about Competent Aspects (n = 65)

Category	Interval	f	%
Very high	≥ 37	14	21.5
High	30 - 36	24	36.9
High enough	23 - 29	16	24.6
Low	16 - 22	9	13.8
Very low	≤15	2	3,1
total		65	100

    Based on the results of the research, it can be seen that the readiness of students to become teachers of guidance and counseling based on the competent aspect, there are 14 students who have very high readiness (21.5%), 24 students have high readiness (36.9%), 16 students have high readiness (36.9%). quite high (13.8%), as many as 9 students had low readiness (13.8%), as many as 2 students had very low readiness (3.1%). This means that overall student readiness regarding competent aspects is in the **high** category.

3. The description of the readiness of students to become Guidance and Counseling teachers in terms of the aspect of psychological health can be described as follows :

    Table 3. Student Readiness About Psychological Health Aspects (n = 65)

Category	Interval	f	%
Very high	≥ 26	2	3,1
High	21 - 25	19	29.2

High enough	16-20	32	49.2
Low	11 - 15	10	15.4
Very low	≤10	2	3,1
total		65	100

Based on the results of the research, it can be seen that the readiness of students to become teachers of guidance and counseling based on the psychological health aspect, there are 2 students who have very high readiness (3.1%), as many as 19 students have high readiness (29.2%), as many as 32 students have sufficient readiness. high (49.2%), as many as 10 students had low readiness (15.4%), as many as 2 students had very low readiness (3.1%). This means that overall the readiness of students regarding the aspects of psychological health is in the **high enough** category.

4. The description of the readiness of students to become Guidance and Counseling teachers in terms of trustworthiness can be described as follows

Table 4. Student Readiness About Trustworthy Aspects (n = 65)

Category	Interval	f	%
Very high	≥ 37	24	36.9
High	30 - 36	17	26.2
High enough	23 - 29	13	20.0
Low	16 - 22	9	13.8
Very low	≤15	2	3,1
total		65	100

Based on the research results it can be seen that the readiness of students to become teachers of Guidance and Counseling based on the trustworthiness aspect, there are 24 students who have very high readiness (36.9%), 17 students have high readiness (26.2%), as many as 13 students have high readiness. readiness is quite high (20.0%), 9 students have low readiness (13.8%), as many as 2 students have very low readiness (3.1%). This means that overall the readiness of students to trustworthy aspects is in the **very high** category

5. The description of the readiness of students to become Guidance and Counseling teachers in terms of being able to be warm can be described as follows :

Table 5.Student Readiness Regarding Aspects of Being Able to Be Warm (n = 65)

Category	Interval	f	%
Very high	≥ 31	14	21.5
High	25 - 30	19	29.2
High enough	19-24	20	30.8
Low	13 - 18	6	9,2
Very low	≤12	6	9,2
total		65	100

Based on the results of the research, it can be seen that the readiness of students to become teachers of Guidance and Counseling based on the aspect of being able to be warm, there are 14 students who have very high readiness (21.5%), as many as 19 students have high readiness (29.2%), as many as 20 students. have a fairly high readiness (30.8%), as many as 6

students have low readiness (9.2%), as many as 6 students have very low readiness (9.2%). This means that overall the readiness of students to be able to be warm is in the **high enough** category .

Conclusion

Based on the results of research that has been conducted regarding the readiness of students to become Guidance and Counseling teachers including aspects of self-understanding, competence, psychological health, trustworthiness and being able to be warm, it can be concluded as follows:

1. Student readiness, seen from the aspect of self-understanding, is in a fairly high category (41.5%). This means that students' readiness is in the sufficiently ready category to become Guidance and Counseling teachers.
2. From the competent aspect, student readiness is in the high category (36.9%). This means that students' readiness is in the ready category to become Guidance and Counseling teachers.
3. From the aspect of psychological health, student readiness is in the high enough category (49.2%). This means that the readiness of students in category i is quite ready to become a Guidance and Counseling teacher.
4. From a trustworthy aspect, student readiness is in the very high category (36.9%). This means that students' readiness is in the very ready category to become Guidance and Counseling teachers.
5. Student readiness, seen from the aspect of being able to be warm, is in the high enough category (30.8%). This means that students' readiness is in the sufficiently ready category to become Guidance and Counseling teachers.

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