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Counselors Performance Assessment In SMPN 49 Jakarta Timur

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Abstract

This study intends to obtain a performance assessment counselor at Junior High School 49 Jakarta Timur. This type of research is classified in descriptive research. Altruistic motives always drive guidance and Counseling teachers or school counselors in organizing expert guidance and counseling services, empathic attitude, respect for diversity, as well prioritizes counselees' interests by always looking at the long-term impact of the services provided. With this statement, the school counselors need to get an assessment of the performance given by the four elements, namely Assessor: Professor BK itself will judge him, Coworkers, Principal, and Students. Being the right performance required for performance counseling teachers/counselor is strongly influenced by the quality control of all four of these competencies are based on attitudes, values, and personal tendencies that support. Academic competence and professional integrity counselor are integrated to build pedagogical, social, and professional personality. Recognition explicitly turns and position alignment between educators, including counselors, have the task context, performance expectations, and setting specific services that contain the uniqueness and differences. The result shows Counselors at SMPN 49 Jakarta Timur get average results from all respondents 127.25, which means that the performance of teachers in the classification Good BK. For that, we need the support of the school's stakeholders can achieve very good classification, and receive positive inputs to develop the performance of the school counselor

Keywords: *Counseling Teacher, Counselor, Assessment and Performance*

INTRODUCTION

Ministerial Regulation No. 27 of 2008 shows that guidance and counseling is one of the important components in encouraging the attainment of the objectives of education and other forms of government efforts to improve the quality of education in Indonesia. In this connection, guidance and counseling teacher is a major factor for the implementation of guidance and counseling services.

According to Usman (2010: 488), the result of the performance and progress of a person/group of people in achieving the goals set. Besides, Supardi (2013: 47) suggests that the performance is the result of someone's work that has been achieved within an organization to achieve objectives based on the standardization of the size and timing are tailored to the type of work and following the norms and ethics that have been set.

Each classification, educators, including counselors, have unique performance expectations. Teacher performance expectations BK / BK counselor service delivery is always driven by altruistic motives, empathy, respect for diversity, and put the interests of clients, always looking at the long-term impact of the service rendered (Ministerial Regulation No. 27 of 2008).

Context task counseling teacher/counselor is within the service area, which aims to develop the potential and counseling's independence in decision-making and choice to realize a productive life, prosperity, and general welfare care. Guidance and counseling teacher/counselor is holder expert guidance and counseling services, especially in the formal and non-formal education channels.

Each classification educators, including a counseling teacher/counselor, has a unique context of the tasks and performance expectations. Standard academic qualifications and competence of counseling teacher/counselor developed and formulated based on a framework which confirms think the context of the tasks and performance expectations counseling teacher/counselor.

Teacher Performance, BK/counselor, is strongly influenced by the quality control of all four of these competencies are based on attitudes, values, and personal tendencies that support. Academic competence and professional integrity counselor are integrated to build pedagogical, social, and professional personality. Recognition explicitly turns and position alignment between educators, including counselors, have the task context, performance expectations, and setting specific services that contain the uniqueness and differences. Various changes were made to strengthen the efforts of guidance and counseling as a profession. Nevertheless, it must be recognized that to achieve guidance and counseling as a profession that can provide many benefits.

Performance (performance) is the willingness and ability to do a job. Drucker stated performance is what can be done, someone. In a large dictionary, Indonesian, performance means something that can be achieved, demonstrated achievement and employability. Based on the various versions of the above understanding, it can be concluded, performance is the ability to do work that can be seen, and achievements are displayed.

Performance by Mangkunagara (2000: 67) is the result of the quality and quantity of work achieved by a person in implementing the assignment of employees in accordance with the responsibilities that have given to him. Then Sulistyani (2003: 223) describes an individual's performance is a combination of ability, effort, and opportunity can be judged from their work. While Hasibuan (2001: 34) suggests, performance is a result of work achieved in executing the tasks assigned to them based on skills, experience, and sincerity as well as time.

Performance is a condition of the money that must be identified and informed to certain parties to determine the level of achievement of results associated with the vision of installations assigned to an organization or company and to know the positive and negative impacts of operational policy. Mink (1993: 76) expressed his opinion that individuals with high performance have some characteristics of some of them; (A) the achievement-oriented (b) have confidence (c) of restraint and (d) competence.

Baharudin (2008: 14) says that the performance is a result of a person's overall success rate during certain periods of duty compared to the possibilities. If the origin of his visits, said the performance of translation performance, according to The Scribner Bantam English Dictionary Baharudin publication cited the United States and Canada comes from the root word "performance" with several meanings: (1) perform, execute, execute; (2) meet or obligation of an intention or vow; (3) implement or enhance the responsibility; and (4) do something that is expected of a person.

Performance is the function of work is to produce the result. If people know what they are supposed to do, get feedback on how they are not doing it, and get rewarded for doing what they are supposed to be doing, companies will be more likely to get the output and results they

desired. Francesco Sofo (2000: 203) Performance has a function that will produce something, when someone gets support, as well as getting feedback on what they did against a company that will produce a good output.

Achmad S.Ruky (2004: 5) says performance can also be defined as planning, directing, and controlling employee achievements.

While Jiwo Wungu (2003: 9) said, the performance is a term used to designate a joint understanding of the three cases, the work behavior, potential employees as internal factors that enable the emergence of workplace behavior, and the work itself.

Thus the performance or the work can be summed up as the quantity and quality of the work achieved by a person compared to the target or targets someone at his work. Factors used to assess individual performance should be adjusted to the level of interest.

According to Mangkunagara (2000), factors that affect performance include:

1. Capabilities Factor

Psychologically the ability of employees consists of the potential ability (IQ) and the ability of reality (education). Therefore, an employee needs to be placed on the work in accordance with his expertise

2. Motivation Factor

Motivation is formed from the attitude of an employee in a situation that drives self-directed employees to achieve business objectives. Mental attitude is a mental condition that encourages a person to try to achieve the maximum potential work.

According to Mc Cleland (in Mangkunagara, 2001) state that there is a positive relationship between achievement motive with achieving work. Achievement motivation is an urge in a person to perform an activity or task as well as possible to be able to achieve a commendable job with the predicate. Furthermore, Mc. Cleland suggested six characteristics of a person who has a high motive, namely:

- a. Have a high responsibility
- b. Dare to take risks
- c. Having reasonable goals
- d. Have a thorough work plan and strive to realize the goal.
- e. Utilizing feedback concrete in all work-related activities.
- f. Looking for an opportunity to execute the plan.

According to Gibson (1987), there are three factors that affect the performance of:

- a. Individual factors: ability, skill, family background, work experience, level of social, and demographic someone.
- b. Psychological factors: perception, role, attitude, personality, motivation, leadership, awards system.

Performance counseling teacher/counselor at school related to their main tasks. The principal tasks of counselor concerning services. Erickson (in Mortensen and Schumuller) the individual explain inventory, the counseling, the information services, the placement services, and the follow-up services.

Based on the above opinion, counseling service activities include data collection, counseling, information search, placement, and follow-up. Furthermore, Bernard and Fullmer added

research and consultant, which means understanding and consultation. The task of counseling teacher/counselor is to recognize students with a variety of characteristics, individual counseling, guidance and counseling groups, carry out career guidance including education and career information, placement, follow-up and assessment, consultation with teachers, all school personnel, parents, students, groups and community.

Many activities can be done by the counselor at the school, such as the collection of student data, providing information services, individual counseling, group counseling, career counseling, placement services, consultation with personnel, other schools, and follow-up.

The principal tasks in the school guidance counselor, (1) Develop a mentoring program, namely counseling plans for personal guidance, learning, social counseling, and career guidance; (2) implement guidance program, of carrying out the service function of understanding, prevention, maintenance, and development in all areas of service, (3) evaluation of counseling services, (4) an analysis of the evaluation results, and (5) follow-up.

According to Sukardi (1983) that a counselor is required to be able to do the following things:

- a. Organizing counseling and other activities to assist the individual in adapting and formulating problems.
- b. Assisting the school staff to carry out their daily duties associated with the extension.
- c. Formulate and interpret the data through guidance services in schools.

The performance counseling teacher/school counselor is the way, the behavior, and the ability to work, giving the clinic aims to help people recognize the current condition, problems faced and determine a way out to overcome these problems in an institution teaching and learning process.

Lack of understanding of the general public must be answered by the counselor steadily. The counselor should make it into a challenge to be faced. The counselor must demonstrate a high performance-related profession. Therefore, to see how well a counselor who served in schools, thus the authors did a mini-research with the title Counselors Performance at SMPN 49 Jakarta Timur.

As for the formulation of the problem in this research is how the performance of counselors who served in SMPN 49 Jakarta Timur?

Performance is the results achieved from work conducted counseling teachers/counselor through the ability to perform the task as educators to achieve the goals set.

The purpose of this study was to determine the performance of counselors at SMPN 49 Jakarta Timur.

The benefits of the research to be achieved from this research are.

1. Theoretical benefits

Provide information for the development of the management model BK, mainly on organizational behavior in educational institutions.

2. Practical benefits

- a. For the counseling teacher/counselor in self-development, it is important to know because the entire cause and solution improve performance counseling teacher/counselor can improve the quality of competence.

- b. For principals as decision-making authority, the results of this study are expected to be used as an input in policymaking, especially related to the performance counseling teacher/counselor.
- c. For stakeholders and relevant parties, including the department of education, the study is expected to be a consideration in the decision making concerning all matters relating to the performance of performance counseling teachers/counselor.
- d. For other researchers, the results of this research can be developed with all the different variables.

This study consisted of stakeholder perceptions of the performance of school counseling teacher/counselor consisting of principals, students, and colleagues.

METHODS

The research method is a way to find, develop, and test the correctness of knowledge to solve a problem using the scientific method.

Types of research

Based on the background of the problem and problem definition and research purposes as described earlier, then this study was classified in descriptive research.

Research subject

Subjects in this study were a principal, four counseling teachers/school counselors, and 30 students in SMP 49 Jakarta Timur in the academic year 2018/2019.

Types and Sources of Data

a. Data types

Data used in this study is the interval, i.e., there is the percentage of respondents who will be grouped based on certain levels, where each level has the interval (distance).

b. Data source

According to Arikunto (2002: 102), the source of data is the source from which the data was obtained. Sources of data in this study are the result of filling the questionnaire from the principal, four counseling teachers/school counselors, and students at SMP 49 Jakarta Timur 2018/2019 school year.

Data collection technique

According to Ridwan (2007: 69), the data collection technique is how or techniques that can be used by researchers to collect data. The data collection tool was **a questionnaire**. According to Ridwan (2007: 71), the questionnaire is a list of questions provided to others to respond following the user's request. According to Joseph (2005: 252), the questionnaire is a series of questions related to the topic given to a group of individuals to obtain data.

The questionnaire used in this study is a questionnaire performance. Alternative answers on the questionnaire are always, usually, often, sometimes, rarely. This instrument is directly given to the subject of research. The nature of the scores given statements and can be seen in the following statement:

Respondents answer Score

Respondents score given for each statement:

Statements	Possitive	Negative
Always	5	1
General	4	2
Usually	3	3
Sometimes	2	4
Rarely	1	5

Data analysis technique

After all the necessary data is obtained, the next step is to analyze the data so it can be interpreted. Steps as follows:

1. Processing data using excel formula that found the number and percentage
2. The results are set forth in table form and then read and construed and interpreted. The data is interpreted into several categories based on modifications to the ideal score and the division proposed by Azwar (2004: 109). More details can be seen from the following table:

Level	Classification Level Answers
142-170	Very good
113-141	Well
84-112	Pretty good
55-83	Not good
> 54	Very less

RESULT

Counselors Performance Appraisal of Individual Counselors

Based on the results of the processing of data about the performance assessment counselor about themselves obtained as follows:

Performance Assessment by counselor Individual Counselors

Results 1 Indicates that performance appraisal SMP 49 Jakarta counselor at East in the very good category, giving 145 votes from the counselor.

Performance Assessment of Peer Peer Counselors (1)

Performance Assessment Peer Counselor of Counselors Friend

Outcome 2 Demonstrate that performance appraisal counselor in East Jakarta SMP 49 in both categories, giving 115 votes from colleagues.

Performance Assessment Counselor of Headmaster

The results show that the performance assessment of SMP 49 Jakarta counselor in the East in the category Good. Because it gives the 117 votes of the principal.

Performance Assessment Counselor of student

Results Performance Assessment of Student Counselors

Respondents	Appraisal	Total Category
1	145	Very good
2	130	Well
3	125	Well
4	115	Well
5	117	Well
6	128	Well
7	160	Very good
8	139	Well
9	132	Well
10	125	Well
11	119	Well
12	125	Well
13	134	Well
14	149	Very good
15	138	Well
16	122	Well
17	124	Well
18	131	Well
19	139	Well
20	155	Very good
21	130	Well
22	118	Well
23	119	Well
24	140	Well
25	135	Well
26	127	Well
27	133	Well
28	163	Very good
29	120	Well
30	123	Well
Average	132	Well

Based on the results of 4 can be seen that the overall performance of students in SMP 49 Jakarta counselor belongs to either category.

CONCLUSIONS

The result shows the performance of guidance and counseling teachers/counselors in the judgment of principals to be in both categories. Furthermore, according to the counselor's performance assessment are in the very good category. The peer and the students give the ratings. The average score for the whole category is 127, 25, which indicates a Good rating. Therefore, it is very important to provide external counselors to improve the assessment. It will support the achievement of an optimal education.

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