

# Students' Perception of The Competence of Guidance and Counseling Teachers at Madrasah Aliyah Almaarif Singosari

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## Abstract

This study examines students' perception of the competence of BK teachers at Madrasah Aliyah Almaarif Singosari. This research was conducted based on the assumption from students that the services in the classroom are not fun and monotonous, even some students are lazy to listen and understand the meaning of the material conveyed if it is not in the form of a game method. In addition, some students are also worried that if they confide in the BK teacher, it will leak everywhere. This research is a field research using a qualitative approach and a phenomenological study research method. The subjects of this study are class XI students and students who have and have never counseled with BK teachers. Data collection in this study uses interviews and observations and is analyzed using Miles and Huberman's qualitative descriptive analysis. Data analysis was carried out using Miles and Huberman techniques, including data reduction, data presentation, and conclusions drawn. This research procedure consists of 3 stages: 1) Preparation stage, 2) Implementation stage, 3) Final stage. The results of the study show that students' perception of the competence of Guidance and Counseling teachers is quite good, especially in social and personality competencies, and requires further evaluation in pedagogic and professional competence.

**Keywords:** Perception; Competence; Students

## 1. Introduction

Guidance, and Counseling are important in the educational unit. Guidance and Counseling in schools functions to provide services to students, both in the form of classroom services, and personal services, namely counseling. This statement is per the opinion of Lattu (2018), that guidance and counseling in schools aim to help students find their identity, make plans, and how adjust to the environment so that students can develop optimally according to their developmental stages. In line with this statement, according to Prasetya & Heiriyah (2022), students have the opportunity to express their feelings and talk about the problems they face with guidance and counseling services. Therefore, it is important to have competent BK teachers in schools to help students develop both psychologically, emotionally, and in terms of their future careers.

Seeing the importance of the role of BK in schools to help students develop themselves, in its implementation it is necessary to have a good view between the two parties to gain trust in each other so that the process of assisting can run optimally. A person's view of others can be called perception. According to Mu'arifah (2010) in Nugroho (2014), it is revealed that perception is the process of collecting and managing data from the five senses so that we have awareness about the things around us. Perception can also be defined as everything that is around and is an important process in the formation of behavior or it can be said to be the way a person sees everything in the world (Rachmadhani, 2016). Therefore, everyone's perception

can be different even though the perceived object is the same, because each person has a different view of processing their five senses data.

Similar to students' perception of BK teachers, there must be various opinions about the role of BK in schools. It was also explained in the research of Prasetyowati et al., (2018), that the growing perception of counseling guidance, namely the services provided by BK, is very boring, sleepy, and uninteresting. The author also added that there is a view that BK teachers are still considered to handle problematic students, thus causing reluctance for most students to contact BK teachers. Therefore, to foster students' desire to relate to BK teachers, a positive perception is needed from students so that trust in BK teachers arises.

Likewise with Guidance and Counseling at MA Almaarif Singosari, there are still bad assumptions from students. Based on the initial interview conducted with one of the class XI students at MA Almaarif Singosari, data was obtained that the students felt that the BK material was enough to provide broad insights and was useful for students in the future, only in terms of services in the classroom was not fun and monotonous because it was only about questionnaires and materials, even some students were lazy to listen and understand the meaning of the material presented if it was not in the form of a game method. These examples can give an idea of students' perception of guidance and counseling is not correct. This is also corroborated by a study that has been conducted by Busmayaril (2016) with the title "Students' Perception of the Implementation of Guidance and Counseling at State High School 1 Karya Penggawa West Coast Regency", concluding that students' perception of the implementation of guidance and counseling at SMAN 1 Karya Penggawa West Coast Regency in the 2015/2016 academic year is less than optimal. Therefore, it is important for this research to find out the picture of students' perception of Guidance and Counseling services at Madrasah Aliyah Almaarif Singosari.

As for the performance of guidance and counseling teachers in the process of providing these services, it has been summarized in Law No. 14 of 2005 concerning Teachers and Lecturers article 10 concerning counselor competence, namely: 1) Academic Competence (pedagogic), starting from the academic qualifications of BK teachers in formal education units, namely bachelors of education in the field of guidance and counseling and educated in the counselor profession so that they can master the theory and praxis of education, applying physiological and psychological development as well as student behavior, in addition to being able to master the essence of guidance services in the path, type, and level of educational units (Yusri, 2019), 2) Personality Competencies, the basic competencies needed as BK teachers, namely individuals who have empathy, respect, trustworthiness, honesty, friendliness, consistency, patience, fairness, responsibility, openness, and always ready to learn to advance. In addition, BK teachers must also fear and believe in God Almighty, Respect and uphold human values, individuality, and freedom of choice, show integrity and stability of a strong personality and display high-quality performance Nugroho (2014), 3) Social Competence, according to Educator Regulation No. 14 of 2005, social competence is related to BK teachers' skills in communicating, get along, cooperate, and be able to get along with students, teachers, guardians, and guardians in the surrounding environment (Hidayah & Lubis, 2023), and 4) Professional Competence, the ability of BK teachers to master the concepts and praxis of assessment in understanding the conditions, needs and problems of students, master the theoretical framework and praxis of BK, master the design of guidance and counseling programs and implement programs comprehensively, able to assess the process and results

of guidance and counseling services, be aware and committed to professional ethics (Sari et al., 2021). These four competencies are fundamental things that need to be mastered by BK teachers.

Based on the explanation that has been stated above, the researcher intends to examine the perception of students towards guidance and counseling services at Madrasah Aliyah Almaarif Singosari. With this research, it is hoped that guidance and counseling teachers can find out students' perceptions of guidance and counseling services in this madrasah. The researcher will conduct a study entitled "Students' Perception of the Competence of Guidance and Counseling Teachers at MA Almaarif Singosari". Based on the above background, the formulation of the problem in this study is "How are the Students' Perception of the Competence of Guidance and Counseling Teachers at MA Almaarif Singosari?". In general, the purpose of this study is to obtain an overview of "Students' Perception of Guidance and Counseling Teacher Competence at MA Almaarif Singosari".

## 2. Method

This study uses a qualitative research method with a phenomenological approach. Qualitative research methods are research methods used to research natural objects and their main instruments, namely the researcher himself (Sugiyono, 2016). The subject of this study is class XI. The selection of class XI is because class XI students have experienced BK in class X, which means that they already have a lot of views about BK teachers at MA Almaarif Singosari. The selection of this informant is also based on students who have and have never counseled with BK teachers. Because with this subject, the reasons can be compared between students who have and have never done counseling. Informant recruitment is carried out by interviewing 1 informant first, followed by interviewing the next informant until the data is saturated. Class XII is not a research subject because it is rare in schools when conducting research. The location of this research is MA Almaarif Singosari, Malang, East Java, and conducted *online* interviews via DM, Instagram, and WhatsApp. The data obtained came from primary and secondary data. The main data is data obtained directly through interviews with several grade XI students at MA Almaarif Singosari, while the secondary data is data obtained from observations of guidance and counseling programs and various notes, articles, and other references that have a linear relationship with the research.

This research procedure consists of 3 stages, namely: 1) the Preparation stage: including preparing interview questions, research place, and schedule, 2) the Implementation stage: including the interview and observation process, and 3) the Final stage: including data sorting, data interpretation, conclusions, article writing. Data analysis was carried out using Miles and Huberman techniques, including data reduction, data presentation, and conclusion drawing (Abdussamad, 2021). During the process of reducing data, the researcher selects or selects, focuses, simplifies, and abstracts all types of information supporting research data obtained and recorded during the data search process in the field. The presentation of data that was initially in the form of narrative text was changed into the form of charts, graphs, matrices, and the like. All of them are designed to combine information that has been compiled to make it easier to make decisions. The process of obtaining research evidence is referred to as data verification.

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### 3. Results and Discussion

#### 3.1 Result

##### 3.1.1 Pedagogic Competence

Various indicators in achieving good BK teacher pedagogic competence are having appropriate formal education qualifications, mastering educational theory and praxis, applying physiological and psychological development, and being able to master the essence of guidance and counseling services in certain types of education.

The educational qualification of BK teachers in accordance with their field is a minimum of S1 Guidance and Counseling, this is certainly related to the quality of management and implementation of guidance and counseling services in schools, while the comparison of the number of students with BK teachers also requires appropriate adjustments. BK teachers at MA Almaarif Singosari are said to still lack in terms of quantity because the school has a large number of students. The educational qualifications of BK teachers include graduates of guidance and counseling and psychology. This is like the expression of an SM informant regarding his educational qualification information:

*"Some of me may know that when I was in the 10th grade, I was taught by Mrs. GW, her last education was S1 Psychology, and Mrs. NC, a BK teacher in grade 12, her last education was S2 Psychology, then Mrs. ZM seemed to be BK, but I don't know for sure" (P1).*

BK teachers in the type of religious-based formal education certainly require a different approach in terms of materials, methods and even ways of conveying motivation, this BK MA Almaarif teacher has provided guidance on life skills that are always associated with religious values and community norms as in the following informant's expression:

*"As far as I remember, so when giving good manners material/restricting relationships with the opposite sex, the BK teacher suggested that even though there is a relationship between siblings (male & female) in one school in MA, they should not be allowed to ride together, then given an illustration such as the view of the community around their mother saying "they don't know if you are a brother or not, so try not to be a jerk." said the BK teacher" (P1)*

*"Tolerance, moderation, culture is a heritage that must be preserved regardless of the form of religious characteristics, getting along while still paying attention to the boundaries with the opposite sex according to Islamic law to avoid promiscuity, good manners and obedience to parents and teachers (tawadhu')" (P2)*

*"Yes... What is it, MBA, it's more about morals, MBA. It's like manners, good manners, and being honest too.(P3)*

BK MA teacher Almaarif Singosari has made efforts in providing guidance and classical services according to the needs of students, but there are shortcomings in the methods used so that students feel bored, sleepy, lack understanding, and even leave the classroom. Some BK teachers are usually not interactive, giving material with lectures. Another time, BK teachers

also try to provide a learning method in the form of simulation games, but students seem lazy to listen if not with this method. This is based on interviews with some of these informants:

*"The one in grade 10 as far as I remember was like watching a movie, now the 11th grade is mostly explained by the teacher. There are also those who write in sticky notes, but most of them are just explained, so it's quite monotonous, so many children sleep, sometimes they also leave the classroom, because it's not interesting, lol mbak" (P3)*

*"In my opinion, BK learning is indeed enough to give us broad insights to face reality, but in terms of learning, it is not fun, even some students, if they are not given games, the explanation of the BK teacher who is full of benefits will not be heard or ignored.(P1)*

*"No, and tends to be monotonous because it is only about questionnaires and materials" (P2)*

*"In presenting the material, sometimes he uses the presentation method, which means that he presents sometimes the material is also presented through interesting games. Then the material that I remember the most when learning BK in class is material about entering college, learning styles such as auditory, kinesthetic, and visual, then human intelligence, namely linguistic, intrapersonal, interpersonal, physical, naturalistic, and musical spatial intelligence.(P4)*

Regarding the ability of BK teachers to master the concepts and praxis of psychological development, therefore BK teachers must master theories related to mental health and its handling realistically. In this case, the fundamental conflict experienced by students is stress due to learning pressure, personal, social, and career conflicts to help manage themselves when facing this, in fact this is often conveyed when students only consult, while in the classroom it is only related to knowledge and affection. This was also conveyed by informants with the initials FM, SM, and ANA.

*"In the Supreme Court, material is usually given about 'what it is', causes, and solutions. And all of that is always associated with Islam. To be honest, I actually disagree a little with that aspect of religion. Yes, I know that if we get closer to Allah, everything will be easier, but Allah will also give us another test with different levels. I don't like the notion that "stress/mental illness is due to lack of worship" (ANA)*

*"So far, the material taught in guidance and counseling learning around emotional regulation and then guidance regarding careers in college if related to personal problems and social problems is not given in the classroom but when students counsel BK teachers personally" (FM)*

*"This is my experience when I consulted, ma'am, to motivate me, I was given a real example of "BK's own mother's problem", so I judge for myself how we behave when there is a conflict with other people, BK's mother said "you don't have to listen to ordinary people like humans" hehe" (SM).*

Some informants said that BK teachers are very helpful in recognizing their talents and interests through tests and theories that are in line, but for students who are confused, they still

do not understand their follow-up on the results of the psychological test so they need further guidance, this was revealed by ANA informants, namely

*"For that, it is only through the results of the questionnaire given and I think it is actually not very helpful, but it is not explored so much, so it is still floating, so sometimes I don't understand how to take the next step. Given for a while to be told the results first, trs were illuminated by the dikit, and the book continued to be collected" (ANA).*

The pedagogic competence of BK teachers at MA Almaarif is actually enough to master the essence of guidance and counseling services, especially in religious-based schools.

### **3.1.2 Personality Competencies**

Some personality competency indicators for BK teachers seem to demand perfect individuals, but like humans, BK teachers also have shortcomings in providing services to guidance and counseling at school. Students feel that BK teachers are quite open, patient, honest, sensitive, empathetic, firm and accept unconditionally to every student both during consultation and in class. This is in line with the following expressions of the informant:

*"Yes, he gave the option of counseling during learning hours or in our room, if you are embarrassed to talk directly with the BK teacher at school, you can go through WA or write a letter to him, he will answer later" (P4)*

*"So far, it's fun and free, especially if you teach a lot of interactions, there may be some things that need to be considered as mentioned above during the consultation, also not all students believe that the story to BK may be due to factors that are not close/uncomfortable, ma'am, so tell more stories to your own friends which sometimes backfires for us" (P1)*

*"No ma'am" (P2). "I ran out of time to do the exam but still had the desire to do it, so I told the teacher of bk kls 11 who happened to be my supervisor at that time, I asked if there was a possibility for me to get more time by working on paper media instead of cbt. Eh in the answer "that's why don't be complacent, it's time to pay attention" I, who was already very panicked, was told that I even cried even more, It's been so cynical, ma'am". (P2).*

*"If Mrs. GW who is 10 is more ignorant. In class, Mrs. ZM is often cynical, but when we meet outside the class, it turns out to be friendly again."*

It can be concluded that the P2 informant considered the BK teacher to be a friendly and firm figure, but at another meeting he felt that the BK teacher was ignorant and cynical.

### **3.1.3 Social Competence**

It is different from the achievement of social competence of BK teachers based on the indicator of being able to communicate and cooperate well with fellow educators, guardians, students, and guardians of the school environment. Based on these observations, this competency has been well possessed by BK teachers at MA Almaarif Singosari to all school residents. Unfortunately, there are still some students who feel that there is a distance between

teachers and students related to speech styles and responses that are not relaxed. Here are some positive and negative expressions of informants:

*"No, not yet. The relationship is still far away and it feels very 'the distance between the teacher and the student', how is it, like the seniority is still very high between the teacher and the student. Unlike some other teachers who can really be like friends even though the manners between the teachers are still there, the style of speaking, the response makes the children comfortable and close like peers" (P2)*

*"I have consulted many times about lectures and careers with BK teachers at school, they answer every question, I give directions and advise like parents, sometimes you can also confide in personal problems to him, it's just that it's good, ma'am, people's perspectives and choices are different, I like it, not necessarily others also like it" (P4)*

*"If I personally because I often consult quite closely with BK teachers, sometimes if I accidentally meet BK teachers, they also greet me very well, sometimes when I meet them on the street, I like to give them a hug because my friends are often in talks with BK teachers, I also if I meet BK on the street, sometimes I invite them to ride a motorbike together, like friends, but also yes, we as students still know the manners of the teacher and our limits" (P1)*

*"Because I think the teacher is quite relaxed too, not a killer, so the relationship is quite good. Just enjoy. But if it depends on the child or not, usually the boy is better. Girls are ordinary, like teachers and students.(P3).*

### **3.1.4 Professional Competence**

Professional competence is an indispensable competency for BK teachers in carrying out all guidance and counseling services in schools so that the indicators of achieving this competency are mastering the concept and praxis of assessment based on the conditions, needs and problems of students, mastering the theoretical framework of BK praxis, designing BK programs by the curriculum, implementing a comprehensive BK program, assessing activities during the process and results, as well as implementing the code of ethics for guidance and counseling. If this is done as a whole, then the implementation of guidance and counseling at MA Almaarif Singosari can run optimally.

Based on the observations obtained, the management of the guidance and counseling program has been carried out by designing annual and semester programs, but not all BK teachers make it individually, while the implementation of learning is carried out by one BK teacher in one batch and the preparation of a good service implementation plan. The guidance and counseling services provided to students have also varied, including classical guidance services, cross-class guidance services in the form of seminars, counseling, information services, collaboration, and so on, but some students are still not willing to consult / counsel voluntarily both individually and in groups. Evaluation of the process and service results are also delivered orally when classical learning is completed. BK teachers also provide needs questionnaires to students at the beginning of the semester in grade 10 only, this is in the form of interest talent questionnaires, service needs questionnaires, learning style questionnaires, and personality questionnaires. The following are the expressions of the informant related to the professional competence:

*"The BK teacher once gave that and surely at the beginning of the semester after the class increase was only 1 time before he taught, so the rest of the learning was material" (P1)*

*"So far, I have received basic material about personality, and social, interest talent questionnaires, learning style questionnaires (auditory, visual, kinesthetic), personality questionnaires (problems experienced, special needs, diseases, etc., I kind of forgot about the early 10 KLS first), material about lectures.(P2)*

*"Not every year, more towards the beginning of the learning year, every change of BK teacher is always held psychology to be used as a reference for the BK teacher in providing the material needed by students or during counseling." (P4)*

Professional competence is also closely related to the implementation of the code of ethics for guidance and counseling teachers, especially the principle of confidentiality because this greatly affects the formation of perception and trust from students towards guidance and counseling teachers. MA Almaarif has been quite successful in building trust from students regarding the things that have been consulted with him to his peers, but it is still difficult to keep these secrets from other fellow teachers. Based on the researcher's observation, consultation/counseling activities are rarely carried out in special guidance and counseling rooms, but often in the open or in the classroom, therefore it is difficult to meet and make appointments. As the expression goes:

*"Usually we are invited to sit first in a place that is comfortable for us to make a story, if it is outside the classroom, if it is in the classroom, the story remains on the teacher's desk in front of the class" (P2)*

*"I have never had one-on-one counseling with my BK teacher at school, only when I was in the 10th grade and our mother's BK teacher, she used to have a game during BK learning in class, she asked some questions that she asked spontaneously and I think those are some of the questions that she asked privately, I want to really ever ask "who wants her parents to get divorced?", "Those who want their parents not to divorce, please stand on my right who want their parents to divorce, please stand on my left". Well, at that time I was standing on his left, then we who were standing on his left were the only ones who wanted his parents to divorce, so I couldn't help but answer, ma'am, and other friends. In my opinion, such a privacy question is enough for four eyes when there is an opportunity for counseling.(P4)*

*"So far I believe that my secrets and various stories are safe in BK teachers, at least they will not be leaked to friends because not all friends like us, ma'am, if they are leaked to friends who don't like us, they will know what we are facing" (P1)*

*If that's the case, I don't know mba, because I've never been counseled. It may also be because there is a sense of worry if, for example, we continue to counsel, it will be leaked everywhere. It's embarrassing if it's like that. (P3)*

*"I think it is indeed possible, because there has been no incident of teachers spreading stories to other students/teachers about the stories of children who are counseling/confiding" (P2)*

Students assessed that when carrying out counseling or confiding with BK teachers, they were more comfortable with those who were still young because they were more relaxed, more connected, and BK teachers listened actively. During the process of BK teachers in helping to solve the problems faced by students, they often express complaints again, in other words "Fighting Fate" so that they feel uncomfortable. This of course requires an evaluation related to communication skills in the implementation of counseling in the future. This is illustrated in the informant's expression as follows:

*"In my opinion, some BK teachers at school can be friends, not all of them are comfortable, in the sense that it is comfortable to confide when there are problems in class with some children, even I have also confided in family problems, but if Mrs. ZM, I personally am not close to him, maybe because he is old, so I hesitate if I want to confide in private things. If I am with a young BK teacher, I feel more comfortable, more connected, they can listen well without judging, without interrupting and they can relate to what I tell them.(P4)*

*"In terms of a good attitude, ma'am, although sometimes if you make an appointment to consult, it is a little difficult, because maybe the mother is busy and listens well to what I say, but sometimes it is a little like a 'battle of fate' because at that time the mother also compared it to the problems experienced by her own mother" (P1)*

An overview of students' perception of the competence of BK teachers at MA Almaarif Singosari related to pedagogic competence which most agree that BK teachers have not mastered enough theories and models of guidance and counseling services, in the personality competence of all informants stated that BK teachers are friends for students with all their good characters, while in social competence it is also the same, namely having a positive perception and being quite close for some students who often consult, others still feel that BK teachers are ignorant, cynical, and there is a distance between teachers and students. As well as the perception of BK teachers' professional competence for students and researcher observation, which is quite good in terms of program preparation and service implementation plans, but requires evaluation related to the implementation of counseling and strategies in building student trust.

## **3.2 Discussion**

### **3.2.1 Pedagogic Competence**

Pedagogic competence is the teacher's ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials (Kusumawardani, 2015). Meanwhile, Yusri (2019) explained the indicators of pedagogic competence of BK teachers, namely as follows: 1) Mastering educational theory and praxis, 2) Applying physiological and psychological developments and counseling behavior, 3) Mastering the essence of guidance and counseling services in the path, type, and level of educational units.

Based on the results of the interviews that have been conducted, it can be said that BK teachers at MA Almaarif Singosari have quite good pedagogic competence. This can be seen from the informant's statement that BK teachers provide guidance on life skills that are always associated with religious values and community norms, where BK teachers have applied the

cultural foundation in educational praxis, namely paying attention to the background of students who mostly live in Islamic boarding schools and in an environment that is thick with religious values.

Regarding the implementation of classical guidance, BK teachers still use the lecture/expository method too often, and lack in the use of innovative learning methods, so that students feel bored, sleepy, lack understanding, and even leave the classroom. This is in line with research conducted by Kurniawati (2017) on the influence of the application of learning methods on students' learning motivation which states that there is a significant influence between learning methods on student learning motivation. The use of interesting learning methods is one of the things that causes students to be motivated in the learning process (Putri Kurniawati, 2017).

Regarding the ability of BK teachers to master the concepts and praxis of psychological development, BK teachers must master theories related to mental health and its handling realistically. However, help in terms of psychology or mental health is often delivered when students are consulting, while in the classroom it is only related to knowledge and affection. In fact, Sukardi & Kusmawati (2008) stated about the responsibility of BK teachers in providing mental assistance to students that a guidance and counseling teacher is in charge of providing mental and humanitarian assistance which is carried out based on science and professionalism so that guidance and counseling teachers are able to create effective communication with students (Kurniady, 2023)

### **3.2.2 Competency of Discipline**

The personality competencies that must be mastered and displayed by BK teachers in schools are listed in Permendiknas Number 27 of 2008 which is mapped into several aspects as follows: 1) Faith and devotion to God Almighty, 2) Respect and uphold human values, individuality, and freedom of choice, 3) Demonstrate integrity and stability of a strong personality, 4) Display high-quality performance (Rini, 2016). Meanwhile, Daftar Saputra (2017) gives the idea of the importance of improving the personality competence of BK teachers so that all service delivery processes run smoothly and there are no more students who perceive that BK teachers are teachers who are feared by students because they think that everyone who has problems will be faced with BK teachers (Kurniady, 2023).

Students at MA Almaarif Singosari feel that BK teachers are quite open, patient, honest, sensitive, empathetic, firm and accept unconditionally to every student both during consultation and in class. This shows that BK teachers at MA Almaarif Singosari have fulfilled most of the aspects of personality competencies that must be possessed by BK teachers which are in line with the opinion of Fatmawijaya (2015) which states that BK teachers who have personalities according to students' expectations in the form of having a commendable personality, honestly can increase students' enthusiasm to get guidance and counseling services at school (Fatmawijaya, 2015).

### **3.2.3 Social Competence**

Social competence according to Educator No.14 of 2005, social competence is related to the skills of BK teachers in communicating, socializing, cooperating, and being able to

communicate with students, teachers, guardians, and guardians of the surrounding environment (Hidayah & Lubis, 2023). Social competence plays an important role in the learning process at school and in community life, which includes the ability of teachers to understand themselves who are inseparable from society while being able to develop firmly as members of society and citizens (Adha, 2022). This competency concerns the ability to build good communication skills and display a high sense of empathy for students and the community environment (Cahyani & Andriani, 2014).

Referring to the explanation above, the social competence of BK teachers at MA Almaarif Singosari can be said to be quite good, according to the results of interviews with students who stated that BK teachers are willing to answer questions asked by students, welcome to share stories, give directions and advice like parents, and even offer vehicles when they meet on the road.

On the other hand, there are still some students who still feel that there is a distance between themselves and BK teachers. They said that the distance was created because of a high sense of seniority which was shown by the way students spoke and responded. This shows that the relationship between BK teachers and students is not harmonious. In accordance with the explanation of A. Kurniawati & Basuki (2023) that the relationship between teachers and students must respect each other and also understand the position of both, that teachers must position themselves as educators and students as students. Actually, both have the same goal but have different positions and roles. The concept of the relationship between the two is not like the relationship between superiors and subordinates but rather a psychological concept of kinship so that every activity that occurs between the two focuses on developing potential and also character building. If both are aware of their respective positions and roles, a harmonious interaction will be created, both during the teaching and learning process and outside the teaching and learning process (A. Kurniawati & Basuki, 2023).

### 3.2.4 Professional Competencies

The aspects of professional competence of BK teachers are: 1) Mastering the concept and praxis of assessment to understand the conditions, needs, and problems of counseling, 2) Mastering the theoretical framework and praxis of guidance and counseling, 3) Designing Guidance and Counseling programs, 4) Implementing comprehensive Guidance and Counseling programs, 5) Assessing the process and results of Guidance and Counseling activities, 6) Having awareness and commitment to professional ethics, and 7) Mastering the concepts and praxis of research in guidance and counseling (Yusri, 2019)

In terms of professional competence, BK teachers at MA Almaarif Singosari have not fully maintained the BK code of ethics to the maximum, because BK teachers only keep confidential counseling/students to other students, but it is still difficult to maintain confidentiality with colleagues/teachers at school. In addition, based on the researcher's observation, consultation/counseling activities are rarely carried out in special guidance and counseling rooms, but often in open places or in the classroom, therefore it is difficult to meet and make appointments. In terms of counseling, students assessed that when carrying out counseling or venting with BK teachers, they were more comfortable with those who were still young because they were more relaxed and more connected. This is in line with Bramer's opinion in (Ridha, 2019) that many people tend to prefer to ask problems (*sharing* or venting) to their close friends/peers rather than to teachers or parents. This is because fellow teenagers know exactly the twists and turns of the problem and are more spontaneous in making contact.

During the process of BK teachers in helping to solve the problems faced by students, they often express complaints again, in other words "Fighting Fate" so that they feel uncomfortable. This of course requires an evaluation related to communication skills in the implementation of counseling in the future.

In Permendiknas No. 27 of 2008 concerning Academic Qualification Standards for Counselor Competencies, one of the components of BK teachers' professional competence is to have awareness and commitment to professional ethics (Sari, 2016). Meanwhile, the issue faced by students is that BK teachers do not apply the BK code of ethics to fellow educators and respond to counseling stories with "fate fighting". From the informant's statement, it can be said that BK teachers at MA Almaarif Singosari do not have a good enough commitment to professional ethics.

Based on the presentation of the discussion above, this study contributes to finding out students' perceptions of the competence of BK teachers at Madrasah Aliyah Almaarif Singosari. In addition, the results of this study can be used as evaluation material for BK teachers at Madrasah Aliyah Almaarif Singosari to improve the quality of guidance and counseling services in order to provide comfort to students, and service objectives can be carried out properly and optimally.

#### 4. Conclusion

Guidance and counseling services at MA Almaarif have been carried out comprehensively and based on strong religious values. Broadly speaking, the pedagogic competence of BK teachers is quite good, but it requires BK teachers who meet the appropriate graduate standards and the ideal number. Likewise with personality competence and social competence, which has provided a friendly BK teacher figure for students. On the other hand, the professional competence still requires in-depth evaluation and study so that the implementation of guidance and counseling can run optimally and gain the trust of students. Suggestions that can be made by guidance and counseling teachers at the madrasah level are mastering theory and praxis in classical learning that is more varied, building trust in all school residents, and updating the needs questionnaire at the beginning of each semester. For the next researcher, this research is only carried out in a short time, getting perceptions from the student's side only, and simple information extraction so that it requires an in-depth study related to these four competencies at the madrasah level in the same area. It is hoped that this research can be a source of reference in the development of subsequent research related to students' perception of the basic competencies of guidance and counseling teachers in madrasah aliyah.

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