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Identification of competencies and professionalism of guidance and counseling teachers: a case study in Indonesia

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Abstract

This study aimed to identify the competencies of guidance and counseling (GC) teachers, especially in terms of professional competence. Professional competence is one of the competencies outlined in Academic Qualifications and Counselor Competency Standards. Professional competence reflects the mastery of guidance and counseling service delivery techniques that empower individuals, who are nurtured and honed through systematic and earnest training in applying the competencies acquired through academic education. Therefore, it is evident that GC teachers must possess professional competence in relation to their main task of providing guidance and counseling services. The research used qualitative descriptive method, involving interviews and observations as data collection tools. The results of the study indicate that professional educator competencies in the field of Guidance and Counseling generally fall within the medium-to-high categories. GC teachers who have completed the GC Professional Teacher Program tend to have very good mastery of guidance and counseling knowledge. This research also examines other competency aspects, such as understanding the concepts and practices of the counselee's personality, mastery of GC theory and practice, the ability to implement and design comprehensive GC programs, and understanding professional ethics and research in GC. Factors such as having a bachelor's degree in education, years of teaching experience, and geographical location of the teaching institution were also found to have a significant influence on these competencies.

Keywords: Guidance and Counseling; Teachers, Competence; Professionalism

Introduction

The guidance and counseling guru plays a crucial role in the field of education. They are not only responsible for providing guidance to students regarding personal, social, and academic issues but also contribute to enhancing the overall quality of education (Fitri & Iswari, 2022). The competence and professionalism of the guidance and counseling guru greatly determines the effectiveness of the services provided to students (Fahrurrazi & Damayanti, 2021). Research shows that the perception of the guidance and counseling guru regarding the counselor's competence can have a positive impact on the quality of services provided (Laia et al., 2022).

When professionalism and competence of guidance and counseling teachers are low, it can have a negative impact on students and the education institution as a whole. Incompetent guidance and counseling teachers may not be able to provide proper guidance to students, thus hindering their potential for optimal development (Laia et al., 2022)(Dhyah Yulianti et al., 2022). Additionally, the low professionalism of guidance and counseling teachers can also affect the school's image and the community's trust in the educational services provided (Fernandes et al., 2023). Therefore, it is important for guidance and counseling teachers to continuously improve their competence and professionalism through training and self-development (Dahri et al., 2023). Training and enhancing the competence of guidance and counseling teachers can be done through various methods, such as graphology training, action research training, or the use of digital modules for classical services (Rushton et al., 2023)(Dhyah Yulianti et al., 2022). Thus, guidance and counseling teachers can make a greater contribution to helping students overcome various issues and achieve their best potential in the educational process.

In this context, the role of guidance and counseling teachers is not only limited to providing guidance services to students but also involves high levels of professionalism and

competence. Additionally, professional and competent guidance and counseling teachers will be able to provide significant positive impacts on student development and overall education quality (Saragih et al., 2023)(Putri et al., 2023). Therefore, efforts to enhance the professionalism and competence of guidance and counseling teachers need to be continuously encouraged to achieve optimal educational goals.

Professionalizing teachers, including Guidance and Counseling Teachers (GC), are a response to the demands of Law Number 14 of 2005 concerning Teachers and Lecturers and Government Regulation Number 74 of 2008, which defines teachers as professional educators with primary responsibilities in education and teaching (Yuliastini et al., 2020). Professionalization also involves improving qualifications and competencies to meet professional standards, as emphasized in Law Number 20 of 2003 concerning the National Education System (Karneli et al., 2021). This process aims to strengthen the identity, eligibility, and accountability of the profession at national and international levels, including a commitment to continuously improve professional qualifications and abilities to achieve and maintain established standards, starting from the development of self-identity that influences their overall professional reputation in the field of guidance and counseling (Indrawan & Lay, 2019)(Oktaviani & Syawaluddin, 2023).

In practice, the conventional paradigm regarding GC is that, in reality, there are still parents who do not believe in the performance of GC teachers and the existence of GC programs in schools because of the lack of professionalism of GC teachers in carrying out their duties (Skantz-Åberg et al., 2022). The improvement of GC teachers' competencies can be defined in line with the success of GC services in schools, influenced by the knowledge, attitudes, and skills possessed by GC teachers in all settings through education and training (Laia et al., 2022). The profession of Guidance and Counseling has clear duties and responsibilities protected by the law, and the performance of GC teachers can be clearly observed administratively and practically (Rushton et al., 2023). In addition, the profession of GC teachers requires special abilities when providing GC services to clients as well as the level of mastery of knowledge, attitudes, and skills of GC teachers in carrying out GC services, indicating the professionalism of GC teachers (Putri et al., 2023)(Elfira et al., 2022).

Professional counseling teachers require comprehensive competencies to effectively provide guidance and counseling services in schools. These competencies include pedagogical, personal, social, and professional abilities (Rushton et al., 2023). Pedagogical competence provides a scientific basis for the implementation of professional GC services and supports continuous improvement in counselors' professionalism, including a deep understanding of clients, mastery of GC theory, counseling implementation that promotes client independence, and continuous improvement of counselors' professionalism (Nurmasari & Ramdhani, 2023)(Liu et al., 2018). However, GC teachers' performance is influenced by various internal and external factors, including personal characteristics and the social environment in which they interact (Cahyaningrum et al., 2024). The main goal of GC services is to assist clients in completing their developmental tasks and optimizing their potential (Fitri & Iswari, 2022).

The success indicators of the professional competence of GC teachers in achieving success in GC services can be seen in the results of the 2019 Teacher and GC Teacher Competency Test, where the teacher competency scores were 58.97% in West Java Province, 62.58% in DKI Jakarta Province, 60.75% in East Java Province, and 67.02% in DI. Yogyakarta Province and 55.90% in Banten Province. This indicates that teachers/counselors still need to improve their competencies, which will ultimately contribute to their professional identity. Explanation of the diversity of competency test results among several provinces in Java. The competency test results explain the diversity of the UK values of teachers and GC teachers in several provinces on Java. Several provinces that receive competency test scores tend to be lower than other provinces, namely Banten Province and West Java Province. The results of the professional competency test for teachers and counselors indicate that there is still a gap in competency assessment that needs to be balanced according to the main tasks of a professional

as a teacher and a GC teacher. There are several factors that need to be considered to balance the professional competence of GC teachers.

Previous research has highlighted various factors influencing the performance of Guidance and Counseling (GC) teachers, including individual factors, such as personality and other personal factors, as well as situational factors related to the social environment (Ilfana & Karlina, 2022)(Harahap & Harahap, 2021). Despite the aim of GC services to assist counselees in optimizing their potential and completing their developmental tasks, there remains a significant gap in achieving professional competencies among GC teachers, especially evident in the results of the Teacher Competency Test and GC Teachers in 2019. The data show significant variations in competency scores among provinces on Java Island, with Banten and West Java provinces recording lower scores compared to other provinces such as DKI Jakarta, East Java, and DI Yogyakarta (Cahyaningrum et al., 2024).

In this study, there is an evident gap in terms of a profound understanding of the specific factors contributing to these differences and how these factors directly influence the effectiveness and professionalism of guidance and counseling teachers. The conclusion of the Competency Test results indicates an urgent need for further studies to identify and analyze the factors affecting the competency of guidance and counseling teachers in more detail.

The purpose of this study is to identify and analyze in-depth the professional competence of guidance and counseling teachers, focusing on the aspects of professionalism that influence their performance in providing guidance and counseling services. Furthermore, through this research, we hope to provide a foundation for improving and enhancing training and continuous professional development for guidance and counseling teachers. Thus, this research will contribute to the improvement of the quality of guidance and counseling services in Indonesia while also supporting the professional development of guidance and counseling teachers.

Literature Review

Overview of the Guidance and Counseling Profession in Indonesia

As a profession, guidance and counseling in schools are known to have four main universal characteristics: the existence of specific and widely recognized areas of expertise, systematic educational standards that support professional practice, structured professional practice training with effective supervision to maintain competence and integrity, and adequate compensation with responsibilities for continuous professional improvement (Shuib et al., 2020). This was in line with Article 1, paragraph (6) of Law No. 20/2003 concerning the National Education System. The Ministry of Education and Culture of the Republic of Indonesia has established two important regulations through the Minister of National Education Regulation No. 27 of 2008 and Minister of Education and Culture Regulation No. 111 of 2014, which regulate qualifications and competencies in guidance and counseling in primary and secondary education (Hidayah et al., 2023)(Nasution et al., 2023). Although these regulations have not fully perfected the foundation for comprehensive guidance and counseling education and services, their consistent and fair implementation has become a solid legal basis for policies and practices in this field.

In its implementation, guidance and counseling policies and practices in schools often experience fluctuations due to personnel turnover and inadequate understanding as well as inconsistent and often unfair policies, both at the ministry and local government levels (Wang & An, 2023)(Fitri & Iswari, 2022). For example, there is inconsistency in the Directorate General of Teachers and Educational Personnel (GTK) policy regarding the recruitment and placement of guidance counselors from non-guidance counseling graduate programs or even irrelevant study programs (Elfira et al., 2022). This leads to vertical conflicts and regression for counselors and educators. Other inconsistencies include differences in the number of teaching hours provided to counselors in various regions, where some regions allow counselors to enter classes for to 1-2 teaching hours, while others do not provide this opportunity (Putri et al.,

2023). Some regions require prospective counselors to have a degree in guidance and counseling education for recruitment, whereas in other regions, this requirement is overlooked. Additionally, in some provinces, the Education Office appoints guidance counselor supervisors, while in others, this practice is not carried out. According to research by Nasution et al. (2023) and Faturrahman et al. (2023), the provision of guidance and counseling services often does not comply with applicable regulations, and counselor performance supervision in schools is often carried out by individuals who lack adequate competence, resulting in ineffective supervision focusing only on limited administrative evidence and lacking meaningful dialogue or feedback. As a result, counselors' supervision does not have the expected impact and tends to diminish the dignity of the guidance and counseling profession.

2 Guidance and Counseling (GC) Teacher Professionalism

Professionalism of guidance and counseling (GC) teachers in Indonesia plays a crucial role in supporting students' success in various aspects, including academics, extracurricular activities, and personal development (Cortez Ochoa et al., 2023). Despite having an understanding of guidance principles, these teachers are often hindered by limited resources and lack of structured curricula, emphasizing the importance of training and resources (Nairz-Wirth & Feldmann, 2019). Effective teaching, which relies heavily on the qualifications and training of teachers, has a significant impact on student performance. For example, career dialogue training enhances students' career competencies, highlighting the importance of continuous professional development (Shin & Lee, 2018). Additionally, the role of school mentors is crucial in the professional learning process of GC teachers, which in turn enhances their ability to guide students effectively (Hou et al., 2019). The implementation of technology and learning methods, such as case methods, has also led to improvements in student learning outcomes, further emphasizing the importance of innovation in professional development (Hijrawati et al., 2021). Therefore, focusing on enhancing the competence and professionalism of GC teachers is essential for supporting comprehensive student success in Indonesia.

The guidance and counseling guru play a crucial role in fostering the personal, social, and academic development of students, requiring a blend of pedagogical, personality, professional, and social competencies as regulated by the government (Amirova, 2020). Their role extends beyond academic guidance to encompass personal and social development, making them crucial in addressing issues such as bullying through interventions, such as psychoeducational group sessions (Cortez Ochoa et al., 2023)(Putri et al., 2023). Professionalism in this field also involves ongoing supervision and professional development to enhance their skills and understanding of counseling practices (Forgasz et al., 2023)(Amirova, 2020). Effective supervision has been proven to significantly improve the competencies of the guidance and counseling gurus, enabling them to provide more effective services (Babang et al., 2023). Furthermore, stakeholder engagement is crucial in supporting the performance of these guidance and counseling gurus, ensuring that all elements of the school environment work coherently to optimize counseling services (Fauziah & Abidin, 2023)(Farihin et al., 2022). Additionally, innovative educational methods such as case methods have been proven to enhance future counselors' problem-solving abilities, thereby improving their professional competence (Cahyaningrum et al., 2024).

In addition, considering the characteristics of a professional guidance counselor, they undoubtedly possess essential attributes that are crucial for effective guidance and counseling in an educational environment. These attributes include academic training and experience in professional skills training (Suyatno et al., 2022), the ability to shape students' characteristics during adolescence (Shuib et al., 2020)(Liu et al., 2018), an understanding of the importance of professional guidance in lifelong learning, the need for effective organizational models within educational institutions (Ishaq et al., 2020), responsibility in providing guidance and counseling for the holistic development of students from physical to spiritual aspects (Bachtiar et al., 2018), and active involvement in proactive career guidance to help students identify personal and

social changes in their environment and build vital professional projects (Sulistiobudi & Kadiyono, 2023). These attributes collectively contribute to the successful implementation of guidance and counseling programs that support students' personal, social, academic, and career development..

Despite these advancements, there still exists a gap in the comprehensive mastery of guidance and counseling concepts among some guidance and counseling teachers, highlighting the need for continuous training and collaboration with other professionals (Ho, 2023)(Samad & Malik, 2023). Overall, the professionalism of guidance and counseling teachers is a dynamic and evolving field that requires commitment to continuous learning, ethical practices, and collaborative support to effectively meet the diverse needs of students.

Method

This study adopts a qualitative approach using qualitative descriptive method (Patel & Patel, 2019). The use of this approach aims to gain a deep understanding of the practices and experiences of Guidance and Counseling (GC) teachers in Indonesia. seven (7) informants consisting of GC teachers who had completed the GC Teacher Education Program were selected using a purposive sampling technique (Bhangu et al., 2023). Meanwhile, the researcher acted as the main instrument in the study, gathering information through intensive question-and-answer sessions during the interview. In addition to the interviews, data were collected through participatory observation (Nind & Lewthwaite, 2020), allowing the researcher to be directly involved and observe the practices and interactions in the natural setting of the informants. Furthermore, the data analysis technique used was descriptive analysis (McKim, 2017), in which the collected data were organized and analyzed to formulate findings that reflect reality experienced by GC teachers.

To ensure the validity of the instruments used in data collection, this study applied the technique of instrument validity through expert judgment (Latif et al., 2022). The interview and observation instruments were consulted with experts in the field of Guidance and Counseling before use. This process allows for improvements and adjustments based on inputs from experts, thereby enhancing the reliability and relevance of the instruments in the context of this research (Gorbi et al., 2018). Thus, the findings of this study are expected to provide accurate and in-depth insights into the important aspects of guidance and Counseling practices in Indonesia.

Results

Overall, the professional competence of GC teachers at PPG-GC Universitas Achmad Dahlan tends to be in the good to very good category, meaning that these teachers can fulfill their duties and responsibilities as professional educators, especially in the field of Guidance and Counseling. This qualitative research was conducted through a series of in-depth interviews with seven Guidance and Counseling (GC) teachers from various regions of Indonesia. This study aimed to identify and understand the dynamics and challenges faced by GC professionals in carrying out their tasks. The main findings from the interviews are as follows: One of the sources with the initials HDD (Private High School in Palembang, South Sumatra) - HDD graduated from Sriwijaya University and worked as a GC teacher in Palembang in 2019. He described the GC profession as a role full of ups and downs. Successfully guiding students to find a career they love is satisfaction in itself, while difficulties in facing situations that require police involvement outside the school environment pose a serious challenge. Furthermore, informant L (State Vocational High School 1 Ketapang, West Kalimantan) stated that, since graduating in 2005, L has shown effective coordination skills with students. However, he highlighted the lack of supporting facilities in schools, such as the absence of adequate counseling rooms, which affects the effectiveness of GC services.

In line with this, the informant RAP (SMP Muhammadiyah 2 Godean) states that as a graduate of GC UAD who has been working since 2016, RAP conveys that accompanying less fortunate students provides a valuable experience that motivates him to continuously enhance his professional capacity. This experience also drove him to participate in the PPG-GC program at the UAD. Furthermore, another informant, WA (SMP Negeri 12 Yogyakarta), revealed that he started his career as a GC teacher after graduating from UAD in 2019 and experienced a discrepancy between the theories learned during college and the practices in the field. However, this discrepancy motivated him to continuously align theory and practice in his daily activities at school. Additionally, informant P (SMP in Semarang City) also disclosed that initially working in the HRD field, P then transitioned to GC education in 2019. Without a strong background in GC education, P strives to enhance his competencies through self-learning and the PPG-GC programme, enabling him to develop creative and innovative Service Implementation Plans for students.

Furthermore, another informant, MA (SMKN Kasomalang, Subang, West Java), with 15 years of experience in guidance and counseling, continued to write and share experiences and challenges faced as a guidance counselor, focusing on continuous professional development. In line with that, informant RNU (SMAN 1 Cisaga, Ciamis, West Java), as a guidance counselor who has been involved in this field for the past four years, is in the process of writing and reflecting on their professional journey.

Overall, each respondent described two main indicators in this research, namely, indicators of professionalism and competence in carrying out their roles as Guidance and Counseling teachers. Table 1 present the interview analysis with the teacher.

Table 1. Analysis of Interview Results with Guidance and Counseling Teachers

Respondent	Main Theme	Sub-themes
HDD (Palembang Private High School)	Professional Competency	Experience and training
	Professional Responsibility	Solve the problem
L (State Vocational High School 1 Ketapang)	Interpersonal Skills	Coordination with students
	Lack of Facilities	Impact on GC services
RAP (SMP Muhammadiyah 2 Godean)	Increased Professionalism	Self-development and education
	Support to Students	Special help
WA (State Middle School 12 Yogyakarta)	Reality vs. Theory	Application of theory in practice
	Professionalism in Relationships	Relations with stakeholders
P (Middle School in Semarang City)	Career Transition	From HRD to GC Teacher
	Adaptation and Learning	Development of GC skills
MA (Kasomalang-Subang Vocational School)	Long Term Dedication	Experience in GC
RNU (State high school 1 Cisaga-Ciamis)	Professional Development	Increased competency

In-depth interviews with Guidance and Counseling (GC) teachers revealed significant variations in their professionalism and competence. Respondents such as HDD from Private High School in Palembang and L from State Vocational School 1 Ketapang demonstrated the development of professional competence through work experience and challenges in providing facilities. Meanwhile, RAP from Muhammadiyah 2 Godean Junior High School and WA from State Junior High School 12 Yogyakarta highlighted the importance of continuous education

and theory-to-practice adaptation to enhance professionalism. Other respondents, such as P from a Junior High School in Semarang, illustrated the career transition from HRD to GC Teacher, emphasizing the importance of adaptation and learning from experience. MA from Kasomalang-Subang Vocational School and RNU from State High School 1 Cisaga-Ciamis showed long-term dedication and continuous professional development. These findings suggest the need for improved facilities, continuous training, and policies to support effective GC practices. Future research should focus on developing more systematic evaluation methods to measure and enhance GC teachers' professional competence more broadly.

Overall, interviews with various informants revealed diverse perspectives on Guidance and Counseling (GC) practices in Indonesia, highlighting the importance of institutional support and the need for adequate facilities for the effectiveness of GC services in schools. Informants present variations in motivation and experiences, including satisfaction in helping students make career choices to deal with situations that require police intervention outside the school environment. The findings indicated significant disparities in the availability of facilities, such as adequate counseling rooms, often forcing counseling sessions in less than ideal locations. Respondents also emphasized the gap between the theory taught and the reality of practice, challenging them to apply and adapt theoretical knowledge in daily practice. Furthermore, the importance of continuous professional development has emerged as a common theme, indicating the urgent need for advanced education programs, such as PPG-GC, that enhance competence and professionalism.

Finally, the relational dynamics established by GC teachers with students, colleagues, and other stakeholders have proven critical in determining the effectiveness of GC services. This ability not only strengthens the quality of their interactions, but also significantly enhances their capacity to tailor services according to the individual needs of students. This study highlights the importance of sustained institutional support and human resource development as key factors for improving the quality of guidance and counseling services in Indonesian schools.

Discussions

Several studies have revealed their perspectives on the activities and professional practices of guidance and counseling teachers, ranging from those with decades of experience as guidance and counseling teachers to those who have recently joined the circle of guidance and counseling professionalism. The professional competencies of guidance and counseling teachers are crucial in supporting their performance in providing effective services. These competencies include understanding theory and practice, the ability to design programs, and awareness and commitment to professional ethics.

Competence plays a crucial role in counselors' performance in providing effective guidance and counseling services. The lack of personal competence among counselors and students can lead to rushed counseling processes, prioritizing quantity over quality and ultimately impacting the quality of services provided. Furthermore, the mastery of professional competencies such as understanding the concept of Comprehensive Guidance and Counseling, program planning and implementation, is essential for counselors to provide optimal services (Azwar et al., 2022)(Farihin et al., 2022). Confusion between the roles and expectations of counselors and teachers can hinder the development of student competencies if not properly addressed, thus affecting the quality of services offered in schools (Shuib et al., 2020)(Cortez Ochoa et al., 2023). Additionally, the management of counseling services in educational environments such as boarding schools may face challenges in planning and control functions, thereby impacting the effectiveness of character education programs for students (Putri et al., 2023). Ultimately, there is a significant positive relationship between the perception of professional competence and provision of guidance and counseling services, highlighting the importance of counselor competence in student development (Elfira et al., 2022). These studies indicate that professional competence in guidance and counseling positively influences

performance through increased enthusiasm, communication skills, research abilities, career knowledge, technology integration, work motivation, and humanistic competence.

Various efforts have been made to improve the quality of GC teachers in terms of professionalism and competence, apart from their participation in the Teacher Professional Program (Cahyaningrum et al., 2024). Another strategy that can be implemented is the school principal's leadership to develop teachers' professional competence (Hidayah et al., 2022). Additionally, planning, organization, implementation, evaluation, supporting factors, barriers, solutions, and impacts are necessary to enhance professional competence (Suyatno et al., 2022)(Latif et al., 2022). The development of teacher competence through in-service training or in-service training programs can also be utilized to enhance teachers' professionalism in carrying out their duties (Laia et al., 2022). Furthermore, the development of a web-based instructional material management model can assist teachers in acquiring teaching materials, sharing knowledge, and engaging in discussions to improve their professional competence (Faizi, 2018). By implementing these strategies, it is expected that GC teachers can enhance the quality of the education and services provided to students.

Several studies have identified effective interventions to improve the quality and effectiveness of guidance and counseling services (El Mrabet & Ait Moussa, 2021). In Nigeria, guidance services are integrated into the primary school curriculum and taught as a subject while also emphasizing the need for leadership support and ongoing professional development through workshops and seminars (Pandey & Sharma, 2022). In the Philippines, guidance counselors have adapted to online modalities by providing individual and group counseling, closely collaborating with teachers and parents, and organizing mental health activities to address student concerns in virtual learning environments (Dhyah Yulianti et al., 2025). Additionally, in Indonesia, the provision of guidance and counseling services in schools has been proven to have a positive impact on children's self-adjustment, with personalized guidance and relevant resources contributing to improved socialization and development (Ni'mah et al., 2023)(Fahrurrazi & Damayanti, 2021). These interventions highlight the importance of proactive action, ongoing support, and personalized approaches to enhance the overall quality and effectiveness of guidance and counseling services.

Various methods such as continuous assessment, feedback from peers and students, and the use of observation and interviews have been proven effective in evaluating the professional competence of Guidance and Counseling (GC) teachers (Azwar et al., 2022)(Saleh et al., 2021). Continuous assessment allows for regular evaluation of the theoretical and applied abilities of GC teachers in delivering guidance services. Studies such as those conducted by Nasution et al. (2023) emphasize the importance of competency enhancement programs and the use of relevant diagnostic tools in the digital age, designed to identify various findings and conditions with students. The combination of continuous assessment and constructive feedback is essential for improving the quality of guidance and counseling services, enabling GC teachers to gain valuable insights for continuous professional development.

This research focuses solely on guidance and counseling teachers who have completed the Professional Program, which may result in potential bias as it does not reflect the overall condition of guidance and counseling teachers, especially those at lower competency levels or who have not participated in the program. These limitations highlight the importance of further studies with a more inclusive design and possibly a quantitative approach to obtain a more comprehensive and objective understanding of the professional competence of guidance and counseling teachers. Nevertheless, this research is considered important, as it has implications for educational policies and the professional development of guidance and counseling teachers. The findings indicate that guidance and counseling teachers with higher professional competence tend to have better mastery of guidance and counseling knowledge, underscoring the importance of effective training and development programs that directly contribute to overall educational improvement.

Conclusion and Suggestions

This study successfully identified and assessed the professional competence level of Guidance and Counseling Teachers, which is an important aspect of academic qualifications and counselor competencies. The research findings indicate that, overall, the professional competence of guidance and counseling educators falls within the medium-to-high category. Teachers who completed the Guidance and Counseling Teacher Professional Program demonstrated excellent mastery in guidance and counseling. The study also revealed that professional competence not only includes mastery of subject matter and theory but also practical skills in designing and implementing counseling programs, as well as a deep understanding of professional ethics. Factors such as educational background, teaching experience, and geographical location where teaching took place were found to significantly influence the level of competence. Given the importance of professional competence in guidance and counseling education, future research should focus on the development and evaluation of interventions to enhance areas of competence that are lacking. Future studies should explore the impact of continuous training and professional development on the practical abilities of guidance and counseling teachers. Further research on the influence of school culture and administrative support on the professional practices of guidance and counseling teachers is also recommended to integrate a more holistic insight into the education system.

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Appendix 1

Table 1. Results of interviews with GC teachers

No.	Respondent	Interview result
1.	<i>HDD (Private High School Palembang-South Sumatra)</i>	Entered college in 2015-2019 (Sriwijaya University), then became a guidance counselor at a private school in Palembang City since 2019 and continued PPG-GC Pre-service in 2021. Having experienced the ups and downs of being a guidance counselor for the past 3 years. The joy felt is that many students lead them to their preferred career choices. Meanwhile, the sadness is carrying out duties and responsibilities as a GC teacher who solves students' problems and becomes a witness in the police, even though the incident did not occur in the school environment.
2.	<i>L (SMK Negeri 1 Ketapang-West Kalimantan)</i>	Graduated from college in 2005, and currently works at SMK Negeri 1 Ketapang. The favorite experience that has been felt is that he is very good at coordinating with students (because of his long experience as a guidance and counseling teacher, students can easily be conditioned when they have to provide guidance and counseling services). Meanwhile, the sad experience felt to date is that the school does not have facilities that meet the needs of guidance and counseling services, for example the school does not have a proper counseling room because there is no individual/group counseling room. So, if you carry out individual and group counseling services, they are still combined with the living room and others.
3.	<i>RAP (SMP Muhammadiyah 2 Godean)</i>	The respondent is a UAD GC graduate, and has been a GC teacher since 2016 until now. Many people have experienced the exciting experience of being a guidance and counseling teacher, for example accompanying several students who are less fortunate in their lives, or dealing with students who experience anxiety in living their lives. These problems often become benchmarks for the person as a Guidance and Guidance Teacher, so they always try to improve their professionalism to become a professional Guidance and Guidance Teacher. One of them is by taking PPG-GC at UAD.

4.	<i>WA (SMP Negeri 12 Yogyakarta)</i>	Studied at GC UAD from 2015-2019, and has been a GC teacher until now. In the last 3 years, I have experienced various good and bad experiences as a guidance counselor. The negative experience felt was one's own career immaturity when choosing the GC Study Program as his career choice later, however, after various experiences had been experienced, the person felt that there was a mandate that was carried out when carrying out the profession as a GC Teacher. For example, building relationships with colleagues and other stakeholders at school, and one of the challenges is that when you become a guidance and counseling teacher, in reality there are many things that are not in accordance with the theories and techniques taught by lecturers in lecture situations. This gave him motivation to bring back the spirit of GC in his practice at school.
5.	<i>P (Middle School in Semarang City)</i>	The respondent studied Psychology from 2011-2015. Based on basic psychology education, he decided to work as HRD at a motorbike leasing company in Semarang City for 2 years. Then he decided to resign for the reason of taking care of his family. In 2019 he tried to apply to become a GC teacher at one of the MSPs in Semarang City, and was finally accepted. Armed with the courage, he tried to do a job that was not based on his basic education, perhaps his knowledge of psychology was the same, but in his lectures he was not provided with educational knowledge. While working, he tried to study together with seniors at the school who came from basic GC during college. Until finally he decided to take PPG-GC because he wanted to increase his competency to become a professional GC teacher. In the end, now he feels he can create creative and innovative RPL for his students.
6.	<i>MA (Kasomalang-Subang Vocational School, West Java)</i>	The respondent has served as a guidance and counseling teacher for 15 years, at the last school for 5 years.
7.	<i>RNU (SMAN 1 Cisaga-Ciamis, Jawa Barat)</i>	The respondent has been a professional guidance and counseling teacher for the last 4 years.

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