

Research Article

The Influence of Motivation, Guidance and Counseling Teacher Activities in Deliberation and Professionalism

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ABSTRACT

This research uses correlational quantitative and descriptive methods. The population in this study were guidance and counseling teachers (BK) for junior high schools in Banjarbaru City with a sample of 37 people. The data collection technique used is a questionnaire in the form of a Likert scale. Instrument testing uses validity and reliability, so the results are valid and reliable data. Another technique used is a Likert scale questionnaire, with tests of validity and reliability, normality, linearity, multicollinearity, and heteroscedasticity. Based on data analysis and discussion, it can be concluded that there is a direct influence of work motivation, professionalism, and performance on a teacher. Meanwhile, work motivation, professionalism, and performance have an indirect influence on teacher activities.

Keywords: Motivation, guidance and counselling, teacher activities, professionalism

Introduction

In achieving optimal student development, their potential needs to be facilitated through various educational components such as guidance and counseling (BK) services. The quality education integrates three main components in synergy, namely administration/leadership, instructional /curricular fields, and guidance/counselling (Sutirna, 2019).

Law Number 20 of 2003 concerning the national education system article 1 point 6 emphasizes that Guidance and Counseling (BK) teachers are educators. Guidance and counselling provides educational services to students for optimal development through an effective learning process. Guidance and

Counseling plays an important role in improving the quality of students. According to Rachmayanie (2017), its purpose is to assist students in achieving developmental tasks and becoming independent. In addition, guidance and counselling teacher's play important roles in assisting students to overcome the problem of moral crisis through counseling and guidance services provided by counselors.

Wardati and Juahar (2011) stated that the duty of guidance and counselling teachers is to help students in their personal, social, learning, and career life development. According to Rachman (2017), guidance and counseling services aides in the proper development of students.

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Guidance and Counseling Teacher Deliberation Organization (MGBK), supports the duties of guidance and counselling teacher's and assists them in overcoming problems. According to Rivai and Sylviana (2009), All Indonesian teachers need to gain access to meet in KKG, MGMP, and MGMP groups according to their professional interests to develop innovative activities.

Guidance and counselling teacher's, as educators, create strategic positions to increase students' interest in learning through attention, direction, and guidance, therefore, they are required to develop their professional competence. According to Bautisna and Ortega-Ruiz (2015), professional development is an opportunity for educators to learn what is needed to help students achieve their expected potential.

Jongmans et al. (1998) stated that low teachers' professionalism is caused by their inability to further their profession due to prolonged working hours, poor motivation, and the existence of private universities which employs graduates without proper analysis.

According to Hoy and Miskel (1982), motivation is defined as complex forces, drives, needs, tension states, or other internal psychological mechanics that maintain activity toward the achievement of personal goals. Work motivation, according to Permadi et al. (2019), is important in the learning process because it helps people to conduct various activities in order to achieve set goals.

According to Rivai and Sylviana (2009), MGBK is a place for teachers to help one another achieve the required qualifications

(S1/D4) and professional certification. MGBK is an adapted empowerment program by LPMP/P4TK, which helps to solve issues related to the teaching profession.

It organizes drafts, directs, coordinates, and supervises leaders of organizations. According to Sulistyowati (2018), MGBK Development and Operational Standards are based on the criteria for fulfilling program, organization, management, infrastructure, human resources, finance, and quality assurance.

Students in junior high school, are faced with many problems, therefore, BK teachers are needed in the social, personal, learning, and career fields. This is due to their ability to assist others in conducting professional skills

Based on this background, this study aims to provide an in-depth idea of the direct influence of MGBK activities in motivating the performance of guidance and counselling teacher professionalism and activities in junior high schools.

Material and Methods

This research uses a quantitative approach with four variables, such as work motivation (X_1), teacher guidance and counselling (BK) activities in (MGBK) (Z), professionalism (X_2), and BK teacher performance (Y). The population in this study was 37 guidance and counselling teachers in SMP/MTs in Banjarbaru City, using the total sampling method.

Based on the theory, the following conceptual frameworks are formulated.

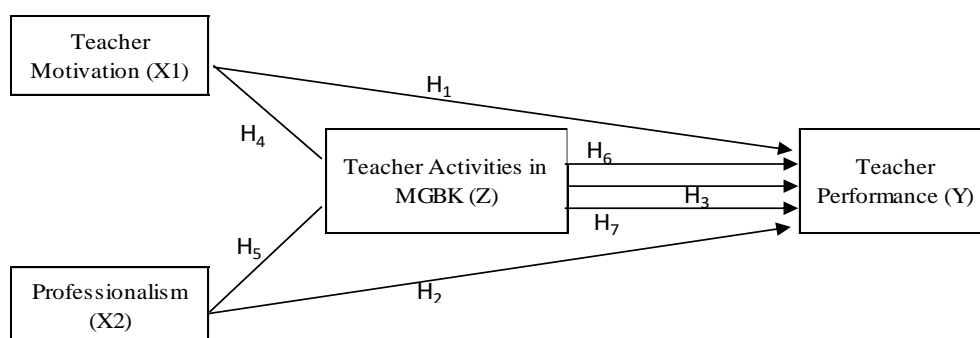


Figure 1. Path model

- H¹ :There is a direct influence of work motivation on the guidance and counselling teachers' performance.
- H² :There is a direct influence of Professionalism on the guidance and counselling teachers' performance.
- H³ :There is a direct influence of guidance and counselling teachers' activities in MGBK in accordance with performance.
- H⁴ :There is a direct influence of teacher motivation on BK activities in MGBK.
- H⁵ :There is a direct influence of professionalism on the guidance and counselling teachers' activities in MGBK.
- H⁶ :There is an indirect influence of work motivation on the guidance and counselling teachers' performance through MGBK activities.
- H⁷ :There is an indirect influence of professionalism on guidance and counselling teachers' performance through MGBK activities.

social environments are factors that influence work motivation. Teachers motivated to work, are committed to their profession.

The professionalism of junior high school teachers in the City of Banjarbaru was 56.7%, (high category). This condition is in line with Sari and Setiawan (2018) research, guidance and counselling teacher's professionalism starts from the development of personality and profession.

According to the Law on National Education System Article 39 paragraph (2) No.20 / 2003, Teachers/Professional educators are staff assigned to plan, implement, assess, mentor, and train the learning process. Professional teachers are well-educated and trained people, with lots of experience reflected in their expertise in carrying out tasks. It also shows thorough teacher responsibility.

The MGBK activities of junior high school teachers in Banjarbaru City had a value of 59.5%, (high category). This condition agrees with the counselor's activities in providing assistance, such as the phase of involvement, exploration, understanding, and action. The guidance and Counselling teacher defines goals, selects actions, develop, and determine counseling stages.

The performance of junior high school teachers in the City of Banjarbaru was valued at 72.9%, (high category). This condition is in line with the research conducted by Sari and Hartati (2017)

Based on the hypothesis testing, the direct and indirect influence through an intermediate variable between independent to the dependent variable were acquired.

Results and Discussion

This study discusses four variables with the mean score achieved in the medium classification. Furthermore, teachers' professionalism, and performance in carrying out MGBK activities, in Junior High School at Banjarbaru city, was in the high category.

The descriptive statistical test result on the guidance and counselling teacher's was 81.1% (medium category). This condition is in accordance with the report of Usman (2011), which stated that motivation is the desire of an individual to take action behavior. According to Rivai and Sylviana (2009) physical and

Table 1. Direct relationship between variables

Hypothesis	R Square	F. Sig	Standard Co-efficient B	Beta	Sig
Motivation towards performance	0.215	0.004	0.464	3.095	.004
Professionalism towards performance	0.125	0.032	0.354	2.237	.032

To be continued..

Guidance and Counselling teacher activities in MGBK activities towards guidance and counselling teacher's performance	0.052	0.041	0.228	1.388	.041
Motivation towards teacher activities	0.569	0.000	0.754	6.801	.000
Professionalism towards teacher activities	0.263	0.001	0.513	3.532	.001

Table 2. Indirect relationship between variables

Hypothesis	R Square	F. Sig	Standard Coefficient B	Relationship	
				Indirect	Direct
Motivation towards performance through guidance and counselling teacher activities in MGBK	0.362	0.000	45.669	2.175	2.803
Professionalism towards performance through guidance and counselling teacher activities in MGBK	0.322	0.001	19.884	2.721	3.140

The influence of work motivation toward guidance and counselling teacher performance

The findings of this study stated that there is a significant influence of work motivation on the performance of guidance and counselling teachers. Therefore, hypothesis (H₁), which equals 3.095 is accepted. The test results found guidance and counselling teachers are motivated to achieve set goals through work.

The results of this study are in line with Wibowo (2013) which stated that motivation has a positive influence on performance. Therefore, it is important for the success of teacher performance because it is a strong desire to perform an action with a specific goal in order to avoid failure. Therefore, the higher the teachers' motivation, the higher their performance and vice versa.

In addition, Syamsudin et al. (2019) stated that work motivation has a significant relationship on teacher performance. Subandi (2017), reported that there is a significant

contribution of teacher work motivation to the performance in Cluster IV of Baturiti Tabanan Subdistrict, Bali.

The influence of professionalism toward guidance and counselling teacher performance

The findings of this study stated that there is a significant influence of professionalism on the performance of guidance and counselling teachers in Banjarbaru. Therefore, the hypothesis (H₂) valued at 2.237 is accepted.

Based on the test results, the professionalism of guidance and counselling teachers in improving the quality of education is also demanded by sincerity, thoroughness of work, and the achievement of educational goals that require high integrity.

The research conducted by Supriyanto and Handaka (2016) stated that the evaluation of counseling and guidance programs increases the professionalism of

guidance and counselling teachers in schools. This is in line with the results of Kanto (2015), which reported that there is a relationship between motivation and the performance of guidance and counselling teachers. Work motivation makes teachers knowledgeable and experts in their fields

The influence of guidance and counselling teacher's activities in mgbk activities toward guidance and counselling teacher performance

The findings of this study stated that there is a significant influence of guidance and counselling teacher activities and performance in MGBK. Therefore, the hypothesis (H₃) with a value of 1.388 is accepted.

Based on the test results, the teacher's activities in following the program held by MGBK have an influence on the performance of guidance and counselling teachers in counseling activities in schools.

According to Ardiman and Zuwirda (2015), the goals and targets for optimizing counseling services, of guidance and counselling teachers, increases with performance. MGBK activities are formulated in accordance with competency demands and the performance standards of teachers in schools.

The influence of work motivation toward guidance and counselling teacher activities in MGBK

The findings of this study stated that there is a significant influence on work motivation on teacher activities. Therefore, the hypothesis (H₄) with a value of 6.891 is accepted.

Based on the test results, the work motivation of guidance and counseling activities have a positive influence on the implementation of guidance and counseling in schools.

Indrajaya and Sugiyo's (2014), stated that there is a positive and significant relationship on counselor's work motivation through staff meeting forums (MGBK) in the state senior high school in Temanggung Regency. This

means that the work motivation and counselor's understanding of the guidance and counselling program's evaluation ultimately influences its implementation.

The influence of professionalism toward guidance and counselling teacher activities in MGBK

The findings of this study state that there is a significant influence of professionalism on teacher activity in MGBK. Therefore, the hypothesis (H₅) with a value of 3.532 is accepted. This means that guidance and counselling teachers need to be able to maintain work effectiveness.

Based on the test results professionalism have a positive influence on the positive influence on the teacher activities in MGBK.

Anni et al. (2019), stated that training improves the competency of professional counselors in senior high school at Semarang Regency. Kusmaryani (2010) reported that the importance of a teacher's potential and self-adjustment are absolute.

The influence of work motivation toward the performance of guidance and counselling teachers

The findings of this study stated that there is a significant influence of work motivation on guidance and counselling teachers' performance toward MGBK. This shows that the hypothesis (H₆) is accepted, at a value of 2.803.

Based on the test results work motivation have a positive influence on the performance guidance and Counselling teacher's.

Arifin (2015) finding portrays that motivation affects positively and insignificantly teacher performance in Jayapura City, Papua. It proves that school authority rarely admits job achievement and gives opportunity to develop themselves, restricts a greater responsibility and teacher creativity.

The influence of professionalism on guidance and counselling teacher activity in MGBK

The findings of this study state that there is a significant influence of professionalism on the performance of guidance and

counseling teacher's in MGBK. Therefore, the hypothesis (H₇) valued at 3.140 is accepted.

Based on the test results, Guidance and Counseling teachers' performance in conducting counseling activities is obtained from the MGBK activities.

The results of this study are in line with Basuki (2017), which stated that the MGBK organization aims to improve the quality and professionalism of teachers. Counselor professionalism competencies include mastering concepts, practical assessments, theoretical frameworks, designing guidance and counseling programs, implementation, assessment, commitment, professional, ethical awareness, and practical research in guidance and counseling. Lestari et al. (2013) stated that guidance and counseling teachers in Cilacap City Junior High School had mastered professional competence to become educators in providing quality and mandatory guidance and counseling services.

Conclusion and Recommendation

From the results of this study, it can be concluded that: (1) there is a direct influence of work motivation, performance, and professionalism. (2) there is an indirect influence of work motivation, performance, and professionalism through guidance and counseling teacher activities in MGBK.

Based on the results of the study, there are several of suggestions such as: (1) the principals are expected to influence the performance of guidance and counseling teachers in schools through motivation and information technology, (2) teachers, need to develop more motivation and professionalism, with constructive criticism, to complete tasks properly, (3) the results of this study need to be used as a material comparison for further studies.

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