

# The Improvement of Counseling Guidance Teachers Competence in Implementing Group Guidance Services through the Role Playing Method in Education Training At Palembang Religious Training Center

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**Abstract:-** This study discussed about the improvement of Counseling Guidance Teachers' competence in implementing group guidance services through The role playing method in education training at Palembang Religious Training Center. The purpose of this study was a) to describe the lectures' ability in learning managing in group guidance services through the Role playing method, b) to describe training participants' activities in applying the role playing method in group guidance services, and c) to find out the improvement of training participants' outcomes of Counseling Guidance Teacher in applying group guidance services through the role playing method. The researcher used the Classroom Action Research which was conducted in three cycles. Each cycle consisted of four stages, namely planning, action, observation and reflection. The Subject of this study was training participant of the MTs counseling guidance teacher at Palembang Religious training center as many 35 people. Based on the research result, it was concluded that a) Applying grup guidance service can improve the teachers' professional competence in problem solving at the training for teachers of Guidance and Counselling held by BDK Palembang in 2018 which was indicated by the improvement of teachers' competence mean oni every cycle; Cycle 1 (6,9 %), Cycle II (7,9 %), and Cycle III (9,5 %). b) Applying the group guidance service had positive impact toward teachers' performance, c) Applying the group guidance service was effective in improving teachers' competence so they were ready to serve another group guidance.

**Keyword:-** Competence, Group Guidance Service, Role Playing.

## I. INTRODUCTION

According to the Law of the Republic of Indonesia No.14/2005 about Teachers and Lecturers that the role of educator in meeting the needs of teachers. Developing educators for four reasons: (1) the nature of professionalism (2) rapid science, technology and art (3) paradigm defenders horse of a lifetime (4) not all educators demonstrate a willingness to develop. An educator in his profession does

have the task of processing all aspects possessed by students in all situations and conditions, the teacher as well as the main actor in the implementation or application of educational programs in schools has a very strategic role in achieving the expected educational goals, teachers are required to have skills to developing and carrying out the duties and responsibilities appropriately and in accordance with the maximum commitment as a professional educator. Educator success is determined by the participation of various elements, of the most important elements is the teacher . The teacher is a central point in the efforts to reform their learning and become a key success of every business quality of education. There is a difference between the educators and teachers (Dwiswoyo 2011:128) states that teachers are professional educators who have different primary task is to educate, teach, directing, train, assess , and evaluating students in early childhood education formal channels, basic education, and middle education. According to Soebachman (2014: 79), educators who have received education in the field of specific, the main job of the teachers plan learning, educating, teaching, guiding, and right teaching evaluation. Siswoyo (2011: 127), is any person who intentionally influence others in order to reach the level of proficiency is higher. The difference according to the writer between teachers and educators is that if friends want to become a teacher they must have the required qualifications. For example, a mathematics teacher must have a Bachelor of Mathematics Education degree, but if parents train their children to be able to get along and socialize in the community, this can be said by educators , because it leads to good things. another example of parents educating their children to be disciplined and honest. Lailatussaadah (2015:4) Purwanti (2013:4) & Nurtanto (2011:295) suggested that the actors in the role of education were none other than teachers. Teacher is spearheading crucial in the education system as a whole, which should get the attention of the principal, therefore, any improvement efforts are being made to improve the quality of education will not contribute significantly without the support of professional and qualified teachers.

The teacher is not only as an educator but also as a teaching that carries moral and religious values and must have extensive knowledge in carrying out the teaching and

learning process with students so that the objectives of learning can be achieved. In its development, the task of a teacher is now increasingly visible and increasingly complex. Teachers who can only convey material with theoretical concepts to their students will only become a teacher who is too rigid when teaching, the task of the teacher is not only to convey material with theoretical concepts that are so complex, but a teacher also has the task and the responsibility to provide guidance and counseling to their students to solve problems faced by students so that learning is not only given to the subject matter provided but is now supplemented by guidance that will further assist students in overcoming problems both in learning material problems and outside of learning at school.

Guidance and counseling services is an important element in education because its existence is one of the supports for the success of educational programs in schools. Guidance and counseling services in formal education must be implemented optimally. This can be influenced by the performance of the counselor as a key element in guidance and counseling services. Guidance and counseling services are conducted towards service targets, both in individual and group form. Services of focus or emphasis in organizing services counselor view the concept of guidance and counseling orientation. According to Kusmawati (2008: 56) there are 3 Orientations in guidance and counseling, a) Orientation of individuals, b) Orientation of development, c) Orientation of problems.

Amti (2004: 100) revealed that counseling is an activity in which all facts are collected and all students' experiences are focused on specific problems to be addressed by themselves concerned, and given personal and direct assistance in solving those problems.

Counseling as an integral part of the educational process and have contributed to the success of the educational process in the school and will not become good if not supported by the implementation of the guidance to an that good anyway. The existence of counseling guidance in schools will help students who experience difficulties in various problems that are especially important problems related to learning, and these problems must always receive special attention so that learning difficulties can be overcome. Various guidance and counseling activities must be endeavored to develop the potential and life competencies of students/counselees that are effective and facilitate them systematically, programmed and collaboratively so that each student/counselee truly attains the competency of development or expected behavior patterns.

Sutjipto (2005:23) argues that the facts about teacher quality indicate that at least 50% of teachers in Indonesia do not have the quality according to National Education Standards. Data in the UNESCO Global Education Monitoring Report 2016 shows, p Education in Indonesia only ranks - 10 out of 14 developing countries, namely teachers ranks 14 out of 14 developing countries in the world. For it is necessary to build a strong foundation for

improving the quality standardizing on average, not standardization minimal (Toharudin,2006:1) only 50% of teachers in Indonesia, these conditions are still deemed less so that the quality of our education has not shown a significant increase (Sutjipto, 2005: 10). In connection with this fact, the researcher conducted an interview with one of the Head of the Education and Religious Technical Section of Palembang BDK, Mursidah, S.Ag, MM, and explained that after conducting a Questionnaire or Questionnaire, interviews were 35 BK teachers consisting of 4 Provinces between others in South Sumatra, Lampung, Bengkulu and Bangka Belitung Islands and even direct observations at school when providing education and training in the work area, there are almost 75 % of Counseling Guidance teachers who still do not have the expected standards such as do not yet have a complete Counseling Guidance Instrument including check lists problems (DCM), development task inventory (ITP), interest and talent questionnaires, problem solving tools (AUM), identification of students' needs and problems (IKMS), observation guidelines, interview guidelines and counseling guidance programs, all of these support in the process of improvement BK teacher's competence in providing group guidance services through the roller method e playing .

RI Law No. 14 Year 2005 on Teachers and Lecturers, Chapter IV Section I Qualifications, Competence, Certification of Article 8 and 9 compiled by Editors Sinar Grafika (2005: 7) To be an educator who is professional, the educator must consciously responsible for the development of learners in teaching and learning process as well as guiding and directing them correctly. To meet these criteria, the teacher must undergo professionalization or the process of continuing to become a true professional degree. The competencies that must be owned by a teacher. The four areas of competence cannot stand alone, but are interconnected and influence each other. While Quality of Education by Ace Suryadi and Tilaar (2017) is the ability of educational institutions to utilize or take advantage of educational resources to improve the ability to learn optimally. Wibowo (2007:2) states that the teacher competency profile includes four components as follows: first, mastery of the material include pedagogical content knowledge. Secondly, an understanding of students includes understanding of the ins and outs of the students' initial conditions. Third, educative learning includes learning management that is oriented towards the needs of students. Fourth, the development of personality and professionalism that has a strong personality characterized by devoted to God Almighty, noble, creative, independent, democratic and responsible. Furthermore Broke and Stone (in Usman , 2007: 14) explain that competence is a picture of the qualitative nature of teacher behavior that seems very meaningful. Shabir (2015:221) explains that teacher competence is a set of knowledge, skills and behaviors that must be possessed, internalized, and mastered by a teacher so that he can carry out his professional tasks. Furthermore, Yasin (2011 : 2 ) says that the need for improving the competence of teachers good has the ability to provide understanding, appreciation the moral values of Islam to students.

Based on the results of preliminary research in the form of interviews with some of the training participants acquired information or data that indicated they do not understand technically on issues of on learners, was likely caused by a lack of information and the development of present guidance through training or consultation counseling teachers it affects not maximal competency of teachers as mandated by the Permendikbud 111 of 2014, which says that the guidance of a teacher, the counselor must master the theoretical framework and practical guidance and counseling. In connection with the above explanation, it is still considered necessary to conduct research on the competence of BK teachers in implementing group guidance services through the role playing method in problem solving.

Based on the background of the problems raised above, then the question arises " Can the implementation of group guidance services through the Role Layout Method increase the competence of BK teachers in BDK Palembang? " To get answers, the writers making this right a study entitled " Competency Master BK Undertaking Through Method Role Playing In Training in Palembang BDK ". The objectives of this research are: a) To describe the ability of lecturers in managing learning in group guidance services through the role playing method b) To describe the activities of participants in training with learning through group guidance services through the role playing method. c) To find out the improvement in learning outcomes of participants in implementing group guidance through the role playing method.

## II. RESEARCH METHOD

In this study the method used is the Classroom Action Research Method. Action Research Kelas also called Classroom Action Research. Subjects in this study participants Diklat Technical Substantive Master Counseling MTs as many as 35 participants consisting of four Provinces namely Sumatera Selatan, Lampung, Bengkulu and Bangka Belitung Islands, who are following diklat at the Training Center of Religious Palembang. Research is carried out in three cycles, each cycle consisting of four phases: planning, action, observing and reflection. Data is collected through the results of cycle 1 to cycle 3 with the expected indicator that widyaiswara understands and is skilled in carrying out group guidance services in accordance with process standards so as to enhance the learning of training participants in each cycle. Data processing was performed using qualitative.

## III. RESULTS AND DISCUSSION

### ➤ Results of Cycle I Actions

In the planning stage, widyaiswara prepares everything used in the first cycle in the material "Implementation of the Counseling Guidance Comprehensive Program". Widyaiswara has been implemented with reference to the Service Implementation Plan 1 that has been prepared. Thursday, October 18, 2018 at 07.30 to 09.45 WIB (4 JP @ 45 minutes). During the course of the action, the observer observes the management of the widyaiswara learning and training participants' activities during the learning process.

Widyaiswara's activities		Score	Category
<b>Opening:</b>			
1.	Creating an atmosphere of getting to know each other, warm and relaxed.	70	less
2.	Briefly explain the purpose and benefits of Group Guidance.	76	enough
3.	Explain the role of each member and mentor in the group guidance process that will be carried out.	75	enough
4.	Explain group rules and encourage members to play a full role in group activities.	80	enough
5.	Motivate members to express themselves openly to one another.	75	enough
6.	Motivate members to Express the expectations and help formulate goals together.	75	enough
		82	well
<b>Conduct Transition (intermediate stage to ensure group member readiness):</b>			
1.	Interlude activities in the form of group games.	78	Enough
2.	Review the common goals and agreements.	82	Well
3.	Motivate members to be actively involved.	75	Enough
4.	Motivate members to be actively involved in taking benefits in the core stages.	75	Enough
5.	Remind members that activities will soon enter the core stage.	75	Enough
		80	Enough
<b>1. Core Purpose</b>			
2.	Encourage each member to express topics that need to be discussed.	72	Enough
3.	Define topics to be intervened in accordance with common goals.	75	Enough
4.	Encourage each member to be actively involved in helping one another.	78	Enough
5.	Interludes activities that are fun in nature if possible is needed.	80	Enough
6.	Review the results achieved and set the next meeting.	80	Enough
<b>Closing</b>			
1.	Revealing the impression and success achieved by each member.	78	Enough
2.	Summarize the process and results achieved.	78	Enough

3. Disclose follow-up activities that are important for group members.	82	Well
4. States that activities will end soon.	80	Enough
5. Conveying messages and hopes	82	Well
<b>amount</b>	1633	
<b>Average</b>	77.76	C scent
<b>Follow-up:</b>		
To see and monitor changes in behavior exhibited by participants in the training, also to evaluate the success and failure of the use of the methods used in group guidance services, where this is necessary for the improvement and development of teacher guidance and counseling competencies .		

Table 1:- Management of cycle 1 lecturers.

Source: Data Processing Results

Information:

90 AB <100 : Very Good (AB)

80 ≤ B <90 : Good (B)

70 ≤ C <80 : Enough (C)

<70 : Poor (K)

Based on observations during the learning process takes place found matters as the following one when: 1) The opening where less skilled trainers in memotiv ation members to express themselves openly. The results of observations of the training participants' activities in learning cycle-1 can be seen in table 2 .

Training participants' activities	Percentage
1. Listen to the explanation Widyaiswara about the rules in Group Guidance.	6
2. Reveal each other's role about an issue	8
3. Interlude activities in the form game in groups	6
4. Review the common goals and agreements	7
5. Encourage each member to reveal topics that need to be discussed.	8
6. Review the results achieved	7
7. Express the impression and success that is achieved by each member.	6
8. Summarize the process and results achieved	6
9. Declare that activities will be soon end up.	8
10. Conveying messages and hopes.	7
<b>amount</b>	69
<b>Average</b>	6.9

Table 2:- Training participants activities cycle 1

Source: Data Processing Results

Based on the training participants' observations in Group Guidance during the teaching and learning process it was found that the percentage of training participants in practicing Group Guidance was found to be a percentage, that revealed the role of each member and mentor in the group guidance process to be carried out that was higher than other activities. This means that the activities describing the role of each member and mentor in the group guidance process that will be carried out are very important for the training participants. For this reason, professional competence is needed in carrying out group guidance. Total activity of participants in cycle 1 is 69 training participants in the 6.9 Guidance Group. From the findings at the implementation stage of the action a reflection is formulated as follows: 1) Widyaiswara needs to explain the

importance of knowing the role of each member and supervisor in the group guidance process to be carried out.

➤ *Results of Cycle Action II*

In the planning stage, widyaiswara prepares everything used in the 2-cycle dijartih on the material "Direct Guidance Counseling". widyaiswara implement dikjartih with reference Implementation Plan Services (RPL) 2 has been prepared, held on Thursday , 18 October 2018 at 10.00 s / d 14:45 pm (4 JP @ 45 minutes). During the course of action, the observer (Evia Darmawani, Kons.) Observes the management of learning in the Direct Guidance Counseling Service, namely Group Guidance. The results of the observation of widyaiswara management are available in table 3.

<b>Widyaiswara's Activity</b>	<b>Score</b>	<b>Category</b>
<b>Opening:</b>		
1. Creating an atmosphere of getting to know each other, warm and relaxed	85	Well
2. Explain the purpose and benefits brief group guidance .	85	Well
3. Explain the role of each member and mentor in the guidance process group to be implemented	80	Enough
4. Explain group rules and Encourage members to play a full role in group activities.	88	Well
5. Motivate members to each other express yourself openly	78	Enough
6. Motivate members to expressed his hopes and help formulate common goals.	84	Well
<b>Conduct Transition (intermediate stage to strengthen group member readiness):</b>		
1. Conduct interlude activities in the form Group games.	85	Well
2. Review the common goals and agreements.	88	Well
3. Motivate members to be actively involved	84	Well
4. Motivate members to be actively involved take advantage in the core stages.	80	Enough
5. Remind members of the activity will soon enter the core stage.	85	Well
<b>Core Objectives:</b>		
1. Encourage each member to reveal the topics that need to be discussed.	86	Well
2. Define the topics to be intervened in accordance with common goals.	88	Well
3. Encourage each member to get involved actively helping each other.	85	Well
4. Interference activities are held in nature fun if possible is required.	88	Well
5. Review the results achieved and set Next meeting.	82	Well
<b>Closing:</b>		
1. Expressing impression and success achieved by each member.	89	Well
2. Summarize the process and results achieved.	85	Well
3. Reveal the follow up activities important for group members.	85	Well
4. Declare that activities will be soon End up	85	Well
5. Conveying messages and hopes.	90	Very good
<b>amount</b>	1785	
<b>Average</b>	85	Well
<b>Follow-up:</b>		
To see and monitor changes in behavior exhibited by the training participants, also to evaluate the success and failure of the use of the methods used in group guidance , where this is necessary for the improvement and development of the guidance and counseling teacher competencies .		

Table 3:- Management of cycle-2 lecturers

Source: Data processing results

Based on observations during the group guidance learning process, things were found as follows: 1) The management of learning by Widyaiswara was good. 2) Encouraging each member to be actively involved in helping each other is good. One participant asked for a re-

explanation of the difference between group counseling and group counseling. The results of observations of training participants' activities in learning in cycle 2 can be seen in table 4.



<b>Activities Participants training</b>	<b>Percentase</b>
1. Listen to the explanation Widisiswara about the rules in Guidance Group.	8
2. Reveal each other's role about an issue	8
3. Interlude activities in the form game in groups.	9
4. Review the common goals and agreements	7
5. Encourage each member to reveal topics that need to be discussed.	8
6. Review the results achieved.	7
7. Express the impression and success achieved by each member.	8
8. Summarize the process and results achieved	8
9. Declare that activities will be soon end up.	8
10. Conveying messages and hopes.	8
<b>amount</b>	79
<b>Average</b>	7,9

Table 4:- Training participants activities cycle 2

Source: Data processing results

Based on the observation of the training participants' activities during the teaching and learning process taking place in the group guidance service, it was found that the percentage of the training participants in expressing their respective roles about a problem was higher than the other activities. This means that the activity in expressing a problem is very important for training participants. So the number of training participants' activities in the second cycle is 79 and the average number of training participants in implementing group guidance services is 7.9. There is an increase when compared to learning outcomes in cycle 2.

*Results of Cycle III Actions*

At this stage Widyaaiswara prepare implementation guidance services group in cycles no matter Guidance Group Friday, October 19 at 07.30 to 09.45 WIB (4 JP @ 45 minutes). During the action, the observer (Evia Darmawani, Kons) observe the management of learning by widyaaiswara during follow the teachings in the guidance. The results of the observation of widyaaiswara management are available in table 5.

<b>Widyaiswara's activities</b>	<b>Score</b>	<b>Category</b>
<b>Opening:</b>		
1. Creating an atmosphere of getting to know each other, warm and relaxed.	90	Very good
2. Explain the purpose and benefits brief group guidance.	95	Very good
3. Explain each other's role members and mentors in the process group guidance that will implemented.	92	Very good
4. Explain group rules and encourage members to play a full role in group activities.	90	Very good
5. Motivate members to each other express yourself openly.	89	Well
6. Motivate members to expressed his hopes and help formulate goals together.	95	Very good
<b>Conduct Transition (intermediate stage to strengthen group member readiness):</b>		
1. Conduct interlude activities in the form Group games.	95	Very good
2. Review the goals and agreements together.	98	Very good
3. Motivate members to get involved active.	98	Very good
4. Motivate members to be actively involved take advantage in the core stages.	90	Very good
5. Remind members of the activity will soon enter the core stage.	96	Very good
	98	Very good
<b>Core Objectives:</b>		
1. Encourage each member to reveal the topics that need to be discussed.	89	Well
2. Establish the topic to be intervened according to purpose together.	89	Well
3. Encourage each member to get involved actively helping each other.	90	Very good
4. Interlude activities are held its fun if might be needed.	95	Very good
5. Review the results achieved and set Next meeting.	95	Very good
<b>Closing</b>		
1. Expressing impression and success achieved by each member		

2.	Summarize the process and results Was reached	95	Very good
3.	Disclose continued activities which is important for group members	92	Very good
4.	States that the activity will end soon	89	Well
5.	Conveying messages and hopes	98	Very good
		92	Very good
		98	Very good
<b>amount</b>		1955	
<b>Average</b>		93.09	Very good
<b>Follow-up:</b>			
To see and monitor changes in behavior exhibited by the training participants, also to evaluate the success and failure of the use of the strategies or techniques used in Group Guidance, where this is necessary for the improvement and development of the Guidance and Counseling Teacher competencies.			

Table 5:- Management of cycle 3 lecturers.

Source: Data processing results

Based on observations during the learning process of teaching and taking place, the management of lecturers is good. Results of Observation of the training participants' activities in cycle 2 learning can be seen in table 6.

Training participants' activities	Percentage
1. Listen to the explanation widyaiswara about rules in group guidance.	9
2. Reveal the role of each about a problem	10
3. Interlude activities in the form of games in Group.	10
4. Review the common goals and agreements.	9
5. Encourage each member to reveal topics that need to be discussed.	10
6. Review the results achieved.	9
7. Express the impression and success that is achieved by each member.	10
8. Summarize the process and results achieved	9
9. Declare that activities will be soon end up.	10
10. Convey the message and hope	9
<b>amount</b>	95
<b>Average</b>	9.5

Table 6:- Observation Results of Training Activities of Cycle-3 Participants

Source: Data processing results

Based on observations activity training participants during the learning process takes place found the percentage of training participants in implementing the practice of counseling services group through *role playing* greater value sense of activity implementation guidance services group in problem solving is very important for participants training. An average of 93.09 learning outcomes and skills training participants in performing the

services group 9.5. There is an increase when compared to the results of group guidance learning in cycle 3.

❖ Discussion

A recap of the observations of learning management by carrying out group guidance services through the *role playing* method is briefly written in table 7. Recap the results of learning management by implementing group guidance services through the role playing method.

No	The observed aspect	Score			Average score	Kategori
		Cycle1	Cycle2	Cycle3		
1	Opening	76.33	83.33	91.83	83.83	Well
2	Transition	78	84.4	95.4	85.93	Well
3	Core Activities	77	85.8	91.6	84.80	Well
4	Closing	80	86.8	93.8	86.86	Well
<b>amount</b>					341.42	
<b>Average</b>					85.35	Well

Table 7

Source: Data processing results

From the table above can be described that is no phase score average value learning management guidance services group reaches 83, 83 means widyaiswara been able to communicate the purpose of learning, using techniques open up excellent communication and technique creates a warm atmosphere, open and motivate members to express expectations and help formulate a common goal, but in the second cycle with a score of 83.33 and the third cycle with a score of 91.83 has increased which means widyaiswara at the opening stage is good. In the transition into the transition phase is to strengthen the readiness of group members to enter the core stage, the average value of the management of teaching teachings reached 85, 93, this shows that the speakers have been able to motivate each member to express the topic of issues that need to be discussed, determine topics that will be intervened in accordance with a common goal, each member to engage actively help each other, as well as reviewing the results

achieved and set the next meeting. Judging from the development of the value from cycle 1 to cycle 3 also increased, this means that the skill of the speakers in managing the learning phase of this activity is getting better. After entering into the core stages of learning management values reached 84. 80. These that generally widyaiswara been able to manage the learning of trans stage i s i to its core activities, the better, and widyaiswara can manage every stage of learning in a group with good guidance. Furthermore, the value of learning management in group guidance services reaches 86.86, this shows that in general widyaiswara have been professionally implementing group guidance services through role playing in problem solving.

The observations of the participants' activities and training can be seen in table 8.

No	Training Participant Activities	Percentage (%)			Average
		Cycle 1	Cycle 2	Siklu 3	
1	Listen to the explanation Widyaiswara about the rules of the Guidance Group.	6	8	9	7.66
2	Express each role about a problem	8	8	10	8.66
3	Interlude activities in the form of games in groups.	6	9	10	8.33
4	Review the common goals and agreements.	7	7	9	7.66
5	Encourage each member to reveal topics that need to be discussed.	8	8	10	8.66
6	Review the results achieved.	7	7	9	7.66
7	Express the impression and success achieved by each member.	6	8	10	8
8	Summarize the process and results achieved	6	8	9	7.66
9	States that activities will end soon.	8	8	10	8.66
10	Convey messages and hopes.	7	8	9	8
	<b>Average</b>	6.9	7.9	9.5	80.95

Table 8:- Recap Percentage of Training Participant Activities in Learning by Implementing Group Counseling Services Through the *Role Playing* Method

Source: Data processing results

Based on the data above, it can be described that the percentage of training participants listening to the lecture's explanation of the rules in group discussion, reviewing goals and mutual agreement, reviewing the results achieved, summarizing the process and the results achieved are still low on average 7.66, this is caused because training participants already understand about the problems that exist in their respective schools, of course , this problem is different from one school to another school. The higher percentage is revealing the role of each of a problems (8.66%), encouraging each member to reveal the topics that need to be addressed (8.66%), mean activity implementation of group counseling services through methods role playing in problem solving is very important for training participants. This shows that the competence of BK teachers in implementing group guidance services through role playing methods in problem solving is in accordance with the learning scenario with the implementation of Group Guidance services.

#### IV. CONCLUSION

From the results of the analysis and discussion that has been carried out for three cycles, it can be concluded as follows. First, Increased competence BK through group counseling services through methods *r ole playing* can improve the competence of teachers at teacher training Counseling in BDK Palembang characterized by an increase in the average competence of teachers in each cycle, the first cycle (6.9 %), cycle II (7.9%), and cycle III (9.5%). Second, Increased competence of teachers d natural me implement guidance services k e batch of continuing to have a positive effect, which can improve the performance of teachers. Thirdly, p Increased competence of teachers in implementing the guidance services group through the method of role playing effective to improve the competence of teachers, so that they are ready to carry out the next group counseling services.



From the research results obtained previously so that the training competencies of participants can increase more effectively and provide optimal results, the following suggestions are given. First, improvement through advanced group guidance services requires sufficient preparation for lecturers to determine or choose the model of service provided in accordance with the problems of the training participants. Second, in order to enhance the competence of participants of the training, it should be in there are or Guidance Teacher Council on a scheduled basis. Third, change the portion of teacher training, if the first portion is 70 percent and 30 percent discussion of pedagogical content, then later in the future will be converted into 70 percent for competence learning and 30 percent to the content.

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