An Ecological Model Of Pedagogical Competence School Counseling

Sri Hartini, Caraka Putra Bhakti, Muhammad Alfarizqi Nizamuddin Ghiffari, Bayu Selo Aji, Cucu Kurniasih

Abstract— The purpose of this paper is to provide a reference to the pedagogical competency model of school counseling teacher, namely an ecological model. Pedagogic competence is a competency that must be possessed by school counselor teachers today. There are still many teachers pay little attention to pedagogical competencies. Pedagogical competence should be synergized with school counseling teachers because pedagogical competence is the ability of educators to manage the learning process which includes the understanding of students, designing and implementing learning, evaluating results, and developing students various potentials. This ecological model is one of the models that can be used in the pedagogical competence of the teacher's guidance and counseling. The ecological model seeks to understand human interconnection and everything related to it; the purpose of this model is to create and maintain a balanced human and environmental synergy. The result from this paper, the ecological model, can be alternative and be applied in school counseling teacher pedagogic competence develop by emphasizes the understanding of school counseling teachers in synergy with various components of pedagogical competencies. This writing uses the literature review method; here, the author uses a variety of trusted sources.

Index Terms— Ecological Model, Pedagogic Competence, School Counseling Teacher

1 INTRODUCTION

School counseling is one component in the implementation of education, especially in Indonesia. It is because through school counseling, student competencies will develop, and student problems will be easily overcome. Of course, in order to be able to hold competent school counseling, a system is needed which promotes the competence of the school's counseling. [1] This is because competency is one of the capabilities which can improve the performance of a job where competencies are based on abilities and knowledge following work. [2] Also, the rapid development of the educational paradigm currently promotes more collaborative and innovative education. Thus, in the implementation of school counseling, competency is needed as the basis of the system. One of the competencies needed in a system for implementing school counseling is pedagogical competence. [3] Pedagogic competencies are related to quality in teaching based on insight and active teaching ability. Thus, pedagogical competencies need to be developed and applied in the implementation of school counseling. The various types of competency development models that can be applied in schools to develop pedagogical competencies include ecological models. Ecological models based on the word ecosystem, which means it is a matter that consists of several essential parts that are interrelated and useful to one another. [2] Ecosystem emphasizes the search for balance in a living system. Thus this model can be one way to develop pedagogical competencies in the implementation of school counseling.

Pedagogical Competence

Pedagogic competence is a competency that is very helpful for teachers in improving their quality. [1] This is because pedagogical competence consists of: the ability to understand, the ability to design instructions, the implementation of teaching skills, the ability to evaluate learning and development of learning. Of course, this competency will be vital for optimizing the quality of school counseling.

Ecological Model

The ecological model is one model of competency development, which is oriented to the interrelationship of the functions of one role with other roles. The basis of this model is the ecosystem, which emphasizes the relationship of one aspect to the other aspects that are interrelated to create balance. [2] Ecosystems are a variety of things that exist in a living system, each diversity is unique and different, even though each of these differences has a contribution and has the necessary functions. Thus, in this ecological model, when applied in a system, the various aspects of the system will collaborate and are related to one another, so that the system will run optimally.

2 RESEARCH METHODS

The method used in this paper is to use the literature review method. Here the process of collecting data is done in the form of literature which has been published and written by other authors. Literature used, such as books, articles, and journals. [4] Some critical and quality information from the literature obtained, combined, and combined with strengthening this writing. For this paper, we did several processes of literature review. First, we search for the indicator of school counseling pedagogical competence and ecological competence development model. Next step, after collect all data about those indicators, the next step is found out the correlation between two indicators. The final step, make a summarizing between two indicators. Thus, data will be obtained to strengthen this overall writing idea.

3 RESULT

School counseling needs some interested and systematic plan to develop teacher pedagogical competence, especially school counseling teacher pedagogical competence. It, because there is still a lot of counseling teacher, does not have useful pedagogical competence. This problem can be solved by design the model of the pedagogical competence development program. Finished collect the data about the ecological model and school counseling teacher pedagogical competence, we connected those indicators; we found the correlation between two of that. Indeed, the competence of counselors in the world is universal. Counselors in Indonesia and America should have the same competencies. Except for particular competencies related to specific socio-cultural skills. [5] However, all countries or regions have differentiating factors, so it is natural for each country to reformulate the competency of its counselor. The Chancellor's competency standards have been formally issued in the Republic of Indonesia Minister of National Education Regulation Number

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1792
27 of 2008 concerning Academic Qualification Standards and Counselor Competencies. [6] The Minister of National Education divides counselor competencies into four competencies: pedagogic, personality, social, and professional competencies. The focus of this text is on pedagogic competence. The counselor is one of the educators in the 2003 National Education System Law. So that pedagogical competence is inherent as one of the counselors' important competencies in the framework of developing the counselor's pedagogical competence. The development of pedagogical competencies cannot be done suddenly but requires a long process. It is necessary to develop a positive development environment to create a positive climate for the development of pedagogical competencies. The counselor's ecological development model of pedagogical competence refers to the An Ecological Model of Professional School Counseling which has been developed by MacMahon etc. [2] with several adjustments according to the competency characteristics of counselors in Indonesia.

<table>
<thead>
<tr>
<th>Ecological Level</th>
<th>Types of Development</th>
<th>Activities</th>
<th>Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>Recruitment and Self Evaluation Counselors Co counselor</td>
<td>Recruitment of qualified prospective counselors and constantly evaluating their competencies for further enhancement</td>
<td>Higher Education, Counseling Teachers, Principals</td>
</tr>
<tr>
<td>Professional Learning Community</td>
<td>Counseling</td>
<td>Arranging work programs for developing pedagogical competencies Conducting embedded professional jobs development</td>
<td>Teacher community, Association of Professional</td>
</tr>
<tr>
<td>Institutions / Higher Education</td>
<td>Curriculum</td>
<td>Strengthening Pedagogical Competency Development courses according to Permendiknas demands No. 27 of 2008</td>
<td>Forum Guidance and counseling study programs and associations</td>
</tr>
<tr>
<td>Association</td>
<td>ABKIN</td>
<td>Monitoring the performance of Counselors Conducting</td>
<td>Professional Associations and stakeholders (relevant ministries)</td>
</tr>
</tbody>
</table>

**Ecological Level : Individual**

This level focuses on the counselor's self. According to Permenpan-Rb No 16 of 2009 concerning Teacher's Functional Position. [7] There are three types of teachers: classroom teachers, subject teachers, guidance, and counseling teachers/counselors. Teacher profession according to Law Number 14 of 2005 [8] concerning teachers and lecturers must have professional principles as stated in article 5 paragraph 1, namely: the profession of teacher and lecturer is a field of vocation and idealism, special work that requires professional principles as follows: (1) have talent, interest, soul, and idealism, (2) have educational qualifications and educational background in accordance with their fields of work, (3) have the necessary competencies in accordance with their duties, (4) comply with the professional code of ethics, (5) have the rights and obligations in carrying out their duties, (6) obtain income determined according to their performance, (7) have the opportunity to develop their profession sustainably, (8) obtain legal protection in carrying out their professional duties, and (9) have an organization legal profession. In line with the above opinion, the recruitment of prospective counselors is carried out selectively, intended for individuals who want to devote themselves to become counselors. One of the important statements, namely "calling of the soul," is a characteristic believed by counselors in Indonesia. This quality is generally considered to help improve the quality of guidance and counseling services. On the other hand, when a person has become a school counselor, it is hoped that they will always evaluate themselves, in line with that opinion Teacher Guidance and Counseling Performance Assessment also requires that at the end of the year a counselor be asked to write his performance evaluation as an improvement material for the following year's work program.

**Ecological level : Professional Learning Community**

[9] The Professional Learning Community (PLC) is a knowledge acquisition process that is carried out through collaborative inquiry processes in solving problems originating from work whose indications can be traced from the teacher's learning needs to the interests of the teaching and learning process, teacher learning experiences are collaborative, and the results appear in teacher capacity in work. PLC activities can be scheduled in the Deliberation and Counseling Teacher's work program. Activities can be in the form of seminars, workshops, site in. Comparative studies and other models that support the counselor's pedagogical competence development activities.

**Ecological Level : Institution/University**

[10] Counselor education is pursued through S-1 education in Guidance and Counseling and Professional Education Counselors. The construction of Pedagogic Competencies can be built with several theoretical and practical subjects. The distribution of competency development can be explained as follows.

<table>
<thead>
<tr>
<th>No.</th>
<th>Competence Pedagogical</th>
<th>Course Support</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mastering the theory and praxis of Education</td>
<td>Philosophy of Education</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Implement the development of psychological and behavioral counselees</td>
<td>Educational Psychology</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Mastering the essence guidance and counseling services in the path, type and level of education unit</td>
<td>Fundamentals of guidance and counseling</td>
<td>4</td>
</tr>
</tbody>
</table>

**Table 2**

**Distribution of Competence Development**

Table 2
Ecological Level : Indonesian Association Guidance And Counseling

Indonesian Guidance and Counseling Association has central responsibility. [11] efforts to increase professionalism should take place in a conducive organizational and management system. The association has a level of work area in this ecosystem, namely developing a code of ethics, compiling the standard of work of the counselor, developing policies on guidance and counseling, actively involved in the development of regulations regarding counselors. Actively involved in developing guidelines to reinforce the existence of the counselor's performance. [12] Gysbers and Henderson propose five things that need to be implemented so that competency remains guaranteed, namely 1) implementing a system of improving the counselor's performance, 2) supporting professional development, 3) reprimanding incompetent, 4), bringing new counselors into the right program. 5) clarifying the role of the parties involved in the implementation of the program, activities in the form of fair staff evaluation. Based on the review above, the competence of school counseling teacher will be improved when school counseling teacher does some activities of the ecological model level step by step. All of those levels should have to be done. After finish all the ecological model level, school counseling teacher should have to do some evaluation to know about their progress.

4 Conclusion

Policy Education systems have an effect on education reform efforts likely to continue to evolve in the future; thus, the tasks for schools will also change. Adopting an ecological approach to school counseling can help school counselors maintain the flexibility that is needed to ensure that they remain pedagogical competence aligned with specific school improvement plans, school missions, and delivery systems. The model can be used as a basis for the development of education in the 21st century, resulting in schools that are more relevant to the 21st century.

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