

**THE ROLE OF BK SUPERVISORS IN IMPROVING THE  
PROFESSIONALIZATION OF BK TEACHERS IN SCHOOLS IN  
THE ERA OF SOCIETY 5.0**

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**ABSTRACT:** BK supervisors are educational staff who have an important role in increasing the professionalism of BK teachers and the quality of education in schools. Supervision is carried out starting from program planning, program implementation and evaluation of guidance and counseling teacher supervision. The supervision provided by the supervisor of the BK teacher will also support student success. Patterns of guidance and counseling are in the realm of personal, learning, social and career fields. In the era of society 5.0, human life is facilitated by technology. To face the society 5.0 era, counseling teachers need to make a paradigm shift in carrying out their service duties at school. For this reason, good supervision is also needed by the BK supervisor so that the professionalism of BK teachers increases in this era of society 5.0. Today, counseling supervisors do not come from the guidance and counseling discipline. As a result, the supervisor's role becomes less effective in assessing the performance of counseling teachers and their programs so that the implementation of counseling is not carried out as it should. The purpose of this study is that stakeholders should consider choosing BK supervisors where BK supervisors come from the field of guidance and counseling as well as increasing the professionalism of BK teachers in the era of society 5.0 in implementing the overall guidance and counseling process. This research is a qualitative research using literature study method. The results of this study indicate that the role of the counseling supervisor in schools carries out proper supervision of program planning, implementation, assessment and reports on the supervision they carry out on the implementation of counseling services in schools using technology in the era of society 5.0.

**Keyword : BK Supervisor, BK Teacher, Professionalization, Era Society 5.0**

## **INTRODUCTION**

According to UNESCO (2007), supervisors are often associated with actions committed in undemocratic states or institutions. These terms are immediately associated with supervision, so that research on supervision has received less attention.

Studies on educational supervision and evaluation have only begun to be developed around the world after the benefits have been recognized. Supervision, both from external and internal institutional stakeholders, is a supporting component. In general, the supervision of formal education, also known as schools, is part of the process of providing education and teaching. His job is to monitor and evaluate how the process is going according to plan.

BK supervisors in schools carry out supervisory functions, both academic and managerial supervision, to fulfill these basic tasks. Academic supervision is a supervisory function related to coaching and developing the professional skills of counseling teachers to improve the implementation of counseling services in schools. Every BK supervisor in a school is responsible for monitoring, assessing, building, and reporting on the implementation of the supervision that he does. BK supervisors in schools have main tasks including: identifying the results of previous supervision, processing and analyzing the results of supervision, formulating program designs, refining and establishing programs, compiling semiannual/annual programs, compiling assessment instrument grids, compiling assessment instruments, carrying out tests try assessment instruments, perfect assessment instruments, carry out student guidance data assessments, process student guidance data, carry out analysis of student guidance results and the ability of supervising teachers, provide directions to supervising teachers regarding the implementation of the student guidance process, provide examples of the implementation of supervising teacher duties in implementing student guidance , providing suggestions for improving the professional abilities of supervising teachers, fostering the implementation and maintenance of the school environment, monitoring and guiding the implementation of new students, and finding appropriate technology in the field of guidance and counseling. The role of the supervisor also provides an assessment of the performance of the counseling teacher, each assessment is marked by the existence of criteria, the object being assessed and considerations or conclusions.

According to the Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform (2010), the main responsibility of supervisors is to carry out academic and managerial supervisory duties at educational institutions. These tasks include preparing a supervisory program, implementing coaching, monitoring the implementation of the 8 (eight) National Education Standards, evaluating, mentoring and professional training of teachers, evaluating the results of the supervision program implementation, and implementing it. In addition, the field of supervision changed from subject teacher to guidance and counseling teacher. One area of concern is that supervisors who have experience in guidance and counseling may find it difficult to understand the very broad working role that guidance and counseling plays in schools. BK teachers have a broader role to provide orientation, information, basic services, individual counseling, etc., if the focus of the subject teacher is the implementation of learning in the classroom. Because supervisors do not understand guidance and

counseling well, the counseling teacher at school may just make the same counseling program or, more extreme, just copy the previous year's counseling program with a few changes. This will definitely have a negative impact because program planning must begin by assessing student needs.

The school has each of its personnel to complete the tasks that have been assigned responsibility to each of the school's own personnel. Including BK teachers who have duties in professional organization. The counseling organization itself within the school must have good quality management carried out by each of its personnel, so that the implementation of service delivery will result in productive activities. In practice, a counseling teacher has the power to guide and manage students' human resources effectively (Rahmadani, 2021; Neviyarni, 2023).

However, in the current situation, many supervisors in guidance and counseling programs have a different discipline than counseling. If the supervisor is not from the counseling field, they will only carry out academic and managerial supervision. This raises a problem because they are feared to be unable to evaluate and supervise the BK program which must refer to the criteria or benchmarks for BK workers. Especially in the era of society 5.0, as guidance and counseling teachers we must have 21st century skills known as 4C, namely the competence of communication, collaboration, creativity and high-level critical thinking. To face the society 5.0 era, counseling teachers need to make a paradigm shift in carrying out their service duties at school. If the supervisor does not have a good understanding of BK, especially if they don't have a BK background, of course when carrying out the supervision they do not understand and do not make proper assessments and this results in bad work as well and that has a bad impact on the BK teacher.

## **METHOD**

This research is a qualitative research using literature study method. Literature study is a study that can be used to collect information using existing data in libraries, journals and books.

## **RESULTS AND DISCUSSION**

Guidance and counseling counselors or teachers can work with various people inside and outside the education unit to fulfill the duties of guidance and counseling services. Principals, vice principals, homeroom teachers, subject teachers, and school administration staff are examples of parties in an education unit. Parties outside the education unit include school committees, parents, guidance and counseling professional organizations, other relevant professional organizations, and supervisors (Permendikbud, 2014). This is very important for the development of guidance and counseling because it is a form of counselor cooperation with people inside and outside educational institutions. When supervisors interact directly with their target teachers, they are expected to be able to provide input and corrections on how guidance and

counseling is carried out in schools using assessments to assess teacher performance in planning, implementing, and evaluating education. BK teachers as an integral part of the school also need supervision from school supervision so that the programs and services provided can be carried out properly (Firman et al., 2021).

The success of the guidance and counseling service (BK) program in schools is not only determined by the expertise and skills of the counseling teachers themselves, but is also largely determined by the commitment, cooperation and skills of all school staff. The reality at school is that, in general, counseling teachers/counselors at schools carry out a lot of non-counseling activities such as counseling teachers/counselors working as staff in charge of disciplining students, as management staff and school document collectors and as student exam administration staff (Lowery et al., 2018; Fye et al., 2020). In guidance and counseling activities at school directly between supervising teachers and school supervisors in the field of guidance and counseling with coordination by the school principal, therefore guidance teachers and school supervisors need to have consistent insights regarding the concept of guidance and counseling and the implementation of activities to be carried out at school. According to A. Muri Yusuf (2000) BK supervision is accountable if the implementation activities have determined the right goals, developed the standards needed to achieve these goals, effectively promoted the application of standard use, developed organizational standards and operations effectively, economically and efficiently.

Based on the description above, the supervisor's responsibilities consist of (1) inspection (supervising), (2) advice (giving advice), (3) supervision (monitoring), (4) reports (making reports), (5) coordination (coordinating ), and (6) carry out the responsibilities of the leader in carrying out the five main responsibilities. The supervisor's main duties include responsibility for supervising the performance of guidance counselors as well as other elements, such as moral decisions, moral education, and cooperation with the community (Neviyarni, 2023).

As indicated above, the role of the supervisor is very important in the development of guidance and counseling. How to change autocratic and corrective ways of thinking into creative ways is a challenge for implementing supervision in schools. It is a perspective that creates an environment and relationship in which the counseling teacher feels safe and accepted as a person who can develop.

School supervision is directly addressed to counselors, there are three main objectives to be achieved by counselors: helping counselors develop personally and professionally, encouraging counselor abilities, and encouraging responsible guidance and counseling services and programs. The objectives of guidance and counseling supervision are to encourage self-development and skills of counselors, increase counselor abilities, promote responsible counseling, and improve guidance programs. To carry out the supervision itself carried out by the school/madrasah supervisor. The school/madrasah supervisor is a functional official who is positioned as a technical

executor to carry out educational supervision of a certain number of designated or designated schools (Prayitno, 2001). Supervisors in guidance and counseling are defined as the activities of school supervisors who carry out supervision with the main task of conducting assessments and coaching through directions, guidance, examples and suggestions to supervising teachers/BK teachers/counselors (Ratnasari & Neviyarni, 2021).

In addition to focusing on collecting data on the results of guidance and counseling, the early phase of the supervisory program focuses on collecting data on the results of guidance and counseling. Guidance and counseling supervision activities include coaching and monitoring the implementation of guidance and counseling in schools, which are activities where there is direct interaction between supervisors and their assisted teachers. As well as the form of application of the provisions concerning supervisors of guidance and counseling activities in schools. Development of the Guidance and Counseling Supervision Program (Permatasari et al., 2021): a) The plan for the supervision program must be made by the supervisor. This plan consists of annual, semester, and monthly plans. b) The annual program is prepared by the supervisory group in the district/city through discussions in the program. c) The semester program is a technical plan for activities carried out by each supervisor in each school. d) Guidance and Counseling supervisory plan (RKBK) is an elaboration for the supervision program. The preparation of this RKBK is expected to take 1 (one) week. e) Annual, semester, and RKBK programs must include problems, objectives, success indicators, activity scenarios, required resources, assessment, and monitoring instruments.

Given the critical role of supervisors in the field of guidance and counseling, it is important for supervisors assessing guidance and counseling supervision in schools to have a thorough understanding of what is on offer. So far, counseling is considered ineffective, as shown by the stigma that counseling teachers act as school police, far from the actual function of counseling. If school supervisors do not understand counseling services as a whole, counseling teachers worry that they cannot find problems in their program, which prevent them from making significant changes.

In addition, as the highest counseling institution in Indonesia, ABKIN can participate in guidance and counseling supervisor training and assist counseling teachers in the field. Special BK supervisors selected from professional organizations can be appointed by the government through the ministry of education and culture. The task of this special supervisor is to enhance the role of the BK supervisor in schools in carrying out guidance and counseling. Considering the factors that make the implementation of guidance and counseling services in schools less effective, which may be due to an ineffective evaluation pattern so far. The counseling supervisor is expected to be able to complete the task of evaluating programs, evaluating personnel, and evaluating the results of implementing counseling services in schools (Gysbers & Henderson, 2012).

Furthermore, the BK supervisor can carry out guidance and professionalism training for BK teachers. Guidance and professionalism training for BK teachers is carried out at least 3 (three) times in one semester in groups at the Advisory Teacher Consultation (MGP) (Amalianita et al., 2021). In training teachers are introduced to new ways that are more appropriate in carrying out a mentoring process. Guidance and professionalism training for guidance counselors can be carried out through workshops, seminars, observations, individual and group conferences.

## **CONCLUSION**

BK supervisors in schools have an important role in the implementation of BK services. The BK supervisor has duties and roles such as supervising, recommending, monitoring, reporting, coordinating, and controlling the performance of BK teachers. As an important part of the school, guidance and counseling teachers need supervision from the counseling supervisor so that the programs and services provided can be carried out properly. BK supervisors are expected to have a broad understanding of guidance and counseling when they carry out assessments of the supervision of guidance and counseling programs and services in schools. This will ensure that the evaluation of BK supervision can run well and provide assistance in improving guidance and counseling programs and services using technology in this era of society 5.0.

## **SUGGESTION**

Things that can be done to overcome the problems mentioned above are:

1. BK supervisors can expand their knowledge about the implementation of guidance and counseling in other fields.
2. Professional organizations can assist BK supervisors in supervising BK programs and services in schools.
3. The government can choose special BK supervisors from professional organizations to assist the performance of BK supervisors in schools in the current era of society 5.0.

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