Training management model to improve the competence of counselling guidance teachers

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Abstract

The role of the counselling guidance teacher is not only limited to helping students solve the problems they are facing. The study aims to analyse the effectiveness of the SMART-based management model on the competence of counselling guidance teachers. A prospective cross-sectional interventional study with baseline and repeat surveys was conducted to evaluate the effect of the SMART-based model. The training participants were 84 who were selected purposively and divided into 2 groups (intervention and control). Competency data was measured through a questionnaire and analysed by statistical independent *t*-test using SPSS software. The results showed that the SMART-based training management model was effective in improving the competence of counselling guidance teachers (*p*-value = 0.001). SMART-based can effectively formulate training objectives so that they are more focused and measurable. The SMART-based model can be used as an alternative training to improve the competence of counselling guidance teachers.

Keywords: Competence, counselling guidance, SMART-model, training management, teacher.

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1. Introduction

Özçelİk and Uyargİl (2019) stated that competence is an important behavioural indicator for superior performance. Sitorus et al. (2020) define competence as an outstanding characteristic of an individual that contributes to performance or an individual characteristic that is measured against some observable criteria and associated with a causal relationship to outstanding performance. Prasetia et al. (2020) also stated that competence is a phenomenon that is applied to the 'effective performance of an individual so that it is necessary to increase knowledge, skills, and behaviour in accordance with the interests of the organisation' (Özçelİk & Uyargİl, 2019; Prasetia et al., 2020; Sitorus et al., 2020).

Management is an approach related to the knowledge, skills, new thinking and behavioural styles of teachers for current and future job performance, understanding the same and creating a competitive advantage for the organisation. The required competency profile must be determined according to each individual job in the organisation, as each may require different understandings and levels (Anyi, 2017; Esthi & Bayfeto, 2021; Supriyanto et al., 2019; Vicera & Maico, 2019). Competency-based research states that the main motive for developing competence is to increase the set of knowledge, skills and behaviours required by employees or teachers so that their performance is high in their workplace (Özçelİk & Uyargİl, 2019; Testa et al., 2020).

Teacher competence in education and teaching is in accordance with the demands of being a professional teacher. One of these functions is to provide special services for students. Special services are held in schools to facilitate the implementation of teaching in the context of educational goals in schools. The role of guidance and counselling teachers is not only limited to helping students solve the problems they are facing, but also helping to develop their personal qualities so that they can develop optimally (Farozin et al., 2020; Knettel et al., 2020; Supriyanto et al., 2020).

The problems found in guidance and counselling teachers to providing guidance and counselling services are related to the development of the guidance and counselling teacher's abilities. Guidance and counselling (BK) teachers do not have an educational background in the field of guidance and counselling. Guidance and counselling teachers' access to literary sources such as textbooks to increase understanding is still lacking. BK teacher training to improve the ability of guidance and counselling services is limited (Subaidi et al., 2021; Supriyanto et al., 2019; Wong & Yuen, 2019).

The results of previous studies indicate that the lack of mastery of guidance services by BK teachers is due to matters relating to school support. Guidance and counselling equipment needed in providing guidance and counselling services is not provided in schools. Funds for the implementation of guidance and counselling are also few and even in some schools are not available. Another problem found in schools is the ineffective cooperation between school leaders and guidance and counselling teachers. The poor understanding of BK teachers towards students is also one of the problems. Students' motivation and interest in participating in guidance and counselling services are lacking and students do not want to attend the invitation from the guidance and counselling teacher (Basith & Fitriyadi, 2018; Fadli et al., 2022; Hapsyah & Herdi, 2019).

Preliminary surveys and the results of several previous studies indicate that the competence of teachers in special services is still relatively low. The competence of BK teachers needs to arrange through various strategies, including apply of training. One way to hone and develop skills is through systematic training. If school-specific services are planned systematically, well organised and led, coordinated on an ongoing basis and evaluated on an ongoing basis, it will help improve the achievement of educational goals in schools effectively and efficiently (Farozin et al., 2020; Gerich et al., 2017; Merlin & Brendel, 2017; Vicera & Maico, 2019).

The results of the research by Ozudogru and Simsek (2021) related to obstacles in improving the professional competence of guidance and counselling teachers are the lack of time due to work very limited hours. Guidance and counselling teachers should have sufficient time because professional competence must master the concepts and praxis of assessment to understand the conditions, needs and problems of counselling, design guidance and counselling programmes, implement comprehensive guidance and counselling programmes, assess the process and results of guidance and counselling activities and have awareness and commitment to professional ethics. These four activities are ensured to have sufficient time. Teachers get jobs or other responsibilities outside of guidance and counselling duties. Guidance and counselling teachers should focus and not be given additional tasks by school leaders because the work of guidance and counselling services requires time to explore student problems. Another thing that interferes with the implementation of counselling guidance is that fellow BK teachers have different understandings in helping students solve the problems they face (Ozudogru & Simsek, 2021).

Management of teacher training can have a greater impact on managers and teachers who receive training. For managers, it will have an impact on achieving more effective training objectives, because they are planned, organised, controlled, monitored and evaluated. As for participants, the existence of training management will have an impact on achieving the objectives of the training and teachers will gain knowledge and skills that can be used in teaching, to inspire, be able to manage classes well and develop professional competencies (Norberg, 2019).

Based on the results of the Subaidi et al.'s (2021) research, it turns out that helping teachers obtain quality from the implementation of training, requires good training management. Meanwhile, Alimohammadi et al. (2018) stated that a method is needed that can facilitate organisations in setting targets, plans and goals, namely the SMART goals method. The SMART goal principle was first introduced by George T. Doran in 1981 in the November 1981 issue of Management Review Magazine (Mousa et al., 2019). A well-known concept for formulating training objectives effectively is SMART, namely 'specific, measurable, achievable, realistic and time-based'. Specific, namely the training has a specific purpose. Measurable training has measurable goals. Achievable training has a goal that is possible to achieve. Realistic training has realistic goals. Time-based training has a deadline. The SMART-based training management model in our article has the goal of one skill at a time (Mousa et al., 2019).

This study aims to analyse the effectiveness of the SMART-based teacher training management model in implementing special guidance and counselling services. This article contributes to the theoretical and empirical literature on the effectiveness of SMART-based BK teacher training management. The originality in this study is the SMART-based training management model which is implemented into the education and training of counselling guidance teachers. The findings of this study are expected to be used as a model of counselling guidance teacher training in improving their competence in providing special services to students.

2. Materials and methods

We conducted a prospective cross-sectional intervention study with baseline and repeat surveys to analyse the effectiveness of the SMART-based training management model on the competence of guidance and counselling teachers. The SMART-based management model training was conducted for 3 days. The population in this study were all junior high school guidance and counselling teachers in Nias Selatan Regency, Indonesia (N = 148). The sample in this study was selected purposively with the criteria: the teacher's education was a bachelor of guidance and counselling and had a good Internet network facility and the ZOOM application because this training was carried out during the COVID-19 pandemic. The sample that became research participants and matched the established criteria were 84 people and divided into 2 groups, namely 42 people in the intervention group, who were given SMART-based training,

and 42 people in the control group. The control group was carried out using the conventional training model which is usually carried out at the Nias Selatan District Education Office.

The research process in the intervention group was carried out by training with the lecture method, role play and discussion. The researchers developed a curriculum and syllabus for a SMART-based training model that was piloted in small groups. The SMART-based training module and the preparation of SMART-based training management were carried out by researchers before the training intervention. To assess the effectiveness of the training, a pre-test was carried out before the training was carried out and a post-test after 1 month of training was carried out to measure the competence of guidance and counselling teachers using a questionnaire created by the researcher and tested to analyse its validity and reliability. The training was carried out for 3 days.

In the control group, training was carried out for 3 days using the conventional training model, which is usually carried out at the Education Office of Nias Selatan Regency. The training was also carried out using the lecture method, role play and discussion. Before the training, a pre-test was conducted and 1 month after the training a post-test was conducted to measure the competence of guidance and counselling teachers using the same questionnaire as the intervention group.

Methods of data collection used a structured questionnaire to assess the competence of guidance and counselling teachers in the intervention group and control group. We maintained the sentence structure and format of the questionnaire to make it easier to understand. A panel of experts determined the content validity and we used a group of counselling teachers in different locations (n = 30) to assess content validity before data collection. We tested internal consistency (Cronbach's alpha) with a result of 0.687. The questionnaire to measure competence consists of 25 questions containing knowledge, attitudes, skills, performance and organisational understanding. Score 4 was given for correct answers and 0 for wrong answers. And the maximum value was 100.

Data were analysed using the IBM SPSS version 25 programme. Characteristic data were analysed by univariate statistics. The results are expressed as mean ± SD. The effectiveness of the SMART-based training management model was analysed by independent t-test with the significance level set at p-value < 0.05 (Kim & Park, 2019; Xu et al., 2017).
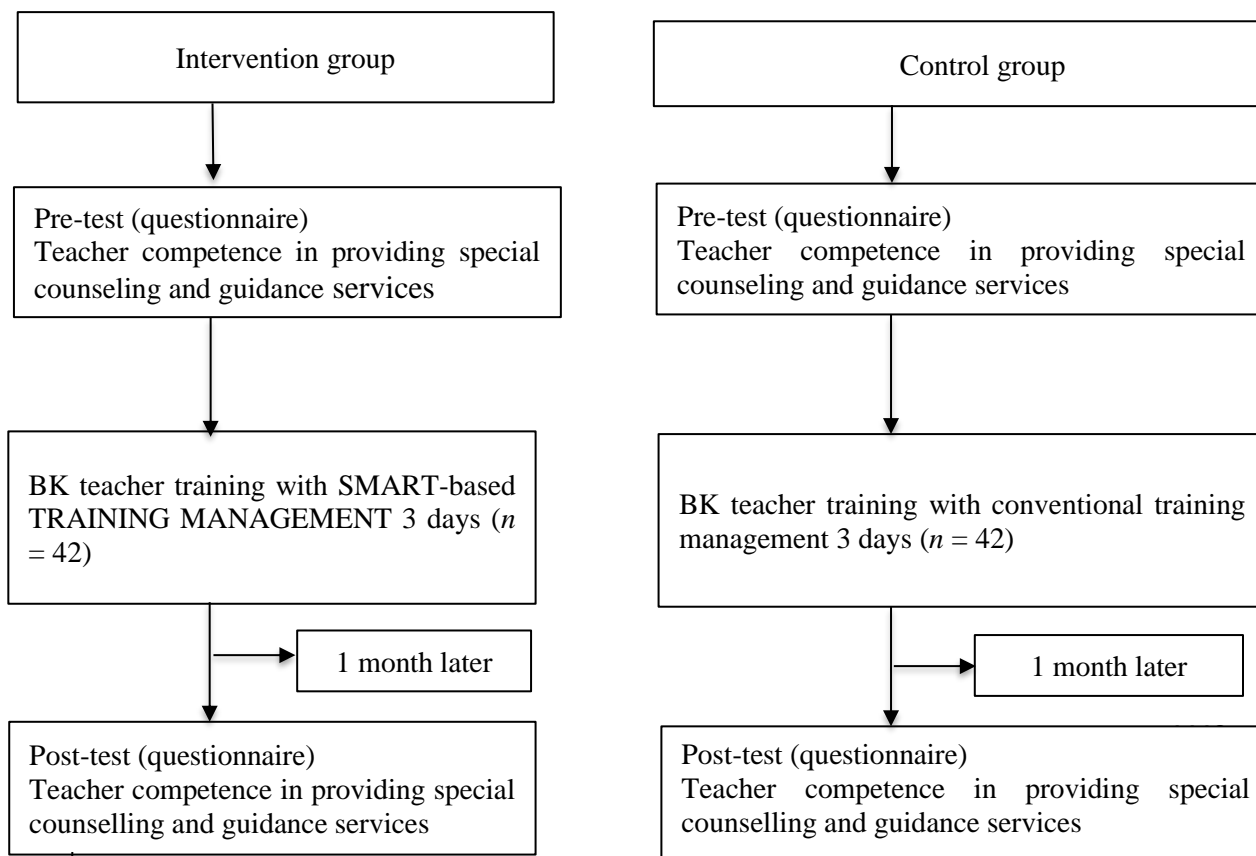
Figure 1

Research Stages

3. Research result

3.1. SMART-based training of participants education

In general, respondents have a bachelor's BK education (90.48%) and 9.53% have a master's BK education. Based on the level of education, all respondents qualify as BK teachers in carrying out special services in junior high schools.

3.2. Age of SMART-based trainees

The age of the respondents for SMART-based training in general (35.71%) was 30–34 years.
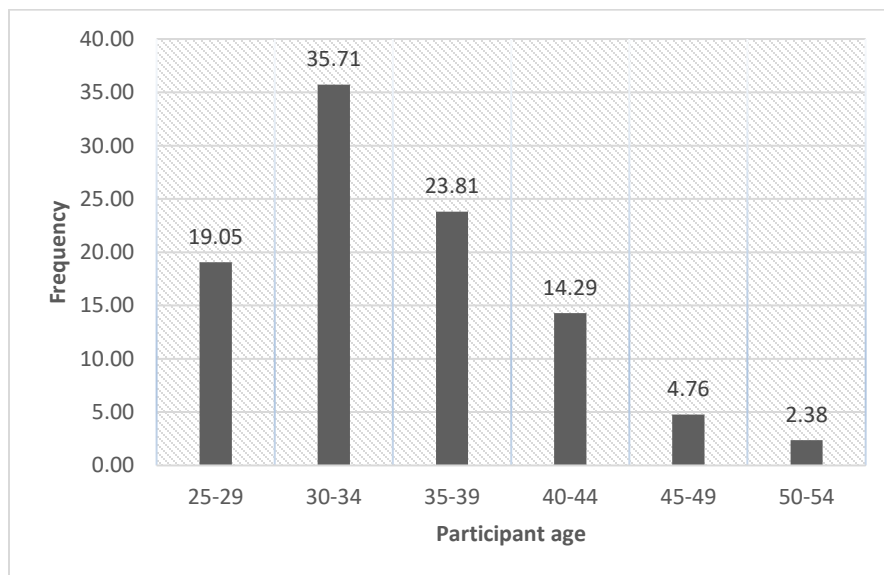

Figure 2

Age of Participants in SMART-Based BK Teacher Training

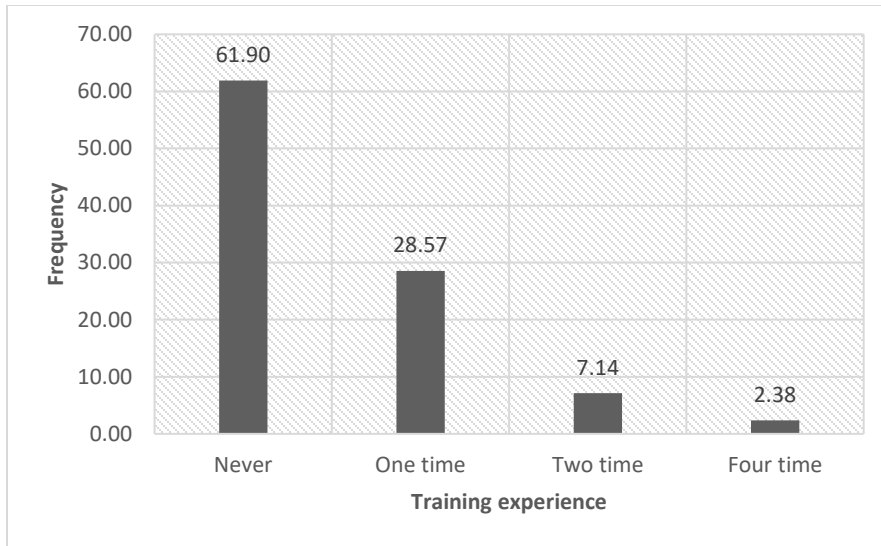### 3.3. Experience of participants participating in SMART-based training

Figure 3

Experience of Attending Training while on Duty

Figure 3 shows that majority of the SMART-based training participants in general (61.90%) have never attended training, 28.57% have attended training once, 7.14% have attended training twice, and 2.38% have attended training four times.

3.4. SMART-based training period
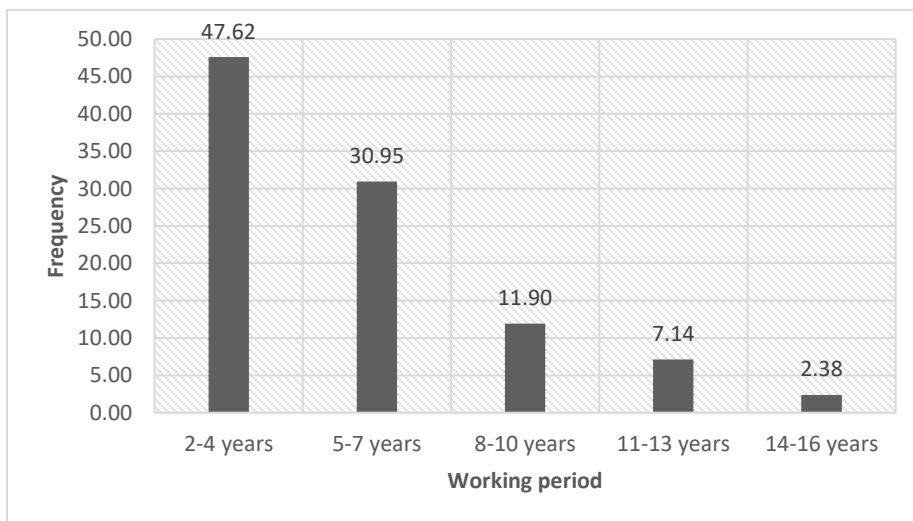
Figure 4

Working Period of SMART-Based Training Participants

The information in Figure 4, in general, shows that SMART-based training participants (47.62%) have a service period of 2–4 years, 30.95% have a service period of 5–7 years, 7.14% have a service period of 8–10 years, 7.14% have a working period of 11–13 years and 2.38% have a service life of 14–16 years.

3.5. The effectiveness of the SMART-based training management model

The influence of the SMART training management model on the competence of counselling guidance teachers can be seen in Table 1.

Table 1

The Effectiveness of SMART Training on the Ability of BK Teachers to Provide Counselling Services

Variable	Intervention Mean ± SD (*n* = 42)	Control Mean ± SD (*n* = 42)	*p*
Competence			
Before	43.57 ± 9.158	43.33 ± 11.862	0.090[*]
After	86.79 ± 5.163	46.00 ± 12.281	0.001[*]
Gain	43.21 ± 10.717	2.67 ± 2.720	0.001[**]

[*]The difference in mean between groups (pre-test treatment and pre-test control) was analysed using statistical independent *t*-test, at a significant level of 5%.

[**]The difference in mean between groups (treatment and control gain) was analysed using the independent *t*-test statistical test, at a significant level of 5%.

From Table 1, it can be seen that the average ability of BK teachers in providing counselling before the SMART-based BK teacher training trial carried out was 43.57, with a standard deviation of 9.158. After the SMART-based BK teacher training trial was conducted, the average ability of BK teachers in providing counselling increased to 86.79, with a SD of 5.163 and an increase in the average ability (GAIN) of 43.21.

In the control group, it was seen that the average ability of the guidance counsellor in providing counselling in the first measurement was 43.33, with a SD of 11.862. The average ability of BK teachers in providing counselling in the early stages of measurement is not much different, namely 43.57 in the treatment group and 43.33 in the control group. The results of the statistical test showed that there was no difference in the mean ability of BK teachers before in the treatment group and the average ability of BK teachers before in the control group (*p*-value = 0.09). After the second measurement in the control group, the average knowledge rose to 46.00 and the SD was 12.281, with a mean increase (GAIN) of 2.33.

The independent *t*-test statistic showed that there was a mean difference between the treatment group and the control group, which means that SMART-based BK teacher training is effective in improving the BK teacher's ability to provide counselling (*p*-value < 0.05) (Kim & Park, 2019).

4. Discussion

Our findings prove that the SMART-based training model is effective in improving the competence of guidance and counselling teachers in providing counselling services to students. The SMART guidance and counselling teacher training management model developed at junior high schools in South Nias Regency can be used as an alternative training because it is effective in the sense that this training model is empirically proven to improve the competence of guidance and counselling teachers in implementing special services. The ability of SMART-based guidance and counselling teachers to carry out special services can help students improve their abilities in 4 areas, 10 types of services and 6 guidance and counselling support activities, which make students independent in personal, social, learning and future careers.

SMART-based training is very practical because it can improve skills and abilities, which have an impact on increasing the competence of guidance and counselling teachers in providing counselling services to students. Efforts to improve practical skills and abilities are needed to carry out work effectively (Vicera & Maico, 2019; Wachidi et al., 2020). Several studies have proven that the higher a person's education and skills, the faster they receive and understand information so that the knowledge they have is also higher which will have an impact on increasing competence (Mislia et al., 2021; Supriyanto et al., 2019).

Bratton and Steele (2021) said that training activities aim to change behaviour to become skilled, according to their job needs. The findings of our study are also strengthened by a study in Switzerland conducted by Norberg (2019), who stated that the results of the descriptive analysis of the proportion of material variables were in a good category. This was because the teachers as trainees were satisfied with the material presented and the programme was very well organised. The factors that influence the success or failure of the training objectives are the learning interactions created in the training between the participants and the trainers, and the learning methods in the training must also pay attention to the trainees' targets. The method used in SMART-based training where the instructor uses a variety of methods so that the material can be presented well and smoothly, communication techniques make participants feel at home and can digest the training material well in a team with adult participants (Norberg, 2019).

The SMART-based training management model is effective in improving the competence of counselling guidance teachers. The SMART concept, namely specific, measurable, achievable, realistic and time-based, can formulate training objectives effectively. The SMART-based BK teacher training model provides a new understanding and can be used as an intervention in improving teacher competence in providing special counselling and guidance services to students.

Data collection using purposive sampling and online training during the COVID-19 pandemic were the main limitations of this study, which failed to generalise the results. Future researchers may cover a wider range of other areas to ensure heterogeneous demographics. According to Mislia et al. (2021), in the research that applied the training and development method in the position, the trainees immediately worked on the spot to learn and imitate a job under the guidance of a supervisor, in an informal way. The trainer asks the trainees to pay attention to other people who are doing the work; then, the trainer orders them to practice it. The training method carried out by Mislia et al. (2021) has also been carried out by SMART-based training instructors, by means of practice by guidance and counselling teachers as participants after watching counselling videos (Mislia et al., 2021).

The objectives set in the implementation of SMART-based training are very specific so that the planned training is more focused. Planning and organisation in the SMART-based training model are clear and measurable. Munthe (2016) emphasised that helping teachers obtain quality from the implementation of training requires a training programme that has good management. The same thing was stated by Subaidi et al. (2021) that good management is how goals can be achieved effectively and efficiently. To achieve effective and efficient goals, a method that can make it easier to set targets, plans and goals is needed, namely the SMART goals method (Wong & Yuen, 2019).

The SMART goal principle is a guideline used to determine the goals or targets of activity and organisational goals (Mousa et al., 2019). Meanwhile, according to Desjardins (2021), setting the right target or target is very important in motivating and improving the performance of a team because there is a clear focus on what will be achieved. SMART objectives are used to effectively formulate and achieve goals and can be used in conjunction with evaluation and review (Selvik et al., 2020). The target of SMART-based guidance and counselling teacher training is very clear so that participants are motivated. Increasing

the motivation of counselling guidance teachers also improves their performance in carrying out special services in schools.

4.1. Planning on SMART

Planning is an important factor in a training programme. Good planning will be able to assist the organising agency in carrying out its activities in an integrated manner so that it can achieve maximum results. The purpose of training planning is to systematically determine the stages of training activities to be carried out; determine the aspects or elements that are the focus of the training implementation; determine the model used in training design; and determine the materials, media and methods used in the implementation of the training. Training planning includes setting goals, developing strategies and establishing training methods (Sitorus et al., 2020; Subaidi et al., 2021).

The purpose of the training is very important because it serves as a guide for the direction of all training activities. The training objectives to be achieved are formulated specifically, measurable and achievable. In the SMART-based training model, general goals and specific objectives are set. General training objectives describe the objectives to be achieved at the end of the training. The specific objectives of the training describe more specifically, the objectives to be achieved in order to achieve the general objectives of the training (Irawan et al., 2018). The purpose of the training conducted in our SMART-based research is to improve the competence of guidance and counselling teachers with the specific aim of providing one-on-one skills training.

The preparation of a SMART-based training strategy is carried out to regulate the training mechanism so that its implementation is effective and efficient. Strategy is a continuous and adaptive response to external opportunities and threats, as well as internal strengths and weaknesses that can affect an organisation. The SMART training management model strategy carried out is illustrated by the stages of the training model management carried out.

The stages of management of the SMART-based training model are carried out through the following activities: First, (a) training needs analysis, (b) determining training targets, compiling a training curriculum and syllabus, (c) making training guidelines, (d) determining learning methods, (e) determine the learning facilities and infrastructure needed, (f) determine the widyaiswara criteria for facilitators, (g) select training participants and (h) determine training costs. Second, make a training schedule consisting of (a) basic materials, (b) main materials and (c) supporting materials with a total of 32 hours of learning hours consisting of theory and practice relevant to the participants' assignments and school programmes. Training is said to be effective if the results of the training can achieve organisational goals (high school), increase resource capabilities, satisfy customers and can improve internal processes (Dovhopolyk & Smyrnova, 2021; Noto et al., 2018).

The organisation of the SMART-based training model aims to support the smooth implementation of training as a process, namely determining materials, determining methods, selecting trainers, preparing infrastructure, conducting training and collecting training evaluation data. The training materials used in the implementation of the SMART-based training model are based on the results of the identification of the learning needs of participants and the objectives that have been formulated. The training materials use sources in the form of learning materials compiled by resource persons. The training materials, in addition to referring to the results of the identification of needs and formulated goals, are also adjusted to the guidelines specified in the competency standards of guidance and counselling teachers. The materials are arranged according to the needs of the relevant training with efforts to increase the competence of guidance and counselling teachers in carrying out special services.

The training is carried out with the aim that counselling guidance teachers are increasingly skilled in carrying out their duties, especially if there is a new technology that they must master. Training is also

provided so that guidance and counselling teachers have new insights and skills that can support their duties at school. Training can be conducted internally or externally. Internal training is carried out within the school environment. External training is carried out by sending teachers to training institutions or agencies. We carried out internal training. In the implementation of SMART-based training, the trainers come from the school where the training was carried out and collaborate with other schools or from the government in this case the education office.

The trainers in SMART-based training are experts in their fields so they are able to provide the results expected by the organisers and participants of the training. The expert criteria is a person who has a doctorate degree or has level 9 competence in the Indonesian National Qualifications Framework in accordance with his field (Sugiyono, 2019). The expected result is mastering professional and pedagogical competencies in accordance with the competency units assigned to learn and have performance and character as educators for their students. Widyaiswara as an educator has a role and function in determining the quality of each education and training activity.

Facilities are all types of equipment, work equipment and facilities that function as the main tool in the implementation of training. In SMART-based training, the facilities used are the Zoom application for the training process, Google Forms for taking tests, filling out questionnaires, attendance lists, laptops for zooming, stationery, banners, leaflets, Internet networks, electricity and other related tools. This research was conducted during the COVID-19 pandemic, so the training was conducted online (Cimailing et al., 2021).

4.2. Feasibility of the guidance and counselling special service teacher training management model

Teachers hope for training that produces skills to be applied in their respective places of work. Training is a 'short-term educational process that uses systematic and organised methods and procedures so that participants achieve certain abilities in achieving organisational goals' (Gáliková Tolnaiová, 2021), increasing competence aimed at increasing one's knowledge, skills and capacity, performance, and productivity'. According to Ganesh and Indradevi (2015) 'Training is said to be a tool of knowledge about skills, and competencies that can help teachers gain quality from the implementation of training'. Munthe (2016) stated that 'training management contributes to the results obtained, because it can answer challenges in the workplace effectively and efficiently' (Ganesh & Indradevi, 2015; Mislia et al., 2021; Norberg, 2019).

The development of a SMART-based training management model is carried out using field trials and internal testing by experts through focus group discussions (FGD). FGD is a method of exploring the special phenomenon of group discussion that focuses on joint activities among the individuals involved in it to produce a mutual agreement (Irawan et al., 2018; Lehoux et al., 2006). The feasibility of the model developed in this study was tested internally through FGD, attended by 18 users, 6 practitioners and 5 experts. FGD were conducted objectively and externally to discuss product designs that had been made previously based on literature and field research on SMART-based training model management.

We also conducted user evaluations of this SMART-based training management using a questionnaire. The attitude of the participants was indicated by their responses obtained from the questionnaire administered during the training process. The information obtained is that (1) the dimensions of the training needs analysis are in the very good category, (2) the dimensions of the participants are in the very good category, (3) the dimensions of the material are in the very good category, (4) the dimensions of the method are in the very good category, (5) the dimensions of the evaluation are in the very good category and (6) the SMART dimension in the very good category. Based on the data analysed from the questionnaire, it can be concluded that the opinion of the participants on the developed model is very good.

4.3. SMART model

Our findings are in line with several studies that have been conducted. The SMART goal principle was first introduced by George T. Doran in 1981 in the November 1981 issue of Management Review Magazine. SMART is a well-known concept for effectively formulating goals, one of which is SMART. 'SMART objectives are used to formulate and achieve goals effectively and can be used in conjunction with evaluation' (Dovhopolyk & Smyrnova, 2021; Mousa et al., 2019).

Various models were tried to adapt to the development of the community so that the objectives could be achieved comprehensively in planning, implementation and evaluation. According to Wachidi et al. (2020), we need a method that can make it easier for organisations to set targets, plans and goals, namely the SMART goals method. Lawlor (2012) also stated that 'setting the right target or target is very important in motivating and improving the performance of a team because there is a clear focus on what it will achieve'.

Based on the opinion above, it can be concluded that the SMART model (1981) has been known (Prasetia et al., 2020) among the circles as a training model because of its advantages, which are effective in formulating goals and can even be used in conjunction with evaluation, making it easier for organisations to set targets, plans and goals because they can motivate and improve performance of a team because of a clear focus on what it will achieve.

Research conducted by Subaidi et al. (2021) shows that 'a product-based training model using a module device has significantly increased the competence of trainees'. Wulandari et al. (2019) show that model and product-oriented research has proven to significantly improve the competence of trainees. SMART model training has been proven to be able to improve the performance of employees, teachers and trainees.

Prasetia et al. (2020) show that 'competency-based training management' for teachers at the Centre for the Development and Empowerment of Educators and Education Personnel has not been implemented effectively because the programme is not supported by needs analysis; recruitment of participants has not been selective; there are too many training materials; and the method only uses methods. Lectures and the effectiveness of the training have not been measured.

5. Conclusion

The independent *t*-test statistical test showed that there was a difference in the mean competence of the counselling guidance teachers between the treatment group and the control group. The SMART-based training management model is effective in improving the competence of counselling guidance teachers (p-value < 0.05). The SMART concept can formulate training objectives effectively.

Collecting data using purposive sampling and online training during the COVID-19 pandemic is the main limitation of this study, which is only generalised to the sample. Future researchers may cover a wider range of other areas to ensure heterogeneous demographics.

Authors' contributions

AL is a doctoral student at Medan State University. BS and UW are lecturers in lecturers at Medan State University, who are experts in education management and training. NT is a lecturer at a major university in Nias Selatan and is an expert in teacher counselling. AL compiled this research and is responsible for the study design, analysis and writing of the initial draft of the paper. BS, UE and NT contributed to the interpretation and critically revised the initial draft for intellectual content. All authors agreed to the final version for publication and agree to be responsible for all aspects of the work.

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