

The Effect Of Workload On The Performance Of Counseling Teachers In The Implementation Of Guidance And Counseling Services In State Senior High Schools In Bandar Lampung City

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Abstract:

This study aims to determine the effect of workload on the performance of guidance and counseling teachers in the implementation of guidance and counseling services in state senior high schools in Bandar Lampung City. This quantitative study used ex-post facto methods. The total population was 69 guidance and counseling teachers in 17 state senior high schools in Bandar Lampung City. The data were collected by using questionnaires of workload and d performance of guidance and counseling teachers with reliability scores of 0.715 and 0.874 respectively. The results showed that the workload had a positive effect on the performance of guidance and counseling teachers as indicated by the Sig. Value of $0.000 < 0.05$. The division of the workload that is appropriate and in accordance with the ability of the teacher is important to note as it affects the performance of guidance and counseling teachers and to avoid stress.

Key Word: Workload, Performace of counseling teachers, Senior high schools

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I. Introduction

Guidance and counseling in schools, both primary and secondary, cannot be separated from the teaching and learning process. Guidance and counseling are critical in assisting students in developing their abilities and overcoming personal, social, learning, and career issues. A guidance and counseling teacher (school counselor) with a standard educational degree of a Bachelor of Guidance and Counseling provides guidance and counseling services in schools. The guidance and counseling profession is regulated in Indonesia by the Minister of National Education's Regulation No. 27 of 2008 concerning the standards of academic qualifications and competence of counselors, which states that academic qualifications of counselors in educational units in both formal and informal settings are required.

Kartadinata (2003) explains that the activities of school guidance and counseling services focus more on administrative and classical activities so far such as managing student attendance and absenteeism, imposing disciplinary sanctions on students who are late and are considered naughty. Mulyasa (Karwati, Euis, & Priansa, 2013) state that some teachers have not showed good performance in carrying out their duties and functions and only handle students with problems (skipping school, being late, absent, making noise in class, disobeying school rules, hitting bells, etc.) in which there are no special hours for group and classical guidance services. It shows the assumption that counseling and guidance services have not become an integrated part of schools.

The mechanism for the implementation of guidance and counseling services is clearly stated and structured in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 concerning guidance and counseling in basic education and secondary education which states that there are 2 mechanisms of guidance and counseling services, namely: 1) management mechanism and 2) problem-solving mechanism. The management mechanism is the steps in the management of the guidance and counseling program covering needs analysis, planning, implementation, evaluation, reporting, and follow-up of program development. While the problem-solving mechanism is the steps of guidance and counseling services which includes identification, data collection, analysis, diagnosis, prognosis, treatment, evaluation, and follow-up services. The mechanism for guidance and counseling services is the same as the tasks to be carried out by counseling teachers in schools.

In line with Trolley (2011), the duties of counseling teachers are implementing the curriculum; performing counseling services; conducting consultations; performing advocacy services; planning,

implementing, evaluating guidance and counseling programs; performing academic intervention services; involved in program management and student management; and engage in school/community relations.

The duties of counseling teachers are workload to be completed by the guidance and counseling teachers. Moekijat (2008) states that workload is a method commonly used to determine the amount or quantity of labor required. Unequally distributed workloads can result in an uncomfortable working atmosphere as employees feel that the workload is too excessive or even insufficient. The proportionate workload will produce effective and efficient work, meaning that the output produced by each guidance and counseling teacher should meet the predetermined target,

To achieve work efficiency and effectiveness, the workload has to be measured so that the work can be more optimal. Sudarsono (2015) found that concerning the number of teachers, there is an excess for some general subjects and a shortage of for certain subjects such as guidance and counseling teachers. Priatna and Sukanto (2013) state that the workload of counseling teachers is to accommodate at least 150 students in one year. It is supported by the Government Regulation of the Republic of Indonesia Number 74 of 2008 article 54 paragraph (6) concerning Teachers which states that the workload of counseling teachers or counselors is in charge of at least 150 (one hundred and fifty) students per year in one or more educational units.

However, many counseling teachers of senior high schools in Bandar Lampung City teach more than 150-160 students. Based on the results of an interview with one of the teachers at State Senior High School 4 Bandar Lampung, he teaches 180 students. Likewise in Way Jepara, the teacher is in charge of 10 classes with a total of 324 students and there are only 2 counseling teachers, while 1 of them does not have a guidance and counseling background. This makes the teacher feel overwhelmed, especially during the Covid-19 Pandemic as learning is carried out online so that teachers are more likely to handle students who are lazy to collect assignments and only make home visits, while other services are not implemented.

Sandra and Ifdil (2015) explain that counseling teachers should be able to teach 150 students, but many counseling teachers teach more than 150 students. It means that the counseling teachers experience over workloads in guiding their students. Therefore, this study aims to determine the effect of workload on the performance of counseling teachers in the implementation of guidance and counseling services in state senior high schools in Bandar Lampung City.

II. Methods

Research Design: This quantitative study used the ex-post-facto method to understand the relationship between variables because the existence of the variable has occurred previously and the researcher intends to find out whether there is a relationship between the causal factors.

Study Location: This study was conducted at senior high schools in Bandar Lampung City, Lampung Province, Indonesia.

Participants: 69 counseling teachers in 17 state senior high schools in Bandar Lampung City. This is a population study, which means that the complete population was sampled.

Measurement

There were two types of questionnaires used in this study. The first questionnaire inquired about counseling instructors' workload, whereas the second inquired about counseling teachers' performance. The calculation with the Aiken's V formula is judged to have high validity the closer it gets to 1.00. The initial survey featured ten legitimate items and two invalid ones. There were 34 valid items and 16 invalid items on the second questionnaire. The first questionnaire's reliability test result was 0.715, and the second questionnaire's score was 0.874, indicating that the items are very reliable. The first questionnaire inquired about 1) the number of counseling teachers and students, and 2) the time allotted for providing guidance and counseling services. The second questionnaire covered the following topics: 1) analyzing student needs, 2) designing guidance and counseling services, 3) coordinating programs for school residents, 4) providing services, 5) administration services, 6) evaluating implementation services, 7) performing follow-up, and 8) taking responsibility for the duties and activities.

Data analysis technique

Descriptive analysis and simple linear regression analysis were used to analyze the data. To see if each independent variable had a significant effect, a simple linear regression test was used. The significant value test was used to define the criteria (Sig.). There is a substantial influence if the Sig value is less than 0.05, indicating that H_0 is rejected and H_a is approved. It shows that workload has a favorable impact on counseling teachers' performance in providing guidance and counseling services in state senior high schools in Bandar Lampung City. The SPSS version 16 program was used to conduct the analysis.

III. Result

The results of descriptive analysis of 69 counseling teachers showed the workload scores and performance scores of counseling teachers as presented in the following table:

Table 1: The Category of Workload Scores

Workloads					
Interval score	Category	Frequency	Percentage	Valid Percent	Cumulative Percent
$X < 30.1$	Low	14	20.3%	20.3	20,3
$30.1 \leq X < 35.3$	Moderate	40	58.0%	58.0	78,3
$X \leq 35.3$	High	15	21.7%	21.7	100,0
Total		69	100%	100.0	

Based on Table 1, 14 (20.3%) of the 69 counseling teachers showed a workload score in the low category. Meanwhile, 40 (58.0%) counseling teachers were in the moderate category and 15 (21.7%) counseling teachers were in the high category. The tendency of the workload variable is in the medium category (58.0%).

Table 2. The Category of Score of the Performance of Counseling teachers

Performance of Counseling Teachers					
Interval score	Category	Frequency	Percentage	Valid Percent	Cumulative Percent
$X < 92.7$	Low	9	13.0%	13.0	13.0
$92.7 \leq X < 110.2$	Moderate	48	69.6%	69.6	82.6
$X \leq 110.2$	High	12	17.4%	17.4	100.0
Total		69	100%	100.0	

Based on Table 2, 9 (13.0%) of 69 counseling teachers show the performance score in the low category. Meanwhile, 48 (69.6%) counseling teachers were in the moderate category and 12 (17.4%) counseling teachers were in the high category. The tendency of counseling teachers performance variable is in the moderate category (69.6%).

A. Results of Hypothesis Testing

1. Basic Assumptions

Before testing the hypothesis using simple linear regression, it is necessary to know the normality test and linearity test first as the basis for parametric statistics.

1.1 Normality Test

The normality test was used to see if the workload variable data and the counseling teacher's performance were regularly distributed. The following table shows the results of the normality test for workload variables and counseling instructor performance:

Table 3: Results of Normality

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		69
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	2.19161526
Most Extreme Differences	Absolute	.066
	Positive	.066
	Negative	-.061
Kolmogorov-Smirnov Z		.548
Asymp. Sig. (2-tailed)		.925
a. Test distribution is Normal.		

Based on the results of the normality test, the significance is $0.925 > 0.05$. Thus, it can be concluded that the residual value is normally distributed.

1.2 Linearity Test

The linearity test was to show that the tested variables have a linear relationship with each other and to fulfill the assumption of using linear regression. The results of the linearity test of the workload variable on the performance of counseling teachers can be seen below:

Table 4: Results of Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Performance of teachers * workloads	Between Groups	(Combined)	2388.466	10	238.847	4.904	.000
		Linearity	1508.808	1	1508.808	30.982	.000
		Deviation from Linearity	879.658	9	97.740	2.007	.055
	Within Groups	2824.606	58	48.700			
	Total	5213.072	68				

Based on the significance value, the workload variable and the performance of counseling teacher have a significance value of (0.000 < 0.05). Therefore, it can be assumed that the workload on the performance of counseling teachers has a linear relationship.

2. Simple Linear Regression Test

A simple linear regression test was to test the significant effect of each independent variable. The criteria are determined based on the Significant value test (Sig.). If the Sig. value is < 0.05 then, there is a significant effect, so that Ho is rejected and Ha is accepted. The results of the simple linear regression hypothesis test can be seen below:

Table 5: Coefficient of Regression Equation

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	42.291	11.360		3.723	.000
	workload	1.812	.347	.538	5.224	.000
a. Dependent Variable: performance						

Based on the table above, the results of the regression equation are $Y = 42.291 + 1.812X$. The regression equation above shows the relationship between the independent variable and the dependent variable. It has the constant value of 42.291 which means that if there is no change in the workload variable (X value is 0) then, the performance of counseling teachers is 42.291 units. And the value of the regression coefficient (b) of workload is 1.812 meaning that if the workload variable (X) has an increase of one unit, the performance of counseling teachers (Y) will increase by 1.812 one unit and the significance of the workload variable on the performance of counseling teachers also has a significance value of (0.000 < 0.05). It can be assumed that the workload has a significant influence on the performance of guidance and counseling teachers. It indicates that the workload variable contributes positively to the performance of guidance and counseling teachers.

3. Coefficient of Determination

The coefficient of determination (R²) is a statistical measure of how well the independent variable explains the dependent variable. A low R² score indicates that the workload variable's potential to explain variation in counseling instructor performance is severely constrained. A score close to one indicates that the workload variable gives practically all of the information required to forecast the variation in guidance and counseling teachers' performance. The following table shows the value of the coefficient of determination based on the value of R square:

Table 6: Coefficient of Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.538 ^a	.289	.279	7.436
a. Predictors: (Constant), workloads				
b. Dependent Variable: teacher's performance				

Based on the table above, the value of the coefficient of determination based on R Square is 0.289. It means that the ability of the independent variable of workload in explaining the performance of counseling teachers is 28.9%, while the remaining 71.1% is explained by other variables outside of this study.

IV. Discussion

The results of hypothesis testing indicate that workload has a positive effect on the performance of counseling teachers with a Sig value of 0.000 <0.05. It means that the more ideal the workload, the more ideal the performance of counseling teachers. Barnawi and Arifin (2014) suggest that performance is the level of success of a person or group in carrying out tasks in accordance with responsibilities and authorities based on the predetermined performance standards for a certain period in order to achieve certain goals. Magistra, Sigit, and Mintasih (2021) found that teachers who have self-efficacy (self-confidence) and internal strength in completing their tasks will achieve good performance. The characteristics of teachers who have self-confidence are being able to complete easy or difficult tasks, diligent in doing assignments, being able to face all challenges, and being able to complete tasks beyond their abilities.

Firdaus, Akuba, and Purnamasari (2019) found that the workload had a significant effect, providing good insight into the workload, creating a feeling of less burdened, and increasing performance. Concerning the performance of counseling teachers, it refers to the activities of the counseling teacher in the guidance and counseling process, such as the planning, implementation, and evaluation of the guidance and counseling services.

Counseling teachers are also required to have the ability to help other teachers overcome students' problems. Imron, Naqiyah, and Tri Hastuti (2021) argue that counseling teachers are required to have performance that can meet the needs of students in planning their future careers, solving learning problems, social problems, and personal problems.

In accordance with the results of the study, a total of 40 counseling teachers (58.0%) tended to have moderate workloads meaning that the workload is ideal for them. Meanwhile, 48 counseling teachers (69.6%) tended to have performance in the moderate category, and 12 counseling teachers (17.4%) had high category performance.

Ideally, one guidance and counseling teacher can accommodate 150-160 students. It can also be called their workload. If every guidance and counseling teacher can accommodate 150-160 students 24 hours per week, the performance of counseling teachers is good and in accordance with government regulations. The workload is one of the factors affecting the performance of counseling teachers. Nyawara (2011) revealed that excessive workload negatively affects teacher performance. Most teachers in schools admit that overwork contributes to underperformance. The appropriate division of the workload which is in accordance with the ability of the teacher is important to note as it can affect the performance of counseling teachers and avoid stress (burn out).

Yandri and Juliawati (2017) explain that burnout is a negative internal state in the form of a psychological experience that commonly shows fatigue or exhaustion and works motivation due to demands of work. Mullen, Blount, Lambie, and Chae (2017) stated that stress arises due to fatigue and is associated with feelings of dissatisfaction. Therefore, guidance and counseling teachers continue trying to deal with stress at work. Sari and Aryansah (2020) argue that if the workload determination is not well organized, or is not set according to standards, it will have an impact on ineffective and efficient performance. Complex work expectations will allow the occurrence of burnout and work stress, thus hindering the achievement of educational goals.

Trolley (2011) argues that guidance and counseling teachers must collaborate with other teachers at school to foster students. It is important for counseling teachers to be confident, have a unified direction, know their roles and duties so that they will know what to do. In line with Madlambayan (2017), the role of counseling teachers is as a collaborator for students' academic development. Counseling teachers work closely with teachers, principals, and parents to help students excel in school.

V. Conclusion

Workload has a positive effect on the performance of counseling teachers with a Sig value of 0.000 <0.05. Each counseling teachers who is in charge of 150-160 students have an equivalent of 24 hours of work per week indicating that the performance of counseling teachers is good. The division of the workload that is appropriate and in accordance with the ability of the teacher is important as it can affect the performance of counseling teachers and avoid stress.

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