



THE INFLUENCE OF THE PREVENTION, ADVOCACY, DISTRIBUTION, REPAIR, AND ADJUSTMENT FUNCTIONS OF TEACHER GUIDANCE AND COUNSELLING ON THE PSYCHOSOCIAL CONDITIONS, SELF-RELIANCE, AND COMPETENCE OF HIGH SCHOOL STUDENTS IN DKI JAKARTA PROVINCE

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ABSTRACT

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This study investigated the effect of the preventive, advocacy, distribution, repair, and adjustment function variables on psychosocial conditions, self-reliance, and student competency. The study was conducted on 12th grade students in the social science and natural science study programmes in four high schools in the national capital of the Republic of Indonesia, DKI Jakarta Province, with a sample of 130 students (74 males and 56 females). The results of the study showed that not all proposed hypotheses were acceptable but did show very meaningful results. The prevention, advocacy, and adjudication function variables have a positive influence on the development of psychosocial conditions of students, while the advocacy, distribution, and adjustment function variables have a positive influence on the development of self-reliance conditions. The two variables were able to become intermediate variables in influencing student competence. Considering the important function of counselling for BK / GC teachers, it is recommended that the government (especially the provincial government) be able to establish cooperation with universities in meeting the needs of BK / GC teachers.

Contribution/Originality: This paper explains the influence of guidance and counseling functions in developing psychosocial, independence and student competence. The existence of teacher guidance and counseling in schools is needed in order to be able to carry out the roles as expected.

1. INTRODUCTION

Most experts agree that learning is an activity carried out to make behavioural changes (Skinner, 2002; Susanto, 2016; Hill, 2018; Koentjaraningrat, 2018; Soekanto, 2019). Through learning, someone accepts, understands, and instils values, and these values are used as a guide to realize behaviour. It is hoped that planting values will form the basis of behaviour change by helping one realize roles in accordance with their environment.

In modern society, the learning process of a child is obtained not only from the family environment but also from the school. Parents enter children into school education institutions to promote behaviour changes in accordance with the stages of age and environmental development. From school, a child receives, understands, and internalizes the values of science and technology and the values, norms, and rules regarding morals so that they can be used in developing and practising life in the future. In the context of the 21st century, schools fill the role of

agents of change to produce competent students who are able to utilize and develop science and technology, creativity, critical thinking, collaboration, and communication (Lazear, 2002; ISTE, 2008; Pearlman, 2009).

Students do not always feel comfortable in school, and the learning process does not always go smoothly. Various problems are faced from self, family, school, the community, and peers which disrupt the learning process. Several cases often show that students experience learning difficulties due to parent conflict, deviant behaviour, difficulty adjusting, an inferiority complex, etc. Monolithic studies of certain subjects tend to reinforce indications of internal and external obstacles in student learning. Internal barriers originate from the students themselves, while the external barriers come from outside the students including family, community, friendships, and the school environment (Prasetyo, 2015; Perbowo and Anjarwati, 2017; Yusuf *et al.*, 2017; Subroto and Sholihah, 2018).

Various methods can help overcome the barriers to student learning, both through the initiative of the students themselves (for example: forming study groups with peers), private tutoring, and others. In school, one of the efforts carried out is the provision of teachers with Bimbingan and Konseling or guidance and counselling (BK / GC). These teachers aim to develop students' potential and help solve students' problems. In the school environment, it is considered necessary to have an organized, programmed and directed guidance and counselling service. There are nine types of counselling guidance services, namely, orientation services, information services, placement and distribution services, content mastery services, individual counselling services, group guidance services and group counselling, consulting services, mediation services and advocacy services (Prayitno and Amti, 2013; Willis, 2014). The presence of BK / GC teachers in schools is not only to help problem students but also to assist normal students or students who do not face problems in carrying out the learning process. The purpose of providing services is to help students find their potential, recognize strengths and weaknesses, and make further development capital. Therefore, along with these services, a BK / GC teacher is required to be able to carry out their functions starting with preventing the possibility of things that can interfere, hinder, or cause difficulties or losses in the process of developing students and to facilitate the optimal development of students.

BK / GC teachers are employees in the schools that support smooth and successful student learning. A BK / GC teacher can be a mediator to help students, and the driving force for students to overcome learning problems, get comfort, make adjustments, and support optimal self-development. The question is: have BK / GC teachers truly carried out these roles and functions as expected? Have BK / GC teachers been used by students to support the learning process in school?

The answer to that question is not yet satisfactorily answered. The indication is that the roles and functions of BK / GC teachers are still relatively small and limited, including functions such as overcoming deviant behaviour from student groups in the form of fights, addressing absences and bullying, etc., but not in the support of student learning.

This gap in the existence of BK / GC teachers is not only in quantity, but also in quality. The number of BK / GC teachers in Indonesia is relatively small compared to the number of existing schools of primary and secondary education. There are still many schools that do not have BK / GC teachers, so it is certain that students do not get the role and function of BK / GC teachers as they should, especially in the aspects of prevention, advocacy, distribution, repair, and adjustment. With advocacy for example, many students do not know about their interests and potential to continue their education to university level. Based on this information, it was necessary to learn more about the existence of BK / GC teachers in schools, especially regarding the functions of supporting the process of student learning outcomes. It was necessary to know the use and perceptions of students about the function of the BK / GC teacher in helping the learning process and solving other problems experienced by students. From the results of the study, conclusions were drawn about the position and function of the BK / GC teacher in the school, and then solutions were proposed for their empowerment. In this paper, the research focuses on the influence of prevention, advocacy, distribution, repair, and adjustment functions of BK / GC teachers on psychosocial development, self-reliance, and student competence. The study was conducted in four state high

schools categorized as favourite schools in the national capital of the Republic of Indonesia, DKI Jakarta Province. These four schools have two BK / GC teachers to guide and counsel students in solving learning and other problems.

2. LITERATURE REVIEW

2.1. BK / GC Teachers

Simply put, a teacher can be an educator through formal teaching and as a behavioural example. Through the teacher, there is a transformation of the value of science and moral-spiritual values to students with the aim of behaviour change in accordance with age development. In the Indonesian context, Law No. 14 of 2005 defines a teacher as a professional educator with the main task of educating, teaching, guiding, directing, training, and evaluating students in early childhood education through formal primary and secondary education.

In school institutions, there are three types of teachers: classroom teachers, subject teachers, and guidance counselling teachers (BK / GC). Class teachers are teachers who have full duties, responsibilities, authority and rights in the learning process of all subjects in certain classes in kindergarten and elementary school. Subject teachers are teachers who have full duties, responsibilities, and rights in the learning process in one subject at the elementary, junior high and senior high school level of education. BK / GC teachers have full duties, responsibilities, authority and rights in counselling and counselling activities for elementary, junior high and high school students. BK / GC teachers, who are the focus of this paper, aim to provide guidance and counselling to students in order to more optimally develop their potential and carry out the learning process. Guidance helps individuals understand themselves and their own world so that they can take advantage of their potential (Willis, 2014). The counselling process collects facts and experiences of students, and then focuses on certain problems that the student needs to overcome. Counselling is the interaction between counsellors and clients that takes place in a professional atmosphere with the aim of facilitating behaviour change, improving skills to deal with problems, increasing the ability to make decisions and improving relationships between individuals (Richard, 2011). Strictly speaking, BK / GC teachers have the task of providing guidance and optimally developing an individual's potential through behaviour change by improving skills and abilities to deal with problems and relationships with others.

2.2. Function of BK / GC Teacher

The role of BK / GC teachers is to provide guidance and counselling services. According to Hallen (2002) there are five BK / GC teacher functions, namely:

- 1) The understanding function, which involves understanding by certain parties the interests of developing students.
- 2) The prevention function, which involves helping students avoid various problems that may arise and disrupt, inhibit or cause difficulties, and loss in the process of development.
- 3) The alleviation function, which includes guidance and counselling services that will result in overcoming various problems experienced by students.
- 4) The maintenance function, which involves the maintenance and development of various potential and positive conditions of students.
- 5) The advocacy function, which involves the production of suggestions to direct students to optimally develop their potential.

Theresa (2016) stated that the function of guidance and counselling consists of:

- a. To Provide for the Realization of Student Potentialities: To all students, the school offers a wide choice of courses and co-curricular activities. A significant function of education is to help students identify and develop their potentialities. The counsellor's role is to assist students to distribute their energies into the many learning opportunities available to them.

- b. To Help Children with Developing Problems: Even those students who have chosen an appropriate educational program for themselves may have problems that require help. A teacher may need to spend from one fifth to one-third of his time with a few pupils who require a great deal of help, which deprives the rest of the class from the teacher's full attention to their needs. The counsellor, by helping these youngsters to resolve their difficulties, frees the classroom teacher to use his time more efficiently.
- c. To contribute to the Development of the School's Curriculum: Counsellors, in working with individual students, know their personal problems and aspirations, their talents and abilities, as well as the social pressures confronting them. Counsellors, therefore, can provide data that serve as a basis for curriculum development, and they can help curriculum developers shape courses of study that more accurately reflect the needs of students.
- d. To Provide Teachers with Technical Assistance: Pre-service teacher training institutions typically provide very limited experience with the more technical aspects of guidance work. Thus, a need exists in most schools for assistance with guidance and counselling functions essential to the educational program. Specifically, the guidance counsellor is qualified to assist teachers with selecting, administering, and interpreting tests; selecting and using cumulative, anecdotal, and other types of records; providing help and suggestions relative to counselling techniques, which teachers can use in counselling their students; and providing leadership in developing and conducting professional development of teachers in guidance functions.
- e. To contribute to the Mutual Adjustment of Students and the School: Guidance has a responsibility for developing and maintaining a cooperative relationship between students and the school. Teachers and counsellors must be cognizant of needs. Students also must make adjustments to the school. They have a responsibility to contribute something to the school. A major contribution of students is that of making appropriate use of the school's resources and working toward accomplishments. Such mutual adjustment of students and school is facilitated by providing suggestions for program improvements, conducting research for educational improvements, contributing to students' adjustment through counselling, and fostering wholesome school-home attitudes.

This paper combines the above opinions, but only focuses on the functions of prevention, advocacy, distribution, repair, and adjustment. Indicators in the prevention function variable consist of learning pressures faced by students, learning difficulties, school absences, and dropping out of school. The indicators in the advocacy variable consists of giving advice to students in solving their problems, making decisions, providing care, and following up on suggestions. Indicators in the distribution function variable consist of guidance and advice on channeling talents and hobbies, choosing study programmes, continuing the education process to a higher level, and determining work careers. The indicators in the repair function consist of courtesy, sensitivity, coercion, and aggression. The indicators in the adjustment function variable consist of group participation, collaboration with groups, isolation from groups, and refusing to be in a state of conflict with the group. These five functions are used as exogenous variables (independent variables) which are thought to influence psychosocial, independence, and student competencies as endogenous variables (dependent variables) which will be explained below.

2.3. Psychosocial Development

Social scientists argue that humans live in social groups and interact with each other. Therefore, individuals learn and internalize the values in the social system and use them as a reference to manifest their behaviour (Koentjaraningrat, 2018; Soekanto, 2019). One of the disciplines that studies the patterns of behaviour of individuals in their social environment is psychosocial development. McLeod (2018) suggested that psychosocial development is the study of individual human experience and behaviour in relation to situations of social stimulation. Myers and Twenge (2019) argued that social psychology is knowledge about how people think, influence, and relate to other people. Baron *et al.* (2016) argued that social psychology is a field of science that seeks understanding of the origin and causes of individual thoughts and behaviours in social situations. From the various opinions expressed by social

science and psychology experts it can be concluded that psychosocial development is a branch of social science that seeks to understand individual behaviour in a social context.

Psychosocial development in individuals increases with age. Irwanto and Gunawan adopted Erickson's divides a person's psychosocial development into eight stages based on age categories, namely: stages of trust vs. distrust (age 0 – 1 1/2 years), autonomy vs. shame (1 1/2 - 3 years), questionable vs. guilt (3-5 years), low self-esteem industry (5-12 years), identity vs. role confusion (12-18 years), intimacy vs. isolation (18-40 years), generativity vs. stagnation (40-65 years), ego integrity vs. despair (more than 65 years). Human personality develops in a predetermined order, with each stage built on each of the previous stages. During each stage, individuals resolve psychosocial crises with positive or negative results in the ability to develop trust. Failure to complete a stage can lead to a reduction in the ability to complete the next stage.

High school students are often said to be teenagers who are looking for self-identity. At this stage, high school adolescents are at a loss about how to determine their social status and want to show their existence. The environment stimulates psychosocial individuals, and individuals determine their ability to adapt to their environment, especially peers. If individuals feel they have the same ideas, are safe, and comfortable with the environment, then they easily and quickly make adjustments and form solidarity. Self-adjustment is also related to the maturity and emotional abilities of individuals to deal with their environment (Goleman, 2003; Chaplin, 2008). Emotional factors are key because they are related to the ability to adjust to one's environment. According to Hurlock (2017) there are several criteria for social adjustment, including: (1) meeting group expectations and being an accepted member in a group, (2) pleasing attitudes of others in social participation, and (3) roles played in groups. In the process of adjustment, the individual has two-way conditioning, namely, the ability to adjust to the environment or isolate from the environment. There are two types of isolation: (1) voluntary isolation, which involves withdrawal from a group because one is less interested in participating in group activities; or (2) intentional isolation where one is rejected by a group and the group's existence is not needed (Hurlock 2017). The environment does stimulate individuals, and individuals can show ease or difficulty adjusting, accepting, rejecting or avoiding.

Not all individuals will easily and smoothly adjust to their social environment. Some individuals easily accept and enter into patterns of values and behaviour that are supported by the environment, but some have difficulty and reject the social environment (see: Horton and Hunt (2017)). Individuals can be in situation where they are considered social deviants, although not necessarily with negative connotations. For example, an employee might refuse and avoid participation in the corrupt deeds of colleagues because they consider these behaviours immoral and sinful, or a student might refuse to join his friends who like to fight with other students because he considers the behaviour useless and only harmful. Both examples show intentional behaviour to reject and isolate the environment even though this will perhaps keep the person isolated or even considered an enemy by the surrounding social groups.

This self-adjustment problem is often experienced by students at school when they associate with peers, thus creating psychological stress. To help solve this problem, several schools (especially in urban areas) provide BK / GC teachers. The use of BK / GC teachers with prevention, advocacy and other functions is an effort to promote psychosocial development of students so they can change and direct behaviour in a positive direction. Students who refuse to join a group of students who like to fight or tend to exhibit deviant behaviour certainly risk being alienated from their friends. However, with the guidance of the BK / GC teacher, the student can understand that he or she acted correctly and stand firm in his or her decision to stay away from the fighting that he or she deemed deviant and useless. On this basis it is assumed that BK / GC teachers influence the psychosocial development of students.

2.4. *Self-Reliance*

Simply stated, independence can be interpreted as an effort to rely on one's own abilities. Independence is freeing oneself from the bond of dependence on others. Steinberg (2014) argued that independence is the ability to do and take into account actions taken by someone and to build supportive relationships with others. Shaffer (2019) argued that independence is the ability to make decisions and make oneself a source of emotional strength so as not to depend on others. Independence is the ability to manage all that is owned, to manage time and to walk and think independently, accompanied by the ability to take risks and solve problems. An independent person does not need the approval of others when going or doing something new and does not require detailed and ongoing instruction on how to achieve the final product.

Therefore, it can be concluded that self-reliance is the ability to act and be responsible for actions, the ability to make decisions and manage one's own life without excessive dependence on parents, and the ability to maintain relationship support with others. Steinberg (2014) distinguished three types of self-reliance, namely: emotional independence, behaviour, and value. Emotional independence is related to changes in relationships with someone, especially parents, where children develop feelings of individuation and try to break away from childish bonds and dependence on parents. Self-reliance includes the ability to change opinions and suggestions from others in the right conditions, make decisions based on one's own judgement and reach one's own conclusions or final decision about behaviour. The self-reliance or independence of values is related to moral views, problems that recognize politics, ideology, and religion. Self-reliance is an important trait possessed by students because it is related to their ability to do something without depending on other people. Self-reliance or self-dependence means trusting in one's own ability to implement something without relying on others, being responsible, taking initiative, having trust and discipline, and the ability to complete tasks with patience, honesty, and obedience to rules. For example, when completing an assignment, students are expected to be able to work on their own in a responsible, honest, and trustworthy way, not just copying from their classmates. Likewise, students are expected to avoid cheating, and complete tests given in class with confidence in their own abilities.

In family life in urban areas, there are many working parents who indulge children by fulfilling all their requests and need, both in terms of facilities and services. As a result, when these less educated children should become independent, they are very dependent on other parties for everything, even in completing homework given by the teacher at school. This tendency of parents hinders the psychosocial development of children and results in children whose development is not in accordance with their actual age, have difficulty associating with peers, and tend to be alone. This education from parents at home forms children that are less responsible, have poor initiative, are less trustworthy if given a mandate, less caring, and so on. Various studies show that the influence of a less conducive family environment results in student learning difficulties in secondary education (Rusgiarti, 2014; Wulandari *et al.*, 2014; Talkah, 2015; Rangkuti, 2018). The study also showed the role of BK / GC teachers in providing guidance and counselling to students to overcome their learning difficulties. Therefore, this research suggests that there is a relationship of influence between the functions of the BK / GC teacher and fostering student independence.

2.5. *Student Competency*

The word competence is often heard relating to one's ability to do something. This ability is the ownership of a certain level of skill or knowledge in certain subjects obtained from training, and experience. That is, someone might be able to do something but because they are less competent and experienced, there are unsatisfactory results. Robbins (2007) defined competence as a person's ability or capacity to do various tasks in a job, where this ability is determined by two factors that are intellectual ability and physical ability. Fogg (2004) distinguished competence into two categories: (1) basic competencies (threshold competencies) are the main characteristics that are usually in the form of basic knowledge or expertise, and (2) differentiating competencies are competencies that

make someone different from others. Wibowo (2016) provided an understanding of competence as the ability to carry out or do a job or task based on the skills and knowledge of the work demanded by the job.

Competence is required not only by an employee in his workplace but also to foster education in schools. The effort to educate students through school institutions is carried out intentionally or planned so that students have competence in the form of the ability to master and develop science and technology as well as values and other behaviours. Because of a more globalized life in the 21st century, where there is tight competition between nations for limited resources, graduates must possess competencies that are not only directed at mastering and developing science and technology but also the ability to show creativity, critical thinking, collaborative, and communication (Lazear, 2002; Pearlman, 2009; Agung, 2017).

Creativity refers to the ability to encourage curiosity and bring up ideas to find ways to do things better and to control the drive to create or experiment (Birch and Clegg, 2001; Ayan, 2003). Critical thinking is the ability to analyse and evaluate data and information, draw conclusions, and solve problems (see: (Walker and Finney, 2006; Kahneman, 2011; Paul and Elder, 2013). Collaboration is the relationship between two people or a group of people working together to achieve certain goals (see: (Lindeke and Sieckert, 2005; Colbry et al., 2014)). Communication is the ability to compile and communicate ideas or problem solving as a result of analysis, evaluation, and drawing conclusions from this information (West et al., 2004).

2.6. Theoretical Model and Hypothesis

Based on the information above, the theoretical model and research hypothesis are used in the discussion of this paper (Figure 1).

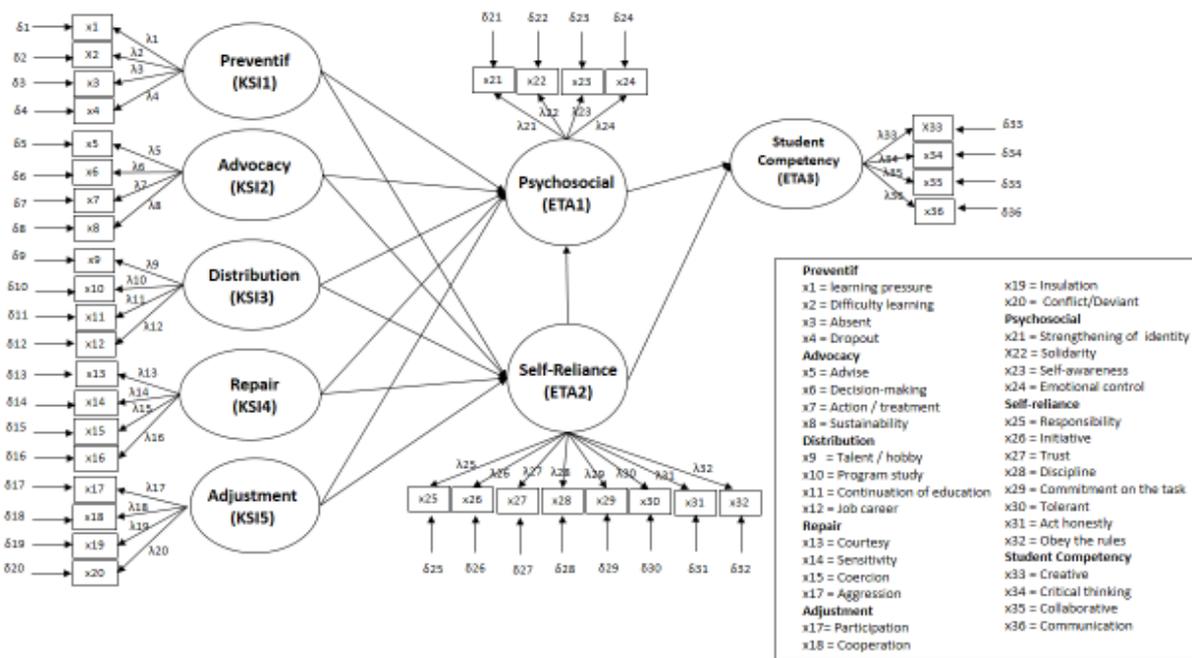


Figure-1. Theoretical Model: Study the influence of prevention, advocacy, distribution, repair, and adjustment functions of teacher guidance and counselling to psychosocial development, self-reliance, and competence of high school students in DKI Jakarta province.

Source: Study the influence of the prevention, advocacy, distribution, repair, and adjustment functions of teacher guidance and counselling on the psychosocial conditions, self-reliance, and competence of high school students in dki jakarta province.

2.7. Hypotheses

- The BK / GC teacher prevention function (KSI1) influences student psychosocial development (ETA1).
- The BK / GC teacher advocacy function (KSI2) influences student psychosocial development (ETA1).

- The BK / GC teacher distribution function (KSI3) influences the psychosocial development of students (ETA1).
- The BK / GC teacher repair function (KSI4) influences the psychosocial development of students (ETA1).
- The BK / GC teacher adjustment function (KSI5) influences the psychosocial development of students (ETA1).
- The BK / GC teacher prevention function (KSI1) influences student self-reliance (ETA2).
- The BK / GC teacher advocacy function (KSI2) influences student self-reliance (ETA2).
- The BK / GC teacher distribution function (KSI3) influences student self-reliance (ETA2).
- The BK / GC teacher repair function (KSI4) influences student self-reliance (ETA2).
- The BK / GC teacher adjustment function (KSI5) influences student self-reliance (ETA2).
- There is an influence of student self-reliance (ETA2) on the psychosocial development of students (ETA1).
- There is an influence of the psychosocial development of students (ETA1) on student competency (ETA3).
- There is an influence of student self-reliance (ETA2) on student competency (ETA3).

3. METHODOLOGY

3.1. Sample Respondent

This research was conducted in January 2019 in four public high schools (SMAN) in the national capital of the Republic of Indonesia, DKI Jakarta province. The four schools are categorized as favourite schools, consisting of one school in the East Jakarta area, two schools in the Central Jakarta region, and one school in the South Jakarta area. The research sample consisted of 12th grade students from the social sciences (SS) and natural sciences (NS) study programmes. Each school generally has several SS and NS classes, and the study takes one class as a sample. The number of students in the sample class varies between 35-40 people. From the SS and NS classes, random samples in each school were taken of as many as 20 students, so that the overall sample of students was expected to be 160 people. These 160 people would answer questionnaires that were distributed to them. However, only 130 students returned questionnaires to the researchers.

3.2. Collecting Data and Information Technique

Data collection was performed through distributing questionnaires to students and supported by interviews and focus group discussions with BK / GC teachers, principals, vice principals of students, teachers, scout instructors, and chairs of student organizations. This questionnaire was from the Pearson's correlation coefficient and Cronbach's alpha using the SPSS version 24.0 program. The minimum validity criteria for the validity test is = 0.361, and the reliability test is ≥ 0.6 . The questions in the invalid and unreliable questionnaire were not used, and only questions that were proven valid and reliable were used in subsequent field research. The results presented below used valid and reliable questionnaires in the validity and reliability test.

3.3. Analysis Data Technique

The analysis used structural equation modelling (SEM) using the Lisrel 8.80 program. SEM can be used because the number of samples meets the minimum requirement of 100 respondents ((Kusnendi, 2008; Haryono and Wardoyo, 2017)).

4. FINDINGS

4.1. Characteristic Respondent

The research respondents consisted of 67 (51.54%) female students and 63 (48.46%) male students. A total of 74 (56.92%) students study social sciences (SS), and 56 (43.08%) study natural sciences (NS).

As many as 94 (72.31%) students have a complete parent set (father and mother), and the remaining 36 (27.69%) students live with a single parent (father or mother). There were 85 (65.39%) students who had both parents working, while 35 (26.92%) students said only one of their parents worked in the government or private sector and 10 (7.69%) as traders, open stalls, and other. A total of 98 (75.38%) students said they came from families classified as capable (rich) with a level of income of more than Rp. 20 million / month (\$ 1 = Rp. 14,000), while the remaining 32 (24.62%) stated that they came from families with income levels below Rp. 10 million / month. Most (68.23%) students said they had helpers who worked in their homes every day, while 31.77% said that they did not have helpers in their homes. All student respondents said they had private vehicles in the form of cars and/or motorbikes. As many as 45 (34.62%) students said that they were escorted or picked up by parents or family drivers, 38 (29.23%) students used motorbikes, and the remaining 47 (36.15%) students went to school on foot or took public transportation. In addition to participating in the school learning process, most (63.08%) students stated that they also took private lessons by calling teachers at home or from tutoring institutions, the rest (36.92%) of the students said that they carried out their own learning process at home.

4.2. Use of Guidance and Counselling

All respondents were aware of the existence of BK / GC teachers in their schools, even though they did not teach specific subjects in the classroom. The respondents also knew that BK / GC teachers were tasked with providing guidance and counselling services, both related to the learning process and problem solving for situations that disturbed students. Some of the respondents have utilized the BK / GC teacher functions in various ways as needed, especially the prevention, advocacy, distribution, improvement, and adjustment functions. Table 1 shows the respondent's answers regarding the use of the BK / GC teacher functions by students.

Table-1. Student respondents' answers regarding utilization of BK / GC functions (n = 130).

Sample school	Utilization (Function)*						
	SS	NS	Prev	Advo	Distr	Repair	Adjust
SMAN A, East Jakarta	18 (13,85)	12 (09,23)	4 (03,08)	18 (13,85)	27 (20,77)	8 (06,15)	5 (03,85)
SMAN B, Central Jakarta	19 (14,62)	13 (10,00)	6 (04,62)	26 (20,00)	26 (20,00)	4 (03,08)	3 (02,31)
SMAN C, Central Jakarta	18 (13,85)	16 (12,31)	4 (03,08)	20 (15,38)	17 (13,08)	6 (04,62)	8 (06,15)
SMAN D, South Jakarta	19 (14,62)	15 (11,54)	3 (02,31)	25 (19,23)	22 (16,92)	5 (03,85)	22 (16,93)
Total	74 (56,92)	56 (43,08)	17 (13,08)	89 (68,46)	92 (70,77)	23 (17,69)	6 (04,62)

Note: * Answer: Allow more than one.

Table 1 shows that the use of BK / GC functions by students is more directed to seeking guidance and counselling for channeling talents or hobbies, determining study programmes in schools, choosing study programmes for continuing university education, and choosing jobs and making career choices. The use of advocacy functions by students was also relatively large, especially with regards to finding alternative solutions to problem solving (both in the family environment, with peer relations, and at school), choosing a direction for problem-solving when decision making, taking actions that need to be realized, and sustaining a resolution to a problem. The use of the repair, adjustment, and prevention functions was relatively small and more related to students' problems with adjustments to peers, disputes between students, or resolving student pressures and learning difficulties.

4.3. CFA

4.3.1. Validity Test Results

Ghozali and Latan (2012) suggested that a confirmatory factor analysis (CFA) be conducted to test the dimensionality of a construct or variable. CFA must be implemented as a test of validity and reliability to determine

whether indicator variables truly form the latent variables studied (Haryono and Wardoyo, 2017). The validity test was performed to determine whether the question items meet the standardization value of the factor. If the value of the standard loading factor is greater than 0.5, the question item is valid (Ghozali and Latan, 2012). Table 2 shows that all items in the statement or indicator in this study were valid because they had a loading value greater than 0.5.

Table-2. Results of CFA validity.

Variable	Indicator	Loading factor	Conclusion	Variable	Indicator	Loading factor	Conclusion
KSI1	x1	0.86	Valid	ETA1	x21	0.70	Valid
	x2	0.79	Valid		x22	0.71	Valid
	x3	0.75	Valid		x23	0.85	Valid
	x4	0.85	Valid		x24	0.82	Valid
KSI2	x5	0.81	Valid	ETA2	x25	0.9	Valid
	x6	0.75	Valid		x26	0.91	Valid
	x7	0.85	Valid		x27	0.86	Valid
	x8	0.91	Valid		x28	0.63	Valid
KSI3	x9	0.73	Valid	ETA3	x29	0.77	Valid
	x10	0.72	Valid		x30	0.78	Valid
	x11	0.69	Valid		x31	0.85	Valid
	x12	0.55	Valid		x32	0.92	Valid
KSI4	x13	0.77	Valid	ETA3	x33	0.92	Valid
	x14	0.69	Valid		x34	0.87	Valid
	x15	0.87	Valid		x35	0.88	Valid
	x16	0.70	Valid		x36	0.74	Valid
KSI5	x17	0.87	Valid				
	x18	0.52	Valid				
	x19	0.88	Valid				
	x20	0.80	Valid				

Source: Study the influence of the prevention, advocacy, distribution, repair, and adjustment functions of teacher guidance and counseling on the psychosocial conditions, self-reliance, and competence of high school students in the DKI Jakarta province.

4.4. Goodness of Fit (GOF) Test

The structural model analysis in SEM began with testing the suitability of the overall model, which was based on the goodness-of-fit Index (GFI) indicator of the LISREL output (Hair et al., 2010). Overall, a summary of the critical values from the model compatibility test is shown in Table 3.

Table-3. GOF test results.

Size Degree of match	Value	Acceptable level of compatibility	Conclusion
Goodness of Fit Indices (GFI)	0.65	GFI \geq 0,9	Marginal Fit
Root Mean Square Error of Approximation (RMSEA)	0.97	RMSEA \leq 0,08 (good fit)	Marginal Fit
Normed Fit Index (NFI)	0.91	NFI $>$ 0,90	Good Fit
Adjusted GFI (AGFI)	0.59	AGFI \geq 0, 90	Marginal Fit
Comparative Fit Index (CFI)	0.94	CFI $>$ 0,90	Good Fit
Incremental Fit Index (IFI)	0.94	IFI $>$ 0,90	Good Fit
Relative Fit Index (RFI)	0.91	RFI $>$ 0,90	Good Fit

Source: Study the influence of the prevention, advocacy, distribution, repair, and adjustment functions of teacher guidance and counseling on the psychosocial conditions, self-reliance, and competence of high school students in the DKI Jakarta province.

The model match test results showed that RMSEA was smaller than 0.08; therefore, it was determined to be a good fit model. In addition, the results of testing CFI, IFI, NFI, and RFI met the suitability of the model in which each value was greater than 0.90, showing the data was a good fit.

4.5. Structural Model Results

Data processing results can be seen in the structural equation modelling (SEM) as follows.

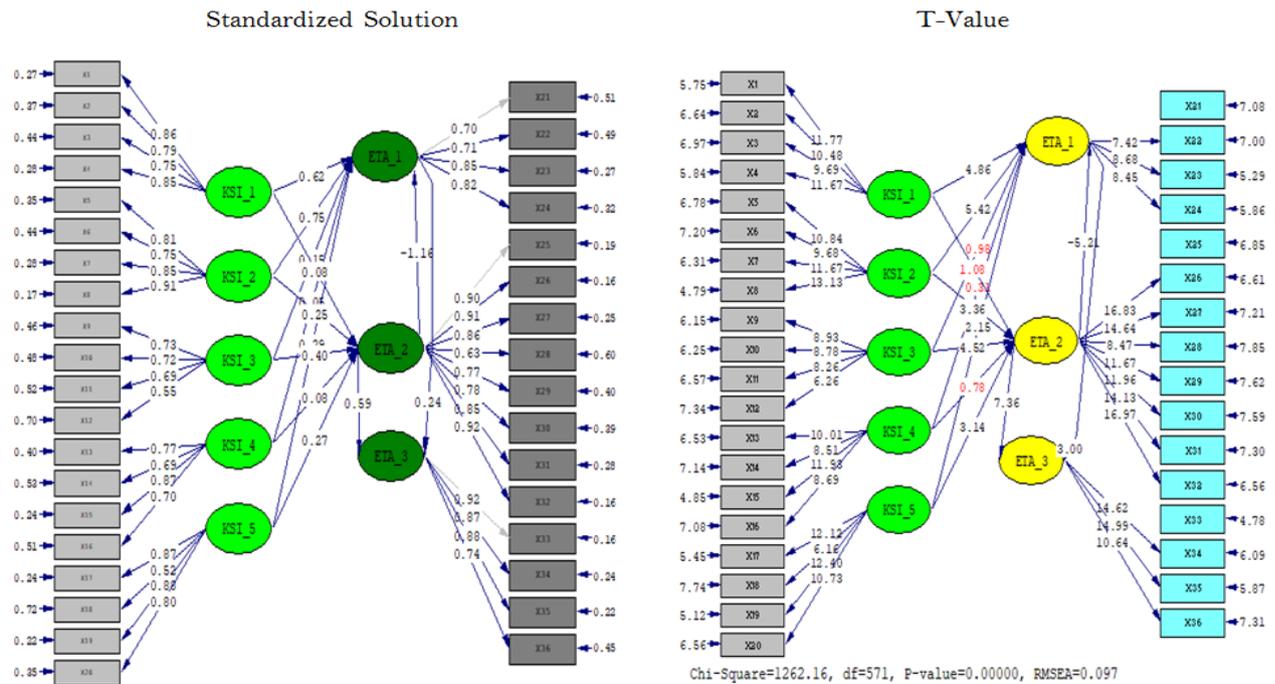


Figure-2. Structural model results study the influence of the prevention, advocacy, distribution, repair, and adjustment functions of teacher guidance and counseling on the psychosocial conditions, self-reliance, and competence of high school students in the DKI Jakarta province.
Source: Study the influence of the prevention, advocacy, distribution, repair, and adjustment functions of teacher guidance and counselling on the psychosocial conditions, self-reliance, and competence of high school students in dki jakarta province.

The hypothesis tests were conducted by examining the critical value (CR) at a 95% confidence level, or a 5% error (Figure 2). Table 4 shows that eleven hypotheses were accepted by obtaining a value of t which was greater than 0.05 or 1.96 (Hair et al., 2010).

Table-4. Hypothesis test results.

No.	Hypothesis	Loading	T-Value	Conclusion
1.	Prevention (KSI1) towards Psychosocial (ETA1)	0,62	4.86	Hypothesis is accepted
2.	Advocacy (KSI2) towards Psychosocial (ETA1)	0,75	5.42	Hypothesis is accepted
3.	Distribution (KSI3) towards Psychosocial (ETA1)	0,15	0.98	Hypothesis is rejected
4.	Repair (KSI4) towards Psychosocial (ETA1)	0,05	0,31	Hypothesis is rejected
5.	Adjustment (KSI5) towards Psychosocial (ETA1)	0,29	2.15	Hypothesis is accepted
6.	Prevention (KSI1) towards Self-Reliance (ETA2)	0,08	1.08	Hypothesis is rejected
7.	Advocacy (KSI2) towards Self-Reliance (ETA2)	0,25	3.36	Hypothesis is accepted
8.	Distribution (KSI3) towards Self-Reliance (ETA2)	0,40	4.52	Hypothesis is accepted
9.	Repair (KSI4) towards Self-Reliance (ETA2)	0,08	0.78	Hypothesis is rejected
10.	Adjustment (KSI5) Self-Reliance (ETA2)	0,27	3.14	Hypothesis is accepted
11.	Self-Reliance (ETA2) towards Psychosocial (ETA1)	-1.16	-5.21	Hypothesis is rejected
12.	Psychosocial (ETA1) towards Student Competency (ETA3)	0,24	3.00	Hypothesis is accepted
13.	Self-Reliance (ETA1) towards Student Competency (ETA3)	0,59	7.36	Hypothesis is accepted

Source: Study the influence of the prevention, advocacy, distribution, repair, and adjustment functions of teacher guidance and counseling on the psychosocial conditions, self-reliance, and competence of high school students in the DKI Jakarta province.

While the above analyses described the relationship to the outcome variables, each indicator in this study also contributed to exogenous and endogenous variables. To estimate the results, the relationship between variables and indicators could be seen from the coefficient values in the model. The factor load coefficient or high coefficient was evidence that the measured variable or factor represents the underlying construction. Table 5 overleaf shows the relationship between variables and indicator variables.

Table-5. Results test of the relationship of exogenous variables with indicators of endogenous variables.

Variable	Indicator	Measurement equations	Loading value	Construct coefficient	Contri-bution
Prevention (KSI1)	x1 = Learning pressure	$x_1 = \lambda_1 \text{Learnpressure} + \delta_1$	0.27	0.86	1.13
	x2 = Difficulty learning	$x_2 = \lambda_2 \text{Difflearning} + \delta_2$	0.37	0.79	1.16
	x3 = Absent	$x_2 = \lambda_2 \text{Absent} + \delta_2$	0.44	0.75	1.19
	x4 = Dropout	$x_4 = \lambda_4 \text{Dropout} + \delta_4$	0.28	0.85	1.13
Advocacy (KSI2)	x5 = Advise	$x_5 = \lambda_5 \text{Advise} + \delta_5$	0.35	0.81	1.16
	x6 = Decision-making	$x_6 = \lambda_6 \text{Decmaking} + \delta_6$	0.44	0.75	1.19
	x7 = Action / treatment	$x_7 = \lambda_7 \text{Action} + \delta_7$	0.28	0.85	1.13
	x8 = Follow-up	$x_8 = \lambda_8 \text{Followup} + \delta_8$	0.17	0.91	1.08
Distribution (KSI3)	x9 = Talent / hobby	$x_9 = \lambda_9 \text{Talent} + \delta_9$	0.46	0.73	1.19
	x10 = Programme study	$x_{10} = \lambda_{10} \text{Progstudy} + \delta_{10}$	0.48	0.72	1.20
	x11 = Continuation of study	$x_{11} = \lambda_{11} \text{Continustudy} + \delta_{11}$	0.52	0.69	1.21
	x12 = Job career	$x_{12} = \lambda_{12} \text{Jobcareer} + \delta_{12}$	0.70	0.55	1.25
Adjustment (KSI5)	x17 = Participation	$x_{17} = \lambda_{17} \text{Participation} + \delta_{17}$	0.24	0.87	1.11
	x18 = Cooperation	$x_{18} = \lambda_{18} \text{Cooperation} + \delta_{18}$	0.72	0.55	1.27
	x19 = Insulation	$x_{19} = \lambda_{19} \text{Insulation} + \delta_{19}$	0.22	0.88	1.10
	x20 = Conflict/Deviant	$x_{20} = \lambda_{20} \text{Conflict} + \delta_{20}$	0.35	0.80	1.15
Psychosocial (ETA1)	x21 = Strengthening of identity	$x_{21} = \lambda_{21} \text{Identity} + \delta_{21}$	0.51	0.70	1.21
	X22 = Solidarity	$x_{22} = \lambda_{22} \text{Solidarity} + \delta_{22}$	0.49	0.71	1.20
	x23 = Self-awareness	$x_{23} = \lambda_{23} \text{Selfaware} + \delta_{23}$	0.27	0.85	1.12
	x24 = Emotional control	$x_{24} = \lambda_{24} \text{Emotional} + \delta_{24}$	0.32	0.82	1.14
Self-reliance (ETA2)	x25 = Responsibility	$X_{25} = \lambda_{25} \text{Responsibility} + \delta_{25}$	0.19	0.90	1.09
	x26 = Initiative	$X_{26} = \lambda_{26} \text{Initiative} + \delta_{26}$	0.16	0.91	1.07
	x27 = Trust	$X_{27} = \lambda_{27} \text{Trust} + \delta_{27}$	0.25	0.86	1.11
	x28 = Discipline	$X_{28} = \lambda_{28} \text{Discipline} + \delta_{28}$	0.60	0.63	1.23
	x29 = Commitment on the task	$X_{29} = \lambda_{29} \text{Comtask} + \delta_{29}$	0.40	0.77	1.17
	x30 = Tolerant	$X_{30} = \lambda_{30} \text{Tolerant} + \delta_{30}$	0.39	0.78	1.17
	x31 = Act honestly	$X_{31} = \lambda_{31} \text{Honestly} + \delta_{31}$	0.28	0.85	1.13
	x32 = Obey the rules	$X_{32} = \lambda_{32} \text{Obey} + \delta_{32}$	0.16	0.92	1.08

Source: Study the influence of the prevention, advocacy, distribution, repair, and adjustment functions of teacher guidance and counseling on the psychosocial conditions, self-reliance, and competence of high school students in the DKI Jakarta province.

5. DISCUSSION

Table 4 shows that out of thirteen hypotheses, eight were accepted, while the other five hypotheses were rejected. Three accepted hypotheses were the effect of prevention function variables (KSI1), advocacy function variables (KSI2), and adjustment functions variables (KSI5) on psychosocial variables. Three other hypotheses that were accepted are advocacy function variable (KSI2), distribution function (KSI3), and adjustment function (KSI5) for the self-reliance variable. Other accepted hypotheses were the influence of psychosocial variables (ETA1) and self-reliance (ETA2) on student competence (ETA3).

The rejected hypotheses were the effect of distribution function variables (KSI3) on psychosocial variables (ETA1), repair function variables (KSI4) on psychosocial variables (ETA1) and self-reliance variables (ETA2), prevention function variables (KSI1) on the self-reliance variable (ETA2), and the self-reliance variable (ETA2) on psychosocial variables (ETA1).

The hypothesis test results showed that the prevention function variable (KSI1) had an influence on psychosocial variables (ETA1), and vice versa towards the self-reliance variable (ETA2). This means that the prevention function in the provision of guidance and counselling by BK / GC teachers has a positive effect on psychosocial development of students, but not on self-reliance. Table 5 shows the indicator school absenteeism (x3) contributed the highest value of 1.19 to the prevention function variable, followed by the indicators learning difficulties (x2) of 1.16, and learning pressures (x1) and dropouts (x4) of 1.13. BK / GC teachers are often involved with the school absentee indicator (x3) in carrying out the task of guidance and counselling. A group of students usually defaults to hanging out at the mall, a cafe, a shop, or the roadside. However, these actions are usually only categorized as violations with minor sanctions in the form of a reprimand. Sanctions that involve students being fired from school are rare, except for serious violations, which include being aggressive in fighting, stealing, crime, using narcotics, and others.

The results of the hypothesis test also showed that the advocacy function variable (KSI2) had an influence on psychosocial variables (ETA1) and the self-reliance variable (ETA2) with each coefficient number of 0.75 (T-value 5.42) and 0.25 (T-value 3.36). This means that the advocacy function variable (KSI2) has a positive influence on both variables (ETA1 and ETA2). In Table 5, the decision-making indicator (x6) shows the highest contribution of 1.19 to the advocacy function variable (KSI2), followed by the advice indicator (x5) of 1.16, the action/treatment indicator (x7) of 1.13, and the sustainability indicator (x8) amounts to 1.08. These results can be interpreted as being that students who seek guidance and counselling from BK / GC teachers prefer to get concrete decisions in overcoming problems, and not pursue things that must be dealt with repeatedly. From the results of interviews with BK / GC teachers, it was found that students were reluctant to repeatedly participate in guidance and counselling, so often the results achieved were considered less effective in overcoming student problems.

The variable distribution function (KSI3) had no effect on psychosocial variables (ETA1) but had an influence on the self-reliance variable (ETA2) with a coefficient of 0.40 (T-value 4.52). This means that the distribution function variable has a positive influence on fostering student self-reliance, but not on psychosocial development. Table 5 shows the contribution of the highest value to the distribution function variable was shown through career indicators (x12) of 1.25, followed by continuity indicators (x11) of 1.21, indicators of programme study (x10) determination of 1.20, and talent/hobby indicators of 1.19. It was found that more students came to ask for guidance and counselling about work careers that were suitable for them in the future, as well as the selection of suitable study programmes for the continuity of their university education. Students ask less about the choice of study programmes at school because they are usually determined by the school based on the student's learning achievement. Likewise, students do not ask for guidance and counselling regarding the distribution of talents during their studies in high school.

The hypothesis test results indicated that the adjustment function variables (KSI5) had an influence on psychosocial variables (ETA1) and self-reliance variables (ETA2), each of which is 0.29 (T-value 2.15) and 0.27 (T-

value 3.14). These results also showed that the effect of the adjustment function variable was greater on students' self-reliance variables than psychosocial variables. In Table 5, the contribution of cooperation (x18) indicator had the highest value of 1.27 towards the adjustment function variable (KSI5). This can be interpreted in the function of adjustment that BK / GC teachers face more problems related to cooperation between students followed by contributions of indicators of conflict and social deviants (x20) of 1.15, participation (x17) of 1.11, and insulation (x19) of 1.10.

Although not all function variables studied in this paper had an influence on psychosocial variables (ETA1) and self-reliance variables (ETA2), an intermediate variable had an influence on student competency variables. The hypothesis test results showed that psychosocial variables had an influence with a coefficient of 0.24 (T-value 3.00) and self-reliance variable of 0.59 (T-value 7.35). In Table 5, the indicator that contributed the greatest value to the psychosocial variable was the strengthening of student identity (x21) of 1.21, followed by an increase in the sense of solidarity indicator (x22) with a contribution value of 1.20, emotional control indicator (x24) with a contribution value of 1.14, and the self-awareness indicator (x23) with a contribution value of 1.12. This means that the guidance and counselling functions of BK / GC teachers are able to instil psychosocial development of students in strengthening self-identity, friendship solidarity, emotional control, and self-awareness of the status and roles expected by their environment, so that it ultimately has a positive effect on achieving good student competency in encouraging creativity, the ability to think critically and collaborate, and the ability to communicate ideas and thoughts.

This is similar to the self-reliance variable (ETA2), which had a higher influence than psychosocial variables (ETA1) on student competency variables (ETA3). In Table 5, the disciplinary indicator (x28) shows the highest contribution of 1.23 to the self-reliance variable (ETA2), followed by the commitment indicator to carry out the tasks at home and school (x29) and the tolerant indicator (x30) with a contribution value of 1.17, the honesty indicator (x31) is 1.13, and the responsibility indicator (x25) is 1.09. All indicators in the self-reliance variable ultimately had a positive influence on student competence.

6. CONCLUSION

Although the results of the hypothesis test indicate that not all guidance and counselling functions are acceptable, it cannot be ignored that the presence of BK / GC teachers in schools is very important in developing psychosocial conditions and self-reliance of students. The description above shows that the variables of prevention, advocacy, and adjudication functions have a positive influence on the development of psychosocial conditions of students, while advocacy, distribution, and adjustment function variables have a positive influence on the development of self-reliance conditions. Psychosocial variables and self-reliance are able to be intermediate variables in influencing student competence.

Because of the benefits of the counselling and counselling functions of BK / GC teachers that can be seen from this research, this type of teacher should be widely available in high schools in the territory of Indonesia. The data for the 2017 records show that there are 22,993 high schools (public and private) in Indonesia with more than 4 million students. In these high schools, there were 10,225 status BK teachers, and only 418 with an actual educational background in guidance and counselling. Schools in Indonesia still lack as many as 92,572 BK / GC teachers (MOEC Republic of Indonesia, 2017). In DKI Jakarta Province, there are as many as 585 high schools with more than 200,000 students and only 529 BK / GC teachers (MOEC, 2017). The ratio of BK / GC teachers to students in DKI Jakarta provincial high schools is 1:2645, meaning that one BK / GC teacher must handle as many as 2,645 students, even though the ideal ratio of BK / GC teachers to students is 1:150 (Kompas.com, 2013).

On that basis, the government and universities should pay attention to the procurement of these BK / GC teachers, especially when faced with a rapidly changing life. BK / GC teachers are proven to be able to provide students with psychosocial development and self-reliance and have a positive influence in fostering student

competency. The presence of BK / GC teachers in schools allows them to optimally carry out their functions of providing guidance and counselling to students, especially in directing the selection of university study programmes and future careers. The provincial government is advised to collaborate with universities to provide BK / GC teachers.

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