



PERFORMANCE CULTURE AS AN ENHANCEMENT ASPECT OF COUNSELOR PROFESSIONAL COMPETENCY

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Abstract: The aim of this study is to find out the performance culture of teacher's guidance and counseling in schools that become aspects of professional competence booster. The scope of this study covers five dimensions of performance culture: Power distance, Uncertainty avoidance, individualism-collectivism, masculinity-femininity, and time orientation. The method used is descriptive analysis. The results of this study are to show low criteria in dimension Power distance, height in the dimension of uncertainty avoidance is collectivism, femininity and has long-term oriented time.

Keywords: Performance Culture, Professional Competence Counselor.

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INTRODUCTION

As is commonly understood, certain community cultures consist of values, understandings, assumptions, and shared goals that are learned from previous generations, which are formed by members of the present society and move on to the next generation. As a result, culture (local culture, national culture) will also affect the organization, as well as the people in the organization. In this connection, an accurate understanding of local culture and the local environment can give people the advantage of understanding and developing intercultural knowledge and skills, which are now very important for productive life and success in this challenging global world.

The school is a learning organization (Riyanto, 2009) whose members consist of various cultures. The school is also an organization whose success goals are largely determined by the leadership style and organizational

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paradigm that is shared by all school components including guidance and counseling.

Regardless of the role of the leader, the guidance and counseling teacher in the school has an important role to help the whole school organization achieve its stated goals. The problem of guidance and counseling teachers according to Kartadinata (1999: 415) is that there is too much administrative work, so there is a gap between expectations and reality in the services provided. The gap referred to is (1) equipment that is not attractive; (2) BK room that is not comfortable; (3) BK teachers do not understand the feelings that are being experienced by students; (4) BK teachers who do not provide services while they are busy; (5) BK teachers do not provide exact schedules when services will be provided (Yusuf & Nurihsan, 2006). Besides that, it is emphasized by the research conducted by Muqodas (2011) about the quality of guidance and counseling services that are in the basic category. This shows that the counselor provides services to the goals set regardless of ways, strategies or personal conditions or appearance. These problems indicate that in fact the professional competency of the counselor is not well implemented.

Every organization has a performance standard, no exception at school. Performance culture (Reid, 2005; Aiken & Keller, 2007) is an assumption that is learned by someone based on daily behavior at work. A performance culture can drive an organization, both its actions and results. Directing how members think, act and feel. The performance culture according to Aiken and Keller (2007) can be seen based on (1) Alignment of direction: everyone understands and agrees to the goals collectively; (2) Quality of interaction between members: people work together efficiently and effectively as a team, with a sense of belonging. The meeting process is clear; effective decision making; people get rid of each other's egos. The conflict escalates and is resolved constructively; There are real trust and communication; (3) Sense of renewal: team goals are very meaningful on a personal level. The feeling of wanting to make a difference is greater than what a person can do. Team members stretch, excited, learning from each other. People get out of their comfort zones.

Understanding cultural differences in work-related values, divided into five dimensions (Hofstede & Hofstede, 2005), namely: Distance of power, Organizations need vertical or hierarchical relationships based on status and power. Differentiating people according to their roles, functions, and positions

is very important for the success of an organization's operations. Various statuses given to different individuals in the hierarchy come with certain benefits, rights, privileges, and strengths that are not given to others. The "chain of command" in an organization identifies players and their roles.

The basic hierarchical relationship is between the boss and his direct subordinates. In most cases, a member is involved in a hierarchical relationship with people of higher status and with others of lower status. People in each culture develop ways to interact with others according to differences in status that exist between the individual and the person with whom he interacts. Power Distance refers to the extent to which different cultures encourage or maintain power and status differences between interactants. Organizations (and cultures) that are high on Power Distance can develop rules, mechanisms, and rituals that serve to maintain and strengthen the status relationship among its members. Low culture on Power Distance minimizes these rules and habits.

Uncertainty avoidance, which can be defined as the extent to which members of a culture feel threatened by situations that are unclear or unknown (Hofstede & Hofstede, 2005). Uncertainty avoids dealing with people's tolerance of uncertainty and ambiguity; it ultimately refers to humanity's search for the Truth. This shows the extent to which culture forces its members to feel uncomfortable or uncomfortable in unstructured situations. The unstructured situation is novel, unknown, surprising, and different from usual.

The high uncertainty of avoidance culture tries to minimize unstructured conditions and situations with strict rules and regulations, safety and security measures, and at a philosophical and religious level, with the belief in the True Truth; 'There is only one Truth and we have it'!.

Individualism-collectivism, according to Matsumoto and Juang (2013, p. 405) basically individualism-collectivism is the degree to which individuals want to sacrifice personal goals for the benefit of the group. Personal/professional arrogance will form an individualistic culture, where little sacrifice for the group and prioritize individual goals and desires. While collectivistic is too compliant with organizational policies and more appropriate in group behavior Harmony in groups is needed to improve performance productivity. Between individualism and collectivism, there is a vertical and horizontal relationship.

Masculinity-femininity, a society called masculine when emotional gender roles are clearly different; Men should be assertive, tough and focus on material success, whereas women should be simpler, gentler and care about the quality of life (Hofstede & Hofstede, 2005). A society is called feminine when emotional gender roles overlap: men and women should be simple, gentle, and care about the quality of life (Hofstede & Hofstede, 2005).

Time orientation, divided into long-term and short-term orientation. Long-term orientation is oriented towards future appreciation, specifically, perseverance and savings. Short-term orientation is related to past and present traditions, in particular, respecting tradition, preservation and fulfilling social obligations (Hofstede & Hofstede, 2005).

METHODS

The method used in this research is descriptive analysis. This research was conducted on 25 guidance and counseling teachers. The research instrument used in this study was an instrument adapted from Hofstede & Hofstede (2005). To deepen the research, interviews, and observations were added to 4 guidance and counseling teachers and two schools. The results of the reliability can be seen in table 1.

Table 1
Reliability Results

Work Values	Cronbach Alpha
Strength Distance	.720
Uncertainty Avoidance	.733
Individualism-Collectivism	.723
Masculinity-Femininity	.761
Long-term orientation - Short	.774

RESULTS AND DISCUSSION

The results of this study are illustrated in table 2.

Table 2
Performance Culture

No	Dimension	Skor	Category
1	Strength Distance	42	Low
2	Uncertainty Avoidance	61	High
3	Individualism-Collectivism	49	Collectivism
4	Masculinity-Femininity	65	Masculine
5	Long-term orientation - Short	62	Long Term Orientation

Based on table 2 it can be seen that the cultural value of teacher guidance and counseling performance is low in terms of the strength of each position in school, high in avoiding uncertainty, the nature of performance culture is collectivism, masculine and long-term oriented.

This study shows that the school as an organization is culturally unique. The low power distance in the culture of teacher guidance and counseling performance shows that the counselor actually views all colleagues as equals. There are no restrictions on professional communication for organizational purposes. The avoidance of high uncertainty indicates that the performance culture of the guidance and counseling teacher provides a high level of stress (Matsumoto & Juang, 2013). The high confusion, stress, and anxiety faced by the guidance and counseling teacher can come from a variety of things. This must be reduced for the service provided to the counselee. The culture of collectivism performance in the guidance and counseling teacher provides an understanding that the guidance and counseling teacher should prioritize the interests of the group rather than his own interests.

The masculine performance culture provides an illustration that teacher guidance and counseling must be assertive, competitive, dominant and achievement-oriented (Matsumoto & Juang, 2013). Whereas the cultural long-term orientation with the Long-term Orientation is based on two principles: (1) Unequal status relations lead to stability; (2) There is a unique relationship of all social organizations.

Performance culture in organizations has a variety of functions, including 1) conveying a sense of identity to members of the organization, 2) facilitating commitment to something greater than oneself, 3) increasing social stability, 4) providing premises (points of opinion) that accepted and recognized for decision making (French, Kast, & Rosenzweig, 1985, p. 954).

An organization can be said to be successful by seeing a lot of factors, including by seeing the good or bad performance of its members. Performance is often interpreted as a success that can be achieved. According to Bernardin & Russel (1993), performance is a record of outcomes that result from a particular job function or activity over a certain period of time (performance is defined as the record of outcomes produced a specified job function or activity during a specified time period). Meanwhile, according to Vroom (1962) defines performance as the degree to which a person's success can carry out their duties. Porter & Lowler (1974) states performance as the achievement of

success (successful role achievement) obtained by someone from his actions. Organizational performance is a synergy of the performance of all members and all teams/business units. The performance of a member is the work of a person in relation to his position in the organization. Human/member work includes physical work and thought work (creativity). According to Gibson (2005) states that there are three variables that affect performance, including 1) individual variables, consisting of abilities and skills such as mental and physical, 2) organizational variables, consisting of human resources, leadership, reward, structure and motivation, 3) psychological, namely perception, attitude, personality, learning and motivation. According to Manullang (1987), the factors that influence performance are: 1) individual variables including years of service, age, personality traits, gender, education, achievement motivation, 2) situational variables including work methods, work arrangements and equipment, physical environment, organizational policies, types of training and supervision.

CONCLUSIONS

This study shows that various problems and obstacles faced by teachers of guidance and counseling/counselors in schools. A counselor with his competence must provide professional services as well. Understanding the culture of counselor performance is a basic capital to strengthen professional competencies that are already owned. Weaknesses in guidance and counseling in services should be covered by other members of the organization. Skills in cultural management can provide effectiveness in communication and coordination between members. While the characteristic performance culture of the guidance and counseling teacher can provide clarity of professional identity that is owned beside it will also strengthen the professional competence of the guidance and counseling teacher itself.

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