

TRAINING OF COMMUNICATION BASIC SKILL TO DEVELOP PROFESSIONAL COMPETENCE OF COUNSELING AND GUIDANCE TEACHERS

Bahar Karim Usman

College of Teacher Training and Education of Muhammadiyah Barru
Jl. K.H. Ahmad Dahlan No.2 Barru
Email: usman_phd@stkipmb.ac.id

Roslina Math

College of Teacher Training and Education of Andi Matappa
Jl. Andi Mauraga No 70 Kabupaten Pangkep
Email: roslina6354math@gmail.com

Abstract:

This study aims to elaborate the forms and results of the application of basic communication skill training in developing the professional competence of guidance and counseling teachers. The subject of the current research is a guidance and counseling teacher who is on duty at SMK Dirgantara, Makassar City. The research method is quantitative descriptive, namely numerical data obtained by using a questionnaire is used as the determinant factor in achieving the results of the research. The data is then described based on theoretical studies to support the finding data. The type of this research is *ex post facto* with a simple regression formula. From the result of the research and the analysis, three basic types of communication skills that are applied by counseling guidance teachers in developing professional competence are found, namely identification of the communication process, skills of receiving and conveying information, and choosing the right communication media. Furthermore, it is concluded that training of basic communication skills does not have a significant effect on the development of teacher professional competence at SMK Dirgantara Makassar. This is indicated by the regression line formed namely the mathematical relationship between the independent variable (training of basic communication) with the dependent variable (the development of the teacher professional competence).

Abstrak:

Penelitian ini bertujuan untuk mengelaborasi bentuk dan hasil penerapan latihan keterampilan dasar komunikasi dalam mengembangkan kompetensi profesional guru bimbingan dan konseling. Subjek penelitian adalah seorang guru BK di SMK Dirgantara Makassar. Metode penelitian ini adalah deskriptif kuantitatif, yaitu menggunakan data angka-angka yang diperoleh melalui kuesioner sebagai patron penentu dalam mencapai hasil perhitungan penelitian. Data tersebut kemudian dideskripsikan berdasarkan kajian teori untuk mendukung data temuan. Jenis penelitian ini adalah *ex post facto* dengan rumus regresi sederhana. Dari hasil penelitian dan analisisnya, ditemukan tiga macam keterampilan dasar komunikasi yang diterapkan oleh guru BK dalam mengembangkan kompetensi profesional yaitu identifikasi proses komunikasi, keterampilan menerima dan menyampaikan informasi, dan pemilihan media komunikasi yang tepat. Ditemukan juga bahwa latihan keterampilan dasar komunikasi tidak memiliki pengaruh yang signifikan terhadap pengembangan kompetensi profesional guru BK di SMK Dirgantara Makassar.

Kata kunci: Latihan, Keterampilan Dasar Komunikasi, Kompetensi Professional

INTRODUCTION

To achieve success in the teaching and learning process, one of the supporting factors is a positive relationship between teacher and student. With the formation of the positive relationship, the teacher's guidance and direction will be maximally received by students. According to Brown (2000) the teacher's basic skill in communication to create a positive relationship with students is the basis for building a conducive environment and atmosphere to support the guidance process. Thus, a positive relationship is

needed as an initial condition to be able to achieve maximum learning outcomes.

In the National Education System it is mentioned that education is carried out by developing a culture of reading, writing, and arithmetic for all citizens (Depdiknas, 2008). Reading and writing are parts of communication skills. The law also explains that teachers, lecturers, tutors, lecturers, facilitators, and instructors are tasked with developing the potential and independence of students in making decisions and choices to create a productive, prosperous life and care for the

general good. This includes teacher guidance and counseling services. A guidance and counseling teacher should be an expert in providing guidance and counseling, especially in the education path. The complete figure of the counselor's competencies includes academic and professional competence as a whole. Academic competence is the scientific foundation of tips for implementing professional guidance services.

Academic competence is the foundation for developing professional competence, which includes four aspects. Firstly, deeply understand guidance services. Secondly, they must master the foundation and theoretical framework of guidance and counseling. Thirdly, providing independent guidance and counseling services, and the last develop personal and professional counselors on an ongoing basis (Dunning et al., 2004).

Regarding the competency of counseling guidance a teacher must be able to master the concepts of all existing competencies and their requirements, so that when carrying out their duties there is no chaos or monotonous strategy. Therefore the teacher does his duty not for himself but a teacher does his duty for all interests in educating children for the Nation and the State. Teacher competencies include four competencies, namely pedagogic, personality, social, and professional competencies. Gay, Mills, and Airasian (2006) stated that competence is a very important factor for a teacher, and therefore the quality and productivity of teacher work must show professional and quality behavior and behavior.

A guidance and counseling teacher needs to dig deeper and increase his professional competence. Teachers do not just carry out their duties just as they are. Therefore, basic training in counseling communication is needed to improve the teacher's professional competence of guidance and counseling. Related to the teacher's guidance counseling task at school, which is to help students in developing their personal lives. This means helping students to understand or know the value of their talents, interests and abilities.

SMK Dirgantara Makassar has three guidance and counseling teachers. This is proportional to the number of students who are not too many. Their communication skills must still be trained and improved. It aims to provide guidance to students with their various problems. One of the three teachers was chosen as the research subject.

Then this research was carried out with the first objective was to find out the basic forms of communication skills that are applied to counseling guidance teachers at SMK Dirgantara Makassar. The second objective was to elaborate how the training of basic communication skills influenced in developing the professional competence of counseling and guidance teacher at SMK Dirgantara Makassar.

LITERATURE REVIEW

Basic Communication Skills

To be effective, teachers must use their communication skills so that they can hear and know verbal, non-verbal messages, and verbal and non-verbal responses. According to Okun (2002) it is very important to understand non-verbal communication because this is the basis for the creation of relations between humans. We must interpret body gestures, texture, facial expressions, spatial relationships, appearance, and cultural characteristics. Thus, communication skills are the fundamental basis of a relationship that can be learned and practiced in different formations, so that each supervisor has the opportunity to improve these communication skills.

Communication skills must be possessed by a professional counselor. For this reason, basic skills are needed. In their research, Brigman and Campbell (2003) found that in general the guidance process was divided into three stages. As an initial step is the identification of problems. The second stage is the middle part of working with problems. As the third stage is the final stage, namely the effort of action to resolve the problem. To carry out these three stages successfully, communication skills are the main asset.

Basic communication techniques are basic skills that can be used to help teachers in exploring students' feelings both from verbal and non-verbal behavior in an effort to understand themselves and understand the changes that occur in their lives (Hackett & Lent, 1992). From this definition it can be seen that the basic skills of communication in counseling are not only verbal responses and observations, but also nonverbal. That skill is used to help students by observing verbal and non-verbal behavior.

Herrnstein and Murray (1994) proposed four basic communication skills.

1. Perceiving non-verbal messages

Gestures, postures, facial expressions, spatial relationships, appearance, and cultural characteristics must be interpreted and considered in providing guidance. Feature examples of non-verbal messages are eyes full of tears, open, closed, too much flickering, mouth Smiling, biting on lips, licking lips, fast voice, jerky, high-pitched, whispering, etc.

2. Hearing verbal messages

We all recognize the need to be able to listen to verbal messages well and sometimes we are required to be able to accurately restate someone's simple verbal messages in certain situations. It is divided into two parts namely verbal cognitive messages and verbal affective messages.

3. Responding verbally and nonverbally

The espon is defined as the presence of verbal and nonverbal and real messages and relies on the thoughts and feelings of the client. In helping students, guidance teachers must respond by not increasing their understanding of what is a wrong, but rather helping student to identify and interpret feelings, and add understanding of what they express.

4. Advance verbal response skill

In establishing relationships with students, the teacher must continue to develop patterns in responding verbally that are congruent to the type of problem involved and the stage of the relationship helping. Here are types of verbal responses: minimizing verbal responses, paraphrasing, probing, reflecting, clarifying, checking out, interpreting, confrontation, informing, and summarizing.

In line with the above opinion, Ioana and Pușcașu (2015) in their research, found that in general these responses can be grouped into various basic communication counseling techniques, which are as follows.

1. Attending

Attending is the skill or technique used by counselors to focus on the client so that clients feel valued and fostered the conducive atmosphere, and clients are free to express their thoughts, feelings or behavior. Example: gestures, facial expressions, and eye contact.

2. Opening

Opening is a skill/ technique for opening/ starting communication and counseling relationships. Example: welcoming the

client's presence and discussing neutral topics such as answering greetings, inviting sitting, etc.

3. Acceptance

Acceptance is a technique used by the counselor to show interest and understanding of the things expressed by the client. For example: nodding heads, etc.

4. Restatement

Restatement is a technique used by the counselor to repeat/ restate the client's statement (in whole or in part) that is considered important.

5. Reflection of feeling

Reflection of feeling is a technique used by the counselor to reflect the feelings/ attitudes contained behind the client's statement.

6. Clarification

Clarification is a technique used to re-express the contents of client statements using new and fresh words. For example: its core, at its base, etc.

7. Paraphrasing

Paraphrasing is the word of the counselor to restate the essence of the client's utterances. For example: "yes", "right" spontaneously from the client.

8. Structuring

Structuring is a technique used by the counselor to provide boundaries/ restrictions so that the counseling process runs in accordance with what is the goal in counseling.

9. Leading

Leading is a technique/ skill used by the counselor to direct the client's conversation from one thing to another directly this skill is often also called the questioning skill.

10. Silence

Silence is a quiet atmosphere; there is no verbal interaction between counselor and client in the counseling process.

11. Reassurance

Reassurance adalah is a skill/ technique used by the counselor to provide support / reinforcement to the client's positive statements so that he becomes more confident and confident.

12. Rejection

Rejection is a skill/ technique used by the counselor to prohibit the client from making plans that will endanger / harm him or others.

13. Advice

Advice is skills/ techniques used by the counselor to provide advice or advice for the client so that he is clearer about what will be done.

14. Summary

Summary is a skill/ technique used by the counselor to conclude or summarize what the

15. Confrontation

Confrontation is a skill / technique used by the counselor to show gaps, discrepancies or increments in the client then the counselor feeds back to the client

16. Interpretation

Interpretation is a skill/ technique used by a counselor where or because the client's behavior is interpreted/ suspected and understood by being communicated to the client. In addition, in the interpretation the counselor explores and the meaning contained behind the client's words or behind the actions that he has told. Aiming at helping clients better understand themselves when clients are willing to consider with an open mind.

17. Termination

Termination is a skill/ technique used by the counselor to end the next communication and end because the counseling communication has really ended.

Some researchers have investigated the effect of a teacher's ability or communication skills on student learning outcomes. Haryanto, Weda, and Nashruddin (2018) had conducted a qualitative descriptive study by observing the interaction of teachers with junior high school students. Data collected through recording and interview. The results of the study indicate that the communication skills of teachers in interacting in class create an atmosphere of togetherness between teacher and students, build student respect behavior, and help students to have a positive attitude towards learning which then motivates them to continue learning.

Zyromski, Dimmitt, Mariani, and Griffith (2018) had reviewed three approaches in their research, namely stand-alone courses, full program integration, and program-school-community integration, in depth and use a case study to illustrate the application of the three approaches. That case study was presented from the perspective of a school counselor working at an Elementary School. The result showed that school counselor educators could also use these ideas to enhance research rigor in counselor

education programs, with concomitant strengthening of the school counseling profession and ultimately better outcomes for the students.

Another research had also been conducted by Nashruddin (2019). Through that research, it was known that communication skills had a vital role in the learning process. Students need to be directed and guided so they are proficient in communication. Good communication skills also provide great opportunities to achieve success in life. Therefore, the researcher suggested that teachers continued to improve their communication skill so that it could be transmitted to students.

Still related to the communication in guidance and counseling, Hammoud, Bakkar, Shendi, and AlRujaibi (2019) also had conducted a research among tenth and eleventh-grade students at a school in Muscat. That study was aimed at examining the relationship between alexithymia and career decision for making self-efficacy. The findings revealed that there were significant gender differences in alexithymia. Those researchers concluded that although there was no significant correlational relationship between teachers' communication skill and students' career decision-making, alexithymia negatively affects individuals' decision-making in their own lives.

Another study was conducted by Sahib, Nasrullah, and Arfiani (2020). The researchers interviewed a teacher and five students at a vocational school to find out students' different experiences on efficacious and inefficacious teachers in conducting communication. The results indicated that built upon the students' insight, there was different experience about the traits of efficacious and inefficacious EFL teachers namely teaching based on the textbook only.

Professional Competence of Counseling and Guidance Teachers

Professional competence is the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served.

Competence builds on a foundation of basic clinical skills, scientific knowledge, and moral development (R. & E., 2002).

Competence depends on habits of mind, including attentiveness, critical curiosity, self-

awareness, and presence. Professional competence is developmental, impermanent, and context-dependent.

In the Minister of National Education Regulation No. 16/2007, the government has set teacher qualification standards as a standard for professional teachers, namely teacher competence as intended including pedagogical competence, personality competency, social competence, and professional competence obtained through professional education (Depdiknas, 2008). For guidance and counseling teachers according to their specificities, there are 17 competencies that must be mastered as a form of professionalism.

1. Pedagogical Competence
 - a. Mastering the educational science theoretically and practically
 - b. Understanding the physiological, psychological, and behavior of students
 - c. Mastering the essence of guidance and counseling services in the line, type, and level of education units
2. Personality competence
 - a. Believing and fearing to God Almighty
 - b. Respecting and upholding human values, individuality, and freedom of choice
 - c. Demonstrating strong personality integrity and stability
 - d. Featuring high quality performance
3. Social Competence
 - a. Implementing internal collaboration at work
 - b. Playing a role in the organization and professional activities of guidance and counseling
 - c. Implementing collaboration between professions
4. Professional Competence
 - a. Mastering the concepts and praxis of the assessment to understand the conditions, needs, and problems of students
 - b. Mastering the theoretical and praxis framework for guidance and counseling
 - c. Designing a guidance and counseling program
 - d. Implementing a comprehensive guidance and counseling program
 - e. Assessing the process and results of guidance and counseling activities
 - f. Having awareness and commitment to professional ethics
 - g. Mastering the concepts and praxis of research in guidance and counseling

According to Hatch (2014), professional

competence can be interpreted as a set of responsible intelligence actions that must be possessed by a person as a condition to be considered capable of carrying out tasks in certain fields of work. From this definition, it is understandable that a professional job requires several fields of science that deliberately must be studied. The knowledge obtained is then applied to the public interest.

Teacher competence is the ability of a teacher to carry out obligations responsibly and properly. Competence that is owned by every teacher will show the quality of teachers in teaching. The competence will be manifested in the form of mastery of knowledge and professionals in carrying out its function as a teacher (Jonassen & Land, 2012).

McAuliffe and Eriksen (2011) stated that the word professional refers to two things. First, people who carry a profession, as we usually say "He is a teacher" for someone who works as a teacher. Second, it refers to a person's performance in doing work in accordance with his profession. Professional people have different attitudes with unprofessional people, even in the same job. Professional character is shown not by words but by actions. Professional is defined as the commitment of members of one profession to improve their professional abilities and continuously develop strategies used in doing work in accordance with their profession.

Professional teachers are people who are well educated and well trained, and have expertise in their fields. According to Parment (2016) educated and trained not only obtain formal education but also must master a variety of strategies or techniques in teaching and learning activities as well as mastering the foundations of education. In other words, professional teachers are people who have special abilities and expertise in the field of teacher training so that they are able to carry out their duties and functions as teachers with maximum abilities. This opinion is in line with one of the findings in research conducted by Nashruddin and Ningtyas (2020). In the study, it was mentioned that indicators of teacher professional competence include: material mastery, ability to compile learning tools, implementation of teaching, ability to evaluate learning, and implementation of follow-up programs.

The opposite of professional teachers is amateur teachers, in the West are called sub-professionals like teacher-aid or teacher

assistants. In developed countries, especially Australia, teacher assistants are employed to assist professional teachers in managing classes, but not teaching. The amateur teacher is sometimes assigned to handle the learning needs of certain groups of students, such as immigrant groups (Milsom & McCormick, 2015).

From various theories and results of previous studies, researchers define the Basic Communication Skills exercise is an exercise that is specific to the teacher's guidance and counseling to find out how to communicate in teaching and mentoring, both in verbal and non-verbal forms. Teacher professional competence is the ability or special expertise possessed by teachers in accordance with their scientific fields. In addition, professional teachers are characterized by high ability to carry out teaching, excellent communication skills, and success in the process of disseminating knowledge to students.

Research Method

The current research was conducted at SMK Dirgantara Makassar which was located on Jl Perintis Kemerdekaan, Makassar City. The research method is quantitative descriptive, namely numerical data obtained by using a questionnaire is used as the determinant factor in achieving the results of the research. The data is then described based on theoretical studies to support the finding data. The type of this research is ex post facto with a simple regression formula. Ex post facto research is a systematic empirical investigation in which researchers do not control the independent variables directly because the embodiment of these variables has occurred. In other words, the variables in the study cannot be manipulated.

The instruments used to collect data are questionnaires and observation sheets. From the questionnaire, the researcher got data in the form of numerical data and that was the core data. From the results of the observation sheet supporting data was obtained to strengthen the numerical data. All data obtained are then described and interpreted based on the theory used as a research foundation.

In this research the data analysis used is quantitative data analysis. Quantitative analysis is intended to analyze data based on the answers of respondents through a questionnaire. According to Irianto (2006) The simple linear regression formula is as follows:

$$\hat{y} = a + bx$$

Where:

\hat{y} = the subject of the projected dependent variable

x = independent variable that has a certain value

a = price constant value of y if x = 0

b = the direction value as a determinant of predictions that shows the value of increase or decrease in the variable y.

Findings and Discussion

From the results of the analysis conducted on the answers from the questionnaire, it was found that there are three forms of basic communication skills that are applied by counseling guidance teachers in developing professional competence. The three forms of basic communication skills are described as follows.

1. Identification of the communication process
The communication process carried out by the teacher's guidance and counseling to students includes:
 - Verbal communication: listening to students' conversations and reports, talking to students, chatting with students' parents, reading report, writing letter and report
 - Non Verbal communication: body movements or sign language
2. Skills in receiving and conveying information

These skills cover:

- Listening evaluatively
 - Listening projectively
 - Capturing important messages or the core of conversation
 - Effective speaking and questioning techniques
 - The principle of motivation
 - The principle of understanding
 - Deuteronomy Principle
3. Choosing the right communication media
 - audio-visual
 - Visiting
 - Multimedia

In the results of this study the research data

that had been obtained were put forward based on a questionnaire circulated to three sample teachers. Data were analyzed using simple regression. Examination of the significance of the regression is done through testing the null hypothesis, that the regression coefficient is equal to zero (by no means) against the rival hypothesis that the coefficient of the regression direction is not equal to zero.

The hypothesis in this study was that there was an influence of basic communication skills training on the mastery of the teacher's professional competence in guidance and counseling SMK Dirgantara Makassar. To test this hypothesis, this descriptive hypothesis is converted into a statistical hypothesis with the following conditions:

H_a = alternative hypothesis

H_o = null hypothesis

Statistical testing only tests the null hypothesis (H_o) because the null hypothesis is a statement about parameters that contradicts the researchers' beliefs. If a decision is made that supports or agrees with H_o then it can be said that H_o is accepted. In this study the statistical hypotheses are:

H_a = There is an influence of basic communication counseling training skills on developing the professional competence of guidance teachers at SMK Dirgantara Makassar.

H_o = There is no influence of basic counseling communication skills training on developing the professional competence of guidance teachers at SMK Dirgantara Makassar.

If $F_{count} \geq F_{table}$, then the decline of H_o means significant

If $F_{count} \leq F_{table}$, then accept H_o means not significant

with the significance level (α) = 0,05

Next, determining the critical value (α) or table value F at free degrees $db_{reg\ b/a} = 1$ dan $db_{res} = n - 2$. To find the value of F_{table} The device used was Table F with the formula:

$$\begin{aligned} F_{table} &= F((1-\alpha) (db\ Reg\ [b/a]), (db\ Res)) \\ &= F((1-0,05)(1,3-2)) \\ &= F((0,95) (1,1)) \end{aligned}$$

The number provision 1 = numerator and

the number 1 is the denominator. Furthermore, it was obtained:

$F_{tabel} = 161$ and F_{count} was known = 0,06
Because $F_{count} < F_{table}$, so H_o is accepted, it means means not significant

This means that the hypothesis in this study was rejected because the null hypothesis was accepted. Thus, this study indicated that there was no influence of the communication basic skills training in developing the professional competence of guidance and counseling teachers in SMK Dirgantara. Nevertheless, the researcher found that the guidance and counseling teacher at the school applied some forms of basic communication skills in developing his professional competence as a teacher.

CONCLUSION

The current research found three basic types of communication skills that were applied by the counseling guidance teacher at SMK Dirgantara in developing his professional competence are found. Those three basic types of communication skills are identification of the communication process, skills of receiving and conveying information, and choosing the right communication media.

Furthermore, the results of the analysis found that training in basic communication skills did not have a significant influence in developing the professional competence of teachers at SMK Dirgantara Makassar. This could be seen in the regression line formed, which meant that this model illustrated the mathematical relationship formed between the basic independent variables of counseling communication with the dependent variable. The communication skills training only slightly increased the professional competence of the guidance and counseling teacher, that is 0,07. This meant there was no significant effect.

REFERENCES

- Brigman, G., & Campbell, C. (2003). Helping students improve academic achievement and school success behavior. *Professional School Counseling, 7*, 91–98.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching*. New York: Longman.
- Depdiknas. (2008). *Kamus Besar Bahasa Indonesia*. Jakarta: Gramedia.
- Dunning, J., Cunningham, D., Vandermolen, L., Hunt, T., Vidali, A., & Kaur, A. (2004). Repurposeable Learning Objects Linked to Teaching and Learning Styles. *Systemics, Cybernetics and Informatics, 2*(1), 57-60.
- Gay, L. R., Mills, G. E., & Airasian, P. (2006). *Educational Research: Competencies for Analysis and Applications* (8th ed.). New Jersey: Pearson Education, Inc.
- Hackett, G., & Lent, R. W. (1992). Theoretical advances and current inquiry in career psychology. In S. D. Brown & R. W. Lent (Eds.), *Handbook of Counseling Psychology* (2nd ed., pp. 419-452). New York: Wiley.
- Hammoud, M. S., Bakkar, S. B., Shendi, Y. A. A., & AlRujaibi, Y. S. (2019). The relationship between alexithymia and career decision -making self-efficacy among Tenth and Eleventh - grade students in Muscat Governorate. *The International Journal of Counseling and Education, 4*(2), 45-58.
- Haryanto, H., Weda, S., & Nashruddin, N. (2018). Politeness principle and its implication in EFL classroom in Indonesia. *XLanguage" european Scientific Language Journal", 11*(4), 90-112.
- Hatch, T. (2014). *The use of data in school counseling: Hatching results for students, programs, and the profession*. Thousand Oaks, CA: Corwin.
- Herrnstein, R. J., & Murray, C. (1994). *The Bell Curve: Intelligence and class structure in American life*. New York: Free Press.
- Ioana, A., & Pușcașu, D. U. (2015). The impact of alexithymia on interpersonal relationships in adolescence. *Romanian Journal of Romanian Applied Psychology, 7*(1), 321-325.
- Irianto, A. (2006). *Statistik Konsep Dasar dan Aplikasinya*. Jakarta: Kencana.
- Jonassen, D., & Land, S. (2012). *Theoretical foundations of learning environments*. New York, NY.: Routledge.
- McAuliffe, G., & Eriksen, K. (2011). *Handbook of counselor preparation: Constructivist, developmental, and experiential approaches*. Thousand Oaks, CA: Sage.
- Milsom, A., & McCormick, K. (2015). Evaluating an accountability mentoring approach for school counselors. *Professional School Counseling, 19*, 27–35.
- Moleong, L. (2008). *Metode Penelitian Kualitatif*. Bandung: Rosda Karya.
- Nashruddin, N. (2019). TEKNIK BELAJAR UNTUK MENINGKATKAN KEMAMPUAN BERKOMUNIKASI DALAM BAHASA INGGRIS BAGI MAHASISWA NON-JURUSAN BAHASA INGGRIS. *Scolae: Journal of Pedagogy, 2*(1), 184-190.
- Nashruddin, N., & Ningtyas, P. R. (2020). English as Foreign Language (EFL) Teacher's Questioning Strategies in Classroom Interaction. *Utamax: Journal of Ultimate Research and Trends in Education, 2*(1).
- Okun, B. F. (2002). *Effective Helping: Interviewing and Counseling Techniques* (6th ed.). California: Brooks/Cole.
- Parment, A. (2016). Researcher, professional lecturer and generation expert. Retrieved December 17th, 2016, from <http://www.sbs.su.se/english/research/our-researchers/anders-parment-researcher-professional-lecturer-and-generation-expert-1.289088>
- R., E., & E., H. (2002). Defining and assessing professional competence: Professional competence (n.d.) in Pallipedia. from

<https://pallipedia.org/professional-competence/>

Sahib, R., Nasrullah, N., & Arfiani, N. (2020). The Traits of Efficacious and Inefficacious EFL Teachers Based on Students' Insight. *JELITA*, 1(1), 1-9.

Zyromski, B., Dimmitt, C., Mariani, M., & Griffith, C. (2018). Evidence-Based School Counseling: Models for Integrated Practice and School Counselor Education. *Professional School Counseling*, 21(1), 1-12.