



Open Access Journals

Contents lists available at <https://e-journal.stkipsiliwangi.ac.id>

Quanta Journal (Kajian Bimbingan dan Konseling dalam Pendidikan)

Online ISSN 2614-2198 | Print ISSN 2614-6223

Journal homepage: <https://e-journal.stkipsiliwangi.ac.id/index.php/quanta>

An Analysis of School Counselors' Creative Personality in West Bandung Regency

Asep Rahmat¹, Ineu Maryani², Ipah Latifah³, Yoga Setiadi⁴, Dila Fardila⁵

¹ SMPN 3 Jatinangor, Kabupaten Sumedang, Indonesia

² SMPN 1 Cikalongwetan, Kabupaten Bandung Barat, Indonesia

³ SMPN 1 Batujajar, Kabupaten Bandung Barat, Indonesia

⁴ SMPN 5 Lembang, Kabupaten Bandung Barat, Indonesia

⁵ SMPN 1 Cikalongwetan, Kabupaten Bandung Barat, Indonesia

ARTICLE INFO

Received: Marc 23, 2023; **Revised:** April 12, 2023; **Accepted:** May 31, 2023

ABSTRACT

Personality is one of the aspects of a school counselor's professional competence, which is shown by the ability to carry out creative and innovative services. This study aims to profile and analyze school counselors' creative personalities in West Bandung Regency. This survey study distributed a creative personality questionnaire through Google Form to sixty-eight school counselors in junior high schools in West Bandung Regency. The study result showed that 18% of the participants have low creativity, 60% have moderate creativity, and 22% have high creativity. Further scrutiny through sub variable analysis showed that 19% of participants have low creativity in terms of product, while 56% and 25% have moderate and high creativity, respectively. Regarding participants' creative attitude, 12% exhibited a low attitude, 69% exhibited a moderate attitude, and 19% exhibited a high attitude toward creativity. Lastly, 18% of participants have low creative behaviors, 68% have moderate creative behaviors, and 16% have high creative behaviors. The result of this study could be used as empirical data for developing school counselors' creativity.

KEYWORDS

Creative personality;
Guidance and school
counselor

ABSTRAK

Kompetensi kepribadian guru bimbingan dan konseling (BK) merupakan ciri kompetensi profesional, salah satunya adalah kemampuan menampilkan kinerja berkualitas tinggi, yang dicirikan mampu melaksanakan layanan yang kreatif dan inovatif. Penelitian ini bertujuan untuk mengetahui profil dan menganalisis kepribadian kreatif konselor sekolah di Kabupaten Bandung Barat. Metode pada penelitian ini menggunakan metode survey dengan menyebarkan kuesioner kepribadian kreatif menggunakan google form. Partisipan pada penelitian ini adalah guru bimbingan dan konseling Sekolah Menengah Pertama (SMP) di Kabupaten Bandung Barat sebanyak 68 orang. Berdasarkan hasil pengolahan data menunjukkan secara umum kepribadian kreatif terhadap sub variable product, attitude dan behaviour, menunjukkan 18% berkategori rendah, 60% berkategori sedang, dan 22% berkategori tinggi. Hasil analisis sub variabel product menunjukkan 19% berkategori rendah, 56% berkategori sedang, 25% berkategori tinggi. Pada sub variabel attitude menunjukkan 12% berkategori rendah, 69% berkategori sedang, sedangkan berkategori tinggi sebesar 19%. Pada sub variabel behaviour menunjukkan 18% berkategori rendah, 68% berkategori sedang, dan 16% berkategori tinggi. Hasil penelitian ini dapat dijadikan sebagai data empiris bagi penelitian untuk mengembangkan kreativitas guru bimbingan dan konseling di sekolah.

KATA KUNCI

Kepribadian kreatif;
Guru bimbingan dan
konseling

1. INTRODUCTION

Counseling services in Indonesia are experiencing significant changes due to the rapid advancement of science and technology in information and communication. The increasingly tight competition challenges Indonesia's education sector and demands thoughtful preparation to develop competitive human resources. In this regard, school counselors play central roles in ensuring each student's mental health and readiness to face the challenges of the disruptive 21st-century. School counselors are needed to assist students in turning increasingly complex problems into self-development.

* Corresponding Author:

Asep Rahmat; ✉ a2r.rahmat@gmail.com

SMPN 3 Jatinangor, Kabupaten Sumedang, Indonesia

DOI: <https://doi.org/10.22460/q.v7i2.3860>



Copyright © 2023. Rahmat, A., Maryani, I., Latifah, I., Setiadi, Y., & Fardila, D. Published by IKIP Siliwangi.

This is an open-access article under the CC-BY-SA license (<http://creativecommons.org/licenses/by-nc/4.0/>)

Students' increasingly complex problems require school counselors committed to developing their creativity through practice and developing new skills. In order to meet students' expectations and needs, school counselors' professionalism in adapting to the global community needs is highly important (Rakhmawati, 2017). The characteristics of teachers, including School counselors, have implications because there is a fundamental change in the character of society as happened in the era of disruption in the 21st century (Kemenristekdikti, 2018)

The ministry of research, technology and higher education of the Republic of Indonesia (2018) states that school counselors should be able to display their creative works to directly or indirectly contribute to counseling service quality improvement. They are also demanded to leverage the ICT to optimize multitasking services creatively and innovatively by applying a constructivist approach. School counselors in the 21st century need creativity, innovativeness, critical thinking skills, problem-solving skills, willingness to life-long learn, and metacognition. These skills should also be complemented by their communication and teamwork skills and ICT literacy. School counselors should be able to be role models as citizens and be personally and socially responsible individuals with adequate cultural awareness (Griffin & Care, 2015).

School counselors are demanded to, directly and indirectly, provide creative services in every service domain to foster students' creativity for adapting to changes (Feist & Feist, 2017; Jung & Lee, 2011; Lawrence, 2012). According to Government Regulation No. 19/2005 relating to creativity, personality competence is a must-have aspect. Among the sub-competencies is that school counselors must display high-quality performance, namely the ability to demonstrate intelligent professional performance through positive actions. Empirical data collected by PPPPTK-BK West Java show the Teacher Competency Test (UKG) results of 5657 school counselors in 2015, both at the junior and senior high school/MA/vocational school level in West Java, was 52.75 on average. The average score results show that the average professional competence of School counselors is still below the expected minimum average competency of 70.00. Although it is not the only indicator of the school counselors' quality, the test result can be used as initial data for developing appropriate training needed to facilitate quality guidance and counseling services.

A previous study by Manurung and Tanjung (2021) analyzed the performance of 117 school counselors in junior and senior/vocational high schools during the pandemic, showing that their counseling service plan during the pandemic was suboptimal. The study result demonstrates school counselors' lack of creativity when facing new situations (i.e., pandemic), resulting in more problems that need to be addressed immediately. School counselors' creativity is a complex ability that involves themselves as a person, process, product, and press, known as the four Ps of creativity (Rhodes, 1961). Creativity as a person is a non-cognitive personality trait attached to creative people; while the ability to think to make new combinations is known as a process; Meanwhile, new works that are useful and can be used by the community at certain times are as products of creativity; while the development of creativity is determined by environmental factors, both internal and external factors (press) (Aziz, 2009). A significant relationship to the "four P's creativity" is that creative products can only be produced by creative individuals (persons) who engage in the creative process (process) fully supported by their environment (press) (Munandar, 2009).

The significant relationship to the "four Ps of creativity" raises questions about what types of creative individuals can engage in and focus on the creative process, what types of personalities can succeed in that process, as well as what conducive environment can facilitate the process and produce creative products (Smith & Bistocchi, 1983). This shows that internal and external factors will influence the creative process, which requires expertise, skills, and a strong desire within a person (Torrance, 1984). Discussion on creativity witnesses a dichotomy between cognitive and non-cognitive proponents. The latter included several aspects, including affective, personality, social, cognitive, and economic (Runco & Jaeger, 2012). This study applied a personality perspective as a psychological variable to identify the creativity of school counselors in West Bandung regency.

Phares (1986) adds "based on a personality perspective is a way of combining creative traits in a unique way" (Runco, 2014). Also added by Runco (2014) "this explains why not every creative person shows the exact same traits". So creativity can be attached to a person's personality through tracing the traits that are visible and attached to a person's personality that tends to stick. According to another reference, Bonk (2015) states that there are three

creativity traits, namely (1) product (fluency, flexibility, originality, elaboration), (2) attitude (curiosity, imagination, complexity, risk taking), (3) behavior (flexible, imaginative, nonconforming, novel answers) (Susanto, 2015).

Built upon the empirical data on school counselors' creativity described previously, this study aims to picture the creativity traits of school counselors in West Bandung regency and see the level of their creative personality. The result of the study could be used as empirical data for the development research to increase school counselors' creativity, which may eventually affect students' and guidance and counseling programs in the future.

2. METHOD

This study uses a descriptive quantitative approach, namely analyzing data by describing or describing the data that has been collected as it is. The method used is the survey method. The population of this quantitative survey study was 101 school counselors from a number of public and private junior high schools in West Bandung Regency. Sixty-eight participants were recruited using the purposive sampling technique. Sampling was done by purposive sampling with the criteria of guidance and counseling teachers who had served at least 5 years, whether they were civil servants (PNS) or honorary. Eko Susanto's (2018) creative personality inventory was employed to profile participants' creative personalities. The inventory was developed following the basic theory used in this creative personality inventory is based on the theory of creativity stated by Runco (2004), "Creativity is the capacity to develop new and useful ideas, behaviors, or products, and tends to be seen as a complex capacity that contains a mixture of individual, situational, and cultural variables. Creative personality on the instrument is traced through three aspects of creative attitudes, namely product attitudes and behavior.

This instrument is declared valid and can be used as a research instrument based on the results of the calculation of the item validity test declared valid up to a significance level of 0.01, so the creative personality instrument has a fairly high correlation coefficient. (Susanto et al., 2018). The inventory was uploaded to the Google Form, and the form link was sent to all school counselors in West Bandung Regency WhatsApp Group (WAG) of the School counselor Association's (MGBK). To obtain data on the tendency of the creative personality variable, categorization is carried out by taking the ideal average value (M_i) and the ideal standard deviation value (SD_i) with the following formula:

$$M_i = \frac{1}{2} (\text{highest score} - \text{lowest score})$$

$$SD_i = \frac{1}{6} (\text{highest score} - \text{lowest score})$$

Three categorizations were made to depict the level of each variable (Mardhapi, 2008).

3. RESULTS AND DISCUSSION

3.1 Hasil

The results presented in this section are the result of a creative personality inventory survey on sixty-eight school counselors. The inventory has been tested for validity and reliability. It consisted of three sub variables: product (indicators: originality and usefulness), attitude (indicators: curiosity, imagination, risk-taking), and flexibility (indicators: flexibility, uniqueness, value). The following section presents the result of each sub variables:

a. Creative personality- Product

The participants' responses showed that 19% of participants' creative personality in terms of product was categorized as low, while 56% and 25% were in moderate and high categories, respectively.

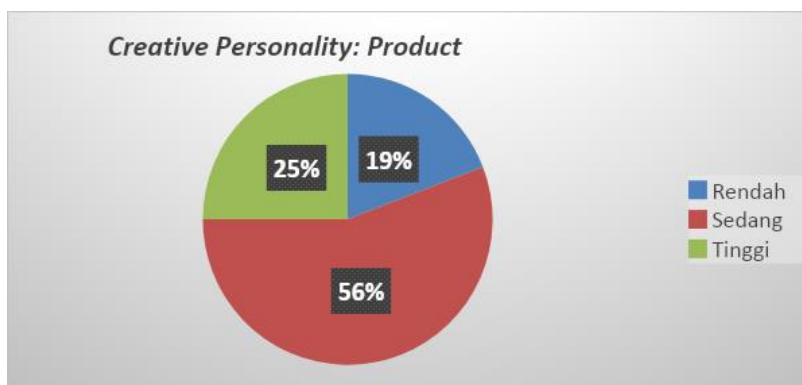


Figure 1. Participants' creativity in terms of product

b. Creative personality: attitude

The following table presents participants' creative attitude, indicated by their curiosity, imagination, and risk-taking behavior:

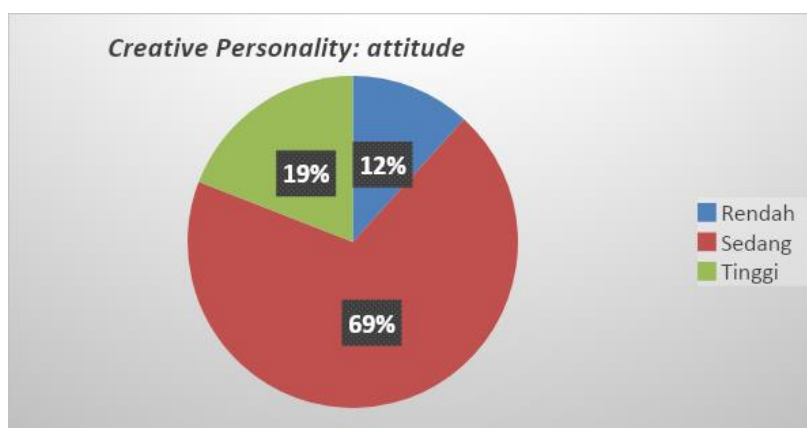


Figure 2. Creative Personality-attitude

As displayed in Figure 2, 12% of participants' attitude toward creative personality was low, while 69% and 19% of participants reported moderate and high attitude towards creative personality, respectively. The item analysis result indicated that school counselors in this study tend to have poor attitude in handling students' problems, as they lacked preparation when conducting the service.

c. Creative personality-behavior

The following pie chart displays the participants' response to the inventory measuring their creative personality in terms of behavior, proxied by flexibility, unique, valuable as the indicators:

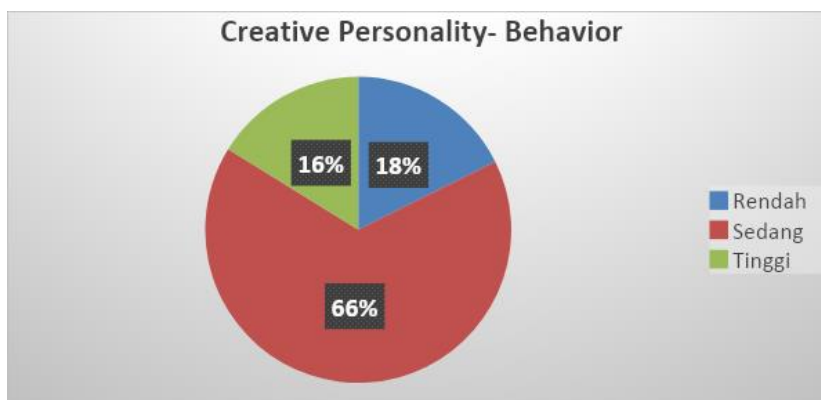


Figure 3. creative personality sub-variable behavior

As displayed in Figure 3, 18% of participants perceived low creative behaviors, while 66% of them perceived moderate level of creative behavior, and only 16% of them perceived high creative behavior. Item analysis indicated that school counselors hardly think about different matters related to counseling services improvement. Furthermore, school counselors in this study tend to utilize tools that do not suit the purpose. The analysis result indicated school counselors' low flexibility. They lacked the ability to move from old tradition and habits and to have different, novel ideas. They also lacked the ability to develop values.

3.2. Discussion

The creative personality inventory in this study comprised three sub variables: product, attitude, and behavior. Product has two indicators: originality and usefulness. Originality refers to the ability to make something new in each guidance and counseling service and find new ways to help solve student problems. Originality of thinking is the ability to provide responses that are different and unique, relevant, and appropriate (Torrance, 1984). Originality of thinking is a person's ability to yield many new ideas and think of unusual ways to stand out and develop various unusual combinations of elements. A previous study conducted by Manurung and Tanjung (2021) involving 117 school counselors in junior, senior/vocational high schools showed that the counseling service program plan during the pandemic was still suboptimal.

The next indicator is that school counselors have a high category for combining counseling services into something more attractive to students. This is in line with several research results which show the various uses of media counseling services, including the use of film media. The results show that the use of film media is effective in increasing empathy for seventh-grade students of junior high school (Auliyah & Flurentin, 2016). Another research shows that there is an increase in student interest in the use of counseling services at school using blog media (Effendi, 2013).

The results of other studies are the ability of school counselors to develop ice-breaking videos as acceptable, useful, appropriate (accuracy), feasible (feasibility) counseling services, and their relationship in improving students' social skills to get results that can be used. at SMA Negeri 1 Bontonompo. (2) Ice-breaking video guides are very effective in improving the social skills of students at SMA Negeri 1 Bontonompo, Gowa Regency (Bakhtiar, 2015). The results of another study in detail show the implementation of the use of guidance and counseling media ranging from visual media, electronic media, audio-visual media, and computer media in every counseling service provided by school counselors at Muhammadiyah Vocational Schools in the city of Yogyakarta (Prasetiawan & Alhadi, 2018).

Usefulness depicts school counselors' tendency to make something more useful in each counseling service and the ability to have an easier way of solving the right problems. This can be found empirically in the efforts made by school counselors in a comprehensive sex education effort (Billah & Erfantinni, 2021). Other empirical data also shows an increase in interpersonal skills of class X Multimedia students at SMK IKIP Surabaya through role-playing techniques in group guidance (Galih Wicaksono, 2013). School counselors' ability to turn useless items into something useful. These results indicate that there is follow-up training or development of training programs so that the ability of school counselors increases the use of various things in their environment.

The attitude sub variable consists of three indicators: curiosity, imagination, and risk-taking. Curiosity refers to a high tendency to ask about something that is not yet known, then also tends to be high to seek information from something interesting for service improvement, and there is a strong urge to find out more when there are new things in guidance and counseling services. Curiosity is a person's mental attitude to be encouraged to know a lot of knowledge, ask lots of questions, focus on paying attention to people, objects, and environmental situations, as well as being sensitive and sensitive in observation. Curiosity is an individual's desire and desire and becomes an impetus for someone to know and understand something new so that many questions arise, new ideas arise, and are always enthusiastic about getting the expected results (Munandar, 1997).

On the imagination indicator, the results show a low tendency to solve problems or problems of students without much preparation. Imagination is described as a person's ability to imagine or imagine something that has never happened. But understand the difference between fantasy and reality. A person's imagination is the work of

the mind to develop deeper and broader thoughts based on something seen, heard, and felt or something that has never been heard, seen, and felt into something useful or usable (Munandar, 2009). Moderate tendencies are shown in the belief that previous ideals are the beginning of the destiny of their current life and tend to be in the ability to relate to colleagues when faced with difficult situations.

A risk-taking attitude represents one's willingness to accept the consequences of his/her action. Risk-takers will likely try to answer a question regardless of the correctness of his/her answers. They tend not to give up easily and are eager to face ambiguous, unclear situations. Creative individuals usually dare to make a decision and face subsequent risks and responsibilities that come along with their decision. They tend to be able to make choices despite the obstacles and hindrances they face (Munandar, 2009). Their creativity allows them to seek various perspectives in counseling services, while those lacking creativity relies on a single, traditional perspective in service.

Creative behavior was measured using three indicators: flexibility, uniqueness, and value. The first indicator, i.e., flexibility, defines the extent to which an individual is capable of using an item for different purposes. Thinking flexibility refers to an individual's ability to apply different approaches to solving various problems. Flexibility is the ability of a person or individual to respond to or provide a stimulus in a unique and different way (Torrance, 1984). The flexibility of thinking can also be referred to as a person's ability to generate bright ideas, insightful answers, or varied questions (Munandar, 2009). Participants in this study also lacked the ability to change plans even though they already had a mature plan. Spontaneous individual flexibility is the ability to develop various existing ideas through various variations, even though the subject is not given a stimulus (Putra, 2017).

Participants' responses indicate that their coworkers perceive them as moderately creative people. Their coworkers also viewed them as having exemplary, unique, and creative habits and different ways of dealing with problems related to guidance and counseling services. Participants in this study also tended to utilize the existing goods instead of buying new ones. Regarding the last indicator, i.e., value, participants appear to have a moderate tendency to change something considered worthless into more valuable in a simple way. Their responses also indicated that they were not sure if their counseling performance was better than their colleagues. Participants in this study perceive themselves as having high imagination and ideals to achieve goals. The analysis result of uniqueness and value indicators generally fell under moderate and low categories, respectively. This result implies the need for creativity training in order to develop school counselors' performance and eventually meet their professional competence demands and improve their self-confidence and guidance and counseling service quality.

4. RESEARCH IMPLICATIONS

The results of this study are expected to be used as information in developing educational science in the field of guidance and counseling, especially regarding the characteristics of counselors that must be possessed by guidance and counseling teachers in schools. This research is expected to provide evaluation material for guidance and counseling teachers to see their suitability for counselor characteristics that must be possessed in order to achieve the success of guidance and counseling services in schools.

5. CONCLUSION

The study result showed that participants' creativity in terms of product, attitude, and behavior, fell under the medium category, implying the needs for training programs to enhance school counselors' creativity in conducting guidance and counseling services. School counselors' imagination, flexibility, and value were found to be categorized as low.

ACKNOWLEDGMENTS

Acknowledgments to all guidance and counseling teachers in West Bandung Regency who have agreed to fill out the questionnaire in this study.

REFERENCES

- Auliyah, A., & Flurentin, E. (2016). Efektifitas Penggunaan Media Film Untuk Meningkatkan Empati Siswa Kelas Vii Smp. *Jurnal Kajian Bimbingan Dan Konseling*, 1(2), 19–26. <https://doi.org/10.17977/um001v1i12016p019>
- Aziz, R. (2009). Karakteristik Pribadi Kreatif dan Kemampuan Menulis Kreatif. *Anima, Indonesia Psychological Journal*, 24, 116–123.
- Bakhtiar, M. I. (2015). Pengembangan Video Ice Breaking Sebagai Media Bimbingan Konseling. *Jurnal Psikologi Pendidikan Dan Konseling*, 1(2), 150–163. <http://ojs.unm.ac.id/index.php/JPPK/article/view/1816>
- Billah, A. Z. M., & Erfantinni, I. H. (2021). Peran BK dalam Memberikan Pemahaman Pendidikan Seks kepada Siswa. *Konseling: Jurnal Ilmiah Bimbingan Dan Konseling*, 2(4), 2686–2875. <https://doi.org/10.31960/konseling.v2i4.1015>
- Effendi, M. (2013). Pengembangan Media Blog Dalam Layanan Informasi Bimbingan Dan Konseling. *Jurnal BK UNESA*, 1(1), 1–20. <https://jurnalmahasiswa.unesa.ac.id/index.php/jurnal-bk-unesa/article/view/1951>
- Feist, J., & Feist, G. J. (2017). *Theories Of Personality*, Eighth Edition. In Salemba Humanika (9th ed.). Mc Graw Hill.
- Griffin, P., & Care, E. (2015). Assessment and Teaching of 21st Century Skills: Method and Approach. In E. C. Patrick Griffin (Ed.), *Educational Assessment in an Information Age* (2nd ed.). Springer.
- Jung, H.-N., & Lee, C.-H. (2011). A Study on the Impact of Empathy and Creative Personality of a Counselor on the Working Alliance. *Journal of the Korea Academia-Industrial Cooperation Society*, 12(4), 1663–1674. <https://doi.org/10.5762/kais.2011.12.4.1663>
- Kemenristekdikti. (2018). *Pedoman Penyelenggaraan Program Pendidikan Profesi Guru*.
- Lawrence, C. (2012). *Jumping off the couch: Infusing creativity into counselor education*. ProQuest Dissertations and Theses, April, 283. <https://doi.org/10.25774/w4-n7qq-y845>
- Manurung, A. M., Novita Krisdayanti Tanjung, Y. D. B. T. (2021). Analisis Kinerja Guru BK dalam Merencanakan Program Layanan BK di Masa Pandemi. *Jurnal Bimbingan Dan Konseling*, 1(1), 14.
- Munandar, U. (1997). Inisiatif Dan Kreativitas Anak. *Psikologika*, 2, 31–41.
- Munandar, U. (2009). *Pengembangan Kreativitas Anak Berbakat*. Rineka Cipta.
- Prasetiawan, H., & Alhadi, S. (2018). Pemanfaatan Media Bimbingan dan Konseling di Sekolah Menengah Kejuruan Muhammadiyah se-Kota Yogyakarta. *Jurnal Kajian Bimbingan Dan Konseling*, 3(2), 87–98. <https://doi.org/10.17977/um001v3i22018p087>
- Putra, D. (2017). Proses Berpikir Kreatif Guru BK dalam memunculkan Minat Siswa mengikuti Layanan Bimbingan kelompok di SMA N 1 Sungayang. IAIN Batusangar.
- Rakhmawati, D. (2017). Konselor Sekolah Abad 21: Tantangan Dan Peluang. *Jurnal Konseling GUSJIGANG*, 3(1), 58–63.
- Rhodes, M. (1961). Analysis of Creativity Can it be taught? *Phi Delta Kappan*, 42(7), 305–310.
- Runco, M. A. (2014). *Creativity: Theories and Themes: Research, Development, and Practice*. In *Creativity: Theories and Themes: Research, Development, and Practice* (2nd ed.). Elsevier. <https://doi.org/10.1016/C2012-0-06920-7>
- Runco, M. A., & Jaeger, G. J. (2012). The Standard Definition of Creativity. *Creativity Research Journal*, 24(1), 92–96. <https://doi.org/10.1080/10400419.2012.650092>
- Smith, J. K., & Bisticchi, M. (1983). Environmental Influences on Creativity Measurement. *Journal for the Education of the Gifted*, 6(4), 279–288. <https://doi.org/10.1177/016235328300600405>
- Susanto, E. (2015). Laporan Hasil Uji Validitas dan Reliabilitas pada Inventori Kepribadian Kreatif (Issue December 2015). <https://doi.org/10.13140/RG.2.1.4535.8165>
- Susanto, E., Novitasari, Y., & Yusuf, S. (2018). *Creative Personality Inventory*. 1. <https://doi.org/10.31227/osf.io/fnp87>
- Torrance, E. P. (1984). The Role of Creativity in Identification of the Gifted and Talented. *Gifted Child Quarterly*, 28(4), 153–156. <https://doi.org/10.1177/001698628402800403>

Wicaksono, G. N. N. (2013). Penerapan Teknik Bermain Peran dalam Bimbingan Kelompok untuk Meningkatkan Kemampuan Komunikasi Interpersonal Siswa Kelas X Multimedia SMK IKIP Surabaya. *Mahasiswa Bimbingan Dan Konseling*, 1(1), 61-78.

Pemegang Hak Cipta:

© Rahmat, A. , Maryani, I., Latifah, I., Setiadi, Y., & Fardila, D. (2023)

Hak Publikasi Pertama:

© Quanta Journal

Artikel ini dilisensikan di bawah:

CC-BY-SA ([Creative Commons 4.0 Attribution License](https://creativecommons.org/licenses/by-sa/4.0/))
