



The Role of Governance of Guidance And Counseling Services For High School Students In Balikpapan

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ABSTRACT

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Guidance and counseling play an important role in the growth and development of the educational process in the school environment, because the purpose of the counseling guidance program is to assist individuals in developing their various abilities, besides that the performance of guidance and counseling teachers is described as a professional has high work standards. can describe the quality that must be produced based on the structure and quality of work in accordance with the professional code of ethics so that the counselor is said to be professional or qualified in carrying out his services. This study uses a descriptive method with a qualitative approach and data triangulation analysis, the results of the study explain that the concept of guidance and counseling is an important part in the school environment, this role is also a center for personality and career development for all students, Counseling Guidance Services in the school environment Of course, it is not only focused on providing and directing students who have disciplinary actions, but these services are also functioned as regulators of order and policy determination in the school environment as a whole, the concept of governance has a view on indicators regulating, designing, managing up to evaluating, as for some Guidance and Counseling services that are implemented in the school environment, including orientation services, information services, placement and distribution services, besides that the concept of counseling guidance can also be integrated through several several subjects, one of which is the subject of Islamic Religious Education.

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1. Introduction

The concept of guidance and counseling is an important part in the school environment, this role is also a center for personality and career development for all students, guidance and counseling is held in schools as part of the overall school business in order to achieve educational goals then grouped into sub-systems curriculum in the teaching and learning process (Alawiyah et al., 2019; Maryani, 2020). Meanwhile, according to Permendikbud Number 111 of 2014 the issuance of rules and mechanisms for counseling guidance in the school environment, to become a new reference for the implementation of guidance and counseling governance starting from the planning, organizing, staffing, leading and controlling stages (Rahmat & Pernanda, 2020; Habrah et al., 2020; Suryadi et al., 2020) .

Students are counselees who certainly need to get the best Guidance and counseling services from their supervisors, therefore a Guidance and counseling teacher needs to master the concept of Guidance and Counseling in schools including the management of Guidance and Counseling services that can provide



changes to the attitudes and character of students as a whole. The concept of guidance and counseling in its implementation certainly cannot be separated from careful and systematic planning, as an activity that is comprehensively structured, guidance and counseling should be carried out in a planned and not arbitrary manner, so it can be ensured that the results obtained are in accordance with the targets set. has been determined.

Regulation of the Minister of National Education of the Republic of Indonesia in 2008, formulated the competency standards of guidance and counseling teachers into four educator competencies, including (1) pedagogic competence, (2) personality competence, (3) social competence, and (4) professional competence. Guidance and counseling teachers must master two important components, namely academic competence and professional competence. This includes details of the academic competence of guidance and counseling teachers to get to know the counselee to be served. Guidance and counseling is a process of providing assistance to students in schools through various kinds of counseling services, in which there are four components/forms of services provided to students, namely personal, social, learning, and career. Even within the school environment, the concept of guidance and counseling has its own position and different realms in service delivery efforts, which are located in an integral part covering the field of guidance and counseling (Dadi, 2014; Maulida, 2020; Puspita & Amalia, 2020).

Guidance and counseling substances are prepared to facilitate educational units in realizing the educational process by paying attention to and responding to various abilities, needs, and interests according to the characteristics that exist in students. In addition, guidance and counseling is also intended to facilitate guidance and counseling teachers (BK teachers) or school counselors to handle and assist students who individually have psychological or psychosocial problems, such as difficulty concentrating, anxiety, and symptoms of deviant behavior.

To make a good guidance and counseling plan and be able to provide benefits and advantages for students at school, it must contain several interrelated procedures, including having clearer goals and steps around guidance and counseling activities. and directed, understand every task that has been mandated to a counselor, contribute to providing more adequate facilities and infrastructure for guidance and counseling services, carry out guidance and counseling more regularly and adequately in a predetermined period of time, build communication and collaboration with various interested parties in the guidance activities and counseling, furthermore there is clarity of guidance and counseling service activities among all other service activities, and the last is to carry out excessive evaluations of the program on a regular basis.

Counseling Guidance Services in the school environment are certainly not only focused on providing and directing students who have disciplinary actions, but these services are also functioned as regulators of order and policy determination in the school environment as a whole, the concept of governance has a view on indicators regulating designing, managing to evaluating. The principle of governance itself requires mastery of concepts regarding management and administration. Thus a Guidance and Counseling teacher can apply the concept of management in Guidance and Counseling services in schools according to directions and rules that have been approved by all parties (Hijati & Ahmad, 2020; Rubiana & Dadi, 2020; Rahmawati & Dadi, 2020).

In counseling services, a counselor needs to have competency skills or skills that include mastery in concepts and praxis, these skills can be combined with integrated insight into counseling in which it regulates about, understanding, goals, functions, principles, principles, and foundations, then a counselor counselors are also required to have approaches, strategies, and techniques through various types of services and activities to support counseling services, then counselors are required to develop several counseling service programs, the next point is that counselors must find sources and service media around counseling concepts, then assessment and evaluation of the results and process of counseling services, and the last is the management of counseling services. Based on the professional competence of the counselor.

Guidance and counseling has an ideal concept and role, because with the optimal functioning of the program in schools, all the needs and problems of students in schools will be handled properly and structured. A program of guidance and counseling services in schools may not be structured, implemented and achieved if it is not managed in a quality management system. The formation of quality management in the school environment can function as planning, organizing, directing, and controlling existing human resources. Guidance and counseling services in schools make a major contribution to the success of students in learning in addition to the guidance and counseling services provided to students, can assist students in

overcoming various problems faced, optimizing guidance and counseling services in schools can also be through the use of several media in it. , where the media is intended to maximize the recording of the problems faced by students in taking appropriate handling steps, maintaining the confidentiality of the problems faced by students so that they do not affect the mental and psychological effects of these students (Subandi, 2015; Poluakan et al., 2019; Nulhaqim & Sulastri, 2019).

2. Method

This study uses descriptive analysis research with a qualitative approach. Researchers also want to examine a phenomenon that discusses the role of guidance and counseling service governance for students in schools, overall the qualitative approach has two main objectives, namely to describe and express based on the objectives to be achieved, qualitative research uses several data collection instruments. In accordance with its objectives, with the orientation described above, the qualitative approach has a paradigm as stated by Lincoln and Guba (Bachri, 2010). The focus in this study is to determine the extent of the role and governance of guidance and counseling services in the school environment, through qualitative descriptive data analysis techniques, then after data collection is carried out the researcher will filter some of the data to be translated into a written form so that easy to answer the main research problems in the field.

3. Results And Analysis

3.1 Guidance and Counseling Management in Schools in Various Patterns

The concept of guidance and counseling services in Indonesia has been available in various school educational institutions ranging from elementary to upper secondary levels, the program has been started since the early 1960s and has received a very positive response from several parties. The existence of guidance and counseling services in schools is at least able to provide various guarantees for the existence of students in the school environment, besides that counseling guidance can also help some students who have difficulty in developing their potential, while several other driving factors regarding the development of counseling in Indonesia are (1) the existence of the real needs of students such as, students who face critical times (school failure, failure in relationships, drug abuse) (2) difficulty in self-understanding, decision making in career, academic, social interaction (3) preventing difficulties that arise faced in social and sexual relations (4) supports the smoothness in the development of independence, self-confidence, and self-image in students.

Then the Decree of the Minister of Agriculture No. 83/1993 concerning Teacher's Functional Positions and Credit Scores, which contains regulations on Guidance and Counseling in schools. The main provisions in the Ministerial Decree are further elaborated through the Minister of Education and Culture Decree No. 025/1995 as a guide for the implementation of Teacher Functional Positions and Credit Scores. In this Decree of the Minister of Education and Culture, the term Guidance and Counseling is changed to Guidance and Counseling in schools and is carried out by Guiding Teachers. This is where the pattern of implementation of Guidance and Counseling in schools begins to become clear. There are findings on several implementations of the concept of Guidance and Counseling in schools that are carried out with unclear patterns and have various problems. negative perceptions of the implementation of BK, various criticisms emerged as a form of disappointment with the performance of the Guiding Teacher, resulting in protracted misunderstandings, negative perceptions and misconceptions (Susanto, 2018; Tjalla, 2020).

3.2 Types of Guidance and Counseling Services in the School Environment

There are several Guidance and Counseling services implemented in the school environment, including orientation services, information services, placement and distribution services, tutoring services, individual counseling services, group guidance services, and group counseling services. Orientation Service is a service organized by Guidance and Counseling in schools to introduce students to life in a new school environment, usually this orientation service is provided during the School Orientation Period (MOS) for new students at the beginning of the school year before the Teaching and Learning Process begins. The purpose of providing this orientation service is to introduce students to the school life that they will live with a full sense of responsibility, including the school environment, learning procedures, other students, teachers, school staff, and school values, so that orientation services This becomes a map or compass for new students during their education at the school (Aisah & Herawati, 2021).



An effective orientation program can speed up the adaptation process and make it easier to develop problem-solving skills for some students who have difficulty adjusting to the new environment in their school. Furthermore, the application of information services in the school environment, is a service provided by Guidance and Counseling teachers to students related to information in school and outside school. The information includes procedures or rules in school and activities at school, while information outside school is related to life in the community, current issues about social situations and information about the world of work or career. As for the application of providing information in the school environment, it is hoped that it will be able to equip students with various knowledge about the environment needed to solve the problems they are facing, including the surrounding environment, education, position, and socio-culture. In a pluralistic and increasingly complex society, responsible decision-making lies largely in the hands of the students themselves. In this case, information services try to stimulate students to critically study various information related to life processes and some of their developments.

3.3 Background Of The Need For Counseling Guidance Services In School

The need for guidance services in the educational process is closely related to the essence of the meaning and function of education in all aspects of life. In addition, the need for guidance services is also related to the view of the nature and characteristics of the subject of students. The presence of guidance services in the educational process views that education is an effort to achieve human realization as a component that is interrelated and integrated as a whole (Oktasari, Yandri & Juliawati, 2020). In schools, guidance and counseling activities are carried out by functional officials who are officially called Guiding Teachers (or Class Teachers in elementary schools). Thus, guidance and counseling activities in schools are functional activities or services that are professional or expertise with a scientific and technological basis. The term self-guidance can be interpreted as a process of helping individuals to understand themselves and their environment. The process refers to a symptom that something will change gradually over a certain period of time, therefore guidance is not an event that occurs only once, but includes a number of stages that in succession lead to the goal to be achieved (Gumilang, 2017).

Guidance and counseling is very important to be applied in the school environment because guidance and counseling is an effort to help students to better understand the abilities that exist in themselves, including potentials and weaknesses that they have not known. If these things are known and understood well, then the students have drawn up a plan to direct themselves towards self-realization that takes into account other social and environmental realities. Of course, with the help of a counselor, the establishment of the business is an activity carried out by a professional with the encouragement of special knowledge and skills, as well as an appropriate personality for the profession. Guidance and Counseling is the provision of assistance to students both individually and in groups regarding the problems faced so that they can be independent and develop optimally. The background to the need for Counseling Guidance can be divided into several factors including:

When viewed in terms of psychology, the concept of guidance and counseling means providing an understanding of the behavior of the individual who is the target of the service (client). This is very important because the field of guidance and counseling is client behavior, namely client behavior that needs to be changed or developed if he wants to overcome the problems he faces or wants to achieve the goals he wants, for the purposes of guidance and counseling in the field of psychology. the need for some understanding that must be mastered, namely regarding motives and motivations, basic nature and environment, individual development, strengthening and personality. The success of guidance and counseling in educational institutions is determined by many factors, including the cohesiveness of the elements involved such as principals, guidance and counseling teachers (hereinafter referred to as BK), homeroom teachers, as well as student guardians. However, the main element who is fully responsible is the BK teacher. The importance of BK teachers in dealing with student problems, besides having to understand about daily tasks and work at school, a BK teacher is also required to always update their insights and knowledge.

Learning problems are part of students' self-development activities while in the school environment, the concept of guidance and counseling services in the field of learning aims to help students develop learning abilities in order to attend school education and study independently in order to achieve this achievement is clearly seen from the results the achievement of student learning achievement, low motivation to learn, to difficulty managing time, another phenomenon when students in the class take part in the teaching and

learning process, not a few students are found sleeping, using cellphones, until the most common is students who are caught skipping class and not attending class.

3.4 Strategy for Internalizing Islamic Education Values in the Counseling Guidance Process

Realizing a leading school, with students with Islamic personality and achievement is a very interesting problem to be implemented and applied in a very long period of time, but to realize students with Islamic personality is not easy and fast, it is necessary to go through a long and complex process. prioritize all means, including comprehensive understanding of religious education, organizational formation, extracurricular activities, and others. Guidance and counseling is a service provided by schools to provide assistance in the form of guidance services to each student in developing himself. the need for total self-development that includes four dimensions, namely, the physical-biological dimension, the mental-psychic dimension, the socio-cultural dimension, and the spiritual (spiritual) dimension.

Furthermore, the importance of applying spiritual counseling as a pedagogic effort that is related to the spiritual problems of students. Guidance as a process of helping individuals understand themselves and the world around them is focused on developing a learning environment that can facilitate individuals to gain learning success, because the purpose of education itself is to improve the quality of human beings characterized by piety, so guidance and counseling is not enough to use psychological and sociocultural rules alone. , but must be able to capture human existence as God's creatures (Luddin, 2013; Sumarwiyah & Zamroni, 2017; Susanto, 2018; Suleiman et al., 2019). In several junior high to high schools the management of the concept of guidance and counseling is carried out through the integration of several subjects and one of them is the subject of Islamic education, the subjects have linked this spiritual problem through the process of guidance and counseling. The teachers have been provided with religious education through daily recitation activities in the classroom, these activities are certainly highly appreciated by many other circles, with the provision of religious knowledge, teachers are expected to be able to utilize and equip students with guidance and directions that can shape students' character. become a much better person and obey school rules and religious rules.

3.5 Analysis of the ability of counselors in evaluating the implementation of guidance and counseling programs

Theoretically the counselor understands the concept of evaluating the implementation of guidance and counseling service programs in the school environment, a counselor is also required to be able to understand correctly the importance of evaluation for the implementation of guidance and counseling service programs implemented in schools. solely on process assessment and short-term outcome assessment. In the implementation of guidance and counseling, students will be asked for their opinions on the concept of guidance, then students will be asked again for some of their opinions during the guidance process. The class that must be fostered makes the evaluation of the implementation of guidance and group programs not implemented, coupled with the unavailability of standard instruments for evaluating the implementation of the guidance and counseling program as a whole in the school environment.

The current evaluation that can be carried out by the counselor is the process of guidance services that have been provided while the evaluation of the program has not been carried out optimally, because there are many classes that must be handled, then the counselor states that the adjustment of the process is adjusted by looking at the needs assessment that has been carried out, but if there are responsive services that are more critical, the process will take precedence or other services will be delayed flexibly, but still adhere to the principle that all services can be carried out optimally and optimally (Vishodik, 2018; Sidiq et al., 2021). Then the counselor also informs the results of the evaluation of guidance and counseling services to related parties, the counselor states that the results of the evaluation of activities are reported to the principal in the form of activity reports at the end of each semester and yearly, to find out aspects of using the results of the evaluation and revising as well as the guidance and counseling program. The counselor stated that positive programs that had been implemented in the previous year and received positive benefits from students would be re-implemented, for example classical guidance activities and group guidance through group dynamics and games and audio-visual media which are quite favorite for students. While some activities that are not carried out properly will be carried out after going through advances.



4. Conclusion

Counseling guidance is a multi-referential science, meaning that science with references to various other sciences, Guidance and counseling service programs in schools will not be well structured, organized and achieved in accordance with the expected goals. If management is not carried out in a quality system, both in terms of organizing, directing, and controlling existing resources. So the implementation of guidance and counseling services must have organization and administration, so that the service implementation activities carried out are more directed and clear. Each guidance and counseling activity is carried out through the planning stages of activities, implementation of activities, assessment of activity results, analysis of assessment results and follow-up, substance of guidance and counseling is prepared to facilitate educational units in realizing the educational process by paying attention to and responding to various abilities, needs, and interests according to the characteristics of students. In addition, guidance and counseling is also intended to facilitate guidance and counseling teachers (BK teachers) or school counselors to handle and assist students who individually experience psychological or psychosocial problems, such as difficulty concentrating, anxiety, and other symptoms of deviant behavior that can hinder the teaching and learning process in the school environment, guidance and counseling activities themselves are carried out inside and outside school working hours.

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