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Veröffentlichungsversion / Published Version

Zeitschriftenartikel / journal article

Empfohlene Zitierung / Suggested Citation:

Rahman, R., Witono, A. H., & Fahrudin, F. (2023). Management of Guidance and Counseling Services at SMP Negeri 4 Gerung Lombok Barat, Indonesia. *Path of Science*, 9(2-3), 2060-2064. <https://doi.org/10.22178/pos.90-13>

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Management of Guidance and Counselling Services at SMP Negeri 4 Gerung Lombok Barat, Indonesia

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DOI: [10.22178/pos.90-13](https://doi.org/10.22178/pos.90-13)

LCC Subject Category: L7-991

Received 26.02.2023

Accepted 28.03.2023

Published online 31.03.2023

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Abstract. This study aims to describe the management of guidance and counselling services at junior high school 4 Gerung West Lombok. This research is a qualitative approach with a case study design. Data collection techniques using observation, interviews, and documentation. The results showed that: 1) Planning is done by analysing student needs, issues, and problems, then determining the guidance and counselling service program to be achieved. 2) The organising stage is divided by tasks, authorities, and responsibilities and determines each teacher's guidance and counselling services flow. 3) The implementation of guidance and counselling services follows the program planned at the beginning of the school year. 4) The evaluation is carried out to control the suitability between the program and implementation, as well as the obstacles that impact the process of teaching and learning activities.

Keywords: Implementation; Academic Supervision; School Principals.

INTRODUCTION

Guidance and counselling in schools facilitate students' development to actualise their potential to achieve optimal growth [1, 2]. Students at the junior high school level are individuals who are developing. Students' potential must be facilitated through various educational components, including guidance and counselling services [3, 4, 5]. It is only possible to create, implement and achieve a guidance and counselling management or management system if it is supported by quality management [6]. What is meant by quality is carried out in a directed, formulated and implemented manner, starting from planning, organising, implementing, and evaluating, as well as analysing the results of the implementation of guidance and counselling, as well as following up on students at school, which includes; Basic services, specialisation services and individual student planning, responsive services, system support.

At the junior high school level, the guidance and counselling teacher provides an understanding of the importance of advice and counselling to students because it is the beginning of guidance and

counselling learning. The guidance and counselling teacher must make a good program for their students so that it does not cause negative views in the future [7]. These negative perceptions emerge partly due to ignorance of the teacher's duties, roles, functions and responsibilities. In addition, it could be caused by the need for a structured guidance and counselling service management program at the school.

Various services provide guidance and counselling to students:

- 1) Basic Services. Essential services assist all students in developing skills, knowledge and attitudes in the personal, social, learning and career fields needed to implement their development.
- 2) Specialisation Services and Individual Student planning. Specialisation services and individual student planning assist all students/counselees in making and implement personal, social, study, and career plans.
- 3) Responsive Service. Responsive services assist students/counselees with needs and problems requiring immediate assistance.

4) System Support. System support is all activities intended to support and improve: a) guidance and counselling staff in essential services, specialisation services, individual planning, and responsive services; b) other school personnel staff in implementing educational programs in schools.

METHOD

This research is qualitative research with a case study approach, which is a study which seeks to understand what phenomena are experienced by research subjects in a specific and natural context [8]. That phenomenon can be in the form of a school leader, a program, a group of students, the application of a policy, or the implementation of a process and a concept. This research focuses on managing guidance and counselling services at SMP Negeri 4 Gerung, West Lombok Regency (further – the School).

Collection techniques data used in this study are:

Observation. Observation is a systematic observation of an object. The key to the success of observation as a data collection technique is primarily determined by the observer or the observer himself because the observer can see and hear something about the object being observed so that the observer can conclude the observed data [9]. Observations used in this study were overt and covert observations, namely face-to-face meetings and conversations with several informants, establishing a more intimate relationship and gradually participating in activities [10].

This technique is used to collect non-test data by observing and systematically recording the symptoms that appear in the object of research in the activities or activities of guidance and counselling teachers at the research location of the School to find out the management of advice and counselling services focused on functions management in the form of planning, organising, implementing, and evaluating.

Interview. An interview is a conversation to obtain information from two people, the interviewer and the interviewee, by asking questions that require answers [11]. In this case, the researcher used unstructured interviews, which were conducted not based on the main questions and were immediately given spontaneously. In discussions, the data obtained is information in a direct communication setting, namely factual da-

ta that express attitudes, thoughts, hopes, and feelings. This interview was conducted to gather data about managing guidance and counselling services in the studied the School, which includes planning, organising, implementing, and evaluating.

Documentation. Documents are records or events that have passed. Documentation techniques are techniques used by writers to find data regarding matters in the form of notes, transcripts of meeting minutes, agendas, books, magazines, inscriptions, newspapers and so on [12]. Using this documentation method, researchers can obtain related records with research, such as general and specific descriptions of the management of guidance and counselling services at the School.

RESULTS AND DISCUSSION

Guidance and Counselling service planning. Planning is determining what to do and how to do it. Planning is the first step in managing advice and counselling services in organisations. The success of planning greatly supports the success of management activities. Therefore, planning must be done as well as possible.

Planning for making a guidance and counselling program is carefully taken based on the needs of students. According to the Guidance and Counselling Coordinator of the School, the first thing to do in planning is an analysis of student needs and problems to become a reference for preparing the program to be implemented. Then determine the objectives of the guidance and counselling service program be achieved and analysis of the situation and condition of the School. Determine programs consisting of types of services, methods, and techniques for guidance and counselling services. Furthermore, prepare facilities and costs for the advice and counselling service program activities and problems that occur or arise later.

The author [13] reveals that planning is the initial activity in selecting and determining organisational goals and strategies, policies, programs, procedures, methods, systems, budgets, and standards needed to achieve goals. The author [14] said that the benefit of planning a guidance and counselling program is that there is a clear direction for implementing guidance and counselling. Then there is the ease of controlling and evaluating the advice and counselling activities. And the implementation of guidance and coun-

selling program activities smoothly, effectively and efficiently. Guidance and counselling planning need to pay attention to the goals achieved, schedules, school policies, advice and counselling procedures and methods.

Organisation of Guidance and Counselling services. The organisation of guidance and counselling services at the School, is the process of grouping the counsellor's duties, responsibilities and authorities, resulting in a sound cooperation system to achieve the goals set. The organising includes: selecting competent counsellors, dissemination of guidance and counselling, division of tasks, and building cooperative relationships with stakeholders in schools.

The organisation of guidance and counselling at the School consists of advice and counselling counsellor as the leading implementer, assisted by the principal, deputy principal, homeroom teacher, and subject teacher. The author [13] states that organising seeks effective behavioural relationships between people to work together efficiently and obtain personal satisfaction in specific tasks in certain environmental conditions to achieve goals and particular targets.

The author [15] said that organising is determining the tasks that must be done, who should do them, how the lessons are grouped, who should be responsible for the job, and at what level decisions must be made. The author [14] argues that the organisation of guidance and counselling programs in schools and efforts to divide labour between members of advice and counselling organisations in schools.

Implementation of Guidance and Counselling Services. The performance of management of guidance and counselling services at the School, is based on students' needs and development level. This is done so that the guidance and counselling services provided can be by the problems faced by students. In implementing the management of guidance and counselling services, guidance and counselling counsellors should ideally be able to determine ways, techniques, methods and approaches in guidance and counselling, besides that guidance and counselling teachers can determine guidance and counselling programs which include; personal direction, social advice, study guidance, and career guidance.

As the executor of guidance and counselling service management, counsellors must know and understand the ways, methods, techniques and

approaches in direction and counselling management. Without knowledge and understanding of processes, practices, and procedures, advice and counselling teachers will experience many difficulties in providing guidance and counselling services to students. In addition, the methods, techniques, and approaches used must be adapted to the needs and problems of students at the School.

The implementation of guidance and counselling is a significant activity for schools, according to the SKB Mendikbud No 0433/P/1993, where the implementation of guidance and counselling is the implementation of functions in the personal and social, learning, and career guidance related to understanding, prevention, and maintenance. The author [13] stated that direction or mobilisation is an effort to motivate organisational personnel to achieve the organisation's goals. The movement as a whole effort, ways, techniques and methods to encourage members of the organisation to be willing and sincere to work as well as possible to achieve organisational goals that are effective, efficient and economical.

Evaluation of Guidance and Counselling Services. Guidance and counselling evaluation at the School, is one of the overall guidance and counselling services. The researcher evaluated the suitability between the program and its implementation, implementation of the program, the obstacles found, the impact of the guidance on the process of teaching and learning activities, stakeholder responses, and whether there were changes in direction and counselling services. Evaluation of advice and counselling activities is in process evaluation (formative) and outcome evaluation (summative). Evaluation of the implementation of guidance and counselling service management is an attempt to assess efficiency and effectiveness in improving quality guidance and counselling service management programs.

Process evaluation determines how far the effectiveness of guidance and counselling services are seen from the process. In contrast, outcome evaluation is an evaluation to obtain the efficacy seen from the results.

CONCLUSIONS

Based on the results of research related to the Management of Guidance and Counselling Services at the School, it can be concluded that:

1) Planning for the management of guidance and counselling services, which begins with analysing student needs and problems as an activity at the beginning of the learning year that is carried out correctly so that guidance and counselling teachers can comply with the vision, mission and goals of the School in compiling a guidance and counselling service program that is compiled into the form of an RPL (Service Delivery Plan) which is outlined in the document of a syllabus, annual program, semester program.

2) The organisation of guidance and counselling service officers is the whole process of grouping all tasks, responsibilities, authorities, and components in the cooperation process to create a

sound work system to achieve the objectives of guidance and counselling services.

3) Implementing the guidance and counselling service program at the School includes ways, techniques, methods, and approaches to advising and counselling services, determining service programs and supporting activities.

4) Evaluation of the management of guidance and counselling services at the School is carried out to determine the effectiveness and efficiency of the management of advice and counselling services.

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