

MANAGEMENT OF GUIDANCE COUNSELING IN ELEMENTARY SCHOOLS

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Abstract :

The purpose of this study was to reveal the management of the UPI SD Lab BK. This study uses a qualitative approach. This type of research is a case study. Data collection uses observation techniques, interviews and document studies. The research instrument is a group instrument. The analysis used in this study is an interactive analysis model of Miles and Huberman through data collection, data reduction, data presentation and drawing conclusions. The results of UPI's BK SD Lab management research consisted of planning, organizing, implementing and supervising. Where the planning of the UPI SD Lab BK is flexible, factual and contextual because in preparing the program it never departs from the vision, mission, guidance and goals of the school. The organization involved the principal, wk. Student affairs, subject teachers and homeroom teachers. As for the assignment of guidance, the BK choir divided 5 BK teacher personnel for six generations by combining class 1 coaches with class 4 coaches to be responsible for class 4. The implementation of the BK program itself has been running from daily to annual counseling. And finally, there is an evaluation where the evaluation of SD Upi's guidance is carried out every month and every year, to see the development of students and the development of the guidance counselor himself.

Abstrak:

Tujuan dari penelitian ini adalah untuk mengungkap manajemen UPI SD Lab BK. Penelitian ini menggunakan pendekatan kualitatif. Jenis penelitian ini adalah studi kasus. Pengumpulan data menggunakan teknik observasi, wawancara dan studi dokumen. Instrumen penelitian adalah instrumen kelompok. Analisis yang digunakan dalam penelitian ini adalah analisis interaktif model Miles dan Huberman melalui pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian pengelolaan Lab BK SD UPI terdiri dari perencanaan, pengorganisasian, pelaksanaan dan pengawasan. Dimana perencanaan Lab BK SD UPI bersifat fleksibel, faktual dan kontekstual karena dalam menyusun program tidak pernah menyimpang dari visi, misi, pedoman dan tujuan sekolah. Organisasi tersebut melibatkan kepala sekolah, wk. Kesiswaan, guru mata pelajaran dan wali kelas. Untuk penugasan bimbingan,

paduan suara BK membagi 5 orang tenaga pengajar BK selama enam angkatan dengan menggabungkan pembina kelas 1 dengan pembina kelas 4 menjadi penanggung jawab kelas 4. Pelaksanaan program BK sendiri sudah berjalan dari penyuluhan harian hingga tahunan. Dan yang terakhir adalah evaluasi dimana evaluasi pembinaan SD Upi dilakukan setiap bulan dan setiap tahun, untuk melihat perkembangan siswa dan perkembangan pembimbing BK itu sendiri.

INTRODUCTION

James A.F. Stonener defines "management is the process of planning, organizing, leadership and controlling all organizational resources to achieve the goals set". As Siagian also defines "management as the ability or skill of a person to obtain a result in order to achieve goals through the activities of other people" (Richard, 1975). In the Encyclopedia of Economics, Business, and Management it is explained that management is the process of planning and making decisions, organizing, leading, and controlling human, financial, facilities and information resources to achieve organizational goals in an efficient and effective way.

Management is the process of planning, organizing, leading and controlling the efforts of organizing members and of using all other organizational resources to achieve state organizational goals (Kabeyi, 2019; Riinawati, 2021; Jumady, 2021). From the several definitions of management above, it can be concluded that management can be viewed from the point of view of a person's ability to do something in order to achieve a certain goal, besides that management is seen from the point of the process of doing something in order to achieve certain goals. In the field of education, education management is defined as a person's efforts to mobilize and provide opportunities for others to carry out work effectively, and accept personal responsibility for achieving set results. Likewise, Pidarta defines education management as the activity of integrating educational resources so that they are focused on achieving predetermined educational goals. The resources referred to in the meaning above are peace, funds, facilities and infrastructure, including information.

Therefore, the ability of managers to combine these resources is very important. In this definition, of course, the process of planning, organizing, operating and controlling is included in the management functions. How resources are planned, managed, directed and controlled to achieve organizational goals. Therefore, education management can be interpreted as a process of planning, organizing, directing, controlling educational staff and educational resources to achieve educational goals (Geng, 2019; Andersson et al., 2019; Newman, 2021). From the various management definitions above, learning management and counseling can be understood as an activity that integrates guidance and counseling resources in order to achieve educational goals and objectives in general, educational guidance and counseling in particular. A systematic system includes in the educational process there are various resources in the form of personnel, facilities and infrastructure, and funds. It is necessary to manage these resources in such a way that the learning objectives and

guidance in schools can be achieved optimally, which in turn can also optimize the achievement of educational goals.

RESEARCH METHODS

The method used in this study is a descriptive qualitative method where the research procedure will produce descriptive data, in the form of written words or directly from people and observable behavior. Qualitative descriptive research has the goal of describing a situation or phenomena as they are. The data analysis technique used is the interactive analysis model of Milles and Michael Huberman, namely: Data Reduction, Data Display, Verification.

The data source comes from the subject from which the data was obtained. The research subject is something that is to be examined in a study. The object of research is BK management including planning, organizing, implementing and supervising. The subjects in this study were structural members of SD Labschool UPI Counseling who were represented by the counseling teacher coordinator and one member of the counseling teacher.

FINDINGS AND DISCUSSION

The establishment of the UPI Pilot Laboratory Elementary School started with an institution formed by the FKIP (Faculty of Teaching and Education), namely the Curriculum Development Institute (LPC). In 1960 he founded a Kindergarten and then following in 1964 an Elementary School was also founded, all of which functioned as a Laboratory School. In 1974 the government organized the Development School Pilot Project (PPSP). With this project the UPI Pilot Laboratory Elementary School changed its function to become a Development School Pioneer under the management of PPSP until 1984 and in 1986 the Elementary School became the Setiabudhi State Experimental Elementary School which was temporarily located on the UPI campus. Pilot Laboratory Elementary Schools are a necessity for UPI to study, develop and carry out tests of various innovations and findings in the field of education, both in model and theoretical settings as well as in educational practice. The UPI Pilot Laboratory School was inaugurated by the Indonesian Minister of National Education on October 20, 2003 to coincide with the 49th Anniversary of the Indonesian University of Education.

As for the history of the existence of counseling teachers at SD UPI, Haidir Ali Zulfikar who is the Coordinator of BK SD UPI said "a year since the establishment of SD Lab UPI, namely in 2004 SD Lab UPI already had a counseling teacher". As mentioned above SD Lab UPI has owned and managed training through the counseling teacher facility for eighteen years.

There are five big points that are the goals of SD Lab UPI, namely as follows:

1. Becoming a model for elementary school education in West Java Province
2. Realizing outstanding students in the top 10 in West Java
3. Implementing school based management
4. Become an active partner in educational research, development and innovation in elementary schools
5. Become a partner school in healthy and environment-based schools.

Management of Guidance Counseling in Elementary Schools

SD Lab UPI has 5 counseling teachers consisting of: Mr. Haidir Ali Zulfikar, S.Sos as the Coordinating Coordinator for BK teachers, and consists of Mrs. Ratna Purnamasari, S.Sos, Mrs. Tini, Mrs. Dian and Mrs. Ira. With a total number of students of less than 120 device students. As for one of the planning (planning) of the UPI BK institution, namely determining the Vision and Mission of Guidance, the following is the contents of the vision and mission of guidance in SD Lab UPI:

Guidance Vision

1. Guidance and counseling is a component of the education system in Laboratory Elementary Schools which is oriented towards efforts to optimally develop the potential, competencies or developmental tasks of students (Students), so that they become human beings who have faith and devotion to God Almighty, Science knowledge and technology, as well as attitudes and professional abilities which in turn will be able to succeed in national development and compete in the global era.
2. Implementation of guidance and counseling programs in SD Laboratory refers to idealistic-philosophical, conceptual and practical norms. This means that the implementation of guidance and counseling cannot be separated from the values contained in religion, state philosophy, legislation, guidance concepts, objective conditions of Laboratory Elementary Schools or student development environment as well as scientific and socio-cultural developments.
3. The SS Laboratory guidance program is an integrated component with the overall SD Laboratory education program. Therefore guidance services are the joint task of all personnel (leaders and teachers) according to their respective performance.
4. The guidance and counseling program is oriented towards the personal development of students who are capable of lifelong learning in interacting in a healthy and correct manner in their environment

Counseling Mission

Guidance and counseling services at SD Laboratory are primarily intended to provide assistance to students to know and understand themselves and their environment, direct themselves, make alternative choices and make decisions in solving problems more precisely in order to complete developmental tasks and realize themselves optimally.

Optimal development can occur through healthy interactions between developing students and their environment. Therefore guidance and counseling services do not only deal with inappropriate or problematic behavior, nor do they merely prevent problematic behavior, but develop aspects of personality as a whole. Under these conditions, guidance and counseling at SD Laboratory is oriented towards developmental guidance and counseling.

The concept of developmental guidance and counseling has implications that the target of its services is not limited to students in an institutional setting,

but will be directed to all individuals in various settings of life and culture. The reason is that healthy or optimal development in the development of effective behavior must occur in every individual in various environmental settings. Thus guidance and counseling is directed towards efforts to help students become more aware of themselves and the ways in which they respond to their environment, develop personal meaningfulness in their behavior and develop and classify sets of goals and behavioral values in the future. The guidance and counseling service strategy is directed towards efforts to organize and create a developmental ecology or learning environment that facilitates the development of UPI Laboratory Elementary School students.

The next Guidance and Counseling mission is to facilitate or provide various conveniences to students so that they are able to complete their studies smoothly, which leads to efforts to form professional human resources who have faith and are devoted to Allah SWT. In addition, through guidance services, students are expected to be able to develop basic life skills (personal and social) (Sulam, 2019) so that they can make a positive contribution to a multi-racial, cultural and religious society.

After determining the vision and mission, further planning relates to assessing the needs of students through questionnaires and parental interviews to later determine class groups and determine classical guidance material. Class grouping and self-determination of material are supported by observations made by the counseling teacher, so that the counseling teacher at SD Lab UPI is required to enter the classroom and teach self-development material. In the process of providing classical self-development self-development material guidance, UPI SD Lab BK teachers themselves are required to make an SKL, namely a BK Service Unit which is equivalent to an RPP (Learning Implementation Plan) where the SKL is the result of the previous assessment.

After carrying out the series above, the UPI SD Laboratory Counseling teacher compiled a Guidance program which was divided into daily, monthly and annual programs. The daily program itself is a program that requires guidance and counseling teachers to enter the classroom and teach self-development subjects. While the monthly program focuses on individual guidance given to students who have problems, both learning, social and career problems. As for the annual program, Mr. Hadir said "SD Lab UPI students always have visits to professional places as a process of providing career guidance."

From the description of the results of the research above, the author will review how the management of guidance and counseling at UPI's SD Lab. 1). UPI SD Lab Guidance and Counseling Planning is flexible, meaning that in formulating programs it is adjusted to the conditions or needs of students based on a needs assessment. Apart from that, the UPI SD Lab BK planning is also assessed contextually, which means that the work program is prepared according to the vision and mission of guidance as well as the goals of the UPI Laboratory Elementary School. Guidance and counseling planning for SD Lab UPI is also assessed as factual, because the counseling teacher conducts an environmental assessment before deciding to make a program. This condition is in accordance

with what was formulated by the Ministry of National Education (2008: 220), namely that there are two assessments that must be carried out as a basis for preparing guidance and counseling plans, namely an environmental assessment and an assessment of students' needs or problems.

Develop a guidance and counseling program that begins with related environmental assessment activities that identify the expectations of the school and community (parents), facilities and infrastructure to support the guidance program, counselor requirements and qualifications, and school leadership policies to be developed. A similar opinion by Gysbers & Henderson (2012: 206) states that needs assessments are obtained from students, educators, parents, community members, employers and alumni.

The planning process for counseling services begins with a feasibility study (Nguyen et al., 2019). Feasibility study is the process of studying the feasibility of the mentoring and guidance program plans that are prepared from time to time according to availability. Considering effective study time because it must be aligned with the overall school curriculum. In addition, the time allocation for face-to-face activities is conventionally carried out at two hours per class per week. This is in accordance with the formula of the Ministry of National Education (2008), which specifically states that face-to-face activities are usually two hours of lessons per class per week.

The program plan is contained in annual, daily and monthly programs, then elaborated in more detail on service units. The service unit lists the type of service, service method, service material, and so on. Manpower planning, has divided foster students based on class by considering the number of students per class. The guidance and counseling program is managed by 5 guidance and counseling teachers with guidance and counseling backgrounds, but some are Islamic-based guidance and counseling in general. This is in accordance with the principles of guidance and counseling.

In addition, the ratio between students and Counseling Teachers is almost balanced even though the Counseling Teacher is still rated as having less than 1 human resource because UPI's SD Lab has 120 device students while the Counseling teacher only has 5, but the Counseling Coordinator counteracts this shortage of human resources by dividing 4th grade by 2 BK teachers so being free from BK teachers is not that hard, although not quite ideal. As in Government Regulation Number 74 of 2008 concerning Teachers which says that the workload of guidance and counseling teachers or counselors who receive professional allowances and additional benefits is to support guidance and counseling for at least 150 (one hundred and fifty) students per year in one or more educational units. Furthermore, Permendiknas Number 39 of 2009 concerning Fulfilling the Workload of Teachers and Supervisors of Education Units, Article 1 paragraph 6 states that the teaching burden of guidance and counseling teachers/counselors is to support guidance and counseling of at least 150 (one hundred and fifty) students per year on one or more educational units.

Based on the explanation above, it can be concluded that the UPI SD Lab BK planning is quite in accordance with the rules, including having carried out a need assessment. Then create a program in accordance with the vision, mission,

guidance and objectives of the school and also have adequate counseling teacher personnel. 2). BK Organizing. Activities in organizing are coordinating with stakeholders namely school principals, wk. Student affairs, homeroom teachers and subject teachers. Then the division of tasks with the available BK teacher personnel.

With sufficient counseling teacher personnel in the distribution of students, the UPI Lab Lab Guidance teacher can carry out the main tasks as stated in SK Menpan No 84/1993 (prayitno, 2001: 6) which says that the main task of the counseling teacher is to 'compile a program guidance, implementing guidance programs, evaluating the implementation of guidance, analyzing the results of implementing guidance on students who are their responsibility (article 4).

By maximizing the five counseling teacher personnel, the guidance process can be adequately handled with the strategy used by the guidance counselor in dividing grade 4 students with 2 supervising teachers. 3). Mobilization or implementation of BK. Implementation of the banking program by using the above mechanism can make it easier for banking personnel to carry out their responsibilities.

Besides that, the daily program by entering classes to carry out classical guidance on a regular basis is already running. The types of basic services it performs are: a). Basic services consist of orientation services, information services, placement & channeling services, content mastery services, b) responsive services consisting of individual counseling services, group guidance services, group counseling services, consulting services, and mediation services, c) support activities consisting of instrument application, data collection, case conference, case hand over, home visit, and literature view.

Individual counseling services are maximized by collaborating with parents of students so that supervisors can easily deal with individual student problems as stated in the Ministry of National Education. Individual counseling services are intended to help students who experience obstacles in achieving their developmental tasks. 4). Evaluation of counseling guidance. This evaluation is carried out every month and every year, but the guidance and counseling supervision is not yet optimal and is intended to determine the extent to which bids will be implemented according to plan and must be carried out periodically. Internal supervision is carried out by the school administrator. As Syamsyu noted, external supervision was provided by the guidance and counseling supervisor, but it was hoped that the external supervision provided by the school supervisor could help and these teachers raised insights and insights every day. Improving functional skills, professional competence, especially in the field of guidance and counseling. Furthermore, the Decree of the Minister of Education and Culture No. 020/U/1998. Syamsyu stated that guidance and counseling school supervisors are school supervisors who carry out all duties and responsibilities, stating that they have authority and rights. Evaluate and facilitate the delivery of education.

CONCLUSION

From the results of the research and discussion above, it can be concluded that the management of the BK SD Lab UPI is quite adequate with careful planning through determining the vision and mission of guidance and determining programs through student assessments, parent interviews, and direct observation. So this planning concept has flexible and factual.

The UPI SD Lab BK organization has a good strategy, namely by maximizing the existing BK teacher human resources by dividing the 4th grade by 2 supervising teachers so that there is no overload that affects performance. The implementation of the program itself can run smoothly because it has a clear working mechanism that does not cause overlapping responsibilities. As stated above, the UPI SD BK evaluation is usually carried out once a month and once a year to see the progress of students and to determine study groups (classes) for the next year.

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