



Guidance and Counseling Management in Improving Needs Fulfillment and Solving Student Problems at SMAN I Cisarua, West Bandung Regency

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Abstract

Guidance and counseling management can support the achievement of guidance and counseling goals. In several high schools there are still many students who face problems and the needs of students have not been met. This study aims to examine the management of guidance and counseling in improving the fulfillment of needs and problem solving of students at SMAN 1 Cisarua, West Bandung Regency. The approach used is a qualitative approach, the method uses descriptive methods. Data were collected using interviews, observation and documentation studies, the research subjects were guidance and counseling coordinators. The results of the research show that: (1) planning is based on Law No. 2/89, PP. 26/90, SK MENPAN No 29/89. The planner is the guidance and counseling coordinator, objectives, principles, functions, service content, services, techniques, class/week schedules, place of implementation, targets, decisions, participants, implementers, infrastructure, and budget all need to be improved and must be based on student needs and problems. (2) Organizing has been carried out by compiling organizational structures, division of tasks, grouping types of activities and work mechanisms. (3) Guidance has been carried out by carrying out coordination, cooperation, explanation of implementation criteria, and techniques used, but everything has not been maximized. (4) Supervision has been carried out by making changes and developments, aiming at goals, activities and

responsibilities. All of these sub-aspects need to be maximized and adapted to the needs and problems of students. (5) Evaluation is carried out by assessing the process and results, success criteria, methods and techniques of assessment and making a report. All of these sub-aspects need to be improved and adapted to the needs and problems of students.

Keywords

Management, Guidance and Counseling.

1. Introduction

The implementation of guidance and counseling goals depends on proper guidance and counseling management, the main activities are (1) planning, (2) organizing, (3) assembling, (4) directing, (5) supervising, (6) controlling (Arthur Jones, 1970:99). These six activities are aspects that cannot be separated from one aspect to another, are interrelated and influence each other in achieving the goals of guidance and counseling in schools. Guidance and counseling management can assist schools in improving quality, especially in developing human resources in schools. Therefore, guidance and counseling management must be carefully formulated.

Guidance and counseling planning is important because it can determine goals, analyze student needs and problems, analyze school situations and conditions, determine types of activities, determine methods and techniques used, determine personnel, prepare facilities and costs, estimate obstacles and efforts to overcome them. The importance of planning guidance and counseling put forward by experts, among others, can anticipate and prepare for various possibilities that will occur (H.J. Burrbach & L.E Deeker, 1977; 32). Determine the goals to be achieved and the ways to achieve these goals (Stephen Robins, 1978:16). Determining student needs, effective forms of guidance from schools and ways of providing assistance to students (Edward C Roeber, 1964:79-80) Identifying student needs and analyzing conditions before determining alternatives and implementation steps (Arthur Jones , 1963;98).

The organization of guidance and counseling can determine work grouping, division of tasks, roles, responsibilities and authorities for each officer, develop a work mechanism, and develop an organizational structure. In addition, the organization of guidance and counseling is important so that each supervising teacher is aware of their respective duties, roles, positions of authority and responsibilities, there is no overlap between personnel, there is an appropriate, smooth working mechanism, efficiency and effectiveness in carrying out guidance and counseling. The importance of organizing guidance and counseling determines the relationship between the activities to be carried out, personal and physical factors required (Stepon Robins, 1978: 17). There is a division of activities including function, location, existing personnel and the group served (Arthur Jones, 1970:98). There are two main parts of organizing namely the grouping of work and

determining the relationship between individuals. (Hatch & Steffire, 1961:49). Furthermore, there are three problems, namely dividing activities, providing responsibilities and the techniques needed,

Guidance and counseling briefings can create coordination and communication with guidance and counseling staff, encourage guidance and counseling staff to carry out their duties and there will be smoothness in carrying out guidance and counseling in schools. The importance of direction is related to coordination, control and stimulation of others (Hatch & Steffire, 1961:7). Furthermore argued that the organization of guidance and counseling has two main components, namely the role of power and the role of communication.

Supervision of guidance and counseling in schools is also important, because it can control, accommodate suggestions, regarding obstacles, problems and overcoming them. Besides that, it can control the activities carried out by the supervising teacher, check the obstacles found, find solutions to the obstacles, and carry out the guidance and counseling plan smoothly. Arthur Jones (1970:99) suggests that supervision includes two forms of activity, namely tractive supervision and dynamic supervision. Meanwhile, according to Crow & Crow (1962: 88) that in guidance supervision, those who become supervisors are willing to accept suggestions from supervising teachers related to curriculum, problems faced, interventions, and conflicts between teachers.

Evaluation of guidance and counseling can assess the achievement of goals in all aspects of guidance and counseling involving human and non-human factors. Evaluation of guidance and counseling can assess the success of schools in general, test whether there is influence on the educational process in schools, can assess the limitations of plans, can take materials for improvement, can determine something that is effective for improvement plans, help find the personnel and materials needed to improve planning and an effective way to demonstrate to school personnel and the community. The importance of evaluating guidance and counseling is supported by the opinion of Shertzer & Stone (1966:405) that "evaluation consists of making systematic judgments of the relative effectiveness with which goals are attained in relation to special standards." Then N. Rao (1981:221) suggests that "Evaluation is the assessment of the relative effectiveness with which goals or objectives are attained relation to specific standards" Furthermore, Arthur Jones (1970:227) suggests that "evaluation is the process of finding the out to what degree the objective of the service has been attained".

Conditions in several high schools show that guidance and counseling management has not been implemented properly and thoroughly. In principle, most high school supervising teachers have carried out guidance and counseling management but have not yet reached the optimal level. This is because personal guidance and counseling has not optimally supported the implementation of guidance and counseling and personal quality must be improved. In addition, the supervising teacher has carried out guidance and counseling management, but has not met expectations and is not in accordance with the conditions of the school. There is already an organization, infrastructure and management system, but the

planning is not in accordance with the needs and problems of students. Guidance and counseling in making plans is top down.

The results of a preliminary study conducted by researchers at SMAN 1 Cisarua, West Bandung Regency, showed that the suitability of guidance and counseling management was not as expected, due to internal and external obstacles, lack of information on guidance and counseling management to school members, parents and the community, and lack of cooperation in carrying out management guidance and counseling.

The formulation of the problem in this study is how is the management of guidance and counseling in improving the fulfillment of needs and problem solving of students at SMA Negeri 1 Cisarua, West Bandung Regency? The formulation of this problem is too broad, so it is limited to research questions, as follows:

1. How is guidance and counseling planning in improving the fulfillment of needs and solving student problems at SMAN 1 Cisarua, West Bandung Regency?
2. How to organize guidance and counseling in improving meeting the needs and solving student problems at SMAN 1 Cisarua, West Bandung Regency?
3. How is the implementation of guidance and counseling in improving the fulfillment of needs and solving student problems at SMAN 1 Cisarua, West Bandung Regency?
4. How is the supervision of guidance and counseling in improving the fulfillment of needs and solving student problems at SMAN 1 Cisarua, West Bandung Regency?
5. How is the evaluation of guidance and counseling in improving the fulfillment of needs and problem solving of students at SMAN 1 Cisarua, West Bandung Regency?

2. Methodology

The approach used in this study is a qualitative approach. The research method is descriptive method, the data collection techniques are interviews, observation and documentation studies. The research location is at SMAN 1 Cisarua, West Bandung Regency. The data source is the supervising teacher. To check the validity using confirmability, reliability, credibility, the research stages are initial orientation, field activities, checks and rechecks, discussions, conclusions and recommendations.

3. Results & Discussion

Results

Planning

The results showed that guidance and counseling planning at SMAN 1 Cisarua, namely: (1) Based on Law No. 2/89, SK MENPAN no 29/90. (2) The

planner is the BK coordinator assisted by a supervising teacher. (3) General and specific goals need to be adjusted to the needs and problems of students. (4) The application of the principles of guidance and counseling still needs to be further developed. (5) Guidance and counseling functions, namely understanding, repairing, preventing, maintaining, and developing their use still need to be optimized. (6) Analysis of students' needs and problems is still not quite right. (7) The content or service materials are still not in accordance with what students expect. (8) Group counseling services have not yet been implemented. While other services need to be adjusted to the results of the analysis of student needs and problems. (9) The techniques used are individual counselling, interviews, consultations, home visits, lectures, and utilization of resource persons, class schedules are carried out for 1 lesson hour/week, while the place for carrying out guidance often adapts to the situation and condition of the students, namely in the guidance room and counseling, library, and classroom yard. (10) The scope of planning, guidance and counseling is for all students, decisions are taken and determined by students, many involve other personal guidance and counseling in schools, implementation is in accordance with the competence of supervising teachers, the functions of guidance and counseling are mostly centered on improvement and development. (11) Analysis of students' needs and problems, seeing from the problems that were often handled in the past year, the implementation has not been maximized. (12) Facilities and infrastructure with data collection instruments, archive storage, counseling rooms, need to be maximized. (13) Budget from the school.

Organizing

The results showed that the organization of guidance and counseling at SMAN 1 Cisarua, namely: (1) The organizational structure of BK can describe the functions, roles, work mechanisms, and other personal responsibilities of guidance and counseling. (2) The division of tasks is adjusted to the personal abilities of guidance and counseling. (3) Types of activities have been grouped according to personal guidance and counseling abilities, and (4) Work mechanisms have been developed but their implementation has not been maximized.

Briefing

The results showed that guidance and counseling briefings at SMAN 1 Cisarua, namely: (1) Coordination with other personal guidance and counseling has been carried out but coordination with external parties still needs to be maximized and adapted to the needs and problems of students. (2) Personal guidance and counseling in schools has been created to work together but to carry out tasks independently needs to be maximized. (3) Personal guidance and counseling needs an explanation of the criteria for implementing guidance and counseling, for example how to think, act and feel, complete the information needed by students,

accuracy and feasibility in helping students, suitability of actions and activities carried out by supervising teachers with the planned goals need maximized, (4) Techniques used in carrying out briefings through formal and kinship meetings..

Supervision

The results of the study show that guidance and counseling supervision at SMAN 1 Cisarua, namely (1) The purpose of activities leading to change and development carried out by the supervising teacher needs to be developed. (2) Supervision is oriented towards goals, activities and responsibilities, but needs to be developed. (3) Supervision techniques use interviews, observation and discussion either individually or in groups.

Evaluation

The results showed that the evaluation of guidance and counseling at SMAN 1 Cisarua, namely (1) Using process assessment (during activities) and outcome assessments (assessments carried out when activities have been completed). (2) The success criteria for carrying out the planning are not yet clear. (2) the assessment is carried out by the guidance and counseling coordinator. (3) the valuation method used is not clearly visible. (4) The assessment technique used is not clear either, (5) reports are made in the form of oral and written, directly to the school principal or through the deputy principal of the school.

4. Discussion

Planning

Planning is only carried out by the guidance and counseling coordinator and supervising teacher, while the school principal only checks and signs the report in preparation for when there is a supervisor, while other counseling personnel are not involved. So that school principals, teachers and education staff feel they do not own and do not support guidance and counseling planning. The longer the possibility, the less support there is, so that guidance and counseling seems to be separate from the education carried out by schools. In addition, the information needed by students from teachers and principals is less disclosed. One of the characteristics of being able to bring forth a good guidance and counseling program is the need for the involvement of all educational personnel in the school in making plans (Rochman Natawidjaja, 1988:24). Guidance and counseling programs must be planned and implemented based on a scientific rational approach, involving experts and accompanied by coordination of all guidance and counseling activities and carrying out adequate supervision (W.S Winkel, 1991: 95).

General and specific goals of guidance and counseling should be in accordance with the needs and problems of students. But there are still things that are not appropriate, so students will reject them / not interested in the activities

held by the supervising teacher. The planning must be in accordance with the real needs of students (F.W. Miller, 1978:68-70). The planning function is to identify needs and analyze the situation before determining alternatives and implementing steps (Arthur Jones, 1963:98). Then the purpose of guidance and counseling must be clear according to what was stated by Robins (1978: 16) that planning must first determine the goals to be achieved and the methods used to achieve these goals. This opinion is reinforced by Herr and Cremmer (1984: 193) that the formulation of objectives in planning should refer to the needs of the students being guided, according to what is expected of the students, focused on the results to be achieved, and reflect on the philosophy, theory and assumptions that underlie them. While the specific goals put forward by Meger (Herr Cremmer, 1984: 194), namely: (1) What can be done by students when demonstrating their abilities or performance after the results of mentoring, (2) What conditions should exist/occur when students demonstrate their abilities , (3) How are the performance criteria shown by students when demonstrating their abilities successfully..

Implementation of guidance and counseling prioritizes repair and prevention functions. The repair function is to solve problems faced by students, while the prevention function is to prevent students from experiencing problems. If students have problems and it is likely that students will face problems, then it is very appropriate to use the repair and prevention functions.

The principle relates to the influence of an individual's physical/mental condition on adjustment to himself and his environment. This principle is important because the individual and the environment will influence and be influenced by their mentality. Meanwhile, students' mentality is the target of guidance and counseling. If the student's mental disorder will affect students in optimizing their potential. If their own potential is not developed, students will lack self-confidence, lack enthusiasm, be less independent in completing their assignments, their life existence will feel less meaningful and will reduce their happiness.

Principles related to guidance and counseling programs, outlines that guidance and counseling is an important part of education. This is in accordance with the opinion of Shetzer and Stone (1966:44) that guidance and counseling is an integral part of education. Guidance and counseling increases understanding of educational, work, social issues and makes choices in dealing with personal problems (Glanz, 1966:36). Guidance and counseling cannot be separated from the educational process, N. Rao (1981:188) suggests:

Educational counselling as service is expected to support educational effort to yield rich dividends in pupil adjustment and progress. It is proses of helping learnes to understand themselves and word around them, to adjust themselves more efficiently appropriately to other fellow beings. Counseling, therefore, should be viewed as an intergral part of the total school/college programme”.

Analysis of student needs and problems is carried out by analyzing the problems handled by the supervising teacher. This is imprecise because only part of it is analyzed. We recommend that all students are given a checklist problem,

summed up, ranked, traced to student representatives to find student needs and problems. Analyzing students' needs and problems can use techniques such as survey Methods, The Money Problem Checklist and SRA, Youth inventory. Edward G. Roeber (1964:79-80) and Arthur Jones (1963:98) argued that before determining the activities of the guidance and counseling program, students' needs and problems should be determined first. Kroth (1973:117) and Miller (1978:155) suggest that before planning guidance and counseling it is better to do local research. Guidance and counseling programs are structured based on the needs and problems of students (Sukardi et al, 1989:8). Thus the guidance and counseling program will be effective if it can meet the real needs of students and solve students' urgent problems..

Based on the results of the preliminary study, it shows that the content of the service is still not appropriate, it is evident that there are students who are less interested in participating in the activities carried out by the supervising teacher. This is evidence that the guidance and counseling program activities are not first traced to the needs and problems of students, so that students are less interested in the activities held by the supervising teacher.

Most of the services provided by supervising teachers are carried out, only group counseling is rarely carried out. This is because the supervising teacher does not understand the service, so the supervising teacher feels hesitant to do it. The results of the evaluation also appear to be lacking, so that the supervising teacher is not motivated to really carry it out.

There are still guidance and counseling techniques that are not implemented due to the supervising teacher's lack of understanding of these techniques. This is because the supervising teacher does not develop skills in carrying out guidance and counseling, is fixated on only using guidance and counseling hours to class, does not take advantage of classes where there are no teachers, and does not integrate guidance and counseling programs into the learning process through subject teachers..

Guidance and counseling is not evenly distributed to all students, this is because most of the guidance and counseling services are given to students who are seen to have problems and consult the supervising teacher, besides that they are not based on the results of an analysis of the needs and problems of the right students. Students who have high potential to be developed but do not understand it will not realize their potential development, as well as those who have developed their potential properly but do not know how to maintain it will not develop continuously. Therefore, the guidance function should be implemented properly and continuously.

Problems that are difficult to handle by supervising teachers are problems related to families that are less harmonious. This is because the supervising teacher has no authority to solve the problems of the students' parents, it only has an impact on students becoming problematic. The supervising teacher can only provide a solution by asking for help from relatives or ustad who can help solve the

problem of family disharmony, the rest awakens students to accept what is about the family condition.

The guidance and counseling room looks complete, but its utilization is still lacking in meeting the needs and solving student problems. This is because the arrangement of goods and rooms is not quite right, as well as cleanliness and tidiness still need to be improved so that the room becomes a calm, warm, fresh room and encourages students to convey their problems.

Organizing

The results showed that (1) the organizational structure of guidance and counseling describes the functions, roles, work mechanisms, and other personal responsibilities of guidance and counseling. Such conditions will support the achievement that has been planned by the coordinator and supervising teacher, carrying out the planning will be more effective and easier because it is facilitated by these conditions. (2) The division of tasks is adjusted to the personal abilities of guidance and counseling, besides students will find it easy, the results will be precise and carried out quickly, because it is in accordance with the potential possessed by school personnel. If the task is in accordance with the competence of the supervising teacher, the supervising teacher will feel happy and enthusiastic in doing the task. (3) Types of activities have been grouped according to the personal abilities of guidance and counseling. This will make it easier and make the supervising teacher's motivation stronger. (4) working mechanism has been prepared but its implementation has not been maximized. With the drafting of the work mechanism, the supervising teacher will be clear and there will be no overlap in implementing the guidance and counseling plan. If there is clarity on the responsibilities and authorities of the supervising teacher and coordinator as well as related parties in the school it will create an atmosphere for the guidance teachers to be calm, warm, fresh, open to students and work together with the supervising teacher in solving student problems.

Briefing

The results of the research show that (1) cooperation with external parties and internal parties still needs to be improved because it is not optimal. This is because the understanding of personal guidance and counseling is still lacking and is not based on an in-depth analysis of student needs and problems. (2) Solving student problems is less rooted so that many students have unresolved problems. Therefore, solving problems is focused on students who are referred by subject teachers, while those that can be solved by subject teachers are not solved by supervising teachers. (3) The guidance and counseling coordinator should provide an explanation because not all guidance and counseling personnel understand guidance and counseling. Therefore, direction is needed to achieve the planned guidance and counseling goals.

Supervision

Supervision has not been maximized, because supervision has not been a planned quality control and for changes. Athur Jones (1970:99) suggests that supervision as quality control is planned and to make changes, upgrading, restructuring and making changes in behavior. Coaching is carried out so that personal guidance and counseling: (1) always wants to display ideal behavior, (2) always maintains the image of the profession, (3) always wants to develop expertise, (4) always achieves quality and ideals, (5) is always proud on the profession..

Evaluation

The results of the evaluation are less accurate, because the results of the data disclosure are lacking in depth, the evaluation process is less representative in terms of the objectives and use of the technique. For this reason, it is necessary to determine criteria, activities, methods and techniques. Evaluation instrument requirements are standard, objective, reliable, valid and practicable (Dewa Ketut Sukardi, 1990:52). Judging from the time, it consists of daily, quarterly and annual programs (Kanwil, Depdikbud, 1996:16). The evaluation is reported by the supervising teacher to the guidance and counseling coordinator, the guidance and counseling coordinator combines and analyzes, the report is submitted to the school principal. The results of the overall evaluation show that the implementation of the evaluation carried out by the coordinator was not careful and lacked depth so that it affected the successful implementation of guidance and counseling management.

5. Conclusion

1. Planning is based on Law No. 2/89, PP. 26/90, SK MENPAN No 29/89. The planner is the guidance and counseling coordinator, goals, principles, functions, service content, several services, techniques, schedule to class/week, place of implementation, goals, decisions, involvement of parties from inside and outside the school, implementers, infrastructure, and budget are all necessary be improved and must be based on the needs and problems of students.

2. Organizing has been done by compiling an organizational structure, division of tasks according to capabilities, grouping types of activities and work mechanisms.

3. Guidance has been carried out by coordinating, cooperating, explaining implementation criteria, and techniques used, but everything has not been maximized.

4. Supervision has been carried out by making changes and developments, leading to goals, activities and responsibilities. All of these aspects need to be maximized.

5. Evaluation has been carried out by assessing processes and results, success criteria, assessment methods, assessment techniques and preparing reports. All of these sub aspects need to be improved.

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