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Alamat Redaksi:

Universitas Negeri Medan

Jl. Willem Iskandar, Pasar V – Medan 20221

Email: ridwanunimed@gmail.com

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THE EVALUATION RESULT OF THE GUIDANCE AND COUNSELING IMPLEMENTATION AT THE GOVERNMENT AND PRIVATE SENIOR HIGH SCHOOLS IN MEDAN

Rosmala Dewi

Dosen Universitas Negeri Medan

ros_dw@yahoo.com

Abstract

Gang fight, motorcycle gangs, sexual abusing, drug abusing are now on the main stream. Juvenile delinquency has turned into a committing criminal. Due to that case, a professional attendant is badly needed to help the students nowadays. Counseling those students is held by the professional and skilled counselors. However, there are many factors that cause the counselors seem do not do their duties. One of the factors that cause the counseling management at school is very bad is that counseling supervisors do not optimally function themselves. The result of the research shows that the counselors do not well apply the services such as: personal counseling, group counseling, and group guidance. This counseling program lacks of supporting activities such as data collecting, case conferences, home visits and others. Guidance counselors who had played their role never evaluated their work. The supervisors who had come to see the counselors did not optimally guide them because most the supervisors are not aware of the counseling itself. It is suggested that the counselors improve themselves in implementing the services and supporting activities. It is suggested too that the principals and Head of Education Department of Medan avoid recruiting guidance teachers and guidance supervisors whose education background is not from guidance and counseling department.

Keywords: Implementation, Guidance, Counseling.

INTRODUCTION

The problems related to students recently are not only juvenile, but also committing high level criminal, motor gangs, committing commotion, breaking the traffic regulations, gang fight, drug using, and sexual abusing. This condition indicates that students very badly need help in going through growing up time.

Counseling is help service provided by professional attendant which is given to either an individual or group for daily effective life development. It is also given to handle the daily effective life that is disrupted by the independent self focus that can manage himself through conducting various kinds of services and the supporting activities in learning. The crucial role of the counseling for a school is as advocates for resources. (Vernon, Debbie, Rainey, John, 2009), this is one of the kinds of

counselor services. There are nine more kinds of counseling services.

The professionalism of the counseling teachers (counselor) can be obtained by performing a various counseling service they become more confident to advice or guide their students. The practical guides given to the students are a six-supporting-activity and a ten-service activity. The main focus in counseling education is developing the professional skilled counselors. Permendiknas No. 27/2008 on Counselor Academic Qualifications and Competence Standard (SKAKK). A counselor is an under graduated student (S1 BK) who had completed the PPK program, Counselor Competence in a 17 Core Competence (Kompetensi Konselor dalam 17 Kompetensi Inti).

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Regulation of Indonesia National Education Minister on academic qualifications and competence standards. Article 1 (1) to be appointed as a counselor, a person must meet the academic qualifications and competency standards that apply nationally counselor. Academic qualifications and competency counselor standards are developed and formulated based on the confirmed framework that emphasizes the context of the task and the expected counselor work performance. The context of the counselor's task is within service field which aims to develop the potential and to put the counselee to be an independent person in making decisions and to choose and to create a productive life, welfare, and to care about the public need. In this case, the service means that counseling and guidance services. Counselor is a service consultant who is expert guidance and counseling.

The perfect figure of the competence counselor includes a complete academic and professional competency. Academic competence is the scientific basis in improving of tips implementing professional guidance and counseling services. Academic competencies are the foundation for the development of professional competencies, which include: (1) deeply understand the being served counselee, (2) master the theoretical foundation and framework of guidance and counseling, (3) organize guidance and counseling independent services, and (4) develop the continuous personal and professional counselors.

The counselor performance is strongly influenced by the quality control of the four competencies that are based on the attitudes, values, and supported personal tendencies. Academic competence and professional counselors integrated build pedagogical integrity, personality, social, and professional.

At schools, most of the guidance counselors have not optimally implemented their duties as guidance counselors. This condition is presented by students of PPK as attending PPK class in UNIMED. She mentioned that there are many wrong activities

at school related to the counseling activities. It has just been realized that whatever has been done so far is not the duties of the counselors. For example, making an agreement with a student that eventually drops the student out of the school. Making such an agreement is actually breaking the rule of the obligations of the profession (Research and Development, 2006). The next inappropriate activities are conducting outdoor and labeling.

The writer analyzes one of the One of the causes of guidance counselors' poor performance at school associated with poor management in schools, especially counseling management. Manajemen bimbingan konseling di sekolah by Muri (2008) includes planned activities of BK that are to be carried out, organizing (setting and allocation of work, authority, and resources in LB units), the implementation of action plans, and monitoring/control and control of the counseling activities (based on the part and the type of counseling services), by managing the counselors and other resources that can help the development of the individual optimally both at schools and out of schools.

The education products can not be separated from managing the education management or the way of managing the Top Managers (Top Manager, Central Education Department), Middle Managers (Intermediate Level Manager, Education Department in Province, Region, and Kecamatan), and First-line Managers (First Line Manager, at the school level). Management is a human attempt to utilize its resources to achieve goals effectively and efficiently. Effectively means that the goal can be achieved according to plan and in accordance with trackmen. While efficient means that the task is done correctly, well organized, and based on the arranged schedule.

To achieve the manager goals effectively and efficiently, there are three kinds of skills can be applied, namely: conceptual skill, communication, and technical skill. The portion of each management level is in accordance with

the level of management that will be the responsibility of the manager.

The problems faced is that there is a tendency on the management functions in every level starting from the upper, middle and lower levels of education have not shown an optimal value. It means that the planning, organizing, leadership, and controlling have not shown characteristic of educational institutions from elementary level (line) to the top level (top). This impacts the counseling service management at schools.

The implementation of guidance and counseling services need to be well planned, organized, led, controlled so that involved people in counseling services around it will be participating. Students, teachers, principals, supervisors, parents and community leaders who are around the school are involved in planning the counseling service programs. To achieve the resource goals, facilities must be provided in order to support the implementation of services, such as skilled resources, computers and the available support programs, the necessary materials that needed are provided at schools.

PROBLEM FORMULATION

How is the implementation of guidance and counseling at government and private senior high schools in Medan?

METHODOLOGY OF RESEARCH

The research was conducted at government and private senior high schools in Medan. The sample is purposively determined that is suitable with the research purpose, that is giving data about 10 schools. The research duration is from September to November 2012. Data collectors are questionnaires and interviews.

The indicators of guidance counseling implementation include: (1). The role of the principal consists of 7 descriptors, (2) The role of the vice principal consists of 4 descriptors, (3) The role of counselor coordinator consists of 16 descriptors, (4) The role of counselor/

counseling teacher consists of 18 descriptors, (5) The role of class teachers consists of 6 descriptors, (6) The role of form teachers consists of 5 descriptors, (7) Staff officers have of two descriptors, (8) The activity spot consists of 5 descriptors, (9) The instrument consists of 15 descriptors, (10) Electronics devices consists of 5 descriptors, (11) Literacy and Counseling source material consists of 11 descriptors, (12) Administration equipment consists of 11 descriptors, (13) The type program consists of 7 descriptors, (14) Materials program consists of 4 descriptors, (15) The implementation time consists of three descriptors, (16) Orientation comprises 11 descriptors, (17) Information consists of 10 descriptors, (18) Learning consists of 10 descriptors, (19) Placement comprises 10 descriptors, (20) Personal counseling consists of 13 descriptors, (21) Guidance group consists of 10 descriptors, (22) Counseling group consisted of 10 descriptors, (23) Application instrumentation data consists of 9 descriptors, (24) The set of data consists of 14 descriptors, (25) Case conference consists of descriptors, (26) Home visits consisted of 6 descriptors, (27) Case transferring consisting of 7 descriptors, (28) The service guidance result consists of 5 descriptors, (29) Education and Training consist of 4 descriptors, (30) Coaching and Professional Development consists of 6 descriptors.

RESULTS AND DISCUSSION

It is found that the role of principals and vice-principals support the counseling program. However, the principal assigned the counselors tasks to complete the tutor everyday issues that come out at school. Counseling coordinator's indicators are 16, there are only 50% of the indicators that has been implemented. The counselors play their role for about 85% of the questioned indicators. The class teacher's play their role is 100%. The form teachers play their role 100%. The staff officers play their role 100%.

Concern with the location, all of the schools hold the service implementation in the teacher room which is not qualified enough to be a room for counseling, such as counseling interviews is held in the teacher's room. This kind of events cause discomfort to the students because all incoming teachers will provide further assessment for students, and generally negative assessment which will increase the burden for students. There is only one counseling room, while there are 4 rooms are needed.

It is only 5% available instruments which are needed to conduct the counseling service out of 15 indicators that should exist. Electronic devices most schools do not exist. There are 5 schools that already have 50% of electronic devices that are required on counseling services. Literacy and guidance material is also 50% of the 11 indicators that should be in school. The available administration of most schools is 100% of the required 11 indicators. The type of program is 100% well equipped at most schools. But somehow, the program is not perfectly implemented in accordance with the plans that have been arranged. Based on interviews with a counselor, most of the tasks that she conducted are not the tasks of a counselor, such as working as school attendant. The guidance material is available from 50% to 100% at school. Most schools do not make schedule for the counselor to teach in the class, the counseling is conducted outdoor (outside the class).

The implementation of service orientation at school is 70% that meet the indicators. Most of schools do not apply the service learning because there is no any schedule for this material to teach in the classroom. The 60% placement services are not implemented according to the indicator. 90% personal counseling service is not suitable with the indicators so most of the counselors fail to conduct the personal counseling service. 80% group guidance and counseling services do not meet the indicators.

Commonly, the instrument application and guidance counselor do not meet 50% of the indicators. 50% set of data meet the indicators. Conference is held and 50% meet the indicator. 50% of home visits meet the indicators. Case transferring is held and 50% meet the indicators. The service result shows that 50% counseling teachers are changed according to the indicator. 30% the developing counseling teacher program meet the indicator.

The guidance program does not give a positive effect due to the work coordination among counselors is not optimal. Although there is guidance counselor at school whose education background is counseling, she has not successfully managed to share roles to improve the team work. This should be in accordance with the professional development effort.

The implementation of counseling services have to be continuously improved especially the personal counseling service, group counseling, and group guiding. In addition to this, the instrumentation applications support activities, collecting data, case conferences, home visits, handing over case have to be improved to make the quality of the of the activities better.

The above counselors' problems are caused by counseling supervisors' disabilities. The supervising activity does not support the guiding of those counseling teachers as proposed Ali, Abdullah, Mustafa, (2013). The counselors find difficulties in working because supervisor does not have any knowledge about counseling; counselor's supervising who are working at primary schools and universities.

CONCLUSIONS

The conclusions that can be drawn are:

1. The role of the supervising teacher is very badly needed in schools because the students' problems are more complex.
2. Counseling management is one factor that has to be considered to improve counseling services that starts from planning,

organizingg, implementing, controlling (supervising).

3. The planning process is made but it cannot be well implemented.
4. In implementation, the counselors are weak at practicing the counseling services. The types of service orientation and information that have been implemented. There are eight different types of services that are still need to train and educate. In this condition, the counseling supervisors' education background is not counseling, as a result there is no any guidance so far.
5. Those guidance counselors at school recently have various education backgrounds. Some are from guidance and counseling department but some are not. This condition causes that the implementation of guidance and counseling services at schools does not meet the expectation.

Advice

Suggestions through this paper are as follows:

1. The counseling teachers are expected to continuously learn either individually or in group of MGP (Teacher Group Discussion) to practice the kinds of the services and supporting activities.
2. The principals are expected not to give work to those counselors but their job description.
3. It is suggested that Medan Department of Education avoids recruiting counseling

teachers whose education background is not guidance and counseling.

4. It is suggested that Medan Department of Education avoids recruiting counseling supervisors (BK) whose education background is not guidance and counseling.

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