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Research based Article

Guidance and Counseling Management Implementation Pattern at MAN Karimun Indonesia

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ABSTRACT

GUIDANCE AND COUNSELING MANAGEMENT IMPLEMENTATION PATTERN AT MAN KARIMUN INDONESIA. Management refers to the concerted effort to achieve goals through individual group cooperation, supported by various resources and facilities. There are five essential management functions, often called POAC: Planning, Organizing, Actuating, and Controlling. Optimal implementation of these functions can lead to the establishment of practical guidance and counseling services. However, at MAN Karimun, the implementation of guidance and counseling management faces several obstacles, necessitating improved and efficient guidance and counseling practices. This study aims to examine the pattern of guidance and counseling services implementation at MAN Karimun. The research method employed for this study is a qualitative descriptive method conducted at the MAN Karimun location. The research gathered insights from two key informants: one guidance GC Teacher and one school principal, through interviews as the primary data collection technique. The study's findings reveal that guidance and counseling management for the GC Teachers at MAN Karimun involves collaboration with various school members, including school principals, homeroom teachers, subject teachers, and administrative staff. The counseling services are tailored to meet the specific needs of the students. The format of the guidance and counseling activities primarily follows an individual and classical approach. Additionally, counseling activities at MAN Karimun are subject to supervision, ensuring quality and effectiveness.

KEYWORDS: Guidance and Counseling, Management

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INTRODUCTION

Guidance and Counseling (GC) management plays an essential role in the educational aspect. Fawri and Neviyarni., (2021). Good education is education that has good learning strategies and exemplary implementation too. The government has

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recognized the existence of guidance and Counseling in schools because guidance and Counseling is an integral part of the school, which has a work area that is not the same as other units in school institutions. Guidance and Counseling services are a supporting base in helping optimize student development. Therefore, guidance and Counseling should be managed as well as possible (Suhertina, 2014).

Guidance and Counseling have an ideal concept and role of Counseling guidance in developing personal, social, learning, and career planning and development (Putri et al., 2018). According to Tohirin (2013), There are three reasons for the need for management in the world of guidance and Counseling services. (1) to achieve goals, (2) to maintain a balance between goals when conflicting, such as school principals, teachers, administrative staff, students, parents, school committees, and other parties. (3) to achieve efficiency and effectiveness. Efficiency is the ability to complete a job correctly, or efficiency is the calculation between the ratio of output (output) and input (input).

Guidance and Counseling are provided to all students not only to assist in development but also in solving students' problems, besides that as one of the services that can shape character and develop attitudes and personality (Siti Amanah, Dedi Riyanto, 2023). Guidance and Counseling services are inseparable from educational programs, and careful planning is needed so that Counseling programs and school programs can work well together (Happy Sasmita et al., 2020). GC Teachers can help students who experience problems while at school. Guidance and Counseling in schools a place to help students become independent to develop according to student development (Karneli, 2018).

However, in fact, many still think that the role of the GC Teacher in schools is only to be the school police who must maintain school order, discipline, and safety. Furthermore, many think that guidance and Counseling services are centred on students with problems and solely guidance and Counseling as a process of giving advice. As well as considering the results of guidance and Counseling work must be seen immediately (Suhertina, 2014). Professional teachers must have specific characteristics and develop according to the requirements demanded (Firman, 2009).

Therefore it should be avoided. Usually, things like this happen because the Counseling provided in schools is still not optimal and is very closely related to the management of guidance and Counseling that is applied. Guidance and Counseling management implementation will be more effective and successful if a work team carries it out, and the officers involved in these activities will help each other. That is the need for management guidance and Counseling in schools (Khasanah, 2016). Given the importance of guidance and Counseling in educational institutions, the parties administering Counseling in schools need a well-systemized concept and management to achieve the goals of Counseling services. Rahmawati et al. (2014) Motivation in work is essential because high work motivation by a GC Teacher will lead to high self-confidence in carrying out the work set. The low work motivation of GC Teachers affects the process of implementing guidance and Counseling services in schools.

Organized and systematic management of Counseling services is an indicator of counselor performance. In management, implementation or management of banking services are activities that are good to carry out and are organized about how an activity can be planned, how to implement and supervise ongoing banking activities, and how to evaluate activities (Octavina, 2019).

RESEARCH METHODS

This research is descriptive qualitative. Qualitative descriptive research describes a problem from the facts found at the research location, either in words or pictures (Utari et al., 2019).

The research location is MAN Karimun in Sei Bati, Pamak Village, Tebing District, Karimun Regency, Riau Archipelago 29668. The data collection technique uses interview techniques. The interview is an interaction between two people who exchange information and ideas through question and answer to construct a topic's meaning (Sugiyono, 2019). Interviews were conducted with one GC Teacher at MAN Karimun, who had served as a Counseling guidance teacher for two years as the primary informant, and one school principal who had served for six months as a supporting informant. Selection of research informants adapted to the problems studied. The data analysis technique was carried out qualitatively through several stages. First, describe all the interview results obtained in writing. Second, sort the required research informant statements according to the topic. Third, the writer groups the main points of the research. They explored the meaning and nature of the subject's experience and formulated it into a descriptive report.

RESEARCH RESULTS AND DISCUSSION

From interviews conducted with GC Teachers at MAN Karimun, the management of Counseling services is good and positively impacts guidance and Counseling in schools, especially as a support in carrying out their duties. Counseling guidance teachers in managing Counseling guidance services have been carried out correctly and according to established standards. This was also reinforced through the results of interviews conducted with GC Teachers who stated that:

"In guidance Counseling management, we are GC Teachers to develop a program first. GC Teachers conduct a need assessment using a student needs questionnaire (AKPD) to determine what students need. Guidance and Counseling programs are prepared based on student needs. The programs include weekly, monthly, semi-annual, and annual programs known and approved by the school principal."

From the interview results above, it can be understood that GC Teachers understand their duties and obligations. GC Teachers have behaved professionally in carrying out their duties. The same thing was expressed by the Principal of MAN Karimun, who said:

"GC Teachers at MAN Karimun compile and create programs to facilitate the implementation of guidance and counseling activities. In compiling the program, I, as the principal, also contribute, as the principal, of course, have to control what the teachers at MAN Karimun do. Be it with the GC Teachers as well."

From what has been conveyed by the school principal, the guidance and GC Teacher, in carrying out his duties, carries out planning to carry out program preparation which is an obligation that must be carried out by GC Teachers who support their professionalism. Furthermore, in organizing Counseling, teachers are also

involved. Based on the results of interviews with Counseling guidance teachers at MAN Karimun stated that:

"In guidance and Counseling activities, the personnel involved are guidance GC Teachers, school principals, subject teachers, homeroom teachers, and administrators. All of these personnel are arranged in a guidance and Counseling organizational structure. Each member cooperates in realizing the goals of guidance and Counseling. Guidance and Counseling activities following their respective duties."

From the interview results above, it can be seen that the organization was made and went well. Further about Counseling guidance services at MAN Karimun as conveyed by the GC Teacher as follows:

"Counseling services often performed are classical and individual Counseling services. Classical services are conducted weekly, and individual Counseling is carried out depending on how many students come to the Counseling room daily. This service is carried out according to the needs of students, and classical services are carried out if there are free hours because guidance Counseling at MAN Karimun does not have fixed hours, and individual Counseling services are carried out at any time. While the format of guidance and Counseling activities that are often used are individual and classical Counseling formats."

From what has been conveyed by the GC Teacher above, it can be seen that the GC Teacher most often carries out classical services and individual Counseling. In addition, the GC Teachers also said that at MAN Karimun, Counseling guidance did not get special hours. The principal of MAN Karimun school also conveyed the same thing as follows:

"In the Counseling Service, the GC Teacher is not given special hours to enter the class. However, GC Teachers usually look for free hours to carry out classical services or sometimes use local content hours to provide Counseling services."

Based on the explanation above, it can be seen that Counseling at MAN Karimun does not have special hours. More about the form of guidance and Counseling supervision at MAN Karimun, which was conveyed by the guidance and GC Teacher and the school principal as follows:

"The school and the department supervise guidance and Counseling at MAN Karimun. Counseling guidance supervisors from the service are usually carried out one time per semester or once every six months."

So from the explanation above, it can be seen that supervisory activities from the school and the service carry out guidance and Counseling at MAN Karimun.

The management of guidance and Counseling carried out at MAN Karimun has been carried out by the direction of the principal and the goals that have been set. The primary purpose of guidance and Counseling is to focus on the development of students. Saripah (2017) Upper-level students are developing and have the potential to develop independent behavior. As an educational institution, schools are not only responsible for forming students who excel in academics. However, it also plays a role in developing positive student behavior.

In a program, competent and well-qualified GC Teachers are needed (Umami, 2022). The school principal assists guidance and Counseling Teachers. The principal is an influential leader who determines the school's goals and must have good management and administration skills. Good school principal leadership must strive for teacher performance through educational staff improvement programs (Kaso et al., 2019). According to Kasmir (2016), management contains or consists of the following functions: 1) Planning. It is compiling an activity within a certain period, including achievable targets. 2) Organizing. After planning has been prepared and producing various plans, the next step is to form an organization, resulting in an organizational structure. Each position contains the duties, authorities, and responsibilities of each. 3) Implementation, Carry out the plans prepared by doing. 4) Supervision, activities that aim to supervise activities that have been planned so that they run on the path that has been prepared. The goal is to avoid irregularities or errors in carrying out the work.

Prayitno (2004), the management of guidance and Counseling focuses on four activities: planning, organizing, implementing, and controlling. The first step in planning Guidance and Counseling at MAN Karimun is to analyze student needs using Guidance and Counseling tools such as AKPD (Student Needs Questionnaire). The guidance and Counseling program is prepared based on the needs of students so that this goes according to plan, including weekly, monthly, semi-annual, and annual programs that are known and approved by the school principal. Program planning is an essential aspect because good program planning enables effective and efficient service delivery. The guidance and Counseling program is a design or activity plan within a specific time frame. In formulating objectives carried out at MAN Karimun, namely racing on student development, students at SMA/MA are at a developmental stage. Therefore, Counseling guidance in schools must focus on student development because, during the developmental period, students not only need academic abilities but are assisted with guidance according to the stages of student development. So that students who graduate from MAN Karimun can develop good personalities, meaning that they increase in science, social, and personality.

Management is prioritized and needed in organizing, institutional, and suitable for an individual. This is because management is related to achieving a goal. With good management skills, goals will be easily achieved. Conversely, without management, an organization or individual will find it more challenging to achieve goals. Guidance and Counseling is one organization that can achieve its goals (Matondnag et al., 2022). One of the management functions of guidance and Counseling is organizing the implementation of guidance and Counseling itself, which is the composition, procedures, work procedures, procedures, and other matters that regulate the organization so that it can run smoothly. Through organizing, the division of labor, work relations, work structure, and delegation of authority are regulated (Rahim, 1976). The organizing stage in managing guidance and Counseling at MAN Karimun went well. The division of tasks between counselor guidance officers and stakeholder involvement can be seen. Organizing is distributing tasks to people involved in the cooperation of an activity (Ratnawulan, 2016). Implementing guidance and Counseling at MAN Karimun directly from the guidance Counseling coordinator and direction from the school principal assisted by homeroom teachers and subject teachers is not an order but coordination in implementing guidance and Counseling activities.

Guidance and Counseling are carried out every day (daily program), every week (weekly program), and every month (monthly program). The guidance Counseling

coordinator provides routine reports every month, especially about how the child is developing, the child's problems, and the handling carried out by the GC Teacher, as well as handling what is the school's responsibility in limiting the movement of existing problems so that these problems can be resolved and minimized little by little each day.

For the implementation of guidance and Counseling services in schools to run regularly and achieve goals, the implementation of guidance and Counseling carried out by GC teachers must contain elements: the field of guidance, types of services, and supporting activities, as well as the stages of activities/specific activity formats. These activities are aimed at all students directly responsible for the GC Teacher (Riswani, 2012).

In implementing the guidance and Counseling program, the method used is following the activity program that has been formulated (Hidayat et al., 2020). MAN Karimun uses classical guidance, individual Counseling, and other methods supporting Counseling activities. Guidance and Counseling are a form of service to students, individually and in groups so that a person can develop optimally, personally and socially, in learning and career provided through various services (Hikmawati, 2016).

In guidance and Counseling, of course, Counseling guidance services must be managed. Guidance and Counseling service management means working with people to determine, interpret and achieve guidance and Counseling service objectives with management functions (Tohirin, 2007).

GC teachers and related parties must conduct guidance and Counseling management in schools. All parties must support any existing programs. In addition, everyone who occupies a position as a GC Teacher must have competencies that are by the demands of the current era of globalization so that they are not overwhelmed in carrying out various self-development processes optimally (Rahmadani, 2021).

Guidance and Counseling services must be optimized so that Guidance and Counseling make an excellent contribution to achieving the intended school's vision, mission, and goals (Su'ainah, 2017). Sugiarto et al. (2021) Facilities and infrastructure in Counseling guidance can be used to support the implementation of It so that it is optimal. Because activities at school will run as planned if supported by adequate facilities and infrastructure.

Management is essential in a group or for individuals, and this is because management is related to achieving a goal. With good management skills, goals will be more easily achieved. Otherwise, without management, an organization or individual will find it more challenging to achieve goals. Guidance and Counseling is an organization in schools that also requires management to achieve its goals (Isnaini, 2018).

CONCLUSION

From the research results presented, it can conclude that implementing guidance and Counseling services at MAN Karimun begins with conducting a need assessment (AKPD). In implementing guidance and Counseling services at MAN Karimun, those involved in guidance and Counseling activities are GC teachers, school principals, subject teachers, homeroom teachers, and TU (administration). Guidance and Counseling services at MAN Karimun conducted by GC Teachers are individual

guidance services and classical services. Schools and outside agencies carry out GC supervision.

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