

Media in Community Guidance Services

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Abstract—Social media guidance services are a good equipment in the form of software or hardware that have a function as a tool in activity of guidance services. Community guidance media can also be interpreted as everything that is used to channel messages or information from community counselors to correctional clients who can stimulate thoughts, feelings, attention, and interests so that correctional clients will experience changes in behavior, attitudes and actions towards a better direction. Permendiknas (2008) formulates standard competency of counselor into four supervisor competencies, namely (1) Pedagogic Competencies, (2) Personality Competencies, (3) Social Competencies, and (4) Professional Competencies. Through community guidance services, community counselors help correctional clients achieve their developmental tasks in the context of the independence process, it will become more optimal if supported by executors who have professionalism standards in their fields as well as the support of the prevailing management system and the use of science and technology, so that guidance activities become more effective. This type of research is descriptive based on a qualitative approach using inter-view techniques, literature study and direct observation. The research instrument grid is quoted from the classification of social guidance media consisting of indicators (1) Graphic Media, Print Material, & Still Images, (2) Silent Projection Media, (3) Media Audio, (4) Film Media, (5) Multimedia, (6) Media Objects, and (7) Interactive Media.

Keywords—media; service; community guidance

I. INTRODUCTION

Community Guidance is a process of communication, meaning that there is a process of delivering a message from someone (the source of the message) to someone or a group of people (the recipient(s) of the message). Media are a part of the communication process. The good and bad communication is supported by the use of channels in the communication. The channel / channel that mean are media because basically social guidance is a process of communication, then the media in question is a medium of social guidance.

The form of communication contained in community guidance services requires the role of the media to be able to increase the effectiveness of achieving its objectives. According to Berlo (in Nursalim) the communication will be effective if it is marked by the existence of "area of experience" or the same area of experience between the message distributor and the message recipient [1].

Communication within the context of the community guidance is an absolute requirement, because the process of

community guidance itself is a process of communication. Therefore, according to Faqih Community guidance methods can be classified according to the communication aspect. There are direct methods or direct communication and indirect methods or indirect communication [2].

Direct communication method is a method that demands that the community guidance process be carried out by direct (face-to-face) communication with the counselor, both individually and in groups. Then the other method is an indirect method of communication, this method requires the help of media as a means of communicating in the process of community guidance, whether done individually, in groups, or in mass.

In connection with the context of communication in the learning process in classical guidance activities, often Community Counselors (PK) experience problems when giving understanding to correctional clients about a social guidance material. Not a few community complained that they often repeated the social guidance material presented, but the correctional client did not immediately understand the subject matter of the social guidance. This kind of thing happens because often the community counselor presents social guidance material to correctional clients using only "conventional" methods.

According to the Ministry of National Education Community Counselors must master and apply the guidance/counselor competency standards that have been determined as the basis for carrying out service activities [3].

As stated in the Minister of National Education Regulation prepared by the Minister of National Education [3], which formulates the guiding competency standards into the four competencies of counselors, namely; (1) Pedagogic Competence, (2) Competence Personality, (3) Social Competence, and (4) Professional Competence. Community Counselors (PK) as a whole figure of community counselors have two important components, namely academic competence and professional competence. This includes the details of the academic competence of community counselors to get to know the correctional clients who are about to be served and master the theoretical and procedural treasures including technology in social guidance.

Community Counselor as one of the service executing personnel's, has a great responsibility towards his profession for the successful implementation of community guidance services at Correctional Facilities (BAPAS/Correction

Institutions). Professional Community Counselor is someone who has an important role to plan and apply a comprehensive community guidance program at the Corrective Institution (BAPAS).

Research conducted by researchers in 2018 indicates that the Correctional Supervisor Palembang Community Hall in Year 2016-2017 has achieved good results. Detailed explanation of the results of 17 of the 24 community counselor people in the city of Palembang included in the good category. As many as four other people entered the category enough and three people in the less category. That is, the performance of most community counselors at the Palembang Penitentiary is not yet optimal in terms of the personality of the community counselor, knowledge and skills in providing guidance services.

So far, it is suspected that not all community counselors in the Correctional Center have achieved qualifications according to their professional standards as community counselors. Research results by researchers in 2018 towards community counselors, correctional clients, clients' families and residents where clients reside. Generally the performance of community counselors has not been satisfactory, at the Correctional Center. The sequence of performance aspects that have not been satisfactory are displayed by community counselors regarding knowledge about skills in providing community guidance services (30,74%), personality of community counselors (35,85%), and knowledge of community guidance services (21.28%).

Through community guidance services, community counselors help correctional clients achieve their developmental tasks in the context of the independence process, it will become more optimal if supported by implementers who have professionalism standards in their fields and the support of the prevailing management system and the use of science and technology, so that educational activities become more effective.

Community guidance media are a tool both in the form of software and hardware that serves as a tool in counseling and guidance services. Guidance and counseling media can also be interpreted as everything that is used to channel messages or information from counselors to students that can stimulate thoughts, feelings, attention, and interests so that students will experience changes in behavior, attitudes and actions towards a better

Arsyad stated that the general characteristics contained in the understanding of the media are that; (1) the media has a physical sense (hardware), which is an object that can be seen, heard or touched by the five senses; (2) the media has a non-physical (software) understanding, which is the content of messages contained in the hardware which is the content that is to be conveyed to students; (3) media emphasis is on visual and audio; (4) media is a tool for learning in the classroom and outside the classroom; (5) is used in the context of communication and interaction of mentors and students ibotn the service process; (6) can used in bulk (for example: radio, television), large groups and small groups (for example: films, slides, videos), or individuals (for example: computers, modules, radio tape, video recorders) [4].

Based on this description it can be concluded that the use of media in community guidance services helps the effectiveness of service delivery. The use of media in community guidance services is clarifying the presentation of messages or information so that they are not verbalistic, overcoming space constraints, changing behavior from unwanted ones to be desired, and equating perceptions between counselors and guided individuals.

Sudjana and Rivai (in Arsyad) promote the benefits of using media as; (1) the process of providing services will attract more students' attention so that they can foster learning motivation; (2) service material will be more clearly defined so that students can better understand it and enable it to master and achieve service goals; (3) the method of delivering material or providing services will be more varied, not merely verbal communication through the words of the teacher, so that students are not boss and the teacher is not exhausted; (4) in the process of service delivery activities students can observe, perform, demonstrated, plays, etc., not just listen [4].

Several types of media that can be used as a tool in delivering information related to community guidance services are auditive media (radio, tape), visual media (images, photos) and audio-visual media (voice films). More fully Leshin, Pollock & Reigeluth (in Arsyad) classifying media into five groups, namely; (1) human-based media, for example: teachers, instructors, tutors, play-roles, group activities, field trips; (2) print-based media, for example: books, workbooks, guides; (3) visual based media, for example: charts, graphics, pictures, slides; (4) audio-visual based media, for example: videos, films, slide-tape programs; (5) computer-based media, for example: computer-assisted teaching, interactive video [4].

II. LITERATURE STUDY

A. Community Guidance Media

The media comes from the Latin word, is a plural form of "medium" which literally has the meaning of an intermediary or an introduction.

According to Nursalim, Guidance social media is anything that can be used to deliver messages of social guidance that can stimulate the mind, feelings, concerns, and willingness of clients to understand themselves, make decisions, and solve problems [1].

1) Graphic media group, print material and still images

a) *Graphic media:* Is a visual media that presents facts, ideas or ideas through the presentation of words, sentences, numbers, and symbols or images. The media include:

- Graph, which is the presentation of data in the frame through a combination of numbers, lines, and symbols.
- Diagram, which is a simple picture designed to show reciprocal relationships that are usually presented through symbol lines.
- Chart, which is a combination of words, lines, symbols, which is a summary of important processes, developments, or relationships.

- Sketch, which is a simple picture or rough draft that describes the main parts of a drawing form.
- Poster, which is a clear, conspicuous and interesting presentation of visual combinations, with a view to attracting the attention of passersby.
- Flannel Board, which is a medium in the form of a board coated with flannel containing a message in the form of agar words easy sticked and released.
- The bulletin board, which is a medium in the form of an ordinary board containing images or words, is usually directly pasted using an adhesive device.

b) Print material media: Visual media make it through the printing/offset or printing process. This printed material media present the message through illustrated letters and images to further clarify the message or information presented. The types are as follows:

- Textbooks, which are books that discuss how to solve problems or how to describe themselves, are usually included in biblio konseling.
- Module, which is a program package that is arranged in a specific unit form and designed in such a way as to facilitate the implementation of classical information and guidance services. In counseling guidance, modules like this are often used in career guidance modules, tutoring modules and so on.
- Programmed teaching materials, namely individual teaching program packages, such as modules but arranged in small topics for each page (frame), a frame usually contains subject matter, questions and follow up from the previous frame.

2) Silent projection media group: Silent projection media is a projected visual media or media that projects a message, where the projection results are not moving or have little element of movement. The types of media include:

a) OHP and OHT media: OHT (Overhead Transparency) is a visual media projected through a projection tool called OHP (Overhead Projector). There are 3 types of ingredients that can be used as OHT, namely:

- Write on film, which is a type of transparency that can be written or drawn directly using markers.
- PPC transparency film (PPC, Plain Paper Copier), which is a type of transparency that can be written or printed using a photocopy machine.
- Infrared transparency film, which is a type of transparency that can be given writing or drawing using a thermofax machine.

b) Media opaque projectors: Can a medium that is used to project non-transparent materials such as: books, photos, in addition to dimensionless or 2-dimensional (2D) images also project three-dimensional images (3D), besides that the opaque projector can also project a frame film or slides but not equipped with sound.

c) Slide media: A visual media that can be projected with a device known as a slide projector. Usually a frame or slide film is made of positive film which is then given a cardboard or plastic frame. Positive film commonly used for 35 mm slides with a 2x2 inch frame size. A slide film usually consists of several frames that are adjusted according to the material or material to be delivered.

d) Filmstrip Media: A visual media projected like a slide film only consists of a number of films which are one unit (the one end is related). Usually the frame in filmstrip consists of 50 pieces and there are also 75 pieces with a length of 100 to 130 cm.

3) Media audio group: Audio media is media that message delivery can only be received by the sense of hearing. The message or information to be conveyed is poured into auditive symbols in the form of words, music and sound effects. The types of audio media include:

a) Media radio: Is an audio medium emitted through the emission of electromagnetic waves from a transmitter. Usually a broadcaster delivers a message or material through a microphone which is then processed and transmitted all over with electromagnetic waves and the pedn is received by a device called a radio plane.

b) Media tool recorder magnetic tape: Magnetic tape recorder or tape recorder is a medium that presents the message through the process of recording audio tapes. In guidance and counseling, this media is usually in the form of relaxation and meditation tapes, it can also be used to support the implementation of self-strategy as a model.

4) Group media film (motion pictures): The film is also called motion picture, which is a series of still images (still picture) that glide precisely and projected to give the impression of life and movement. Film is a medium that presents audio- visual messages and motion. Therefore, the film gives an impressive impression to the viewer. There are several types of films, including silent films, sound films, and bracelet films whose edges are mutually connected and the projection does not require darkening of the room.

5) Multimedia group: Multimedia is a delivery system using various types of learning materials that form a unit or package. For example, a learning module consisting of printed materials, audio materials, and audiovisual materials.

6) Object media group: Media objects are three-dimensional media that convey formation not in the form of presentation, but through its own physical characteristics, such as its size, shape, weight, composition, color, function, and so on. This media object can be divided into two groups, namely the actual object media and substitute object media. Media objects are actually divided into two types, namely natural object media and artificial object media. Natural object media can be divided into two types, namely natural objects that are alive and natural objects that are not alive.

7) Interactive media group: Is a medium that requires students / counselees to interact with the media directly and actively. Student interaction with the media can be classified

into three, namely: first, students interact with a program, for example answering questions from material learning programs. Second, students interact with machines, such as simulators, computers, language laboratories. Third, student interaction is regularly but not programmed, for example educational games, simulations and the like.

B. Media Societal Benefit Guidance

In general, the media of social guidance has benefits or uses are as follows:

- Clarify the message to not be too verbalistic.
- Overcome the limitations of space, time, energy, and sense power.
- Cause student passion / interest, more direct interaction between correctional clients with community counselors (PK).
- Give the same stimulus, equalize experience & give rise to the same perception.
- The process of community guidance services can be more interesting and interactive.
- The quality of guidance and counseling services can be improved.
- Improving the positive attitude of the prison client towards the community guidance service material.

C. Community Guidance Services

There are seven services that termakhtub Guidance Society in community services, as follows:

1) Orientation service: Orientation service is a community guidance service that allows correctional clients to understand the environment (BAPAS/ corrective institutions) they have just entered, in order to facilitate and facilitate the role of students in the new environment.

2) Information services: Information services are social guidance services that allow learners and other parties who can provide a great influence to correctional clients to receive and understand information (such as education information and job information) that can be used as material for daily consideration and decision making as clients family members and community.

3) Distribution placement services: That is a community guidance service that allows correctional clients to get the right placement and distribution (for example placement and distribution in the world of work, community organizations , work training programs , apprenticeships, social welfare activities) according to their potential, talents and personal interests.

4) Individual counseling services: That is, community counseling services enable correctional clients to get face-to-face direct services (individually) with community counselors in the context of discussing the alleviation of personal problems they suffer.

5) Group guidance services: That is a community guidance service that allows correctional clients to get the right placement and distribution (for example placement and distribution in the world of work, community organizations, job training programs, apprenticeships, social welfare activities) according to their potential, talents and personal interests.

6) Group counseling services: That is a community guidance service that allows a number of students together to obtain various materials from certain resource persons (especially from counselors or counselors) that are useful to support their daily lives both individually and as clients, family members and the community and for consideration in making decision.

7) Content mastery services: Service learning, namely possible guidance and counseling services correctional clients develop themselves and master certain content regarding good social guidance attitudes and habits, community guidance material that matches the speed and difficulty of their guidance, and various aspects of goals and b imbingan other civic activities.

III. RESEARCH METHODS

This type of research is descriptive based on a qualitative approach using interview techniques, literature study and direct observation. The research instrument grid is quoted from the classification of social guidance media consisting of indicators (1) Graphic Media, Print Material, & Still Images, (2) Silent Projection Media, (3) Media Audio, (4) Film Media, (5) Multimedia, (6) Media Objects, and (7) Interactive Media.

Based on Arikunto, as for the Validity and Reliability Test used is the Validity of the Interview Instrument and Reliability of Interview Instruments [5]. So in this case the instrument is made using an open interview model.

IV. CONCLUSION

Media Community Service Guidance is everything that can be used to channel social guidance messages that can stimulate the thoughts, feelings, attention, and will of the correctional client to understand themselves, make decisions, and solve problems faced.

The use of media in community guidance services helps the effectiveness of service delivery. The use of media in community guidance services is to clarify the presentation of messages or information so that they are not verbalistic, overcome space limitations, change behavior from unwanted ones to be desired, and equate perceptions between counselors and guided individuals.

As for getting a good result in this study is used Validity and The reliability Instrumental quoted Classification media guidance kemasyarakatan consisting of indicator (1) Media Graphics, Material Print & Pictures Silent, (2) Media projection of Silence, (3) Audio Media, (4) Film Media, (5) Multimedia, (6) Media Objects, and (7) Interactive Media.

So in this case there are seven services of community guidance that can be utilized in Media Guidance Community, namely; Orientation Services, Information Services, Distribution Placement Services, Individual Counseling Services, Guidance Services Groups, Group Counseling Services, and Content Mastering Services.

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