

The Efforts of Young Counselors to Innovate Counseling Services in Schools

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Abstract: This research aimed to determine the efforts of innovation of services conducted by young counselors in the setting of Guidance and Counseling (BK) on services in formal schools. This study used qualitative methods with multi-site studies using data collection techniques in the form of interviews with BK service innovations in formal education settings conducted by young counselors at some schools as research sites. The results of this research, namely: (1) the adaptation process experienced by young counselors are divided into two approaches. The first approach was the structural approach. This approach is done by following the orientation and introduction by the headmaster, the BK coordinator, as well as senior teachers and counselors conducting the study of the identity document and the BK service in the school. While the second approach was a cultural approach, this process is carried out by meetings outside of working hours, daily communication conducted by counselors in the school; (2) young counselors demonstrated the knowledge of guidance and counseling discussions with other schools and friends who are still staying on the college more intense, young counselors open themselves by attending classes/discussions outside for better self-development; and (3) schools with human resources that were inclusive of changes have a high curiosity and a good spirit of change will foster an indirect spirit of innovation in self-counselor.

Keywords: counseling services, young counselors, innovations

1. INTRODUCTION

The efforts to improve the quality of education and learning are the responsibility of all components of the school [1], [2]. A quality education and learning process can be done well, if the principal provides opportunities for teachers to make various innovative efforts, especially in approaching students individually. The goal is to invite students to really get involved in the process that they are doing. One important strategy in this effort is the maximum facilitation of guidance and counseling services.

In line with the challenges of modern-day education, counsellors became the lead actors in the Guidance and Counseling (BK) service renewal. The changes implemented are based on identification of guidance and counseling or BK service needs in the context of modern-day education [3], [4]. Updates in BK's scientific studies are massive by colleges that are then processed to be disinfested by counselors in the school. This pattern has evolved over the last few decades, but some of the counsellors at the school found by researchers felt that they had been incompetent in the renewal of its

major services relating to guidance, guidance media, and digitization guidance Administration. School counsellors with a dedication period of more than 15 years with an average age over 45 years find it difficult to capture updates in the above field, more to implement it.

It builds a pattern in the working environment of the school, where the early fresh graduate counselors are expected to develop innovations for the renewal of tutoring and counseling services. Young counselors are considered to be more proficient in this because they are considered to be new to the academic environment, and will be greater for the development of service innovations. Young counselors assume the working expectations of the BK scope in the renewal of the service [5], [6].

The development of services undertaken by young counselors is in the meantime, simultaneously encouraging the development of the insight and effectiveness of the young counselor themselves. The effectiveness of counseling services can be seen from: (a) personality and dedication; (b) professional development; (c) teaching ability; (d) relationship and communication; (e) community relations; (f) discipline; (g) welfare; and (h)

working climate [7], [8]. The effectiveness of the performance conducted by young counselors is expected to build a renewal climate regarding the innovation and counseling services in the modern era [9], [10]. Studies in higher education have led to innovation [11], This is evidenced by the course of the skill development of the BK innovations. However, as mentioned earlier about the effectiveness of the BK services several factors have a major influence on the effectiveness of innovation Services at school.

This research examines in-depth form of innovation efforts that young counselors perform in carrying out training and counseling programs in the school. This study conducted multi-site study with four sites in the form of educational institutions with different strata and types. The four sites are Public Senior High School (Sekolah Menengah Atas Negeri), Public Islamic School (Madrasah Tsanawiyah Negeri), and Public Junior High School (Sekolah Menengah Pertama Negeri) with the educational concept of Taruna (school semi-military).

2. METHOD

The method used in this study was a qualitative approach. The data collection techniques used in this study were in-depth interviews. The step of the study first collects data from the field, then analyzes the data on each site namely SMA Taruna Nala Malang, SMA Negeri 5 Malang, MTs Negeri 1 Malang, and SMP Muhammadiyah 8 Batu. Analysis of some sites resulted in findings while and then researchers did a comparative data that would later be found the equation of the four schools. Data validity checks were used by researchers to account for the data that has been obtained. As for the analysis of data researchers used cross-site analysis techniques.

3. RESULTS

The innovation effort in running guidance and counseling services is one of the commitments of a counselor in realizing one aspect in the figure of professional counsellor. A counselor can at least [12]: (a) Designing Guidance and counseling activities; (b) Implementing Guidance and counseling services; (c) Assessing the process of conducting guidance and counseling services as well as taking customizes with existing circumstances in order to establish students; (d) Professional development of counselors.

Newbie Counsellor as Professional Counselor affirmed by the Minister of Education and Culture Regulation Number 11 of 2014 With a degree of Bachelor of Guidance and Counseling have the responsibility of professional counsellors who have practiced beforehand. Counselor as professional work is a professional skill that is built from knowledge and educational practice. Self-development with the practice done by young counselors in the UPA to answer the challenges of implementation of

guidance and counseling for the primary in the study of service innovation.

The process of adaptation of newbie counsellors in organizing guidance and counseling services at school as a professional work counsellor to help the basic skills are regulated and studied further within the profession of guidance and counselors in various institutions both educational institutions, government and guidance practitioners and Personal or group counseling [13], [14]. Counselors in carrying out their duties and functions are faced with complex conscripts that demand adjustments in the development of guidance and counseling services. The process of adjustment to the application in carrying out the duties and functions of the school is a continuous adaptation process experienced by counselors [15].

The results of the research on the process of adapting the work adaptation of young counselors in the implementation of guidance and counseling services have been obtained from the study of four sites mentioned. In the process of adaptation obtained by the counselor experienced some similarities and differences in the process of adaptation to the guidance and counseling service process in the school.

In the first private junior high school, the counsellor revealed that the school's cultural adaptation and recognition was good in the first week of work. Counselors are given the opportunity to observe and understand performance. In addition, counselors are given the opportunity to introduce themselves after the flag ceremony with a setting of activities that are fun/informal. In addition, young counselors can adapt through communication outside of working hours and day-to-day activities that are built to provide good understanding in the adaptation [15], [16]. This activity is like chatting after school, study activities, and mentoring students. The young counselor who experienced the acceptance of the leadership and education personnel in the middle of the school which has not far from a distant age gave the opportunity to adapt more quickly.

The second site is in madrasah Tsanawiyah (high school equivalent) Negeri. The adaptation experienced by the counsellor is reasonably well assisted with a team of guidance and counseling that gives an understanding of the school's climate. In addition, Waka curriculum also gives understanding about the school. Counselors also establish good communication with young teachers at school in running adaptations in the schools. Young Counsellor is a fresh graduate who is able to adapt quickly if it has good emotional intelligence as well as good co-worker support [15], [17].

The next site is a high school in the country. The process of adaptation at the beginning of the counselor established communication with the school line with observation activities. Furthermore, the intense counselor conducts cultural communication (chatting) with education outside the school hours by discussing the school. Through this activity, the counsellor is more rapid in adaptation in

the school. The next site is in the school to state the country with a semi-military system (Taruna). At this school, the counsellor is located in a residential/dormitory. Good communication between the team of guidance and counseling and good understanding by some teachers provides a good work adaptation process by the counsellor. Counselors with dormitories in the school provide more opportunities to conduct an ecological understanding of the profession of counselors in the schools. A good school climate will support new teachers in adapting to their work environment, therefore the headmaster should be able to support the creation of a conducive school climate [18], [19].

The barriers experienced by counselors in general have similarities. The main obstacle is the communication between the ranks of leaders and teachers, in several different service settings counsellors feel the process of adaptation is hindered. Like assignments without explanation, and difficulties in organizing BK services that are considered important by counselors because of school systems. The headmaster as the supreme leader in the school institution, must be able to transform the vision or policies to its subordinates, effective communication is needed in that case [20], [21].

In general, the adaptation process experienced by young counselors is divided into two approaches. The first approach is the structural approach. This approach is done by following the orientation and introduction by the headmaster, the BK coordinator, as well as senior teachers and counselors conducting the study of the identity document and the BK service in the school. While the second approach is a cultural approach, this process is done with meetings outside of working hours, daily communication conducted by counselors in the school. As well as the use of every interaction with the teacher's individual person or group.

4. DISCUSSION

Meanwhile, the obstacles experienced are when the work/task and the Counsellor function are deemed not in accordance with the existing regulations. In this case, the counselor felt that the task and proficiency understood by the school was not carried out while the conjunction was not in a different field. The difference between this theory and practice in some interactions impeded adaptation in school [22].

Process of self-development in the improvement of the BK service innovation skills the self-development counselor, is one of the general faculties that the counsellor should master [23]. The proficiency is inherent in the counselor as a provision to launch professional services guidance and counseling in every life setting. The school settings Counselor acts as a tutoring and counseling teacher who runs the mentoring and counseling program at the school in accordance with the applicable curriculum [24].

Programs that run are not separated from the quality of self-counsellor. Directly self-quality counselors influence the services provided [25]. It is thus absolutely for a teacher to develop themselves continually [26]. Young counsellors were found in several schools expressing one of the expectations of the school for Young counselors is the innovation of service in the form of BK products, service systems and service methods provided. Young counselors are in a unique form of doing so, with different climates and school identities. Self-development efforts with respect to innovation services carried out by counselors are in common, in general. Similarities are many encountered with the facilities provided by the school. There are facilities that are workshop or training, guidance and counseling teacher meetings (MGBK), and Upgrading Internal school.

The differences in self-development are in private secondary schools and the Madrasah touches the personality and religious aspects of the counsellor, while other general public are only touching aspects of profession and personality skills. It is referring back to different school climates [27]. Another difference is the opportunity in getting self-development facilities out/errands out. This opportunity is given differently regarding school policy and school activities design. The similarities found in self-development efforts undertaken by counselors are the curiosity of the new science in the development of guidance and counseling services. Young counselors demonstrate the intensity of guidance and counseling discussions with other schools and friends who are still sitting on the college more intense, young counselors open themselves by attending classes/discussions outside for better self-development. One of the counselors who take classes outside in the framework of self-development is young counselor in middle school semi-military/Taruna, high School of the country, and Madrasah Tsanawiyah. This is done because I feel the knowledge in the service is still very lacking. Thus, young counselors demonstrate the willingness to develop high relative than established counselors, due to the lack of the flying hours/practice experience and the young soul that is still strong to find new things [28], [29].

Efforts to innovate guidance and counseling services by young counselors at school. The self-development and adaptation of the Counselor in the Innovation and counseling service efforts is one thing that relates [30]. The innovations conducted by counselors are directly proportional to the process of adaptation and self-development implemented. All counselors reveal before the process of innovation Service counselor must first adapt the adaptation and self-development to show the self-capacity as a counselor in the school. The first site shows the efforts made by counselors are strongly supported by the school's climate. Counsellors feel with private lifeboats, and the majority of age-old educations are not covered by far providing a very large climate of innovation [31]. Counselors feel free to propose and develop any

innovation to improve the quality of the BK service. This is also an impact of not running the maximum of the BK service in the area so far. So, the spirit of change made by counselors is higher.

At the Madrasah Tsanawiyah was found an innovation effort supported by a team of teacher guidance and counseling. As in the previous site of the BK team in this school is a young teacher who has a high spirit of learning, proven by the decision of 2 out of 5 teachers who have continued education at the Masters level, and supported also by the school. At the school level, the counselor conducts innovation independently with the same aspects such as digitizing services and data input to the computer. Outside of that, counsellors attempted to innovate methods in class. But sometimes, counselors are experiencing obstacles because the team and school are considered quite conservative in the conduct of the service tradition that exists [22]. So that the counsellor feels new on offer sometimes cannot be received directly by the BK team or the school. With regard to this, counsellors continue to innovate and provide a good understanding of the stakeholders for the development of the BK services to be better on the quality and service aspects [32], [33].

At the high school level education-based semi-military (Taruna) counselor reveals the innovations that there can basically be run well, with a team of counselors who are relatively young and the opportunity to propose the innovation of service by counselors Which also serves as the coordinator of BK. However, in the service attempt the counselor revealed sometimes some innovations could not be maximized, in the process of innovation the counselor needed to adapt to the existing system. The education system of Semi-military (Taruna) for high School and under the Ministry of Education has a standard that is quite complicated. This has led the innovation of counsellor services to be sometimes constrained by the school climate.

The innovation efforts of the BK service are in some sites indicate similarities and differences. Schools with human resources that are inclusive of change, have a high curiosity and good spirit of change will foster an indirect spirit of innovation in self-counsellor [34]. The difference is the school climate and the school management that schools apply; it directly makes the counselor need to consider many things in the efforts of the Counselor in the innovation.

5. CONCLUSION

Based on the results of study, the conclusions in this study is: (1) in general, the adaptation process experienced by young counselors is divided into two approaches. The first approach is the structural approach. This approach is done by following the orientation and introduction by the headmaster, the BK coordinator, as well as senior teachers and counselors conducting the study of the identity document and the BK service in the school. While the

second approach is a cultural approach, this process is done with meetings outside of working hours, daily communication conducted by counselors in the school. As well as the use of any interaction with the teacher's individual person or group; (2) young counselors demonstrate the intensity of guidance and counseling discussions with other schools and friends who are still sitting on the college more intense, young counselors open themselves by attending classes/discussions outside for better self-development; and (3) schools with human resources that are inclusive of change, have high curiosity and good spirit of change will be Foster an indirect spirit of innovation in counselors.

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