

## UTILIZATION OF MENTORING AND COUNSELING SERVICES BETWEEN HOPE AND SOLUTIONS

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### Abstract

The purpose of Guidance and Counseling services is in principle to help students understand the abilities, talents, interests and factors that influence these aspects. In dealing with various problems of students in School, Guidance and Counseling Teacher (BK) should be able to play a role, especially in realizing the program and type of school Guidance and Counseling services. School phenomena today include many students who have difficulty in understanding learning materials, less adapting to peers, often skipping school, being less creative, and failing to choose advanced study. There are several characteristics that need to be owned and honed by each counselor (teacher BK) which includes: a) self-understanding; b) competent; c) have good psychological health; d) be reliable, e) honest; f) warm; g) Responsive; h) be patient; i) sensitive; And j) have a holistic awareness. The problems faced by the students require an understanding of the BK Teachers, especially for the following: a) designing a Guidance and Counseling program; b) specify the type of service to be provided; c) plan the stages of the implementation of counseling; And d) involve those who can assist in the counseling process. From the results of the assessment on 4 (four) Junior High Schools with 16 teachers of BK, the results obtained that the type of counseling and guidance services provided are: a) orientation service (amounting to 27.52%); b) information services (44.79%); c) placement and distribution service (amounting to 40.17%); d) learning service (51.84%); e) individual counseling services (78.12%); f) group counseling services (35%); And g) group guidance services (36.45%). From the exposure of the implementation of guidance and counseling services in schools, the results have not been maximized, because each student must have competencies that need to be developed by the teacher BK

**Keywords:** Guidance and Counseling service, Guidance and Counseling Teacher, Student.

### I. INTRODUCTION

Guidance and Counseling service in school is a part of education program in every level of education. Principally, this service aims to assist students to understand the ability, talent, interest and factors which influence the previous aspects.

Several psychological issues are being the background of importance of Guidance and Counseling service in school, they are:

1. Individual growth, where students are in process of growth to adult. Optimum growth can be achieved through guided care through Guidance and Counseling, henceforth called by Guidance and Counseling service.
2. Individual difference, which obviously appears in school such as there are smart students, fast or slow in receiving lesson, talented, creative and etc through Guidance and Counseling Enterprise.
3. Individual needs, where level of students' talent are related to effort of meeting their needs. It means that in terms of meeting the needs, certain behavior will appear.
4. Self-adjustment, where every student requires to be able to adjust themselves with

various circumstances, either in school, family or society.

5. Learning, where this case is the core of the entirely activity or process of education. Students will mostly encounter learning issues such as learning time management, proper way of learning, utilizing textbook, learning as a team, preparing examination and choosing further study.
6. In encountering several issues, teachers of Guidance and Counseling require to play more role particularly in case of realizing program and type of BK service in school.

This is emphasized by [1] in effort of assisting individual in achieving intact person, BK cares to effort of reasoning power development, smoothen system of value which is actualized congruently to independent behavior pattern. Based on this definition, effort in assisting individual through Guidance and Counseling is indispensable to be used in several methods and psychological technical to understand and facilitate individual behavior development.

Nowadays, phenomenon in school reveals that numerous of students experience difficulty in understanding learning material, less

of self-adjustment with peer friends, often absence from school, less creative and failed in choosing next study program. Teachers of Guidance and Counseling principally can identify types of problems encountered by students, then having cooperation with teachers, Home Room Teacher and School Principal.

Guidance and Counseling service is required to be conducted gradually and continuously, thus the students are able to take benefit from the service. Quality of counselor is an important factor in Guidance and Counseling service due to it is a determiner factor for achievement of effective Guidance and Counseling service, instead of knowledge about behavior dynamics, and counseling skill.

## II. DISCUSSION

### 1. Competence of Guidance and Counseling Teachers

As what is stated that BK service in school is a service to facilitate students in developing ability in choosing and taking conclusion or responsibility. Essence of Guidance and Counseling service is as process of facilitating individual development in the certain circumstances. The development occursthrough health interaction between individual and the circumstances and moreover, the effort of Guidance and Counseling aims to develop human circumstance development.

[1] explains main mission of Guidance and Counseling is educative and development. Educative, it is due to concern of Guidance and Counseling lies in effort of creating development circumstance to facilitate individual in developing the potency and obtain motivation to be focus in learning.

Development, it is due to central point of Guidance and Counseling is optimum development and strategy of effort of development is facilitate individual to develop or counseling through development of circumstance creation as learning circumstance.

Based on the previous passages, thus teachers of Guidance and Counseling competence is expected to support purpose of Guidance and Counseling at school, according to Cavanagh in [2] quality of counselor is marked by various characteristics comprising: a) self-understanding; b) competent; c) having good psychological health; d) trustable; e) honest; f) warm; g) responsive; h) patient; i) sensitive and j) having holistic awareness.

Natawijaya in [3] elaborates counselor competence as follow:

- a. Appearance, namely ability of Advisor teacher expressed in behavior when doing the job in assisting students.
- b. Students' problem mastery, namely ability of understanding students, group dynamics and development.
- c. Professional basic mastery and ethics code of guidance, namely guidance ability mastery, foundation of philosophy, pedagogic, psychological, sociological, culture of guidance and professional ethics code of guidance.
- d. Guidance process mastery which encompass mastery of measurement and assessment process, Group Guidance and Counseling, individual counseling, career guidance, diagnostic and remedial of learning difficulty, family counselling and administration process as well as management of Guidance and Counseling program in school.
- e. Ability to adjust self with the circumstance and those assisted students.
- f. Ability to develop attitude and personality as Advisor based on applicable socio-cultural norms.

Competence stated by the previous experts are being a basic for Teachers of Guidance and Counseling in acting in the implementation of Guidance and Counseling service. Students as individuals in process of development encounter various problems either physical development, cognitive aspect, emotional, economics of parents, interaction with friends, career development and preparation in managing the future.

The previous problemsrequire understanding of Guidance and Counseling teachers, particularly for the following things: a) plan Guidance and Counseling program; b) determine type of service; c) plan stage of counseling implementation; d) involve certain parties which can assist the process. The phenomenon in the field which are supported by data from school, teachers of Guidance and Counseling tend to give either classical or group guidance. These can be performed as long as they adjust with the obtained problem identification, whether or not the problems need guidance instead of only classical and group.

[2] stated that implementation of Guidance and Counseling can be actualized by doing 4 congruent programs namely: a) curriculum of guidance; b) responsive service, c) individual plan, and d) supporting system.

Guidance and Counseling is a profession which requires competence mastery, attitude and value system, characteristics of certain personality which should be internalized as a whole part and consistently stated in way of thinking and acting which will become instrument to influence development of students.

## 2. Role of Teachers of Guidance and Counseling

Teachers of Guidance and Counseling which has met standard of qualification, academic and competence in managing activity of service and its supporting, started from: a) creating yearly, semester, monthly, weekly and daily program; b) organize several elements and facility which will be involved in the activity; c) implement guidance with several main and supporting activities based on what is planned and organized; and d) control implementation of service in form of assessment of result and process, and responsible to certain parties [4].

Based on assessment result in 4 (four) Junior High Schools with 16 teachers of Guidance and Counseling, it obtains the given type of Guidance and Counseling namely: a) orientation service (27,52%); b) information service (44,79%); c) placement and distribution service (40,17%); d) learning service (51,84%); e) individual counseling (78,12%); f) group counseling service (35%); and g) group guidance service (36,45%). These mean that guidance and counseling at school is not maximum.

Then, based on the obtained data, Guidance and Counseling teachers are lack of preparation of program, media, instrument which are able to support implementation of Guidance and Counseling at school. In the other side, MGBK (BK Teachers Discussion) is supposed to be able to examine and discuss things which are related to Guidance and Counseling service at school, particularly identifying problems encountered by students. Then, the problem solving is expected to involve parents, school principal and teachers of certain subject.

Currently, Guidance and Counseling teachers only wait for students with problems to obtain guidance, instead of examining cause factors thus students are not supposed to go to Guidance and Counseling teacher when encountering problems. Demands of Guidance and Counseling teacher encompass:

- a. Lack of coordination in arranging guidance program, either in level of SMP (Junior High School) or SMA (Senior High School). Program of Guidance and Counseling should be in students-centered. The School is an

institution which requires to serve the students.

- b. Understanding of Guidance and Counseling Teachers about theories which are able to support implementation of aliteri counseling service, psychoanalysis, client centered therapy, and students in meeting the Guidance and Counseling teachers.
- c. Instruments related to learning, career, social personal in revealing students' problem that are not arranged yet.
- d. Cooperation with related parties (reveral service) in Bureau of Psychology or Body or organization which is related to problems encountered by students.

Data of Gorontalo Post, published in April 22, 2017 tells that stereotype of Guidance and Counseling teachers as people who punish the students the most still existing in education world in Indonesia. Thus, Guidance and Counseling teachers become people who are avoided by students. Guidance and Counseling Teachers are supposed to be teacher who please and give motivation as to make students have more achievement. [5] pointed out that individual with programmed guidance, can meet the emotional intelligence as expected. This is supported by [6] that individual intelligence mostly determined by the understanding towards themselves. Based on the opinion, it can be concluded that every student has competence that requires to be developed by Guidance and Counseling Teachers.

## 3. Solution of Implementation of Guidance and Counseling at School

Based on the previous explanation, Guidance and Counseling service will be based on expectation, if Guidance and Counseling teachers do the following things:

- a. Arrangement of Guidance and Counseling at school should be integrated with every level of education.
- b. Identify students' problem obviously, thus students are assisted with Guidance and Counseling service so that Guidance and Counseling service is based on students problem.
- c. Make MGBK as place for unifying perception in implementation of Guidance and Counseling at School.
- d. Always improving themselves by following development of profession of Guidance and Counselling through ABKIN.
- e. Cooperating with nearest College, particularly Department of Guidance

- and Counseling for improving profession of guidance and counseling.
- f. Area of ABKIN is supposed to be more intensive to do trainings related to Guidance and Counseling service at school.

### III. CONCLUSION

Based on previous part, it can be concluded that:

1. Essence of Guidance and Counseling at school is to facilitate students' development and improve their competence.
2. Competence of Guidance and Counseling teachers require to be improved through various type of Guidance and Counseling service at school.
3. Role of institution such as College, ABKIn and Regional Government are indispensable in case of cooperation to improve Guidance and Counseling service as well as competence of Guidance and Counseling Teachers.

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