

Implementation of Comprehensive Guidance and Counseling Program in Schools

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Abstract

Comprehensive guidance and counseling is an actual perspective that focuses on positive assumptions about human potential. Based on these assumptions Bk considers it as a facility for students for their development. After all this time Bk has always been seen only as a solver and healer of counselee problems. However, there are other functions such as prevention, education, and development. Therefore the application of comprehensive counseling requires the support of a full understanding of developmental counseling. The service programs are basic services, responsive services, individual planning & system support. Comprehensive Bk implementation activity is supported by various related parties. Raise awareness of student development that requires maximum cooperation from various parties. In this study, the counselor or Bk teacher has a large enough role to run the program by having a proportional amount of guidance time, namely 80% which is directive to students. Meanwhile, in program management activities and system support, the time is 20%.

Keywords – Comprehensive ; Guidance and Counseling Program; Schools



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1. Introduction

The way to interact with other people in social life is to communicate. Because in communicating every message that has been delivered and received, the intent and purpose of its meaning can be known. To communicate, skills are needed, especially as a teenager to develop his potential. For example, students must be able to try to express what they want. Apart from that students must also have the intention to try to have skills in communicating by training and improving how to communicate properly and correctly.

The skills and abilities possessed by students in communication skills are part of assertive behavior. Gunarsa argues in the journal (Karlina Dewi, 2017) that assertive behavior is the behavior between everyone that includes open-mindedness, honesty, and feelings in socializing with the surrounding environment. In addition, (Maria Daniela and Muhammad Jaradat, 2010) argue that assertiveness is the ability to express what is felt when necessary to the environment. Also revealed that assertiveness is done by communicating well without disturbing others and also respecting each other's feelings. (Annastasya et al., 2022)

BK SMP supervisors in Samarinda City said through interviews that there were still many BK teachers who evaluated conditioned BK services that were not optimal because they were carried out sparingly without paying attention to aspects of the objectives of the counseling guidance service program according to what was planned. So, it can be concluded that junior high school counseling services in Samarinda City are still low and the comprehensive counseling program is suitable as a reference for counseling teachers so that they can easily apply it in the field. (Hidayanti et al., 2017)

2. Method

This article is used with the library research method (library research). Library research is taken from books and previous research journals such as Google Scholar media (Kiyarsi & Wira Bhrata, 2021). Another opinion regarding

library research (Danandjaja, 2014) said that the method of research was carried out in a scientific systematic manner by collecting biography materials that were directed at research objectives, organizing and presenting data. So, it can be concluded that the activity of collecting various information from several books, journals, and other previous research which is carried out systematically is called library research. (Sari & Asmendri, 2018)

3. Result and Discussion

The application of the BK program requires conceptual expertise and competent skills. (Study et al., 2016) Comprehensive counseling is made so that it can respond to all the problems faced by counselors at school. Uman Suherman (2011: 5) argues that comprehensive guidance and counseling is an actual view that focuses on positive assumptions about human potential, based on these assumptions BK is considered as a facility for students for their development. After all this time BK has always been seen only as a solver and healer of counselee problems.

However, there are other functions such as prevention, education, and development (Bhakti Putra Caraka, 2015). Therefore, the application of comprehensive counseling requires the support of a full understanding of developmental counseling. Comprehensive BK implementation activity is supported by various related parties. Raise awareness of student development that requires maximum cooperation from various parties. (Bhakti Putra Caraka, 2015). Comprehensive services are carried out through personal guidance services, namely to provide understanding to students so that they have a disciplined personality both in the school environment and the surrounding environment.

In the process of compiling student competency standards, it starts with the objectives of the education itself which contains the contents of guidance and counseling leading to topics. For example, career development, social, and presentation, which views relevant literature and the existence of a culture that

has the characteristics of the Indonesian nation (Tadjri, 2014). Comprehensive guidance and counseling have 4 service programs, namely:

a. Basic service

According to the Ministry of National Education (2007: 30), basic services are a process of assistance provided to all counselees starting from the preparation of group or classical experiences that are made systematically to develop long-term behavior according to the development needed to able to choose and make decisions in living their lives.

Basic services have the aim of helping all students to develop basic skills in life. Comprehensive BK basic services have various kinds of coverage for the development of students. The services to be provided are in the form of group guidance and class guidance. The implementation of basic services can be done through a need assessment (student needs). Assessment activities are:

- 1) Environmental assessment, related to school and community expectations, facilities and infrastructure, conditions, and policies of school leaders.
- 2) Assessment of students' needs/problems, related to the characteristics of students.

Through the application of comprehensive guidance and counseling, the counseling teacher/counselor identifies the needs of students and their environment. The way to obtain these needs is by using problem checklists, developmental task inventories, sociometry, and problem-solving tools. Environmental needs used interview instruments, questionnaires, and observation. Next is planning a guidance and counseling program. (Sudiby, 2019)

b. Responsive service

Responsive service is the process of assisting counselees who are dealing with problems they need fast help, because if they are not

helped quickly it will have an impact on developmental tasks (Depdiknas, 2007: 32). This service aims to intervene in all problems and concerns that arise in students at that time, which are related to personal, study, social and career problems.

The implementation of this comprehensive BK has carried out at SMP PGRI 6 Bandar Lampung by providing understanding to students to be disciplined through responsive services with personal services carried out by BK teachers in the following ways:

- 1) If students commit disciplinary violations at school such as skipping school, the counseling teacher will contact the parents of the students to ask about their whereabouts.
- 2) Comprehensive BK implementation is carried out with responsive services such as basic services, system support, and individual planning.
- 3) If students violate disciplinary rules, they will be followed up by filling out pocketbooks and points. For example, incomplete school uniforms, not participating in congregational prayers at school, and not attending class hours. (Article, 2023)

c. Individual planning

Responsive service is the process of assisting counselees who are dealing with problems they need fast help, because if they are not helped quickly it will have an impact on developmental tasks (Depdiknas, 2007: 32). Responsive services have the aim of intervening with various problems or feelings of concern that arise in students' personalities that are immediate and felt at the time, related to personal, study, career and social problems.

This is remedial and preventive and adapted to the needs of the child. The implementation of comprehensive guidance and counseling at SMP PGRI Bandar Lampung was carried out well because of the cooperation between teachers and other school personnel.

Responsive services are carried out to provide an understanding of the discipline.

Specialization services aim to develop attitude competencies, knowledge competencies, and skills competencies that are in line with the interests and talents of students. The activities of the specialization service are:

- 1) Provide information about specialization programs
- 2) Determination of specialization
- 3) Cross interests
- 4) Deepening interest
- 5) Switch interests
- 6) Assistance is carried out through classical counseling, group counseling, group counseling, individual counseling, and consultation
- 7) Distribution
- 8) Evaluation and follow-up.

Counselors/counselors play an important role in specialization services if they can realize these eight activities. In determining student specialization, it can be seen through the junior high school report card scores with the approval of parents/guardians. (Yuningsih & Herdi, 2021)

d. System Support

System support is part of management activities, the structure and ability of a professional counselor on an ongoing basis, the counselor assists the counselee indirectly or provides facilities for the development of the counselee (Prima Counselor, 2018).

The system support implemented can increase awareness and provide religious understanding to students. This is needed for moral degradation, to be able to behave properly according to religion. The most important thing that must be developed in students is the

awakening of students' thoughts, words, and actions that strive for the values of needs and can practice religious teachings in everyday life (Wicaksana & Rachman, 2018).

4. Conclusion

In implementing the BK program in junior high schools, they must have the ability to master it, especially BK teachers/counselors. This is done by using comprehensive guidance and counseling on students. Comprehensive guidance and counseling are carried out so that students can understand the problems they are experiencing so that they can decide on appropriate actions according to these problems. When a counselee or student is in a comprehensive BK process, the counselor provides several facilities to assist the development of the counselee/student. The time management required in proportional comprehensive counseling is 80% specifically for directive guidance and counseling services, while 20% for system support and program management activities.

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