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### **Implementation of Guidance and Counselling Management in Improving the Quality of Education at SMAN I Lembang, West Bandung Regency**

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#### **Abstract**

Implementation of effective management of guidance and counselling will support the improvement of the quality of education in schools. There are still many supervising teachers in carrying out their duties who are not oriented towards improving the quality of education in the school where they work. This study aims to examine the implementation of guidance and counselling management in improving the quality of education at SMAN 1 Lembang, West Bandung Regency. The approach used in this research is a qualitative approach, the method uses the case study method. Data were analyzed qualitatively. Data was collected using interview data collection techniques, observation and documentation studies, the subject of the research was the guidance and counselling coordinator. The results showed that the management of guidance and counselling had been carried out by the coordinator and the supervising teacher, in detail as follows: before deciding, conducting an analysis of student problems from notes on problems experienced by students in the previous year. The planning by the guidance and counselling coordinator, service content, objectives, principles, functions, services, and guidance and counselling techniques looks at the guidance and implementation of guidance and counselling from the National Education Office. Organization has been carried out by creating an organizational structure and division of tasks for foster children for each supervising teacher. Guidance has been carried out by coordinating and cooperating. Supervision has been carried out by examining the administration of the supervising teacher.

#### **Keywords**

implementation, guidance and counselling, quality of education.

## **Introduction**

The quality of education can be affected by the successful implementation of guidance and counselling, because guidance and counselling are an inseparable part of education. Implementation of guidance and counselling can assist schools in improving the quality of education in schools. Quality schools are schools that can carry out three fields of education, namely administration, teaching, guidance and counselling services. Mortensen and Semuller (1964:7) that the educational process in schools contains three parts of the service sector, namely administration, teaching, and guidance. This is in accordance with the opinion of Shetzer and Stone (1966:44) that guidance and counselling is an integral part of education. N. Rao (1981:188) argues that:

Educational counselling as a service is expected to support educational efforts to yield rich dividends in pupil adjustment and progress. It is a process of helping learners to understand themselves and word around them, to adjust themselves more efficiently and appropriately to other fellow beings. Counselling, therefore, should be viewed as an integral part of the total school/college program".

Implementation of guidance and counselling planning is important because it can predict what will happen in carrying out guidance and counselling. Implementation of guidance and counselling planning can anticipate and prepare for various possibilities that will occur (HJ Burrbach & LE Deeker, 1977; 32) can formulate goals and ways to achieve them (Stephen Robins, 1978: 16) ensure student needs, forms of effective guidance and ways help in meeting their needs (Edward C Roeber, 1964:79-80) identify student needs and analyses student conditions before determining alternatives and implementation steps (Arthur Jones, 1963;98).

The need for implementation of organizing guidance and counselling because it can link activities and individuals with one another, carry out division of activities and work groupings. The need for implementation is supported by several experts, one of whom states that organizing is carrying out the relationship between one activity and another, carrying out the necessary personal and direct relationships (Stepon Robins, 1978: 17). There is a division of activities including function, location, existing personnel, and the group served (Arthur Jones, 1970:98). There are two main parts of organizing namely the grouping of work and determining the relationship between individuals. (Hatch & Stefflre, 1961:49).

Implementation of guidance and counselling directives can carry out coordination, communication, and motivate guidance and counselling staff in carrying out their duties at school. The need for direction in guidance and counselling is supported by several experts, one of whom stated that the direction is carried out so that the supervising teachers can carry out coordination, control, and stimulation of others (Hatch & Stefflre, 1961: 7).

Implementation of guidance and counselling supervision in schools can

control, accommodate ideas, problems, how to handle problems and monitor the implementation of guidance and counselling plans. These supervisory activities are in accordance with what is stated by experts that supervision includes two forms of activity, namely tractive supervision, and dynamic supervision (Arthur Jones, 1970:99) supervisors must be willing to accept suggestions from the supervising teacher regarding curriculum, problems encountered, interventions, and conflicts among subject teachers (Crow & Crow, 1962:88).

Implementation of guidance and counselling evaluation can assess the activities planned by the coordinator and supervising teacher, can examine how the implementation of guidance and counselling affects the educational process carried out by the school, find the advantages and disadvantages of the guidance and counselling activities carried out, find input for the next plan. The evaluation function of guidance and counselling is supported by experts including stating that "evaluation consists of making systematic judgments of the relative effectiveness with which goals are attained in relation to special standards" (Shertzer & Stone, 1966:405). "Evaluation is the assessment of the relative effectiveness with which goals or objectives are attained in relation to specific standards" (N. Rao, 1981:221).

Conditions in high school level schools show that the implementation of the management of guidance and counselling is not evenly distributed by all and not all aspects are carried out. The coordinators and supervising teachers of SMA are still not fully implementing their management, some are only compiling and implementing plans, some are just implementing them, some are implementing and evaluating. In general, all supervising teachers carry out guidance and counselling activities, but before carrying out these activities it is planned in writing in the form of a guidance and counselling program? what was planned was all done? Were the activities carried out evaluated? The supervising teacher has carried out the management of guidance and counselling,

The results of a preliminary study conducted by researchers at SMAN 1 Lembang, West Bandung Regency, show that the implementation of guidance and counselling management has included planning, organizing, implementing, and evaluating, only supervision has not been included in the program, so that supervision is carried out by the coordinator to the supervising teacher only incidentally. In addition, the parts of the management function are not complete, only the main part. This incompleteness affects the lack of depth of guidance and counselling services that have been carried out by the coordinator and supervising teacher

The formulation of the problem in this research is how to implement the management of guidance and counselling in improving the quality of education at SMAN 1 Lembang, West Bandung Regency? The formulation of this problem is limited by research questions, as follows:

1. How is the implementation of guidance and counselling planning in improving the quality of education at SMAN 1 Lembang, West Bandung

- Regency?
2. How is the implementation of organizing guidance and counselling in improving the quality of education at SMAN 1 Lembang, West Bandung Regency?
  3. How is the implementation of guidance and counselling briefings in improving the quality of education at SMAN 1 Lembang, West Bandung Regency?
  4. How is the implementation of guidance and counselling supervision in improving the quality of education at SMAN 1 Lembang, West Bandung Regency?
  5. How is the implementation of the evaluation of guidance and counselling in improving the quality of education at SMAN 1 Lembang, West Bandung Regency?

### **Research methodology**

The approach used in this study is a qualitative approach. The research method uses the case study method, the data collection techniques are interviews, observation, and documentation studies. The research location is at SMAN 1 Lembang, West Bandung Regency. The data sources are coordinators and supervising teachers. To check the validity using confirmability, reliability, credibility, the research stages are initial orientation, field activities, checks and rechecks, discussions, conclusions, and recommendations. Data analysis is data reduction, data display and clarification/conclusion.

### **Research Results And Discussion**

#### **Research Results**

##### **Planning**

Based on the results of interviews with the guidance and counselling coordinator of SMAN 1 Lembang, it shows that: (1) the planner in planning guidance and counselling is the coordinator, (2) the goals are made based on student problems recorded in the case notes of the coordinator and supervising teacher, (3) the principles of guidance and counselling which takes priority on student problems, (4) the function of guidance and counselling which takes priority is understanding and improvement, (5) the content or material of the service is taken from the results of the analysis recorded in the case notes, (6) the counselling and guidance service which takes priority is group guidance, orientation, information, placement and distribution, learning and individual counselling services, (7) the techniques used are individual counselling, home visits, lectures, and utilization of resource persons, there is a class schedule for 1 lesson hour/week, the place of implementation is in the guidance and counselling room, (8) the scope of guidance and counselling planning is intended for all students, implementation

is in accordance with the competence of the supervising teacher, the function of guidance and counselling is centred on improvement and development, ( 9) infrastructure facilities, available data collection instruments, archive storage, counselling room, (10) budget submitted to the school principal.(10) submit the budget to the school principal.(10) submit the budget to the school principal.

### **Organizing**

The results of interviews conducted by researchers regarding the implementation of the guidance and counselling organization at SMAN 1 Lembang show that: (1) the organizational structure of guidance and relationships can describe the roles and personal responsibilities of other guidance and counselling. (2) the division of tasks is adjusted to the personal abilities of guidance and counselling. (3) working mechanism has been prepared.

### **Briefing**

The results of interviews conducted by researchers regarding the implementation of guidance and counselling briefings at SMAN 1 Lembang, show that the guidance and counselling coordinator: (1) has coordinated and collaborated with other guidance and counselling personnel in the school, (2) has provided an explanation of the concept management of guidance and counselling to supervising teachers, (3) has provided formal and informal directions.

### **Supervision**

The results of interviews conducted by researchers regarding the implementation of guidance and counselling supervision at SMAN 1 Lembang show that the guidance and counselling coordinator: (1) has provided an explanation so that the supervising teacher makes changes, (2) has conducted supervision so that the supervising teacher has increased responsibility,

### **Evaluation**

The results of interviews conducted by researchers regarding the implementation of evaluation of guidance and counselling at SMAN 1 Lembang, show that the guidance and counselling coordinator: (1) has evaluated the planned activities after the activities have been completed, (2) has made a report to the school principal.

### **Discussion**

#### **Planning**

Efforts made by the supervising teacher so that guidance and counselling planning can increase the success of the guidance and counselling program, the

planner besides the coordinator must involve the school principal, vice principal, supervising teacher, subject teacher and homeroom teacher, as stated by Rochman Natawidjaja, (1988:24) That one of the characteristics of being able to produce a good guidance and counselling program is the need for the involvement of all educational personnel in the school in making plans (Rochman Natawidjaja, 1988:24). The goal is to help students to understand, accept, direct, and optimize the potential that exists in students. Planning must first determine the goals to be achieved and the ways to achieve the goals (Robins, 1978:16). The guidance function should use the function of repair, understanding, maintenance and development. The principles of guidance and counselling are directed to use those related to individual problems.

Analysis of student needs must be carried out by the supervising teacher, because the results can be used as service content or guidance and counselling materials and can be used as a basis for making plans. Therefore, planning must be in accordance with the real needs of students (FW Miller, 1978:68-70) and planning must identify needs and analyses the situation before determining alternatives and implementation steps (Jones, 1970:98). The formulation of objectives in planning should refer to the needs of students who are guided, in accordance with what is expected of students, focused on the results to be achieved, and reflect on the philosophy, theory and assumptions that underlie them (Herr and Cremer, 1984: 193). Kroth (1973:117) and Miller (1978: 155) suggests that before making a guidance and counselling plan, local research must be carried out. Guidance and counselling programs are structured based on the needs and problems of students (Sukardi et al, 1989:8).

To carry out an analysis of student needs and problems, the guidance and counselling coordinator can use a problem checklist and track it using interviews, the process is as follows: (1) students are grouped, (1) students are grouped, (2) group leaders are selected, (3) given sheets answers and problem checklists, (4) answer choosing statements on the problem checklist, (5) the group leader mentions the number on the answer sheet, (6) each member including the group leader raises his hand when choosing a statement whose number is called by the chairman group, (7) the group leader noted who raised his hand when mentioning the statement number sequentially, (8) the group chairperson gathered, (9) from the group chairperson who gathered one person became the main chairperson,(9) the main chairman mentions the number on the answer sheet sequentially, (10) each group leader including the main chairman raises his hand if the number called by the main chair chooses someone who chooses it, (11) the main chairman adds up the number each number mentioned by the group leader, (12) the main leader ranks based on the number in each number, (13) the main leader reports to the guidance and counselling coordinator about the sum of the group leaders, (14) the guidance and counselling coordinator reveals representatives from students in more depth about the statements which were mostly chosen by students, (15) the rankings that were disclosed to representatives of students depended on the

considerations of the guidance and counselling coordinator.(16) determine the content of the service based on an analysis of the number of statements that are mostly chosen by students.

The types of services that should be carried out by the guidance and counselling coordinator are orientation services, information services, placement and distribution services, individual counselling services, learning services, group counselling services and group counselling services. If this type of service is carried out, it should be based on the results of an analysis of student needs and problems. The technique of carrying out guidance and counselling can use several techniques, namely classical if the number of students is large, group if the students are grouped, individual if the student is only one person, and handover of cases if the problem is too severe or not an expert so that the supervising teacher transfers hands to someone who is more expert.

When carrying out guidance and counselling, it can be carried out like scheduled subjects to enter class, of course, you must cooperate with the vice principal of the curriculum section. If you enter class, it can be used to deliver the content of services needed by most students. -each supervising teacher and is carried out for students who need special attention, of course if you use study time you must get permission from the teacher who teaches the student, except when using time outside of study hours but during school time you don't need permission.

Places to carry out guidance and counselling around schools can use guidance and counselling rooms (group and individual counselling rooms, living rooms, documentation rooms) classrooms if not used for teaching and learning activities, mosques, school grounds, laboratories, library rooms if not there are visitors, and in the corridors.

The scope of management of guidance and counselling should be to help all students, assistance is directed at making plans with the results of their own decisions, in providing assistance to students it should involve a lot of personal guidance and counselling and even then if possible, assistance is given according to the abilities of the coordinator and supervising teacher, management of the guidance program and counselling prioritizing improvement plans intended for students who experience problems and prevention for students who are likely to face problems and will make it difficult for students so that their learning is disrupted and inhibits optimizing student potential.

The types of student problems that must be anticipated by the supervising teacher from the results of field studies are generally problems related to school, family, self, and career, it is possible that there are problems related to others, for example as stated by Glanz , (1966:36) that guidance and counselling increases understanding of educational, employment, social issues and determines choices in dealing with personal problems. Problems related to school include motivation, achievement, concentration, skills, attitudes, and study habits. Problems related to the family, among others, the relationship between family members is not harmonious, the family is not harmonious, uncomfortable, not peaceful, too

demanding so that students are depressed. Problems related to oneself include conflicts with friends, oneself, and conflicts with parents. Problems related to careers include career information, skills needed by the world of work, not yet understanding abilities, talents and intentions, plans for the future. Many students also experience problems with the influence of drug addicts, disciplinary violations, many are absent, come late to school, low achievement, low interest in continuing to college.

Facilities and infrastructure that will support the improvement of the quality of education at a minimum include data collection tools, data storage devices, guidance, and counselling technical equipment. While the infrastructure includes counselling guidance room which consists of counselling room, documentation room, group guidance room, guest room.

There should be a budget for guidance and counselling programs, but what determines whether there is or is not, how big, or small it is is the policy of the school principal. Therefore, the guidance and counselling coordinator should submit an activity plan with a budget. If there is no cost from the school, the guidance and counselling activities must continue by trying to find funds or cooperate with other parties to carry out the activity plans that have been prepared by the guidance and counselling coordinator.

### **Organizing**

For the management of guidance and counselling to be appropriate in improving the quality of education carried out by schools, an organizational structure should also be drawn up, with the head of school, BP3 and experts having equal positions, then the deputy head of school is under the head of the school, the head of administration is on the right but under the head of the school, Subject teachers, supervising teachers and homeroom teachers are equal in position. The organizational structure must describe the existence of a line of command, a line of coordination and a line of consultation. Likewise, the division of tasks, work grouping and mechanisms must be clearly described, so that supervising teachers with other personal guidance and counselling are easy to communicate, collaborate with, consult with, etc.

### **Briefing**

In improving the quality of education, supervising teachers must provide a lot of guidance to personal guidance and counselling in schools, coordinate with parties inside and outside the school and coordinate in carrying out all guidance and counselling activities (WS Winkel, 1991: 95). This coordination must be done to meet the needs and help solve problems faced by students. In addition, the guidance and counselling coordinator must also provide a lot of motivation so that the guidance and counselling personnel participate in carrying out the planned activities by collaborating and providing a lot of motivation.



## **Supervision**

In improving the quality of education, one of which is that supervising teachers must provide a lot of adequate supervision (WS Winkel, 1991: 95) to personal guidance and counselling in schools which can take the form of encouragement, assistance, and cooperation. The guidance and counselling coordinator should oversee the activities carried out by the supervising teacher and the administration. The guidance and counselling coordinator must also reveal and listen to suggestions or input, obstacles, problems, needs of the supervising teacher found while carrying out their duties. Then the guidance and counselling coordinator must handle it by providing coaching, upgrading, training, workshops and so on.

Guidance and counselling programs must be planned and implemented based on a scientific rational approach, involving experts, and accompanied by coordination in all guidance and counselling activities and carrying out adequate supervision (WS Winkel, 1991:95).

## **Evaluation**

The coordinator in improving the quality of education should evaluate the personal guidance and counselling in schools, using process evaluation or outcome evaluation. The method can use surveys and experiments, the technique can use interviews, observation, and tests. Evaluation must be able to measure the extent to which the objectives have been achieved. If there is something that has not been completed or the results are not optimal, it can be included in the next year's plan.

## **Conclusion**

The management of guidance and counselling has been carried out by the coordinator and the supervising teacher, in detail as follows: before making plans to do an analysis of student problems from notes on problems experienced by students in the previous year. The planning by the guidance and counselling coordinator, service content, objectives, principles, functions, services, and guidance and counselling techniques looks at the guidance and implementation of guidance and counselling from the National Education Office. Organization has been carried out by creating an organizational structure and division of tasks for foster children for each supervising teacher. Guidance has been carried out by coordinating and cooperating. Supervision has been carried out by examining the administration of the supervising teacher. Evaluation has been carried out by assessing students who have been assisted in solving the problems they face.

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