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Counseling Guidance Management Standardization in Schools Various Problems and Their Solutions

Delima¹, Neviyarni^{2✉}, Riska Ahmad³

(1) Polytechnic Ministry of Health Padang, Indonesia

1, 2✉, 3 S3- Guidance Counseling Padang State University, Indonesia

Email : delima.irfan.dea@gmail.com^{2✉}

Abstrak

Manajemen bimbingan dan konseling di sekolah adalah segala upaya atau cara yang digunakan untuk mendayagunakan secara optimal semua komponen atau sumber daya (tenaga, dana, sarana prasarana) dan untuk menyelenggarakan pelayanan bimbingan dan konseling dalam rangka mencapai tujuan yang telah ditentukan. Berbagai persoalan di lapangan diantaranya masih ketimpangan antara jumlah guru pembimbing dengan jumlah siswa yang dibimbing. Tujuan penelitian ini agar konselor dapat memahami dan menerapkan manajemen bimbingan konseling yang baik sehingga bimbingan konseling berjalan dengan baik dan efisien. Metode penelitian ini menggunakan studi kepustakaan untuk menelaah melalui artikel dan buku yang berkaitan konsep dari manajemen bimbingan konseling. Hasil penelitian didapatkan bahwa adanya pembaharuan paradigma pelayanan bimbingan konseling berdasarkan Permendikbud Nomor 111 Tahun 2014 diterbitkan untuk menjadi acuan baru pelaksanaan tata kelola bimbingan dan konseling mulai dari planning, organizing, staffing, leading dan controlling.

Kata Kunci: *Managemen, Bimbingan, Konseling, Supervisi*

Abstract

Guidance and counseling management in schools are all efforts or methods used to optimally utilize all components or resources (personnel, funds, infrastructure) and to provide guidance and counseling services in order to achieve predetermined goals. Various problems in the field include the imbalance between the number of supervising teachers and the number of students being mentored. The purpose of this study is for counselors to understand and apply good management of counseling guidance so that counseling can run well and efficiently. This research method uses library research to examine through articles and books related to the concept of guidance and counseling management. The results of the study found that there was a renewal of the guidance and counseling service paradigm based on Permendikbud Number 111 of 2014 issued to become a new reference for the implementation of guidance and counseling governance starting from planning, organizing, staffing, leading and controlling.

Keywords: *Management, Guidance, Counseling, Supervision*

INTRODUCTION

Management is needed in various fields of life, including the world of education. The presence of management has a strong impact on improving the quality of education to the fullest. Such as learning management that must be implemented in schools to improve the quality of student learning. This includes guidance and counseling that must be applied by a BK teacher (Rahmadani, R., Neviyarni., Firman., 2021). Guidance and counseling services must be carried out as optimally as possible so that they can help realize the vision, mission, and goals of the school. A good service program cannot be realized without management in quality management. Quality management is largely determined or enhanced by the skills of education managers or school principals in planning, organization, management, and managing existing resources (Suminingsih, 2019).

Guidance and counseling activities must also be supported by good service management to improve the quality of guidance and counseling in schools. The implementation of guidance management must be formulated carefully, both in terms of guidance service programs and in terms of identifying student needs, service units, and guidance functions, designing appropriate guidance, as well as implementing guidance and evaluating guidance. implemented programs. carried out under the guidance of a consultant. The BK management is responsible for organizing and managing the BK program, as well as ensuring that the required resources are available. Meanwhile, the BK supervision is responsible for evaluating the BK program and ensuring that the implementation of the BK program is by predetermined standards and objectives. These

two things are very important to ensure the quality of education received by students (Aditama, 2020).

Various problems of BK management in schools that need attention, including BK management in schools, have not added much-added value to schools; in the placement of BK personnel there are still teachers with no BK background; there is still an imbalance between the number of supervising teachers and the students being mentored and the limited number of facilities and means for service delivery Maximum counseling at school (Rahmadani, R., Neviyarni., Firman., 2021).

Regulation of the Minister of Education and Culture Number 111 of 2014 concerning Guidance and Counseling Services in Elementary and Secondary Education Tracks, provides a new perspective on the direction of guidance and counseling management. The adoption of a comprehensive guidance and counseling service pattern that is combined with the 17-plus pattern that has been running for a long time in the field, as an effort to renew the paradigm of guidance and counseling services, Permendikbud Number 111 of 2014 has outlined the service pattern as a reference for service delivery and administration of guidance and counseling in schools (Zamroni, Edris. Raharjo, 2015).

The purpose of BK management in schools is expected to be able to advance the achievement of national education goals and in particular to help students/advisors to become optimal, independent, successful, and self-development who are prosperous and happy in life. Achieving these goals requires cooperation and work synergy between supervisors or supervising teachers and supervisors, subject teachers, school/madrasah principals, administrative staff, parents, and other parties who can help smooth the process and develop students/supervisors as a whole. optimal in personal, social, study, and work (Sugiyo, 2010).

METHODE

The research method used in this writing is a literature study to look at various kinds of writings from books on guidance and counseling management and supervision. This literature study is defined as a series of activities in collecting library data, reading various literature, journals, articles, and books related to the material to be written, and recording and processing the material to be studied. Four characteristics in library research need to be considered, namely: Data obtained directly from the library and not through existing data in the field, the results of the data in the library are ready to be used, (results of data from secondary sources obtained from data in the library, meaning researchers obtain data from second parties and library data obtained are not limited by space and time (Mirzaqon

and Purwoko, 2017).

From the explanation above, it can be concluded that data collection was carried out by researchers by looking, collecting various kinds of results from looking at books, journals, and articles related to the management and supervision of the counseling guidance that will be studied.

RESULT AND DISCUSSION

1. Management Concept

Say 'management' originate from the Language Latin, namely from the origin of the word 'manus' which means hand, and agree which means to do. These words combined become the verb 'manager' which means to handle. While in English, namely " management " comes from the verb " to manage "which means "to manage" or "the ability to lead and manage". Management is the science of using human resources effectively, supported by other sources in the organization, to achieve certain goals. Management function To do all activities to achieve goals within the limits of public policy that have been determined on level administration (Aditama, 2020).

According to some experts, the notion of management includes Terry explaining that management is an independent process consisting of planning, organizing, implementing, and controlling which is carried out to determine and achieve human resources and other specific resources. Drft states that management is the achievement of company goals effectively and efficiently through planning, organizing, directing, and managing organizational resources. From the opinions of several experts above, it can be concluded that management has several essences, namely management as a work process, management to achieve goals, management using resources (people, environment, facilities, infrastructure, etc.) (Harefa, D., & Telaumbanua, 2020). Furthermore (Permendikbud, 2014), states management is defined as an effort to regulate something To reach an objective through function management, ie function planning, organizing, actuating, controlling, and through administration, ie men, method, money, material, machine, and this market is a broad definition.

The connection between management, organization, And administration is based on the form of the process cooperation carried out within the organization necessarily strives to be able to take place effectively and efficiently, in support of optimization achievement objective. In connection with That, management And administration is a tools, means, and devices To make an effort efficient And effective processes Work together in supporting the optimization of the achievement of objectives in the organization (Al Ansari, 2019).

Guidance and counseling management is an activity that begins with planning guidance and counseling activities, organizing activities and all supporting elements of guidance and counseling, mobilizing human resources to carry out guidance and counseling activities, motivating human resources so that guidance and counseling activities achieve goals (Sugiyo, 2010). Furthermore (Neviyarni S, 2023) states that BK Management can be defined as the art and science of managing educational resources to achieve educational goals effectively and efficiently through BK activities. These educational resources are used in the provision of education which includes: (1) man, (2) Money (3) Material, (4) Machine, (5) Methods, (6) Marketing, (7) Minutes, (7) Minutes and (8) Information.

Counseling includes administrative functions such as reporting and record-keeping, budget planning and control, real estate management, and resource management. From the statement above it can be concluded that guidance and counseling management is a management activity carried out by counselors to facilitate consulting activities, starting from planning, organizing, implementing, and evaluating, to achieve the objectives of effective and efficient guidance and counseling by using various existing resources. In practice, the government regulates new references in the implementation of guidance and counseling governance starting from planning, organizing, staffing, leading, and controlling in Permendikbud number 111 of 2014 (Permendikbud, 2014).

2. Management Function

- a. Planning or planning, namely choosing or setting organizational goals, determining strategies, policies, programs, methods, even budgets, and standard procedures, with the hope of achieving these goals.
- b. Organizing or organizing, namely determining the activities and resources needed to achieve organizational goals. Guidance and counseling organizing systems can be seen from the organizational structure of the agency. The organization consists of coordinators, members, and administrative staff.
- c. Actuating or directing, direction is very necessary in the implementation of guidance and counseling services. Controlling or supervising is an important activity in carrying out BK services. Controlling itself is concerned with supervising and evaluating activities starting from the preparation of program plans to their implementation (Rahmadani, R., Neviyarni., Firman., 2021).

3. Management Terms

According to (Hidayat, W., Suryana, Y., & Fauziah, 2020) to carry out a good guidance counseling management process, several conditions are needed that must be met, namely:

- a. There Must Be a Division of Work: This means that if work is divided according to the skills and talents of members of the organization, it will be more successful than no division of labor.
- b. Powers and Responsibilities: In the organization, each member must have clear authority and responsibility.
- c. Discipline: All lines of the organization must be disciplined following the rules that have been set.
- d. Unit of Command: Unity of order is necessary to maintain order in an organization because organizations have the same goal.
- e. Unity of Direction: Consistent alignment is required so that each member does not have their own goals. Orders come from one person only.
- f. Organizational goals by the goals of its members. The goals of the organization and the goals of its members must match, because if there are differences in goals, the organization will experience difficulties. ¥
- g. Remuneration: Based on the needs of members of the organization and their families in an equitable manner
- h. Centralization: This gives an example of the need to centralize responsibility within the organization so that subordinates are not burdened with greater responsibility.
- i. Position Level: The sequence of relationships between one activity and another must be continuous. The clarity in this relationship is very important to determine the direction in which members should be responsible.
- j. Regularity: Necessary to avoid delays in administrative processes.
- k. Justice: Justice is needed in all aspects so that all communication is fluent in between members feel satisfied And Work with full Spirit.
- l. Stability in the organization: Members should feel that they have a stable position in the organization.
- m. Initiative: Without initiative, it will lead to things that are characteristic routine, And the organization will experience A loss.
- n. Morale: The existence of smooth communication between the manager and the subordinates increases the morale of the subordinates.

4. Organization and Personnel

a. Organization

The organization is a system of reciprocity between people in groups who work together to achieve certain goals. Based on this definition, it is stated that three factors can produce an organization, namely: (1) people, (2) cooperation, and (3) specific goals.

These factors cannot be separated from each other, but are interrelated and form a consensus. Therefore, in understanding organizations used a designation system Which means roundness from various factors bound by various principles determined by each organization (Mashudi, 2018).

The implementation of guidance and counseling services to be held in schools must pay attention to available resources, school area, number of students, and number of guidance and counseling teachers, as well as qualifications and distribution of ranks or positions adjusted to the organization or division of school tasks. The implementation of guidance and counseling services extends vertically from the lowest implementers and assistants, while horizontally includes various units that can provide comfort for the stable and continuous implementation of guidance and counseling services. Organizations with both vertical and horizontal elements can meet different needs, such as comprehensive, simple, flexible, and open, ensuring ongoing Work The same, ensure the implementation of supervision, assessment, and effort follow continued (Badrudin, 2015).

b. Personnel

The core factors of the organization are human beings (staff) as organizational forming factors, while the work factors that determine the running of the organization are humans (workability, ability to influence others, ability to apply organizational principles) and other human resources such as nature, climate, etc. Functionally, the main providers of guidance and counseling services in schools are supervising teachers and guidance coordinators, but other school staff/personnel are expected to also play a role so that the guidance and counseling program is implemented properly. The personnel includes principals, representative head school, guardian class, Teacher eye lesson, Chamber of Commerce Education, committee school, BK coordinators, practical teachers, BK supervisors, students, administrative staff, parents of students, administration, and cleaning service (Badrudin, 2015).

5. Program

The guidance and counseling program is part of the overall school counseling organization. These programs should be structured taking into account the general guidance and counseling model and the conditions of the different departments. (Hikmawati, 2016) said that a comprehensive guidance and counseling program should be held sequentially from the first semester in grade one to semester six in grade three. This program is a dynamic series from the first to the sixth. Each educational unit or school must plan a guidance and counseling program as an integral part of the general school program. The program plan is used as a reference in the implementation of guidance and counseling

services in each school. Thantawi RMA in (Hikmawati, 2016) divides two types of designs to be made, namely:

- a. Planning annually as program school, This plan is arranged according to time allocation like chess month/semester, plan monthly, and even weekly plan. This program listed the substance of the activity, and the type of service according to allocation time.
- b. Planning activity service for every Teacher mentor by distributing tasks in school.

6. FACILITY

To be able to carry out guidance and counseling services as well as possible, in addition to forming and managing good organizations and selecting personnel that is on target according to their qualifications, facilities, and infrastructure or facilities are needed that support the implementation of guidance and counseling so that the services provided are correct and efficient. Guidance and counseling facilities and infrastructure are important things to mention because guidance and counseling services are part of school education. The facilities needed to support guidance and counseling services are a) data collection tools, b) data storage devices, and c) technical equipment (Badrudin, 2015).

Several tool equipment administration guidance needs to be provided in the guidance room, that is: blank letters, card report counseling, notes conference case, information gift service, book visitor, box problem, And board announcement. According to Guide Service Guidance And Competency-Based Counseling as well become means BK is a device electronic, like:

- a. Computer For process data results in application instrumentation
- b. Programs special processing results instrumentation via computer
- c. Guidance and counseling special programs through computers, like guidance Study through program computer

While infrastructure is the equipment physique needed For implementation service guidance And counseling. The infrastructure needed in activity service guidance And counseling is:

- a. Workplace of the supervising teacher
- b. Counseling Room
- c. The waiting room
- d. Equipment/documentation room
- e. Group guidance room (Permendikbud, 2014).

7. Program Accountability

According to (Mashudi, 2018), evaluation and accountability are an integral and unavoidable part of achieving the goals of an effective and efficient counseling program.

Accountability is seen as a process by which school counselors demonstrate that the activities they carry out impact or change students. In other words, accountability is seen as a form of accountability. This is to the views of Gibson and Mitchell (Al Ansari, 2019) where the terms accountability and evaluation are used for counseling program accountability.

Accountability is a type of responsibility for activities. Accountability is seen as an activity aimed at convincing stakeholders that they trust the implemented program or action (Badrujaman, A., Furqon, F., Yusuf, S., & Suherman, 2015). Myrick in explaining that Badrujaman accountability tries to account for one's actions and contributions, especially about the objectives, processes, and results achieved. Guidance and counseling responsibilities are particularly related to the publication of information about the school guidance program and the evaluation results achieved with stakeholders. This understanding is in line with the views of Cobia & Henderson (Badrudin, 2015) which explain that accountability can be seen in knowledge-based and results-based counseling programs.

The implementation of responsibilities by the supervising teacher/counselor is a form of responsibility for the coach's work. Today there is a new direction in the discharge of responsibilities. Accountability for what was done in the past was sufficient, but now accountability places more emphasis on the impact and contribution that counselors can make. So, maintaining accountability in school counseling services is not enough just to deliver the services provided by the counselor. However, it requires treatment of various effects caused by the services provided by the teacher (Al Ansari, 2019).

Teacher mentors very much need to compile programs that suit the needs of students. There is a program That systematically, needs something condition certain To be held accountable, whereas the condition For being held accountable needs a standard as the size of success or performance achieved by the tutor. According to (Octavia, 2019), management in something organization will say accountable if activity implementation has :

- a. Determine the objective Which appropriate
- b. Develop standards required for the achievement objective the
- c. kindly effective promote application pe- thanks standard
- d. Develop standard organization in a manner effective, economical, and efficient.

8. Supervision

Supervision is an academic activity carried out by people who have higher and deeper knowledge than the people they supervise. The main function of academic supervision/supervision is to provide services to teachers to improve the quality of learning,

encourage teachers to be more creative in learning, support teachers to teach more effectively and pleasantly, collaborate with teachers to develop curricula, and provide coaching. So supervision is the implementation of educative techniques in schools both in the form of preparing learning programs, implementing learning activities, and evaluating them so that the quality of learning can increase (Suminingsih, 2019).

Inactivity guidance And counseling supervision held by the supervisor school with task tree stage evaluation to implementation activity guidance And counseling and coaching to supervising teachers through gift instruction, guidance, example, And suggestions to the supervising teacher to improve the quality of the implementation of guidance and counseling in schools (in accordance SK Menpan No. 118/1995 And Instruction Implementation). Guidance and counseling supervision activities in school involve interaction dynamics in a manner direct between the Teacher mentor And supervisor school field guidance And counseling with coordination by the head school. For That:

- a. Teacher mentors And supervisor schools need to have the same insight about the concept of guidance And counseling as well as implementation activities at school.
- b. Teacher mentors prepare themselves And material- enough materials for supervision activities by supervisors school field guidance And counseling.
- c. Teacher mentors follow with careful evaluation And coaching in activity supervision
- d. Head schools push And give facilities for implementation activity supervision in a manner objective And dynamic by increasing quality guidance and counseling (Hidayat, W., Suryana, Y., & Fauziah, 2020).

9. Development

Munandir (2001: 268) states that development is a variety of paths or approaches aimed at creating situations where teachers and other school staff improve their knowledge and skills and advance professionally in service. Then Prayitno explained that counseling development was aimed at improving the quality of counseling and student counseling services through teacher guidance, and the indicators increased by:

- a. Ability Teacher mentor in carrying out service And activity supporters guidance and counseling
- b. Facility For service (place activity, BK instruments, Electronic devices, manuals, etc)
- c. Work The same between personnel school
- d. Utilization service by a student
- e. Amount Teacher mentor (for schools that still requires addition) (Abdul, 2017).

Development held through:

- a. Collaboration between supervising teachers

- b. Cooperation between school employees
- c. Principal leadership in the field of guidance and counseling
- d. Development of service facilities
- e. Professional peer meetings (MGP), training courses, workshops, scientific conferences, participation in BK professional organizations (ABKIN), and further studies.

10. Counseling Guidance Management Problems and Solutions

- a. Various problems related to BK management in schools based on field studies include:
- b. In the placement of personnel in schools where the supervising teacher has an undergraduate BK education background, however, the daily activities of some BK teachers are mostly involved with school managerial activities, so the implementation of their BK assignments is not optimal.
- c. There is still an imbalance between the number of supervising teachers and the students being mentored so supervising teachers are not optimal in carrying out their duties.
- d. A limited number of facilities and infrastructure For service (BK room is still limited, BK instruments, guidebooks, And others, even the individual counseling room is not functioning optimally.
- e. There are still students who do not know and do not take advantage of counseling services properly.
- f. Solutions related to management problems and management concepts can be provided:
- g. Principals and vice principals, class teachers, and subject teachers can work together with counseling teachers to effectively implement counseling services in schools.
- h. If there is a shortage of teachers, the school principal can empower the homeroom teacher or other subject teachers to help maximally implement BK services at school but must attend training and workshops on BK and attend BK teacher consultation meetings if necessary.
- i. School principals can increase counseling teachers with educational counseling backgrounds who are paid their honoraria through BOS funds (School Operational Assistance) or school committee funds.
- j. Improving facilities and supporting facilities for BK services by making proposals for the ideal facility needs every year in stages, with the right arguments, including referring to the Minister of Education and Culture No. 111 of 2014.
- k. BK supervisors and school principals can socialize about understanding BK in schools in a holistic manner, both for other school personnel and especially for students as a whole.

CONCLUSION

Guidance and counseling management are management activities carried out by counselors who facilitate planning, organizing, implementing, and evaluating consulting activities to achieve effective and efficient consulting objectives using existing resources. In general, the management principles of guidance and counseling are planning, organizing, staffing, directing and managing, and supervising. Guidance and counseling programs and their implementation of BK in schools must involve a variety of personnel starting from supervising teachers and guidance coordinators, involving other school staff/personnel, it is hoped that they will also play a role so that the guidance and counseling program is carried out properly. The personnel includes principals, representative head school, guardian class, Teacher eye lesson, Chamber of Commerce Education, committee school, BK coordinators, practical teachers, BK supervisors, students, administrative staff, parents of students, administration, and even including cleaning service. It is hoped that schools should be able to have guidance and counseling management to provide direction, guidance, supervision, and management of human resources, namely students so that they are in line with their goals, namely making resources useful. Guidance and counseling services must always rely on the needs of students both in their development and overcoming the problems they face. The goal is to achieve a happy and prosperous life with professional guidance and counseling services.

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