



Standardization of Counselor Services in Dealing with Student Problems in the Global Era

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Abstrak

Tujuan daripada penelitian ini yaitu untuk mengetahui standar pelayanan konselor sekolah dalam membantu permasalahan peserta didik di era global, dengan fokus standar konselor dalam bidang kompetensi konselor dan kualifikasi akademiknya. Penelitian ini merupakan penelitian kualitatif yang mengungkapkan temuan lapangan dengan cara mendeskripsikan secara mendalam data yang diperoleh di lapangan. Metode pengumpulan data yang digunakan dalam penelitian ini adalah wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa konselor sekolah di Madrasah Aliyah Raudhatut Thalibin belum sepenuhnya memenuhi standar kompetensi konselor dan kualifikasi akademik yang dijelaskan oleh departemen pendidikan nasional. Ketidaktepatan ini terjadi karena konselor sekolah belum melakukan kolaborasi dengan ahli profesi lain seperti psikolog dan psikiater dalam menangani masalah yang dialami peserta didik dan belum dimilikinya latar pendidikan nonformal yaitu pendidikan profesi konselor. Pelaksanaan layanan oleh konselor sekolah terhadap peserta didik telah berlangsung cukup baik dan cukup inovatif dalam mengikuti perkembangan zaman.

Kata Kunci: Standar Konselor, layanan, Peserta didik

Abstract

The purpose of this study is to determine the service standards of school counselors in helping students' problems in the global era, with a focus on counselor standards in the field of counselor competence and academic qualifications. This research is a qualitative research that reveals field findings by describing in depth the data obtained in the field. The data collection methods used in this study were interviews, observations, and documentation. The results showed that school counselors at Madrasah Aliyah Raudhatut Thalibin had not fully met the counselor competency standards and academic qualifications described by the national education department. This imperfection occurs because school counselors have not collaborated with other professional experts such as psychologists and psychiatrists in dealing with problems experienced by students and they do not have a formal educational background, namely professional counselor education. The implementation of services by school counselors to students has been going well and quite innovative in keeping up with the times.

Keywords: Counselor Standards, services, Students

Introduction

A school is an educational institution specifically designed as a place for students to receive education under the supervision of a teacher; in which there are several elements, one of which is students. Learners are members of society who try to develop their potential

through learning processes available in certain paths, levels, and types of education (Hardiansyah, 2022). In addition, students will experience a developmental process in which various problems arise. Therefore students need help to solve their problems; this is where the important role of the counselor is needed to help

solve these problems. A counselor is a professional expert in the field of counseling services (Hardiansyah, 2020) who seeks to help students in the process of self-development and solving problems that are being experienced to help students it is possible if there is collaboration between counselors, psychologists, and psychiatrist.

The presence of a counselor in the national education system is one of the qualifications of an educator (Hardiansyah & Zainuddin, 2022) and is a qualification of all educators, including counselors. Academic background is also included. Uniquely define task context and performance expectation based on the consultant's competency and criteria. It is developed and formulated based on a framework that defines the context of the consultant's task and the counselor's performance expectations. The context of the counselor's work is in the field of service, which aims to make students independent in making decisions and decisions that develop potential, create a productive and enriching life, and protect common interests. Motivation, empathy, respect for diversity, and prioritizing the interests of the counselor while taking into account the long-term impact of the services provided (Hardiansyah & Mas'odi, 2022).

To become a professional counselor, one must meet the academic qualifications and competencies of an advisor as stipulated in Article 1 (1) Qualification Standards and Academic Advisors Government Regulation Number 27 of 2008. To be appointed as a consultant must meet national standards of educational background and competence of consultants. The Ministry of National Education states that the educational qualification standard for BK or Counseling Teachers at the formal and non-formal education levels is Basic Education (S-1) in Counseling Guidance and the Counseling Profession (PPK). As stated in PP 19/2005, there are four types of counselor competencies, which are divided into four competencies: pedagogic, personality, social, and professional. Pedagogic Competence as Counseling Competence masters pedagogic theory and practice and can apply not only counseling behavior but also physiological and psychological development, methods, types, and nature of counseling and counseling (Hardiansyah & AR, 2022a).

Personal competence as a counselor can present a person who has faith and piety to God Almighty, shows strong integrity and stability, and can produce quality work. Social competence as a counselor in carrying out their duties can implement internal cooperation in the workplace, play an active role in professional counseling organizations and activities, and collaborate with other experts in helping to deal with problems experienced by students (Hardiansyah & AR, 2022b). Professional competence, as a counselor must understand the concept

and practice of assessment to identify and understand students' situations, needs, problems, programming, assessment, and others (Flynn, 2016). In the implementation of service delivery, ten types of services can be used as needed, 1) orientation, 2) information, 3) placement and distribution, 4) learning services, 5) individual counseling, 6) group counseling, 7) group counseling, 8) consultation, 9) mediation 10) advocacy (Artun, Durukan, & Temur, 2020).

Entering the 4.0 era is when technological developments are increasing rapidly from year to year. For society, technology is a very useful tool that facilitates completing any communication task. This technological development offers various types of humanitarian services, including counseling services. So that the counselor can really observe the counselor's verbal and nonverbal performance and see firsthand whether the counselor's attitudes and actions are truly committed to helping the counselor solve problems, counseling services are initially carried out face-to-face.

The existence of technology makes all forms of implementation of counseling activities easy to do. A counselor must master several skills, including Word Processing/Publication Desktop to create attractive layout documents, Multimedia Presentations, and several electronic and internet resources (Rahmawati, 2019). In carrying out services, counselors can use various media such as videos and power points (Noverita, Darliana, & Siregar, 2021). For example, counselor services use technological support media, namely Cyber Counseling. The implementation process is slightly different from face-to-face counseling, where cyber counseling is not limited by space and time, only on the condition that the counselor and counselee are connected via the internet before entering the necessary stages (Dewberry, 2018). Be prepared to check the internet connection and open the application menu that will be used. The condition in one of the Madrasah Aliyah schools in Sumenep is that the counselor does not yet have a non-formal educational background as stated in a government regulation which reads: to be appointed as a counselor, a person must meet the academic qualification standards and counselor competencies that apply nationally, and also have not fully met counselor competency standards; therefore this study aims to find out how the service standards provided by counselors to students in this global era (Serevina, Astra, & Sari, 2018).

Method

This research was conducted using a qualitative approach, which sees the research object as a system, a unit consisting of related elements and explaining existing phenomena (Cairns & Areepattamannil, 2019). Descriptive qualitative research, namely research that aims to collect information about the status of pre-

existing symptoms, namely the status of symptoms at the time the research was conducted (Lam, 2014). This research took place at Madrasah Aliyah Raudhatul Thalibin. This research was conducted from the end of 2021 until April 2022. The research subjects were counselors, who were the main informants to obtain data, and students as additional informants to strengthen data acquisition obtained from counselor informants.

The procedure carried out in this study consisted of 3 stages, 1) Preliminary stage: consisting of researcher design, site selection, researcher address permits, assessment and survey of site conditions, identification and use of informants, preparation of research equipment, and prediction of researcher ethics. 2) Fieldwork stage: Consists of understanding the research background, preparation, and entering the field. 3) Data analysis phase: includes data grouping activities, data classification, topic discovery, and hypothesis formulation, as well as a description of hypothetical data. The data in this study can be divided into two types: primary data (Gaspar et al., 2022), which represents the main topic, and secondary data, which represents important documents. Data collection techniques in this study used observation, namely data collection through observation of activities that took place at the location by researchers to reveal initial data and data that had not been revealed in interviews and documentation, interviews, namely question and answer activities carried out by researchers on the subject to uncover data, interviews conducted were structured interviews using interview guidelines and unstructured interviews. Documentation, namely data that comes from personal documents, official school documents, and archives. The analysis in this research is non-statistical. The data to be collected is contained in the interview transcript; this data analysis stage includes checking. Data management is carried out to re-check the information or data obtained from interviews, observations, and documentation, to know the completeness of the data obtained. Organizing this grouping is done to select and select data according to the research focus in the form of separate data clarification. To make it easy for researchers to sort data according to the focus of their research.

Results and Discussion

Someone can be appointed as a counselor if they have met the counselor competency standards and the counselor's academic qualification standards; this is stated in PP No. 27 of 2008 concerning Academic Qualification Standards and Counselor Competency (SKAKK) article 1 paragraph 1, in the academic qualification standards to become a counselor must have a formal undergraduate educational background (S-1) and non-formal counselor professional education (PPK).

Conditions in the field based on the results of research on existing counselors do not meet academic qualifications; namely, they do not have a non-formal educational background; therefore, school counselors can be declared not to meet academic qualification standards. Becoming a counselor must meet counselor competency standards; there are four types of counselor competencies written in government regulation 19/2005: pedagogic Competence, Social Competence, personal Competence, and Professional Competence. Pedagogic Competence, In pedagogic Competence, the counselor explores the students' background in the environment, socio-culture, and psychology using assessments; this will certainly affect the learning process that students will pass; therefore, the counselor needs these data to draw up a work program. Personality Competence As a form of application of personality competencies, school counselors display a self-image devoted to God Almighty, mature, firm, disciplined, noble character, strong personal integrity and stability, and quality performance so that they can be role models for students.

Social Competence, school counselors collaborate with stakeholders in the school environment in implementing work programs that have been prepared based on the needs of students obtained using assessments. However, school counselors here have never collaborated with other professional experts because they assess that school counselors can still handle the problems experienced by students. Professional Competence school counselors perform their duties through their professional Competencies, such as implementing assessments, preparing annual and semester programs, and counseling guidance service plans (RPBK) to support the implementation of guidance and counseling services. Therefore, in the field of counselor competency standards, school counselors have not met them because they have never collaborated with other professional experts; this is based on PP 19/2005. Implementation of Counselor Services for Students, In the application of guidance and counseling services to students, of the 10 types of services available, the counselor has implemented 5 types of services based on the needs of students including: information services, this service is given to new students whose contents are conveying information about the education system, social culture, positions and others in the school environment to be used as material for consideration and decision making, orientation services, this service is also provided to new students to understand the school environment, individual counseling services, this service is provided to students on an ongoing basis individuals to discuss problems and alleviate personal problems that are being experienced, Group counseling, namely services provided to students in groups by paying attention to the

similarities in the problems being experienced and the counselor acting as group leader, Group guidance services, this service given by counselors based on the needs of students, generally is special career guidance for class XII students, providing motivation to study and drug prevention.

The implementation of guidance and counseling services has made many developments along with the changing times in an increasingly modern era; many modifications and innovations have occurred in the implementation of guidance and counseling services, of course, making this guidance and counseling activity more interesting. When carrying out group guidance service activities, school counselors utilize electronic devices, namely laptops and LCD projectors, to support the provision of material to make it more enjoyable for students. During the Covid-19 period, campus expos were held online using the Zoom and Google Meet applications so that school counselors grouped students based on the choice of campus they wanted to attend campus expos using smartphones. These services included career guidance services which were carried out for final-grade students. Unfortunately, counselors have yet to be able to apply the cybercounseling trend because it is considered less effective with the conditions of the students.

Based on the field conditions seen from the standard aspect of school counselors who have not fulfilled the requirements according to the 2008 Ministry of National Education regulations, the service standards carried out by counselors to students can be assessed as not meeting the standards; this is also by the conditions that occur in Madrasah Aliyah Raudhatut Thalibin where the counselor has not fully been able to apply counselor practices according to the conditions of the times where there have been many rapid changes in the field of internet technology such as the cybercounseling trend. However, it is undeniable that the counselor at Madrasa Aliyah Raudhatut Thalibin has presented innovations that can be said to be not out of date, namely the use of tools electronic tools at particular moments in counseling practice.

Conclusion

The standard of a counselor at Raudhatut Thalibin's aliyah madrasah in the field of counselor competency standards almost meets the standard, this imperfection is because the school counselor has never collaborated or collaborated with another expert such as a psychiatrist and psychologist, but this is considered to be non-forced in collaboration because the counselor the school said the school counselor could still handle the problems that occurred in students. A counselor in the counselor standard in the field of academic qualifications

must have a formal educational background, namely undergraduate guidance and counseling (SI), and non-formal education, namely professional counselor education. The school counselor stated that he had a formal undergraduate education background in guidance and counseling but did not have a professional counselor education background (PPK). School counselors in carrying out guidance and counseling services are considered sufficient to keep up with the times, as evidenced by several innovations in guidance and counseling services combined with existing technology, one of which is the use of LCD projectors in group guidance services. However, in the Cybercounseling trend, it cannot be applied because it is considered less effective. Based on counselor standards that have yet to be met and counselors have not been able to bring counseling services into cyberspace, school counselor service standards have not met standards to help deal with students' problems in the global era. The researcher hopes for future researchers to further expand the research topic, not only in the field of counselor competency standards and academic qualifications but also in the field of ethical codes and others that can display the image of a real counselor from various aspects.

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