



Factors Causing Mis Functional Teacher Guidance Counseling in Schools

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Abstrak

Tujuan dari penelitian ini adalah menemukan serta menganalisis penyebab misfungsional BK disekolah. Jika masalah ini tidak ditangani maka tugas guru bimbingan dan koseling sebagai seseorang yang membantu peserta didik dalam memenuhi tugas perkembangannya tidak dapat dilaksanakan. Hal ini juga akan berpengaruh terhadap kualitas peserta didik dimasa depan tidak hanya itu permasalahan ini juga berdampak pada profesionalitas guru BK sebagai seorang konselor yang membimbing dan membantu peserta didik dalam memaksimalkan hasil belajarnya. Metode penelitian yang digunakan dalam penelitian ini menggunakan kualitatif deskriptif dengan memberikan gambaran mengenai hal-hal yang telah diketahui dan yang belum diketahui dari suatu fenomena khusus. Hasil penelitian ini mendapati beberapa faktor yang menjadi sebab terjadinya missfungsional guru bimbingan disekolah yaitu: kurangnya pemahaman stakeholder terhadap tugas dan fungsi guru BK, manajemen sekolah yang tidak memfasilitasi guru BK, proporsi bimbingan konseling di dalam kurikulum sekolah, profesionalitas guru BK itu sendiri serta perbedaan latar belakang dan budaya.

Kata Kunci: *Misfungsional, Guru, Konseling*

Abstract

The purpose of this study is to find and analyze the causes of dysfunctional counseling guidance in schools. If this problem is not addressed then the task of guidance teachers and counseling as someone who helps learners in fulfilling the task of development can not be implemented. This will also affect the quality of students in the future not only that this error also has an impact on the professionalism of counseling guidance teachers as a counselor who guides and helps students in maximizing their learning outcomes. The research method used in this study uses descriptive qualitative to provide an overview of the things that have been known and unknown from a particular phenomenon. The results of this study found several factors that cause miss functional guidance teachers in schools, namely: lack of understanding of stakeholders to the duties and functions of counseling guidance teachers, school management that does not facilitate BK teachers, the proportion of counseling guidance in the school curriculum, the professionalism of counseling guidance teachers themselves and differences in background and culture.

Keywords: *Dysfunctional, Teacher, Counseling*

Introduction

Counseling guidance in school has a very important role as someone who helps learners maximize their learning process and helps fulfill their developmental tasks. If this task does not run with its function, it will have an impact on the quality of the resulting learners. The needs of learners who not only gain knowledge but also meet mental and socio-emotional needs. In Indonesia,

counseling guidance is regulated in Permendikbud No. 70 of 2013 on guidance and counseling in schools. In this Permendikbud, counseling guidance is mentioned as an integral part of the curriculum at all levels of Education. By including counseling guidance in the curriculum, it is expected that students can get the support and guidance needed to overcome various

problems and develop their potential optimally.

In providing guidance and counseling services, counseling guidance teachers in schools run counseling guidance services following existing regulations. In addition, the implementation of counseling services is in line with the purpose of education in the school. Each counseling teacher takes care of 150 students as foster students. Because a school has more than 150 students, it needs more than one counseling teacher. Each counseling teacher has the responsibility to run the implementation of professional counseling guidance both individually and in groups. In groups, it is necessary the Coordination of one teacher Bk with other counseling teachers (Yeni Karneli, 2021).

The entry of counseling guidance in Indonesia can be said to be not ideal as guidance and counseling where at that time there was no professional candidate who was able to carry out the role of counselor professionally so the role of school extension as if imposed on someone who is considered capable. This history can still be felt today where in school counseling teachers do not function as people who help learners. Rather, it serves as a disciplinary officer who provides punishment and sanctions. If this problem is not overcome, it will have an impact on not fulfilling the role of counseling guidance that helps learners to be cognitively, socially, and emotionally competent not only that this phenomenon can also damage the image of the counselor.

Research on the problems of counseling guidance has been done by Azmatul Khairiah Sari regarding professional services counseling teachers in minimizing misunderstandings about counseling guidance in schools in his research professional services counseling teachers are expected to have a positive image of their students and the wider

community. The existence of this image will certainly have an impact on the assessment of how counseling guidance. The next research was also conducted by Erda Fitriani on the problems of guidance and counseling services in schools the problems in her research on the implementation of counseling guidance services in schools can be categorized into three, namely; the first factor is the understanding of teachers, students, and the community about counseling guidance; the second factor is the professionalism of guidance and counseling (Fitriani et al., 2022).

The previous study was a study that examines the philosophical aspects, especially counseling guidance services that reflect the professionalism of counseling guidance teachers, and also examines the philosophical aspects of the problem of guidance and counseling in schools in general. The purpose of this article is to complement the shortcomings of previous research by examining more about how the problematic impact of miss functional counseling guidance in school. As well as developing research that has been done before by analyzing the duties and functions of counseling guidance teachers who should and are happening in school.

Method

The approach used in this study uses descriptive qualitative by providing an overview of the things that have been known and unknown from a particular phenomenon. Search and review will be reviewed from various literature relevant to a research topic that can be done before, during, and after the retrieval process and analysis of research data. The data sources in this study are counseling guidance teachers, students, and articles relevant to the data collection method of observation interviews and literature review.

Results and Discussion

Factors Causing Miss Functional Guidance Counseling At School

Lack of stakeholder understanding

Teachers, students, and communities should have the same understanding of guidance and counseling. With the same understanding, the implementation of guidance and counseling services conducted by counselors can run well. However, in many studies, it has been found that there is a misunderstanding related to the role of counselors and also counseling guidance services in schools. School students have a negative perception of guidance and counseling services (Pratiwi & Muis, 2013).

Perceptions of subject teachers regarding counseling guidance teachers also vary. Based on the findings of Kartika (Kartika, 2018) subject teachers are of the view that the function of counseling teachers is to solve problems, give advice and provide student counseling guidance like the school police. The perception expressed above shows that not fully understand the role and function of subject teachers' counseling guidance. Lack of understanding of the tasks and functions of counseling guidance resulted in the implementation of performance to guide students who got obstacles.

What about the understanding of counseling guidance teachers to the function of counseling guidance teachers? Based on the research of Ika Dini Kartika (Kartika, 2018) found that counseling guidance teachers have sufficient knowledge and understanding of the duties of counseling guidance teachers, but in the implementation of counseling guidance teachers do not implement what they understand. Many factors lead to counseling teachers can not apply the knowledge they understand because counseling teachers can not work alone they need the help of all school stakeholders to support the performance of

counseling teachers principals, educators, and education personnel, guardians/parents of students, and others.

For this reason, stakeholders who do not understand the duties and functions of counseling teachers need to make efforts to provide a good understanding and socialization of this matter. The first step that can be done is to explain in detail the duties and functions of counseling guidance teachers, and why these tasks are very important in character building and student welfare. Counseling teachers can hold meetings with stakeholders, such as parents, teacher councils, principals, and other relevant parties to explain in detail their duties and functions.

In addition, counseling guidance teachers can show some examples of cases they have dealt with and how they helped students in solving problems or overcoming difficulties. By providing concrete examples, stakeholders can more easily understand and appreciate the important role played by counseling teachers and see firsthand the counseling activities they do in school. In this way, stakeholders can understand firsthand how counseling guidance teachers provide guidance and counseling to students.

To improve stakeholders' understanding of the duties and functions of counseling teachers, it is necessary to make continuous and consistent efforts. In addition, it is also necessary to periodically evaluate to ensure that the efforts made have given optimal results and provide benefits for students and the school as a whole.

School Management

The management of guidance and counseling that is directed and systematic is a manifestation and accumulation of guidance and counseling services so it is one of the indicators of the work of counselors. Furthermore, the management of guidance and counseling that is systematic and well-directed

in turn will guide the implementation of counseling guidance activities while eliminating the impression that the counselor works in incidental and curative nature solely.

The results of previous studies have stated how counseling guidance teachers do not run azaz service properly and optimally when providing guidance and counseling services. Based on the results of interviews with several stakeholders who in this case act as principals in some SMA/SMK Negeri said that counseling guidance teachers do not display the figure of an authoritative educator, so students consider it only as a teacher in charge of calling students who have problems, and not to guide the personality as a whole. (Princess, 2018).

The management of guidance and counseling has been explained in Article 6 paragraph (4) explained that “guidance and counseling services as referred to in paragraph (3) held in the classroom with a learning load of 2 (two) hours per week”. The article mentioned above is also emphasized in the appendix to Permendikbud number 111 of 2014 on Page 18 no. 4. Activities and allocation of service time the service activities in paragraph two explained that guidance and counseling services are organized programmatically based on need assessments that are considered important (priority scale) and are carried out regularly and continuously (scaffolding). All learners should get guidance and counseling services in a planned, regular, and systematic and to their needs. For this reason, guidance and counseling counselors or teachers are allocated class admission hours for 2 (two) hours of learning per week each class is routinely scheduled.

Concerning the concept of management, the application or implementation of guidance and counseling management is one manifestation of a systematic activity about how to plan guidance and counseling

activities, how to move human resources in the guidance and counseling organization to achieve goals, supervise how guidance and counseling activities run and assess guidance and counseling activities. Based on this, the implementation of guidance and counseling management in schools, is related to the process of planning, organizing, implementing, leading, and monitoring (Edris Zamroni).

But the fact is that school management does not have enough proportion for counseling guidance such as a lack of hours given to counseling teachers and even no time to provide counseling services. Counseling guidance teachers only serve problems that are incidental and do not have time to explore the problems of students. If the school does not provide sufficient hours for counseling guidance teachers, it can be an obstacle to the implementation of guidance and counseling programs in schools. This is because counseling teachers need enough time to carry out their duties, such as carrying out individual and group counseling, holding orientation and counseling, facilitating student self-development activities, and so on.

In other cases, the educational process carried out on students is only oriented to cognitive abilities so that managerial activities only lead to academic interests without regard to and balancing socio-emotional intelligence. The purpose of Education will lead to the implementation of the tasks and functions of stakeholders in it, that is why if the purpose of education only leads to academic value, the function of counseling guidance teachers is not maximized because counseling guidance counseling teachers are not given enough time to carry out these tasks.

Therefore, schools need to improve the managerial and provide sufficient working hours for counseling guidance teachers in the curriculum and learning schedules in schools.

If the school does not provide hours for counseling teachers, it is necessary to advocate and have good communication between counseling teachers, school leaders, and other relevant parties, to solve the problem. In some cases, it may be necessary to negotiate or formally submit proposals to the relevant parties at a higher level.

The existence of counseling guidance in the curriculum

The curriculum is an important component in educational institutions. Curriculum can be interpreted as a concept that forms a path that must be followed by each role. In the educational institution itself, there are educators and educational personnel who carry out their respective roles with the same goal, namely quality learners. For that not only subject teachers, counseling guidance teachers also have an equally important role. However, as discussed in the previous points, the existence of counseling guidance teachers is not visible or even barely aware of its existence. This is due to tufoksi counseling guidance that is not appropriate and a lack of understanding of the importance of the role of counseling guidance in school.

Counseling guidance is one of the important components in the curriculum at school because it can help students develop their potential, achieve optimal academic performance, and overcome various problems they face. The following are some things that indicate the existence of counseling guidance in the curriculum:

1. There are counseling subjects that are part of the curriculum in schools. This subject aims to provide knowledge, skills, and attitudes that can help students develop their potential and overcome the various problems they face.
2. Guidance and counseling programs in schools are integrated with the overall

school program, to assist students in achieving their academic and personal goals.

3. Guidance and counseling become important components in fostering student character. Through guidance and counseling programs, students can develop positive values such as honesty, responsibility, discipline, and cooperation.
4. Counseling guidance is also one of the efforts in implementing a student-centered learning approach. Guidance counseling teachers can assist students in identifying their needs, developing skills, and addressing the problems they face.
5. Counseling can also help students prepare for their future. Teacher guidance counseling can provide information and guidance regarding career choices, college, and opportunities available in the future.

Overall, the existence of counseling guidance in the curriculum at school is very important to help students develop their potential and achieve optimal academic achievement. In addition, counseling guidance can also help students in overcoming various problems they face and prepare themselves for their future. Guidance and counseling is an important field in education as it helps students in overcoming various problems and develops their potential optimally. Therefore, the existence of counseling guidance in the curriculum is very important.

Professional guidance counseling teacher

Professionalism is formed through several components of competence, namely pedagogical, personality, social, and professional competence in carrying out various guidance and counseling services. In addition to the performance and ability to

counsel teachers in melaksanakan counseling guidance services, the main factor determining the professional counseling teacher is a harmonious educational background. Until now, the educator's background has become the main factor in the professional problems of counseling guidance teachers so in its application counseling guidance teachers do not know the basic capital in carrying out their duties.

In addition, other factors are also influential as a form of system support that can support the performance of guidance and counseling teachers in schools according to Permendikbud number 111 of 2014 include (1) network development activities; (2) work procedures, infrastructure in the form of information and Communication Technology; (3) professional development on an ongoing basis. To provide support for guidance and counseling counselors or teachers to facilitate the process of implementing pre-existing service components and also support the effectiveness and efficiency of the implementation of guidance and counseling services (Saputra & Astuti, 2018). As for teachers in other fields of study is to further facilitate the process of implementing educational programs in education units (Mariana, 2016).

Professional competence is one of the important variables that contribute to the performance of guidance and counseling teachers. The better the professional competence, the better the performance of teachers, on the contrary, the lower the professional competence of counseling teachers, the lower the performance of counseling teachers. The support system is one of the important variables that contribute to determining the performance of guidance and counseling teachers. With the support of the system, the better the performance of counseling teachers. Conversely, without the

support of the counseling teacher system, lower-performance of counseling teachers (Reba, Y. A., Saud, H., Saputra, A. A., & Pristanti, 2022).

Conclusion

The needs of learners who not only gain knowledge but also meet mental and socio-emotional needs. In Indonesia, counseling guidance is regulated in Permendikbud No. 70 of 2013 on guidance and counseling in schools. In this Permendikbud, counseling guidance is mentioned as an integral part of the curriculum at all levels of education many factors underlie the dysfunctional guidance and counseling teachers in schools. If studied the history of the birth of counseling in Indonesia, which at that time was referred to as counseling guidance where there were no professional human resources for its implementation so there was no understanding of the underlying tasks and functions of the extension agent that should be so that the image of the school police was formed. This history continues and is still felt today and becomes a culture that is continuously carried out. If further efforts are needed to provide an understanding of the goals of National Education written in the 1945 Constitution so that school stakeholders, especially principals as leaders, can conduct proportional management to all fields in their organizations. Stakeholder understanding of the tasks and functions of counseling guidance teachers is a determining factor in running guidance and counseling in schools.

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