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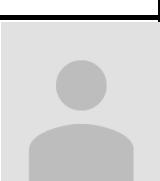

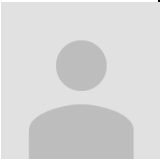


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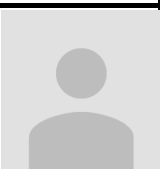
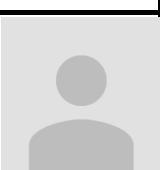

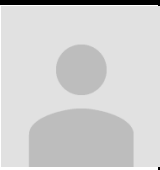

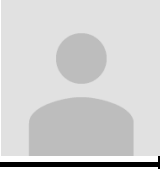





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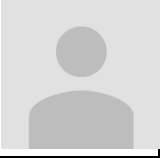



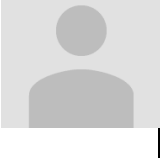


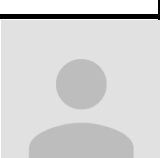
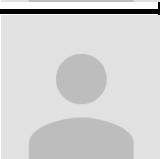


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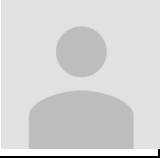









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Facilities revitalization of mentoring and counseling services at secondary school level

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Abstract

This study aims to examine how the quality and quantity of counseling services and counseling facilities and activities. The purpose of this study is to determine the role of guidance, counseling and offer the revitalization of the part of independent advice and guidance counseling facilities. This research was conducted at Secondary School Level in Palangka Raya, Central Kalimantan. This research uses the qualitative approach. Data were obtained using personal observation, documentation, and interviews. The result of the research analysis shows that the role and function of guidance and counseling has not entirely become the requirement of student, because, facilities guidance and counseling services, is still not adequate and felt its presence by the students, thus causing the function and role of counseling and guidance services have not been maximized. This is due to budget constraints and unclear funders. Therefore this study offers the concept of revitalizing an independent advice and guidance counseling facility which able to provide understanding, prevention and development, adjustment, and problem-solving faced by students.

Keywords: revitalization, facilities, guidance, and counseling

1. Introduction

Education is an effort which done in a planned and continue to create a better learning atmosphere, so the learners not only can actively develop their potential that they have but also be able to control their spiritual power and themselves, have great personality and morality and have skills. Students as subjects and primary objects of the whole system and educational process are expected to develop optimally. But in fact, every student cannot be separated from their personal problems that can directly inhibit their development. Therefore, special activities like guidance and counseling programs are directed, integrated, and a system is needed.

In Permendiknas Number 23 of 2006 on Graduate Competency Standards, student competencies that must be developed through guidance and counseling services are self-actuality competence and capacity development. To achieve that goal must be supported by various factors as proposed by Koestroer Partowisasto (Kosasih and Soejipto, 2009) [8], namely: (a) School is the second living environment after the house, (b) Students who are relatively young relatives are in dire need of guidance. Besides Lundquist and Chamel (Belkin, 1981) [2] stated that the presence of counselors could ease the teacher's duty. Counselors and teachers are a critical team in educational activities. Both of them can support each other to create the learning process more efficient.

According to Nurihsan, 2014, school as the central place in the process of establishing student independence, must have excellent facilities. Room facilities should be made in such a way that the counselees or counselors who visit the room feel comfortable. Based on observations and interviews with counselors in various schools, both public and private especially in Palangkaraya City and in general in Central Kalimantan is not sufficient, even some do not meet the requirements as the standards set by the Guidance Association

and Indonesian Counseling (ABKIN) as well as standards from BNSP (2006).

The ways that can be done is to revitalize the facilities of guidance and counseling services, namely by creating facilities in the form of service room according to standard specified, to provide independent guidance and counseling services. To achieve student independence, the counselor no longer put forward the curative function, but rather emphasize the role of preventive and self-development. Various types of services provided not only help students in solving problems but also be able to develop students' self-potential. According to an issue above, this research is conducted to know and understand the role of guidance and counseling service at SLTA in Kota Palangka Raya and also to offer revitalization role of guidance counseling and counseling service facility.

2. Materials and Methods

The type of research used is qualitative research with a detailed approach. According to Abercrombie, Hill, Turner mentioned qualitative research is a study with the aim to understand things that do not require quantification or not possible to be measured precisely or quantitatively (Moleong, 2009) [9]. Descriptive research is one type of research whose purpose is for exploration and clarification of phenomenon or social reality, by describing many variables that concerning the problem and the unit under study between the events tested.

The focus of this research is: (1) the role of counseling and guidance services (2) the efforts undertaken in the implementation of the revitalization of independent guidance and counseling facilities. Schools that are used as research sites are SMA Negeri 1, SMA Negeri 2, SMA Negeri 3, SMK Negeri 1 and MAN Palangaka Raya in Palangka Raya City. These schools are favorite school and are located in the capital

of Central Kalimantan Province. Source of data obtained from primary and secondary data. Data collection is done through interview, observation, documentation and literature study. Research instruments include researchers themselves, supporting tools such as notes and stationery and interview guides. The data analysis uses an interactive model, consisting of four activities, such a data collection, data condensation, data presentation, and conclusion (Saldana, 2014)^[10].

3. Results and Discussion

3.1 The Role of Guidance and Counseling Services at Secondary School in Palangka Raya City

Based on the data obtained through interviews and observations in this study, it is concluded that the role of guidance and counseling services in several high schools is considered essential and strategic to assist the optimal development of counselees, but in the implementation of guidance and counseling services is not yet optimal. This is seen from the service activities provided in some schools, categorized quite well. This is evidenced by the implementation activities of various types of services offered, such as information services, orientation services, placement and distribution services, individual counseling services, group counseling services, learning services, mediation services and consulting services. This useful service is due to the students who come to the guidance and counseling room not on their consciousness but always called.

Based on interviews with some students saying that "Yes, indeed we are often called" because most of them are still reluctant to come to consult, because they feel embarrassed, uncomfortable, even feared by others when they ask. Another cause is the room for guidance and counseling that is open, and the place is also used as a warehouse so that others listen to their conversation. Besides, there are still less friendly counselors. The interviews with several teachers stated that the presence of guidance and counseling in schools is essential, because it is beneficial in overcoming the problems of students, for example in coping with broken students, helping motivate students to learn, education problems, personal problems, and their work problems.

Interview results also show how vital the role of guidance and counseling in schools, especially for students. Fatchurahman (2017)^[4, 5] pointed out that the benefits of guidance and counseling services at the State Senior High School of Palangkaraya are categorized as good, if: (a) knowing the school's BK program, (b) knowing its capabilities and weaknesses. (c) understand the level of education and educational prospects being pursued. (d) may increase academic achievement. (e) be able to plan the future well in school, and the world of work which appropriates with students interests and abilities, and last (f) be able to adapt to the social environment.

3.2 Overview of counseling and guidance facilities at Palangka Raya State Senior High School

Based on the observation result, the facility for guidance and counseling services at SMA in Palangka Raya City is generally inadequate, although most of the facilities and infrastructure are available, the support owned by its condition has not met the standard. In SMA Negeri 1 Palangka Raya:

Infrastructure of counseling room area is 4 x 8 m². This is the only one room and open space without any limits. This space has functioned as a consultation/counseling room, counselor workspace, reception room, warehouse room and documentation room. In the guidance and counseling room there are facilities in the form of cabinets three pieces to store data, 1 Place a guest chair, 2 computers, 1 AC, 1 TV, 1 mirror decorative, 1 fan, 7 tables and work chairs counselor, 2 pieces of garbage box and 9 pieces of frames living room. Each of these rooms is delimited and closed. To support the activities of guidance and counseling services such as the desk of the teacher half a bureau 1 fruit, 8 teacher teachers, 1 plastic guest chair, 2 teacher data boards, 1 bookcase, 1 computer PC, 2 computers complete, 1 AC, 1 TV, 1 mirror decorative, 1 pieces dispences, 1 fan, and 5 desks and cabinets 5 data storage cabinets.

In SMA Negeri 3 Palangka Raya: (1) Infrastructure of guidance room and counseling area = 3 x 8 m². This room is open, and there is no barrier, this room serves as a consultation/counseling room, administrative / work room counselor, and space guest (single size 3 x 3 m²). (2) The facilities, as supporting the guidance and counseling services, are 5 workshops, seven working chairs, guest chairs 1 set, teacher data board 1 piece, 1 TV, 1 mirror decorative, 1 pieces dispenses, 1 fruit fan, and 2 cup cabinets for storing data.

At SMK Negeri 1 Palangka Raya: (1) Infrastructure of guidance room and counseling area = 5 x 8 m², this room is open and no barrier, this room serves as a consultation/counseling room, administration/work room counselor, and living room. (2) The supporting facilities for guidance and counseling services are 6 workshops, 6 work chairs, guest chairs 1 set, 3 data boards (organizational structure, case handling mechanism, teacher data), 1 TV, 1 decorative mirror, 1 piece of dispenses, 1 fan, and 3 cup cabinets.

In Madrasah Aliyah Negeri (MAN) Kota Palangka Raya: (1) Infrastructure of guidance room and counseling area = 8 x 8 m². This room is open, and there is no barrier, this room serves as a consultation/counseling room, administration / work room counselor, and living room (2) Facilities, as a supporter of guidance and counseling services, in the form of: 4 pieces of work desk, 3 pieces of auxiliary table, work chair 8 pieces, guest chairs 1 set, 4 pieces of data board, 1 TV, 1 fruit decorative mirror, 1 dispenser, 1 fan, 3 cup cabinets, and 1 box of First Aid.

The existence of the guidance and counseling rooms in each school are different; there are in the middle of the school office, and there is a school corner.

3.3 The Role Concept of Ideal Counseling Services

Counseling services are an integral part of education in Indonesia. As a professional service, counseling services cannot be conducted indiscriminately but must depart from a solid foundation, and based on substantial research to provide significant benefits to live, especially for the recipients. This is explained by Prayitno (1999)^[6] and Elucidation of Government Regulation Number 29 of 1990 which states that the existence of guidance and counseling services play a role too: (1) Guidance is an aid given to students in order to attempt: (a) recognize the advantages and disadvantages that

exist in itself, (b) identifying the environment so as to adapt to the existing social, economic, cultural, and natural environment, and (c) planning future career.

Counseling and guidance services at the school have been accepted and become a job that has significant scope in supporting the success of education. This is due to the source of the problems of children and young people mostly outside the school. Besides, the problems experienced by humans are not only available in schools, but guidance and counseling services also need to reach the broader areas outside the school. Surya and Natawijaya (1997) stated that guidance and counseling activities in schools could be grouped into (a) types of data collection services, (b) information sharing, (c) placement, (d) counseling, (e) hand transfer, f) assessment and follow-up. Various functions of the service should be done well following the problems faced by students

3.4 Revitalization of Guiding Services and Counseling Facilities

Based on the results of the research, the existence of counseling and guidance services facilities at high schools in Palangkaraya city needs to be improved by revitalization or improvement in whole or in part according to the standard that determined by ABKIN to support the growth of the quality of education service for the students themselves. The process of actual counseling services cannot be separated from the availability of facilities and adequate infrastructure in all its implementation. The guidance and counseling room is one of the essential foundations that influence the success of guidance and counseling services in School or Madrasah. Taking into the principle of counseling, the provision of guidance and counseling space needs to consider the location, size, type and number of rooms, as well as various other supporting facilities.

The location of guidance and counseling room in a school or madrasah should be easily accessible by counselee but not too open. Thus the entire counselee can easily visit the guidance room, but the principles of confidentiality are maintained to maintain client confidentiality.

Guidance and counseling rooms should be appropriate to the type of service and the number of places. Counselor workspace is prepared separately and inter-room, not transparent and soundproof. Kind of room required among others; (1) workroom as well as individual counseling room, (2) living room, (3) group guidance and counseling room, (4) data room, (5) library counseling room (6) lounge room relaxation and (7) other room with the development of guidance and counseling profession.

Counseling workspace is prepared in order to support productivity of counselor performance, hence required facility of: computer, counselor desk, and cupboard. Besides, the administrative room needs to be equipped with facilities such as: document storage cabinet (personal book, counseling note, etc.) or soft copy. In this case must ensure the security of stored data. Individual counseling room is a comfortable and safe place for interaction between counselor and counselee. This room is equipped with a set of desk chairs, a place to store magazines, which can serve as bibliotherapy. Group counseling room is a comfortable and safe place for group dynamics. This room is equipped with equipment such as: a

number of chairs, carpets, tape recorders, VCD and television. The bibliotherapy room in principle can be a place for counsees to receive information, whether related to personal information, social, academic, and career in the future. The room is equipped with the following equipment: a list of books / references (catalogs), bookshelves, reading room, student list book

Ideally, the description of the spatial planning of school guidance and counseling services (MoNE, 2007) can be seen as follows:

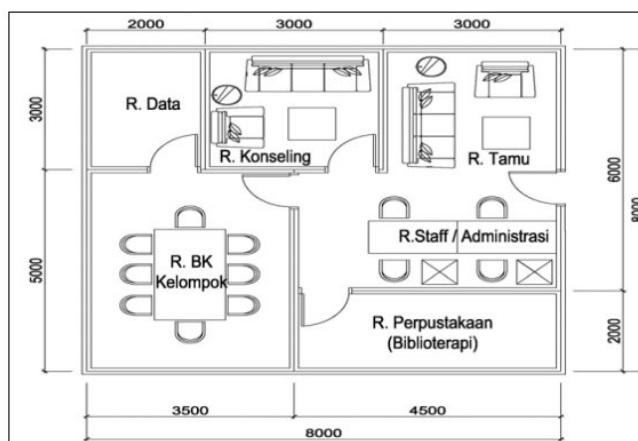


Fig 1

The room should make the visiting counsel feel comfortable so as to make other guidance and counseling activities in accordance with the principles and code of ethics. Especially for individual counseling rooms should be a room that gives a sense of security, comfort and guarantee the confidentiality of the counselee. In addition to the office, other facilities needed for the provision of guidance and counseling (Depdiknas, 2007) [3] include

1. Document of guidance and counseling program (annual program book, semester program book, casebook, and dairy)
2. Instrument of data collecting and completeness of administration such as:
 - a. Data collection tools include individual tests such as intelligence tests, own aptitude tests, school aptitude tests, personality tests, interest tests, and achievement tests
 - b. Non-test techniques of data collector are: counsel able biography, interview guides, observation guidelines (such as observation guidelines in learning activities, observation guidance in individual guidance and group counseling), anecdotal notes, checklists, assessment scales, questionnaires old), biography and autobiography, sociometry, AUM, ITP, service unit formats, letter formats (calls, referrals), service delivery formats, and evaluation formats.
 - c. Data storage devices, especially in the form of datasets. The data storage device can be in the form of cards, personal books, folders and files in the computer. The type of this card is made in such a way with specific sizes and colors, so it is easy to be stored in the filing cabinet. To store various information, information or

data for each counselee, it is necessary to provide a personal folder.

- d. Completed technical support, such as information data, guidance packages, administrative equipment guidance aids, such as stationery, letter blanks, consultation cards, case cards, case conference summaries, and mailing agenda, guidebooks, information books on advanced study, guidance module, interview book, service activity report, counselee attendance data, book of realization of Guidance and Counseling activities, personal skills development information materials, social, study and career, and life skill development information book, electronic device (such as computer, tape recorder, film, and interactive CD, learning CD, OHP, LCD, TV); filing cabinets and guidance counseling boards.

Within the latest guidance and counseling framework, School counselors need to be skilled at using computer equipment, communication devices, and software to help gather data and process data quickly and interactively. Lots of software that can be used by counselors to provide the best service to the counselee. Also, by using computer software, counselors can provide guidance and counseling services more efficiently with a broader range of services.

One of the instruments that can be used to measure the rate of development of learners is the ITP (Development Task Inventory) developed by Sunaryo *et al.*, 2000^[7]. With ITP tools, Counseling and Counseling Teachers (Counselors) can understand the level of individual and group development, identify problems that inhibit student growth and help some students in completing their developmental tasks. Based on the results of this measurement, can be prepared guidance programs that enable the students can grow following the ability they have. Various films and interactive CDs as supporting materials for personal, social, learning and career development should also be available, so counselors not only get information through books or information board (Depdiknas, 2017)^[3].

4. Conclusions

1. The successful process of guidance and counseling is determined by the existence of the facility. Elements of guidance and counseling services, including; personal and social guidance services, tutoring services and career guidance services.
2. Revitalization of the ideal counseling and guidance services needs to be done in order to realize the fulfillment of 7 (seven) central facility like; (1) workspace, (2), administration room/data, (3) individual counseling room, (4) group guidance and counseling room, (5) bibliotherapy room, (6) relaxation/desensitization room, and (7) guest.
3. Another facility that necessary needed to improved counseling programs are the document of Guidance and Counseling program (annual program book, semester program book, casebook, and dairy) and instrument of data collecting and completeness of administration.

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