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## The effectiveness of guidance and counseling services implementation to improve students' competency standards

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### Abstract

**Purpose** - This article aims to determine the effectiveness of the implementation of guidance and counseling services to improve students' affective competency standards.

**Method** - This article uses a literature review method or approach. At the same time, data collection is done by reviewing and studying several journals, books, and documents (both printed and electronic), as well as raw data and information related to the study.

**Result** - The results of the study are 1) guidance services can be carried out through various forms of pre/post-learning games, and 2) student diaries (recording and assessing students' daily activities) are carried out as in-class guidance. Independence development strategy; 3) Effective guidance and counseling services in improving students' competency standards can be seen in filling out the Student's Daily Journal; 4) Professional consultants must still carry out consultation.

**Implication** - The key to the success of a counseling service is the teacher's ability to build interactive dialogue while reviewing and evaluating daily journals (students' activity records).

**Originality** - This paper is one of the developments in counseling science in terms of identifying problems that hinder student development in achieving educational goals.

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**Keywords:**

Bimbingan dan konseling, layanan, kompetensi, standar.

**Abstrak**

**Tujuan** - Artikel ini bertujuan untuk mengetahui efektivitas pelaksanaan layanan bimbingan dan konseling untuk meningkatkan standar kompetensi afektif siswa.

**Metode** - Artikel ini menggunakan metode atau pendekatan tinjauan literatur. Sedangkan pengumpulan data dilakukan dengan mengkaji dan mempelajari beberapa jurnal, buku, dan dokumen (baik cetak maupun elektronik), serta data dan informasi mentah yang terkait dengan penelitian.

**Hasil** - Hasil dari penelitian tersebut adalah 1) layanan bimbingan dapat dilakukan melalui berbagai bentuk permainan pra/pasca pembelajaran, dan 2) buku harian siswa (pencatatan dan penilaian kegiatan harian siswa) dilakukan sebagai bimbingan dalam kelas. Strategi pengembangan kemandirian; 3) Layanan bimbingan dan konseling yang efektif dalam meningkatkan standar kompetensi siswa dapat dilihat pada pengisian Jurnal Harian Siswa; 4) Konsultan profesional harus tetap melaksanakan konsultasi.

**Implikasi** - Kunci keberhasilan layanan BK adalah kemampuan guru dalam membangun dialog interaktif saat mereview dan mengevaluasi jurnal harian (catatan kegiatan siswa).

**Keaslian** - Makalah ini merupakan salah satu pengembangan ilmu konseling dalam hal mengidentifikasi masalah yang menghambat perkembangan siswa dalam mencapai tujuan pendidikan.

## Introduction

The availability of guidance and counseling in schools plays an essential role in achieving educational goals. The American School Counseling Association (ASCA) found that various studies over the past 20 years have shown that counseling and mental health can improve students' learning achievement, according to Suryahadikusuma, A.R. & Dedy A./Premiere Educandum 9 (1) 2019 (Sink, 2008). In line with that, the Indonesian government also pays attention to the importance of orientation and counseling services, as evidenced by the Minister of Education and Culture Regulation Number 111 of 2014 concerning Orientation and Counseling in Primary and Secondary Education. On the other hand, there are many shortcomings in guidance and counseling services, and there needs to be more clarity about their practical application. Socialization of the rules and guidelines continues to be carried out by class teachers. Implementation of the BK program by class teachers, who must carry out the task of providing guidance and counseling services in the class they are responsible for (Widada, 2015). In line with this opinion, the results of Martanti (2015) show that almost all student problems

The effectiveness of guidance and counseling services implementation...

are handled by their respective class teachers. Class teachers, as leaders, do not only solve learning problems but also guide students' behavior for optimal development.

The importance of leadership and counseling in schools is highlighted by the developmental phase between the ages of 7-12, which is the golden age for all aspects of development. It is not only a time of growth but also a time of introduction and formation. Guidance and counseling services help students master daily life skills and build positive attitudes and habits so that students become independent individuals. Independence in action (autonomous behavior) is an ability that develops through guidance and consultation. From 7 to 12, people learn to take responsibility in daily life, so through guidance and counseling, students are taught to perform their different actions and learn to recognize the problems they face. Students need to be taught to be independent in their actions so that they dare to refuse and be assertive to avoid problems that will interfere with the development of the students themselves.

Children face many serious problems, from bullying to sexual abuse and human trafficking. The proposed efforts are aimed at enabling the child to recognize situations that are dangerous to him or her and react quickly to them. Murro and Kottman (Mashar & Nurihsan, 2017) explain that with learning and counseling, children can develop a sense of self-esteem, individual values, and a good understanding of feelings based on experiences that become a source of self-confidence. In other words, the independence that is the focus of leadership and counseling is a series of abilities to take the initiative, overcome obstacles or challenges, have self-confidence, and do things on their own without the help of others.

Developing children's independence as students requires various strategies and activities to encourage student development. The activities carried out should help children recognize themselves and their environment, manage themselves, and ultimately solve problems that may be faced in their lives so that they become independent individuals. Strategies that can be used are the use of media, storytelling, games, and other creative strategies that can be used in counseling (Geldard & Geldard, 2011).

## **Research Methods**

Study Method/Approach - The method used in this article is based on a literature study method or approach. Literature or literature study can be defined as a series of activities related to library data collection methods, reading, writing, and processing educational materials (Zed, 2003:3). In studying literary works, there are at least four main characteristics that an author needs to pay attention to, including First, the author or researcher is dealing directly with text (script) or numerical data, and not with direct knowledge from the field. Second, library data is "ready to use," meaning that researchers do not go directly to the field because researchers deal directly with data sources in the library. Third, library data is usually a secondary source, in the sense that researchers obtain material or data from secondary sources, not raw data directly in the field. Fourth, the state of library data is not limited by space and time (Zed, 2003: 4-5). Based on the above, data collection in a study is carried out by reviewing and studying several journals, books, and documents (both printed and electronic) and other sources of data and information deemed necessary related to the study or review.

## **Results and Discussion**

### ***Results***

The review had several cycles that yielded results, namely: The first cycle of the review was a workshop—the seminar aimed to introduce the skills and methods used in providing guidance and counseling services. In the second cycle, teachers practiced the seminar results, namely using games in counseling services in the classroom. The results of implementing the game in cycle II showed that children were more open and told more stories. Thus, the dialog built by the second practitioner teacher made the game more compelling. The conclusion from cycle II is that the game's success in developing students' independence is influenced by the teacher's ability to build interactive dialog during the game. His reflection on the game application loop showed that play is an appropriate technique for guidance and counseling. Third cycle. In this cycle, implementation focused on classroom management and problem-solving. The teacher applied daily notes to students as a means for them to learn to plan and evaluate each behavior for

The effectiveness of guidance and counseling services implementation...

themselves and to learn to make commitments. The implementation is that every weekend the teacher reviews and invites students to improve their behavior next week.

The third cycle assessment shows that teachers can apply the diary to students. The limitation is that the teacher gives instructions so that counseling and problem-solving activities cannot be carried out & Dedy A./Premiere Educandum 9 (1) 2019. Feedback on the child contract should be given after the magazine's distribution. The learning contract aims to teach children to do at least one small task/job every day, and children need to be rewarded whenever they perform well. Teachers should renegotiate the contract regularly (Saripah, 2018). Daily diaries are an application of cognitive counseling for children. The counseling process usually consists of rather complicated stages and sessions, so it is better if professional consultants still eliminate problems through diaries.

### ***Discussion***

In general, the form of student independence that emerges after counseling services is proactive. Initiative means that students can develop their ideas and be creative in everyday life, both at school and in social life. Ara argues that a person's independence can be seen from his ability to express ideas, argue, meet his needs, and dare to defend his attitude. Meanwhile, students' ability to control their behavior and be responsible still needs to be developed. Responsibility is an aspect that is directed not only at the child himself but also at others. At the same time, self-control is the ability to adjust to a social environment by changing or delaying behavior. The obstacle that arises is that in childhood, students tend to be at the stage of conformity; that is, they obey the rules and behave in accordance with the standards.

Researchers recommend developing students' ability to control behavior and take responsibility. Adler's play therapy (AdPT) is believed to be more effective in developing students' self-control. AdPT is particularly suitable for children who need to improve their control and self-control (Kottman, 2011). Based on Adler's concept, the type of play is a metaphorical play that allows children to express thoughts, feelings, and experiences. Games that can be played include drawing and

fantastic exercises to interact and explore the senses. In addition to drawing and fantasizing, stories, poems (rhymes), and puppets can encourage children to express their feelings and emotions. When students cannot control themselves and intervene in the classroom, teachers tend to experience stress because the interactions that occur cannot meet students' needs during learning, which increases the risk of developing students' academic skills. Therefore, it is better to improve independent performance if free and pleasant dialog or communication between teachers and students continues. The function of dialog with students is to allow teachers to enter the students' world and understand them, as Murro said. (Trice-Black, Bailey, & Goalkeeper Riechel, 2013) that the ability to understand the child's world and mind is the key to successful counseling. In addition, another function of dialog is to enable children to communicate.

As they interact in society, children will learn to adapt and take responsibility for what they do so that they can deal with the problems they face (Santrrock, 2006). The focus of dialogue and communication with teachers should help children understand the purpose of any behavior they want to do. This is important because this study found that teachers are more likely to give instructions to students. After all, students in the class are good at making excuses for offenses. In line with what was also found in Martanti's (2015) study, children aged 4, 5, and 6 tend to be bolder and start to put forward their arguments, in contrast to the arguments of teachers and parents. Therefore, during the counseling process, children should be encouraged to do what they can do themselves. There is a difference between doing for themselves and doing for children, which is that children learn to understand and choose so that children have control and responsibility (Weissman & Hendrick, 2014). Thus, the teacher's communication model will change from educating to stimulating according to the characteristics of ideal guidance and counseling services.

A limitation of the study is the implementation of counseling as a means of relief. Professional counselors are still needed to alleviate problems through counseling, which the Education Office can appoint in each school or at the school cluster level (Farozin et al., 2016), then, class teachers can consult, and specialists have obstacles or difficulties in solving problems. Counseling is guidance and

counseling to help identify problems that hinder students' development in achieving educational goals. In the context of student problems, consultation between class teachers and parents/guardians should be simplified, as decisions should be more accurate if parents are involved. One way is through Sukarman, Subaidi, and Laila's (2018) study using WhatsApp groups for parents, teachers, and principals. The group becomes a vehicle for communication and information exchange about tasks, relationships, and child development. Therefore solving student problems becomes a joint effort.

Meanwhile, referrals can be made if the context of the problem at hand is beyond the competence of the classroom teacher. Things that require case referrals include children with special needs, developmental disabilities, and others. Therefore, class teachers can also turn to experts such as psychologists, police, social workers, therapists, and others to solve problems.

## Conclusion

The key to the success of counseling services is the teacher's ability to build dialogue through games and evaluate daily notes. Based on several cycles conducted, implementing guidance and counseling services in schools effectively improves student competence. The form of student competence that emerges after counseling services is initiative. It was found in filling out the student's diary where it recorded and assessed students' daily activities carried out as in-class guidance and independence development strategies. Counseling services should continue to be provided by professional counselors. However, if the classroom teacher cannot consult with the student's parents or guardians for collaborative efforts and referrals to professional counselors, child psychologists, or therapists, depending on the workload and context, the problem is at hand.

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