



Counseling Service Activities to Improve Guidance and Counseling Supervision in Vocational High Schools

Nakhma'Ussolikhah ^{1 *}, Chandrisya Yuvie Zhaffirly ², Muhammad Rizal Muttaqin ³, Megananda Prichillia ⁴, Muhammad Luthfi Ansori ⁵, Muhammad Yoga Nugraha ⁶

Universitas Islam Bunga Bangsa Cirebon ^{1,2,3,4,5,6}

Correspondence email: nakhmaali071115@gmail.com

Abstract: Differences in the perceptions of guidance and counseling teachers and subject teachers cause student learning activities to be less than optimal. The limitations of guidance and counseling teachers in providing classical services have an impact on the potential for academic activities in schools. The aim of this research is to improve the performance of guidance and counseling teachers by supervising guidance and counseling activities. Guidance and counseling supervision activities are to develop the potential of guidance and counseling teachers so that they can carry out counseling services effectively and efficiently. The general implementation is to conduct direct contact sessions with the individual being analyzed over several time periods. This research approach uses qualitative methods using a phenomenological approach. The data collection instrument technique uses periodic interview and observation instruments. The research location was carried out at SMK N 2 Kuningan. The main subject in study is this that is consisting of Supervisors, Principals and subject Guidance Teachers. Data analysis techniques use analytical techniques descriptive. The results of this research illustrate that BK supervision activities are running well based on the school's vision and mission. ISO limitations provide changes to the service instrument. The implementation of BK supervision with individual counseling services is going well. Collaboration between students, guidance and counseling teachers, supervisors is carried out in accordance with work program guidelines and instruments.

Keywords: Guidance and Counseling, Skills, and Supervision

Article info: Submitted : 2023-12-12 | Accepted : 2024-02-12 | Published : 2024-02-16

Copyright © 2023, Authors.

This is an open-access article under the [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)



How to Quote:

Introduction

Law Number 20 of 2003 regulates the counselor profession or what is called a guidance and counseling teacher in the context of the National Education System in article 1 paragraph 6 which states that teachers are educational personnel who meet the requirements as teachers, lecturers, counselors, learning leaders, lecturers, tutors, instructor, facilitator, and other titles and play a role in organizing education (Nurrahmi, 2015 ; Ardimen, 2018; Handayani, 2017; Kushendar et al., 2018) . This emphasizes that guidance and counseling teachers have special duties that are different from teachers in other subjects.

Counseling cannot be separated from education and has a very important role in achieving educational goals. As a component of education, guidance and counseling

services play an important role in helping students develop their personalities for the future. School counselors have the task of carrying out guidance and counseling activities in the school environment.

Guidance and counseling are an integral part of the education system and have an important role in achieving educational goals. As a component of education, guidance and counseling services have an important role in helping students develop their personalities for the future. The duties of a school counselor include implementing guidance and counseling activities in the school environment. (Corey et al., 2020 ; AFIAT et al., 2021; El Fiah, 2018; Luddin, 2010; Susanto, 2018) .

However conditions in the field showing fact that difference perceptions of guidance and counseling teachers and eye teachers lesson cause activity Study student not enough maximum . Limitations of guidance and counseling teachers in give service classic impact on potential activity academics at school .

A number of researcher previous do study related with activity service guidance and counseling in schools intermediate vocational as done by Luddin , (2013) who stated that performance head school related with implementation activity guidance and counseling Still Not yet fully as expected . _ Head school need increase its performance in operate function coordination and supervision For reach activity effective guidance and counseling . _ Then results research conducted by Aminah , (2021) state that contribution service guidance counseling in build discipline is at in level both at SMKN 59 Jakarta. As for research conducted by Reza & Sugiyo, (2015) more highlighting from Inhibiting Internal Factors Effectiveness Implementation Supervision Guidance and counseling ie enthusiasm and commitment .

Based on results a number of relevant research above , activities _ _ service guidance and counseling in schools intermediate vocational Not yet studied based on aspect management like planning , implementation , organization and supervision . Renewability from study This ie focus more on Activity Service Counseling For Increase Supervision Guidance and Counseling in Schools Intermediate Vocational . Supervision in activity service counseling very important For ensure that service the taking place with effective , ethical , and appropriate with professional standards . Supervision help ensure that service counseling provided _ fulfil standard quality determined by the institution . Objective from study This is For know How Activity Service Counseling For Increase Supervision Guidance and Counseling in Schools Intermediate Vocational .

Methodology

Phenomenology is a qualitative research method that focuses on observing and listening in depth to individual explanations and understanding their experiences (Abdussamad & Sik, 2021; Subadi, 2006) . The aim of this research is to interpret and explain the experience of objects in the context of their lives.

Basically there are four steps in conducting research, namely: preparation, data collection, data processing, and drawing conclusions. The focus of this research is on phenomena that occur based on real situations. Researchers go directly to the research location, describe and explain the existing reality, and approach information sources.

The author conducted research at SMKN 2 Kuningan, chosen because it suited the characteristics and focus of the research. This location also provides easy access to important sources of information. Researchers are targeting two weeks to complete the research and documentation, starting November 1, 2023. Subject main in study This that is consists from Supervisor , Head Schools and Guidance Teachers eye lesson .

The instrument developed by researchers is a case study. Interviews were conducted with guidance and counseling teachers at the school for data validation purposes. After data analysis, the author processes the data obtained to find meaning from the research results.

Results and Discussion

Understanding Counseling Supervision

Supervision of counseling and guidance services is a way to encourage, coordinate and develop the growth of counselors on a regular basis both individually and in groups with the aim of more effectively understanding the implementation of guidance and counseling services so that they are able to achieve intelligent achievements. in the community. Counseling services from related parties should continue to be provided in further development of this field. The counselor profession is a special activity that is based on standards of professionalism. (Winkel, 2021).

Guidance and Guidance Teachers have an important role in improving the quality of education. This means helping students recognize their potential and helping them realize their potential. (Marfuatun & Fajrurrijal, 2019).

Considering the important role of counselors in schools, it is necessary to provide useful guidance to improve the skills of guidance and counseling teachers in schools to ensure the achievement of good education, especially in the realm of guidance and counseling.

According to (Corey et al., 2020) supervision is a process that involves professionalism with four objectives, namely protecting clients, monitoring performance, empowering performance, and encouraging the development of supervision itself. Supervisors have the responsibility to provide training and experience so that counselors are able to provide effective services.

The existence of supervision activities in schools has proven to be effective in improving the understanding skills of guidance and counseling teachers in order to increase their mastery of counseling techniques. Supervisors can help guidance and counseling teachers to develop skills in counseling service skills. Supervisors must be competent in the field of counseling they supervise and must have adequate education

and training. A good supervisor should have four values: friendly, accessible, willing, and capable.

As stated by the BK teacher at SMKN 2 Kuningan, the process of supervising BK in schools has so far been carried out under the supervision of the principal, but in its implementation the principal and the civil service department have formed a supervisory committee and appointed qualified senior teachers. In this case, the coordinator is usually directly supervised by the school principal, while the other guidance and counseling teachers are supervised by appointed teachers. This supervision activity is carried out to improve the skills of the guidance counselor and guidance counselor, the implementation of the guidance and counseling program, the implementation of the guidance and counseling program in accordance with the program that has been created and the satisfaction of guidance and counseling customers which is assessed directly after the implementation of the service. or periodically.

Objectives of Guidance and Counseling Supervision at SMKN 2 Kuningan

Supervision aims to assess and evaluate a teacher's learning process in order to assess the quality of teaching. According to the BK teacher at SMKN 2 Kuningan, the purpose of supervision is to evaluate a teacher's learning process and assess the quality of his teaching. The objectives of implementing counseling guidance supervision according to Badarudin from (Syafitri et al., 2023) are; 1) Increasing counselors' professional competence, 2) Encouraging counselors' personal development, 3) Increasing counselors' self-awareness, 4) Providing quality assurance of professional practice. Efforts to improve quality at SMKN 2 Kuningan are by; All BK personnel are required to actively participate in MGBK (Conference of Counseling Teachers) and ABKIN (Indonesian Counseling Guidance Association) to take part in ongoing professional training and seminars or other training related to the development and application of BK techniques and BK administration.

At SMKN 2 Kuningan, there are 3 guidance and counseling teachers with one administrative staff in charge of recording and archiving the guidance and counseling service program. If we refer to the BK guidelines, statutory regulations and POP BK regulations, this number is certainly inadequate because ideally one BK teacher serves a maximum of 150 students. However, at SMK 2 Kuningan, due to limited guidance and counseling teachers, one guidance and counseling teacher handles approximately 600 students.

The school principal has responsibility for supervisory activities. The supervision coordinator at SMKN 2 Kuningan is usually directly supervised by the principal, while other guidance and counseling teachers are supervised by qualified senior teachers appointed by the principal. The performance of the BK Coordinator and BK Teacher, the BK program, the implementation of the guidance and counseling

program in accordance with the program that has been created and the satisfaction of guidance and counseling customers are assessed directly after the implementation of the service and/or periodically. things that are assessed in supervision activities at SMKN 2 Kuningan.

As a consultant and management in schools, school principals must play a role in providing direction and development, be it curriculum, technology or staff development. Both as a group and individually, school principals must serve educational procedures and personnel. Apart from the role of the school principal, a supervisor is also obliged to evaluate the management of the school for which he is responsible. A supervisor leads the group in meetings that discuss the scope of curriculum development and school learning in general (Amelisa, 2018).

Even though supervisors have competence and have received special training in the field of supervision, supervisors must also have specialization in their field so it is unethical if a supervisor offers supervision outside their scope. A quality supervisor must also have good personal qualities, namely being easy to contact, always available, friendly and able to serve. Therefore, supervisors who are not competent in carrying out their duties can endanger prospective guidance and counseling teachers, resulting in a less effective supervision process and resulting in a lack of development and skills of guidance and counseling teachers (Marjo, 2022).

Implementation of Guidance and Counseling Supervision in Improving the Skills of Guidance and Guidance Teacher Counseling Services at SMKN 2 Kuningan

The implementation of guidance and counseling supervision in schools has a strategy to develop the professionalism of guidance and counseling teachers in carrying out their role. Apart from that, guidance and counseling teachers are also required to increase self-awareness in order to encourage personal development and provide quality assurance of professional practice. Therefore, in the implementation of supervision, it must pay attention to the basic principles of supervision so that the process carried out can be accountable. The supervision activity program does not take the form of counseling/psychotherapy, but rather negative criticism, empowering friendships, finding fault, punishment, or looking for a new counselor (Ilfana & M, 2022). According to (Rahim & Hulukati, 2022) BK supervision is an effort to coordinate, stimulate and encourage the continuous development of BK teachers both in groups and individually so that the function of guidance and counseling services can run effectively.

To become a professional counselor, guidance and counseling teachers at school must have skilled insight in carrying out guidance and counseling services. Supervisors through supervision carry out continuous coaching to develop the quality of guidance and counseling teachers or counselors. This effort is made so that the supervision process is able to change the educational situation for the better. Ross L in

(AWALUDDIN SITORUS & Kholipah, 2018) said that supervision is a service provided to guidance and counseling teachers which aims to produce teaching, learning and curriculum. According to Ross L, this goal is the main basis for analyzing professional supervision activities or instructional supervision. What is meant by professional supervision is a system of providing assistance carried out by supervisors to counselors in order to carry out their main task of educating.

There are two supervision research techniques that can be carried out in schools, namely individual and group methods, each of which has advantages and disadvantages. The way to carry out individual supervision techniques is the implementation of supervision given to certain guidance and counseling teachers who have special, individual problems. A supervisor here only has contact with the guidance and counseling teacher. Second, the way to carry out group supervision techniques is to carry out a supervision program that is shown to two or more people. Guidance and Guidance Teachers who are deemed to meet their needs and have the same problem needs are grouped together and then given supervision services that suit their needs and the problems they face. Supervision is carried out with a series of activities usually carried out by counselors or guidance counselors to develop their abilities so that the guidance and counseling curriculum can be achieved efficiently and effectively (Mashudi, 2018).

Assessment results based on instruments

GUIDANCE AND COUNSELING SUPERVISION INSTRUMENTS

Supervisor: Muhammad Yoga Nugraha

Class: BKPI 5A

Day/Date: November 1, 2023

School: SMKN 2 Kuningan

Table 1.
Guidance and Counseling Supervision Instruments

NO	Component	Score	Suggestion	Following up	Maximum Score Description
1	Annual Program	4	Very good	Evaluation of results	90%
2	Semester Program	4	Very good	Evaluation of results	90%
3	Weekly Program	2	Service innovation	Process evaluation	65%

			needs to be improved		
4	Daily Program	2	Administrative arrangements need to be improved	Process evaluation	60%
5	Student Independence Competency Standards (SKKPD)	3	Good	Principal supervision	70%
6	Guidance and counseling activity agenda	3	Good	Process evaluation	80%
7	RPL/SATLAN	4	Very good	Process evaluation	89%
8	Student Case Notes	4	Very good	Process evaluation	85%
9	Counseling Services	4	Very good	Process evaluation	92%
10	Tutoring Services	4	Very good	Process evaluation	90%
11	Home visit	3	Good	Process evaluation	83%

SCORING GUIDELINES

Score 1 No indicators met

The score for 2 indicators is not met

Score 3 is met

Score 4 Indicators Fulfilled

60% - 70% = Enough

71% - 85% = Good

86% - 100% = Excellent

Mia Candra Sasmita (2023) explained that the vision and mission of BK SMK Negeri 2 Kuningan is the realization of professional guidance and counseling services in facilitating student development in order to produce MASAGI graduates who are competitive in the future. with mission:

1. Creating guidance and counseling services that empower students with a humanist approach.

2. Building a conducive and harmonious learning climate for the success of all students.
3. Building collaboration with subject teachers, homeroom teachers, parents, the world of business and industry, as well as other parties in order to prepare graduates who are skilled in the world of work.
4. Improving the quality of guidance and counseling teachers or counselors through continuous professional development activities.

To achieve the vision and mission of guidance and counseling, Sasmita (2023) said that all guidance and counseling personnel must provide services in accordance with the guidance and counseling program which is prepared based on an assessment of the needs of students and the environment.

According to Sasmita (2023), school supervision is the supervision of guidance and counseling services at schools. The goal is to ensure services meet standards, support counselors, and improve the quality of services. It involves observation, evaluation and feedback to counselors for renewal and professional development. The goal is that counseling services at schools run well and have a positive impact on students.

In this case, the person responsible for supervising the BK is the principal, but in practice the principal forms a supervisory committee by appointing senior teachers who meet the requirements. The coordinator is usually directly supervised by the school principal while the other guidance and counseling teachers are supervised by appointed teachers. The assessment or supervision carried out includes the performance of the BK Coordinator and BK Teacher, the BK program, the implementation of the guidance and counseling program in accordance with the program that has been created and the satisfaction of guidance and counseling customers which is assessed directly, after the implementation of the service and periodically. There are 3 guidance and counseling teachers at SMK Negeri 2 Kuningan with one administrative staff tasked with recording and archiving the guidance and counseling service program.

Supervision activities at SMK Negeri 2 Kuningan are routinely carried out in order to assess the implementation of guidance and counseling according to the program created and to assess the competency of the Guidance and Guidance Teachers. Sasmita (2023), said that the supervision preparations carried out at SMK Negeri 2 Kuningan included

1. Teacher Administration (Assessment reports, counseling programs, CP, TP, ATP, teaching modules or RPL Education calendar + Effective Days)
2. Annual program
3. Lesson timetable
4. Assessment program

5. Daily agenda
6. Administrative equipment for the BK room (BK room visit book for students, parents and partner agencies; Case Handling Notebook, home visit assignment letter archive, parent call archive, student agreement reminder letter archive, teaching media, career tree, participant data collection book students, assessment instruments, customer satisfaction questionnaires, BK organizational structure)
7. Customer satisfaction assessment questionnaire (students and parents).
8. PKG (Teacher Performance Assessment) application.
9. Self-evaluation questionnaire
10. Continuous professional development program plan
11. and supervise assessment tools for supervisors (visitors)

If still using ISO standards, this supervision is carried out at least 3 times in one school year. Internal supervision by quality management and its staff takes the form of complete data according to ISO, supervision of teacher performance assessments and external supervision in the form of internal audits. However, after the ISO certification was not extended, supervision was carried out through a Teacher Performance Assessment which included Teacher and Program competencies as well as evaluation.

The results of the evaluation and supervision are used as a reference in creating further programs in addition to the assessment results in order to achieve the goals of guidance and counseling at SMK 2 Kuningan according to the vision and mission. And finally, as a follow-up to supervision activities, Sasmita (2023) explained that there was a direct evaluation after the program was implemented, there was an evaluation in the form of observations from the first week to the second week of counseling and observation, there was an evaluation of the competence of guidance and counseling teachers, there was an evaluation of program achievements and customer satisfaction.

Sasmita (2023) said that all BK personnel must provide services according to the BK Program which is prepared based on an assessment of student needs and the environment in order to implement the vision and mission of BK SMKN 2 Kuningan. The results of the evaluation and supervision are used as a reference in creating further programs in addition to the assessment results in order to achieve the goals of guidance and counseling at SMK 2 Kuningan according to the vision and mission.

Conclusion

BK supervision activities are well implemented, programmed and directed in accordance with the vision and mission of BK at the SMK N 2 Kuningan school. The implementation of BK supervision activities is carried out with supervision that can improve work programs and evaluations are carried out well. Evaluation of processes and results can be realized based on reference instruments and annual, semester,

weekly and daily journal work programs. Counseling services in schools have a big role in the successful implementation of teaching and learning activities and guidance and counseling services are carried out effectively and efficiently.

Reference

- Abdussamad , H. Z., & Sik , M. S. (2021). *Method study qualitative* . CV. Syakir Media Press.
- AFIAT, Y., FITRIANI, W., & Aisyah, TF (2021). Need Assessment as a Manifestation of Counselor Performance. *Al-Tazkiah: Journal of Islamic Guidance and Counseling*, 10(1), 1-20.
- Aminah, S. (2021). Contribution of guidance and counseling services in fostering student learning discipline at State Vocational School 59 Jakarta. <https://repository.uinjkt.ac.id/dspace/handle/123456789/27888>
- Ardimen, A. (2018). Asmaul Husna-based counselor personality development in counseling services. *Hisbah: Journal of Islamic Guidance and Da'wah*, 15(2), 102-115.
- AWALUDDIN SITORUS, MP, & Kholipah, S. (2018). *Educational Supervision: Theory and Applications*. Swalova Publishing.
- Corey, G., Haynes, R.H., Moulton, P., & Muratori , M. (2020). *Clinical supervision in the helping professions: A practical guide*. John Wiley & Sons.
- El Fiah, R. (2018). The role of counselors in character education. *COUNSELING: Journal of Guidance and Counseling (E-Journal)*, 1(1), 35-46.
- Handayani, S. (2017). Optimizing the Role of Guidance Counseling in Schools. *DIDACTICS: Journal of Educational Thought*, 19(2), 33-49.
- Ilfana, A., & M, H.K. (2022). Competency of Counseling Guidance Teacher Supervision Supervisors (Literature Review). *Journal of Pedagogy*, 9(1), 192. <https://doi.org/10.33394/jp.v9i1.4534>
- Kurniati, D., Musyofah, T., & Ojil, AP (2021). P Implementation of Counseling Supervision in Improving the Counseling Service Skills of High School Counseling Teachers in Rejang Lebong Regency. *Islamic Counseling: Journal of Islamic Guidance and Counseling*, 5(1), 133-148.
- Kushendar, K., Maba, AP, & Zahro, IF (2018). Development of Counseling in the 21st Century: Counselor as a Profession that Prioritizes the Responsibility of the Counselee's Effective Life. *Journal of Innovative Counseling: Theory, Practice, and Research*, 2(01), 43-50.
- Luddin, ABM (2010). *The basics of counseling*. Prime Publishing. https://books.google.com/books?hl=en&lr=&id=9sAhB9IYfNYC&oi=fnd&pg=PR5&dq=task+counselor&ots=GKd0zJdN8H&sig=ittYmfCEHQ683cE1_sBt7o psTj4

- Luddin, ABM (2013). The performance of the school principal in guidance and counseling activities. *Journal of Educational Sciences*, 19(2). <http://journal.um.ac.id/index.php/jip/article/view/4216>
- Marfuatun, M., & Fajrurrijal, L.M. (2019). The Role of Guidance and Counseling Teachers in Implementing the Guidance and Counseling Program in State High Schools in East Lombok. *JKP (Educational Counseling Journal)*, 3(1), 20-29.
- Mashudi, F. (2018). *Practical Guide to Evaluation and Supervision of Guidance Counseling*. Diva Press.
- Mia Candra Sasmita (2023) results interview .
- Nurrahmi, H. (2015). Competence of professional guidance and counseling teachers. *Journal of Da'wah Alhikmah*, 9(1), 45-55.
- Rahim, M., & Hulukati , W. (2022). Implementation of Guidance and Counseling Supervision in Gorontalo Province. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 11(2), 62-74.
- Reza, MK, & Sugiyo, S. (2015). Internal Factors Inhibiting the Effective Implementation of Guidance and Counseling Supervision. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 4(4). <https://journal.unnes.ac.id/sju/index.php/jbk/article/view/8829>
- Subadi , T. (2006). *Method study qualitative* .
- Susanto, A. (2018). *Guidance and counseling in Schools: Concepts, theories and applications*. Kencana. <https://books.google.com/books?hl=en&lr=&id=TuNiDwAAQBAJ&oi=fnd&pg=PA190&dq=task+counselor&ots=pFeiy04Hq2&sig=9xwD1nEVJDbxQT4-gKEuIig7VGI>
- Syafitri, R., Sabarrudin, S., & Dasril, D. (2023). Supervision in Guidance and Counseling. *Tambusai Education Journal*, 7(1), 528-534.
- Winkel, W.S. (2021). *Guidance and counseling in educational institutions*.