

Guidance and Counseling Management on Personal, Social, Learning and Career Development of SMK 19 Bandung Students During Covid-19 Pandemics

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Abstract

This study explored guidance and counseling management on the personal, social, learning, and career development of SMKN 9 Bandung students during the Covid-19 pandemics. This study used a descriptive method through a qualitative approach. Based on the results, (1) at the planning stage, the school counselor completed the needs assessment, processed, and identified the results. In addition, the school counselor planned the guidance and counseling planning containing the objectives; methods, tools, media; procedures, and evaluation, (2) at the implementation stage, the school counselor has provided services in accordance with the guidance and counseling planning prepared previously, (3) at the evaluation stage, the school counselor completed evaluation on the service results, (4) the constraints or problems faced were students are bored with distance learning, lack of parental guidance and assistance when studying at home, and lack of understanding on IT (internet), (5) as an effort to overcome constraints, the school counselor motivates students to continue to be enthusiastic about learning through online learning materials, instructing parents to pay attention to studying from home, and try as optimally as possible (in these difficult conditions) to provide online services to students.

Keywords: Management, Counseling, Learning, Online.

A. Introduction

Guidance and counseling is a systematic, objective, logical, and sustainable, and programmed effort carried out by the school counselor to facilitate development in achieving independence (Komalasari et al., 2020). Guidance and counseling is integral component of the education system in an educational unit seeking to facilitate and make students independent in order to achieve complete and optimal individual development (Kurniawan et al., 2021).

Guidance and counseling as an integral part in the implementation of education contribute to the achievement of national educational goals as stated in Law Number 20 of 2003 on the

National Education System (Astuti, 2021). Therefore, as a logical consequence that every educational unit must have guidance and counseling carried out professionally (Suwidagho & Dewi, 2020).

School counselors as professionals who are given the authority to provide guidance and counseling are obliged to provide assistance to students in order to facilitate independence and optimal development in personal, social, learning, and career aspects (Lue, 2020) and (Salawane et al., 2020). The efforts made by the school counselor are ultimately expected to make a significant contribution to the national educational goals as a whole (Dharsana & Paramartha, 2021).

The success of guidance and counseling in schools does not lie in the perfection of operational guidelines but depends on many interrelated factors, including the competence of school counselors, government policies, and student potential (Ardhian et al., 2020). Collaboration and cooperation of various parties are needed to achieve educational goals optimally, namely between school counselors, principals, homeroom teachers, subject teachers, parents, and other professional parties (Gustiawati, 2020).

Schools do not only prioritize aspects of learning achievement as a measure of success (Putri et al., 2020). Schools should also pay attention to the need for personality formation as concrete individuals and as members of the community of cultural life. The concept based on this pedagogical approach implies that to achieve educational goals, educational services do not only emphasize visible variables (learning achievement) but also pay attention to individual problems.

Therefore, the development of guidance and counseling services requires strong management support and is relevant to the vision and mission. In the competency-based curriculum guidelines, it is implied that guidance and counseling are unlikely to be implemented and achieved properly if it does not have a quality management or management system. During the Covid-19 Pandemic, this study aimed to find out; Guidance and Counseling Planning on Personal, Social, Learning and Career Development, Implementation on Personal, Social, Learning and Career Development, Counseling Evaluation on Personal, Social, Learning and Career Development, Guidance and Counseling Constraints or Problems on Personal, Social, Learning and Career Development, and Efforts to overcome constraints or problems of Guidance and Counseling on Personal, Social, Learning and Career Development of SMKN 9 Bandung students During Covid-19 Pandemics.

B. Methods

This study was carried out with a descriptive method through a qualitative approach. Qualitative descriptive techniques were used in finding various facts and data that match the focus of the study. Analytical descriptive method is a method of obtaining status or symptoms at the time of the study, providing an overview of phenomena, explaining relationships, and drawing conclusions from a problem under study. Data were collected through interviews, observations, and documentation.

1. Interview

An interview is expected to collect a number of verbal data regarding perceptions of the empirical world. Verbalized thoughts, responses, and views will be more easily understood

by researchers compared to body language. Interviews were conducted in-depth while adhering to the interview guidelines prepared so as not to deviate too much from the collected data, as well as to avoid study bias. The initial steps taken by the researchers in this interview were to determine the parties to be interviewed after preliminary observations around the school environment, especially around the main activities of the respondents. After determining the parties to be interviewed, the researcher then compiled interview guidelines as a reference. In its implementation, questions were asked systematically according to the guidelines, but it is not uncommon to add additional questions to further clarify. Each respondent got different questions from one another, meaning different interview guidelines.

2. Observation

An observation is carried out in a systematic and planned manner to collect data. This study used participatory observation so that researchers observe and participate in activities carried out by respondents.

3. Documentation

This study traced the documents on guidance and counseling management implemented at SMKN 9. The documents were obtained from principals and teachers. The document was in the form of a school profile containing the vision, mission, and strategy. Moloeng (2004:217) explained that documents are used for study purposes because of justifiable reasons namely: (a) Documents and records are used because they are stable, rich, and encouraging sources, (b) Useful and appropriate to qualitative studies because they are natural, according to the context, as well as being born and in context, (c) Records are relatively cheap and not difficult to obtain, but documents must be searched and found, (d) Content assessment will open up opportunities to further expand the body of knowledge on something investigated.

C. Results and Discussion

Guidance and Counseling Planning on Personal, Social, Learning and Career Development of SMKN 9 Bandung students During Covid-19 Pandemics.

Guidance and counseling program planning was started from assessment activities to identify aspects as input for program preparation. This has been stated by the school counselor, school counselor coordinator, and the principal. This assessment activity includes (1) environmental assessment related to identifying school and community expectations (parents), supporting facilities and infrastructure for guidance and counseling programs, conditions and qualifications of school counselors, (2) need assessment, especially regarding student characteristics, such as aspects of physical (health and functioning), intelligence, learning motives, attitudes and study habits, interests (jobs, majors, sports, arts, and religion), problems experienced, and personality; or developmental tasks, as a basis for providing guidance and counseling. (WKS, WKBK, WGBK1, WGBK2). The school counselor coordinator and school counselor stated that the results of the needs assessment are formulated in the form of behaviors expected to be controlled by students. This formulation is in the form of developmental tasks such as the mutually agreed upon Independence Competency Standards. (WBK, WGBK1, WGBK2, WGBK3)

Guidance and Counseling Implementation on Personal, Social, Learning and Career Development of SMKN 9 Bandung students During Covid-19 Pandemics

The role of the school counselor in learning actually starts from the introduction to the school environment. At the beginning of the new academic year 2021/2022, during the Covid-19 pandemic, SMKN 9 held Introduction to the School Environment (PLS) as the task of the school counselor. The activity was carried out online from July 19, 2021, until July 23, 2021. Introduction to the School Environment (PLS) is an initial activity to introduce programs, facilities and infrastructure, learning methods, concepts, self-introduction, and early development of school culture. This year is different from the previous year, due to the COVID-19 pandemic, so it must comply with the health protocols issued by the government. This activity includes the introduction of schools, the center of excellence curriculum, emergency curriculum during the COVID-19 pandemic, anti-violence, child-friendly schools, law-aware students, orderly traffic, healthy schools, and local content as additional material from the curriculum diversification section so that simultaneous material occurs in these activities can complement each other

Guidance and Counseling Evaluation on Personal, Social, Learning and Career Development of SMKN 9 Bandung students During Covid-19 Pandemics

Evaluation aims to determine the implementation of the program and the objectives set, to: (a) Provide feedback to teachers in order to improve or develop guidance and counseling programs. (b). Provide information to principals, subject teachers, and parents about student development so that they can synergize or collaborate to improve the quality of guidance and counseling programs in schools. There are two kinds of evaluation guidance and counseling programs, namely process assessment and outcome assessment. The process assessment is intended to determine the effectiveness of the guidance and counseling services seen from the process, while the outcome assessment is intended to obtain information on the effectiveness of the guidance and counseling services seen from the results. Aspects assessed include: (a). Conformity between program and implementation, (b). Program implementation. (c). Constraints encountered, (d). Impact of guidance and counseling services on learning activities, (e). Responses of students, school personnel, parents, and the community to guidance and counseling services, (f). Changes in student progress are seen from guidance and counseling services, achievement of developmental tasks and learning outcomes, and student success after completing school both in advanced studies and in life in the community

Guidance and Counseling Constraints and Problems on Personal, Social, Learning and Career Development of SMKN 9 Bandung students During Covid-19 Pandemics.

According to SMKN 9 school counselor (WGBK1-8), learning at school (Learning From Home; School From Home) had constraints or problems in many ways. These constraints or problems can be seen from the school counselor, from the students, from the parents, from the learning process, and from environmental conditions. The school counselor finds it difficult to understand the characteristics of students because of online learning, especially for new students. It is also difficult for the school counselor to find out the interests and talents of students. (WGBK1). In addition, sometimes there are students who lack discipline, especially in attendance. Some students appear when the learning has been going on for quite a while. There are also students who lack concentration, where when the teacher asks questions,

students are just indifferent. The learning process feels monotonous because there is less interaction between teachers and students, and between students, so students are bored. Parents are required to provide direction and guidance to children in online learning, even though they do not understand the procedure and are busy making a living. In addition, students are often uncomfortable when using the home environment as a place to study, because it is inhabited by many family members. While in the learning process, students are required to be proficient in using digital technology, as well as teachers. In reality, there are still students who do not fully understand computer technology, in addition to the slow internet network, limited access to computer devices or smartphones, and expensive internet data prices.

Efforts to overcome constraints or problems of Guidance and Counseling on Personal, Social, Learning and Career Development of SMKN 9 Bandung students During Covid-19 Pandemics

To overcome the constraints or problems described above, the school counselors carry out need assessment activities as well as possible to find out the needs or problems felt by students. The need assessment carried out by the teacher was different from face-to-face learning (offline) but adapted to current conditions with distance learning (online). The teacher simply circulated a questionnaire to be filled out by students (via online). Furthermore, the results were processed and discussed in the school counselor team to obtain agreement on the topic to be given to students. Furthermore, the plan was prepared as a guideline in service implementation. In providing services, the school counselor does it as carefully as possible and in pleasant situations so that it does not add to the burden on students. The material is attempted to be delivered a week before so that students learn first. Students are asked to collect assignments according to the specified time, and the teacher immediately checks and redistributes the results to students. This is important so that seriousness in learning is maintained and increases motivation to learn. In online learning, parents are encouraged to monitor the seriousness of studying from home as much as possible, so that students do not use their smartphones or laptops more to play games while learning. Parents also supervise students learning from home. Another effort is that teachers use varied online media so that students do not feel bored, and learning materials can be absorbed by students better. By using online media such as zoom meeting, google meet, the behavior of students can be relatively monitored.

Guidance and Counseling Planning on Personal, Social, Learning and Career Development of SMKN 9 Bandung students During Covid-19 Pandemics

The school counselor masters the steps in planning guidance and counseling starting from need assessment, analyzing the results of the need assessment, determining the plan, and evaluating it comprehensively. The need assessment is carried out in accordance with the appropriate policies and regulations. Before the Covid-19 pandemic, this was usually performed by school counselors. They do have professional competence in their field. These competencies include: (a) Competence to master the theoretical framework and praxis of guidance and counseling; (b) Competence in designing guidance and counseling programs; (c) Competence in implementing comprehensive guidance and counseling programs; (d) Competence in assessing the process and results of guidance and counseling activities. However, during the Covid-19 pandemics, the school counselor cannot do it completely, considering that the learning situation is carried out using the distance learning method

Guidance and Counseling Implementation on Personal, Social, Learning and Career Development of SMKN 9 Bandung students During Covid-19 Pandemics.

School counselors step into implementation activities when they have completed planning. As in planning, before the Covid-19 pandemic, the school counselor had carried out all planned program activities. Meanwhile, during Covid-19 pandemics, the planning is adjusted to the pandemic conditions, namely online learning. Limited opportunities for face-to-face learning have an impact on learning effectiveness. Various obstacles limit learning activities. In interactions at school, students and teachers carry out activities as planned, both in development services, various types of services, and service methods, so during the pandemic, there is no opportunity to do so. Almost a year more the opportunity was lost.

Guidance and Counseling Evaluation on Personal, Social, Learning and Career Development of SMKN 9 Bandung students During Covid-19 Pandemics.

Process evaluation and result evaluation have been carried out according to planning and adapted to the Covid-19 pandemic conditions. Evaluation aims to determine the implementation of the program and the objectives set, to: (a) Provide feedback to teachers in order to improve or develop guidance and counseling programs. (b). Provide information to principals, subject teachers, and parents about student development so that they can synergize or collaborate to improve the quality of guidance and counseling programs in schools. There are two kinds of evaluation guidance and counseling programs, namely process assessment and outcome assessment. The process assessment is intended to determine the effectiveness of the guidance and counseling services seen from the process, while the outcome assessment is intended to obtain information on the effectiveness of the guidance and counseling services seen from the results. Aspects assessed include: (a). Conformity between program and implementation, (b). Program implementation. (c). Constraints encountered, (d). Impact of guidance and counseling services on learning activities, (e). Responses of students, school personnel, parents, and the community to guidance and counseling services, (f). Changes in student progress are seen from guidance and counseling services, achievement of developmental tasks and learning outcomes, and student success after completing school both in advanced studies and in life in the community.

Guidance and Counseling Constraints and Problems on Personal, Social, Learning and Career Development of SMKN 9 Bandung students During Covid-19 Pandemics.

Constraints guidance and counseling, subject teachers. The school counselor finds it difficult to understand the characteristics of students because of online learning, especially for new students. It is also difficult for the school counselor to find out the interests and talents of students. In addition, sometimes there are students who lack discipline, especially in attendance. Some students appear when the learning has been going on for quite a while. There are also students who lack concentration, where when the teacher asks questions, students are just indifferent. The learning process feels monotonous because there is less interaction between teachers and students, and between students, so students are bored. Parents are required to provide direction and guidance to children in online learning, even though they do not understand the procedure and are busy making a living. In addition, students are often uncomfortable when using the home environment as a place to study, because it is inhabited by many family members.

Efforts to overcome constraints or problems of Guidance and Counseling on Personal, Social, Learning and Career Development of SMKN 9 Bandung students During Covid-19 Pandemics

The school counselor has tried to overcome the constraints as described above. Their view is that efforts must come from themselves as school counselors, namely in terms of providing the best service during the Covid-19 pandemic. This can be explained by the analogy of a teacher as a cook. A cook must be able to mix recipes so that they can produce delicious dishes. If it tastes delicious, people who eat it will definitely be addicted, want to eat again after tasting it, the cook will feel happy and excited to make other different recipes. Likewise with the school counselor, if the teacher is able to mix online learning well, the teacher will feel happy and cannot wait to start learning. Meanwhile, students will look forward to learning with curiosity. Curious about what new things the teacher will do in learning. If it is not like this, online learning can be very boring, especially without the creativity of the teacher in conveying the lesson. Indeed, teachers must be able to pour their creative and innovative ideas into a good learning process so that students are interested and will continue to be enthusiastic about participating in online learning. In addition to teachers, the curriculum must also be made more flexible by setting minimum standards of achievement. Minimum standards for achieving curriculum completeness before the pandemic period must be reviewed.

D. Conclusion

Guidance and Counseling planning on Personal, Social, Learning and Career Development of SMKN 9 Bandung students During Covid-19 Pandemics was *need assessment*, results of need assessment, preparing guidance and counseling services plan containing the objectives; methods, tools, media; procedures, and evaluation. The role of the school counselor in learning actually starts from the introduction to the school environment. In the guidance and counseling implementation, the school counselor carries out activities including the preliminary stage, core stage, closing stage, and evaluation. While the evaluation of service activities includes process evaluation and result evaluation. The process evaluation is performed by listening to the service running process, while the result evaluation is carried out by students filling out an online questionnaire format via the google form link. Constraints or problems faced are monotonous learning causing students to feel bored, students lack discipline, the home environment does not support online learning (Learning From Home), parents do not understand the provision of learning assistance to their children as students in online learning. In addition, the internet connection is often disturbed. To overcome constraints or problems, the school counselor has prepared plans and implemented them as optimally as possible so that students do not experience boredom in learning, and the assignments are not too burdensome for students. Parents are encouraged to continue and even improve learning assistance for their children.

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