

The Role of The School Principal in The Implementation of Counselling Services in The State Junior High School 1 in Sirombu District, West Nias Regency

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Abstract - This study is about the role of principals in BK services that are not optimal so that many students do not receive BK services effectively. The focus of the research was to find out the role of the principal, how the principal in overseeing BK services and how to improve effective BK services. This research was conducted at State Middle School 1 in Sirombu District, West Nias Regency. This study uses a qualitative method. The research informants were the principal, the BK teacher, the deputy principal and the teacher who taught there. Methods of collecting data through observation, interviews and documentation.

From the results of the study, it was revealed that the role of the principal of SMP Negeri 1 Sirombu Subdistrict in BK services had carried out supervision and guidance. Supervision and guidance carried out by school principals in BK services, is still comprehensive guidance in schools, there is no specific guidance to BK teachers in improving Bk services. Then in the BK service, there were still many shortcomings of facilities, such as the BK room which did not yet exist in Sirombu 1 Public Middle School in West Nias Regency. The principal is to further increase knowledge related to BK science so that BK services that are mandated and dignified are achieved.

Keywords - Role, Principal, Counselling Guidance Service.

I. INTRODUCTION

Schools are formal educational institutions that are expected to play a major role in the efforts of students to achieve their development tasks. The teacher is one of the factors that are responsible for managing a good education process. The teacher, as someone who is at the forefront of organizing the education process, has the responsibility to carry out a quality education process. This quality education process will also be realized by the teacher if he masters the competencies that should be mastered by a teacher.

One who plays an important role in school is the BK teacher. The role of BK teachers is very necessary to see what problems are experienced by students in school, especially in learning. The role of guidance and counselling in Ministerial Regulation No. III 2014 concerning BK, and

No. 27 of 2008, article 1; Guidance and Counselling is a systematic, objective, logical, and continuous and programmed effort carried out by school counsellors or guidance and counseling teachers to facilitate the development of students/counselees to achieve independence in their lives. BK services are provided by professional staff, namely BK teachers whose quality of competencies greatly determines the effectiveness of BK services. Therefore, there are quite some professionalism criteria that must be adhered to by a BK teacher in carrying out his work and providing services to individuals who experience disturbed effective lives.

Minister of Education and Culture No. 111 of 2014 states that guidance and counselling are prepared to help students/counselees to achieve maturity and independence in

their lives and carry out developmental tasks that cover personal, social, learning, career aspects in their entirety and optimally. Based on these general objectives, the specific objectives of guidance and counselling services are then formulated, namely to help the counselee to be able to: (1) understand and accept themselves and their environment; (2) planning activities to complete studies, career development and life in the future; (3) develop their potential as optimally as possible; (4) adjust to their environment; (5) overcoming obstacles or difficulties faced in their lives and (6) actualizing themselves responsibly. Therefore, guidance and counselling services are part of the whole process of school education, where the success of this program is not only in the hands of the counsellor, but the involvement and commitment of all school stakeholders, both study teachers, homeroom teachers, but also needed roles from the principal as a teacher who is given responsibility in the school.

The success of the counselling and counselling service program in schools is not only determined by the expertise and skills of the guidance and counselling officers but also is largely determined by the commitment and skills of all school staff, especially from the principal as administrator and supervisor. Mulyasa (2011: 107) suggests that principals as administrators have very very close relationships with various administrative management activities that are recording, compiling and documenting all school programs. Specifically, principals must have the ability to manage the curriculum, manage student administration, managing personnel administration, managing facilities and infrastructure administration, managing filing administration, and managing financial administration. Especially the guidance and counselling service program in the school they lead. As a supervisor, the principal must be able to carry out various supervision and controls to improve the performance of the education staff. This supervision and control is control so that educational activities in the school are directed at the intended goals. And is responsible for implementing assessment programs, research and improvement or improvement of guidance and counselling services.

The ability of the principal is mainly related to their knowledge and understanding of management and leadership, and the tasks assigned to him; because not infrequently the failure of education and learning in schools is caused by a lack of understanding of the principal of the tasks that must be carried out. This condition shows that the success or failure of a school in achieving its goals and

realizing its vision and mission lies in how the management and leadership of the school principal, especially in mobilizing and empowering various components of the school.

Professional principals in the new paradigm of education management will have a positive impact and quite fundamental changes in the renewal of the education system in schools.

These impacts include the effectiveness of education, strong school leadership, effective management of education staff, quality culture, compact, smart and dynamic teamwork, independence, school citizen participation and society, openness (transparency), management, willingness to change (psychological and physical), evaluation and continuous improvement, responsive and anticipatory to needs.

As an important component of school organizations, principals must be able to provide quality services optimally. Because to increase the success of students in learning not only adhere to the curriculum and school facilities but also as students can develop their abilities and be able to overcome the problems they face.

II. RESEARCH METHODS

This type of research is to use qualitative research, namely a study that applies to a descriptive approach, namely a data in the form of written or oral data from the people and actors observed. The form of this research is a form of descriptive research that is research conducted for the purpose describe a situation that is being observed in a particular situation. Through qualitative research, it is expected that it can be understood every phenomenon and series of events that occur more meaningfully.

This research is located in Sirombu 1 Public Middle School West Nias Regency, which is located on the coast of Sirombu, Jl. Sumitro Djojohadikusumo No. 8, RT / RW 0/0, Sirombu District, West Nias Regency, North Sumatra Province.

III. RESEARCH RESULT

a. The Role of Principals in Counselling Guidance Services

The principal is one component of education that has the most role in improving the quality of education. E. Mulyasa revealed that there was a close relationship between the quality of school principals and various aspects of school life such as discipline, the school's cultural climate and

students' behaviour. Realizing this, the principal was faced with the challenge of implementing education in a directed, planned and sustainable manner to determine policies that were considered to improve the quality of education.

The headmaster of Sirombu 1 Public Middle School has taken on the role of supervisor and controller as well as guidance in counselling and guidance services at the school. The role of the school principal in supervising each counselling service at school is at school. The supervision carried out is still general, so that BK services at Sirombu 1 Public Middle School are still not effective. The principal has not carried out continuous and continuous supervision.

To support the achievement of guidance and counselling goals, there needs to support from various parties, homerooms, subject teachers and especially principals as managers in schools. Without support from various parties, the BK service will be paralyzed, it will not be implemented properly. BK service goals will not be achieved. The principal becomes the main role in supporting BK service activities in schools. School principals' support in BK services, for example, considers the availability of facilities and infrastructure needed in implementing BK services, supervision of school principals on BK services and also guiding BK teachers.

The principal as a manager or leader has to be responsible for all activities carried out in the school. The principal must be responsible so that the school community focuses on the essential functions of the school, namely quality teaching and learning activities. Principals as school leaders must carry out their duties properly because the smooth running of all school activities will not run well if the principal does not carry out the task properly.

Controlling is very important in BK services in schools so that it is implemented properly and does not deviate from the applicable rules and norms. As the person in charge, the school principal needs to know and check every BK teacher activity, including:

1. Carry out meetings with BK teachers in every month
2. There are reports of guidance and counselling activities per month
3. There are reports of data.

Coaching is also very important, which aims to improve the performance of BK teachers. In conducting coaching, it should be following the direction and tasks concerning the tasks at school.

Coaching activities for BK teachers, among others, provide direction and guidance on the BK process, provide a good example of BK services, provide input to the relevant agencies to carry out activities to improve the ability of teachers and also foster the implementation of BK services.

Supervision and guidance carried out by the principal to the BK teacher, there are supporting and inhibiting factors in the implementation process. Internal factors and external factors.

Following the results of the research findings that efforts to guide the school principals as coaches in schools to improve the performance of BK teachers in Sirombu 1 Public Middle School West Nias Regency are still carried out in general. In a sense, the training carried out is general and is intended for all teachers in the school. Coaching efforts carried out by the principal are based on the school principal's understanding of BK services in the school. From the results of interviews with BK teachers in schools, it can be concluded that most school principals do not fully understand the BK services in schools.

The success of BK services in schools cannot be separated from the role of various parties in the school. The forward retreat of an educational institution depends on the principal in regulating the extent of the rules and discipline in carrying out the duties and functions of each in it. Likewise, the success of BK services in schools is inseparable from the role of various parties in schools. In addition to BK teachers as the main implementers of BK services in schools, it is also necessary to involve school principals, subject teachers, and homeroom teachers and all school personnel.

As the principal is responsible for the whole implementation of education in schools plays a strategic role in developing BK services in schools. (Prayitno 1997: 179) states the principal's duties are:

1. Coordinate all activities programmed and take place in the school, so that teaching, training, and BK services are an integrated, harmonious and dynamic entity.
2. Providing facilities and pre-facilities, energy and various facilities for the implementation of effective and efficient BK services.
3. Conduct supervision and guidance on program planning and implementation, assessment and follow-up efforts of BK services

4. Take responsibility for the implementation of BK services in schools to the regional offices/department offices that are their superiors.

The results of the research findings reveal that principals who have not performed the task optimally. Even though the principal has an important and decisive role, both as the school leader.

Based on the interview, regarding the task of the principal in conducting guidance for the BK teacher, it was revealed that the training carried out was incidental, conducted every Monday morning after the flag ceremony was finished. Monitor BK service activities, evaluate BK teacher work and request BK work programs. Continuous coaching from the principal can improve the ability of teachers to carry out their professional duties.

b. Inhibiting factors and supporting BK services at Sirombu 1 Public Middle School

The Guidance and Counseling Movement got very good momentum, in 2013 BK became part of the overall substance of the Minister of Education and Culture Regulation No. 81A of 2013 concerning curriculum implementation.

From the results of the study, it was revealed that the inhibitors in BK services at Sirombu 1 Public Middle School included: 1) the role of the principal who was only limited to guidance to the BK teacher, there was no ongoing coaching or special guidance. 2) lack of BK teachers in schools. 3) school personnel, be it subject teachers, homeroom teachers, vice-principals do not understand the disciplines regarding BK services.

As a result of the lack of roles of school principals and a lack of understanding of BK services, in Sirombu 1 Public Middle School, there was no school infrastructure to support BK services. Room BK, not researchers found in field observations.

BK services are activities that must be carried out in each school to fulfil the implementation of the curriculum which is officially enforced.

Guidance and counselling is the process of assisting students either individually or in groups to achieve the level of development of good and independent students based on existing rules and norms.

Concerning the implementation of Guidance and Counseling services in schools, many things can be used to increase students' confidence and self-confidence to take

part in Guidance and Counseling services at school. One of them is to explain that the great benefits for students regarding the independence of students in developing skills in alleviating problems in their lives, including independence, develop the potential that exists within themselves optimally.

The BK teacher is an educator who is in charge of implementing Guidance and Counseling services in schools. In carrying out their duties and responsibilities, BK teachers carry out the task of carrying out various services and supporting activities for students in the school. In Permendikbud No. 18. An of 2013 concerning the implementation of the curriculum attachment IV section VIII, it explains that BK services consist of ten types of services that can be implemented by BK teachers to carry out their duties to help and serve individuals who are experiencing disturbed daily effective life.

As one of the most important services in the overall Guidance and Counseling activities series, various factors also influence the effectiveness of the implementation of Guidance and Counseling Services. BK teachers who are qualified and have good communication skills will greatly support the success of the provision of Guidance and Counseling services in schools.

The research findings prove that there are inhibiting factors in BK services. Sustainability of BK services can be successful, supported by all school personnel.

School personnel must be able to master BK services at school. Prayitno explained in Learning through BK Services in the Education Unit (2014: 144) there are 4 areas of BK services:

1. Personal guidance services, namely the field of BK services that help students understand, assess and develop their potential and skills, talents and interests, and living conditions that are intelligent and religious following their characteristics and needs in a realistic way.
2. Social guidance services, namely the field of BK services that help students understand and assess and develop healthy, effective social relations skills and intelligent character with peers, family members, and citizens of the wider social environment.
3. Tutoring services, namely the field of BK services that help students develop the ability to learn according to the study program and the direction of specialization, disciplined, resilient and optimal to attend education at

the level/type of education unit, as well as independent learning.

4. Career guidance services, namely BK services that help students receive, understand, assess information and experience, and choose and make career decisions in a clear, objective and wise direction.

These four services must be accepted by students well. Support from the school principal is needed.

c. The solution to improve BK services at Sirombu 1 Public Middle School

BK services in Sirombu Middle School 1 can be improved. Improving BK services must be supported by the school. The role of the school principal determines the success of BK services at school. The back and forth of an educational institution depends on the principal to what extent the rules of discipline in carrying out the duties and functions of each in it. Likewise with the success of BK in particular schools, can not be separated from the role of various parties in the school. Besides the BK teacher as the main executor of BK services in schools, it is also necessary to involve the role of the principal, subject teachers, and homeroom teacher and all school personnel.

The teacher is responsible for improving education. According to (Mulyasa, 2008: 127) concerning the above concerning the personality of the teacher, several things need to be considered by the teacher, namely:

1. Basic attitude: a psychological posture that will appear in important problems, such as success, failure, learning, self-acceptance.
2. Talk and speaking style: the use of language as a tool of thinking
3. Work habits: the style of someone who is used in work which also colouring his life
4. Attitudes through experience and mistakes: understanding between the relationship between the breadth of experience and value and the possibility of avoiding mistakes.
5. Clothing: is a very important personal equipment and reveals the expression of all personalities
6. Human relations: manifested in all human relations, intellectual, moral, beauty, especially how to behave
7. The process of thinking: the way used by the mind in dealing with and solving problems
8. Neurotic behaviour: a defence that is used to protect oneself and can also hurt others
9. Tastes: choices that reflect the values of the person concerned

10. Decision: rational and intuitive skills used to assess each intuition

11. Health: quality of body, mind and spirit that reflects strength, perspective, calmness, enthusiasm and enthusiasm for life

12. Lifestyle in general: what someone believes about every aspect of life and actions to realize that belief.

The main source of BK services certainly depends on the BK teacher as the executor, which is inseparable from the role of the principal. The BK teacher as part of the teacher in the school also presents himself with his intellectual abilities. The appearance of a BK teacher with a strong, mature, wise and wise pedagogic will have a good impact on students, especially in the volunteerism of students participating in BK services at school. Volunteering and openness of students to BK teachers contribute to the success of BK services in schools, especially in individual counselling services.

Thus, BK teachers should always try to display personality and pedagogics that can create positive responses in students. According to (Syaiful Sagala, 2009: 34) the competence of the personality of the teacher including the BK teacher shows the ability that reflects personality (1) is stable and stable, which is consistent in acting according to applicable legal, social and ethical norms, (2) adults which means having independence to act as an educator and have a work ethic as a teacher, (3) wise and wise, that is, it looks beneficial for students, schools and society by showing openness in thinking and acting, (4) authoritative, respected teacher behavior so that it has a positive effect on students, (5) have noble character and have behaviors that can be imitated by students, act according to religious norms, honest, sincere, and helpful. Personality values can be used as a source of strength, inspiration, motivation and innovation for students.

The good pedagogic ability and personality of BK teachers are one of the determining factors for the success of BK services in schools. Besides, the BK teacher personally is also very instrumental in shaping the student's personality. (Mulyasa, 2007: 17) states that personality has a huge effect on the growth and personal development of students. This will set a good example for students and the community so that the teacher will appear as a figure who is worthy of being "obeyed" (adhered to advice/sayings/ orders) and "imitated" (modelled on his attitude and behaviour). Teacher's pedagogic ability is the most important factor for the success of learning students.

BK services will succeed with the guidance of a sustainable school principal. The implementation of Guidance and Counseling services needs to be carried out continuously to obtain maximum influence and benefits, one of which is to explain the existence of these services in educational operational activities. The better and more often the service is carried out, the information conveyed to students who do not follow the service will develop so that automatically elements of interest emerge and curiosity about what happens to friends who follow the service will develop so that interest and taste automatically emerge. want to know what happens to friends who take part in Guidance and Counseling services. The higher the level of confidence of students regarding the results and quality of BK services, the better the interest and increase in quantity in attending Guidance and Counseling services at school.

Furthermore, the BK teacher continuously upgrades knowledge about BK services at school. this effort is carried out through various coaching and training efforts. Manullang in (Sunoko, 2010: 27) explains that for someone to be able to work properly, special training is needed. Furthermore, Tani in (Sunoko 2010: 28) suggests that training is intended to improve the mastery of various skills and techniques for implementing certain jobs as well as preparation for doing work. Thus, the guidance that is carried out can improve and improve the performance of BK teachers in schools.

Furthermore, the appearance of the BK teacher's personality in school will eventually form the personality of the student. Therefore, the BK teacher should act following the norms that apply both normal legal and social and have a consistent attitude in acting following the norm. Such actions and attitudes of BK teachers are framed by religious norms as a form of intact personality.

According to (Mulyasa, 2011: 128) states that theoretically, being an example is an integral part of a teacher, so being a teacher means accepting responsibility to be an example. Thus, the appearance of a good BK teacher is important in the formation of student attitudes and personality. Therefore, BK teachers are expected to be able to improve their performance, especially in BK services through noble and wise personalities.

Added, according to (Mulyasa, 2008: 182) are: 1) the teacher as a social officer, to carry out the task, the teacher must have competence, namely: aspects of normative education, consideration before choosing a teacher position and have a program to improve community progress and

education, 2) the teacher in the eyes of the community, for that the teacher must have the following competencies: able to communicate with the community, be able to get along and get along and serve the community and maintain bad emotions and behaviour, 3) teacher social responsibility, in this case, the teacher must have the opportunity more involved in activities in the community.

Likewise, it should be done with the BK teacher, that the role of the BK teacher in the school is no longer limited to providing services only, but must assume more responsibility, namely working with other education managers in the community. Besides, BK teachers are no longer seen as in school, but also as educators in the community who should set a good example for the community. Therefore, BK teachers are expected to be able to become part of the social life system by increasing their social competence, especially towards fellow teachers in schools and the wider community.

BK teachers should understand their care students which include their development tasks, family environment and culture, their talents and interests, ideals, family economic conditions and other data needed. The understanding was obtained by the BK teacher by choosing the right assessment technique according to the needs of students. The results of the assessment can be used appropriately in designing the BK program.

IV. CONCLUSION

The role of school principals in BK services is not optimal. The principal still provides general supervision, as the principal is responsible for all education in schools that play a strategic role in developing BK services in schools.

- a. The principal has a maximum role in BK services. In supervision and coaching. So that BK services can take place well, but not yet harmonious and dynamic.
- b. The principal is still not facilitating facilities and pre-facilities for labour and various facilities for BK services so that BK services have not been implemented effectively and efficiently.
- c. Monitor BK service activities, evaluate BK teacher work and request BK work programs. Continuous coaching from the principal can improve the ability of teachers to carry out their professional duties.

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