

The Role of School Counselors in Educational Development Through Counseling Guidance Services in Schools

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Abstract – Law Number 20 of 2003 concerning the Indonesian National Education System Article 1 Point 6 emphasizes that counselors are educators, as are teachers, lecturers, tutors, widiyaiswara, tutors, instructors, and facilitators. Because counselors are educators, counseling is education. Counseling services are educational services. Education counselors are counselors who are tasked and responsible for providing guidance and counseling services to students in the education unit. Education counselors are one of the professions included in the education staff as stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System as well as the Law on Teachers and Lecturers. Guidance and counseling is an assistance service for students, both individually and in groups so that they are independent and can develop optimally. Based on article 27 of government regulation number 29/90, guidance is assistance given to students in an effort to find themselves, get to know the environment, and plan for the future.

Keywords – *Counseling, Education*

I. INTRODUCTION

According to Law no. 20/2003, education is (Article 1 Point 1): Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by himself, society, nation and state.

Based on the understanding above, there are five main components in what is called education, namely: (1) conscious and planned effort, (2) learning atmosphere and learning process, (3) active students developing their potential, (4) six focus achievements education: religious spiritual strength, self-control, personality, intelligence, noble character, and skills and (5) usefulness for students themselves, society, nation and state.

Law Number 20 of 2003 concerning the National Education System Article 1 Point 6 confirms that counselors are educators, as are teachers, lecturers, tutors, widiyaiswara, tutors, instructors, and facilitators. Because counselors are educators, counseling is education. Counseling services are educational services. Education counselors are counselors who are tasked and responsible for providing guidance and counseling services to students in the education unit. Education counselors are one of the professions included in the education staff as stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System as well as the Law on Teachers and Lecturers.

Talking about Guidance and Counseling cannot be separated from education, because Guidance and Counseling is in education. Education departs from human nature and is an effort to help humans from objective conditions as they are (what it

is) to conditions as they should (what should be) (Kartadinata, 2010). This illustrates that education is an invaluable asset for individuals and society. However, it should be underlined that education cannot be measured or described only from the grandeur of the building, the facilities owned or the number of students, and the number of personnel who manage it; because education is more than that. Education is a matter of focus and purpose. It is an essential process in influencing human development (Kartadinata, 2010).

Guidance and counseling is an assistance service for students, both individually and in groups to be independent and can develop optimally. Based on article 27 of government regulation number 29/90, guidance is assistance given to students in an effort to find themselves, get to know the environment, and plan for the future.

II. DISCUSSION

A. Counseling develops potential clients in the six focuses of Education

1. Religious spiritual power

Religious and spiritual support is very important for many clients who need mental health services. According to Richards and Bergin (2005), currently the issue of how spirituality affects client behavior is seen as relevant in the counseling process. In fact, religious and spiritual approaches are seen as relevant therapies for counseling practice in both secular and religious settings (Frame, 2003). This is the reason why in recent years, the counseling profession has begun to discuss the role of spirituality and religion in counseling (Onedera, 2008).

Many studies have shown that prospective clients are more interested in involving religious and spiritual approaches in the counseling process (Ellison, 1993; Kelly, 1994, 1995; Constantine, 1999; Cashwell, 2001). More than 300 empirical studies have shown a positive relationship between religion and spirituality with human health (Toresen, 1999). Allport (1950, 142) emphasizes spirituality "as that part of the personality which arises in the discovery of the meaning of life and is directed towards the infinity". It is now clear that the counseling process can be productive when the counselor is able to understand the client's religious and spiritual influences and integrate them into counseling (Richards & Bergin, 2005). Spirituality and religion will be very useful when combined with counseling,

Many clients prefer to use a treatment strategy through a religious approach and it has proven to be useful. A large amount of empirical evidence shows that spirituality and religion provide encouragement and strength for clients to learn to face and overcome difficult problems such as dealing with chronic mental illness or disorders (Cashwell Young, 2011). Integrating spiritual and religious approaches appropriately into the counseling process will encourage effective efforts to cultivate insight, hope, and change, which are important elements of the counseling process (Dailey et al., 2011). Religion and spirituality have been consistently present in society, therefore religion and spirituality have several social and psychological functions (Reiner, 2007).

Both spirituality and religion were identified as having an important relationship with a person's mental health. Those who feel close to God are able to overcome depression, psychological stress and loneliness, and have greater self-esteem, and have strong psychosocial competence (Reiner, 2007). Many studies have also found that clients who are familiar with spiritual or religious values and practices tend to have better health levels, and experience fewer mental and physical disorders (Dailey et al., 2011).

2. Self-control

According to Prayitno (1995) group guidance services are a place for developing attitudes of social skills and courage that are tolerant, personal outlets who want to win themselves, are self-righteous, or strong themselves should not develop in group guidance. So it can be concluded that self-control in expressing opinions Responding to opinions, as well as receiving feedback is not wanting to win alone, be self-righteous or be strong on your own against what is stated. In group guidance services, each individual must be able to control himself in making decisions by choosing an action based on something that is believed and approved.

3. Personality

The role of Guidance and Counseling teachers in shaping the personality of students, namely: Providing understanding gently to students. Guidance and Counseling Teachers provide solutions or solutions according to problems. A Guidance and

Counseling teacher provides a good example for students both in terms of dressing, speaking and behaving.

4. Intelligence

In order for the intelligence of students to develop optimally, the role of guidance and counseling teachers is needed. Because, guidance and counseling teachers in schools function to help students to be able to understand themselves and be able to develop their potential so that they can develop optimally. As said by Prayitno (2004: 3) that "in essence the implementation of guidance in schools is to achieve three successes, namely academic success, success in career preparation and success in social relations".

5. Noble morals

Sociologically, the role is a dynamic aspect in the form of actions or behavior carried out by someone who occupies or holds a position and carries out the rights and obligations according to his position. If a person carries out this role well, he will naturally expect that what is carried out is in accordance with the wishes of himself in his environment. The role in general is the presence in determining a continuity process. So, the role of the counseling guidance teacher is very important to foster student morals at school because with the counseling guidance teacher it can help provide guidance to individuals who have problems. As a counseling guidance teacher in addition to having the task of providing guidance to clients,

6. Skills

Guidance and Counseling teachers play a role in assisting students in developing their potential. One of the potentials that should develop in students is independence, namely in making important decisions in the course of their lives related to education and career preparation. Guidance and counseling services are focused on efforts to help students strengthen their choice and career development in line with their chosen vocational field. Career guidance (building soft skills) and vocational guidance (building hard skills) must be developed synergistically, and for that a productive collaboration is needed between BK teachers and teachers in the field of study/subjects/vocational skills.

B. Main Activities of Education / Counseling: Learning

The essence of education is learning. There is no education without learning/learning activities. Students carry out learning activities so that they are in a learning atmosphere and educators organize the learning process. It should be emphasized that learning is an effort or activity to master something new. Without the acquisition of something new, an activity cannot be called learning, or is called a learning activity. In this case there are five dimensions of learning, namely:

1. Dimensions of knowing: from not knowing to knowing
2. Dimensions can: from can not to can
3. Willing dimension: from unwilling to willing
4. Ordinary dimension: from unusual to accustomed
5. Sincerity dimension: from not sincere to sincere

Learning/learning activities lead to the above dimensions. UNESCO (1996) emphasizes four pillars of learning, and we add a fifth pillar, namely:

1. Learn to know

In order to realize learning to know, educators should function as facilitators who can guide or direct students in solving a problem. In addition, an educator is required to be able to act as a colleague in dialogue with students in developing mastery of certain knowledge and knowledge.

2. Learn to do

Learning to do will work if educational institutions facilitate students to actualize the skills they have, as well as their talents and interests. Although children's talents and interests are heavily influenced by heredity, the growth and development of talents and interests depends on their environment. Skills can be used to support one's life, even skills are more dominant than the mastery of knowledge in supporting the success of an individual's life in the future.

3. Learn to live together

Learning to live together, students must be accustomed to live together, respect each other, be open, give and receive, need to be developed. Conditions like this allow the learning process to live together.

4. Learn to be yourself

Learning to be is closely related to talents and interests, physical and psychological development, personal typology of children and environmental conditions. For active children, the self-development process will run if given ample opportunity to be creative. On the other hand, for children who are passive, the role of educators as directors and facilitators is very much needed for the maximum self-development of students

5. Learn to believe and fear God Almighty

The expected educational goals are to educate the nation's life and develop Indonesian people as a whole, namely humans who believe, fear God Almighty, have noble character, have knowledge and skills, are physically and mentally healthy, independent. And a strong sense of social and national responsibility is embedded.

C. Client Activities and Learning Atmosphere

Related to the notion of learning, the learning process is nothing but an activity initiated by educators so that students learn. The implementation of the learning process that refers to the dimensions and pillars of learning above includes five components that are simultaneously activated in an educational situation, namely:

• Students and educators

Components that also affect the course of a teaching and learning activity are students or also known as students. Students as individuals are people who do not depend on others in the sense of being free to determine for themselves and not being forced from the outside, therefore in the world of education students must recognize their presence as unique and individual individuals (Ahmadi and Uhbiyati, 2001:39).

Educators are one of the most influential components in the learning process, because teachers play a very important role, including preparing material, delivering material, and managing all teaching and learning activities in the learning process.

• Learning objectives

The real purpose of learning is to acquire knowledge in a way that can train students' intellectual abilities and stimulate curiosity and motivate their abilities (Dahar, 1996:106). Learning objectives are divided into three categories: cognitive (intellectual abilities), affective (moral development), and psychomotor (skills). This is reinforced by the opinion of Blomm who divides three categories of learning objectives, namely: 1) Cognitive, 2) Affective, 3) Psychomotor (Nasution, 1998:25)

• Learning materials

Learning materials are one of the most important learning components and are needed in teaching and learning activities so that learning objectives can be achieved. In this case, Mukmin (2004:47) argues: "Learning materials or often referred to as subject matter are the main learning materials that must be studied by students as a means of achieving basic competencies and which will be assessed using an assessment instrument that is based on indicators of competency achievement"

Nana and Ibrahim (2003: 100) say "learning material is something that is presented by the teacher to be processed and then understood by students, in order to achieve the instructional goals that have been set"

• Learning action

Learning actions are assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and character, and forming attitudes and beliefs can occur in students. In other words, learning is a process to help students learn well.

• Learning outcomes

Learning outcomes are real changes in student behavior after the teaching and learning process is carried out in accordance with

learning objectives (Jihad, Asep and Haris, Abdul, 2010: 15). With these learning outcomes, we are able to see the progress of the students.

D. Counselors Conduct Learning Process Activities

In the learning process which includes the five components, two pillars of learning are established. This learning pillar is qualified in two categories, namely (1) authority which is a high-level touch in the relationship between educators and students, and (2) authority which is the application of high technology in learning practices. Each of these components includes the following elements:

Tabel 1. Learning Pillars

| No | Authority | authority |
|----|---|---|
| 1 | Recognition and | Learning materials |
| 2 | acceptance Love and tenderness Strengthening | Learning methods Learning aids Learning environment |
| 3 | Educational decisive | Assessment of learning |
| 4 | action Guidance and | outcomes |
| 5 | example | |

1. Ideology and Learning Outcomes

The understanding and dimensions of learning, the pillars of learning and the pillars of learning and learning outcomes are all integrated in the Five-I learning ideology, namely: 1) Faith and piety. 2) Initiative, 3) Industry, 4) Individual and 5) Interaction. With the enforcement of the two learning pillars containing the five learning dimensions, the learning process takes place in the D-CT dimension: can, note, apply. Through the learning process students get something new; what is obtained is recorded so that it is integrated within the learner which can be carried everywhere, and applied under certain conditions and for certain purposes.

Through such a learning process, learning outcomes with triguna dimensions are developed, namely meaning-use, efficiency, and work-use:

- Meaning: what students get is really understood with full meaning;
- Efficiency: such learning outcomes encourage/motivate students to actively do something;
- Karyaguna: what is done is a work that is really useful for the students themselves, others and the environment.

Taking into account all the notions, components, elements, dimensions and ideology as stated above, the motto of comprehensive education/learning can be formulated as follows:

2. Education that teaches

"Activating" implied in the motto is the realization of dynamic, effective and normative student behavior leading to prosperous and happy living conditions in this world and the hereafter. In the intended activity, it includes work, so that in a more focused manner, for vocational-oriented education, for example, the motto can be developed into:

3. Education That Teaches and Learning That Employs

In its understanding as education, counseling services should pay attention to all concepts and various components, elements, dimensions of learning and pillars of learning/learning, ideology and dimensions of learning and learning outcomes as mentioned above. The comprehensive motto of education/learning mentioned above fully applies to counseling services.

III. CONCLUSION

Counselor is Education, a counselor whose duty and responsibility is to provide guidance and counseling services to students

in the education unit. Educational counselors are one of the professions included in the education staff as stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the Education System National and Law on Teachers and Lecturers.

The education counselor was originally referred to as the Extension Guidance Teacher (Guru BP). Along with the change in the term counseling to counseling, his name changed to Guru Guidance Counseling (Teacher BK).

Educational guidance and counseling is an activity or process of guidance and counseling given to individuals in their learning or education activities so that they are in line with educational goals. The emphasis of educational guidance is preventive, which is preventing the emergence of problems in one's educational activities by always maintaining good conditions so that they remain or get better. And the emphasis of counseling is curative, namely assistance in solving problems related to one's education.

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