

# *Efforts To Optimize Counseling Guidance To Overcome Students Dropping Out Of School In MAN 3 Kota Padang Panjang*

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**Abstract** -- Guidance and counseling services are carried out directly and indirectly, provided individually, in groups, classically, and in large classes or across classes. The target of guidance and counseling services is all individuals who are categorized as normal, and in the education unit. The target is students who need and who are deemed to need help. There are differences in the characteristics of students from one another, both in terms of gender and level of education. This study aims to determine the optimization of counseling guidance to overcome dropout students. The sample of data sources was selected from students who dropped out of MAN 3 Padang Panjang city. The data analysis used in this study is a qualitative analysis carried out descriptively. The results of this study were BK teachers in home visit services had provided advice and solutions to overcome dropout students through the Amil Zakat Agency. BAZ is willing to provide assistance for school needs.

**Keywords** : Guidance and counseling services; Students Dropping Out; professional teacher,

## I. INTRODUCTION

Education is one of the needs of society to improve the welfare of life. Education gives hope to humans to acquire knowledge, skills and how to behave in facing life's challenges, especially in overcoming every obstacle in life. Education is expected to be able to realize the hopes of the Indonesian nation as stated in the mandate of the 1945 Constitution, which is to educate the nation's life. Law No. 20 of 2003 concerning the National Education System Chapter 1 Article 20 states that "Learning is a process of interaction between students and educators and learning resources in a learning environment". Based on this, to create quality human resources we need a learning environment that has a fun role for students, so that it can create a good learning climate, and students can follow the learning process to the end with the best results.

Schools have a very big influence in the educational process, especially in developing potential, personality, intelligence, morals, and skills needed to overcome problems or socialize in society. If it is linked in developmental theory, then as Bronfenbrenner (Santrock, 2002) said in his ecological theory that school is one of the microsystems, where the most direct interaction with social agents takes place, for example with teachers and peers. School as a large system certainly cannot run by itself in serving students. There needs to be a division that plays a role in helping students serve. One service that serves to assist students in developing their potential, personal, social, and career is guidance and counseling in schools.

The success of guidance and counseling services can be achieved if they are carried out by Guidance and Counseling experts, adequate facilities and infrastructure, supportive leadership policies, supportive environment for the process of changing the counselee's development, and the willingness and awareness of the counselee to change or develop. Growing willingness and

awareness in the counselee to change for the better and optimal development, is a job that requires special skills. A deep understanding of guidance and counseling science, mastery of adequate guidance and counseling techniques and skills, noble character, broad-minded, intelligent, helpful, and forgiving can support the achievement of the goals of guidance and counseling services.

A person is said to be a guidance and counseling expert when he has the competence of a complete counselor, namely academic competence and professional competence. Academic competence is the scientific basis and tips for professional guidance and counseling services. Academic competence includes in-depth understanding of the counselee to be served, understanding the theoretical basis of guidance and counseling, conducting independent guidance and counseling, and developing personal and professional life on an ongoing basis based on supportive attitudes, values and personal tendencies. Meanwhile, complete professional competence is the mastery of independent guidance and counseling implementation tips, which are grown and honed through training in applying appropriate academic competencies. has been obtained through education (Permendiknas, No. 27/2008).

Every personal guidance and counseling service provider should have complete academic and professional competence, with the hope that professional guidance and counseling services can be realized. Guidance and Counseling is an integral part of education is an effort to facilitate and make students independent in order to achieve complete and optimal development. In Permendikbud No. 111/2014 it is stated that Guidance and Counseling Services are systematic, objective, logical, and sustainable and programmed efforts carried out by Guidance and Counseling counselors or teachers to facilitate the development of students/counselors to achieve independence, in the form of the ability to understand, accept, direct, make decisions, and realize themselves responsibly so as to achieve happiness and prosperity in their lives (Depdikbud, 2014).

Guidance and counseling services are carried out directly and indirectly, provided individually, in groups, classically, and in large classes or across classes. The target of guidance and counseling services is all individuals who are categorized as normal, and in the education unit. The target is students who need and who are deemed to need help. There are differences in the characteristics of students from one another, both in terms of gender and level of education. While teachers and administrative staff have not been the target of guidance and counseling services, but can take advantage of guidance and counseling services. Every human being cannot be separated from problems in his life, including teachers and education staff, for that guidance and counseling in educational units need to also provide services for teachers and administrative staff.

In its development, the target of guidance and counseling services in educational units can be given to teachers and administrative staff. This can be applied if the guidance and counseling services in the education unit are carried out by professional staff, namely counselors, or staff who are academically qualified in the field of guidance and counseling and are educated in the counselor profession. Counseling guidance services carried out by counselor teachers will have an impact on students. There are students who feel the benefits of this BK. There are also those who feel it is not so important. The low interest in student learning in certain subjects is basically not because they don't like the subject or the material being taught, but it could be that the teacher is less attractive in giving lessons or other problems that exist in these students.

Many people think and think that the low learning achievement of children in school is caused by the child's low intelligence. This opinion is not entirely true. Indeed, there are children who have low learning achievement due to lack of intelligence, but not all of them are. Low learning achievement can be caused by various factors, one of which is the selection of an inappropriate learning method. Learning activities for students, can not always take place naturally. Sometimes it's fluent, sometimes it's not, sometimes it's quick to catch what you're learning, sometimes it's really hard to stay focused. That is the reality that we often encounter in every student in everyday life in relation to learning activities. Every individual is not the same. This individual difference also causes differences in learning behavior among students. In a situation where students cannot learn as they should, that is what is called a "learning difficulty".

Thus, it is inappropriate to view a priori that low learning achievement is always caused by low intelligence. Guidance and counseling is one of the important forms of guidance services held in schools. Experience shows that the failures experienced by students in learning are not always caused by ignorance or low intelligence. Often this failure occurs because they do not receive adequate guidance services. The problem of unsupervised students can result in students dropping out of school. Based on this, the authors want to examine what BK efforts are to overcome students who drop out of school due to the lack of affordable

counseling services. The focus of this research is how to optimize counseling guidance to overcome dropout students at MAN 3 Padang Panjang city.

## **II. METHODS**

The approach used in this research is a qualitative approach. In this case, the researcher will reveal the symptoms in a holistic-contextual way through collecting data from a natural setting by using the researcher himself as a key instrument. All conditions in the field will be explained naturally without any treatment and manipulation from researchers. The reason for using a qualitative approach is because researchers want to understand social situations in depth, find patterns, hypotheses, and theories. Then the type of research design used is descriptive research by providing real picture information about how to optimize counseling guidance to overcome dropout students at MAN 3 Padang Panjang City.

The factors that hinder its implementation, and the positive impact on teacher performance. The data sources were selected purposively and were snowball sampling. The sample of data sources was selected from students who dropped out of MAN 3 Padang Panjang city. The data is taken with consideration and the amount reaches a saturation condition according to the researcher which is marked by the similarity of the data provided by the source.

The data in this study are using data from interviews and data from observations. Interviews were conducted to obtain data regarding the reasons for dropping out of class X, class XI and class XII. Observations were made by comparing existing documents in the field with data from interviews with resource persons. In addition, data regarding the constraints to the implementation of BK are needed to answer the focus of the problem in this study. The source of the data for this research is the dropout students at MAN 3 Padang Panjang City for the academic year 2021/2022, totaling 20 people. Analysis of the data in this study will be carried out with procedures for orientation, reduction, selection, checking the validity of the data.

## **III. RESULTS AND DISCUSSION**

To understand the role of guidance and counseling in schools, it is necessary to first understand the basic meaning of guidance and counseling separately. Bernard and Fullmer (in Salahudin, 2010) say that guidance is an activity that aims to increase the personal realization of each individual. This means that guidance helps a person in the process to fully actualize himself. In addition, Mathewson (in Salahudin, 2010) says that guidance is education and development that emphasizes a systematic learning process. The two notions of guidance above can clarify that guidance is a process of education and personal development that leads to a process of self-actualization with the environment as a form of learning.

The guidance process will sometimes always be related to counseling. According to Surya (in Saam, 2013) said that counseling emphasizes the formation of self-concept and self-confidence in order to improve behavior. Saam (2013) adds that counseling is a process of assistance provided to clients in the form of a therapeutic relationship between the counselor and the client so that the client can increase self-confidence and self-adjustment, or behave in a new way so as to gain happiness.

Based on the description above, guidance and counseling can be interpreted as a process of providing assistance to individuals in the form of a therapeutic relationship between someone who is trained or expert as a counselor and a client with the aim that the individual can actualize himself with the environment and can understand, direct and adapt to the environment. environment for optimal self-potential development in order to achieve their own welfare and the welfare of society.

The definition of guidance and counseling above slightly clarifies its function in schools as a forum that helps students develop and optimize their potential towards self-actualization and develop attitudes and shape their personalities. As stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 111 of 2014 concerning Guidance and Counseling in Basic Education and Secondary Education, article 1, states that "guidance and counseling are systematic, logical, and sustainable and programmed efforts carried out by counselors or guidance and counseling teachers to facilitate the development of students/counselors to achieve independence in life". This can be interpreted that guidance and counseling teachers in schools have a very important role in creating quality student personalities and facilitating students in optimizing their potential at school to become independent human beings in everyday life.

The relationship between guidance and counseling in education, Rochma Natawidjaja (in Sulistyarini & Jauhar, 2014) adds that guidance and counseling has a key function and position in education in schools, namely as a companion to the main

function of schools in the field of teaching and intellectual development of students in the field of education. dealing with the personal social side of students. The services provided involve four areas, namely personal, social, study and career guidance.

Guidance and counseling services that function properly will be able to place students into individuals who develop in fulfillment himself (being) well. Allardt said that "self-fulfillment" refers to every person who is respected as a valuable part of society (Allardt in Konu & Rimpela, 2002). Application to the school context in self-fulfillment means that every student must be considered an equally important member of the school community. It allows each student to participate in decisions that affect his school and other aspects of school life about him.

The services provided by guidance and counseling in schools are in the form of orientation services, information services, placement and distribution services, content mastery services, individual counseling services, and group guidance services. Orientation services, namely services that help students understand the new environment, especially the school environment and the objects studied, to adapt and facilitate and facilitate the role of students in the new environment. More specifically, the purpose of orientation services relates to certain functions of guidance and counseling services. Viewed from the understanding function, orientation services aim to help individuals to have an understanding of various important things from the atmosphere they encounter. Viewed from the prevention function, this service aims to help individuals to avoid negative things that can arise if individuals do not understand the new situation or environment.

Judging from the development function, if individuals are able to adapt well and are able to use constructively existing resources in new situations, then individuals can develop and maintain their potential. Understanding of the new situation is a way of alleviating and defending one's own personal rights (Sulistyarini & Jauhar, 2014). Data obtained at MAN 3 Padang Panjang City every year still finds students who drop out of school for various reasons.

The high dropout rate should evaluate the existing system in schools to realize a prosperous school. Based on this, it is necessary to study the role of guidance and counseling services as part of the school system that functions and plays a role in providing services to students so that they can create prosperous schools that can improve the quality of education in Indonesia and carry out the mandate of the 1945 Constitution, namely the intellectual life of the nation. Dropout rate is the proportion of children according to school age group who are no longer in school or who have not completed a certain level of education. The age group in question is the age group of 7-12 years, 13-15 years and 16-18 years. The dropout rate for West Sumatra province in 2020 based on BPS data is 0.32%.

Residential Area	Dropout Rates by Regional Type and Education Level in West Sumatra Province (Percent)								
	SD			SMP			SMA		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
urban	0.71	0.23	0.06	2.15	0.47	0.72	4.67	1.11	0.32
rural	0.26	0.63	0.02	2.80	2.33	0.54	3.05	2.13	0.59
Urban + Rural	0.45	0.45	0.04	2.51	1.46	0.62	3.81	1.58	0.44

Source: BPS West Sumatra.

From the data above, there has been an improvement in education with decreasing dropout rates, but the pandemic situation in early 2020 has made big changes in education. The occurrence of the Covid-19 pandemic has changed the world order, both education, economy and others. Commissioner of the Indonesian Child Protection Commission (KPAI) Retno Listyarti is very concerned about the number of elementary school dropouts in Indonesia which has reached 10 times during the Covid-19 pandemic. Retno asked Kemendikbudristek not to stop at data collection in seeing this phenomenon. "This of course cannot be tolerated, the state must be present to fulfill the right to education, because the right to education is a right that must be fulfilled and cannot be reduced," said Retno, Saturday (29/1/2022). According to him, the government must create assistance programs for children affected by the pandemic so as to minimize students dropping out of school. "It can be a program for

student fees, foster parents, in addition to the Smart Indonesia Program (PIP) plus other social assistance which is the authority of the Indonesian Ministry of Social Affairs," he said.

Data on children who dropped out of school in 2021 at MAN 3 Padang Panjang City are as follows:

No	Class	Number	description
1	Class X	10	
2	Class XI	5	
3	Class XII	5	

Source: MAN 3 Padang Panjang 2021.

From the data above as many as 15 students have been given guidance by BK teachers, the reason they drop out of school is because of school fees, the economic condition of parents who are affected by Covid-19. Meanwhile, 5 more people are advised to take part in the equivalence school program or Package C. BK teachers in the home visit service have provided advice and funding solutions through the Amil Zakat Agency. BAZ is willing to provide assistance for school needs.

#### IV. CONCLUSION

The approach used in this research is a qualitative approach. In this case, the researcher will reveal the symptoms in a holistic-contextual way through collecting data from a natural setting by using the researcher himself as a key instrument. All conditions in the field will be explained naturally without any treatment and manipulation from researchers. The reason for using a qualitative approach is because researchers want to understand social situations in depth, find patterns, hypotheses, and theories. Then the type of research design used is descriptive research by providing real picture information about how to optimize counseling guidance to overcome dropout students at MAN 3 Padang Panjang City.

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