



Available online at www.journal.unrika.ac.id

Jurnal KOPASTA
Jurnal KOPASTA,1 (11), (2024) 27-31



P-ISSN : 2442-4323
 E-ISSN :2599 0071

Received : Mei 2024
 Revision : Mei 2024
 Accepted : Juni 2024
 Published : Juni 2024

THE OBSTACLES FOR SCHOOL COUNSELOR IN PROVIDING OF GUIDANCE AND COUNSELING SERVICE IN SCHOOL: ONLINE AND OFFLINE

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Abstract

Guidance and School Counselor have an important role in helping students achieve their developmental tasks and directing students to successfully carry out their duties as students. However, in terms of the implications of guidance and counseling services in the field, there are many challenges or obstacles experienced by guidance and School Counselors. This research aims to analyze the acquaintances experienced by guidance and School Counselors in providing guidance and counseling services at school. The type of research is descriptive quantitative. The research population was the guidance and School Counselors at SMA 1 Pertiwi. The research sample was all School Counselor at SMA 1 Pertiwi taken using a total sampling technique. The research data collection instrument used a questionnaire accompanied by interviews. Data were analyzed descriptively using the percentage formula. The results of this research show that there are several obstacles encountered by guidance and School Counselors when providing offline services, namely small class hours, namely only one JP, it is difficult to invite students to group and individual activities because students' learning activities cannot be disturbed, providing face-to-face services. in the school environment but outside school hours is not the school's responsibility. Meanwhile, obstacles in providing online services are passive students, student activities at home that cannot be disturbed, student complaints due to limited internet quota.

Keywords: *School Counselor Range, Online, Offline*

INTRODUCTION

School is the main forum for formal learning that is accepted by every student. However, in carrying out their duties in learning activities, students are often faced with psychological problems that have an impact on the disruption of their learning process activities both at school and at home. Sihombing, et al. (2022) explained that difficulties or obstacles that occur in the learning process can cause an ineffective and conducive learning process. One of the impacts is low motivation in students (Hidayati, et al., 2022). In addition, other problems encountered are deviant behavior that occurs in students, such as often skipping school, stealing, smoking, and saying bad things. This deviant behavior is formed due to the influence of the surrounding environment on personality patterns and behaviors that are embedded in each individual (Andrianto, 2017). This will be seen from the interaction of students in their learning atmosphere at school. If this continues to be left unchecked, it will have a significant negative impact on student learning outcomes. To overcome the difficulties or obstacles that occur, a good cooperation is needed by doing several things that can increase students' enthusiasm, motivation, interest and talent.

In responding to these problems, School Counselor have an important role in minimizing the development of psychological problems and striving for each student to be able to achieve their developmental tasks well according to their developmental stages

(Wardati & Jauhar, 2011; Juandi, 2012). In addition, Ulfah & Arufudin (2020) explained that one of the functions of BK in schools is to prevent the occurrence of problems or things that can harm the students themselves. So it can be understood that the role of BK in schools is needed to help students optimize their potential and avoid things that can harm the students themselves, both physically and psychologically.

The efforts made by School Counselor are to provide guidance and counseling services to students according to their needs, which includes 10 services including orientation services, information, placement and distribution, content mastery, individual counseling, group guidance, group counseling, consultation, mediation and advocacy services (Prayitno, 2017; Idayanti & Ardeny; 2018). In addition, Telaubanua (2016) explained that the provision of assistance services both individually and in groups is able to be independent and develop optimally in the field of personal life development, social life, learning ability and career planning, through various types of services and supporting activities, based on applicable norms.

However, based on findings in the field, not all School Counselor can smoothly provide services to every student as designed in the guidance and counseling program. So that there are many complaints from School Counselor who stated that they could not provide optimal services to students because of the small number of teaching hours, it was difficult for students to be invited to participate in the services that will be provided. In addition, School Counselor also tried to provide services online, but the results were also not optimal. Based on this phenomenon, it can be understood that there are many obstacles encountered by School Counselor in providing guidance and counseling services to students, so that it will indirectly have an impact on the less optimal implementation of School Counselor' efforts in providing assistance to students. Mutia (2018) explained that the implementation of guidance and counseling programs runs effectively and efficiently if in the implementation of guidance and counseling services there are special hours for lessons, special lesson hours, and there are guidance and School Counselor resources so that student problems are not intensive can be solved. In addition, Bahri (2020) in his research also explained that the obstacles faced by School Counselor in the field such as the lack of facilities and infrastructure for BK services, the absence of a special face-to-face schedule with students in the classroom, minimal or even no operational costs, lack of training followed and lack of guidance from both supervisors and principals and negative perceptions of BK services.

Based on the above phenomenon and explanation, it can be understood that not all School Counselor have the optimal opportunity to provide services to students caused by various factors or obstacles. This is the basis for researchers interested in researching about attracting researchers to research more deeply related to these problems, namely with the research title "Obstacles of School Counselor in providing proper guidance and counseling in schools: online and offline".

METHOD

This study uses a descriptive quantitative approach. The research population is School Counselor of SMA 1 Pertiwi. The research sample of all School Counselor of SMA 1 Pertiwi was taken using the total sampling technique. The research data collection instrument uses a questionnaire accompanied by interviews with research samples. The data was analyzed descriptively using a percentage formula.

RESULT AND DISSCUSSION

Based on the results of the analysis of research data on the obstacles experienced by School Counselor of SMA 1 Pertiwi in providing guidance and counseling services reviewed from the online and offline aspects, which are presented in the following diagram.

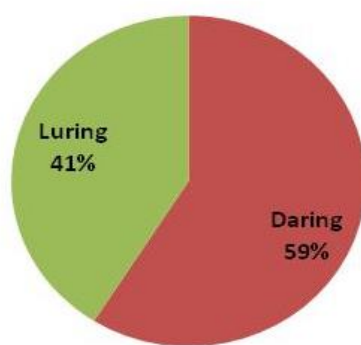


Diagram 1.

The obstacles for School Counselor in the provision of guidance and counseling services

Based on the data presented in Figure 1 above, it can be understood that there are many obstacles experienced by School Counselor in providing guidance and counseling services to students who are the target of services. These obstacles are experienced both from the way of providing services offline (directly face-to-face with students) or online service provision (conducting remote interaction using the help of the internet network by utilizing various media, such as *the classroom* or *zoom application*).

In terms of quantity, it was found that the provision of online services was more obstacles experienced by School Counselor, namely 59%, while the obstacles in providing offline or face-to-face services with students were 41%. From these results, it can be understood that the provision of online services is less effective for School Counselor in schools because of many obstacles found in the field, such as passive students, the involvement of students at home that cannot be disturbed, the dynamics of services not developing, student complaints due to limited internet quota, many students who are not present during the provision of services, students with their families are disturbed, and outside the learning schedule at school. Purwaningsih (2021) explained that the role of School Counselor in education units is very urgent, because they are an integral part of the education system. The situation of learning conditions causes various problems, so School Counselor can help students through online services that are not limited by place and time.

In addition, the provision of offline services, namely face-to-face with the rest also experiencing several obstacles, namely few class hours, namely only one JP (lesson hours), it is difficult to invite students for group and individual activities because of student learning activities that cannot be disturbed, providing face-to-face services in the school environment but outside school hours is not the responsibility of the school. This is of course a significant obstacle for School Counselor to be able to achieve the target of implementing the BK service program that has been optimally designed according to the needs of students. So it can also be interpreted because many obstacles encountered in the field have an impact on the provision of BK services that cannot be provided optimally and foster students do not get comprehensive services as targeted by School Counselor. However, many of these obstacles are also influenced by School Counselor who have a non-BK educational background know the existence of a counseling code of ethics but are still unfamiliar in understanding the counseling code of ethics, do not know how to develop and master the understanding of BK, so that this has an impact on the existence of BK in the field and makes students reluctant to follow the services provided (Harahap, et al., 2022; Mulyani & Imran, 2023).

In addition, Sari & Suryahadikusumah (2020) in their research results explained that the obstacles experienced by School Counselor are difficulties in using guidance and counseling media due to limited school facilities and difficulties in obtaining current service materials due to limited information.

From these results, it can be understood that greater efforts are needed from School Counselor to be able to show the continuity of BK's existence in schools, as well as the need for cooperation with schools to involve BK in activities that can help imply guidance

and counseling services, both from classical, individual, group, collaborative and distance formats. Patendean (2020) explained that cooperation is one of the important aspects in an organization that can support the smooth service process and the realization of the program that has been designed.

CONCLUSION

The provision of guidance and counseling services in schools has its own challenges and obstacles for School Counselor/counselors in the field, both online and offline. This is an illustration that every School Counselor/counselor must be able to minimize the various obstacles encountered in order to successfully provide guidance and counseling services to students. The difference in obstacles in the implementation of guidance and counseling services is influenced by various factors, both from school regulations, and student conditions. From the results of the research that has been carried out, it was revealed that the obstacles felt by School Counselor/counselors in providing offline services are few class hours, namely only one JP, it is difficult to invite students for group and individual activities because student learning activities cannot be disturbed, providing face-to-face services in the school environment but outside school hours is not the responsibility of the school. Meanwhile, the obstacles in providing online services are passive students, student involvement at home that cannot be disturbed, student complaints due to limited internet quota. From these results, it can be understood that there is a need for special efforts and attention from school principals to the needs of School Counselor/counselors in the implementation of guidance and counseling services. So that the smoothness of providing services to students will affect the condition of students, both in terms of personality, learning, career and interaction with the social environment.

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