

CHAPTER II

THEORETICAL FRAMEWORK

A. Management

Management comes from English, management with a verb to manage which means taking care or ability to run and control. Management is the science and art of managing the process of resource utilization human beings effectively, backed by other sources within organizations that achieve specific goals.¹

Management is the achievement of organizational goals in an effective way and efficiently through planning, organizing, leadership, and supervision organizational resources.² Stoner says that “Management is the process of planning, organizing, leading and controlling the efforts of organizational members and the use of other organizational resources to achieve stated organizational goals.”³

Management is an active process consisting of four sub-activities, each of which is a fundamental function. The four sub-activities are planning, organizing, actuating, controlling.⁴

Based on the various opinions of experts above can be deduced that management is a process of activities to achieve goals with utilizing human resources, environment, facilities, facilities, infrastructure, and others with a management function consisting of planning, organizing, implementing, and monitoring.

B. Guidance and Counselling

1. The Meaning of Guidance and Counselling

Based on Article 27 of Government Regulation no. 29/1990 on
Secondary Education “Guidance is an aid given to students in the framework

¹Hikmat, *Manajemen Pendidikan* (Bandung: Pustaka Setia, 2011), 11.

²Richard. L Daft, *Manajemen* (Jakarta: Salemba Empat, 2007), 88.

³James A. F. Stoner, *Manajemen* (Jakarta: Salemba Empat, 2006), 90.

⁴George R. Terry, *Prinsip-Prinsip Manajemen* (Jakarta: Bumi Aksara, 2003), 67.

of efforts personal discovery, getting to know the environment and planning for the future.” According to A. J. Jones guidance involves personal help given by a competent person; it is designed to assist a person in deciding where he wants to go, what he wants to do, or how he can best accomplish his purposes, it assists him in solving problems that arise in his life. Shertzer and Stone argue that guidance is a process of helping the individual to understand himself and his environment.⁵ While the meaning of guidance according to Islam is a process help given sincerely to individuals or groups individual to increase faith and piety to Allah SWT.⁶

From some of the above understanding can be deduced that the guidance is the process of providing assistance done by an expert person to a person or several individuals, whether children, teenagers, or mature, so that the guided person can develop the ability himself and independently, by harnessing the power of the individual and the existing means and can be developed based on the norms apply.

According to Prayitno counselling is face-to-face meetings between the client and the counsellor containing the business straight, unique and humanism that is done in connection with the problem which he faces in the future.⁷ Mappiare in Winkel defines counselling as a series of most activities principal of guidance in helping clients face to face with the purpose so that clients can take on their own responsibility for various problems or problems special.⁸ Meanwhile, according to Walgito counselling is an effort to help individuals through the process interaction that is personal between counsellor and counselee for counselee able to understand themselves and their environment, able to make decisions and determine the goals based on the value he believes so that the counselee feel happy and effective behaviour.⁹

⁵W. S. Winkel, *Bimbingan dan Konseling di Institusi Pendidikan* (Jakarta: Gramedia, 2005), 21.

⁶Anwar Sotoyo, *Bimbingan dan Konseling Islami (Teori dan Praktik)* (Semarang: Cipta Prima Nusantara, 2007), 20.

⁷Prayitno & Erman Amti, *Dasar-Dasar Bimbingan dan Konseling* (Jakarta: Rineka Cipta, 2004), 105.

⁸W. S. Winkel, *Bimbingan dan Konseling.*, 35.

⁹Bimo Walgito, *Bimbingan dan Konseling (Studi dan Karir)* (Yogyakarta: ANDI, 2009), 10.

So counselling is an effort to help the counselee or clients with the aim that clients can take on their own responsibilities against the various problems or specific problems it faces and leads to problem-solving. Thus it can be seen that guidance and counselling is a process of assistance provided by the mentor to which is guided through face-to-face or reciprocity for individuals who guided to have the ability or the ability to find and solve his own problems and be able to accept himself in accordance with its potential.

2. Guidance and Counseling Function

According to Sukardi the function of guidance and counselling in terms of philosophy is:¹⁰

a) Prevention function

Guidance Services can serve as prevention, that is is an effort to prevent the occurrence of problems. In the function for students to avoid the problems that can hamper its development, activities that serve as prevention can be career guidance program, inventory and so on.

b) Understanding function

The function of understanding in question is a function of guidance and counselling that will result in an understanding of something by the parties certain according to the needs of student development. This development includes:

- 1) An understanding of yourself, especially by the students themselves, people parents, teachers, and mentors.
- 2) An understanding of the student's environment (including therein family and school environment), especially by students themselves, people old, teacher mentors.
- 3) An understanding of the wider environment (including within education information, job title, occupation and or career and information culture/values), especially by students.

c) Improvements function

¹⁰Dewa Ketut Sukardi, *Proses Bimbingan dan Konseling* (Jakarta: Rineka Cipta, 2005), 8.

Although prevention and understanding functions have been done, however, it may be that students still face certain problems. Here the function of improvements that play a role, namely the function of guidance and counselling will result in fragmentation or various problems experienced by students.

d) Maintenance and development function

This function means that counselling and guidance services are provided assist students in maintaining and developing the whole his personality is steady, directed and sustainable. In this function matters which is considered positive to be kept good and steady. Therefore students can maintain and develop various potentials and conditions positive in order to develop itself steadily and sustainably. The function is realized through the implementation of various types of services guidance and counselling support to achieve results as contained within each counselling guidance function.

3. Guidance and Counseling Program

The provision of guidance and counselling services at the school is known as BK Pola-17 plus. This guidance and counselling activity refers to broader goals and services not only to the internal school but to all communities. In it, there are 6 areas of guidance and counselling services, 9 types of guidance and counselling services, and 5 support activities guidance and counselling.

a. Field of guidance and counselling services

1) Personal development field

In personal development, guidance and counselling help students find and developing a faithful and devoted person to God Supreme, independent, and physically and mentally healthy.¹¹

2) The field of social development

¹¹Prayitno, *Panduan Kegiatan Pengawasan Bimbingan dan Konseling di Sekolah* (Jakarta: Rineka Cipta, 2001), 77.

In the field of social development, guidance and counselling help students to know and connect with a social environment based on noble character, responsibility public and state responsibilities.¹²

3) Field of development of learning activities

In the field of development of learning activities, guidance and counselling help lead learners in dealing with and solving problems academic, such as the introduction of curriculum, selection of majors, or concentration, a way of learning, advanced education planning and others.¹³

4) The field of career development

The areas of career development, counselling and counselling help learners in solving various problems such as: understanding the world of work, career development, adjustment of work, understanding of his own circumstances career development possibilities corresponding to ability.¹⁴

5) Field of development of family life

Guidance and counselling is an effort to provide assistance to individuals as leaders/family members so that they can create a whole and harmonious family, empower themselves productively, can create and adapt to family norms, and play an active role in achieving a happy family life.¹⁵

6) The field of development of religious life

Guidance for religious life development is the assistance the counsellor gives the client that they are able to cope and solve problems related to religious life, concerning the establishment of religious values in each individual.¹⁶

b. Types of counselling and guidance services

¹²Ibid., 78.

¹³A. Juntika Nurikhasan, *Strategi Bimbingan dan Konseling* (Bandung: Refika Aditama, 2005), 15.

¹⁴Ibid., 13.

¹⁵Prayitno, *Panduan Kegiatan Pengawasan.*, 79.

¹⁶Tohirin, *Bimbingan Konseling di Sekolah dan Madrasah* (Jakarta: Raja Grafindo Persada, 2008), 139.

1) Service orientation

Counseling and Counseling Services that enable participants students to understand the environment (such as schools) newly entered participants educate, to facilitate and facilitate the role of learners in the new environment.¹⁷ The purpose of Counseling Guidance services is for new students and for marriage-other parties (especially parents students) to provide understanding and adjustment (especially adjustment of students) to the newly enrolled school environment.

2) Information service

The information service is providing information that is it takes learners. The purpose of this service, so that learners have knowledge (information) that adequate, both about himself and about the environment, society, and learning resources including the internet. Information obtained by learners is needed so easier in planning and decision making.¹⁸

There is also an information service method in school, which can be given by students in various ways, such as lecture method, panel discussions, interviews, field trips, props and tools other aids, guidebooks, career studio activities, and socio-drama.

3) Placement and distribution services

Placement and delivery service is a guide service that enables learners to get the right placement and channelling (e.g. placement or distribution in the classroom, study group, department or courses, elective courses, internships, curricular activities or extracurricular) in accordance with potential, talent and interests and conditions personally.¹⁹

4) Content mastery service

¹⁷A. Juntika Nurihsan & Akur Sudianto, *Menejemen Bimbingan Konseling dan Konseling di SMA* (Jakarta: Gramedia, 2005), 13.

¹⁸Ibid., 82.

¹⁹Dewa Ketut Sukardi, *Pengantar Pelaksanaan Program Bimbingan dan Konseling di Sekolah* (Jakarta: Rineka Cipta, 2002), 45.

According to Prayitno content mastery service is a service of assistance to individuals (students) both alone and in groups to master a certain ability or competition through learning activities. The ability or competition learned is a unit of content in which facts and data, concepts, processes, laws and rules, values of perception, effects, attitudes and actions are shared. With the mastery of the content, individuals (students) are expected to meet their needs and overcome the problems they experienced. Therefore, the content service also means an assistance to the individual (student) in order to master the aspects of the above-mentioned content in an integrated manner.²⁰

5) Individual counselling services

Individual counselling services that are guidance and counselling service that allows learners (clients) get direct face-to-face services (by individual) with the counsellor for discussion and the eradication of personal problems he suffered.²¹

6) Group guidance services

The group guidance service is a possible counselling and counselling service learners collectively obtain various materials from particular sources (especially from a counsellor or counsellor) useful to support his daily life.²²

7) Group counselling services

Group counselling services are counselling and counselling services are possible learners (clients) get an opportunity to discuss and alleviate the issues discussed are the problems personally experienced by each group member.²³

8) Consulting services

According to Prayitno consultancy services are counselling services by counsellors to customers (consulting) that enable consulting

²⁰Prayitno & Erman Amti, *Dasar-Dasar Bimbingan.*, 200.

²¹Prayitno, *Panduan Kegiatan Pengawasan.*, 86.

²²Dewa Ketut Sukardi, *Pengantar Pelaksanaan.*, 48.

²³Prayitno, *Panduan Kegiatan Pengawasan.*, 89.

to gain insight, understanding and ways that need to be implemented to deal with third-party problems. Consultations are essentially individualized in face-to-face formats between counsellors (as consultants) and consults. Consultations may also be made of two or more consultations if the consultates wish it.²⁴

9) Mediation services

The mediation service is a counselling service performed by counsellors to two or more parties who are in a state that does not find a match. Based on this meaning, the mediation service also means service or assistance to two or more parties who are in hostile circumstances.²⁵

c. Supporting activities for guidance and counselling

1) Application of instrumentation

That is the supporting activities of Guidance and Counselling to collect data and information about learners (clients), information about the environment of learners and the "wider environment". This data collection can be done with a variety of instruments, both tests or not test.²⁶

a) Test instrument

The test is a procedure for expressing behaviour someone and describes it in the form of a numerical scale or classification certain. The various tests, among others; tests of intelligence, talent, personality, learning outcomes, and diagnostic tests. Various things gained counsellor from the test results used a counsellor to set the type of service which need to be given to the intended individual.²⁷

b) Non-test instruments

(1) *Observations and interviews*, conducted with use observation guidelines or interview guidelines.

²⁴Prayitno & Erman Amti, *Dasar-Dasar Bimbingan.*, 1.

²⁵Ibid., 3.

²⁶Prayitno, *Panduan Kegiatan Pengawasan.*, 89.

²⁷Prayitno, *Dasar-Dasar Bimbingan dan Konseling* (Jakarta: Ghalia Indonesia, 2004), 318.

- (2) *Anecdotal notes*, observations, especially behavioural ones unusual or special who needs to get their own attention.
- (3) *Questionnaire and checklist*, to reveal things, usually about the individual self, by the individual himself.
- (4) *Sociometry* is to see and give an idea about the pattern of social relationships among individuals in the group.
- (5) *A standardized inventory* can be expressed in many ways usually the main subject of the Guidance services and Counseling more broadly, such as disclosing the types of problems experienced by individuals, student attitudes and habits.²⁸

2) The data set

The data set is the support activities of guidance and counselling to collect all data and information relevant to the need development of learners (clients).²⁹

a) Private data set

The student's personal data in the school, for example, covers a variety of things in the subject matter following: (1) Personal identity; (2) Background of home and family; (3) Mental abilities, talents and personality conditions; (4) History of education, learning outcomes, subject values; (5) Diagnostic test results; (6) History of health; (7) Extracurricular practice and out-of-school activities; (8) Interest and ideals of education and occupation or position; (9) Special achievements ever gained.³⁰

b) The general data set

That is data that concerns various information and variety things about "the wider environment". The general data collection can do by observation, interview, questionnaire, or list stuffing.

c) The set of group data

²⁸Ibid., 319.

²⁹Prayitno, *Panduan Kegiatan Pengawasan.*, 92.

³⁰Prayitno, *Dasar-Dasar.*, 320.

That is data on various aspects of development and the lives of a number of students or individuals outside the school, such as images general about the ideals of education and occupation, the problems are experienced, dissemination of learning achievements, attitudes and study habits, relationships social among group members.³¹

3) Conference case

The case conference is a support activity for guidance and counselling discuss the problems experienced by learners (clients) in a meeting forums attended by various parties who are expected to provide materials, information, ease and commitment to the eradication of the problem. Meeting in case of conference limited and closed.³²

The purpose of the case conference is to get a consensus from experts in interpreting data or sufficient and comprehensive information about the student self or case to facilitate in decision making, set the way best way to handle cases, as a first step in the determination referral when assistance is needed beyond the teacher's capacity and responsibilities counselor or counselor and coordination in handling problems by various interested parties.

4) Home visit

A home visit is an act of supporting guidance and counselling for obtaining data, information, ease and commitment to its performance the problems of learners (clients) through visits home. Activities home visits and also calling parents to school, have three main goals, including (a) Obtain additional data about student issues, especially those related to the state of the house or parents; (b) Convey to parents about the problem his son; (c) Building a parent's commitment to handling his son's problem.³³

5) Library view

³¹Ibid., 322.

³²Prayitno, *Panduan Kegiatan Pengawasan.*, 93.

³³Prayitno, *Dasar-Dasar.*, 324.

Supporting activities of bibliography display help clients to enrich and strengthen themselves with regard to problems experienced and discussed with counsellors in particular and in the development of self in general. Utilization of literary display can direct by a counsellor in order to execute services, and/or clients independently visit the library to find and make use of their own materials in the library in accordance with the needs. The literature view is a condition that enables clients to strengthen and enrich themselves with or without counsellor assistance.³⁴

6) Handover case

Case handover is a supporting activity to get a more precise and thorough handling of the problems faced by clients by moving the handling of cases from one party to another party. This activity requires close and steady cooperation between the various parties who can provide assistance for handling the problem.³⁵

Students as unique person different from each other of course also has a potential or a good (positive) or a tendency negative. Schools are often students who are still in the range of adolescence a lot who violate rules and regulations schools, while frequent violations (cases) can be grouped into mild cases, moderate cases, and severe cases.³⁶

- a. A mild case, such as ditching, lazy, difficulty learning in the field certain, fighting with school friends, fighting, drinking hard stage early, dating, stealing lightweight classes. Case these guides are guided by the homeroom teacher and the teacher in consultation with the principal (counsellor/tutor teacher) and make a home visit.
- b. Medium cases, such as emotional disturbance, dating with deeds Deviate, fight between schools, learning difficulties, because of interference in the family, mid-level drinking, stealing the middle class, social and immoral. Cases are being guided by counselling and counselling teachers

³⁴Ibid., 369.

³⁵Dewa Ketut Sukardi, *Pengantar Pelaksanaan.*, 91.

³⁶Bimo Walgito, *Bimbingan dan Konseling.*, 24.

(counsellors), in consultation with the principal, experts/professionals, the police, teachers and so on. Can also hold case conferences.

- c. Severe cases, such as severe emotional disorder, alcoholism and narcotics, criminals, pregnant students, experiments suicide, fights with sharp weapons or firearms. Severe cases conducted referral (over hand case) to psychologists, psychiatrists, doctors, police, lawyers who had previously done case conference activities.

Visually, the handling of students is problematic through the guidance and counselling approach can be seen in Figure 2.1.

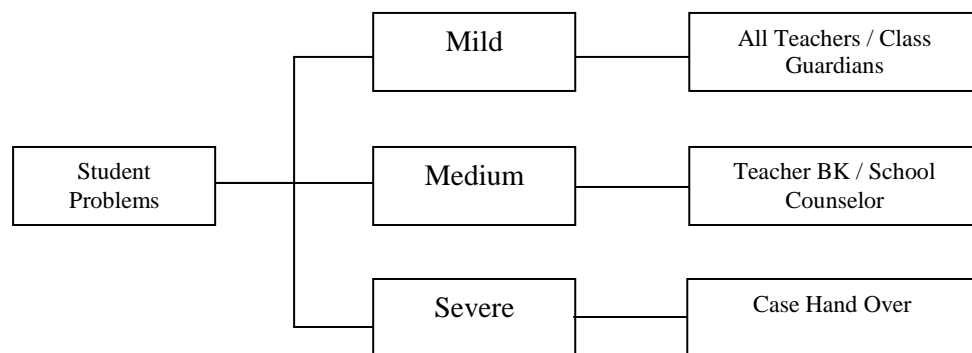


Figure 2.1 Type of Student Violation in School

From the figure above can be seen that the handling of students who problematic through the guidance and counselling approach is not solely is the responsibility of the counselling teacher/counsellor teacher in school, however, can also involve other parties to help students together in order to obtain personal adjustment and personal development optimally.

C. Management Guidance and Counselling

Management is very important and necessary in an organization also for an individual, it is because management is related to achieving a goal. With good management skills then the goal will be more easily achieved. Conversely, without management, an organization or individual will more difficult in achieving goals. Guidance and counselling are wrong an organization within the school that also needs its management in order to achieve its objectives.

In the context of guidance and counselling services, management and guidance counselling means the process of planning, organizing, directing and supervision of counselling and counselling services activities and use of other resources to achieve the intended purpose.³⁷

Permendiknas Number 111 The year 2014 on guidance and counselling on primary and secondary education explains the mechanism of guidance management and counselling is structured and includes the stages of needs analysis, planning, implementation, evaluation, reporting, and follow-up of program development.

Management guidance and counseling is an activity that begins with planning of guidance and counseling activities, organizing activities and all the supporting elements of counseling and guidance, mobilizing resources human to carry out guidance and counseling activities, motivate human resources for guidance and counseling activities to achieve goals as well as evaluating counseling and guidance activities to find out whether all service activities have been implemented and know how the results.³⁸

Management guidance and counselling are the activities of which facilitate and complement the daily functions of counselling staff include administrative activities, such as reporting and recording, planning and control budget, facility management, and resource management.³⁹

The conclusion of the above explanation, management of guidance and counselling services is any effort or way that the principal uses for optimally utilize all components or resources (energy, funds, facilities/infrastructure) and information systems in the form of guidance data set to provide counselling and guidance services in order achieving goals.

³⁷Tohirin, *Metode Penelitian Kualitatif dalam Pendidikan dan Bimbingan Konseling* (Jakarta: Raja Grafindo Persada, 2013), 256.

³⁸Sugiyono, *Manajemen Bimbingan dan Konseling* (Bandung: Rineka Cipta, 2012), 28.

³⁹Robert L Gibson dan Marianne H. Mitchell, *Bimbingan dan konseling* (Yogyakarta: Pustaka Pelajar, 2011), 566.

D. Management Function Guidance and Counseling

Management can be successful if in the management of the functions of management can be operationalized or can be done well and systematically.

1. Program planning counselling and guidance services

Planning according to H. J. Burbach and L. E. Decker in Nurihsan is a process anticipate and prepare various possibilities or endeavours to determine and control the possibilities that will occur.⁴⁰ Planning guidance and counselling need to pay attention to the goals achieved, schedules, school policies, procedures and methods of guidance and counselling.⁴¹ The programming stage needs to be considered (a) the formulation of the problem encountered students, counsellors, and principals; (b) the formulation of clear objectives; and (c) the formulation of inventory of existing facilities, personnel, and budgets cost.⁴²

Planning activities consist of (a) needs analysis/student problems, (b) goal setting, (c) analysis of school conditions and situations, (d) species determination activities to be undertaken, (e) determination of techniques and activity strategies, (f) determining the personnel to carry out, (g) the estimated costs and facilities use, (h) anticipate possible obstacles in implementation, and (i) time and place of activity.⁴³

The conclusion from the above description that the planning of guidance and counselling program is an activity counsellor in preparing and setting goals, objectives, materials, methods, time, place and plan of assessment of counselling and guidance activities tailored to the needs of learners. The form of activity program guidance and counselling planning consists of (1) student needs analysis, (2) analysis school situations and conditions, (3) goal setting, (5) determination of types, techniques, and

⁴⁰Achmad Juntika Nurihsan, *Bimbingan dan Konseling "Dalam Berbagai Latar dan Kehidupan"* (Bandung: Rineka Cipta, 2012), 62.

⁴¹Fajar Santoadi, *Manajemen Bimbingan dan Konseling Komprehensif* (Yogyakarta: USD, 2010), 13.

⁴²Sukardi, *Metodologi Penelitian Pendidikan, Kompetensi dan Praktiknya* (Jakarta: Bumi Aksara, 2008), 37.

⁴³Sugiyono, *Manajemen Bimbingan..*, 46.

activity strategy, (6) determination of time and place of activity, and (7) determination facilities and budget costs.

2. Organizing counselling and guidance services

After the planning is made then the counsellor performs organizing. The organizing function is the cultivating action effective behavioural relationships between people, so they are can work together efficiently, and gain deep personal satisfaction perform certain tasks, under certain environmental conditions reach a certain goal or goal.⁴⁴

Organizing counselling and guidance programs is an involuntary effort people into school guidance organizations as well as efforts to do the division of labour between members of counselling and guidance organizations in schools.⁴⁵

Counselors need to pay attention to the following matters in the organizing that is (1) all school personnel must be assembled in a container to materialize in unity to provide counseling and guidance services, (2) performing a common perception in doing services includes mechanisms work, work patterns, and work procedures, and (3) clear details about duties, responsibilities and respective authorities. In addition, the involvement of the people in this guidance and counselling organization is not solely from school personnel but from outside the school.⁴⁶

The involvement of such people as coordination can help in establishing relationships among personnel and other resources including other stakeholders outside the institution so that it can function optimally.

The conclusion from the above description that organizing is an effort to regulate the tasks of people in an organization appropriately and maintaining relationships with these people so as to achieve the intended purpose. In activities of counselling and organizing, counselling process for designing, grouping and organizing and dividing tasks between members of

⁴⁴George R. Terry, *Prinsip-Prinsip Manajemen.*, 4.

⁴⁵Achmad Juntika Nurihsan, *Bimbingan dan Konseling.*, 63.

⁴⁶Dewa Ketut Sukardi, *Proses Bimbingan dan Konseling.*, 40.

counselling and counselling organizations for the purpose of guidance and counselling organization achieved efficiently.

3. Implementation of guidance and counselling services

Implementation is the most important activity in management activities, implementation emphasizes on activities directly related to others in an organization. This means implementation is an effort in manifesting a plan into reality with various briefings. Siagian declares movement as an overall effort, way, technique, and methods to encourage members of the organization to be willing and willing to work with the best possible for the achievement of organizational goals effectively, efficiently and economically.⁴⁷

Implementation of guidance and counselling leads to the implementation of the program guidance and counselling that have been planned, in this case, related to counselling and guidance support services and support activities and counselling. Guidance and counselling services include orientation, information, placement and distribution, content mastery, group guidance, counselling groups, individual counselling, consultation, and mediation. While the activities advocates of counselling and counselling include data sets, home visits, display of literature, guidance and counselling, and handover case. Implementation is the activity of guidance and counselling services directly related to the counselee.⁴⁸

In order for the implementation of counseling and counseling services can work with smoothly, the counselor should (a) be able to create a conducive working atmosphere, (b) synchronize between the purpose of guidance and counseling with the purpose of the officer guidance and counseling, (c) creating harmonious relationships, (d) optimizing the potential of counseling and guidance officers, (e) recognizing and appreciate any accomplishment of guidance and counseling officers, and (f) placing guidance officers according to their abilities and characteristics.

⁴⁷Sugiyono, *Manajemen Bimbingan.*, 33.

⁴⁸Dewa Ketut Sukardi, *Proses Bimbingan dan Konseling.*, 56

The conclusion of the above description that the implementation of guidance and counselling service activities is all activities or efforts in motivating the counsellor in using the means approaches, techniques, methods in achieving guidance and counselling goals effectively and efficiently.

4. Supervision of the results of counselling and guidance services

Supervision in guidance and counselling management is called evaluation, evaluation is the last management function of which activities controlled from planning, organizing, and execution. Evaluation is related to how to supervise and supervise activities guidance and counselling, whether the implementation of counselling and counselling accordingly with programs that have been created.

Supervision is the process of monitoring, assessment, and reporting of the above plan the achievement of the objectives that have been applied to the corrective action in order to further refinement.⁴⁹ Supervision is an activity undertaken by managers to know and controls the implementation or activity of the organization, determine success organization and analyze possible obstacles to the implementation of activities organization.⁵⁰

Evaluation activities include: (a) setting performance standards, (b) measuring performance, (c) comparing work performance with established standards, and (d) take corrective action when finding fraud. While Santoadi states the evaluation process includes (a) recording (b) evaluation (measurement and assessment of results and work processes and organizational performance), and (c) take corrective action and development.⁵¹

The conclusions can be drawn from the above understanding that guidance and counselling service supervision is the accompaniment done in

⁴⁹Husaini Usman, *Manajemen: Teori, Praktik, dan Riset Pendidikan* (Jakarta: Bumi Aksara, 2011), 503.

⁵⁰Sugiyono, *Manajemen Bimbingan.*, 34.

⁵¹Ibid.

supervising, supervise and assess what kind of guidance and counselling activities implementation in accordance with the planned program.

E. The Role of School Counselors in Developing a Student Career

Fenti explained about the role of the counsellor in school and implementation and organization by differentiating the tasks of the school counsellor coordinator with school counsellors. The role of the school counsellor in the implementation guidance and counselling, including:⁵²

1. As an informer

The role of school counsellor as an information is to socialize services, functions, and benefits of guidance and counselling to learners.

2. As a facilitator

The role of school counsellor as a facilitator in facilitating learning service activities both preventive and curative. Therefore, school counsellors should understand the skills that must be mastered by the students, so that when students have learning difficulties, school counsellors can design improvement programs.

3. As a mediator

The role of school counsellor as a mediator, it is related to its strategic position that is facing directly with students, teachers/homeroom, and guardian of the students/community.

4. As a motivator

The role of school counsellor as a motivator is to provide motivation to students in carrying out guidance and counselling services in schools in the form of personal, social, learning, and career guidance. At the same time provide opportunities for students to carry out guidance and counselling services.

5. As a collaborator

⁵²Fenty Hikmawati, *Bimbingan Konseling* (Jakarta: Rajawali Pers, 2010), 21.

The role of school counsellors as collaborators is as a partner for other teachers and guardians/communities in the delivery of different types of counselling and guidance services, as well as case conferences.

Coordinator of school counselor on duty: (1) Socializing counseling and guidance services; (2) Develop the program; (3) Implementing the program; (4) Administering guidance and counseling activities; (5) Assess the program; (6) Conduct follow-up; (7) Make suggestions to the principal; (8) Responsible for guidance and counseling.⁵³

While the school counselor on duty: (1) Administering guidance and counseling activities; (2) Implement follow-up evaluation analysis results; (3) Analyze the results of the evaluation; (4) Evaluate the process of outcomes from counseling services; (5) Carry out support activities of guidance and counseling services; (6) Carry out guidance services; (7) Carry out preparation of guidance and counseling activities; (8) Plan guidance and counseling programs; (9) Socializing guidance and counseling.⁵⁴

Broadly the role of school counsellors, including:⁵⁵

1. Help learners understand themselves

Understanding yourself is understanding the advantages, disadvantages, potential talents, and interests it has. Knowing the advantages of self-use for increasing self-esteem and know self-deficiency in order to self-improvement. In addition to knowing the potential, talent, and interest in order to actualize them. By understanding, yourself will be making it easier for learners to find their true identity.

2. Helping learners in the process of establishing good behaviour

The role of the counsellor is not constantly giving advice to learners whose behaviour is not good, but also provide guidance and self-awareness that the participants do students are less precise. In addition, the good example of the counsellor himself is not language have an important share in the formation of student behaviour.

⁵³Ibid.

⁵⁴Prayitno, *Dasar-Dasar Bimbingan dan Konseling.*, 99.

⁵⁵Ibid.

3. Helping learners achieve developmental tasks

According to Havigust in Prayitno, the task of development is an emerging task at a given period of individual life, which if successful in achievement will bring happiness and bring success in carrying out the next task, but if failure will cause unhappiness, not accepted by society, and have difficulty in dealing with subsequent tasks. Here can be seen where the importance of achieving developmental tasks for learners, that is to keep abreast of the demands of every need period of development.

4. Helping learners find their own alternative problem solving which he faces

In human life is never out of trouble, as well as learners. Problems experienced by learners can be in terms of personal, social, learning, career, family, and life issues religions, these problems can hamper development learners if not immediately addressed and resolved. role of counsellor here is not a solution to the problem of the student, however, help students find their own solutions to these problems with providing guidance, so that learners can take the right decisions, as well as problems can be resolved. With so the purpose of the guidance and counselling working area that enables students to be able to achieve.

5. Helping learners in knowing, understanding, and developing career in accordance with the potential of the learner

Getting a job that matches your potential certainly a hope for all learners after graduation from school world. Often learners are preoccupied with various duties, homework, and repetitions become beside them the goal after graduating from school, ie entering college and work. This is where the counsellor's role is to introduce various things about a career to learners so that learners have a career picture that he will choose after completing his education at school.

D. Implementation of Career Guidance in School

Implementation of guidance and counselling programs in schools consists of several approaches, including:

1. Individual service

That is with career counselling in two ways: (a) First, counselling on problem-solving with the goal of copying problems faced by students and (2) Second, individual help for each student to understand himself, understand the world of work, and make intermediate adjustments himself with his world of work.⁵⁶

2. Group service

- a. Learning package, which is the implementation of career guidance using five learning approaches, including self-understanding, values, understanding of the environment, obstacles and how to overcome them, and plan for the future.
- b. Teaching unit, is every field of study has a subject discussions related to a job during the learning process should provide information pertaining to a work during the learning process brings related information with a work in respect of the material submitted.
- c. Bulletin board, through bulletin board guidance and counselling officers, install information, information about the different types of work the material is on take from clipping about a job and others.
- d. Day career is an activity to fill certain days filled with lectures from sources about a job.
- e. Tour work, ie students are invited to visit a place work to see closely about a job.⁵⁷

3. Information service

The information service will be directly able to help the students to understand himself in terms of the world of work, education, social and other social issues. This information service is provided to students, teachers of study, homeroom, parent/guardian, agency, and community. Providing

⁵⁶Agus Suyanto, *Bimbingan Karir* (Jakarta: Ghalia Indonesia, 2009), 23.

⁵⁷Ibid., 24.

information to students in schools can be implemented with a variety of activities, including:⁵⁸

- a. Provide a variety of job information sources, position or career.
- b. Provides media boards.
- c. Provide sources of information in the form of positions sound recording, filmstrip, video, slide projector with the equipment is then informed to the students with the aim of providing a thorough overview of the process of entering the work.

4. Visits of information gathering at various companies and employment

Visits gathering information can be interpreted as the form of activities to obtain various information relating to the life and work world of the agencies or companies visited. This activity is commonly referred to as fieldwork practices held during a certain period of time at level eleven.

5. Cooperating with companies and the world of work

Cooperating with the world of work aims to help counselees in career guidance. With this counsellor, counsellors know job vacancies in various regions and know the developments that occur in the work environment as well as things that are needed to help students get a job. In addition, especially for vocational students can develop their skills optimally and ready to face competition in the world of work.⁵⁹

It should be given as soon as possible so that students are able to decide on career options and be able to develop a career that becomes his choice. So the future of students is not wrong in choosing a job.

In general, establishing partnerships with companies, agencies, and the world of work has goals, including:⁶⁰

- a. Understanding the development of the industrial or corporate world, so as to provide students with extensive information about the world of work (demands job skills, working atmosphere, job requirements, and job prospects).

⁵⁸Dewa Ketut Sukardi, *Pengantar Pelaksanaan.*, 225.

⁵⁹Agus Suyanto, *Bimbingan Karir.*, 26.

⁶⁰*Ibid.*, 27.

- b. Provides information about parents' hopes and disappointments, which will help in the career selection process.
 - c. Have an insight into information related to career planning and selection and career readiness.
 - d. Maintain mastery of behaviours, values and competencies that support career choice
 - e. Know the abilities, talents, and interests as well as the direction of career tendency and art appreciation.
6. Conduct training to support student skills

Training is held to support the understanding of the world of work and provide skills for students so that when graduating from school, students are expected to develop the potential and expertise it has to enter the world of work, study, and community life.