

DEVELOPMENT OF COUNSELING GUIDANCE PROGRAMS IN ELEMENTARY SCHOOLS

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Abstract

In SD , BK services are really needed in helping students so that they are able to solve problems and develop their potential. In addition , BK teachers also help class teachers to provide guidance and services to elementary school students , so that Guidance and counseling services can be maximized. For that in development The BK program in schools is the basis of the BK implementation and services carried out by BK teachers, for that a program must be made properly and adapted with the needs of students (nedd asassment) . The program that is designed must be in accordance with the stages of BK program design in schools will have a positive effect on students later both in terms of learning outcomes and in terms of social.

Keywords– Counseling; Guidance Programs; Elementary Schools

1. Introduction

This BK service is not only done for junior high school / high school students but also for elementary school students. B K services have a relationship with each other. Almost all schools have supervising teachers, this is because in helping students at the school to be able to pass their lives well, and as well as helping students in solving problems. Problems that are being borne by students can arise due to various reasons things , such as problems that arise from the students themselves even though they come from the surrounding environment , therefore students should provided BK services to solve problems that he is facing, or the problems he is currently facing and the problems that may arise in the future. According to the cause of the problem.

In schools BK services can not stand alone, but there is an organizational structure headed by the principal who functions as a supervisor . At the Elementary School level, BK services are not carried out specifically by supervising teachers as at the Middle School level . and A bag Middle School . _ _ Class teachers need to carry out their duties thoroughly, both in providing all subject matter (except for Religious and Physical Education) as well as providing counseling services to all students.

In the service program BK in schools is a series of activities BK designed by the school, and carried out for a limited period of time . Assisting clients in achieving their developmental tasks is the goal of BK services . Counseling teachers must create a concept before designing a program, this concept becomes the basis for designing a counseling program in schools. From this concept, the BK teacher will also know what he will do. The program must also be based on student needs (needs assessment) based on observations or other instruments that support guidance and counseling teachers in seeking information as a source for designing a program. The program is not only to be implemented, but also required to have a positive impact on students and schools. The positive influence on students is an increase in student learning outcomes and good student social outcomes, for schools it can be seen through an increase in student learning outcomes which shows the quality of education in the school is increasing.

2. Method

This article describes about Development of Counseling Guidance Program in Elementary School (SD) . The form of this research method is By analyzing literature research, this article will describe the analysis of scientific journals that are relevant to the discussion that has been selected. Literature review is a relevant description in a particular field that can be found in books, journals, and articles. The main material in the analysis of this literature review is about the concept of the program, the provisions in the program, there are types of programs, the basis in program preparation, related requirements in the program, what materials are related to the program, how are the stages in carrying out the program and supervision. to program implementation. The stages that will be made in this literature review research method include : (1) determining the title of the article, (2) collecting initial data, (3) collecting supporting data, (5) generating conclusions.

3. Result and Discussion

Program Concept

According to the Ministry of National Education, the preparation of guidance and counseling programs in schools begins with assessment activities, or activities to identify aspects that are used as input for the preparation of the program. (Kurniawan, 2015) . Guidance and counseling activities in schools are realized in an organized and planned program. The guidance and counseling program will be implemented effectively, if it is based on the real needs and objective conditions of student development (Ridwan in Kurniawan, 2015) .

Prayitno (2004:52) explains that the B K . program is “ The contents are based on all BK organizations in the school. Program is the whole plan activities to be planned for a certain period of time. The BK program is formed by each counselor whose integral part is based on the overall school program . This program activity contains elements that can be contained in various aspects regarding the implementation of BK and oriented in achieve the objectives of BK

activities in schools. BK Settings contained in the teaching of education starting from Elementary School , Junior High School & Senior High School , and Universities. In this case, the BK program is formed by each counselor and become an integral part overall school program . From some of the explanations above, the concept of guidance and counseling programs in schools must be in accordance with student needs (needs assessment), based on the needs of students, counseling teachers will be able to conceptualize the program well and have clear goals for students.

In elementary school, the application guidance program related to the 6 parts that ideally can be fulfilled (Winkel, 1997: 160-161), namely:

- a. Become classification i, national education aims that early education put early skills for students make it grow. Their lives become individuals, part of society, society , state & part of humanity and make students for secondary education. Regarding the curriculum for early education , foundations , programs and development , provision of provisions for elementary schools is more concrete put basic literacy skills, basic knowledge & skills useful for students sync use developmental level & make them to participate in junior secondary education.
- b. School children have needs , which the main thing revolves around what he needs for receive love & care, make is recognized for its encouragement to promote cognitive development and receive acknowledgment & peers . Developmental tasks faced by students including managing various learning activities to use responsibly, behave appropriately acceptable to family & peers , share basic reading, writing & arithmetic skills using fast, share moral enlightenment . According to the values of life using build conscience. heavy burden must be borne by students at school is to explore study materials & learn Pancasila , learn religion , learning citizenship, learning Indonesian , reading and writing . Apart from that , the school has held some extracurricular activities, such as enrichment activities , enhancement activities & activity to further strengthen the personality for example scouts & various kinds of sports.

- c. initial pattern of guidance held is a generalist pattern. That is, the whole great educational energy generally present at the initial level of education are included , although there may be there are 1 or 2 people who are experts in the field of guidance services .
- d. In training there is a priority component is data collection, providing coverage & consulting. Collecting data includes various basic things , for example student learning skills & origin family . In giving coverage earlier covers socialization of a number of relevant fields of work for students in certain fields, good social knowledge and some basic standards for maintaining mental health. Consultation was given by class teacher for parents _ the professional guidance energy on teacher needy . Counseling is organized by somebody professional guidance expert .
- e. form of guidance often worn is group guidance. The striking nature of guidance is both preventive and preventive so that protege can have reasonable mental health limits .
- f. Teacher is p planner primary schools today, in collecting data on students and introduce various materials study to the world education. But , maybe there is activity special orientations , such as social dramas and group discussions. The trainer can ensure coordination all coaching activity . However, a career counselor should be appointed as coordinator .

Provision

In Permendikbud Number 111 of 2014 "Regarding BK for Early Education " and Secondary Education in Article 8 paragraph 2 explains that the management procedures that have been described there is paragraph (1) letter a partially method to manage the BK program in the school environment. Here are the steps from education units , including : analyzing according to needs , preparing plans, implementing, evaluating , reporting , and follow up on program development ” . _

The implementation of BK in SD/MI or the equivalent is carried out by a counselor or BK teacher, contained in Permendikbud No. 111 of 2014 article 1 paragraph 1 .

Based on Permendikbud No. 111 of 2014 in Article 10 paragraph 1 states that " B K is a systematic, objective, logical, sustainable and programmed effort carried out by counselors or BK teachers to facilitate the development of students / counselees to achieve achievement. independence in their lives".

Program Type

Dewa Ketut Sukardi (2003:13) explains the types of BK programs in schools, including:

- a. BK service program which covers all activities for 1 year in each class at the school/madrasah , is the Annual Program .
- b. All activities for 1 semester which are an overview of the annual program , is a Semester BK service program .
- c. Which includes all activities for 1 month which is a description of the semester program , namely the monthly B K service program .
- d. Which includes all activities for 1 week which is a description of the monthly program , namely the weekly B K service program .
- e. BK service program that is carried out on certain days of the week . The daily program is an overview of the weekly program in the form of a Guidance and Counseling Service Unit (SATLAN) and/or a Supporting Activity Unit (SATKUNG) , which is a daily BK service program .

Basic Programming

Meanwhile , in the activities of preparing the BK program in schools, there are : a series of activities made through various forms of surveys. “ The survey includes an inventory of goals, needs, school skills and school preparation in implementation of the BK program ". (Sukardi in Nurrahmi, 2015) .

The structure of the BK program according to Permendikbud Number 111 of 2014 regarding B K for early education and Secondary Education, consisting of rationale, vision and mission, description of needs, objectives, program components, service areas, operational plans, developing themes/topics, evaluating plans, reporting and follow-up, and budgeting. BK program structure a component must exist but not as a stage. The basis for the preparation of the

program must be complete and comprehensive, which will be carried out by the BK teacher.

In the service program BK in schools is a series of activities BK designed by the school, and carried out for a limited period of time . This program contains elements contained in various provisions regarding the implementation of BK and oriented to BK activities in schools in achieving certain goals . The objectives of the program are : so that BK activities in schools can be carried out properly , effectively, efficient so that the results can be assessed. The BK program is well structured and implemented, but to ensure the achievement of the objectives of BK activities in particular. In strengthening the accountability of BK in elementary schools, it is one of the basic goals of the school .

Program Terms

In implementing a program, it cannot be separated from external support, not only based on the content of the program compiled by the BK teacher, the BK program requirements (in Prayitno: 1997) are:

- a. Based on the needs and conditions of students, as well as levels and types of education .
- b. Completely and thoroughly regarding the function of guidance, covering all types of services as well as supporting activities so that it is guaranteed so that the IP-BK principles are fulfilled . The completeness of the program must be adapted to the needs and characteristics of students at related educational levels .
- c. Systematic, meaning that the program is in the form of regarding reasonable thinking , synchronized order avoid useless and divided pile _ makes sense.
- d. M has received some input in develop as well as make improvements without changing the total program , is open and flexible nature .
- e. Holding collaborations, and all relevant parties to take advantage of various available resources and facilities for the convenience and success of BK services .

- f. Perhaps in the implementation of the assessment and follow-up, it can improve the program in particular and increase the effectiveness and efficiency of the implementation of the BK program which generally " .

Program Material

According to POP BK in SD 2016, explained that the service material map is based on the annual /semester BK program that has been formed . BK service materials cover 4 areas of BK services that are provided proportionally, including:

- a. The personal field, is the field of service in helping students to understand and assess talents and interests.
- b. The social sector is the service sector to help students understand as well as able to assess, develop social and industrial interaction skills that are harmonious, dynamic, fair and dignified.
- c. The field of learning is a field of service that helps students in learning skills to be able to develop in their education independently.
- d. The career field is a service field to help students understand and assess information, so they are able to choose and make career decisions .

In addition, service material is also directed at the following:

- a. “ Routine, is activities that are used regularly and continuously, for example : in honoring the flag, participating in gymnastics, carrying out special religious worship together, regularity, maintaining cleanliness and keep yourself healthy.
- b. Spontaneous, is activity not in order to special occasions, for example : shaping greeting behavior, in its place throwing garbage , waiting in line, there is no difference of opinion (there is a fight).
- c. Exemplary is an activity in the form of daily behavior that can be an example: neat in dress , good in language , diligent in reading, flattering goodness or praising the achievements of others, then coming on time. (Depdiknas, 2007).

The material provided by BK teachers must have positive benefits for students, positive benefits will also be able to improve student learning outcomes

and also socialize students in their environment, students can alleviate KES-T and develop KES.

Program Socialization

According to Prayitno (1997) , " An effective counseling service requires the cooperation of all " stakeholders for the success of a counseling service program in schools. BK services are very vital because of the collaboration between school colleagues towards profession and its role. Without mutual cooperation _ group , then the activities of BK services will be hampered . Likewise, cooperation with parents of students , all students and other experts needed in case transfer services as well as other institutions / parties in society in general, then ensure the successful implementation of the program. From this, it is necessary to disseminate information to related parties ”.

Program Implementation Stages

The implementation of the activity unit program, namely service activities and supporting activities, is the spearhead of the overall BK activities . The methods needed are :

- a. Service unit program as well as activity supporting plans are planned as written with the intent, purpose, materials, method , time, place and evaluation plan, this is included in the planning stage.
- b. The written program of the activity unit (service / support) is carried out with a plan, which is the implementation stage .
- c. The result of activity which has been measured by value is the evaluation stage .
- d. The results of the assessment are analyzed in determining the aspects for further attention , which is the result analysis stage.
- e. From the results obtained, it must be followed up so that in accordance with the results of the analysis used previously, can be passed with the service or related support activities , are in the follow - up stage .

In Permendikbud Number 111 of 2014 article 7 it is explained that:

- a. B K service plan is divided into several amounts : a. Total individuals served; b. problem; and C. The way in service communication.

- b. plan B K regarding the number of individuals being served, it has been explained through paragraph (1) letter a that it is carried out with services individual counseling, group counseling services, classical / large class counseling services .
- c. The B K service plan is based on the problems described in paragraph (1) letter b by providing guidance or advocacy.
- d. B K service plan based on the service communication method described in paragraph (1) letter c is carried out through the following methods: face to face or social media .

After the program is carefully designed by the BK teacher, the BK teacher must also have the right strategy according to the situation and conditions in the school, with the right strategy it is hoped that students will get the right service and according to their conditions.

Program Implementation Supervision

Counseling service program activities in schools or madrasas are seen , assessed, and formed through supervisory activities.

- a. Supervision of counseling service activities is carried out by :
 - 1) Internal, supervision is held by the principal or madrasa.
 - 2) Externally, supervision is held by the school/madrasah supervisor in the counseling service section.
 - 3) Extra institutional (according to applicable regulations), by the school committee, and/or professional counselor organizations.
- b. The focus of supervision is professional competence of counselors and implementation of mandatory counseling service activities for the counselor's duties in schools/madrasahs.
- c. Supervision of counseling service activities is used periodically and continuously .
- d. Monitoring results are documented, reviewed , and followed up because they can improve the quality of planning and implementation of counseling service activities in schools/madrasahs , (Prayitno, 2009).

The program that has been designed is not enough to only run the program but also has to supervise the implementation of program activities , so the services provided by BK teachers are able to comply with the program design that has been designed.

4. Conclusion

In the article explains that in SD it is very necessary for BK services in helping students so that they are able to solve problems and develop their potential. In addition , BK teachers also help class teachers to provide guidance and services to elementary school students , so that Guidance and counseling services can be maximized. For that in development The BK program in schools is the basis of the BK implementation and services carried out by BK teachers, for that a program must be made properly and adapted with the needs of students (nedd asassment) . The program that is designed to be in accordance with the stages of the BK program design in schools will have a positive effect on students later, both in terms of learning outcomes and from a social perspective .

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