

GUIDANCE AND COUNSELING PROGRAM MANAGEMENT IN THE STATEMADRASAH TSANAWIYAHTANJUNG BALAI

Lahmuddin Lubis¹, Marasamin², Merry Andriany Hasibuan³

¹FDK UIN Sumatera Utara Medan, Indonesia

²FITK UIN Sumatera Utara Medan, Indonesia

³Postgraduate student MPI UIN Sumatera Utara Medan, Indonesia

Abstract

This study aims to explain the management of the guidance and counseling program that covers planning, organizing, actuating, and monitoring/evaluating in Madrasah Tsanawiyah State Tanjung Balai. The types of research used is qualitative research with a case study approach. The data collection uses interviews, observation, and documentation. The data analysis using Miles and Huberman techniques. Research results show that 1. The planning has not appropriately implemented; this is indicated by the guidance and counseling program that based on the analysis of the needs of students, 2. Organizing is done quite well with the distribution of work tasks, 3. Actuating of activities carried out incidentally or in coordination with the subject teacher, 4. Supervision/evaluation is not well implemented. This research concludes that the school will better understand the guidance and counseling activities by providing support facilities so that the program offered is following the needs of students.

Keyword: management guidance and counseling,

INTRODUCTION

The school is one part of formal education that provides students with services that follow the teaching and learning activities. With the education of learners can easily follow the learning activities so that they can develop their skills through the learning process. The implementation of guidance and counseling in schools in the form of property fulfillment to reach the level of student development will facilitate the realization of the potential of students maximum. The students at the first intermediate stage are the people who are transitioning to the adult level. Facilities as a way to facilitate the mechanism because in general every individual will certainly want to always develop. To reach this stage certainly needed facilities with educational elements, namely guidance and counseling.

The guidance and counseling represent the community's desire to help students in school. The guidance and counseling donations add signings to the educational, vocational and social information necessary to make a choice knowledgeable for

learners. According to Suherman (2007:54) to achieve an effective and efficient guidance and counseling planning program, some things that need to be done are analysis of the needs of learners, guidance and counseling objectives, situation analysis Determination of the types of activities to be carried out, establishing methods of implementing activities, as well as the determination of activity personnel.

The guidance and counseling programs in a school it is very influential and serves as a guideline on the field of guidance that is personal, learning, social, and the career of learners in the face of problems in the present era. However, the success of the guidance and counseling program is certainly not only seen from the competence of a tutoring teacher and counseling, but also need a collaboration between school personnel with guidance and counseling teachers, it will be The success of such mentoring and counseling programs.

The program benefits for tutoring and counseling teachers are: provides an opportunity to collaborate with teacher subjects, class guardians, and students ' parents, and allow learners to have their subjects Based on their own understanding. Based on the results of observations that researchers do against Madrasah Tsanawiyah Negeri Tanjungbalai Researchers found there are several factors that become a source of barriers in implementing management of mentoring and counseling programs. As for the factors including (1) Program only as a completeness of administration and not based on the needs Analysis of learners, (2) The service does not correspond to the Program, (3) absence of special hours for guidance and counseling, (4) Number of teachers Guidance and counseling that do not correspond to the number of learners, (5) facilities and infrastructure are still minimal, (6) There is no evaluation in the implementation of guidance and counseling.

Through this research researchers want to know the working mechanism of teacher guidance and Counseling in organizing the program according to the needs of learners. Based on the background above, researchers feel interested to do the research under the title of Management of guidance and counseling Program in Madrasah Tsanawiyah Negeri Tanjungbalai.

METHOD

The research methods used are qualitative methods with a case study approach. Sukmadinata (2010:77) Declaring a case study is a method for collecting and analyzing

data in respect of a case. According to Arikunto (2002:120) A case study is an intensive, detailed and in-depth study of a particular organization, institution or symptom. Such cases can be about individuals, cases in an area, or cases that occur in madrasah or other institutions. Where data is obtained from observations, interviews, and documentation. The primary data source in this study consists of the head of Madrasah, deputy chief of Madrasah curriculum, teacher guidance and counseling and learners. While the secondary data sources consist of various documents and archives of guidance and counseling in Madrasah Tsanawiyah Negeri Tanjungbalai and records that occur in field.

The data analysis procedures take place using the Miles and Hubberman technique, which is data presentation, data reduction, and conclusion withdrawal. To ensure the validity of the data, the authors use triangulation techniques, according to Moleong (2000:330) A data validity inspection technique that utilizes something else beyond that data for the purpose of checking or as a comparison to the data. The triangulation technique intends to test the correctness of data that has been obtained.

RESULTS AND DISCUSSION

Based on the findings regarding the management of guidance and counseling programs at Madrasah Tsanawiyah Negeri Tanjungbalai, there are several things related to the management function of mentoring and counseling programs. According to researchers, the process of guidance management and counseling in Madrasah Tsanawiyah Negeri Tanjungbalai has not been in accordance with the theory of Tohirin (2007:256) in the formation of management of mentoring and counseling programs.

The analysis of the needs of learners, in the Madrasah is not based on the needs analysis of learners, but teachers guidance and counseling download existing program files because the head of Madrasah wanted the program to Completing the new school year. The ideal Program should be precise about the needs of students either by using various instruments, or by observing the teacher, the class guardian, or the tutoring and counseling teachers them selves.

According to Fathur Rahman (2008:19) that assessment activities include 1. Assessment of the environmental context of the program relating to identifying the expectations and objectives of the school, parents, society, and stakeholders in education, engaged in the

advice and infrastructure supporting the program, conditions and qualifications of counselors, as well as policies principals, 2. Assessment of students' needs and concerns involving student characteristics, such as physical aspects, intelligence, motivation, interests, problems, and developmental tasks.

To determine the objectives, the teacher and counseling teachers have the benchmark in providing the service, namely guidance and counseling teachers, referring to the staged problems and development of learners based on the vision and mission of Madrasah. In interpreting and determining material based on type, technique and strategy, teacher and counseling teachers do not have a data collector tool such as a tool to uncover problems. The steps to collect the personal data of learners who can at least learn about the students ' personal and become the teacher of guidance and counseling when there are problems faced by learners.

The time allocation for guidance and counseling is not provided, because the degree of subjects at the Madrasah level so it is not possible to enter the class. Budgets and guidance and counseling facilities are known that in the management of the budget is not self-administered by teacher guidance and counseling. If guidance and counseling teachers need budget, then teacher and counseling teachers submit these needs to the Madrasah. The budget plan can be seen from the Madrasah Tsanawiyah Negeri Tanjungbalai Guidance and Counseling program which is located within the guidance and counseling program. With the budget of the Madrasah will support guidance and counseling activities and is one form of the responsibility of guidance and counseling services.

The opinions expressed by Sukardi (2008:38) that in the preparation of guidance and counseling programs in schools and inventing various facilities, including guidance teachers and counseling who have implemented the program, budget cost Guidance and counseling activities in the Madrasah. The choosing a counsellor or teacher of competent guidance and counseling. The steps for the selection of tutoring and counseling teachers are known to have not yet contributed because one of the teachers of tutoring and counseling is not a background in education guidance and counseling but rather a background of Islamic religious education. As in regulation of the Minister of National Education of Republic of Indonesia No 27 years 2008 (2008:17) concerning the standard of academic qualification and competence Counselor, stated that the academic qualifications of counselors and in the formal and non-educational units

Formal education is undergraduate (S1) guidance and counseling and educated profession counselor.

The socialization of guidance and counseling. With regard to the socialization of guidance and counseling is good. While there are still some learners who assume that a tutoring and counseling teacher is the dreaded figure, the school police, the substitute teacher and only dealing with the troubled learners. In Prayitno and Erman Amti (2004:122) It is a misunderstanding of the guidance and counseling that need to be straightened out. The division of duty with guidance and counseling teacher ratio of 2 people, and students amounting to 739 students is not in accordance with the workload of teacher guidance and counseling in article 54 paragraph (6) government regulation of the Republic of Indonesia No 74 years 2008 (2008:19) stating that the workload of tutoring and counseling teachers or counselors who gain professional and additional benefits is to have as many as 150 learners per year at or more units of education. Forming cooperation with stakeholders. In terms of cooperation with all parties both from the Madrasah and outside the environment is performed quite well.

The absence of special hours set by the head of the Madrasah due to the solid subjects in the madrasah but in the implementation is done on an incidental basis according to the needs of students or collaborations with the teacher of subjects. The process of conducting guidance and counseling activities in Madrasah Tsanawiyah Negeri Tanjungbalai can be seen any discrepancy in the implementation of the services with the program obtained. Guidance and counseling services that are carried out at Madrasah Tsanawiyah Negeri Tanjungbalai such as classical services, and individual counseling.

The absence of special hours of entry into the classroom resulted in more tutoring and counseling teachers conducting individual counseling so that not all learners get the service. Many learners are reluctant to utilize guidance and counseling as well as from students themselves considering that guidance and counseling only deal with troubled learners. Although the implementation of guidance and counseling has not been the maximum teacher guidance and counseling in Madrasah Tsanawiyah Negeri Tanjungbalai seeks to provide individual service and be friendly, open, and warm so as to tell guidance and counseling teachers.

In connection with the supervision or evaluation of management of guidance and counseling program in Madrasah Tsanawiyah Negeri Tanjungbalai not held evaluation, because teacher guidance and counseling not a teacher of civil servants and non-certification That require complete stages of guidance and counseling management. Based on the research of Badrujaman (2012) There are two main factors so that the evaluation of the mentoring and counseling programs are not implemented namely: lack of skills to evaluate and high workload. The indicators that cause low evaluation are results of difficult guidance and counseling programs, less complete data guidance and counseling, lack of budget guidance and counseling funds, evaluation criteria guidance and counseling, the availability of teachers less guidance and counseling, and lack of support from the headmaster.

CONCLUSION

Based on the results of the study can be concluded that the planning of guidance and counseling programs in Madrasah Tsanawiyah Negeri Tanjungbalai has not been well-run with the program but not based on the needs of learners, Unavailability of special hours of guidance and counseling into the classroom, and still lack of facilities and infrastructure supporting the implementation of guidance and counseling. Furthermore, organizing has gone well enough with the division of the work assignment of teacher guidance and counseling by the Deputy Chief Madrasah Curriculum section, but only one teacher set in the educational guidance and counseling, besides The ratio of mobile teachers and counseling to students is inappropriate so that one teacher guidance and counseling handles more than 150 learners.

The implementation of guidance and counseling quite well, although the implementation is not in accordance with the program obtained but the service is done on an incidental basis and coordinate with the teacher of the subjects. The process of supervision/evaluation in Madrasah Tsanawiyah Negeri Tanjungbalai not carried out as expected, in because there are several reasons that is at the Madrasah level has not been supervisor in the field of guidance and counseling from the Ministry of Regional Religion, and teachers of guidance and counseling that exist in Madrasah Tsanawiyah Negeri Tanjungbalai.

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