



## GUIDANCE AND COUNSELING MANAGEMENT AT MADRASAH ALIYAH NEGERI 1 MEDAN

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**Abstract:** This paper is a result of field research on guidance and counseling management at Madrasah Aliyah Negeri 1 Medan with qualitative methods. This study aims to reveal how management elements such as Planning, Organizing, Implementation, and Supervision become a design of the guidance and counseling implementation by guidance and counseling teachers. Based on the research analysis, guidance and counseling teachers make plans consisting of annual, semester, monthly, weekly and daily programs to then create a duplicated program from the previous year's program and there is relatively no modification as required by students' needs and Madrasah abilities and does not pay attention to needs assessment. The management elements have not been used by the madrasa as the guidance and counseling management parameters, in this case many factors are the cause. The leader's vision and mission, which have not been supported by an understanding of what and how important management is in an organization, it is a central issue besides the small sense of responsibility for one job. Organizing goes without clear direction. Professionalism of guidance and counseling teacher and limited funds to be a complementary factor. Furthermore, the supervision has not been carried out holistically and integratively.

**Keyword:** Management, Guidance and Counseling.

### INTRODUCTION

Madrasah Aliyah Negeri (MAN) 1 Medan organizes Guidance and Counseling (BK) services in an effort to foster and improve student achievement. Guidance and counseling services are optimized for their ability to solve various problems experienced and for planning their future.

The results of the grand tour carried out related to the implementation of counseling guidance at MAN 1 Medan does not have a match between theory and practice. In theory, every guidance and counseling program designed must pay attention to the signs, such as the existence of an alternative to the design that is made, is economical, flexible, involves the experience of the supervising teacher, involves the participation of many parties, is dynamic, related to other management functions such as the organizing system, implementation and supervision. But in reality the guidance and counseling program planning is dominated by the guidance and counseling coordinator without involving the

supervising teacher as well as the less coordinated program design between Madrasah headmaster, the guidance and counseling teacher and the subject teacher.

Various other conditions have contributed to the weaknesses in the management of guidance and counseling at MAN 1 Medan including the lack of training and the inadequate student services with guidance and counseling implementing staff available, the distribution of foster students is not based on regulations, but based on the number of classes, and this certainly conflicts with the dynamic characteristics of a dynamic the planning. Another problem surrounding the implementation of the guidance and counseling is the absence of special hours to provide services to students as is usual for teaching subject teachers in the classroom. The special room for guidance and counseling activities is not very supportive as a place to provide services and other classic issues in the form of costs so that this has an impact on the non-implementation of home visiting services and inter-school advisory counsel meetings as a form of enriching the guidance counselor's insight.

The results of this grand tour also show that guidance and counseling units lack support from cooperation and coordination from other personnel, guidance and counseling management has not been professionally managed. This condition is further compounded by the large demands of both the school and stakeholders so that the results of the guidance and counseling activities are clearly visible. Even though the field of work on guidance and counseling is closely related to the formation of students' mental attitudes that are difficult to see in tangible results and require a considerable amount of time. Coaching activities of students through guidance and counseling services do not necessarily be seen after one type of service has been completed.

The various problems surrounding the implementation of guidance and counseling above are increasingly complex with the implementation of guidance and counseling management being professionally managed. The madrasa head as the person most responsible for organizing the guidance and counseling at the madrasa does not have clear leadership characteristics. On the one hand it tends to be democratic, on the other hand it is authoritarian and even tends to not want to know (*laissez faire*). The madrasa head fully submits the guidance and counseling management at MAN 1 Medan to the guidance and counseling coordinator.

Lieberman and Aaron (2004) in their research concluded that the emergence of chaos in counseling guidance services in schools was due to the empowerment of staff or improper tutor teachers. Empowering professional tutors is the first step in increasing the effectiveness of counseling guidance in schools. This research is not directly related to the

management of counseling guidance, but the element of professional human as a management sub-system is the key word for the effectiveness of management counseling guidance in schools. In line with the above, Maryanto's research (2005) also concluded that the professionalism aspects of the supervising teacher, the principal's support for the supervising teacher, and the support of the field of study teacher for the supervising teacher, in relation to the application of Guidance and Counseling management in schools.

The realities on the ground are certainly contrary to the demands of the guidance and counseling management who want a well-planned planning, organized regularly, carried out with directed and overseen by a standardized supervision system. Conditions that are not ideal in the management of guidance and counseling in MAN 1 Medan if left unchecked will harm many parties, even endanger the world of education. Various student problems become inseparable, student achievement is low, and finally graduates who do not excel even mentally have problems. For this reason, serious and in-depth research on management of guidance and counseling at MAN 1 Medan, which is focused on the field of planning, organizing, implementing and monitoring, is something that is urgent to do.

Based on the background of the problem above, the problem and purpose of this study are intended to uncover and find answers on how to plan, organize, implement and supervise guidance and counseling at Madrasah Aliyah Negeri 1 Medan.

## RESEARCH METHOD

This research was conducted at Madrasah Aliyah Negeri 1 (MAN 1) Medan with guidance and counseling teachers as research subjects. This research was conducted from September to December 2019 using a qualitative approach. The selection of this approach is intended to raise the real conditions in the field and obtain relevant information: (1) the actual conditions of how to plan Guidance and Counseling at MAN 1 Medan (2) What is the process of organizing Guidance and Counseling, (3) How to implement it and (4) How is the guidance supervision process counseling at Madrasah.

The informants of this study were the counselor teacher coordinator, 5 guidance and counseling teachers and the Head of Madrasah as the person most responsible for the implementation of guidance and counseling services at Madrasah. However, if in the research process the desired data is not sufficient, it is possible to add the next informant, so that the desired data is obtained. To get accurate and real data, researchers themselves go directly to the field (participant observation). Data collection is done by interview, observation and documentation study.

Data analysis activities are carried out by following the stages of the interactive model data analysis of Miles and Huberman (1998), which is an analysis consisting of three activities that occur simultaneously, namely data reduction, data presentation, and withdrawal conclusions or verification. The three data analysis activities above use an interactive model, as below: To maintain the level of trust in the research results, an examination and checking the validity of the data obtained is carried out. In this case the researcher uses triangulation as a form of technique by utilizing the use of sources, methods, investigators and theories if possible.

## **FINDINGS AND DISCUSSION**

The general findings of this study provide information that MAN 1 Medan is led by a madrasa head namely Drs. Ali Masran, MA who is also the most responsible person in the organization of guidance and counseling services at MAN 1 Medan. The implementation of counseling guidance at Madrasah Aliyah Negeri 1 Medan is managed by 5 guidance and counseling teachers. 3 of them are civil servants and have been certified as tutors. His guidance and counseling coordinator has a background in undergraduate education at the guidance and counseling State University of Padang. 1 psychology graduate from the University of North Sumatra and another Islamic education (PAI) who took his 2nd degree in guidance and counseling. The other 2 guidance and counseling teachers are honorary staff members with the qualifications of Islamic guidance and counseling education (BKI) of the State Islamic Institute of North Sumatra (IAIN SU).

The Guidance and Counseling (BK) teachers at MAN 1 Medan occupy a room devoted to guidance and counseling activities with a size of 4 x 9 meters equipped with tables, chairs, laptops, printers and cabinets as equipment for completing the guidance and counseling room. As ideally the guidance and counseling room which has room facilities for individual counseling, at MAN 1 Medan this has not yet been found. If there are students who will be served in the form of individual counseling services carried out in the room without regard to the principle of confidentiality of counseling guidance. On the other hand, if there is a guidance and counseling teacher who will carry out group counseling services or group guidance, they must wait for students after class and there is an empty room, then the guidance and counseling teacher is used to carry out the service. Facilities for completing the guidance and counseling unit at MAN 1 Medan such as books relating to the techniques, models and types of guidance and counseling services that guidance and counseling teachers have to do for their students are not yet available. A good guidance and counseling unit provides a variety of literature or books or literature that can be used

as a reference by guidance and counseling teachers in carrying out guidance and counseling services for students.

Meanwhile, the special findings of this study conclude that the preparation of the Counseling Guidance program plan at MAN 1 Medan has not been based on research results and does not have the value of flexibility, so the implementation seems monotonous. On the other hand the preparation of the guidance and counseling program at MAN 1 Medan does not involve other madrasa implementing elements, this is because the madrasa head gives full authority to the guidance and counseling coordinator in compiling the guidance and counseling program. Likewise, the absence of socialization on work programs that have been prepared so as to create an atmosphere of mutual suspicion and full of question marks will accompany the work of guidance and counseling teachers in implementing the guidance and counseling program from subject teachers and other madrasa implementer.

For good planning to continue, various parties need to be included. In connection with the preparation of the guidance and counseling program, the guidance and counseling coordinator as the unit leader is required to be able to work together with various parties involved in realizing the programs that have been prepared. For this reason, the experience, knowledge and intuition of various parties, including the headmaster of Madrasah, counseling teachers, school administrators and subject teachers at Madrasah, form an important part of the program's basis. If this aspect of participation is not fulfilled it will have an impact on the program which is indicated to be less realistic and tends to be written only on paper without any implications on improving student achievement and achievement of the vision and mission of MAN 1 Medan as stated above.

Good planning must also take into account all possibilities and be flexible (flexible). Good planning is not rigid, not obstructed by one situation and condition, but can be adjusted to the available staff. This does not mean that the plans that are prepared do not have principles, it means that the plans that are arranged can be adapted to various conditions without changing the substance. Technically it might change, but the desired results are still achieved. Thus the plan made can be the basis for other management functions, such as the organizing function, the implementation function and the supervisory function.

According to Muri Yusuf (1997), good guidance and counseling program planning is a program that is planned based on the results of research, prepared by involving many people, done with a coordinating system and evaluated with full flexibility. Prayitno (2009)

also states that the preparation of the guidance and counseling program must be flexible and flexible.

Based on the guidance and counseling expert's opinion it can be stated that the preparation of the guidance and counseling program at MAN 1 Medan is still far from what it should be as demanded by the management of Guidance and Counseling. Although the guidance and counseling coordinator is a person who has a master background in the field of guidance and counseling, but involving all elements of implementing Madrasah becomes a necessity in preparing the guidance and counseling program referred to.

In a management review doing a job at an educational organization or institution should include the people in the unit. Like the guidance and counseling unit at MAN 1 Medan, a guidance and counseling coordinator in carrying out his duties and functions should involve all guidance and counseling teachers, subject teachers and madrasa technical staff. For this reason, well-designed works are done together. Work programs in each field and type of service and guidance and counseling support activities will be very difficult to do if they do not involve teamwork. For this reason, guidance and counseling coordinators are demanded to be able to work together with the head of madrasa in organizing the implementation of BK services. In this way minimization of misunderstanding occurs in the delivery of services that will be done by guidance and counseling teachers.

The second finding of this study shows that the organization of guidance and counseling is coordinated by the guidance and counseling coordinator, which in general this process has not yet met the management principles. Organizing guidance and counseling activities seems traditional, because the coordination efforts made are only limited to verbal communication. Work programs which include annual, monthly, weekly and daily programs require a proper organizing system in their implementation. According to Prayitno (1982), all guidance and counseling activities must be organized through an appropriate coordinating system. Coordination is interpreted as a form of unity in implementing the entire program. The guidance and counseling coordinator is tasked with organizing the guidance and counseling teachers in carrying out their duties outlining the entire program design in solving various student problems.

According to the author, various obstacles experienced by guidance and counseling teachers in implementing the guidance and counseling program at MAN 1 Medan were also triggered by the understanding of the madrasa head towards guidance and counseling. The madrasa head should understand well what and how the guidance and counseling unit is run, so that the madrasa head can give clear instructions to the guidance and counseling



coordinator on how to implement or move the personnel in the guidance and counseling unit. In line with this, Muri Yusuf (1997) also emphasized that each prospective headmaster or madrasa before taking office was obliged to attend upgrading in the field of counseling guidance. This is intended when they have served as leaders, they know and understand what and how guidance and counseling units are functioning. Between the teaching process, guidance and ideal supervision have the same portion in an educational institution. In fact, as seen at MAN 1 Medan, the portion of teaching receives more attention when compared to the portion of guidance and supervision.

Related to the third finding, it shows that the implementation or mobilization of the guidance and counseling program at MAN 1 Medan has not proceeded as expected, this is due to the weak leadership of the madrasa head and guidance and counseling coordinator. Limited understanding of what and how a person acts as a manager has an impact on taking inappropriate actions. Not all personnel in a unit have the same skills and attitudes. For this reason, a manager in this matter the head of the madrasa and guidance and counseling coordinator at MAN 1 Medan, in carrying out its function as a leader is not merely completing the program, but more humane by carrying out his leadership process with art, the art of knowing and understanding the character of guidance and counseling teachers and other madrasa personnel which contributed to the guidance and counseling program at MAN 1 Medan. Art here is also intended as the ability of the headmaster and guidance and counseling coordinator in communicating or establishing good relations with all personnel related to the implementation of the guidance and counseling program.

According to the author, although in the guidance and counseling unit at MAN 1 Medan there is a guidance and counseling coordinator, but the person who is most responsible for organizing all activities at Madrasah is still Madrasa headmaster. The madrasa head is obliged to give instructions to the guidance and counseling coordinator to oversee all the activities of the guidance and counseling teacher in providing services to students. The instruction given by the madrasa head to the guidance and counseling coordinator is also a form of supervision. Thus, even though the guidance and counseling coordinator has an educational background in the guidance and counseling field and better understands guidance and counseling management, the madrasa head still has the responsibility to supervise the guidance and counseling coordinator, not to leave or let go without meaningful supervision.

Another factor that contributed to the lack of smooth mobilization or implementation of guidance and counseling at MAN 1 Medan was the limited incentives

(salaries) received by guidance and counseling teachers, especially honorary guidance and counseling teachers. The success of a job is not always due to the amount of incentive (salary) received. However, based on the findings at the research location it is known that the salary received by honorary guidance and counseling teachers is Rp. 1,700,000 per month is still far from enough for the size of work to be completed as a tutor.

The fourth finding shows that the supervisory activities carried out by the guidance and counseling coordinator and Madrasah headmaster of guidance and counseling activities at MAN 1 Medan are far from general management-based management and guidance and counseling management. According to Terry (1968) supervision is a systematic effort in determining what has been achieved that leads to performance appraisal and the importance of correcting or measuring performance based on previously determined plans.

In a simple form the supervision of the guidance and counseling program at MAN 1 Medan can be done through several stages or steps as follows:

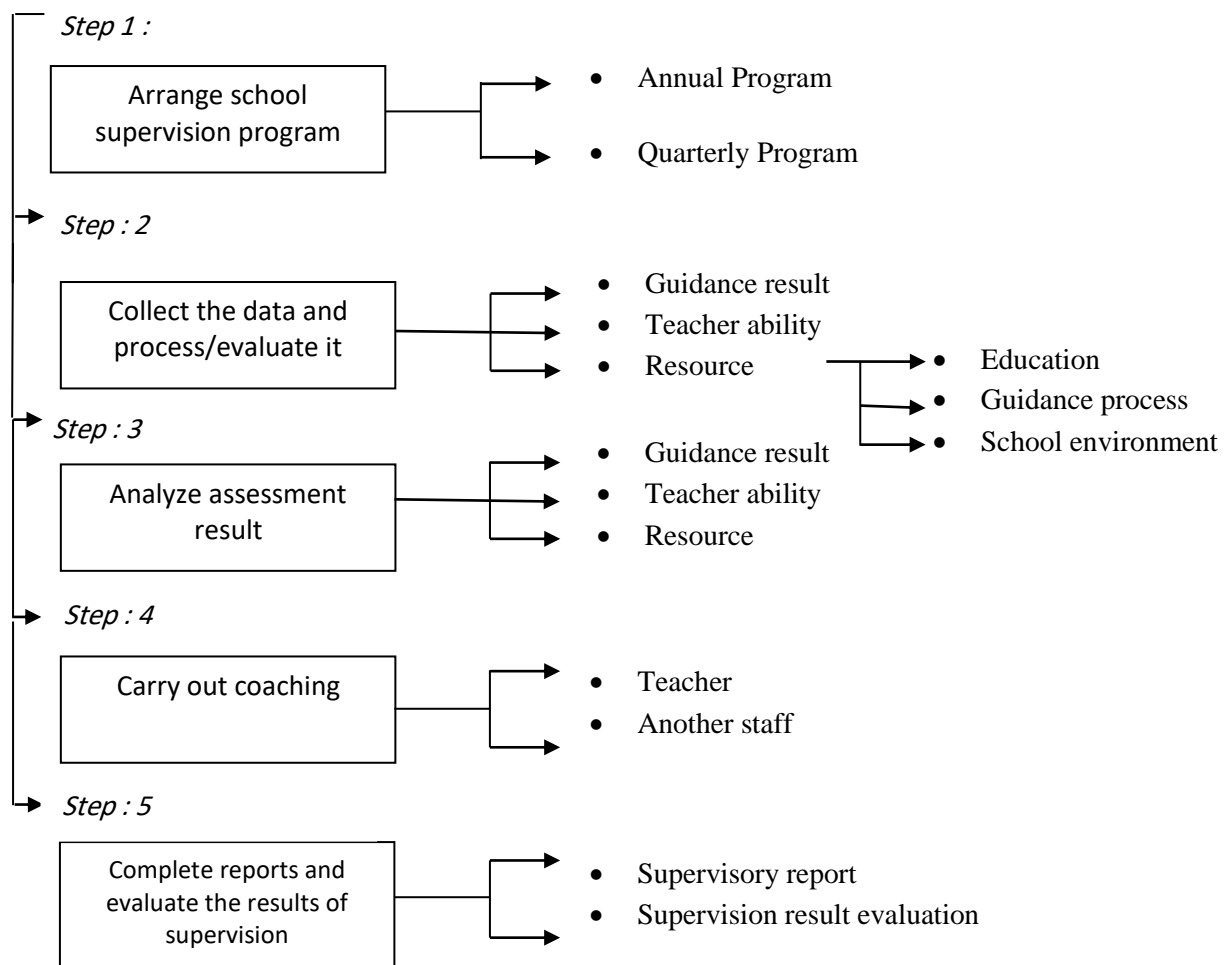


Figure: The Step in Supervising Guidance and Counseling at School/Madrasah



The steps or stages above, are more measurable and are more directed to the field of guidance, types of services and support activities in the guidance and counseling. Guidance and Counseling Unit in schools or Madrasah should have a conceptual framework for conducting supervision or evaluation, at least in a simple form but can be implemented to monitor and evaluate every programmed activity, available resources and available facilities and infrastructure.

## **COUNCLUSION AND IMPLICATIONS**

This research concludes that in general the management of guidance and counseling at Madrasah Aliyah Negeri 1 Medan has not run as it should. The guidance and counseling program planning was designed by the guidance and counseling coordinator without involving the madrasa head as the most responsible person in the madrasa, supervisor teacher, subject teacher and other madrasa implementer. The whole guidance and counseling program is a program that is duplicated from the previous year's program and there are relatively no modifications as demanded by students' needs and madrasa abilities. Preparation of the program has not been done by taking into account the need assessment because there was no research before the work program was designed and worked on. The organization of counseling guidance programs is sober and relatively without clear direction. The madrasa headmaster who is democratic, authoritative and impressed laissez faire is not placed in proportion. Such leadership is inherited from the guidance and counseling coordinator and has been passed down from generation to generation by guidance and counseling teachers. Organizing such a guidance and counseling program prolongs the chaotic conduct of guidance and counseling at MAN 1 Medan.

Some of the activities that were designed could not be carried out because the funds were not yet available. There are also work programs that are not implemented due to time constraints and even work programs that cannot be carried out due to the guidance and counseling teacher teacher skills. This also indicates that the guidance and counseling at MAN 1 Medan has not been operated by using the right management approach. While supervision has not been carried out holistically and integratively. Supervision of the guidance and counseling teacher activity report at the end of each month is a tentative part of the whole program. Supervision in alleviating student problems, the use of instruments and the accuracy of the instruments used by guidance and counseling teachers in

administering services, availability and timeliness in organizing services has not been carried out as demanded of a planned program.

The implications of this study require concrete efforts for the establishment of guidance and counseling management at MAN 1 Medan. For this reason it is suggested to the headmaster of MAN 1 Medan, Madrasah to be more concerned with the management of guidance and counseling units. The madrasa head needs to pay more attention to intense communication with the guidance and counseling coordinator and all related units, the provision of guidance and counseling infrastructure facilities, the addition of Islamic guidance and counseling teachers and the guidance and counseling teacher competency improvement training and guidance and counseling management training; It is suggested to the guidance and counseling coordinator to involve all guidance and counseling teachers and several parties related to guidance and counseling activities at MAN 1 Medan, both in designing programs, implementing programs, implementing and supervising programs; To guidance and counseling teachers to improve the system of coordination among fellow guidance and counseling teachers and other parties in organizing guidance and counseling services, so that the programs that have been prepared can be implemented effectively and efficiently; and other researchers to conduct more in-depth research on management functions in operationalizing guidance and counseling services at Madrasah.

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