

OPTIMIZING THE ROLE OF GUIDANCE AND COUNSELING TEACHERS IN THE COVID-19 PANDEMIC

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ABSTRACT

Guidance and Counseling teachers are professional educators with minimum academic qualifications of Bachelor of Education (S-1) in the field of Guidance and Counseling and have competence in the field of Guidance and Counseling with the task of carrying out guidance and counseling services, namely educating , guiding, and developing the abilities of students in solve problems experienced and all their potential through guidance and counseling services. A counselor must have good actualization in his field so that the services provided are truly part of the counselor's full work to his students. It is intended that students can achieve their competence according to the period of development. In this case the counseling teacher needs to provide various assistance services according to the needs of students so that they can act and behave in accordance with the demands and conditions of the school environment, family and community to achieve optimal development. Since the implementation of distance learning at home through the network (online), Counseling Guidance (BK) teachers often get less attention. In general, schools and teachers focus on providing material to students, while in its implementation, many problems faced by students demand the presence of BK teachers. BK teachers need to be involved in the online learning process because understanding of the BK disciplines is intended for solving problems that are often faced by students. The role of the guidance counseling teacher is very much needed in online learning today.

Keywords: The Role of the Guidance and Counseling Teacher, Pandemic Covid-19

A. INTRODUCTION

In the field of education, the Covid 19 pandemic that is endemic globally or locally has forced all parties to be ready with a new pattern of learning system arrangements in schools. Because the number of Covid-19 cases is still quite high in various regions in Indonesia, until now the learning process is still held online (in the network) in accordance with the instructions of the Minister of Education and Culture of the Republic of Indonesia in Circular Letter Number 4 of 2020 concerning Implementation of Educational Policies in the Future. Emergency Spread of Corona Virus Disease (COVID-19).

The online learning system (in the network) is a learning system without face to face directly between teachers and students but is carried out online using the internet network. Teachers must ensure that teaching and learning activities continue, even when students are at home. The solution, teachers are required to be able to design learning media as an innovation by utilizing online media (online). The learning system is carried out through a personal computer (PC) or laptop connected to an internet network connection. Teachers can do learning together at the same time using groups on social media such as WhatsApp (WA), telegram, Instagram, zoom applications or other media as learning media. Thus, teachers can ensure students follow learning at the same time.³

In practice, this online learning program that has been going on for quite a long time has an impact on changes in children's behavior, emotions, and social. This is also experienced by students who have seen boredom and boredom with situations and conditions like this. The problems of students in online learning must be addressed immediately so that the atmosphere can run comfortably and friendly.

At times like this, the role of guidance and counseling (BK) teachers is at the forefront in providing counseling services to online learning problems. During the implementation of online learning, guidance and counseling are often not paid attention to. The majority of schools and teachers focus more on achieving basic competencies. In fact, in its implementation, there are a lot of student problems that require the presence of a counseling guidance teacher (BK). Online learning that is applied during the Covid-19 pandemic tends to have the potential to cause more problems than before, especially for some regions that are not yet IT literate and the middle to lower economy. In this case, the expertise of BK teachers is needed to help find solutions to problems that arise.

B. METHODOLOGY

This study uses descriptive qualitative research methods. The author explores phenomena in the field by linking and analyzing research results with theories related to the teacher's role. Research data obtained by the authors through observation, in-depth interviews and documentation. Data collection is also done by finding sources and reconstructing from various sources such as books, journals, and existing research. The method of analysis used content analysis and descriptive analysis. Library materials obtained from various references are analyzed critically and in depth in order to support propositions and ideas.

³ Kurniawan, M. A. (2022). Konsep Pendidikan Karakter Dalam Al-Qur'an. *Al Mumtaz: Jurnal Pendidikan dan Sosial Keagamaan*, 1(1), 1-12.

C. DISCUSSION

a. Understanding Guidance and Counseling Teachers

The supervising teacher consists of two words, namely Teacher and Supervisor. According to the Big Indonesian Dictionary, the word Advisor comes from the word Guidance, with the addition of the prefix Pe which means a person or actor of guidance.⁴ So a mentor is a person who carries out the process of guidance or mentoring. While the meaning of guidance itself is the process of providing assistance to students (students), by paying attention to students as individuals and social beings and paying attention to individual differences, so that students can make the optimal stage of progress in their development process and so that they can help. he analyzes and solves his problems all for the sake of promoting the happiness of life, especially with an emphasis on mental well-being.⁵

The counseling guidance teacher is a teacher who is tasked with providing scientific and professional psychological and humanitarian assistance so that a counseling guidance teacher must try to create good communication with students in dealing with life's problems and challenges.⁶ The definition of school counselor according to the guidelines for the implementation of guidance and counseling in formal education is a bachelor of education (S1) in the field of guidance and counseling and has completed the Counselor Professional Education (PPK) program, while individuals who receive guidance and counseling services are called counselees.⁷ The supervising teacher is a person who has expertise in counseling. The educational background is at least a bachelor's degree (S1) from the Department of Educational Psychology and Guidance (PPB), Counseling Guidance (BK), or Extension Guidance (BP). Having a professional organization called the Indonesian Counseling Guidance Association (ABKIN), through a certification process, this association provides licenses for counselors. Especially for educational supervisors, they are tasked and responsible for providing guidance and counseling services to students in the education unit (often called BP/BK teachers or supervisors).⁸

According to WS Winkel, a school counselor is a person who leads a counseling group who is fully responsible for what has happened in that group. In this case, the supervising teacher (counselor) in educational institutions cannot be separated from and hand over the responsibility for the success and failure of the group entirely to the counselors themselves. This means that the supervising teacher from both a theoretical and practical point of view must act as the head of the discussion group and as the organizer of the joint counseling interview. Therefore, the supervising teacher must meet the requirements concerning academic education, personality, communication skills with others and the use of counseling techniques.⁹ Based on the above understanding, the supervising teacher is a teacher who functions as a provider of guidance to individuals or students, to achieve the understanding and self-direction needed to make maximum adjustments to the school, family and community. Or in other words, a supervising teacher is a teacher who is the main actor in a continuous

⁴ Poerwadarminta, Great Dictionary of the Indonesian Language, (Jakarta: Balai Pustaka, 1995), p. 141

⁵ Abu Ahmadi, Guidance and Counseling in Schools. (Jakarta: Rineka Cipta, 1991), p. 6

⁶ Dewa Ketut Sukardi, Guidance and Counseling Process in Schools, (Jakarta: Rineka Cipta, 2008), p. 6

⁷ Signs for the Implementation of Guidance and Counseling in the 2007 Formal Education Pathway, p. 8

⁸ <http://id.wikipedia.org/wiki/konselor>

⁹ WS Winkel, Guidance and Counseling in Educational Institutions, (Jakarta: PT. Grasindo, 1991), p. 495

process in assisting the development of individuals to achieve their maximum abilities in directing the maximum benefit for themselves and society. Such assistance is very appropriate to be given in schools, so that each student develops in the maximum direction possible.¹⁰

b. The Purpose of Guidance and Counseling in Schools

In particular, guidance and counseling aims to help students achieve their development goals which include personal, social, learning (academic), and career aspects.¹¹ The implementation of guidance and counseling services is essentially to provide guidance to individuals or groups of individuals so that they can develop into independent individuals. Prayitno stated that guidance and counseling helps individuals to become useful people in their lives who have various insights, views and interpretations, choices, adjustments and appropriate skills regarding themselves and their environment.¹²

Prayitno stated that an independent person has five characteristics, namely (1) having the ability to understand oneself and the environment accurately and objectively; (2) accept oneself and the environment positively and dynamically; (3) able to make decisions appropriately and wisely; (4) can direct themselves according to the decisions they make; and (5) able to realize oneself optimally.¹³

The purpose of guidance and counseling in schools is so that students can: (a) develop their full potential as optimally as possible, (b) overcome difficulties in understanding themselves (c) overcome difficulties in understanding their environment, which includes the school environment, family, work, socioeconomic, and culture. (d) Overcoming difficulties in identifying and solving problems (e) Overcoming difficulties in channeling their abilities, interests, and talents in the fields of education and work (f) Obtaining appropriate assistance from parties outside the school to overcome difficulties that cannot be overcome. solved at the school.¹⁴

Guidance and counseling aims to help students achieve optimal developmental tasks as divine, social, and personal creatures. Furthermore, the purpose of guidance and counseling is to assist individuals in achieving:

- a. The happiness of personal life as a creature of God,
- b. A productive and effective life in society,
- c. Living together with other individuals,
- d. Harmony between their ideals with their abilities.¹⁵

The purpose of the guidance and counseling above is to provide an overview of the implementation of guidance and counseling in schools, because with the purpose

¹⁰ Kurniawan, M. A. (2021). Kehidupan Guru dan Murid dengan Beberapa Aspek dan Karakteristiknya pada Periode Klasik (571-750 M). *Az ziqri Islamic Studies And Education*, 12(2), 65-76.

¹¹ Yusuf Syamsu and A. Juntika Nuhrihan. *Guidance and Counseling Foundation*. (Bandung: PT Remaja Rosdakarya, 2010) h. 13-14

¹² Prayitno and Erman Amti, *Fundamentals of Guidance and Counseling* (Jakarta: Rineka Cipta, 2004), p.114

¹³ Ibid. h. 105

¹⁴ Wardati, Mohammad Jauhar. *Implementation of Guidance and Counseling*. (Jakarta: Pustakaraya Achievement, 2011) p.29

¹⁵ Ibid h. 28

of guidance and counseling, the implementation of guidance and counseling in schools will actually provide positive results for the counselee and guidance and counseling will be of interest to the counselee. as a service target because in the purpose of guidance and counseling it has been explained what is the achievement of guidance and counseling for the counselee.¹⁶

c. Various Counseling Guidance Services

Guidance and counseling services are the main activities that must be carried out by BK teachers. This can be used as a BK service program in schools, both annual programs and daily programs which are a form of guidance and counseling activities in schools so that they can attract the attention of students.

There are a number of services in guidance and counseling in schools including the following:¹⁷

1) Orientation service

Orientation services, namely guidance and counseling services that allow students and other parties who can have a great influence on students (especially parents) to understand the environment (such as schools) that students have just entered to facilitate and expedite the role of students in the environment. this new one.

2) Information service

Information services, namely guidance services that allow students and other parties who can have a great influence on students (especially parents) in receiving and understanding information (such as educational information and job information) that can be used as consideration and decision making daily life as students, family members, and society.

3) Distribution placement service

Distribution placement services, namely guidance services that allow students to get the right placement and distribution (eg placement/distribution in classrooms, study groups, majors or study programs, elective programs, internships, curricular/extracurricular activities) according to their potential, talents, and abilities. personal interests and conditions.

4) Tutoring services

Tutoring services, namely guidance and counseling services that allow students to develop themselves with regard to good study attitudes and habits, learning materials that are suitable for the speed and difficulty of learning, as well as various aspects and objectives and other learning activities, in accordance with the development of science, technology, and technology. and art.

5) Individual counseling service

Individual counseling services, namely guidance and counseling services that allow students who receive direct services face-to-face with the supervising teacher/counselor in the context of discussing and alleviating problems.

6) Group guidance service

Group guidance services are guidance services that allow a number of students to jointly obtain some materials from certain sources (especially from counselors) that

¹⁶ Kurniawan, M. A. (2017). Multikultural: Wacana Pendidikan Islam Yang Belum Baku. *Riayah: Jurnal Sosial dan Keagamaan*, 2(02), 105-119.

¹⁷Ibid., 60-72

are useful for supporting their daily lives both for consideration in decision making. Group guidance services have three functions: 1) informative function 2) development function 3) preventive and creative function. Group guidance services utilize group dynamics to achieve the goals of guidance services. In order for the group dynamics that take place within the group to be effectively beneficial for the development of group members, the number of members of a group should not be too large, about 10 people, or a maximum of 15 people.

7) Group counseling service

Group counseling services are guidance and counseling services that allow students to have the opportunity to discuss and alleviate the problems they experience through group dynamics. Group dynamics is a lively, pulsating, evolving atmosphere characterized by interaction among group members. Group counseling services are services held in a group setting. The goals of group counseling include:

- 1) Train group members to have the courage to speak with many people.
- 2) Train group members to be tolerant of their peers.
- 3) Can develop the talents and interests of each member of the group.
- 4) Resolve group problems.

A BK teacher must have good actualization in his field so that the services provided really become part of the full work of the counselor to his students. This is so that students can achieve their competencies according to the period of their development. In this case BK teachers need to provide various assistance services according to the needs of students so that they can act and behave in accordance with the demands and conditions of the school, family and community environment to achieve optimal development.

d. The Role of Guidance and Counseling Teachers

The role of the Counseling Guidance Teacher according to Ahmad Juntika is a person with a series to help overcome obstacles and difficulties faced in studies, adjustment to the educational environment, society, and work environment.¹⁸ Meanwhile, according to Djumhur, the role of the counseling guidance teacher is someone who has more complete knowledge and understanding of students and is obliged to deal with more severe cases.¹⁹ Winkel argues that school counselors are required to have a role as confidants of counselees/students, as friends for counselees/students, even school counselors are required to be able to act as parents for clients/students. So what is meant by the role of the counselor/counseling teacher is someone who already has psychological knowledge to help solve student problems through guidance and counseling activities.

In carrying out his duties a school counselor must be able to carry out different roles from situation to situation. In certain situations sometimes a counselor must act as a friend and in the next situation act as a good listener or as an invigorator / encouragement, or other roles demanded by the client in the counseling process. The role of the guidance and counseling teacher/counselor has the duties, responsibilities, and authorities in the implementation of guidance and counseling services to students. The role of the guidance and counseling teacher/counselor is related to the self-

¹⁸Ahmad Juntika, *Guidance and Counseling in Various Backgrounds of Life*, (Bandung: PT Revika Aditama, 2006), p. 8

¹⁹I Djumhur, Moh. Surya, *Guidance and Counseling in Schools* (Bandung: Science, 1978), p. 134

development of students in accordance with the needs, potentials, talents, interests, and personalities of students in schools/madrasas. The role of the guidance and counseling teacher/counselor is as follows:

- Personal life development, namely the field of service that helps students understand, assess talents and interests.
- The development of social life, namely the field of service that helps students understand and assess and develop the ability of social and industrial relations that are harmonious, dynamic, fair and dignified.
- Development of learning abilities, namely the field of services that help students develop learning abilities to attend school/madrasah education independently.
- Career development, which is a service field that helps students understand and assess information, as well as choose and make career decisions.²⁰

The role of the counseling guidance teacher is the same as guidance in general, meaning in managing learning, as an evaluator and also implementing the curriculum. The task of the guidance teacher in addition to providing guidance, the supervising teacher also enters the class like other subject teachers. One of the materials provided includes developing mastery of science, technology (IPTEK) and the arts in accordance with the curriculum program, career preparation and continuing higher education and playing a role in the life of a higher society. The development of science and technology is accompanied by socio-cultural developments that are taking place today, causing the role of counseling guidance teachers to increase from being a teaching designer, learning manager, learning director, mentor, curriculum implementation.²¹

To be able to provide guidance successfully, mentors must understand how to interpret adolescent behavior and how to act on the physical, mental and emotional characteristics of adolescents.²² Adolescents can be easily guided, but cannot be encouraged. They can not be noticed or ignored, ignored or ignored, the presence of these attitudes will lead to feelings of hatred, frustration and distress. They want to separate themselves from those who have authority over them. In providing assistance, it should be indirectly or in the form of an example, not by coercion. The purpose of personality adjustment guidance contains the following:²³

- Helping students to realize that it is normal to be restless all the time.
- Helping the pupil that enables him to overcome the stages of physical development.
- Helping the pupil to enter into mental activity with renewed attention and strength when he reaches maturity.
- Helping students to be good students with social relations and in complying with their obligations.
- Help students to be able to withstand criticism.
- Helping students to accept the friendship given to them.
- Helping students to move gradually from dependence on others, freedom in opinion and action.
- Help students to be able to work as hard as possible.

²⁰Ministry of National Education. Guidelines for the Implementation of the Duties of Teachers and Supervisors, (Jakarta: directorate general for improving the quality of educators and education personnel, 2009)

²¹Ibid, pp.24-30

²²Koestoer Partowisastro, Guidance and Counseling in Schools, (Jakarta: Erlangga, 1985). h. 36-37

²³Ibid, h. 38

- i. Help students to be able to control emotions.
- j. Helping students to be able to participate in social life by participating in clubs and school activities.
- k. Helping students understand the relationship between boys and girls.

BK teachers (guidance and counseling) play an important role, because BK teachers are the ones who are directly involved in the formation and intellectual development of students' personalities at school, therefore teachers are often used as role models and even serve as places for asking questions, counseling and can be said to be a place to vent about life problems and so on. Teachers should have adequate behavior, skills and abilities to carry out their duties properly. BK teachers as guidance and counseling officers in schools have a very big role in helping students to direct the process of achieving their future.

e. Optimizing the Role of Counseling Guidance Teachers during the Covid-19 Pandemic

BK teachers have several important roles in the midst of the covid-19 virus outbreak. In online learning, students must have personal responsibility in learning, be able to control their attitudes in learning, complete tasks online and optimize their gadgets as learning resources. However, this did not go as expected, some students experienced obstacles in online learning. This is where the role of Guidance Counseling (BK) in helping to overcome the problems of students during online learning.²⁴

The role of the BK teacher in online learning is of course different from the role of the subject teacher. Counseling guidance does not provide materials or tasks that are burdensome for students but provides services in a format that is meaningful to students. BK teachers are expected to motivate students to continue studying at home during the pandemic. Motivating or providing reinforcement to students is the main thing that must be done. Limited knowledge and abilities are one of the reasons for the decline in student learning motivation. In addition, the changing way of learning from face-to-face to video learning is also an additional cause of their low learning motivation. In a situation like this the role of the BK teacher is very necessary. Strengthening in the form of motivation or counseling can be carried out online or if it is not possible the BK teacher can visit students' homes by paying attention to health protocols. In addition, BK teachers can also make motivational videos that are sent to each class group to provide enlightenment and enthusiasm regarding students' readiness to undergo the learning process from home. The learning process is implemented by utilizing several supporting applications to facilitate students who choose to study with an online system such as Google Classroom, Google Form, Zoom, WhatsApp, Google Meet, Jitsi and others. So BK teachers are also required to be IT literate to be able to balance the learning needs of students. BK teachers are given the freedom to choose applications that are suitable and in accordance with the needs in the field.²⁵

BK teachers have an important role in supporting the online learning process. BK teachers play an active role in ensuring that students can study from home well. In its

²⁴ Fitria, N. (2022). The Effect of Lecturers Pedagogic Competency on Accountability of Management Islamic Religious Higher Education. *Bulletin of Science Education*, 2(1), 18-26.

²⁵ <https://www.kompas.com/edu/read/2020/09/21/203315871/menguatkan-peran-cepatan-konseling-saat-belajar-dari-rumah?page=all>.

implementation, BK teachers are also required to pay attention to various considerations that are owned by students. Some of the reasons taken into consideration include mileage, vehicle ownership, parents' occupations, internet access and family economy.²⁶ BK teachers also play a role in bridging the communication process between the school and parents in an effort to solve the problems of their students. This is done when needed by the subject teacher and homeroom teacher after encountering obstacles such as delays in delivering assignments, not doing assignments, not understanding how to use applications and others. In addition, BK teachers can also assist parents in providing supervision as well as understanding so that students are more interested in learning than games or social media. Counseling teachers must work closely with parents to create a pleasant climate for learning at home. This is really a new challenge, both for teachers, students and parents. In terms of teachers are required to how to implement learning strategies by optimizing the online learning application, while in terms of students are required how to adapt to online learning systems. Meanwhile, in terms of parents, it is how parents are able to facilitate infrastructure facilities in online learning at home and create a climate at home that supports children's learning.²⁷ In addition to playing a role in overcoming students' learning barriers, BK teachers are also expected to help develop the character of students and assist them in developing life skills or daily life skills.

D. CONCLUSION

During this Covid-19 Pandemic, the role of BK teachers needs to be optimized as a friend of students. The emotional connection and understanding of the needs of students makes the BK teacher profession irreplaceable with any technology. The role of the BK teacher cannot be immediately replaced by the subject teacher. In addition to the problems of the disciplines mastered, subject teachers also have various activities that make it impossible to focus on the problems of students. BK teachers are very closely related to character education which is the direct or indirect cause of the low achievement of student learning outcomes. BK teachers provide reinforcement and tricks to students so that they are not afraid, anxious and hopeless in undergoing online learning during this Covid-19 pandemic.

If before BK teachers only have to take care of students at school, at times like this their function is certainly different. BK teachers play an active role in ensuring that students can study from home well. Strengthening the role of BK teachers has an important role in supporting the learning process. Motivating or providing reinforcement to students is the main thing that must be done. Strengthening in the form of motivation or counseling during the pandemic can be done online or if it is not possible for BK teachers to visit students' homes by observing health protocols. BK teachers need to recognize and use technological sophistication to be able to carry out their role as mediators between schools and students and also their parents. In addition, BK teachers also need to build good communication with students, especially during this pandemic. The role of counseling guidance teachers is increasingly needed to build communication and pay attention to students.

²⁶ibid

²⁷<https://radarsemarang.jawapos.com/rubrik/untukmu-guruku/2020/05/27/peran-guru-bk-dalam-masa-pandemi-covid-19>

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