

## **Counseling Guidance Program Development in Indonesian Elementary Schools**

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### *Abstract*

*This study aims to find out and understand the importance of the counseling program in elementary schools (SD), aiming to produce individuals achieving optimal development in accordance with their potential, interests and values that become their way of life, many elementary schools (SD) currently have guidance and counseling services not implemented, and there is no guidance counseling program with class teachers, because elementary school (SD) teachers lack knowledge of counseling guidance programs. The implementer of the BK program in SD is the class teacher in charge of carrying out guidance and counseling services in the class for which he is responsible. This research is a qualitative research with the method of literature review which is used as a reinforcement of the literature that is relevant to the things you want to study. Development of counseling guidance programs in elementary schools (SD). Guidance and counseling programs in elementary schools greatly influence the development of students' potential, interests and talents. So from this the guidance and counseling program in elementary schools (SD) must be considered so that the provision of services to students is also effective and the results are in accordance with what is desired.*

**Keywords:** *Guidance and Counseling Service; Counseling Guidance Program; School Counseling.*

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## **INTRODUCTION**

Train your children with wisdom and straighten them while they are still young. Like a tree shoot, it will be easy for you to straighten it, but if it has become a big tree that is crooked, it will surely break when you straighten it." The term guidance and counseling (BK) is not foreign to us. But in reality, not everyone knows and understands the essence and substance of the implementation of the BK. Many people think that BK is a place to deal with students who like to play truant, are diligent about not attending, and are just stubborn and naughty. So that BK seems as if it is only a place of evacuation for all perpetrators of school crimes. It's no wonder that BK stands for "Crime Workshop" or "Kurava Workshop" at school.

Schools are part of education, where in schools there are students who need attention in order to develop their potential optimally. Schools have a lot of activities, so there needs to be a good school management so that activities in schools can be carried out as well as possible.

Students or students are one of the objects receiving guidance and counseling services, so to facilitate the provision of guidance and counseling services in schools, a guidance and counseling teacher is required to make a program planning plan in advance for the smooth implementation of guidance and counseling service activities.

This inaccurate perception of BK, in fact, does not only infect ordinary people. There are also teachers as educators who think that BK is not part of their job, but is a special task that can only be carried out by "BK teachers" (counselors). This kind of view then allows teachers to freely marginalize their students who are considered "bad, evil, and less assertive" in education. They will then send the "naughty" child to a cramped, eerie room where the counselors are. In fact, it is the teacher who should provide the first handling of the problems of his students because they are the ones who interact more often. Based on this, teachers are actually required to master competence in terms of guidance and counseling.

Therefore, it is time for teachers to change their perception of this serious problem. In this paper, we will describe the role that should be played by teachers in the implementation of BK including: identifying student problems, transferring problematic students, creating a conducive learning atmosphere, case conferences and other matters related to the implementation of BK.

## **RESEARCH METHOD**

This research is a qualitative research, with the method of literature review on guidance and counseling programs in elementary schools. This literature review organizes the literature into subject and required documents. A written review of journal articles, books, and other materials that discuss theories and facts from the past and present is known as a literature review. In the sense of collecting previous research on the research topic to be studied. The collected data were then analyzed using descriptive analysis methods (Creswell et al., 2014). This descriptive analysis method requires describing the facts before they are studied, not only for adequate knowledge and explanation but also for description (Habsy, 2017).

## **RESULT AND DISCUSSION**

### **Counseling Guidance Program Concept in Elementary School**

In Elementary Schools (SD), counseling activities are not provided by the supervising teacher specifically as in the junior and senior high school education levels. Class teachers must carry out their duties as a whole, both the task of conveying all subject matter (except Religion and Physical Education) and providing counseling services to all students without exception.

The problems experienced by students can occur for various reasons, both originating from the students themselves and those originating from their environment, therefore students need to be assisted in overcoming the problems they face, both problems they are facing now and problems that may arise in the future. In line with the causes of these problems. The need for guidance in elementary school starts from the following efforts: 1. Helping Students in Realizing Developmental Tasks.

Developmental tasks are tasks that arise at a certain time in a person's life. Havighurst stated that there are a number of developmental tasks that must be carried out for elementary school children (6-12), namely: 1) learn the physical skills needed to play; 2) develops an

overall attitude towards oneself as a growing organism; 3) learn to get along with his friends; 4) develop basic skills in reading, writing and arithmetic; 5) develop concepts needed in everyday life; 6) develop conscience and norms; 7) get personal freedom; 8) study social roles, both as women and men; and 9) develop attitudes towards social groups and agencies Teachers need to understand the concepts of tasks.

development above. By understanding this concept, teachers can not only seek and state educational goals in schools but can carry out education according to the level of maturity, readiness and needs of the child. In general, the purpose of guidance and counseling in elementary schools is to help students achieve optimal developmental stages. Academically, this service aims to ensure that each student obtains compatibility between abilities and the department (study program) they choose and can achieve optimal work performance.

### **Types of Counseling Program in Elementary School**

The types of guidance and counseling programs are: 1) Annual program, namely the guidance and counseling program covering all activities for one year for each class in the school/madrasah. 2) Semester program, namely the guidance and counseling service program covering all activities for one semester which is an annual program position. 3) Monthly program, namely the guidance and counseling service program covering all activities for one month which is a semester program position. 4) Weekly program, namely the guidance and counseling service program covering all activities for one week which is the elaboration of the monthly program. 5) Daily program, namely the guidance and counseling service program which is carried out on certain days in one week. The daily program is an explanation on certain days in one week. The daily program is a description of the weekly program in the form of a service unit (SATLAN) and/or support activity unit (SATKUNG) for guidance and counseling.

### **Basis of Counseling Guidance Program in Elementary School**

The guidance and counseling program is a guidance and counseling activity plan that is carried out for a certain period. This program contains elements contained in various provisions regarding the implementation of guidance and counseling and is oriented towards achieving the goals of guidance and counseling activities in schools. The purpose of preparing the program is none other than so that guidance and counseling activities in schools can be carried out smoothly, effectively and efficiently, and the results can be assessed.

Well structured and implemented guidance and counseling programs, in addition to ensuring the achievement of the objectives of guidance and counseling activities in particular. The aim of the school in general is to further uphold the accountability of guidance and counseling in elementary schools.

### **Counseling Guidance Program Requirements in Elementary School**

Counseling guidance activities are carried out through careful consideration and are integrated into the counseling guidance service program, namely: 1) Based on needs, for student development according to their personal conditions and level and type of education. 2) Complete and comprehensive, contains all guidance functions, includes all types of services and support activities and guarantees the fulfillment of guidance and counseling principles and principles. The completeness of this program is adjusted to the needs and characteristics of students in the education unit concerned. 3) Systematic, in the sense that programs are arranged in a logical sequence, synchronized by avoiding unnecessary overlap and divided

logically. 4) Open and flexible, easy to accept input for development and improvement without having to overhaul the program as a whole. 5) Allows for cooperation, with all parties involved in order to utilize the various resources and facilities available for the smooth and successful guidance and counseling services. 6) Makes it possible to carry out assessments and follow-up, to improve the program in particular and increase the effectiveness and efficiency of the implementation of the guidance and counseling program in general.

### **Elements of the Counseling Guidance Program in Elementary School**

Prayitno explained in the Competency-Based Guidance and Counseling Service Guideline (2002) that the elements of the guidance and counseling program include: 1) Students' needs are identified through problem disclosure and contained in the data set. 2) Number of foster students who must be supervised: a) Supervisor : 150 people (minimum); b) Principals from 40 teacher advisors; c) Deputy Principals from Supervising Teachers: 75 people. 3) Fields of personal, social, study, career guidance. 4) Types of services: orientation, information, placement and distribution services, learning, individual counseling, group counseling and group counseling. 5) Supporting activities for instrumentation applications, data collection, case conferences, home visits and handover of cases.

### **Counseling Guidance Program Materials in Elementary School**

The material to be provided is tailored to the needs and/or problems of students. The direction of counseling services in achieving the above vision and mission is based on fulfilling the developmental tasks of SD/MI students, namely: 1) Having habits and attitudes of faith and piety to God Almighty. 2) Develop basic skills in reading, writing, and arithmetic. 3) Develop concepts that are necessary in everyday life. 4) Learn to get along and work with peer groups. 5) Learn to be independent. 6) Learn simple physical skills necessary for both play and life. 7) Develop conscience, morals and values as guidelines for behavior. 8) Fostering a healthy life, for yourself, and the environment and beauty. 9) Learn to understand yourself and others according to gender and carry out roles without distinguishing gender. 10) Develop attitudes towards groups, social institutions, as well as the homeland of the nation and state.

### **Development of Counseling Guidance Program at Elementary School**

The preparation of the Guidance and Counseling program includes:

1. Formulate Rationale Rationale contains the background for the preparation of a guidance program based on conceptual, legal and empirical foundations. In addition to rationally preparing the guidance and counseling program, it also takes into account the vision and mission, containing the desired expectations from guidance and counseling services that support the vision, mission and goals of the school.
2. Needs Assessment a) to find what is needed by the target audience (students and schools); b) to set program goals; c) to set evaluation targets and underlie accountability; d) the need for guidance services, contains data on the needs of students, educators and institutions for guidance services. Data obtained by using an instrument that can be accounted for. Assessment steps: a) identify the target audience (students, teachers, parents, leaders, etc.); b) collect data (integrative and comprehensive) with data collection tools; c) classification (four areas of BK) and analysis (modification of the inhibiting and supporting factors for the development of the four fields), examples: low achievement; academic/learning (assessment), information on learning techniques, improving learning,

increasing motivation, developing self-concept, modifying the condition of family relationships, etc.

3. Formulate Goals Objectives, based on needs, determine the competencies achieved by students based on the development of general goals and specific goals (can be in the form of target competencies). Example: General; Helping students achieve optimal development in academic aspects can realize their potential optimally in every academic activity) while Special; Helping students understand the nature of learning, Helping students understand the relationship between academic achievement and future career success, Helping students obtain sufficient information about learning strategies, Helping students develop a positive appreciation of school and learning, Helping students develop a positive attitude towards school and learning, Helping students form positive study habits, Helping students develop a positive academic self-concept.
4. Determine the structure of program content from one school to another it can be different depending on the conditions of each - and the results of the assessment.
  - a. Conventional program contents: a) individual assessment; b) information & orientation services; c) placement services; d) guidance services 5) Counseling services 6) Case conferences 7) Evaluation.
  - b. Program components: a) basic services, programs that are generally needed by all grade level students; b) responsive services, programs specifically needed to help students who need special assistance services; c) individual planning services, programs that facilitate all students to have the ability to manage themselves and plan for the future; and d) system support, policies that support program implementation, network programs both internally and externally.
5. Identification of sources a) Identification of the availability of resources that can be used to facilitate and streamline the implementation of the program content structure. b) It can be in the form of people (experts, professionals) or material (places, facilities and infrastructure). c) These sources need to be identified and documented in order to facilitate access if needed at any time. d) If the resources are not available, the program developer must be able to make the most of the limited resources. e) Program developers can strive for realistic availability of resources (according to needs, priorities and capabilities). f) Prioritization needs to be made if the availability of guidance resources is limited.
6. Guidance and Counseling Calendar. a) Enables guidance personnel to schedule guidance activities in a systematic and comprehensive manner, so that they can work regularly and no student needs are left unserved. b) Is part of the school guidance program and states all planned guidance activities. c) Helps to allocate time and avoid activity clashes. d) Declare good guidance management and ensure the proper use of resources. e) Created by the program developer by involving all guidance staff, even parents and the community related to the implementation of the guidance program. f) Can be made for a period of one year, one semester, one month, or weekly. g) Filled with a statement about the date, time, target group, mentoring activities, and material sources and people involved.

### **Counseling Guidance Program Socialization in Elementary Schools**

The design of the guidance and counseling program is socialized to all school personnel so that all are familiar with BK, then BK teachers can also carry out collaborations with all school personnel and do not forget that the program is notified to the parents of the students concerned so that guidance and counseling can run well at school.

### **Stages of Implementing the Counseling Guidance Program in Elementary School**

The guidance and counseling program within one academic year covers all guidance and counseling activities in schools including the following stages:

1. Preparation, include: a) guidance and counseling program preparation meeting; b) division of tasks; c) prepare a complete set of instruments, guidance and counseling.
2. Guidance and counseling services and support activities, include: a) orientation service; b) information service; c) placement and distribution services; d) learning services; e) group tutoring service; f) individual counseling services; g) group counseling services; h) guidance and counseling instrumentation application; i) organization of data sets; j) case conference; k) home visits; and l) case transfer.
3. Collaboration with parents of students and related agencies.
4. Assessment, include a) implementation of guidance and counseling programs; b) the results of the implementation of guidance and counseling.
5. Follow up.
6. Reporting.

### **CONCLUSION**

Guidance and counseling programs in elementary schools greatly influence the development of students' potential, interests and talents. So from this the guidance and counseling program in elementary schools (SD) must be considered so that the provision of services to students is also effective and the results are in accordance with what is desired. Teachers can not only seek and state educational goals in schools but can carry out education according to the level of maturity, readiness and needs of children. The guidance and counseling program is disseminated to all school personnel so that all of them are familiar with BK, then BK teachers can also carry out collaborations with all school personnel and do not forget that the program is notified to the parents of the students concerned so that counseling can run well at school. Well structured and implemented guidance and counseling programs, in addition to ensuring the achievement of the objectives of guidance and counseling activities in particular. The aim of the school in general is to further uphold the accountability of guidance and counseling in elementary schools.

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