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Abstract

This research study was at revealing the effectiveness of the learning guidance services in the guidance and counseling program, particularly: the application, the effectiveness and the problem arising and its causes. This research was a case study. The data were collected through observations, interviews, documentation, and questionnaire. The data were analyzed using the interactive model and the quantitative descriptive technique. The research findings showed that: (1) The application is effective. As many as 78.78% respondents said that the work of guiding teachers was effective and 68.99% respondents said that subject matter teachers were involved in guiding processes. (2) The results of learning guidance services given academic and nonacademic advantages. As many as 71.52% respondents said that learning guidance services also academic advantages. As many as 86.08% respondents said that learning guidance services also gave non-academic advantages. (3) The problems faced by counselors in applying learning guidance services include the limited time for them to give advice in the classroom and the lack of counselors. These problems are caused by too many class hours for religion lessons and there is no rule for counselors to get into the classrooms.

Keywords: learning guidance, counseling, program

Introduction

The current 2004 curriculum, of course, brings a breath of fresh air to the progress of education in Indonesia. Teachers are required to be more skilled in delivering a teaching method. Students certainly don't want to be left behind, they also have to master various materials that demand competence.

In connection with the enactment of the 2004 curriculum, guidance and counseling services have also adapted to assist student learning activities. Guidance and counseling actually cannot be separated from teaching and learning activities in schools. Through guidance and counseling students are expected to be able to recognize their learning abilities and talents that exist in them.

In addition to the above, the learning problems faced by students are very diverse so that they require various solutions. This is due to the lack of knowledge from students about effective learning methods. Most of them still think that the teacher is the sole provider of knowledge or everything which causes them to often depend on the teacher.

Guidance and counseling teachers when providing tutoring services should involve other school components such as subject teachers and school principals. Unfortunately, what is happening today is that there are often misunderstandings between guidance and counseling teachers and teachers in the field of study, some of them tend to go their separate ways. In fact, if there is a good cooperation of course tutoring for students will run well, so that their achievement can increase.

SMA Muhammadiyah I as an educational institution that faces the above problems is trying to solve them. SMA Muhammadiyah I Yogyakarta provides guidance and counseling services, one of which is tutoring to anticipate problems related to students with learning difficulties as an effort to achieve maximum learning achievement.

The implementation of tutoring at SMA Muhammadiyah I still seems to be a routine and not an obligation. Identification of learning problems needs to be done so that the learning guidance provided is right on target. The performance of supervising teachers must be further improved and the involvement of teachers in the field of study and other parties such as school principals and their staff needs to be considered to improve the implementation of tutoring.

The performance of the supervising teacher in the implementation of tutoring is also a very good driving factor in supporting student success. The implementation of tutoring at SMA Muhammadiyah I Yogyakarta is faced with many difficulties and obstacles. The results of tutoring are currently less oriented to the academic side of students, for example improving student abilities, student motivation, utilization of learning facilities and changes in learning patterns. The non-academic side is also often neglected in the results of tutoring, where the supervising teacher does not try to foster student motivation to continue to a higher level.

Method

This research is a case study research with a qualitative approach as the main approach and supported by a quantitative approach. The reason for choosing this type of case study research is because the phenomena that occur are casuistic and different from other places. Researchers cannot control the events much and are the focus of research on real current phenomena, although they cannot be separated from the past background which is the context of current events (Pudjosuwarno, 1995).

In Wilson's opinion (Arikunto, 1995) "Case study is a process of research which tries to describe and analyze some entities in qualitative, complete and comprehensive terms not infrequently over a period of time." This means that a case study is a research that describes and analyzes several cases completely and thoroughly. In this case study research, the subject of research is the guidance and counseling teacher and students as the main resource persons. Meanwhile, the other subjects are the principal, the teacher in the field of study, the homeroom teacher, the curriculum section and the student section.

This research took place at SMA Muhammadiyah I Yogyakarta. Lincoln and Guba (Sidharto, 1995) states the phenomenon as "...time and setting dependent...", meaning that the time and place where the case occurs are interdependent.

Data collection techniques used in this study are as follows:

1. Observation (*observation*)
Burhan Bungin (2001) argues "On the basis of their interactions, people distinguish between ordinary observations and engaged observations." The distinction is based on the presence or absence of interaction between the researcher and the informant. Observations in this study were carried out in two forms, namely observations with participation and observations without participation.
2. Interview
Interview is one of the data collection techniques to obtain information by directly asking the respondent. according to Singarimbun (1995) Interview is a question and answer process between two or more people directly face to face or through the media.
3. Document Analysis (documentation)
according to Moleong (1995) Documentation analysis is used because it is a stable, rich and encouraging source and documentation is natural according to the external context. In this study, the documentation needed is the history of the school's establishment, data on students who have learning problems, the number of students who follow the guidance, especially tutoring services and the results of general student tests and documents related to the tutoring program.
4. Questionnaire.
The technique used is purposive sampling because the selected sample has been determined based on certain characteristics. Considering the existence of gaps or stratification in the population, 158 students were selected as samples from 3 three grade levels. The distribution is as follows for class X with 69 students, class XI with 48 students and class III with 41 students.

The validity of the data in this study is divided into two parts, for qualitative data, it is carried out by extending the research time, data triangulation, member checking, choice of informants and the position of the researcher. For quantitative data, it is done by calculating the validity and reliability of the questionnaire and the test results of the questionnaire.

Calculation of validity using factor analysis and criteria for determining the minimum limit of the reliability coefficient used in this study refers to Linn's opinion (Mardapi, 2005) states that "Measuring instruments can be said to be good if they have a minimum reliability index of 0.7." Thus the minimum limit of the reliability coefficient is 0.7.

The implementation variable that reveals the implementation of tutoring by guidance and counseling teachers contains 8 items. The test results on this variable show the Kaiser-Meyer-Olkin (KMO) number 0.686 with a Barlett Test probability of 0.000 (appendix 2). The result variable reveals the results of the implementation of tutoring containing 9 items. The test results on this variable show the Kaiser-Meyer-Olkin (KMO) number 0.771 with a Barlett Test probability of 0.000 (appendix 2).

Calculation of reliability with Cronbach's Alpha formula obtained a value of 0.8163 for the implementation variable and 0.8420 for the outcome variable (attachment 2), which means more than 0.7, then the questionnaire can be said to have reliability and can be used to collect data.

According to Bryan (2001) Qualitative research is a method of research that usually emphasizes words rather than numbers in data collection and analysis. Data analysis which includes data reduction, data display and data inference. Data analysis uses the model developed by Miles and Huberman, namely interactive analysis. As for the picture:

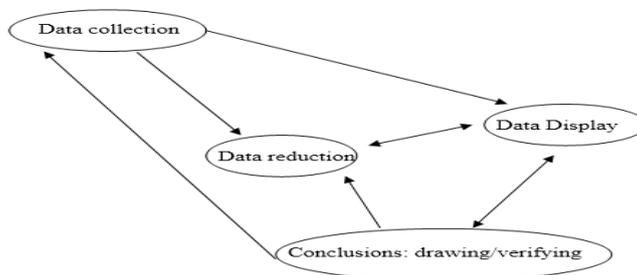


Figure 1. Interactive Model Data Analysis (Miles, BM, & Huberman, 1984)

In order to assess the data obtained through the questionnaire, it is done by looking at the level of tendency. The assessment criteria in this study refer to the opinion of Azwar (1998), the full criteria can be seen in table 4 below:

Table 1. Assessment criteria

No	Value Interval	Category
1	$Mi + 1.5 Sbi < X$	Very good
2	$Mi + 0.5 Sbi < X < Mi + 1.5 Sbi$	Good
3	$Mi - 0.5 Sbi < X < Mi + 0.5 Sbi$	Sufficient
4	$Mi - 1.5 Sbi < X < Mi - 0.5 Sbi$	Deficient
5	$X < Mi - 1.5 Sbi$	Very less

Information:

- X : Respondent's score
- Mi: Ideal mean
- Sbi: Ideal standard deviation
- Mi: (ideal highest score + ideal lowest score)
- Sbi: 1/6 (ideal highest score – ideal lowest score)

The following are the effectiveness criteria for qualitative data:

1. Planning aspect.
 - a. There is a field of tutoring services.
 - b. There is a data collection tool for learning problems.
 - c. Involve the principal.
 - d. Involve teachers in the field of study.

- e. Determine the method of facilities and infrastructure.
 - f. Create a work program.
2. Implementation aspects
 - a. Learning problems faced by students are identified.
 - b. The supervising teacher plays an active role in the implementation of tutoring.
 - c. Teachers in the field of study are involved in the implementation of tutoring.
 - d. The existing learning guidance facilities and infrastructure are utilized optimally.
 - e. The school component is involved.
 - f. Methods in implementing tutoring in accordance with learning problems
 - g. Time of implementation of guidance according to schedule.
 3. Result aspect.
 - a. Students begin to realize the problems they face.
 - b. Increased student motivation in learning.
 - c. The increase in student scores on the learning outcomes report.
 - d. The performance of BK teachers perceived by students.
 - e. The ability of students to face learning difficulties on their own.
 - f. Changes in student learning patterns.
 - g. Students are able to use learning facilities.
 - h. Students are motivated to continue to a higher level of education.

Results and Discussion

Guidance services Tutoring provided at MUHI is part of the guidance and counseling services. The tutoring program at MUHI is directly included in the guidance and counseling program. In carrying out tutoring services at MUHI, it is divided into 3 things, namely:

1. Implementation of Tutoring at SMA Muhammadiyah I

a. Identify learning problems.

Tutoring at SMA Muhammadiyah I is carried out in an integrated manner according to the needs and programs that have been previously planned. Before providing guidance, the supervising teacher first identifies the problems faced by students. At the beginning of entry students were given a questionnaire that revealed various things including learning problems. So from the questionnaire, which ones include learning problems, family problems, problems with friends. After that, it is analyzed and a solution is found. These problems are handled one by one by the guidance and counseling teachers.

In addition to the above, identification is also carried out based on the Pure Ebtanas Value (NEM) when students first enter. For students who have low NEM and fall into the reserve category are handled or monitored carefully. This is because in SMA Muhammadiyah I there are regulations for reserve students who do not advance to grades, they will be expelled. In addition, in providing tutoring, it is also based on the results of the study report scores in the first semester

b. The performance of the supervising teacher in providing learning guidance.

As an effort to optimize tutoring services, guidance and counseling teachers at SMA Muhammadiyah I have the motto "Care for Students" meaning teachers who are proactive so that students take advantage of existing tutoring services. In addition, the program for calling students 2-3 people every day is expected to be able to find out various problems faced by students, especially tutoring.

A clearer picture of the percentage of Guidance and Counseling teacher performance in providing tutoring services in detail at SMA Muhammadiyah Yogyakarta is shown in table 2 below:

Table 2. Percentage of Performance Effectiveness of Supervisors

Category	Amount	Percent
Very Good	14	8.87%
Good	36	22.78%
Pretty Good	66	41.78%
Not God	36	22.78%
Very Not God	6	3.79%
Total	158	100%

c. The involvement of teachers in the field of study in providing tutoring.

The implementation of tutoring is not absolutely the duty of the counseling guidance teacher. SMA Muhammadiyah 1 involves various parties, both internal parties (schools) and outside parties (study guidance institutions). This was emphasized by Mr. SS that at MUHI there is a mechanism for coaching and providing services from teachers in the field of study, homeroom teachers, supervising teachers and finally students. Principals are more involved in terms of program approval and protection from guidance and counseling in general. While the involvement of tutoring institutions is limited to conveying accurate tips about learning because children sometimes do not understand the explanations of the guidance and counseling teachers, so the school recognizes the advantages of tutoring institutions in providing services.

A clearer picture of the percentage of teacher involvement in the field of study in the implementation of tutoring is seen in table 3:

Table 3. Involvement of Teachers in the Field of Study

Category	F	P
Very Engaged	21	13.29%
Involved	23	14.56 %
Enough Engage	65	41.14%
Less Engaged	25	15.82%
Not involved	24	15.19%
Total	158	100%

2. Results of Tutoring Services

a. Disclosure of Tutoring Results

Evaluation of tutoring is carried out at the end of each year and every month to find out the results of tutoring that has been implemented. According to the guidance and counseling coordinator, the evaluation is carried out at the end of the year and every month the meeting evaluates the previous performance if there is something that is not good, it is immediately corrected, with the hope that there will be an improvement in future performance. In addition, there is also an evaluation once every semester, so the evaluation is based on the report card results, if the child the score is from Not God to good then the child has succeeded, but if it is from Not God to Not God then we are not successful in the guidance given.

Seeing the above, the planning and implementation can be said to be quite good but still not optimal. This is because there are still obstacles faced by guidance and counseling teachers. These constraints include the ratio of the number of supervising teachers to students and the lack of time allocation.

b. Results of Academic Guidance.

The results of the implementation show that there is an effective tutoring service. This service occurs at the beginning of the first grade because when children already know good learning methods and use their free time, the task of the guidance and counseling teacher is only to supervise and remind the child to be consistent with time. According to Mr. SS, many children who have arrived here are inconsistent with their study time because they are influenced by the external environment which cannot be controlled by the guidance and counseling teacher. So the most effective tutoring service is in the first class. For this reason, class X students have been provided with effective and efficient learning methods during the orientation period. A clearer picture of the percentage trend of academic benefits for students is seen in table 4 below:

Table 4. Academic Benefits for Students

Category	Amount	Percent
Very good	13	8.23%
Good	46	29.11%
Pretty good	54	34.18%
Not God	33	20.89%
Very Not God	12	7.59%
Total	158	100%

c. Results of Non-academic Tutoring.

AR also admitted that after receiving tutoring services, he was very motivated to achieve high achievements because he wanted to continue to higher education, especially public ones. This shows that in addition to the benefits of daily learning activities, the tutoring provided is also able to foster motivation in students to continue to a higher level. A clearer picture can be seen in the following table:

Table 5. Non-academic Benefits for Students

Category	F	P
Very high	46	29.11%
High	40	25.32%
High enough	50	31.65%
Not High Enough	8	5.06%
Not High	14	8.86%
Total	158	100%

3. Problems in Tutoring and the Causes.

a. Time Allocation

The problem of time allocation is a problem that is felt by all components of the supervising teacher, students, field of study teachers, homeroom teachers and even school principals. The absence of class entry hours is greatly felt by the guidance and counseling teacher, according to Mr. SS because they are not given an entry hour, so that during the new school year, first graders who are experiencing a new student orientation period are used by the guidance and counseling teacher as best they can. Guidance and counseling teachers all enter the classroom, including providing material on how to study effectively, including setting or using time so that it is managed properly. Then for grades 2 and 3 because there are no scheduled class hours, there are obstacles.

b. The ratio of the number of supervising teachers to students.

Another problem currently faced for guidance and counseling at MUHI is the ratio of the number of teachers to students or in other words the shortage of teachers. Mr SS admitted that the ideal ratio of guidance and counseling teachers is 1:150, but here it is quite high. Because what happened at MUHI was 1:192, some even 1:253. So that in the end the working hours are 6 working days from morning to noon, there is no day off like other teachers. With 6 working days perhaps from school is considered sufficient to cover the shortage of guidance and counseling teachers. Even though according to Mr. SS at MUHI there is still a minimum of 1 more guidance and counseling teacher. Because the problems of children at MUHI are quite complex due to differences in cultural, economic, and educational backgrounds.

Conclusion

Based on the results of the discussion, the following conclusions can be drawn:

1. Implementation of Tutoring

- The implementation of tutoring at SMA Muhammadiyah I is divided into starting with the identification of learning problems faced by students which is carried out effectively when new students enter and through student learning outcomes.
- All supervising teachers play an active role in providing services. Based on the questionnaire distributed, it showed that as many as 70.78% of respondents stated that the performance of the supervising teacher was effective and only 3.79% stated that it was very less (ineffective).
- The involvement of teachers in the field of study in the guidance process is carried out as a source of information about students and implementing tutoring in the classroom. For the involvement of teachers in the field of study, it shows that 68.99% of respondents stated that teachers in the field of study were already involved in the tutoring process.

2. Tutoring Results

- Disclosure of the results of tutoring is done through an evaluation of the implementation of tutoring carried out at the end of the year and every month a meeting is held to evaluate in order to find out the results that have been achieved.
- Academic results for students can be seen from the benefits of tutoring, among others, increased student motivation in learning, students' ability to face learning difficulties on their own, changes in student learning patterns and students are able to use learning facilities. Based on the questionnaire distributed, it shows that as many as 71.52% of respondents stated that tutoring provides academic benefits.
- The non-academic results of tutoring are shown by the increased motivation of students to continue to a higher level of education. Based on the questionnaire distributed, it showed that as many as 86.08% of respondents stated that tutoring provided non-academic benefits.

3. Problems in Tutoring Services and their Causes.

- a. Problems in tutoring faced
 - 1) Time allocation, namely the absence of class hours so that the supervising teacher has difficulty in providing tutoring materials.
 - 2) The teacher-student ratio is too large an average of 1:200 when ideally it is 1:150.
- b. Factors that cause problems
 - 1) The number of hours of religious lessons so that guidance and counseling are not given class hours.
 - 2) The minimum number of supervising teachers is only 5 people, while the number of students who must be handled is 1269.

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