

## Management Counseling Guidance Services Contribution Against Student's Learning Achievement

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### ABSTRACT

*Learning achievement as a result achieved through the process of thinking processes so that behavioral counseling changes. The theory that underlies this research, namely management theory regarding the management of Counseling Guidance and educational psychology related to student learning achievement. The subject is the Students of a Junior High School in Karawang Regency. The aim is to get an overview of: (1) management of Counseling Guidance, and (2) learning achievement of students, 3) the existence of a positive and significant contribution between the management of Counseling Guidance services to the learning achievement of 8th grade students of Karawang District Junior High school academic year 2017/2018. The method used is analytical descriptive to describe the data of the study based on the conditions that occur and using statistics with a quantitative approach to analyze because the data collected in the form of numbers and analyzed using statistics. The number of samples that were the subject of the study were 361 people. Based on the results, the study concluded that (1) Students participate in the management of Counseling Guidance services, (2) Learning achievements achieved by students in grade eight of a Junior High School in Karawang District 2017/2018 school year are categorized as good, and (3) Guidance Management Counseling, contributes significantly positive to the learning achievement of the 8th grade students of Karawang District Junior High school academic year 2017/2018.*

**Keyword:** Contribution, Management, Counseling Guidance, 8<sup>th</sup> grade Junior High School Student, Learning Achievement

### 1. INTRODUCTION

The rapid development of science and technology in various parts of the world has led to the era of globalization. This situation shows the simultaneous and widespread changes of times that require human efforts to make adjustments to those changes. These efforts are carried out so that humans are able to keep up to the effects of the changes.

Schools as formal education institutions provide three services to students. These services, namely teaching, management and leadership, as well as guidance and counseling. This is as shown in the following figure.

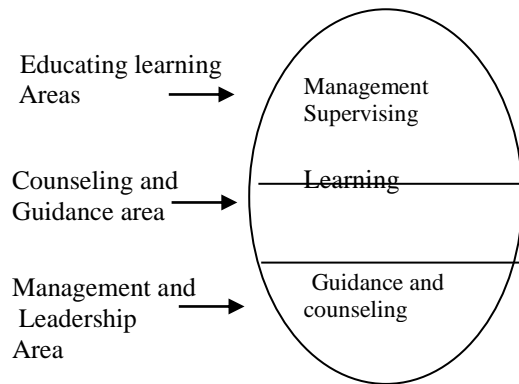


Figure. 1. The Position of Guidance and Counseling in Education  
 Source: Kemendikbud (2014: 50)

The picture above shows the school's efforts to pursue the education quality of a nation. Therefore, the school out put is said to be quality, if it is able to help students achieve their development tasks optimally. This is a reflection of the quality of education. Because young people who have quality education tend to be able to overcome all problems thoroughly despite obstacles. Improving the quality of learning achievement in a school is supported

by various factors, including systems, guidelines, procedures, clear and complete instructions, as well as the involvement of effective, efficient, productive, and accountable principals' functions that guarantee the implementation of management and learning.

This research is expected to have added value and benefits, especially for educators in schools in order to help students to develop their potential optimally. In general, this research is useful for all interested parties for the development of education management science.

### Research Methods

This research uses descriptive analysis method, means that this method is done by searching, collecting, interpreting, and analyzing data to achieve the stated goals. The objectives are namely (1) to obtain an overview of the management of counseling guidance services at Karawang District Junior Highschool academic year 2017/2018, (2) obtain an overview of the learning restoration of students at Karawang District Junior Highschool academic year 2017/2018, and (3) find out is there a positive contribution and significant between service management and counseling to students' learning achievements at Karawang District Junior High School.

The result is a counseling guidance service management model that can improve students' learning achievement. Furthermore, the steps taken in this study include: (1) preliminary study, (2) making research instruments, (3) instrument testing, (4) testing instrument validity and reliability, (5) instrument revision, (6) Research implementation, (7) data processing, (8) hypothetical testing, (9) making conclusions, and (10) making recommendations.

This study uses a quantitative approach. This is a scientific research that allows recording and analysis of statistical calculations. The basic consideration of the use of this approach is the data obtained from the field in the form of numbers.

## 2. LITERATURE REVIEW

Counseling guidance management includes activities in preparing programs, implementing services, carrying out data sets,

evaluating, analyzing, and following up the results of the analysis. In Permendikbud No. 111 of 2014 a counseling teacher has a duty to handle 150-160 students equivalent to 24 hours of face-to-face meetings a week. But the fact in the field, there are schools that only have a teacher Counseling Guidance that handles an average of more than 1000 students.

The management of counseling guidance that is carried out in schools until now can be stated to be less optimal. This happens because :

1. Lack of guidance and counseling personnel so that their work accumulates and results are less than optimal.
2. Guidance and counseling spaces are inadequate in size.
3. Guidance and counseling equipment is inadequate, such as an instrument for need assessment. because of lack of school ability to fulfill it.
4. Counseling Guidance Teachers have not been able to compile and select instruments, analyze, apply, and administer them (Suhadi, 2014:4).

In addition, there are weaknesses in students. Suyono (2011: 24) there is lack of optimal learning achievement for students who are guided by Counseling Guidance by: (1) not disciplined; (2) being involved in criminal acts, free sex, and drugs; (3) late to school, and (4) uniform clothes and appearance are not obedient with the school rules.

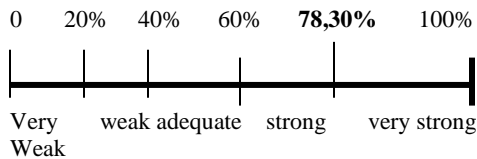
The phenomenon revealed above, shows that there is a behavior tendency of students towards the gap between the expected and the ongoing reality, both in the management of teaching and learning activities, counseling guidance, and the leadership of school principals is very influential on student achievement in school. The influence is still vague. Whether the influences is positive or negative?

However, the influence should be studied in depth by not just paying attention to one positive or negative influence, but by focusing on the three influences. Given the importance of learning service management data, counseling guidance services, principal leadership, and student learning achievements, the data is revealed to be known more clearly so that it gets the attention of various parties, both from the students themselves, parents, teachers,

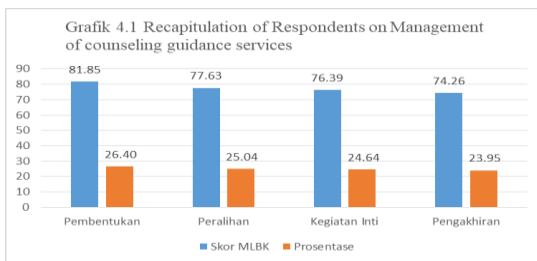
trainers, mentors, principals, and the surrounding community.

### 3. RESEARCH RESULT

Based on the results of data processing, the findings are as follows: The first finding, the number of scores obtained from the data collection is 56535 and the ideal score is 72200. The calculation process is 361 respondents x 40 items statement x 5 maximum weight per item = 72200. Then, processed by the process calculation, namely  $(56535 : 72200) \times 100\% = 78.30\%$ . Based on the results of these calculations a score of 78.30% was obtained. Continuously, the following categories can be made:



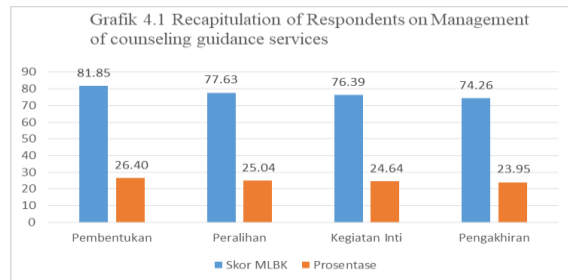
Furthermore, the management description on a per dimension basis is shown in the following graph.



Based on the graph 4.1 above, the highest score is found in the formation dimension of 81.85 and the lowest is in the closing dimension of 74.26%. Furthermore, after being confirmed for the variables, the formation dimension has the largest percentage, which is 26.40% and the lowest in the closing dimension, which is 23.95%. This means that students are actively participating in the formation process in counseling guidance activities. While the lowest value is found in the termination activity, which is 74.26 including the sufficient category. Contains the meaning that students are quite involved in closing activities

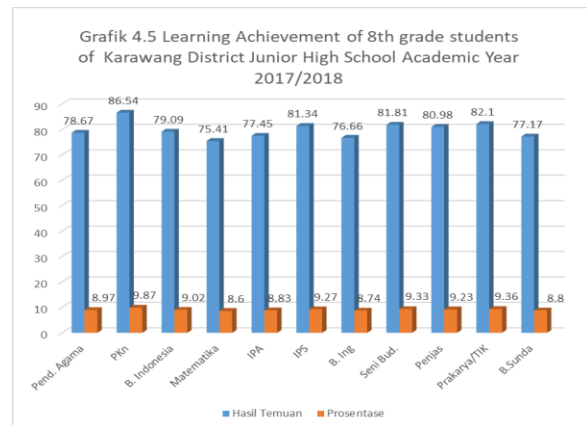
Based on graph 4.5 above, the highest subject values are in civic education at 86.54 and the lowest is in mathematics at 75.41%.

The second finding was as follows: The number of scores obtained from the data collection was 15547



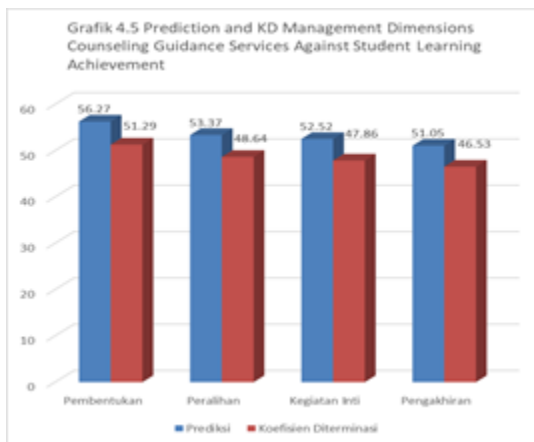
and the ideal score was 19855. The calculation process was 361 respondents x 11 subjects x 5 maximum weight per lesson = 19855. Next to the questionnaire (X1) distributed to 361 respondents processed by the calculation process, namely  $(15547 : 19855) \times 100\% = 78.80\%$ . Based on the results of the calculation, a score of 78.80% was obtained.

In more detail the description of students' achievement of 8th grade students of Karawang District Junior High school academic year 2017/2018 is shown in the following graph.



Furthermore, after being confirmed for the percentage of variables, citizenship education has the largest percentage, namely 9.87% and the lowest in regional mathematics, which is 8.60%. The third finding, the results of data processing obtained by the simple regression equation is  $\hat{Y} = 17.83 + 0.70X_1$ . with 17.83; or the learning achievement value of students is predicted to be 17.83; (2) if the value of  $X_1 = 1$  or the management of counseling guidance services has a value of 1, then the predicted value of the participants' learning achievement becomes 18.53. The value of  $F_{count} =$

369.54 and  $F_{table} = 3.89$  and declared significant because  $F_{count}$  is greater than  $F_{table}$ . In addition it is obtained the value of  $r = 0.697$  with a terminated coefficient of 48.58% and the remaining 51.42%. This means that the learning achievement of students is influenced by the management of counseling guidance services, also influenced by other factors, such as the basic abilities of students (IQ), talents, interests of students, etc. Management Findings counseling guidance services have a determination of students' achievement in Karawang District Junior High School eight grade in the academic year 2017/2018. More details are shown in the following graph.



Based on the graph 4.5 the highest predictive value in the formation dimension is 56.27 and the lowest in the termination dimension is 51.05. In addition, the coefficient of determination is highest in the formation dimension of 51.29% and the smallest in the termination dimension is 46.53%.

#### 4. DISCUSSION

In more detail based on its dimensions, namely the formation of 26.40%; transition of 25.04%; core activities amounted to 24.64%; and termination of 23.95%. The opening or starting stage or formation as the initial stage of counseling guidance activities carried out by the teacher Counseling Guidance. This step is very decisive for the next stage, both for the transition activities, the counseling process, and the termination. in line with this the Ministry of Education and Culture (2014: 112) states that The formation phase, which is called the beginning stage, includes: the behavior of the teacher of Counseling Guidance to receive openly, say thank you, pray, introduce themselves openly, explain their role as leader, and explain the meaning of guidance. explain the general objectives to be achieved through this guidance, explain the

ways of implementation, explain the principles of Counseling Guidance., introduction by mentioning identity.

In line with this, the Ministry of Education and Culture explained (2016: 84) that Counselors build good relationships with counsees. Counselors are usually involved in groups because they need to connect with other people. the counselor must be warm and friendly so that the counsee is willing to be open and willing to take part in the counseling process. Counselors involve counsees using basic skills of attending, being friendly, determined to help counsees, showing enthusiasm, being genuine, not judging or evaluating what counseling has done.

The formation stage as the initial step in the counseling process has the highest portion or other words very important. This is because Counseling Guidance at this stage as an approach or approach so that the client or students feel close to the teacher Counseling Guidance so that the process takes place in accordance with his expectations.

On the other hand, the implementation of Counseling Guidance in schools is still experiencing weaknesses, namely the termination dimension, which has the lowest portion of 23.95%. This dimension is the final step in the implementation of counseling guidance services carried out by counselors towards students or clients. This step is often carried out incompletely by the Counseling Guidance teacher due to the assumption that the implementation of counseling guidance is considered complete. This assumption is good in implementing group and individual guidance and counseling. In line with this, the Ministry of Education and Culture (2014: 112) states: stage of termination, including: group members express an impression and assess the progress achieved respectively. discussion of subsequent activities, messages, group members' responses, gratitude, prayer, and separation.

Based on the above opinion, the termination phase is the checking phase of the continuity of the counseling guidance process. Therefore, the management of counseling guidance services in schools, especially in junior high schools is very necessary. This shows the many benefits that can be felt by students and institutions concerned. Benefits for students, including helping them in the adjustment process, both for themselves and the surrounding environment, in accordance with their potential. Abin Sy. M. (2012: 166) states that many components determine student learning

achievement, including: characteristics of students (Raw input), infrastructure (Instrumental input), and the surrounding environment (environmental input). Internal factors exists in students are in the form of basic abilities, talents, interests, attention, hobbies, and others. While the external factors include; (1) suggestions for infrastructure, including: media, teachers, curriculum, approaches, methods, etc .; and (2) environment, including: ideology, politics, social, culture, security, society, and others.

Furthermore, Yusup, Syamsu and Nurihsan, Juntika (2012: 6) confirmed that:

guidance is helping which is identical with aiding assisting or avialing which means help. The meaning of assistance in guidance shows that those who are active in developing themselves or overcoming problems or making decisions are individuals or students themselves.

In addition, in the attachment of Minister of Education and Culture no. 11 of 2014 p13 there are four areas of Counseling Guidance services that cover personal, social, learning, and career fields. Specifically, the field of tutoring aims to help students in terms of recognizing their potential for learning, having attitudes and skills in learning, skilled in planning further education, having readiness to face exams, and having regular learning readiness.

This is in line with the opinion of the Ministry of Education and Culture (2016: 1) stating that: Guidance and counseling in schools is held to facilitate the development of students / counselees in order to be able to actualize their potential in order to achieve optimal development. Facilitation is intended as an effort to expedite the process, because naturally every human being has the potential to develop.

Therefore, the management of counseling guidance services in schools, especially in junior high schools is very necessary. This shows the many benefits that can be felt by students and institutions concerned. Benefits for students, including being able to help them in the adjustment process, both for themselves and the surrounding environment, in accordance with their potential.

With these adjustments tend to be able to control himself against various obstacles that can interfere with his potential development. This can bring someone to reach happiness in the world. While the benefits for the institution can improve

the good name of their identity. The existence of self-control in students who share the Counseling Guidance of the relevant behavior becomes in accordance with the prevailing norms. These norms include religious, social, moral, customary, and legal norms.

On the other hand, Sanusi, Ahmad (2015: 34-41) states that the realization of values in human life is a guide in the actions of life. The statement shows that a person's behavior is closely related to the values embedded in him so that the tendency to influence his behavior, both for himself and for others.

Based on the above opinion, shows that the management of counseling guidance services has a significant positive contribution to the achievement of students' learning achievement. This is evidenced by the existence of a field of tutoring that has the aim of helping students from recognizing their potential to learn to achieving optimal learning outcomes

## 5. CONCLUSION

Based on the findings of the research results, the specific conclusions are as follows: (1) Management of counseling guidance services for 8th grade in Karawang District Junior High School Academic Year 2017/2018 is in good category. That is, the results of this study inform that students are actively involved in the management of counseling guidance services at the Karawang District Junior High School in the academic year 2017/2018. (2) Learning achievement of 8th grade students in Karawang District Junior High School 2017/2018 school year is good category. Karaang in the 201/2018 school year.

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