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## PORTRAIT OF GUIDANCE AND COUNSELING MANAGEMENT SUPERVISION IN SECONDARY SCHOOLS

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### Abstract

*Supervision has a fundamental role and becomes an essential component and an integral part in the provision of guidance and counseling services in schools. This research aims to illustrate the implementation of supervision and counseling at secondary school. The research uses mixed methods which are a combination of quantitative and qualitative data. Subjects were taken using a purposive sample, including guidance and counseling teacher in Middle School and senior high school teachers (SMP / SMA / SMK) and equivalent in the city of Bandung who were selected based on work experience that was considered sufficient. The research data collection tool uses the "Instrumen Kebutuhan Supervisi Komprehensif" (IKSK). The results of the study illustrate the implementation of supervision assessed both in aspects of assessment competence, program development and implementation of guidance and counseling services (GC). While the competency aspects of the guidance and counseling program's evaluation and self-development and professionalism as counselors.*

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

## INTRODUCTION

Implementation of guidance and counseling (GC) service at school requires attention and evaluation for future improvement. According to Hatch and Costar ([Gibson & Mitchel, 2011](#)) guidance and counseling program is defined as a service program designed specifically to improve the adjustment of individuals who required the service that guidance and counseling proposed. The program is also recognized, administrated and evaluated. The form of the program can be seen, read, implemented and evaluated.

Supervision has a fundamental role and becomes an essential component and an integral part in the provision of GC service at school. Supervision is carried out on the implementation of guidance and counseling service at school, and is ideally carried out in a systematic, objective, realistic, anticipatory, constructive, creative, cooperative and familiar manner so that the supervisors are able to monitor, assess, improve, improve, and develop guidance and counseling service at school.

So far, supervision activities are only carried out through monitoring activities and are not followed by other activities that are needed to strengthen the academic competencies. However, monitoring is only the initial activity that is needed. Guidance and counseling teachers or school counselors do not necessarily carry out the functions of clinical supervision and development, and do not necessarily lead to improvement and development of professional counselor performance. In addition, the results of the study indicate that the current supervision is not running optimally and it is feared that it will lead to obsolescence of the guidance and counseling profession.

The result from Agus Taufiq's research (2009-2013) showed that the implementation of counselor performance supervision in high school was very ineffective, and tend to be mistaken as the results are confusing the counselor's performance as a non-teacher educator who did not use lesson subjects to carry out their professional duties. Even though counselor supervision is an integral part of the effort, but in reality on the ground supervision of the counselor's performance tends to be left running as it is, without any touch of innovation.

The impact of ineffective counseling supervision in the long term is not only the absence of feedback from competent people regarding professional practices that have been carried out but also can cause loss of the professional identity of the guidance and counselor students and regression of knowledge. [Spencer and Spencer \(1994\)](#) explained the negative consequences of the absence of effective supervision, such as: (a) the professional bearer (guidance and counselor teachers) would not know whether they have worked in accordance with the ethics of counseling psychology and the competency standards set, even potentially detrimental to those who served for doing counseling malpractice, (b) experiencing professional burnout, (c) experiencing decline in professional competence, (d) slow but surely will lose their professional identity.

Contrary to supervision in school teaching setting that have been seen as an integral part of all efforts to improve the quality of school education, it is time for supervision of school counselors to get oriented towards improving their professional performance. This study was prepared with the hope of producing an innovative supervision model, namely supervision that can improve the quality of professional performance of school guidance and counseling teachers.



A. Guidance Curriculum	133	76%	B	94	80%	B	82	78%	B
B. Responsive Service	133	53,2 %	C	134	89%	BS	101	67.3 %	B
C. Individual Career Planning Service	140	70%	B	111	93%	BS	75	62.5 %	B
D. Management and Administration of Guidance and Counseling	125	71,4 %	B	99	94%	BS	54	51.4 %	C
E. Implementation of IT in Guidance and Counseling	79	79%	B	58	97%	BS	49	81.6 %	B
F. Partnership Works	76	76%	B	54	90%	BS	41	68.3 %	B
G. Participatory Activities	54	72%	B	40	89%	BS	30	66.6 %	B
Evaluation of Guidance and Counseling Program	76	76%	B	50	83%	BS	37	61.6 %	B
Personal Development and Professionalism as a Counselor									
A. Activities as members of the guidance and counseling professional community	129	73,7 %	B	90	86%	BS	61	58%	C
B. Further Study	27	54%	C	25	83%	BS	20	66.6 %	B
C. Seminar and	40	53%	C	43	96%	BS	20	37%	TM

Training about Guidance and Counseling									
D. Utilization of scientific forums, society and mass media	25	50%	C	27	90%	BS	17	56.6 %	C
E. Research, development and scientific papers	32	42,6 %	C	33	73%	BS	17	37.7 %	TM
Total	1349	67,4 %	B	1066	89%	B	767	63.9 %	B

Based on the results of the accumulation of secondary schools in Bandung, the assessment of counselor performance based on KPK 1 regarding the assessment of Assessment of student potential, character development, and environment on the performance of guidance and counseling teachers from five high schools in Bandung was considered good. This is evident from the total score obtained in excess of 100 points from 250. The value given has been based on the results of the interview and the data shown when the interview took place. This include individual student data that is complete and neatly arranged in their document. Most high schools already have psychological examination result for each student, formats for collecting student data, and special notes about students.

KPK 2 assessment, namely the development of guidance and counseling programs in high schools in Bandung is good. This is evident from the value obtained more than 62 points from 150. This is evident from the results of the accumulation, guidance and counseling service programs conducted by several schools have been based on the needs assessment conducted by schools, using ITP/psychological tests/sociometry/other test kits. However, the delivery of guidance and counseling program is still not specific based on the needs of each class yet. In addition, daily journal writing is not a regular activity, especially in the form of counseling journals, which guidance and counseling teachers supposedly report after providing guidance and counseling services to the students.

Evaluation of KPK 3, namely the implementation of the guidance and counseling program in general is already in the good category. This is evident by the implementation of basic services, responsive services, individual planning and support systems that are in accordance with POP. The services provided cover personal, social, academic and career area. Basic services are proven by service activity plan (SKLBK) and the results of evaluations of the service provided by the guidance and counseling teachers. In addition, guidance and counseling teachers provide brochures, leaflet, or information boards about school options and alternatives to provide information. Responsive services are provided based on the needs of students, in which some school have individual counseling rooms and their own group counseling. In addition, parents are able to consult with guidance and counseling teachers to discuss about their students. Things that still need to be improved are home visits, case conferences, referrals, and some of the

administrative schools are still no organized well. Administration of the guidance and counseling service process that has been given becomes a challenge for guidance and counseling teachers to complete it, so that guidance and counseling services provided in addition to the impact felt by students there is also concrete evidence of the implementation of guidance and counseling services. The use of media and technology has been used quite well, especially in the search for information, but the use of media and technology is still not optimally utilized to provide guidance and counseling services. In this KPK, guidance and counseling teachers have involved other school personnel, and guidance and counseling teachers always try to improve professionalism. This can be seen from the participation of guidance and counseling teachers in various workshops and seminars.

KPK 4 evaluation, namely the guidance and counseling program evaluation, is in the good category. The guidance and counseling teachers carry out an evaluation of the effectiveness of self-activity. Carry out the stages of evaluating the guidance and counseling program sequentially by involving various parties to find out the level of success of the guidance and counseling program as a whole in schools. But there are still a number of schools that have not optimally evaluated the guidance and counseling program in their schools.

KPK 5's assessment of personal development and professionalism as a counselor is included in the quite good category. In this aspect almost all guidance and counseling teachers take part in activities organized by guidance and counseling organizations such as seminars, workshops and training and the guidance and counseling profession. Indicators of further studies, almost all guidance and counseling teachers are still have not continued their studies, which mostly reasoned by their age. Guidance and counseling teachers as a whole have not utilized scientific forums, society, and mass media. On the indicator of research, development and scientific papers is still low, most guidance and counseling teachers have never made articles, papers or papers about the experience of guidance and counseling or issues / problems related to guidance and counseling. Besides that, they have never made a research proposal related to guidance and counseling. But there are also schools that write down experiences or things that they want to be shared with the wider community through media such as newspapers, books, articles and so on. In addition, the school guidance and counseling often makes books or shares his writings in the mass media about his experience in the guidance and counseling area.

The results of the study above explained that guidance and counseling teachers in general had carried out guidance and counseling services in accordance with procedures, starting from the need assessment to the service implementation stage. The preparation of the guidance and counseling program at school must start from the assessment activities (measurement, assessment) or activities identifying aspects that are used as input for the preparation of the program / service (Depdiknas, 2007). This will certainly have an unfavorable effect where the ideal program planning must naturally begin with the assessment of student needs (Suwidagdho, 2017, p. 139). An effective and efficient guidance and counseling program requires good managerial, and managerial is one of the competencies that must be possessed by the supervisor/guidance and counseling teacher (Permendiknas No. 27 of 2008).

Guidance assessment activities in schools are the efforts, actions or processes to determine the degree of quality of the progress of activities related to the implementation of guidance programs in schools with reference to certain criteria or benchmarks in accordance with the guidance program implemented (Yuhanita, 2017). Criteria or benchmarks used to assess the level of guidance and counseling service programs implemented at school which refer to the fulfillment or non-fulfillment of the needs of students and those involved either directly or

indirectly in helping students to get behavioral and personal changes towards a better direction (Yuhenita, 2017).

Supervision in the guidance and counseling is regulated in the Keputusan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 020/U/1998 regarding Petunjuk Teknis Pelaksanaan Jabatan Fungsional Pengawas dan Angka Kreditnya, quoted by (Putri, 2018). Guidance and counselor teachers' supervisors are the supervisors with full duties, responsibilities, authority, and rights in assessing and fostering education in both public and private schools regarding to their guidance and counseling program. Based on the statement above, supervision of guidance and counseling program is directly managed by Dinas Pendidikan. This is in line with several secondary schools supervised by Dinas Pendidikan. However, there are some secondary schools that are still being supervised by their own school principal. There are also schools that have not been officially supervised, both from the education office and from the school principal. Therefore, supervision of guidance and counseling program is still not as happening as it supposed to be.

Based on research conducted by supervise of guidance and counseling in the field carried out by the principal shows that the ability of principals to carry out academic supervision both in planning, implementation, evaluation and follow-up is needed in order to achieve good learning outcomes so that all activities that are carried out can be measured and directed in accordance with the expected goals (Suparno, 2016). Meanwhile, according to Hikmawati (in Yenniyyar, et al., 2017) stated that in supervising school principals to guidance and counseling teachers, having the burden and responsibility of carrying out counseling guidance services, conducting cooperation with other agencies, preparing statements, making assignments the teacher, assigns a teacher coordinator, supervises the implementation of the guidance and counseling program, provides the necessary facilities and infrastructure. Principals as supervisors must be able to guide teachers efficiently who can instill trust, stimulate and guide professional research, cooperative efforts that demonstrate their ability to help teachers solve problems they face and are able to conduct studies and coaching in order to improve teaching quality and quality good learning (Suparno, 2016). Based on PP No. 13/2007 concerning the competency standards of principals, it is explained that the supervision competency of principals is skilled in planning academic supervision programs in the context of increasing teacher professionalism, conducting academic supervision of teachers using appropriate supervision approaches and techniques and following up on results academic supervision of teachers in order to improve teacher professionalism (Suparno, 2016).

The efforts to improve the professional competence of teachers including supervisors can be carried out through supervision. The contribution of supervision guidance and counseling in schools plays an important role in an educational organization (Ardika & Gede, 2010). Supervision of guidance and counseling needs to be directed at efforts that are to provide opportunities for teachers to develop professionally, so that they are better able to carry out their duties in school.

Teacher's professionalism is a certain thing to have to realize the knowledge-based schools, namely understanding of learning, curriculum, and human development including learning styles. Professional guidance and counseling teachers provide services in the form of assistance (advocacy) coordinating, collaborating and providing consulting services that can create equal opportunities in seizing opportunities and success for counselees based on professional principles (Dahlan, 2017). Guidance and counseling teachers in schools must also be able to develop themselves to be able to keep abreast of developments in technology and information and needs.

Supervision activities are guidance activities carried out both by the school principal and by the school supervisor in the field of counseling guidance to improve the quality of the supervising teacher in carrying out the guidance and counseling activities. Guidance is done by providing services and encouragement. Services and encouragement provided in the form of meeting the needs of both the needs of teachers as individuals, as well as the needs of teachers in order to meet the demands of their assignments. In providing services and encouragement, they must be based on guidelines and use technical and adapted to the needs of teachers, so that the implementation of supervision can be effective. With effective supervision it can improve the performance of supervisors.

Efforts that can be made to improve the effectiveness of supervision of counseling guidance are: (a) the supervision carried out must be able to create a harmonious relationship between supervisors and teachers. The relations must be created open, solidarity, informal, both between supervisors and teachers and with other parties involved. (b) supervision is carried out in a planned and continuous manner, (c) supervision must be democratic, meaning that supervisors must not be overly dominant, always active, cooperative, and involve the teacher in a participatory manner in supervising, (d) an integrated counseling guidance supervision program with other educational programs that have the same goal, (e) supervision of counseling guidance is carried out in a comprehensive manner, meaning that supervision covers all aspects of developing counseling guidance programs, although there is a focus on certain aspects based on an analysis of the needs of the development of previous counseling guidance, (f) guidance supervision counseling must be constructive, meaning that supervision is not to find faults and negative aspects of the teacher, (g) supervision of counseling guidance must be objective, meaning that the preparation of the supervision program must be based on real needs in teacher professional development, and (h) implementation results n supervision needs to be followed up by giving rewards to teachers who have been able to carry out their tasks well, while teachers who have not performed well need guidance but must be based on mutual agreement between the teacher and supervisor.

## CONCLUSION

The results of the study prove that the implementation of supervision at the secondary school level in the city of Bandung on aspects of student potential, developmental and environmental characteristics, program development, implementation of GC services and evaluation of GC programs are included in both categories. While there needs to be development in the aspects of personal and professional development as counselors. The GC supervision supervision needs to be done thoroughly to complete, so as to create an increase in academic and professional counselor competence.

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