



The Planning of Guidance and Counseling Service in Facing the Impact of Covid-19 Pandemic

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Abstract

This study aims to find out the planning of guidance and counseling service in facing the impact of the Covid-19 pandemic, especially at SMAN 1 Terara. This study used the case study method to collect and analyze the data. The data were collected from observation, documentation, and interview. The interview was conducted with the headmaster, vice headmaster, coordinator of guidance and counseling teacher, guidance and counseling teacher, and homeroom teacher of the school. The result showed that the planning process began with the distribution the questionnaire of problem checklist to the students and collecting information from all stakeholders of the school about the phenomena or problems that exist in the school, analyzing the results of the needs questionnaire, determining service programs, consulting and program approval, then the last was the procurement of facilities and infrastructure that needed to carry out all service programs that have been prepared so the implementation would be carried out properly and effectively.

Keywords: *Planning; Guidance and Counseling Service; Covid-19 Pandemic*

Introduction

The outbreak of Covid-19 (Corona Virus Disease) pandemic in Indonesia at the beginning of 2020 made many changes that occurred in all aspects, including in the education aspect. Learning process which is usually used face-to-face method, has been changed to learning from home using an online system. The sudden changed made many negative impacts for students. According to Li et al. (2020) research, showed an increase in negative emotions, a decrease in positive emotions and life satisfaction due to the Covid-19 pandemic on children. Increased negative emotions in question such as stress, boredom, depression, anxiety, and anger. Several negative impacts on children's mental health such as stress, anxiety, depression and difficulty sleeping (Sonatra, 2021; Kayatarno et al., 2021). Moreover, the psychological impact on children and adolescents is also a concern because of this pandemic (Akbar et al. 2021; Hamdi et al. 2021). Starting from stress, depression, decreased learning motivation, mental fatigue, even depression (Bhakti & Kurniawan, 2020). Seeing this reality, it is a must to take an action to handle and minimize the impact that has occurred.

One of the treatments that can be given to students to deal with the impacts of the pandemic that they feel is through guidance and counseling services, which one of the main functions of this service is to help students make improvements, adjust themselves and adapt to problems and obstacles experienced by students. In Permendikbud No. 111 of 2014, Guidance and counseling services are systematic, objective, logical, and sustainable and programmed efforts that carried out by counselors or teachers to facilitate the development of students to achieve independence in their lives. Furthermore, guidance and counseling services are the provision of assistance to students through various types of services and supporting activities such as personal guidance, career guidance, study guidance, and social guidance both individually and in groups so that the development of each student is optimal and can complete the problem he is facing. Then, by optimizing the guidance and counseling services in schools, it is hoped that students can be helped in dealing with the impact of the pandemic while improving the quality of learning and absorbing learning materials during the pandemic.

In order to run properly and optimally of guidance and counseling services, good planning is needed. Planning which is an important part of management greatly affects the implementation and results of a program that will be run. This is in line with Akbar, et al (2021) that states planning is the activity of determining what to do, how to do it, and who will carry out the activities in a program. By a good planning, it will easier for all elements in the school to achieve the goals. To see what kind of guidance and counseling service planning is being carried out to overcome the impact of the Covid-19 pandemic, this research was carried out at SMAN 1 Terara. This school was chosen because this school is included in the flagship school and has maximized guidance and counseling services to help all students. To see what the management of guidance and counseling services at SMAN 1 Terara looks like in dealing with the impact of the Covid-19 pandemic, this research was conducted.

Method

This research uses a qualitative approach. According to Semiawan (2012), qualitative research aims to seek an in-depth understanding of a phenomenon, fact, event or reality that exists. While Moleong (2013), states that qualitative research is research that intends to understand the phenomena of what is experienced by research subjects such as behavior, perception, motivation, action and others holistically by means of descriptions in the form of words and language. a special natural context by utilizing various natural methods.

According to Bogdan and Biklen (1992), qualitative research is divided into six types of research, ethnographic, case studies, grounded theory, interactive, ecological, and future. In this study, one of the six methods will be used, namely the case study method. Rahardjo (2017) describes a case study as a series of scientific activities carried out intensively, in detail and in depth about a program, activity, and event, either at the individual, group, institutional, or organizational level to gain in-depth knowledge about the event. In research that uses case studies, an in-depth examination of an event or situation is carried out using systematic methods of observing, collecting data, analyzing information, and reporting the results. So that the research results are expected to produce data and an in-depth understanding of an event.

To obtain data and facts according to the existing reality regarding guidance and counseling service activities in dealing with the impact of the Covid-19 pandemic, a qualitative approach was chosen to carry out this research. The use of a qualitative approach with the case study method is expected to be able to explain in detail and depth about what the guidance and counseling service planning in schools looks like.

Data collection in the study was carried out by interviews and documentation. The interview process was carried out with the head master, vice head master, coordinator of guidance and counseling teacher, guidance and counseling teacher, and homeroom teacher at the school to obtain information

regarding the planning of guidance and counseling services in dealing with the impact of the Covid-19 pandemic in schools. Meanwhile, documentation activities were carried out by collecting data, both in the form of documents and photographs, related to the guidance and counseling service planning program in schools.

The next stage is to perform data analysis procedures. This stage was carried out by following the data analysis procedure developed by Miles and Huberman (2014), namely by performing data reduction, namely selecting and sorting data that are relevant and irrelevant to the research conducted. Furthermore, data display, namely the presentation of data or information that is arranged in a simple manner so as to allow for drawing conclusions and taking action. The last procedure is to re-verify the data and draw final conclusions that are relevant to the research focus.

The last stage is checking the validity of the data. Examination of the validity of the data in this study will be carried out by carrying out the techniques of checking the validity of the data according to Satori & Komariah (2012), namely credibility (credibility) which refers to the size of the truth of the data and will later be assessed using triangulation of sources and techniques; Transferability to external validation and will be carried out by compiling reports properly, systematically and clearly so that research results can be trusted; dependability refers to the criteria to see whether the research is of good quality or not, and will be carried out by asking the supervisor and the testing team as auditors to review all research activities; and certainty or confirmability refers to confirming the truth of the data through various clear sources of information, and later will ask the supervisor and test team to carry out the confirmation.

Results and Discussion

Based on the results of research that has been done at SMAN 1 Terara, the planning process was done at the beginning of school entry. Precisely in the first two weeks since the first day students enter school in the new school year. This is supported by the statement of the guidance and counseling teacher that planning is usually done at the beginning of the school year.

In the 2021/2022 academic year, the counseling service planning at SMAN 1 Terara were carried out in the 3rd and 4th week of July 2021. This is in accordance with the results of Leksono's research (2017) that guidance and counseling programs should be arranged every beginning of the new school year. Moreover, Hasanah (2019) stated that the distribution of the problem check list questionnaire was carried out at the beginning of the new school year.

In the guidance and counseling service planning process, not only guidance and counseling teachers are involved. However, all stakeholders are also involved, from students to headmaster. This is in accordance with Apriwandi, Asrin, & Sudirman (2020) that explained that planning of programs and education in school must be involved all school stakeholders. Students were involved by filling out a needs assessment which is usually called the problem checklist. Guidance and counseling teachers analyze the results of the problem checklist questionnaire and program guidance and counseling service activities. Headmaster, vice of headmaster, education staff, and other teachers as sources of information about phenomena or things that are problems for students and need to be handled through the guidance and counseling program. This is in line with the results of Leksono's research (2017) which states that guidance and counseling programs should be prepared by all guidance and counseling staff with due regard school personnel and arranged in accordance with school needs.

The planning stage of the guidance and counseling service was carried out by following several stages. Where the stage begins with distributing a needs assessment questionnaire, analyzing the results of the needs questionnaire, determining service programs, consulting and ratifying the program, then the last was the procurement of facilities and infrastructure. This is in line with the research results of Rahman,

Muspawi & Martin (2017) that the planning stage of the guidance and counseling program at the Jambi City Senior High School was carried out by carrying out student needs analysis activities, analyzing school situations and conditions, setting goals, types of services, time of activities, and provision of the required questionnaire. Likewise with the results of Khasanah's research (2019) which states several things that must be considered: prepared in planning a mentoring program and counseling is knowing student needs, analysis of conditions and school situation, goal setting, determination of types, techniques, and strategies service, timing, place, and also the determination of facilities.

The guidance and counseling program planning was preceded by an assessment of the needs of students and their environment and continued by formulating the guidance and counseling objectives. Assessment of student needs and the environment includes identification of student characteristics and student needs, conditions and qualifications of teachers and counselors, facilities and infrastructure supporting the guidance and counseling program, and school leadership policies (Gumilang, 2019). In line with the results of Leksono's research (2017) which explains that the planning of guidance and counseling activities consists of: analysis of student needs, analysis of school situations and conditions, determination of goals, determination of types, techniques, and strategies of activities, determination of time and place of activities, and determination of facilities and budget.

The description of each stage is as follows:

a. Distribution of Problem Checklist Questionnaires

The first stage in the planning process was distribute needs assessment or problem checklist questionnaires to the students. The problem checklist questionnaire contains 50 statements that represent each problem area that students may experience. Such as personal, social, career, and study problems. This is in accordance with what was conveyed by the Guidance and Counseling teacher who said,

“In this school, we frequently distribute problem checklist questionnaires. The questionnaire is very complete, in which include personal problems, social problems, career problems, and learning problems.”

The problem checklist questionnaire consists of 50 statements that containing 16 statements for the personal field, 15 statements for the social field, 13 statements for the field of learning, and 6 statements for the career field. The statement items in each service field are constructed over several service components. The areas of personal, social, and learning services are composed of basic and responsive service areas. Meanwhile, the career service sector consists of planning services and individual specializations. This kind of service hopefully can help students to facing the impact of pandemic that they feel.

b. Analysis of the Needs Questionnaire Results

From the problem checklist questionnaire results that has been filled out by the students, an analysis of the tendency of the problems experienced was carried out. The answer to each statement item was given a percentage to make it easier to identify which statement has a higher percentage. Problems with the highest percentage would be prioritized to used as classical counseling materials, while the medium ones would be used as group counseling or group guidance materials, while the low ones would be used as personal counseling materials. Take for example, in the recapitulation result sheet for class XI-IPS 1, the statement about 'have not found an effective way of learning' was one of the statements that has a high percentage. The statement about 'it is still difficult to always think positively' was one of the statements with a moderate or medium percentage. Meanwhile, an example of a statement with a low presentation was 'tired and reluctant to go to school'. However, when viewed from the percentage of each service sector, problems in the personal field were the highest with 30.45%, followed by problems in the

learning field 29.32%, then 26.79% for problems in the social sector, and only 13, 44% of problems in the career field.

c. Determination of service programs

The results of the problem checklist questionnaire analysis were translated into administrative tools in the form of Semester Program Analysis which contains service programs. Semester program analysis were prepared by guidance and counseling teacher which contains a semester program for 1 academic year. This semester program analysis is structured to plan what programs were needed by students along with the facilities and infrastructure needed. Then a schedule and place of implementation for the program were made. The types of services planned at SMAN 1 Terara were:

1) Guidance Curriculum service

Guidance curriculum services is the provision of assistance in order to build and develop effective self-adjustment abilities for students. The planned basic services were provided with large class/cross-class guidance, distribution of guidance and counseling media, guidance boards, and distribution of leaflets.

2) Responsive Service

Responsive service is the provision of assistance to students who are facing problems related to personal development, learning, social, and career and need help and assistance immediately. Responsive services were scheduled to be provided by conducting individual counseling, group counseling, case transfer, consultation, peer guidance, case conferences, and counseling via electronic. The time and place of implementation would be adjusted to the needs of at that time.

3) Individualized Specialization and Planning

Services Specialization services are programs provided for students to facilitate the choice of their interests, talents and or abilities. While individual planning services are assistance provided to students so that they are able to formulate and carry out systematic activities related to future planning. Specialization services and individual planning services were also scheduled by providing classical guidance, individual counseling, group counseling, large class guidance, group guidance, and consultations. The time and place of the implementation was planned to be adjusted to the needs.

The schedule of guidance and counseling activities at SMAN 1 Terara in the 2021/2022 school year starts from the third week of July 2021 and ends in the last week of May 2022. The schedule states that the planning process is in the form of task division, needs assessment, program planning, program consultation, and provision of facilities/infrastructure is carried out in the first 2 weeks when new students enter school.

d. Program consultation and endorsement

Each program in the Semester Program Analysis that has been prepared by the guidance and counseling teacher must be consulted with the head master. The consultations carried out covered all of the planned components, such as the type of program, implementation time, and the required infrastructure. The time required for consultation and repair is normally only two to three days. If the teacher in question has finished making repairs, the head master will ratify the program. So that the service program that has been approved and approved can be implemented.

e. Procurement of facilities and infrastructure

Procurement of facilities and infrastructure is carried out to support the sustainability of the guidance and counseling programs that have been prepared. The facilities and infrastructure needed in the guidance and counseling service program include a guidance room, counseling room, tables and chairs for the convenience of students when conducting guidance, computers, printers, stationery, appeal posters as well as administrative formats for guidance and counseling services. The formats in question were the format for leaving school permission cards, student summons, counseling notes, home visit reports, case notes, agreement letters, and others. This is in accordance with what the guidance and counseling teacher explained,

“We are talking about planning, infrastructure that we don't have. What should we do, what format should we prepare? Here we have the format for guidance and counseling services”

As the results of Leksono's research (2017) regarding the provision of guidance and counseling facilities, where the facilities needed include: guidance room; and equipment for the guidance and counseling room, which consists of: (a) data storage area; and (b) a blackboard and a bulletin board or activity board.

With the supporting infrastructure, it is hoped that the implementation of guidance and counseling services can be carried out more effectively. As well as providing convenience and comfort for students to conduct guidance and counseling with their respective guidance and counseling teachers.

The planning process carried out at SMAN 1 Terara is in accordance with the theory put forward by Terry (2008) which suggests that planning is an activity to talk about what, who, why, where, when, and how future actions can be implemented. In the process of planning the guidance and counseling service programs at SMAN 1 Terara also discussed what programs would be implemented, who would implement and be responsible, why it needs to be implemented, where it would be implemented, when it would be implemented and how it would be implemented, whether with personal, group or classical. Hikmah, Ramdani, & Asrin (2021) states the same thing, planning of a program should be done with detailed activities preparation so it could be implemented optimally.

Meanwhile, based on the explanation of Suherman (2007), the planning and preparation of the guidance and counseling service program is carried out through a survey of students so that the real needs, problems, and conditions of students are known. In addition, to be able to prepare methods, techniques, facilities and estimates of obstacles that will be encountered. In the implementation of the planning that has been carried out at SMAN 1 Terara, there is no clear discussion of the method to be used. Discussions on the obstacles that will be encountered in anticipation of the implementation of services are also still lacking.

Overall, the planning of guidance and counseling service programs that has been made were expected to help students in SMAN 1 Terara to deal with the impact of pandemic Covid-19 that they are faced.

Conclusion

The planning process is carried out in the first two weeks of the new school year and involves all school stakeholders. While the stages were carried out by distributing a problem checklist questionnaire, analyzing the results of the needs questionnaire, determining service programs, consulting and program approval, then the last was the procurement of facilities and infrastructure.

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