

**MANAGEMENT OF COUNSELING GUIDANCE  
TO INCREASE STUDENTS' INTEREST IN CONTINUING  
TO STATE UNIVERSITY**

*(Case Study of State High School 1 Sukabumi City and State High School 5 Cimahi City)*

**Kokom Komariah, Ade Tutty R. Rossa, Ayi Najmul Hidayat, Waska Warta**

kokomkomariah@uninus.ac.id

adetuttyrosa@uninus.ac.id

ayinajmulhidayat@uninus.ac.id

waskawarta@uninus.ac.id

Universitas Islam Nusantara, Bandung

**ABSTRACT**

This research was motivated by the lack of interest of students to continue their studies to college. This research was conducted at SMAN 1 Sukabumi and SMAN 5 Cimahi. The problem in this study is the importance of counseling guidance in increasing interest in continuing to higher education and the lack of interest in students to continue their education to universities both public and private. The purpose of this study is how to plan, organize, implement, evaluate and solve and manage the results of counseling guidance in increasing students' interest in continuing to state universities, how to relevance value system management and plan renewal or novelty design. This research using a qualitative approach is an analytical research with an inductive approach, the method used in this research is in the form of a case study. The aim is to provide a detailed description of the background, traits and characters typical of the case that are descriptive. Data collection through observation, documentation, and interviews. The grand theory of Management used is Georgy Terry and the theory of School Guidance and Counseling (Norman C Gybers and Patricia Henderson) Education is one of the factors that can improve the quality of students with higher education. The results obtained that at SMAN 1 Sukabumi and SMAN 5 Cimahi 70% to 80% continue their studies to university. Researchers validate the data obtained using triangulation techniques and sources. The findings in this study consist of interest in continuing to higher education based on field descriptions ranging from formulating principals' policies, both general and specific ones on counseling guidance management, the formulation process, personnel involved in formulating principal policies, and their implementation in accordance with rules or policies from the government, curriculum policies to the development of student placement have their own advantages in The number of students, the strength or excellence of schools for outstanding schools which are part of efforts to improve education directed at the development of distribution that has in accordance with the development of science, technology, and shifts in education oriented to student needs, namely that counseling guidance teachers are teachers who can deliver their students to college. The conclusion of the results of the research that has been carried out by starting through data collection in accordance with the description, research results and discussions that have been

presented, can be stated as follows, the principal's policy in the interest of students continuing to college. The curriculum is prepared by an internal team democratically and approved by the Region V Branch of the Education with stages of formulating, adopting, implementing and assessing policies in the policy-making process its pro-student policy making

**Keywords:** Education Management; Guidance Counseling; Interest in continuing education.

## **INTRODUCTION**

Guidance is basically the effort or assistance provided by the guidance teacher or counselor to help optimize the individual and in its implementation guidance can use counseling as a technique. The purpose of providing guidance services is that individuals can plan study completion activities, future life development, develop all the potential of individuals, adjust to the educational environment, society and work environment, also overcome obstacles, difficulties faced by students or students in studies, adjustment to the educational environment, society and work environment. In the implementation in the educational environment, counseling guidance has a very strategic role in facilitating every growth and development of students, helping them overcome various problems they face both personal problems, social problems, learning problems as well as career problems. In achieving growth and development or tasks of optimal development of learners, guidance and counseling management is needed. Management of guidance and counseling in high school that is carried out optimally can make a major contribution in setting, implementing and assessing the success of achieving the vision, mission and goals of the school.

The basic considerations behind this study include the following cases: Conditions in the field related to the lack of interest of students continuing to state universities are caused by several things including (a) lack of support from parents if students want to study out of town, (b) have endless conflicts with parents in choosing study programs or majors at state universities, (c) costs or finances are less supportive to continue to state universities, (d) in the environment where many students do not continue to state universities, (e) teachers, homeroom teachers, guidance teachers, vice principals and principals are less helpful to increase students' interest in continuing to college, (f) lack of motivation, interest and confidence to continue to state universities, (g) the results show that the management of guidance and counseling management at SMAN 1 Sukabumi City and SMAN 5 Cimahi has All management functions have not been carried out optimally, due to several obstacles. (h) the results of research conducted by researchers at SMAN 1 Kota Sukabumi and SMAN 5 Kota Cimahi show that with regard to increasing students' interest in continuing to state universities, the planning of counseling guidance has been carried out only not based on an analysis of student needs. (i) The implementation of guidance and counseling has been carried out by involving the Vice Principal of the Curriculum Section has not involved other school residents. (j) Supervision of guidance and counseling has been carried out only the success criterion of increasing the interest of students continuing to state universities does not yet exist, and which is supervised by the Guidance and Counseling Coordinator only to the guidance teacher.

## RESEARCH METHODS

In this study, an approach known as a qualitative approach was used. Qualitative research as a complex picture, examining words, detailed reports of respondents' views and conducting studies on natural situations. Qualitative research is research that is <sup>1</sup>descriptive and tends to use analysis with an inductive approach. Process and meaning (*informant perspective*) are highlighted in qualitative research. The theoretical foundation is used as a guide so that the focus of research is in accordance with the facts in the field. In addition, the theoretical foundation is also useful to provide a general overview of the research background and as material for discussion of research results. There is a fundamental difference between the role of theoretical foundations in quantitative and qualitative research. There are various qualitative approaches, some aim at *exploratory descriptive, explanatory descriptive and emancipatory*, as stated by (Sukmadinata, 2013)

This study uses a qualitative approach because the researcher intends to explain in detail the phenomena that occur in the school by collecting detailed and complete data. This is in accordance with the objectives of research through a qualitative approach. This approach is the most appropriate way to reveal and describe how Counseling Guidance Management to increase student interest in continuing to state universities in students of SMA Negeri 1 Kota Sukabumi and SMAN 5 Cimahi. Indeed, this research, on the basis of a more mature and comprehensive study. This research is limited by time and place, and the cases studied are programs, events, activities, or individuals. Based on this opinion, this study limits the case to the management of counseling guidance in improving continuing to PTN. (Case study at SMAN 1 Sukabumi and SMAN 5 Cimahi).

## DESCRIPTION OF RESEARCH RESULTS

The findings in this study research outline there are 3 parts, namely about the principal's policy in placement and distribution to continue to college, counseling guidance management and counseling guidance programs in the interest of students continuing to college. The two schools have different general policies even though they have the same characteristics of excellence, namely the interest of the school by parents of students and two schools have their own advantages in self-development in the academic and non-academic fields. In order for students to develop with their academic and non-academic potential, counseling guidance management is needed in increasing interest in higher education. BK management begins with planning, organizing, mobilizing and supervising. While the BK program begins by creating an annual, semester program with basic competencies of basic guidance services, responsive services, individual planning and system support. An annual work program of developmental counseling guidance is also made tailored to student development tasks (program per class). This

---

<sup>1</sup> [Djunaidi Ghony and Fauzan Almanshur. \(2014\). Qualitative Research Methods. Yogyakarta: Ar-Ruzz Media.](#)

annual work program starts from the stage of preparation, implementation of activities and reporting (evaluation, analysis and follow-up). And before the work program is made, analyze needs through questionnaires, Inventory, Student Development Analysis or evaluation of last year's program.

Implement various innovative and collaborative school programs to achieve school champions in academic and non-academic fields. Integration in guidance and counseling with programs in schools is adjusted to the allocation of 1 hour of BK teacher guidance lessons into their respective target classes. Another example of a policy is that all class X students are required and class XII is welcome to take psychological testing (IQ, aptitude and interest) whose benefits are to see the basic potential (talents and interests) that tend to be preferred.

Distribution and placement activities for class XII are a routine agenda every year in all high schools / vocational schools / MA both public and private, especially SMAN 1 Sukabumi City and SMAN 5 Cumahi is a programmatic activity. The second through this SNBP activity is an additional task for the supervisor teacher specifically for class XII with the aim of providing assistance in the preparation of this SNBP activity, the person in charge of Wakasek while the counselor or BK teacher as a facilitator and consultant related to students' academic problems.

## **THEORETICAL STUDIES**

### **1. Management Theory**

#### **a. Definition of Management**

George R. Terry in the book *Principles of Management* (Sukarna, 2011: 3), also states that *management is the accomplishing of apredetermined ojectives through the efforts of otherpeople* or management is the achievement of goals that have been set through or together the efforts of others. Management is essential for any individual or group activity in an organization to achieve the desired goals. Management is *process oriented* which means that management requires human resources, knowledge, and skills in order for activities to be more effective or to be able to produce actions in achieving success. Therefore, no organization will be successful if it does not use good management. (Torang, 2013: 165). Based on the above understanding, I believe that what is meant by Management is the science of managing processes to achieve predetermined goals in order to achieve appropriate results.

George R Terry argues that "Management is a distinctive process consisting of the actions of planning, organizing, moving and controlling to determine and achieve goals through the utilization of human and other resources". In a management activity there needs to be a Planning Principle (Principle of Planning), Organizational Principle (Principle of Organization), Principle of Direction (Principle of Direction), and Principle of Control (Principle of Control). So that with this application, every action can run flexibly in achieving a goal.

Permendikbud Number 111 of 2014 was issued to become a new reference for the implementation of guidance and counseling governance starting from *planning, organizing, staffing, leading* and *controlling* (Zamroni &; Rahardjo, 2015). Management of guidance and

counseling based on Permendikbud number 111 of 2014 explained that guidance and counseling as professional services in educational units is carried out by professional educators, namely a counselor who graduated by taking his professional title or guidance and counseling teacher, guidance and counseling teachers are graduates of S1 BK as we know that those who can carry out guidance and counseling services are counselors or who has a graduate of S1 BK.

## **b. Definition of Guidance and Counseling**

According to Dunsmoor and Miller, guidance is helping individuals to understand and make broad use of the educational, positional and personal opportunities they have or can develop, and as a systematic form of assistance,

The broad understanding of guidance is a process of continuous and systematic giving to individuals in solving the problems they face in order to achieve the ability to understand themselves, the ability to be able to realize their abilities in accordance with their potential or ability to achieve adjustment in the environment, both in the family, school, and also in the community.

While counseling is a one-on-one meeting between counselors and counseling that contains unique and humane efforts, which are carried out in an atmosphere of expertise and which are based on applicable norms. In counseling services there are several forms of counseling itself, including: Individual counseling (individual) and group counseling.

## **c. Management steps of guidance counseling**

### **1. Planning guidance and counseling**

In planning guidance and counseling for students who want to continue, data is obtained that the guidance counseling teacher analyzes the needs first. In analyzing needs, the counseling guidance teacher as said. After learning how interest in continuing for class XII students tends to be lacking, last year's counseling guidance teacher program needs to make a counseling guidance teacher program plan in preparing a budget and listing the need for facilities needed for guidance and counseling services for students who will continue their education to a higher level. The results of the interview are clarified in the counseling guidance teacher planning document. In the guestbook document there are several notes about the guardians of students who will continue their education to a higher level. At the beginning of each school year, when he has started to have a work plan program, he goes to the principal to consult and ask for his guidance on the work plan program. From there, the principal will provide input that becomes an improvement for the work program.

## **c. Organizing guidance and counseling**

Schools in general management will not be well arranged, organized and achieved in accordance with the expected goals. If management is not carried out in a quality system, both in terms of organizing, directing, and controlling existing resources. So the implementation of guidance and counseling services must have organization and administration, so that the service

implementation activities carried out are more directed and clear. In guidance and counseling management, there are several procedures that must be considered (Darmawan Harefa, 2020), namely:

1. *Planning*. At this stage it is the same as described in the description above earlier, namely compiling guidance and counseling programs, namely annual, semester, monthly, weekly, daily programs.
2. *Organizing* in this section, counselors or guidance and counseling teachers must analyze the parties invited to cooperate or collaborate in the implementation of services to be carried out by counselors so that the activities to be carried out can be achieved properly.
1. *Staffing*, namely counselors are sought to take part in activities that can add insight into guidance, such as seminars or teacher training for guidance and counseling.
2. *Motivating*, it is necessary to increase motivation for counselors, namely through giving awards to counselors, this will be a reinforcement for counselors to remain enthusiastic in carrying out their duties in the implementation of guidance and counseling services.
  - a. *Controlling*. In this last stage, the counselor evaluates the guidance and counseling activities that have been carried out, for example, when the program has reached one year, it is seen whether previously there were shortcomings in the implementation of services that have been carried out related to problems in the school.

#### **d. Implementation of guidance and counseling**

Can stimulate school residents to increase students' interest in continuing to college starting from the principal, vice principal, homeroom teacher, teachers, TU staff and alumni to move, encourage and help students, and have an agreement together, so that students are interested in continuing to college with the right choice according to their interests. The implementation of guidance and counseling has been carried out by involving the vice principal, the curriculum section has not involved other school residents.

##### **1. Supervision of guidance and counseling**

Guidance and counseling coordinators in controlling various guidance and counseling activities, one of the goals is to increase student interest in continuing to college in terms of the duties and authorities of each school citizen, make decisions in helping students and assess the success of increasing student interest in continuing to college. The monitoring process can control, motivate, clarify successful and less successful plans, make materials for preparing the next activity plan, assess whether or not the process of implementing the activity is appropriate to what was previously planned by the guidance and counseling coordinator.

#### **Knot**

The final conclusion in the management of guidance and counseling, especially SMAN 1 Kota Sukabumi and SMAN 5 Cimahi always makes guidance and counseling management programs, especially for the placement and distribution program of twelfth grade students (XII),

this is handed over to counseling guidance teachers regularly every year for counseling guidance teachers who guide class XII, and other class counseling guidance teachers also support the program, Kensor work steps for student mapping in student distribution and placement, potential development and self-expression with consideration of high school student development tasks. In the management of guidance and counseling, there are efforts to place and distribute students, especially twelfth grade, to be facilitated in selection activities to public and private universities that have been carried out by the school represented by the guidance and counseling team with the knowledge of the principal and the wakasek and also his staff, the ways and personnel involved in the formulation of management are different. From the results of research that has been carried out by starting through data collection according to the description, implementing guidance and counseling management to increase interest in higher education with good management measures so that the results of student success planning qualify for college.

### **BIBLIOGRAPHY**

- Abu Ahmadi and Ahmad Rohani HM. (1991). *Guidance and Counseling in Schools*. Jakarta: PT Rineka Cipta, 1991.
- Al-Washilah, C. (2010). *Philosophy of Language and Education*. Bandung: Rosdakarya Youth.
- Aunur Rahim Fakhri. (2001). *Guidance and Counseling in Islam*, Yogyakarta: UII Press Publishing Center.
- Baderan, J. K. (2018). *PEDAGOGICS Journal of Educational Sciences Volume 9 (Number 2) 2018*. 9(Number 2), 152–178.
- Darkonah. (2017). *Group Guidance to Increase Self-Efficacy of Students at SMPN 5 One Roof Tanjungan Brebes*. Thesis. Yogyakarta: UIN SUKA, Da'wah fan Communication, 2015. Department of Religion, Al-Qur'an and its Translations.
- Dewa Ketut Sukardi, Nila Kusumawati. (2008). *Guidance and Counseling Process in Schools*. Jakarta: PT Rineka Cipta.
- Dini Tias Astuti. (2013). *Improving Social Interaction Skills Through Group Tutoring Services for Elementary School Acceleration Program Students*. Hj. Istiati Baiturrahma 01 Semarang. Thesis. (Semarang: UNES Education Sciences, 2013).
- Djumhur and Mjdjumhur And Moh. Sun. (1972). *Guidance and Counseling in Schools (Guidance and Counseling)*. Bandung: CV Ilmu.
- Djunaidi Ghony and Fauzan Almanshur. (2014). *Qualitative Research Methods*. Yogyakarta: Ar-Ruzz Media.
- Abu Ahmadi and Ahmad Rohani HM. (1991). *Guidance and Counseling in Schools*. Jakarta: PT Rineka Cipta, 1991.
- Al-Washilah, C. (2010). *Philosophy of Language and Education*. Bandung: Rosdakarya Youth.
- Aunur Rahim Fakhri. (2001). *Guidance and Counseling in Islam*, Yogyakarta: UII Press Publishing Center.

