

Implementation of Classical Guidance at SMP Bina Satria Medan

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Abstract: The purpose of this study is to find out: 1) How is the implementation of classical guidance at SMP Bina Satria Medan; 2) What are the obstacles encountered in implementing classical guidance at Bina Satria Middle School Medan; 3) What are the results achieved in the implementation of classical guidance at SMP Bina Satria Medan. The type of research used is a type of qualitative research with field research methods. Data collection techniques are interviews, observation and documentation. Furthermore, the analysis technique used is an inductive qualitative data analysis technique. The results of this study are the implementation of classical guidance at SMP Bina Satria Medan, namely the implementation of classical guidance at SMP Bina Satria Medan does not have special hours; the tools used are in the form of AUM and LKPD questionnaires; its implementation has not been carried out routinely, its implementation includes the initial, core and closing stages; the material used comes from the internet, books and training; The method used is the lecture method, discussion and question and answer. Obstacles experienced in the implementation of classical guidance include the lack of interest in student learning in following classical guidance; inadequate time in implementing classical guidance; lack of active counseling staff in the implementation of classical guidance. The results achieved in the implementation of classical guidance are the achievement of guidance goals for students; evaluation of students after carrying out classical guidance with evaluation of processes and results.

INTRODUCTION

The guidance and counseling program aims to enhance students' ability to express themselves effectively in daily life that matches their needs, skills, aptitudes, passions, atmosphere, and developmental tasks (Ghufron dan Santosa, 2022: 333).

Guidance and counseling services have several types of services, including guidance in classical format and guidance in group format. In classical tutoring, BK teachers can provide tutoring services to a number of students more efficiently in terms of time. According to Geltner and Clark, classical tutoring is a service that serves several purposes. First, the service aims to prevent disruptions that could threaten individuals or groups. Second, this service aims to minimize or eliminate the ugliness that has already occurred. Third, this service aims to maintain the positive side that belongs to individuals or groups. Finally, the service aims to develop existing potential. Classical tutoring is considered an efficient way to provide information to students in one class (Wahyuni, 2020: 3)

At SMP Bina Satria Medan, it is known that SMP Bina Satria Medan has a total number of students of 366 students in the 2022/2023 school year. In the face of the large number of students, there is only one active counseling guidance teacher who provides special guidance in classical services at SMP Bina Satria Medan. With a large enough number of students, as BK teachers or counselors are required to be able to overcome various problems and student needs in every learning process at SMP Bina Satria Medan.

With the problems that have been described in detail above, it attracted the attention of researchers to investigate further about how the implementation of classical guidance in SMP Bina Satria Medan? What are the obstacles faced in carrying out classical guidance at SMP Bina Satria Medan? How are the results achieved in the implementation of classical guidance at SMP Bina Satria Medan?

THEORETICAL STUDY

Understanding Classical Guidance

According to Prayitno and Erman Amti, service is an activity that is given to other people or clients and takes care of whatever is needed (Prayitno dan Amti, 2015: 94). Guidance is an orderly and systematic educational process to help young people grow on their power to determine and direct their own lives, which in turn can gain experiences that can make a meaningful contribution to society. While classical is a format of counseling guidance activities that serve a number of students in a class learning group.

Classical guidance is an alternative approach to basic services and specialization services and individual planning in the guidance and counseling program section. Classical guidance is aimed at all students or counsellors who have the nature of development, prevention, and maintenance. Classical tutoring is practiced in class face-to-face and is routinely carried out every week. Until now, classical guidance has an important role in the realization of guidance and counseling programs. Classical tutoring services are usually informative, which eventually the guidance and counseling teacher or counselor can immediately provide services.

Classical tutoring activities can be carried out with group discussions, questions and answers, and direct or face-to-face practice. The implementation of classical guidance is expected to provide assistance to students to take an active and creative role in carrying out services carried out by guidance and counseling teachers or counselors.

Classical Guidance Function

Sukardi and Kusumawati (2017: 7) Describe the functions of classical tutoring services as follows:

1. Comprehension function, is a guidance function that aims to provide assistance to students in recognizing themselves, which ultimately allows students to develop their potential optimally and can adapt to the environment optimally.
2. Prevention Function, is a guidance function that can prevent or avoid students from all kinds of problems that want to arise, complicate, hinder or cause obstacles and losses in the process of improving students.

3. Alleviation function, is a guidance function that can solve social problems that are being felt by students.
4. Development Function, is a more active guidance function compared to other functions. In this case, it is necessary to develop the potential and positive state of students in order to improve students confidently and sustainably.

Implementation of Classical Guidance

Classical Guidance Services are services in guidance and counseling. This service has several provisions in its implementation. The material used in classical guidance is closely related to the domain of guidance and counseling, namely tutoring, personal, social, career, and aspects of student development. In contrast to subject teachers who carry out educational learning, guidance and counseling teachers organize counseling guidance services to independent students or counseling.

According to Erford (2009: 115-117) Classical guidance services are services in guidance and counseling. Classical tutoring services are different from teaching. This service also has some provisions in its implementation. The difference between teaching and guiding is::

1. Classical guidance service is not an activity to teach or deliver subject matter as subjects designed in the school education curriculum, but conveys information that can affect the optimal development of all aspects of development and the achievement of student independence or counseling.
2. Classical guidance material is closely related to the domain of guidance and counseling, namely tutoring, personal, social and career, as well as aspects of student development.
3. Subject teachers in carrying out their duties are to organize educational learning, and the task of guidance and counseling teachers or counselors is to organize counseling guidance services that are independent of students or counsellors.

RESEARCH METHODS

The type of research applied in this study is a type of qualitative field research (field research) with a descriptive approach. The use of this method to intensively study the background of the present state and the interaction of the environment of a social unit. This research is characterized by being in-depth about a particular social unit whose results are a complete and organized picture (Suryana, 2010: 14). Qualitative research is a procedure that produces descriptive data in the form of written or spoken words of people and observed behavior.

The data collection techniques of this study are interviews, observation and documentation (Sugiyono, 2013: 240). Furthermore, the analysis technique used is an inductive qualitative data analysis technique. That is an analysis carried out by collecting all the results of interviews obtained from informants and observations made by researchers whose data is still specific, then making the data general. So that after that researchers can draw conclusions.

The place of research was carried out at one of the educational institutions in Medan City, namely Bina Satria Junior High School located in Medan Marelan District, Terjun

Village. The research was conducted for 4 (four) months, starting from May to August 2023.

DISCUSSION AND RESEARCH RESULTS

Based on the formulation of the problem that has been described, in this study there are 3 things that become special findings, namely::

1. Implementation Of Classical Guidance at SMP Bina Satria Medan

Based on observations and interviews that the implementation of classical guidance services at SMP Bina Satria Medan shows that the implementation of classical guidance services is running well and is ready to be distributed to students. And this classical guidance activity has been running for more than 5 years but there is a drawback in it, namely the absence of special hours in its implementation. So that the implementation of classical guidance is not carried out routinely. Before carrying out the implementation of guidance and counseling teachers, first prepare RPL (Service Implementation Plan) as part of the procedure before conducting guidance, then BK teachers select the type of service, select methods, prepare the material to be delivered and use tools and media in the implementation of classical guidance.

Regarding the implementation of classical guidance at SMP Bina Satria Medan, guidance and counseling teachers use several tools in the form of questionnaires, including LKPD (Student Worksheets) and AUM (Problem Disclosure Tools), as for the media used, namely textbooks, mass media, print media and the internet. The material delivered by the counseling guidance teacher is tailored to the needs of students and each grade level has a different material focus such as class VII which focuses on school discipline, class VIII focuses on socialization between people and class IX focuses on career. Before carrying out classical guidance, teachers of BK SMP Bina Satria Medan first make material adjustments and then look for material sources that can come from the internet, books or from training allocated from the school and synchronized with the needs of students.

In the implementation of classical guidance at SMP Bina Satria Medan. BK teachers use a strategy in the form of a tug-of-war strategy, which is a strategy where counseling guidance teachers are firm and also soft on students so that there will still be limitations in the relationship between teachers and students. And the counseling guidance teacher of Bina Satria Junior High School in the implementation of classical guidance uses methods such as lectures, questions and discussions. And based on the results of interviews with students and principals of Bina Satria Medan Junior High School, it can be seen that students and principals are greatly helped by the existence of this classical guidance system which can explore the interests of talents and develop the potential of students and can also take preventive measures against students regarding things that are prohibited and inappropriate to do at school.

2. Obstades Faced In Carrying Out Classcal Guidance at SMP Bina Satria Medan

Based on the results of interviews and observations, in the implementation of classical guidance, several obstacles were encountered. The form of obstacles faced by

Bina Satria Junior High School guidance and counseling teachers is that there are still many students who are still unfamiliar with the function of counseling guidance, especially in classical guidance services itself, so that it becomes a taboo view in the minds of Bina Satria Medan Junior High School students which results in students being reluctant to pour out their problems to BK teachers because students think counseling guidance is only for those who have problems. Then the lack of interest of students in responding to classical guidance and finally the lack of counseling staff in participating in implementing classical guidance at SMP Bina Satria Medan.

The solution carried out by the guidance and counseling teacher of SMP Bina Satria Medan is to approach and socialize the introduction and function of counseling guidance, especially in classical guidance services so that it is expected to change the perspective of students in recognizing the counseling guidance program at SMP Bina Satria Medan. And also apply to the principal to increase BK teacher personnel so that the implementation of classical guidance runs effectively considering the ratio of BK teachers is 1:150 students.

3. Result Achieved In The Implementation Of Classical Guidance at SMP Bina Satria Medan

Based on the results of interviews and observations that researchers conducted, the results achieved in the implementation of classical guidance at SMP Bina Satria Medan tend to be achieved in accordance with the initial objectives of the implementation of the guidance in the RPL that has been prepared previously. Furthermore, after providing classical guidance services, guidance and counseling teachers at SMP Bina Satria Medan also conducted an evaluation process on the implementation of classical guidance. The form of evaluation used is process evaluation and evaluation of results. This is done to find out the advanced steps or services that will be applied to students who need advanced services in the problems they face both in the academic and non-academic fields.

CONCLUSION

The conclusion based on the data that has been presented in this study is that in the implementation of classical ah at SMP Bina Satria Medan that classical guidance has been carried out for more than 5 years, there has been no special time in its implementation, BK teachers previously prepared RPL, types of services, method selection, material preparation. The tools used are LKPD and AUM and the media used are print and non-print media.

The obstacles faced in carrying out classical guidance are that there are still students who do not know the function of counseling guidance which makes students misinterpret the function of counseling guidance and also the lack of BK teachers who are active in carrying out classical guidance activities.

The results achieved in the implementation of classical guidance tend to be achieved in accordance with the RPL that has been prepared. And also carried out an evaluation process after carrying out classical guidance using process evaluation and evaluation of results.

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