

Exploring the Role of Facilities in Guidance and Counseling Services in Schools: A Comprehensive Review

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ABSTRACT

This paper explores the critical importance of guidance and counseling facilities in schools for optimal service delivery. With schools often overlooking the necessity of these facilities, it is imperative to shed light on the consequential deficiency in the delivery of such services, negatively impacting the academic trajectory and life skills development of students. The literature review methodology employed in this study delves into the conceptualization of guidance and counseling, the essential resources required, and the significant role of school administrators and BK (guidance and counseling) teachers in ensuring these facilities are available. The findings reveal the paramount importance of data collection instruments, data storage devices, service delivery tools, and BK room equipment for effective guidance and counseling. Furthermore, this study underscores the legislative mandates calling for the provision of these resources. Ultimately, this paper argues that optimal facilities, strategic planning, and collaboration between all school personnel are key to the successful implementation of guidance and counseling services in schools. The insights derived from this research are beneficial for school administrators, BK teachers, and policymakers, contributing to the enhancement of educational outcomes and the overall student experience.

Keywords: guidance and counseling services; school facilities; educational resources; school administration; student development



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INTRODUCTION

In the current dynamic era, the implementation of guidance and counseling services forms an essential aspect of comprehensive educational endeavors. Guidance and counseling are critical instruments that not only support the academic trajectory of students but also foster the enhancement of their life skills, preparing them to effectively navigate the complexities of everyday life. However, a worrisome trend is emerging; many schools seem to overlook the importance of equipping their institutions with the necessary facilities for providing optimal guidance and counseling services (Siregar, 2019).

Facilities, by general definition, encompass the equipment or tools that facilitate individuals in performing their tasks more effectively and efficiently, thereby enabling them to accomplish their objectives. As such, in an educational context, the provision of these facilities becomes even more significant. The completeness of facilities directly contributes to the effectiveness of teaching and learning processes within schools, thereby optimizing the educational outcomes for students. Particularly within the realm of guidance and counseling, these facilities play an indispensable role.

Guidance and counseling facilities within a school are critical, considering the role they play in shaping the service delivery. The absence of these facilities leads to a deficiency in the execution of services, which can consequently thwart the attainment of the set educational objectives (Siregar, 2019). It is therefore incumbent upon the guidance and counseling teachers, commonly referred to as 'BK teachers' in Indonesia, to ensure the provision of these necessary facilities. This availability will enable them to offer optimal services to the students, enhancing their overall development and learning experience.

The execution of guidance and counseling services in schools entails several crucial aspects. These aspects include, but are not limited to, the thoroughness of the BK teacher's activities, collaboration amongst all educators, and strategies to improve student grades. The teaching and learning process lies at the heart of the education system, making these aspects essential in fulfilling educational expectations. The delivery of these services, particularly by the BK teacher, forms a fundamental part of the learning process, highlighting the importance of adequate supportive equipment for effective guidance and counseling (Rahayu & Utama, 2016; Neviyarni, 2023).

Collaboration is key to ensuring the availability of guidance and counseling facilities in schools. All BK personnel and teachers must come together to secure these facilities and create an environment conducive for the execution of guidance and counseling services. This collective effort engages all school personnel, including the school principal and teaching staff, propelling the school towards achieving its objectives in a united manner (Rahmayanti et al., 2022). The BK coordinator and the BK teacher form the core team in facilitating the implementation of BK services within the school. They consult with the school's leadership to ensure the alignment of the BK services with the school's vision and mission for guidance and counseling. The school principal, being the leader, also plays a pivotal role in this process. They actively participate and collaborate in forming and executing policies favorable to the implementation of BK services, thus enabling smoother operations (Sari et al., 2022).

In the implementation of guidance and counseling services in secondary schools, the school principal or leader plays a vital role. They are instrumental in supporting the availability of BK facilities in the school, which aids in achieving the school's goals. The leader must strive to fulfill these facilities, which undoubtedly require costs for the implementation of guidance and counseling services, thereby necessitating participation from the school principal as the school leader (Randi et al., 2022).

Service activities should be conducted according to the POAC-Plus model, which includes planning, organizing, execution, evaluation or assessment, and follow-up. The service implementation requires a carefully crafted plan, which is undertaken by the BK teacher in the school. This planning includes yearly, semesterly, monthly, weekly, and daily programs. These programs form the basis of service delivery to students, meeting their needs through classical, group, individual, and supporting activities. To facilitate these facilities effectively, all staff involved in the school must be engaged in supporting the smooth implementation of services in the school (Syukur et al., 2019; Sinta, 2019).

In this light, the forthcoming discussion seeks to delve into these themes, examining the critical role of guidance and counseling in schools, the importance of collaborative efforts in securing facilities, and the significance of planning in the effective execution of BK services.

METHOD

The method employed in crafting this research article harnesses the potential of a thorough literature review, a compelling strategy for garnering valuable insights and information which forms the backbone of the examination and analysis of the chosen topic (Azizah & Purwoko, 2019; Grant & Booth, 2009). This method, frequently perceived as the bedrock of research, encompasses a meticulous and exhaustive search, evaluation, and integration of literature relevant to the research question or subject matter under investigation.

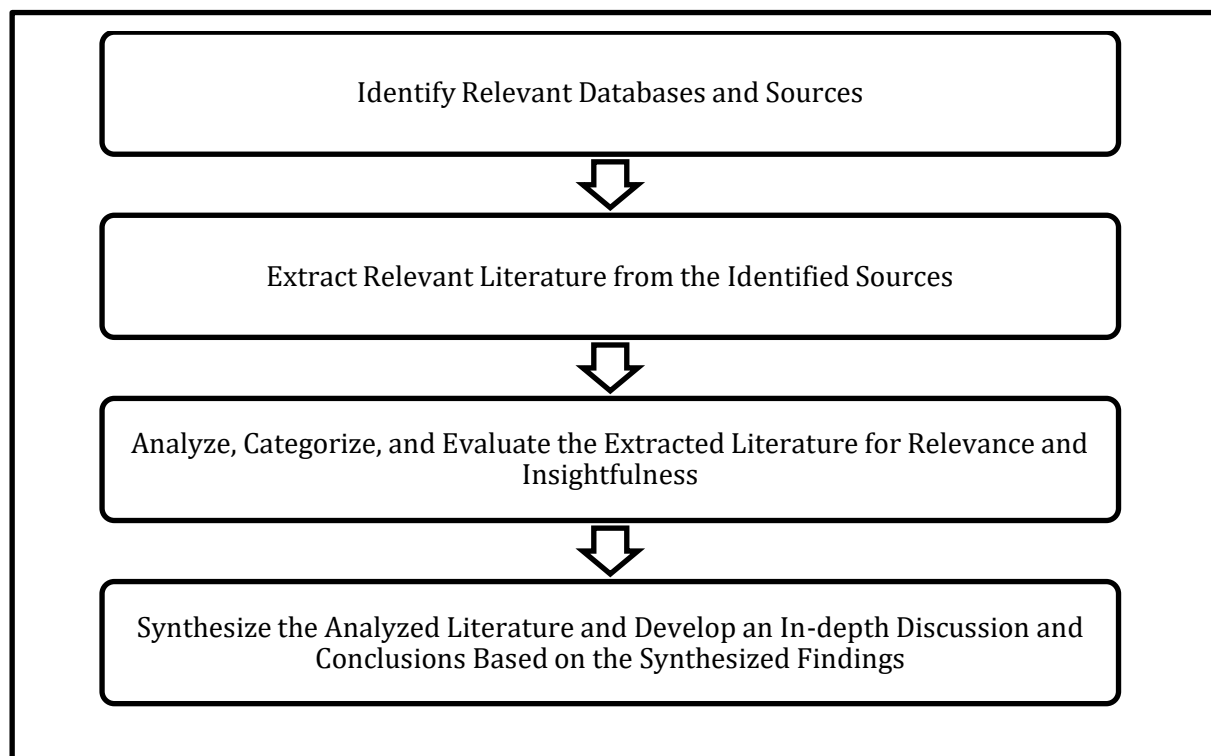


Figure 1: Flowchart of Literature Review Method

The process is initiated by delving into an array of resources including, but not limited to, scholarly articles, books, conference proceedings, dissertations, reports, and other authoritative materials, with the aim of procuring a diverse range of information germane to the topic under study (Khan, Kunz, Kleijnen, & Antes, 2003). This methodological approach facilitates a comprehensive understanding of the subject matter and cultivates an all-encompassing perspective, thereby enhancing the research's depth and breadth.

Following the data collection, the accumulated materials undergo a robust analysis, where the pivotal elements, ideas, and findings are meticulously sieved, categorized, and

examined. This process of analysis is far from a passive engagement with the literature; rather, it is an active interaction with the source material that cultivates a critical understanding and interpretation of the embedded concepts, theories, and outcomes (Zed, 2008; Fink, 2010).

In order to integrate the information obtained, the elements identified from the varied resources are consolidated and summarized in a coherent manner, thereby contributing to the development of a well-structured, insightful discourse on the subject. These condensed findings are subsequently analyzed in detail and consequently form the backbone of the research article's conclusions.

The primary objective of adopting this method is to enlighten the readers about the crucial importance of having sufficient guidance and counseling facilities to ensure the seamless implementation of these services in schools. The conclusions and insights derived are intended to be illuminating for guidance and counseling teachers (BK teachers), school principals, other school staff, and other interested readers (Neviyarni, 2023). The knowledge obtained from the synthesis of various literature sources contributes significantly to understanding the paramount role facilities play in effective guidance and counseling services delivery.

Therefore, this literature review methodology, which involves an iterative process of identification, selection, analysis, and synthesis, serves as an efficacious approach to building a comprehensive understanding of the need for optimal facilities for guidance and counseling service execution (Booth, Papaioannou, & Sutton, 2012). It ensures that the presented information is drawn from a broad spectrum of credible sources, analyzed critically, and presented in a logical, cohesive manner, hence lending credibility and depth to the research.

Through this comprehensive and systematic method, the research study strives to furnish well-researched and reliable knowledge that could contribute significantly to the existing body of literature on the importance of guidance and counseling facilities in schools (Rahmayanti, Sutama, & Nugraha, 2022). Moreover, the findings will be instrumental in facilitating better decision-making among school leaders, fostering a supportive environment for guidance and counseling in educational institutions.

RESULTS AND DISCUSSION

Concept of Guidance and Counseling

Guidance and counseling is a discipline that focuses on fostering personal, social, educational, and career development in individuals, particularly students. It is characterized by a support system aimed at the client's overall well-being. Prayitno (2018) asserts that guidance and counseling is a form of aid provided by counselors to clients. The objective of this aid is two-fold: addressing disruptions in the clients' Effective Daily Life (KES-T) and facilitating the development of an Effective Daily Life (KES). The concept of Effective Daily Life encompasses a range of aspects of life that contribute to a person's overall satisfaction, happiness, and effectiveness in performing daily activities (Myers & Sweeney, 2008). This reiterates the idea that guidance and counseling play a pivotal role in managing individual well-

being, necessitating the maintenance of optimal facilities and resources to support counselors and enhance the quality of services they deliver.

Facilities for Guidance and Counseling

Facilities or resources are the bedrock of the counseling process and are instrumental to the success of service provision, with the ultimate goal of achieving optimal results. In the context of guidance and counseling, this translates to identifying and effectively addressing students' KES-T issues and fostering the development of their KES, considering their unique needs and aspirations (Thompson, 2012).

BK resources, as described by Neviyarni (2023), encompass a wide range of tools and equipment used by BK teachers. These tools are not merely for teaching purposes but are designed to facilitate their work in providing BK services and supporting activities. For instance, they include resources that help teachers evaluate students' progress and develop personalized strategies to address their individual needs. On the other hand, infrastructure refers to the broad scope of tools, equipment, and objects that can be utilized by BK teachers to ease and expedite the implementation of BK activities. This could range from physical infrastructure like suitable workspaces and classrooms to technological tools that can streamline the process of guidance and counseling (Neviyarni, 2023).

To achieve the set goals in guidance and counseling, it is critical to ensure the availability of adequate resources. Fitria et al. (2021) posit that these resources are akin to equipment and materials that can be directly used in activities or operations, which, in this context, primarily refers to the implementation of guidance and counseling services.

Types of Guidance and Counseling Resources

In ensuring that guidance and counseling are effective, several types of resources are required. According to Neviyarni (2023), these resources include data collection instruments, data storage devices or computers, tools or media needed in the provision of services, and BK room equipment. Such resources allow the counselor to keep track of individual student progress, securely store confidential student information, and deliver services in an effective and efficient manner. Adequate provision of these resources is necessary for achieving BK and school objectives optimally.

Echoing Neviyarni's views, Lesmana (2021) emphasizes that the resources needed by guidance and counseling teachers should be adequately provided for a smooth service delivery. These resources include the appropriate equipment within the guidance and counseling room, computers for storing student data, proper instrumentation, media required for service provision, and other supportive facilities within the BK context.

Importance of Availability of BK Resources in Supporting BK Service Implementation

The necessity of available BK resources for successful guidance and counseling is further backed by legislative mandates. As per the Ministry of Education and Culture

Regulation No. 114 of 2014, to achieve national education objectives efficiently and effectively, schools must provide adequate BK resources to support guidance and counseling activities (Fitria et. al, 2021).

Mulyadi (2019) expands on this, pointing out that the implementation of services at the educational level is critical as the availability and effectiveness of resources can serve as a measure for the extent to which the objectives of the implementation are achieved. Furthermore, these resources are essential for evaluating the activity plans implemented by the counselors, providing a framework for future improvement and follow-up steps for subsequent activities. He emphasizes that resources and infrastructure for guidance and counseling services cannot be separated from the support and cooperation through organizations, personnel, implementers, resources and infrastructure, as well as supervision.

Furthering this discussion, Sugiarto et. al (2021) advocate for proper maintenance of guidance and counseling resources. They argue that resources should be well cared for, enabling the smooth functioning of guidance and counseling services. Maintenance activities may include routine repairs of electronic equipment, desks or work chairs, care for counseling rooms, worship places, counseling instruments, and all resources related to the implementation of guidance and counseling in schools.

On a similar note, Randi et al. (2022) discuss the role of school administrators in the provision and management of BK resources. They highlight the stipulations of the Ministry of National Education Regulation No. 24 of 2007, which state that the school principal should manage the provision of school resources, including those for BK. Such administrative support is crucial for optimal service implementation.

To facilitate the smooth delivery of services, guidance and counseling require a diverse set of resources. Setiawan & Ursula (2021) provide a comprehensive list of such resources, which includes computers for storing student data, complete instrumentation for data collection, room equipment for BK, individual and classical counseling services, device resources for student personal recognition, information services devices, and a library with various reading material sources for reference needs.

Finally, Neviyarni (2023) underscores that the BK teacher must adopt effective strategies to ensure the availability of BK resources and facilitate the implementation of guidance and counseling. These strategies could include building strong relationships with school personnel like security guards and cleaners, cooperating with all staff members, training officials to improve their work, supervising the renewal and maintenance of facilities and infrastructure, and conducting regular inspections of facilities.

CONCLUSION

The role of guidance and counseling in fostering student well-being is critical, necessitating a robust foundation of resources and facilities. This includes data collection instruments, storage devices, service provision media, and room equipment. The availability and proper maintenance of these resources, backed by legislative mandates, are key to effective service delivery. Moreover, school administrators and counselors play pivotal roles in resource

provision, management, and the formulation of strategies to ensure their adequacy. Hence, ongoing efforts should be prioritized to innovate and improve these resources, meeting evolving student needs, facilitating their development, and ensuring the successful implementation of guidance and counseling services.

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