

The Role of Guidance and Counseling Services in Individual Counseling During the Covid-19 Pandemic

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Abstract: The primary role of the counsellor during the Covid-19 pandemic is expected to be able to formulate individual counselling services that are in accordance with the needs of students today. One of the guidance and counselling services is an individual counselling service which refers to Permendikbud Number 111 of 2014 to obtain limited information about individual counselling. It is hoped that the implementation of guidance and counselling will be able to implement individual counselling services properly. Guidance and counselling must be able to: 1) Prioritize the welfare of the counselee, 2) Able to develop the counselee's diversity of competency skills, 3) Develop information and emotional control skills, 4) Have high resilience in dealing with one's own problems and counselee problems. Individual counselling services are teacher guidance and counselling services in schools to help students solve problems about truancy, interaction with friends, personal problems and career studies. The function of individual counselling services in guidance and counselling can help students in overcoming problems, getting change, direction and support and better attention. Therefore, the role of guidance and counselling in individual counselling services is very important in guidance and counselling in schools. So the counsellor must have the ability to guide, understand the characteristics of students well so that the counsellor can provide optimal guidance services to students.

Keywords: *Guidance and Counseling, Individual counselling, Covid-19 pandemic*

Abstract: Peran utama konselor pada saat pandemi Covid-19 diharapkan mampu merumuskan layanan konseling individu yang sesuai dengan kebutuhan mahasiswa saat ini. Salah satu layanan bimbingan dan konseling adalah layanan konseling individu yang mengacu pada Permendikbud Nomor 111 Tahun 2014 untuk memperoleh informasi yang terbatas tentang konseling individu. Pelaksanaan bimbingan dan konseling diharapkan mampu melaksanakan layanan konseling individu dengan baik. Bimbingan dan konseling harus mampu: 1) Mengutamakan kesejahteraan konseli, 2) Mampu mengembangkan keragaman kompetensi keahlian konseli, 3) Mengembangkan ketrampilan informasi dan pengendalian emosi, 4) Memiliki ketahanan yang tinggi dalam menghadapi permasalahan sendiri dan masalah konseli. Layanan konseling individu adalah layanan bimbingan dan konseling guru di sekolah untuk membantu siswa memecahkan masalah tentang pembolosan, interaksi dengan teman, masalah pribadi dan studi karir. Fungsi layanan konseling individu dalam bimbingan dan konseling dapat membantu mahasiswa dalam mengatasi masalah, mendapatkan perubahan, arah dan dukungan serta perhatian yang lebih baik. Oleh karena itu peran bimbingan dan konseling dalam layanan konseling individu sangat penting dalam bimbingan dan konseling di sekolah. Sehingga konselor harus memiliki kemampuan membimbing, memahami karakteristik mahasiswa dengan baik agar konselor dapat memberikan layanan bimbingan yang optimal kepada mahasiswa.

Kata Kunci: *Bimbingan dan Konseling, Konseling individu, pandemi Covid-19*

INTRODUCTION

Guidance and Counseling during the new learning process are caused by environmental conditions, namely the emergence of the Covid-19 virus pandemic, are expected to carry out various types of services in guidance and Counseling according to students' needs time. Guidance and Counseling need to be needed during the Covid-19 pandemic, where students need counseling services. Guidance and Counseling in schools are

expected to be able to adjust a service activity and solve the problem according to the challenges it is currently facing. Professional Counseling in schools emphasizes skills and guidance techniques such as Counseling, consultation, and coordination (Gybson & Henderson, 2012), which aims for guidance such as problem-solving and has the importance of good communication in students to produce a change in themselves. Counselors have an essential role in the education system and provide direction and guidance to students in schools.

In schools, guidance and Counseling services are the counselors' efforts to encourage students to develop their personal, social, and career lives. This service also helps overcome the problems and weaknesses experienced by students. They referred to the Regulation of the Minister of Education and Culture (Permendikbud) number 111 of 2014, which states that individual counseling services are included in the category of services outside the classroom. In this context, individual counseling services cover four service areas in guidance and Counseling, namely personal, social, learning, and career fields. Particular counseling services can be carried out by Permendikbud number 111 regarding guidance and Counseling in primary and secondary education, explaining that individual counseling services are therapeutic activities carried out individually to help students experiencing particular problems or personal concerns. The function of guidance and counseling services in individual counseling services is to identify problems, cause problems, find alternative solutions, and make decisions with responsibility. Individual service needs can be met through essential components for providing alternative problem solving to students.

Meanwhile, some students need group counseling services, classical and group guidance. The guidance and counseling program service component has collaborative support between counselors and parties involved in school and individual counseling service efforts. Based on the formulation of the problem, the purpose of this study was to obtain information about: 1) the nature of individual counseling services in schools; 2) the role of guidance and Counseling in individual counseling services. This paper aims to provide the role of individual counseling services in the counseling process in schools.

METHODS

This article uses a descriptive type of analysis to describe individual counseling services, the role of guidance and counseling in individual counseling services. This article's type of data is secondary data obtained from literature studies, books, journals, reports, and the internet. The data collection technique used is library research (library research) by collecting and looking for secondary data from various references to books, journals, and the internet that can be accounted for its validity. This article's analysis technique is the content analysis method, namely by explaining and analyzing existing sources, after which various references are linked.

FINDINGS AND DISCUSSION

According to Thompson (2013: 56), the nature of individual counseling services focuses on problems and provides problem solutions to achieve change in action. Individual counseling services are assistance provided by students that are curative following the problems faced to provide direction and the desired goals. According to Ehly Stewart & Dustin Richard (1989: 34) individual counseling services are counseling services that help students pay attention to individual attention commitment and self-acceptance. Besides, according to Thompson and Ehly Stewart & Dustin Richard, individual counseling services refer to the Ministry of Education and Culture, individual counseling services to help learners experiencing certain personal problems or concerns. Which serves to identify problems, the causes of problems, find alternative solutions to problems and the best decision making to

realize decisions with full responsibility in life. According to Ehly Stewart & Dustin Richard (1989: 39) individual counseling efforts carried out by guidance and counseling in schools are indicated by (1) problem identification (review of the problem presented and assessment for the counselee's needs), (2) problem analysis (consideration of the problem relevant to the problem that supports), (3) application of therapy (education / training that involves the counselee in changing actions), (4) change evaluation, (5) helping the counselee to generalize skills in class or at home. Therefore, individual counseling involves collaboration with class teachers and other relevant parties in the school. This is in line with Ehly Stewart & Dustin Richard (1989: 34).

The goal of individual counseling is to motivate students to express understandings or perceptions related to behavior. The purpose of individual counseling services is to help find alternative problem-solving learners in making decisions with responsibility. Therefore, individual counseling involves collaboration between guidance and counseling with all school parties for better behavior change. A counselor's characteristics are 1) maintaining trust in the counselee 2) having awareness, respect for the counselee, self-understanding, 3) not distinguishing the counselee from race, ethnicity, religion or culture, 4) being open to everyone and having interpersonal communication with good. Some elements need to be possessed by guidance and counseling, namely achieving agreement on goals in counseling, having a good emotional relationship between counselor and counselee, and understanding each other to achieve the expected goals. Individual counseling services in guidance and counseling are found in individual planning and specialization services. Individual planning services are assistance to students to formulate and carry out activities related to future planning with an understanding of their strengths and weaknesses and understanding the opportunities available in the environment. This service is aimed at all students and is directed to choose and make the right decisions in developing their potential optimally. This service is carried out by guidance and counseling or can work with homeroom teachers, subject teachers, parents and other parties outside the school. Individual counseling services are counseling services in schools to assist students facing personal, family, social, learning and career problems. The function of guidance and counseling services in individual counseling services helps students empower the counselee, provide direction, and change personal behavior when dealing with problems.

Kabir Syed Muhammad (2017) states that counselors can guide, advise consultations, recommend and help various problems that can be used as strengths in the counseling process to improve students' development in the academic, personal, social and career fields to be productive. Naslund Melissa (2015) explains that counselors encourage the development of students through qualitative exploration. Meanwhile, according to Supriyanto et al (2020), the counselor's role in schools is to provide individual counseling services to all students to help solve problems and improve the psychological state of students. Individual counseling in guidance and counseling service is based on Permendikbud number 111 of 2014 concerning primary and secondary school. It explains that individual counseling services help students who are facing personal problems that can be done by identifying problem problems, finding alternative problem solving and good decision making by realizing responsibility in life. Individual counseling services in schools are under the counseling process, which is when the counselor can implement his skills, openness and professionalism to achieve certain goals in solving student problems. Ngai Steven & Cheung Chau (2015) to carry out the role of counseling effectively the counselor must be able to: 1) help students regardless of ethnic, religious and cultural differences, 2) help the counselee to cure the problem at hand, 3) help students who can provide effect in maintaining good behavior 4) overcoming the problem as a whole to achieve goals in counseling. Counselors help students according to their abilities. As according to Sahin & Saki (2020) individual

counseling service strategies include: 1. Helping and prioritizing the welfare of the counselee 2) developing the counselee's religious competence skills 3) developing information processing and emotional skills 4) Having high resilience both in dealing with his problems and counselee problem. Counselors at school should not feel that they have to choose to provide services and act as a support for behavior change. The change in drive behavior comes from the counselor's desire to prevent the counselee's problems.

Based on this, the authors conclude that the role of the counselor in individual counseling services in schools can carry out the role of counseling on students effectively, so the counselor must be able to: (1) identify problems (review the problems presented and assess the needs of the counselee), (2) problem analysis. (consideration of relevant problems with supporting problems), (3) application of therapy (education / training involving the counselee in change), (4) change evaluation. Ideally the counseling process can lead students to self-development. The process of school counselors in individual counseling services to students: 1) Identifying students' problems in the individual counseling process, 2) Analyzing relevant and supportive problems, 3) applying therapy that involves counselees, 4) Evaluating behavior changes. Seeing Permendikbud No. 111 of 2014 only obtained quite limited information about individual counseling, it is hoped that guidance and counseling teachers are expected to implement it. Therefore, guidance and counseling teachers must be able to: 1) be able to prioritize the welfare of the counselee, 2) develop the counselee's cultural diversity competency skills, 3) develop information processing and emotional control skills, 4) have high resilience in dealing with own problems and counselee problems. The success of guidance and counseling teachers in carrying out individual counseling services will affect the counselee's welfare and help increase the counselee's confidence in guidance and counseling in school services towards the guidance and counseling profession that the counselee is a professional.

CONCLUSION

The role of guidance and counseling in individual counseling services in schools can effectively play the role of counseling services. Although Permendikbud No. 111 of 2014 obtains limited information about individual counseling, it is hoped that guidance and counseling can implement it well. Therefore guidance and counseling can perform individual counseling services well, guidance and counseling teachers can prioritize the welfare of the counselee, able to develop counselee diversity competency skills, develop information and emotional control skills, and have resilience who are high in dealing with their problems and problems with the counselee.

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