

## **GUIDANCE AND COUNSELING MANAGEMENT IN OVERCOMING STUDENT DETERMINATION**

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### **ABSTRACT**

Delinquency committed against students needs to be anticipated by maximizing the role of the school, especially the guidance and counseling unit. This article aims to find out: (1) Guidance and counseling management; (2) Forms of student delinquency; and (3) Guidance and counseling management in overcoming student delinquency. This type of case study descriptive qualitative research uses data collection methods in the form of interviews with the head of the madrasa, deputy head of the madrasa in charge of student affairs, Guidance and Counseling teachers, homeroom teachers, picket teachers, and students at MTs Negeri 3 Kolaka Utara. Data analysis used descriptive analysis through three stages, namely: data condensation, data presentation, and conclusion. Testing the validity of the data is done through triangulation of sources, techniques, and theories. The results showed: (1) the management applied in counseling guidance services at MTs Negeri 3 Kolaka Utara is by implementing 4 management functions, namely planning, organizing, actuating, and evaluating; (2) The forms of student delinquency that occur are divided into 3 levels, namely the level of mild delinquency (not attending class, being late, bullying), the moderate level of delinquency (skipping and fighting), and the level of serious delinquency (smoking, using fox glue and sexual harassment); (3) Guidance and counseling management in overcoming student delinquency, namely through teamwork planning or grouping human resources owned so that they can establish harmonious communication and collaboration relationships in overcoming student delinquency. The findings in this study have implications for madrasah heads to supervise and provide direction and support both materially and in terms of increasing the ability of Guidance and Counseling teachers through participating in training, thus further improving the quality of guidance and counseling services in tackling student delinquency.

**Keywords:** Management; guidance and counselling; juvenile delinquency

## **1. INTRODUCTION**

Adolescence is often known as the period of rebellion. During this adolescent period, a child just facing puberty often shows various emotional disturbances, stays away from the family, and faces many problems experienced, both from the family, school, and community environment. Juvenile delinquency or in English, is a symptom of social disease in adolescents caused by social neglect. As a result, they are accustomed to developing forms of behavior that are not in accordance with applicable norms. Juvenile delinquency/students are all behaviors that deviate from criminal law norms committed by adolescents that can harm themselves and those around them (Dadan Sumara, Sahadi Humaedi, 2017).

Juvenile delinquency in this modern era, has been widely reported in various media, and it has been said that it exceeds reasonable limits. Many teenagers and minors are familiar with smoking, drugs, sex, fighting, theft, and taking part in many other criminal acts that deviate from the norms that apply in society and are related to the law. Problems with student delinquency such as lack of respect for educators and education, lack of discipline with time, disobeying rules, and lack of maintenance of the beauty and cleanliness of the environment(Asih, 2021). Juvenile delinquency for some psychologists is all the actions that teenagers try and violate the rules that apply in society. Even so, the phenomenon of juvenile delinquency is a natural thing(Karlina, 2020). That is, juvenile delinquency is a natural thing for every student who is experiencing development, but this concept must be removed from educators' thinking because juvenile delinquency must be overcome and watched out for so that students get proper guidance and direction from educators in preventing and overcoming these problems. Counseling guidance has the main function of helping students overcome problems at school and outside of school or problems in learning and personal problems. Apart from the main function, guidance and counseling also have functions that are no less important, for example, guiding students in understanding themselves, providing assistance in preventing problems from arising, providing students with good facilities in the learning process,(Supraminto, 2022). To achieve the target of counseling services effectively and efficiently, it is necessary to have good management through guidance and counseling management. Guidance and counseling management is an effort to regulate and manage guidance and counseling services with the resources available at the school, both from the principal, counseling teachers, educational staff, educators and homeroom teachers (Zamroni & Rahardjo, 2015). Guidance and counseling management exist to maximize the human resources owned by the school so that it is able to achieve the expected goals.

This study aims to describe the management role of guidance and counseling organizations in schools, with the management of guidance and counseling services to provide a harmonious relationship and good cooperation between the head of the

madrasah and all elements related to counseling services in schools. From the results of this good cooperative relationship, it will also produce good performance so that the objectives of counseling services can be achieved optimally.

## **2. METHODS**

This research is qualitative research (Sugioyono, 2017). The research approach used is case studies and managerial. The data sources used were primary data obtained from the head of the madrasa, deputy head of the madrasa in charge of student affairs, Guidance and Counseling teachers, homeroom teachers, picket teachers, and students at MTs Negeri 3 Kolaka Utara. In addition, this research uses secondary data, namely data obtained from journals and books that are relevant to this research. Data collection methods in this study were interviews, observation and documentation (Sugiyono, 2017). Data analysis technique used Miles and Huberman namely descriptive analysis through three stages, namely: data condensation, data presentation, and drawing conclusions). The data validity technique used in this study is triangulation of sources, techniques and theory (Sulaiman & Mania, 2020).

## **3. RESULTS AND DISCUSSION**

### *Description of Guidance and Counseling management at MTs Negeri 3 Kolaka Utara*

Based on the research results that guidance and counseling management at MTs Negeri 3 Kolaka Utara, where this study found 4 implementations of the management functions carried out at MTs Negeri 3 Kolaka Utara. The four management activities include planning, organizing, actuating, and evaluating activities.

Planning is the initial activity carried out in guidance and counseling management, where in the planning process this involves all elements in the madrasa so that in the process of preparing plans it can be mutually agreed upon and supported. Planning activities are carried out to develop plans or programs for guidance and counseling service activities that are in line with the madrasah vision and mission, so that the guidance and counseling service programs can help and encourage the achievement of the goals expected by MTs Negeri 3 Kolaka Utara. This planning activity involves all elements in the madrasa, from the head of the madrasa to the subject teachers (Rahmadani, 2021).

Organizing is an activity that is carried out after planning, where organizing activities at MTs Negeri 3 Kolaka Utara are grouping existing human resources based on their abilities and skills, so that they are able to work together to achieve the goals of guidance and counseling services. Organizing is the key to guidance and counseling management because every activity carried out from planning to supervision requires harmonious

coordination and good cooperative relations between guidance and counseling teachers and other teachers (Rahman, 2018). We can see the form of this organizing activity from the formation of an organizational structure for guidance and counseling services which has been designed to describe the duties and authorities of personnel involved in the implementation of guidance and counseling services at MTs Negeri 3 Kolaka Utara. Based on the results of the research that in organizing the number of guidance and counseling teachers at MTs Negeri 3 Kolaka Utara is only 1 person which is not directly proportional to the number of students in MTs Negeri 3 Kolaka Utara, this is a big challenge for counselors in providing guidance services to learners.

Based on the organization of guidance and counseling services that had been formed at MTs Negeri 3 Kolaka Utara, the person who became the counseling teacher was Mr. Sunandar S.Pd, he was appointed as a counseling teacher because it was based on job descriptions and job specifications, where job descriptions are job descriptions containing functions, duties, authorities and responsibilities. While the job specification analysis is a job specification relating to education, skills and personality (H.Sutadji, 2010). So the guidance counseling teacher has fulfilled the requirements, where he has an educational background majoring in BK. However, based on job analysis, the proportion between counseling teachers and the number of students in the madrasah is lacking. That is, the capacity of counseling teachers is only 150 students, but in fact the number of students at MTs Negeri 3 Kolaka Utara is 201 people, so there should be two counseling teachers. at MTs Negeri 3 Kolaka Utara, as stated in the Regulation of the Minister of Education and Culture Number 111 of 2014 (Permendikbud, 2014). a counselor or guidance counseling teacher has responsibility for students with a ratio of 1 to 150 counselees or students who are mentored.

Actuating or the implementation of being the third management in guidance and counseling activities. Guidance and counseling activities at MTs Negeri 3 Kolaka Utara are carried out based on 17 general patterns of guidance and counseling services. 17 This pattern is divided into 3 parts, namely 4 areas of guidance and counseling (personal, social, learning, and career areas), 7 types of guidance and counseling services (orientation services, information, placement and distribution, learning, individual counseling, guidance and groups, and group counseling), and 5 supporting activities for guidance and counseling services (instrument application, data collection, case conferences, home visits, and case handover) (Sari, 2020).

Evaluation guidance and counseling services at MTs Negeri 3 Kolaka Utara is carried out by the head of the madrasah. The form of the evaluation is an evaluation of the results or reports on the results of the implementation of guidance and counseling service activities which are reported every semester to the head of the madrasa. The evaluation conducted at MTs Negeri 3 Kolaka Utara aims to find out whether the implementation of

guidance services is effective and produces a positive influence on students. The evaluation is carried out so that all attempts at action or process are to assess the quality of progress and the success of the program of implementing guidance and counseling activities in madrasas that refer to the criteria that have been determined in the guidance and counseling program (School, 2017).

*Forms of Student Delinquency at MTs Negeri 3 Kolaka Utara*

Based on the results of the study that during the last three years there were eight forms of student delinquency at MTs Negeri 3 Kolaka, of which the eight were divided into three categories of delinquency, namely mild, moderate and severe delinquency.

Table 1. Delinquency grouping of MTs Negeri 3 Kolaka Utara students

Category	Form of delinquency	Amount/year			Handled	Not handled
		2020	2021	2022		
light	not following the lesson	6	8	0	14	0
	late	0	59	38	97	0
currently	bullying	1	0	0	1	0
	skip	2	6	0	8	0
	fight	6	4	0	10	0
heavy	smoke	7	13	5	26	0
	using fox glue	1	0	0	1	0
	sexual harassment	3	0	0	0	3

Mild delinquency is an act of a student who violates the rules applied in the madrasah environment whose form is still reasonable or not against the law, such as delinquency not attending lessons or leaving class during class hours, coming late to school and delinquency bullying. However, the delinquency will go to the stage of moderate or even severe delinquency if no guidance is given immediately (Rahmatullah & Purnomo, 2020)

It was noted that there was a decrease in cases of being late for coming to school, where in 2020 the number of students who were late was 0 (zero) because at that time the learning process was carried out in stages or in groups making it difficult to detect students who were late. Whereas in 2021 there were 69 students who were late for school and in 2022 there was a decrease in the number of late students, namely 38 students. So student delinquency in the form of delay has been handled by the guidance counselor as a whole, namely 97 students. The form of mild delinquency in the second category, namely delinquency does not take part in learning, it is recorded that in 2020 there were

6 students and in 2021 there were 8 students while in 2022 there were no cases of students who committed violations did not take part in learning, so it can be concluded that violations did not take part in learning can be handled by the counseling teacher so that there has been a decrease in the delinquency rate in the last three years. While the third mild category of delinquency is bullying. Bullying is an act of using power to hurt someone verbally, physically or psychologically so that they feel pressured, traumatized and helpless, as evidenced by the findings that in the last three years, 1 student has bullied and has been handled by the guidance counseling teacher.

Moderate delinquency is an act or behavior of students that is not in accordance with predetermined rules. This delinquency is considered to be between two sides, namely the position of the light and heavy category (medium delinquency). The moderate delinquency category is divided into three forms of delinquency, namely: first, delinquency that is usually done by students, namely truancy (Unayah & Sabarisman, 2016). where from the table it was recorded that in 2020 the number of students who skipped 2 people and in 2021 there were 6 people while in 2022 there were 0. So for the last three years the delinquency of truancy was reported to have been handled by guidance counseling teachers, namely 8 people. Second, fighting delinquency where this delinquency was recorded in 2020 the number of students who fought was 6 people while in 2021 there were 4 people and there was a drastic decrease in 2022 it was noted that the number of students who were fighting was 0, so for the last three years it has been noted that truant delinquency has handled by the guidance counseling teacher.

Serious delinquency is an act or behavior of students that can disturb the peace, safety of themselves, society and madrasah. The category of serious delinquency carried out by students at MTs Negeri 3 Kolaka Utara is like smoking, and there is one student who consumes fox glue, one of the unaddressed student delinquencies is sexual harassment where the person concerned is expelled from the madrasah. The table above shows that the second most common delinquency is smoking delinquency (Maulana & Nugroho, 2019). However, from the results of the researchers' observations, there was no serious delinquency found at MTs Negeri 3 Kolaka.

#### *Description of Guidance and Counseling Management in Overcoming Student Delinquency at MTs Negeri 3 Kolaka Utara*

Guidance and counseling management in tackling student delinquency at MTs Negeri 3 Kolaka Utara, namely organizing or managing the duties of personnel involved in the counseling service organization, so as to provide directions and guidelines for the position or portion of each counseling teacher and other teachers in terms of implementing guidance and counseling services. counseling. The existence of a clear division of tasks, allows each officer to understand their duties and can foster harmonious

communication or cooperation relations. This is in accordance with Joko Wahoho's journal that with the togetherness and cohesiveness of the organization, a good, safe and comfortable work atmosphere will undoubtedly be created so that it can make it easier for the organization to achieve the goals that have been formulated (Wahono, 2014). The madrasa head and guidance counseling teachers at MTs Negeri 3 Kolaka Utara make a flow/mechanism as a form of grouping and dividing tasks and the role of each personnel involved in BK services.

a. Picket teacher

The first mechanism in guidance and counseling services in overcoming student delinquency is picket teachers, where they have the task of directing, guiding, supervising students from the start of arriving until students go home. This is in accordance with Islamic education journals that a teacher plays an active role in providing direction and guidance to students who are in trouble and also the teacher helps solve them (Fahmi Awalul Ihsan, Imam Safi'i, 2022)

b. Homeroom teacher

The role of the homeroom teacher in the process of dealing with student delinquency is to follow up on problems that have been reported by pickets and subject teachers by providing group guidance in the form of advice as well as directions and motivation for students to focus on achieving their goals as in journals (Petriani & Ananda, 2018). that the homeroom teacher has a role and function in fostering and controlling the behavior of his students.

c. The guidance counseling teacher works closely with the Deputy Head of the Madrasah for student affairs

The role and duties of wakamad and guidance counselors are to follow up student cases by providing services in accordance with the problem area. At this stage the wakamad of student affairs and the counseling teacher communicate and face to face with students who have problems both in groups and individually. The techniques used by guidance counseling teachers are; having private conversations with related students, holding discussions with groups of students who have the same problems, then providing guidance and counseling through advice to them, and the last technique is Home Visits or home visits.

d. Head master

The head of the madrasa as a leader is involved in the management of counseling guidance in overcoming student delinquency, where the head of the madrasa has the task

of regulating the quality of the madrasa. This is in accordance with one of the Islamic Education Management journals that states the importance of the role of leaders in managing change to create superior quality (Hasan et al., 2022) The role of the head of the madrasah in dealing with student delinquency is by taking over the case if the wakamad and guidance counseling teachers cannot handle student delinquency cases. So, what the school principal does is hold negotiations or meetings attended by all homeroom teachers, vice principals, guidance counselors, the parents of the students concerned, the head of the madrasa and the committee to discuss solutions to these problems.

The results of this study can be concluded that the guidance and counseling management that is applied in tackling student delinquency at MTs Negeri 3 Kolaka Utara is by planning the flow of handling and organizing guidance and counseling services. From the results of this management is able to manage human resources and form the principle of good cooperation in tackling student delinquency at MTs Negeri 3 Kolaka Utara, so that the process of dealing with participant delinquency can run effectively and efficiently.

## CONCLUSION

Leaders are able to carry out guidance and counseling management through proper management of human resources starting from the planning process, organizing tasks, authority and responsibility in implementing student delinquency prevention activities in schools, so that from the management results are able to form good cooperation and harmonious communication to educators and education.

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