

Implementation of Junior High School Individual Counseling Services in Medan City

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Abstract: Individual counseling service activities are one of the guidance and counseling services practiced by teachers (counselors) in schools to help solve student problems (counselees). Therefore individual counseling services must be carried out properly and have a positive value. This study aims to determine the extent to which the implementation of individual counseling services for junior high schools in the city of Medan is viewed from several aspects of the implementation of individual counseling services provided by guidance and counseling teachers at schools. The research method used is a quantitative descriptive approach with a survey design. Data collection instruments are interviews, observation, documentation and questionnaires. The subjects of this study were guidance and counseling teachers at junior high schools in the city of Medan. As for the results, it can be seen that the implementation of individual counseling services is a service that is often used by guidance and counseling teachers. Based on the results of this study it can be concluded that junior high school guidance and counseling teachers in Medan City choose individual counseling services as a good service in alleviating student problems at school, with a success rate of solving student problems from 61% to 100%.

Keywords: Guidance and Counseling; Individual Counseling; Person Centered Therapy

Introduction

The success of individual services is highly dependent on the interaction between the teacher (counselor) and students (counselee). Guidance and counseling teachers are required to understand their duties as counselors in this individual service both in terms of goals, sides, techniques, and activities to support the service. Individual services can be planned and unplanned, for example if a student has a problem and the student is difficult to express his problem, there are also students who have bad character (less socializing) with their friends and it is difficult to be able to socialize with their surroundings. As a teacher (counselor) must have a small record of the daily life of their students at school, the teacher (counselor) sees how these students get along,

One of the services in guidance and counseling is individual counseling services (Aqib, 2020). Counseling is a service that is curative and uses a lot of skills and techniques to help the counselee solve his problems (Gratitude et al., 2019). According to ASCA the meaning of counseling is a face-to-face relationship that is confidential, full of acceptance and giving opportunities from the counselor to the counselee, the counselor uses his knowledge and skills to help the counselee in overcoming the problem (Lianawati, 2017).

In essence, individual counseling is the heart of Guidance and Counseling services, which means that service providers or counselors must be able to master the skills needed in the counseling process to achieve the expected counseling goals effectively and efficiently.(Widodo, 2019). This is in line with Holipah (2011) who explains that individual counseling is the key to all guidance and counseling activities. Because if you master individual counseling skills it will be easy to carry out other counseling processes (Zulamri, 2019).

This individual counseling service is carried out for all student problems individually or in various areas of guidance, such as personal, social, study and career guidance (Lubis, 2011). The implementation of individual counseling services is often found in every guidance and counseling process in schools (Amanda & Jamaluddin, 2020). Individual counseling services are counseling services provided by counselors for clients to alleviate the client's personal problems (Wiantisa & Widyastuti, 2021).

Individual counseling takes place directly between the counselor and the client in a communicative or face-to-face atmosphere to discuss various client problems (Haolah et al., 2018). Addressing issues in a one-on-one consultation is comprehensive and in-depth, touching on what is important to the client, but specifically geared towards problem solving (Princess, 2022). Through individual counseling, clients understand their own condition, the circumstances in which the problem arose, its strengths and weaknesses, and possible efforts to overcome the problem (Gunawan et al., 2021).

Individual counseling, especially individual counseling, allows clients to receive face-to-face services to discuss and resolve personal problems they are suffering from. In individual counseling, the counselor must empathize and sympathize. Empathy means showing the attitude of feeling what the client feels (Lota et al., 2020). And sympathy is trying to put yourself in the client's shoes with all the problems they are going through. With this attitude, the client will fully trust the guidance and counseling teacher (Fauza & Chalidaziah, 2021). And counselors also really have to contribute fully to the success of the implementation of individual counseling services in schools (Dalimunthe, 2019).

In addition, individual counseling tries to assist clients in interpreting information so that they can investigate the significance of their own personal beliefs, both now and in the future (Nasution & Abdillah, 2019). Through counseling, people can improve their mental health and change their views and behavior. The main responsibility of a counselor in an educational facility is counseling, which is the main method in the guidance process, a widely used technique.

In individual counseling, clients are expected to be able to change their behavior and attitudes so that they are more compatible with their environment and care about their personal and societal welfare (Gratitude et al., 2019). The right selection and adjustment can provide optimal development to the individual and with this development the individual can better contribute himself or take a better part in his environment. (Hortensi, 2020). Thus it can be said that one of the failure factors in the implementation of individual counseling services in achieving the expected goals is due to the lack of optimal use of counseling skills by the counselor (Fatchurrahman, 2018).

This is also reinforced by research conducted by Liniawati (2017) regarding the implementation of counseling skills in individual counseling services, that the implementation of individual counselor counseling has a major and significant role in the success of guidance and counseling services. Counselors have duties and responsibilities for quality improvement and renewal of counselor competencies which are a definite part of the development and complexity of problems handled by guidance and counseling services in schools.

The challenge of finding individual identity is becoming more challenging as we live in an increasingly evolving world. This is due to the increasing demands placed on its citizens by modern society. Not only physical maturity but also psychological, cultural, vocational, intellectual, and mental religious maturity is a prerequisite for social acceptance. As a result, factors such as the layout of the counseling room and the counseling techniques used by school counselors must also be taken into account when providing individual counseling. It is for this reason that it is very important to look further at the spread of individual counseling services in junior secondary schools in Medan City.

Method

The research design applied is a quantitative descriptive approach with a survey design. Data collection instruments are interviews, observation, documentation and questionnaires. With data collection techniques using a questionnaire the implementation of individual counseling services. The indicators in the questionnaire include implementation aspects, basic

aspects, time aspects, number of students, place aspects, problem aspects, approach aspects, media aspects, student response aspects and success aspects.

The subjects of the study were 1 Muhammadiyah 01 Middle School teacher, 1 Muhammadiyah 07 Middle School Guidance teacher, 1 Ulul Ilmi Middle School Guidance Teacher, and 3 Counseling Teachers at MTsN 2 Medan, with a total of 6 counseling teachers.

Results and Discussion

Based on the results of observations and interviews that have been conducted by researchers, it can be seen that the average performance of counselors in providing individual counseling services is based on work experience and educational background of counseling teachers. It can be seen that the average value of counselor performance in providing individual counseling services with background guidance and counseling educational background is greater than those who do not have guidance and counseling educational background as presented in table 1.

The findings based on the distribution of questionnaires, found the following data results:

Table. 1 Research questionnaire results

| Aspect | Answer Options | % |
|-----------------------|------------------------------|------|
| Implementation | Program | 66% |
| | Development | 50% |
| | Solution to problem | 33% |
| | Easy and Results | - |
| Base | <i>Need Assessment</i> | 16% |
| | Referral | 83% |
| | Observation | 100% |
| | Student Request | 50% |
| | Etc | - |
| Time | KBM | 50% |
| | Recess | 83% |
| | After school | 83% |
| Session time | < 30 Minutes | 16% |
| | 30- 50 Minutes | 100% |
| | >50 Minutes | - |
| | Etc | 16% |
| Total students | 0-3 Students | 50% |
| | 4-6 Students | - |
| | >6 Students | 50% |
| The place | GUIDANCE AND COUNSELING room | 100% |
| | Class | - |
| | Teacher's room | - |
| | Etc | 16% |
| Problem | Attendance | 100% |
| | Bullying | 66% |
| | Theft | 16% |
| | less PD | 33% |

| | | |
|-------------------------|-----------------------------------|------|
| | Etc | 50% |
| Approach | <i>Cognitive Behavior Therapy</i> | 50% |
| | <i>Person Centered Therapy</i> | 83% |
| | No Approach | - |
| | Etc | - |
| Media | 3D Game | - |
| | Books | 16% |
| | Stationary | 100% |
| | Not Using Media | 16% |
| | Etc | - |
| Student Feedback | Feel better | 100% |
| | Feeling Ordinary | - |
| | Feeling Cool | - |
| | Etc | 16% |
| Success | 0% to 20% | - |
| | 21 to 40% | - |
| | 41% to 60% | 33% |
| | 61% to 80% | 50% |
| | 81% to 100% | 50% |

The results of research and observations with the distribution of questionnaires carried out by researchers understood that aspects of individual service implementation referred to the program as many as 4 counseling teachers (60%), development as many as 3 counseling teachers (50%), problem solving as many as 2 counseling teachers (33%), and the result is that there are no counseling teachers who choose (0%). That the aspect of development forms the basis for the counseling teacher in carrying out individual counseling compared to other aspects (Barida & Muarifah, 2019). Furthermore, from the basic aspect, 1 counseling teacher (16%) referred to the need assessment, 5 counseling teachers (50%) referred to, 6 counseling teachers (100%) observed, and 3 counseling teachers (50%) student requests. It is proven that the implementation of individual junior high school counseling in Medan City is viewed from the aspect of the guidance and counseling teacher's observation.

From the aspect of time referring to 3 counseling teachers (50%), 5 counseling teachers (85%), and 5 counseling teachers (85%) going home from school, in the implementation of individual counseling it is known that the counseling teacher chooses the time to go home from school students as an effective implementation time of individual counseling services this is in accordance with the results of the questionnaire. And judging from the aspect of the time session, it refers to <30 minutes for 1 counseling teacher (16%), 30-50 minutes for 6 counseling teachers (100%), and >50 minutes no counseling teacher chooses (0%). It is known that counseling teachers choose 30-50 minutes of individual counseling as a good time to solve student problems at school. (Anggraini & Karneli, 2021).

Furthermore, it is reviewed based on the aspect of the number of students referring to 0-3 students as many as 3 counseling teachers (50%), 4-6 students no teacher chooses (0%), and > 6 students as many as 3 counseling teachers (50%). Judging from the results of the counseling teacher's questionnaire, the average number of students is 4-6 to take part in individual counseling services. Furthermore, from the aspect of the place, there were 6 counseling teachers (100%) referring to the counseling room, while no one chose the classroom and teacher's room (0%), and 1 counseling teacher (16%) in other places. This also agrees with

Haoalah (2018) that the importance of the quality of individual counseling services is assessed and seen from the point of view of the place of implementation.

Then it is reviewed based on the aspect of the problem referring to the absence of 6 counseling teachers (100%), bullying of 4 counseling teachers (66%), theft of 1 counseling teacher (16%), lack of confidence of 2 counseling teachers (33%), and other problems as many as 3 counseling teachers (50%). With this, it can be seen that the implementation of individual junior high school counseling in Medan City has an average topic of problems related to bullying. Therefore individual counseling was chosen as the right service in dealing with these problems (Suryadi, 2019). With the aspect of the approach referring to Cognitive Behavior Therapy as many as 3 counseling teachers (50%), Person Centered Therapy as many as 5 counseling teachers (83%), and other approaches no counseling teachers choose (0%). The counseling teacher chooses Person Centered Therapy as the right approach in the process of carrying out individual counseling. This is in line with Gunawan's opinion (2021) that individual counseling services with the Person Centered Therapy approach are an approach that is considered often used in the implementation of individual counseling in schools. (Gunawan et al., 2021).

From the media aspect, referring to 3-dimensional games, no counseling teachers chose (0%), 1 counseling teacher (16%) picture books, 6 counseling teachers (100%) stationery, 1 counseling teacher did not use media (16 %) and others, no counseling teacher chose (0%). Then the media that is often used by counseling teachers in the implementation of individual counseling is stationery because it is a supporting activity in the continuity of individual counseling services in schools. (Septiani, 2021).

Furthermore, from the aspect of student responses referring to feeling better as much as 6 counseling teachers (100%), feeling normal that no counseling teachers choose (0%), feeling ignorant there are no counseling teachers who choose (0%) and other responses as much as 1 counseling teachers (16%). From the aspect of success, it refers to 0% - 20% no counseling teachers choose (0%), 21% - 40% no counseling teachers choose, 41% - 60% as many as 2 counseling teachers (33%), 60% - 80% as many as 3 counseling teachers (50%), and 81% - 100% as many as 3 counseling teachers (50%).

Based on the results of research from existing data sources related to the implementation of individual counseling services in the city of Medan based on the results of a questionnaire with the number of respondents 6 counseling teachers in terms of the implementation aspect counseling teachers carry out individual counseling as a service in guidance and counseling at school already programmed in the guidance and counseling program at school. This is reinforced by the existence of provisions related to the guidance and counseling program in schools which is a well-planned and structured program, for the span of the academic year determined by the school. (Lesmana, 2022)

Individual counseling services at junior high schools in Medan City, seen from the indicators of the implementation of the counseling teacher, select students to carry out individual counseling based on the results of the counseling teacher's observations, in which the report results come from the homeroom teacher, which is then entered into the student's personal notebook by the counseling teacher, and so on. will be reviewed by the guidance and counseling teacher. Problems and topics that have been reviewed by the guidance counselor based on the topics examined by the guidance counselor will determine that the student problems are serious, most dominant and really need to be followed up, so the students (cases) concerned will carry out individual consultations which will be provided by the counseling teacher at school. (Harefa et al., 2020). The timing of the implementation of individual counseling based on the results of the researchers' observations found that the counseling teacher carried out individual counseling services during recess and hours after school, with the duration of one individual counseling service session between 30 to 50 minutes. This was

carried out to achieve the effectiveness of individual counseling services in accordance with operationalization. individual counseling services.

The average number of students who take part in individual counseling every week ranges from 3 to 6 students who take part in individual counseling. Based on the results of observations, in general guidance and counseling teachers carry out individual counseling in the guidance and counseling Room where according to the provisions that the room must avoid crowds, the location of the guidance and counseling room must have a special room and not join other rooms, so that the activities of providing individual counseling services can run smoothly. well without any constraints and coordinated as it should(Eisenberg et al., 2020). With problems that are often found by counseling teachers in individual counseling, namely the problem of Absence (Attendance) which is the main topic of individual counseling service activities in schools, with the technique used in individual counseling activities, namely Person Centered Therapy. This approach is used to help students recognize and understand real feelings(Yun & Choi, 2019). As well as the media used by the counseling teacher in the application of individual counseling services, namely stationery media which supports the implementation of individual counseling at school.

This is reinforced by previous research conducted by Barida (2019) concerning differences in the performance of guidance and counseling teachers in providing individual counseling in terms of educational background and work experience, which in this study based on the results of the questionnaire it can be seen that the implementation of individual counseling is seen from work experience and educational background of counseling teachers does not have a significant effect on their performance in providing individual counseling services in schools.(Barida & Muarifah, 2019). In line with the findings of researchers in the field that the implementation of individual counseling with a person-centered approach in dealing with student problems at school, this is in line with research conducted by Gunawan (2021) that individual counseling services with a person-centered approach in dealing with the self-concept of children from divorced parents can be resolved properly. This is evidenced by the changes in the two subjects after the implementation of counseling.

Based on the findings through a survey conducted by researchers regarding student responses after taking individual counseling at school which is supported by several previous studies, that students can feel better and problems can be resolved by the counseling teacher at school with the right target. With the success rate of implementing individual counseling services itself ranging from 61% to 100% the success rate of implementing individual counseling.

Conclusions and Suggestions

The implementation of individual counseling for junior high schools in Medan City shows that it is one of the services in guidance and counseling in schools that has been programmed in the guidance and counseling program in schools, with an approach to the implementation of individual counseling carried out by guidance and counseling teachers with a Person Centered Therapy technique approach where students/clients those who have received individual counseling services already feel better (satisfied) with the success rate of the implementation of individual counseling reaching 81% to 100% this proves that the implementation of individual counseling for junior high schools in Medan City has been carried out in accordance with applicable regulations and is well coordinated as it should be.

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