

## Developing Guidelines for Technical Implementation of Group Guidance Services to Improve the Performance of Counselors

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### Abstract

This article is based on a problem that shows the low performance of the counselor in carrying out group guidance services at schools. This study aims to develop a technical guidance model for implementing group guidance to improve the performance of counselors in implementing group guidance. The research method used is R & D by following the steps in developing the ADDIE pattern (Analyze, Design, Development, Implementation, Evaluation). The research subjects were 12 counsellors from junior high schools in Padang Panjang. The initial data were collected as a consideration in preparing the initial draft of the research product which was then tested for its suitability and effectiveness through questionnaires and experts' assessment. The instrument for collecting data was a Likert scale model questionnaire with its validity was 0.427 (good) and reliability was 0.853 (reliable). Data were analyzed to see the validity, practicality and effectiveness of the product being developed. The results of the study showed that the Technical Guidelines for the Implementation of Group Guidance Services are considered to be effective in improving the performance of counselors in implementing group guidance services.

**Keywords:** group guidance, development, implementation, technical guidelines

### Introduction

Guidance and counseling (in Indonesian: Bimbingan dan Konseling, hence BK) in Indonesia falls into the realm of education (Law Number 20, 2003). Counseling services are carried out to realize educational efforts in response to and answer various abilities, needs and interests in accordance with the characteristics of students (ABKIN, 2013). Counseling services can be carried out individually, in groups and classically. Individual counselling is carried out through individual counseling, as well as consultation, group counseling is carried out through group guidance and group counseling (Prayitno et al, 2014: 158).

Group guidance (abbreviated BKp) is a service that allows students (counselees) together through group dynamics to obtain various materials from certain sources (Prayitno, 2012). This opinion is reinforced by Tohirin, (2007: 170), Neviyarni (2009: 75) which states BKp services are "A way of providing assistance (guidance) to individuals through group activities". Groups guidance can be used by counselors to solve student problems by utilizing group dynamics (Trotzer J.P, 2006: 27). The goal of BKp is the development of students' socialization and interaction skills (Rahman, 2013). BKp is conducted to discuss personal, social and academic issues (Queener, JE., And Kenyon, 2001). In

particular, BKp discusses certain topics that contain actual and current problems and become the attention of the participants of BKp (Prayitno, 2017: 134).

BKp is carried out within three main components, namely group leaders, group members and service material (Prayitno: 2017: 135-137). Group leaders are well trained counselors who have the function and authority to carry out professional counseling practices. Group members are a number of participants who need BKp and become group members. Materials or topics of BKp consist of assigned and free topics. The former topics refer to those discussed by group leaders while the latter ones are assigned to groups to discuss. If the free topics are discussed freely by group members, the assigned ones can be taken from the results of administering such instrumentation as general and specific problem identification inventories (General AUM and AUM PTSDL respectively), Sociometry, and from the actual news obtained from the media, both printed and electronic.

The process of implementing BKp can be carried out in stages. Gibson, (2011: 293) formulates the BKp process into five stages, namely (1) formation stage, (2) identification stage (group role and objectives), (3) productivity stage, (4) realization stage, and (5) closing stage. Similarly, Prayitno (2017: 149), proposed steps, namely; (1) formation stage, (2) intermediate stage, (3) activity stage, (4) conclusion stage, and (5) termination stage.

BKp should be carried out by school counselors for all foster students. Counselors should consult their principals and BK coordinators and collaborate with subject teachers and class guardian teachers (Prayitno, 2012). BKp must be scheduled and implemented in accordance with those prepared, not an incidental program that is rarely implemented. If the counselor guides 150 students, then BKp activities can be divided into 15 groups. If the group participates in two BKp activities (free and assigned topics), consequently, the Counselor conducts 30 sessions of BKp activities for one semester. If one semester consist of 15–17 effective weeks, the Counselor must carry out 2 sessions of BKp activities every week.

To see the conditions of the implementation of BKp services in schools, 12 school counselors from junior high school in Padang Panjang City were interviewed on August 27-28, 2017. The results of the interviews showed the average implementation of BKp by the counselors for one group in one semester. The interview also revealed the complaints uttered by the counselors concerning with some technical obstacles in the implementation of BKp. Among those technical obstacles were their difficulties in arranging the BKp schedule due to the intense activities of students, their difficulties in preparing the BKp venue since there were no special rooms were available for the services, their difficulties in preparing administrative facilities, and many additional duties besides counseling services. Such obstacles are in accordance with the results of the study of Mulyadi (2002) who states that school counselors have not optimally implemented BKp and that of Irman (2001) who investigates the causes of poor implementation of BKp. In addition, the counselor's poor understanding and ability on technical aspects related to the implementation of BKp in schools are some of contributing factors.

Based on this phenomenon, the researchers carried out a development research to develop a technical guidebook related to the implementation of BKp services in schools. The guidebook contained various technical preparations related to the implementation of the BKp, from planning to drafting the BKp report. It is expected that the guidelines developed in this study can be utilized by school counselors in improving their performance in implementing BKp services.

## Method

The method of the research is R & D (Research and Development) which aims to produce certain products and test the effectiveness of these products (Gall, 2003; Sugiyono, 2010). The product which was developed was the Technical Guidebook for the Implementation of BKp Service. The researcher developed the product employing ADDIE pattern (Analyze, Design, Development, Implementation, Evaluation) conceptualized by Molenda. The research subjects were 12 school counselors of junior high school from Padang Panjang City. The instruments used to collect data were General AUM to investigate general problems faced students from the schools, and questionnaires on Likert scale

models to figure out the understanding and ability of counselors in applying BKp services. Questionnaires were validated by experts and tested to see reliability. The validity of the questionnaire after validation was 0.427 (good) and reliability was 0.853 (reliable). The initial data were collected as a consideration in preparing the initial draft of the research product. The initial draft of the research product was compiled, after being validated by the expert and declared that the product was valid in terms of content, language and design. The practicality test was carried out through a practicality questionnaire while the product effectiveness test was carried out through pre-test and post-test questionnaires which were analyzed by using the Wilcoxon rank test to see the effectiveness of the products developed and tested in the study.

## Results and Discussion

This study revealed several aspects. First, analysis of the initial conditions of the general problems of students and the analysis of the conditions of the implementation of BKp services. Second, preparation of the technical guidebook for implementing BKp services in accordance with the steps to develop the ADDIE models. The full description is as follows:

### 1. Initial Conditions

#### a. General Problems of Students

The stage of analysis (analyze) revealed a number of common problems experienced by students, spread to ten general AUM problem areas. Of the 155 items of common problems, 16 items (10%) were experienced by 10 to 17 students (out of 24 students) and 8 items (50%) were perceived as a serious problem. Among the items that were perceived as serious problems included worrying about parents who work too hard, often daydreaming, worried about not being able to meet the expectations of parents, easily nervous, feeling unhappy about being talked about by others, worrying about being unable to be accepted in higher schools, and not having close friends to fill their spare time.

The problems experienced by the students mentioned above need to be assisted by counselors through counseling services, one of which is BKp services. BKp is considered quite effective compared to other BK services for overcoming such common problems as self-adjustment, social interaction and low self-confidence issues (Imam Subagio, 2013) and (Diah Rahayu, 2013). Research carried out by Hafit Riansyah (2017) points out that BKp services effectively increase students' social interaction. In addition, Edi Irwan (2013), and Novi Sayondari et al (2014) claim that BKp services effectively increase student self-confidence.

#### b. Conditions for Implementing Group Guidance (BKp)

In relation to the condition of the implementation of BKp, several related issues can be revealed as follow: the counselor's understanding of BKp, the ability of Counselors to implement BKp, realization of BKp services by each Counselor and obstacles faced by Counselors in implementing BKp.

Regarding the understanding and ability of the counselor to BKp, from 12 counselors who filled out the questionnaire, 8 of them (66%) had an understanding of the implementation of BKp in the medium category, whereas 4 (33.9%) were in the high category. In addition, in relation to the ability to apply to BKp, out of 12 counselors, 9 (75%) had the ability in the medium category, whereas 3 (25%) were in the high category.

Regarding the quality of understanding and the ability to apply BKp, when viewed from the items, there were 13 out of 99 items concerning with the ability of the counselors to apply to BKp services were in low and very low categories which spread in 5 out of the 6 aspects of the questionnaire indicators. Among those statement items which were categorized low were mostly related to the technical aspects of implementing BKp services. The example of technical aspects were for item 35 (low ability of the counselor in compiling the BKp group list), item 40 (low ability of the counselor in compiling the BKp implementation schedule), and item 56 (preparing assessment format).

Regarding the quality of the BKp implementation according to students in terms of understanding and experience of students in following BKp, from 47 items that were responded to by students who were experienced in joining BKp services, 34 items showed students' understanding and experience were in the medium category. The quality category of the BKp implementation according to students were 43%, and 33% (moderate and low respectively) and only 14.5% which stated high. This indicated that the quality of BKp services according to students were in the medium and low categories.

Regarding the realization of BKp services by each of counselors, out of 12 counselors, in average the implementation of BKp for one session in one semester. Furthermore, none of them conducted BKp at least 2 sessions per week or 30 sessions in one semester. When referring to the common problems that mostly felt by students, the counselor seemed to be highly required to carry out BKp services to address the problem of foster students. In fact, the school counselors did not implemented it. The low realization of BKp by the counselor possibly caused by the poor management of the counselor in compiling the BKp service program. This is in accordance with the opinion of Dewa Ketut Sukardi (2002) who states that in the implementation of BKp, counselors must arrange the schedule regularly. The above result was consistent with the results of the Khasanah's study (2014) which shows that only 38.5% of high school counselors in Yogyakarta City implemented BKp services. There are many factors that cause counselors not implement BKp services. However, but the main factors are limited time and lack of special facilities for BKp.

From the interviews with the counselors, it was revealed that the low realization of BKp by the counselors was caused by several constraints, such as the arrangement of the BKp implementation schedule from the beginning of the semester, the number of extracurricular activities of students should attend, and the absence of a technical guidance for implementation of BKp services that could be easily referenced by counselors. Therefore, it is necessary to develop the BKp service guidelines for technical implementation to improve the performance of counselors in implementing BKp services.

## 2. Preparation of the Technical Guidebook for Implementing BKp Services

### a. Designing the Initial Guide (design)

The initial draft of the Technical Guidelines for the Implementation of BKp Services designed contained various aspects, including the basic concept of BKp, the availability of basic BKp facilities, the readiness of the BKp plan, the readiness of BKp implementation, the readiness of practice at the BKp activity stage, as well as readiness for assessment, follow-up and reporting BKp. After being discussed and getting input from the promoter, the initial draft of the guidebook was concluded to be appropriate in terms the content, language and design.

### b. Developing Initial Guidelines (development)

There were several activities carried in the development stage (design): (1) validating the design of the BKp Service Guidelines for Implementation of Technical Guidelines which by nine experts as validators in the fields of content, language and design, (2) Focus Group Discussion (FGD 1) which was aimed at discussing the contents of the book with practitioners by inviting school counselors of junior high school in Padang Panjang City, (3) revising initial guideline after getting input from FGD participants.

Dealing with validation activities, each validator was asked to provide an assessment and suggestions for the improvement in accordance with the validated aspects. The questionnaire items as responded with a scale of 1, 2, 3, 4 and 5 which indicate: inadequate, less adequate, adequate, fairly adequate, very adequate respectively. The results of the validators' assessment on the validity of the BKp Service Manual Technical Implementation

were in good category and viewed from the average score and calculating inter-class correlation coefficient (ICC), the recapitulation can be presented in Table 1 below:

Table 1. Feasibility Test Data

No	Aspect	Number of items	Number of Validators	Rate Rate	ICC	Interpretation
1	Content Feasibility	15	3	63	0.592	Good
2	Linguistics	6	3	24,3	0.577	Good
3	Integrity	8	3	33	0,400	Good
	Total	29	9			

**Interpretation range: <0,40 (weak) , 0,40-0.75(good), >0.75 (very good)**

c. Use of the Initial Guide (implementation)

The implementation phase was the stage where the research product in the form of a Technical Guidance Book for the Implementation of BKp Services developed had been revised considering the inputs from validators and FGD participants, applied in BKp activities. The form of implementation is as follows.

- 1) The first step was the 12 school counselors of junior high schools in the Padang Panjang city were trained on how to use the guidebook.
- 2) The school counselors implemented BKp (for two weeks) following the Implementation Technical Guidance book that had been trained for them with the initial steps of planning BKp activities starting from forming of BKp groups for foster students until reporting. After the groups were formed, the counselors communicated with foster students to arrange the schedule for implementing BKp and implement BKp at least for one BKp group per counselor.
- 3) The activity was continued with an evaluation of the implementation of the BKp and the administering questionnaires for assessing the practicality and the effectiveness of BKp service implementation by using the Technical Guidebook for Implementing BKp as a result of research products.

d. Evaluation of Initial Guidelines (evaluation)

Evaluating of the use of BKp Service Implementation Technical Guide book was carried out by analyzing the result of the data obtained from the administration of questionnaire on practicality and observing the comparison of the average scores of the pre-test and post-test to obtain the counselors' levels of understanding and ability to implement Counselors in implementing BKp services and conducting Focus Group Discussion (FGD III). The data for practicality of the BKp Service Implementation Technical Guide book, which assessed six aspects (basic concepts, availability of basic BKp tools, plan readiness, implementer's readiness, practical readiness, assessment readiness, and reports), it was found that all assessed aspects were practical and very practical in improving the performance of the counselors in implementing BKp services. This implied that the product book that was structured practically increased the performance of the counselors in implementing BKp services. The details of practicality data can be seen in Table 2 below:

Table 2. Usability Test Data (Practicality) Technical Guidance Book for Implementation of BKp Services to improve the Performance of BK Counselors or Counselors

Aspects/Indicators	Respondents	Total score	Average Score	Category
A. Availability of Basic Facilities BKp				
1. Ease of group formation	12	51	4,25	Very practical
2. Ease of providing assigned topics	12	51	4,25	Very practical

Table 2. Cont

3. Ease of providing time and venue	12	49	4,08	Practical
4. Ease of providing administrative equipments	12	50	4,17	Practical
<b>B. Plan Readiness</b>				
5. Ease of preparing the contents of the plan	12	49	4.08	Practical
6. ease of formulating a plan format	12	51	4.25	Very practical
<b>C. Readines for Excetution</b>				
7. Ease of preparing participants	12	48	4	Practical
8. Easy to preparing materials	12	51	4,25	Very practical
9. Ease of setting up time and venue	12	48	4	Practical
10. Ease of preparing administrative needs	12	48	4	Practical
<b>D. Readines for Implementation</b>				
11. Ease of Establishment of stage	12	48	4	Practical
12. Ease of Transition stage	12	52	4,33	Very practical
13. Ease of activity stage	12	52	4,33	Very practical
14. Ease of Conclusion stage level of the conclusions	12	53	4.42	Very practical
15. Ease of closing stage	12	53	4.42	Very practical
<b>E. Readiness of Assessment, Follow-up and Report</b>				
16. Ease of assessment	12	50	4.17	Practical
17. Ease of Follow up	12	49	4.08	Practical
18. Ease of drafting the report	12	49	4.08	Practical

Note: The average score range: 3.40-4.20 (Practical), 4.20-5.00 (Very Practical)  
(Sumber Riduwan: 2009)

Data on the effectiveness of the technical guidebook for implementing BKp services in improving the performance of Counselors implementing BKp were seen from the data of the pre-test and post-test questionnaire understanding and the ability to apply the Counselor to the implementation of BKp services. Based on the Wilcoxon rank test the probability of understanding and the ability to apply the Counselor to BKp was 0.002. Significance of 0.002 is smaller than the significance of 0.05 ( $0.002 < 0.05$ ). This means that there are significant differences in the pre-test and posttest scores of understanding and the ability to apply the counselor in implementing BKp services. This means that the quality of BKp implementation by Counselors increases after using the BKp Service Guide Technical Implementation book.

The Focus Group Discussion (FGD II) was carried out by inviting linguists, content experts, design experts, Ph. D students, Master Degree students of Guidance and Counseling Department (BK) IAIN Batusangkar and ccounselors. The implementation of the FGD II began with an explanation of the process and results of the BKp Service Implementation Technical Guidelines book as the products the research, and the implementation of the technical guidebook, and ended with discussion with the FGD participants. In addition, the FGD participants were asked to provide written input on aspects of the content, language and design of the BKp Service Implementation Technical Guidebook. After evaluating and getting input from FGD II participants, the draft guidebook was revised considering the the input.

## Conclusion

Based on the results of the study, it can be concluded that generally the understanding and ability of the Counselor to apply BKp are in the moderate and low category. Among the aspects of low understanding and application ability are related to low the ability in planning preparing the topic and preparing the time and place of BKp implementation. The causes of counselor's low

understanding and ability due to the absence of a technical guidebook that is easily referenced in the preparation of BKp services. Ideally the counselors must have a high level of understanding and application ability to implement BKp services. Due to the low level of understanding and ability to apply BKp, the realization of BKp services by the counselors in Yuniior High School in Padang Panjang is still low. On average the Counselor carries out 1 BKp service session for one semester of the 30 ideal BKp service sessions. One effort that can be done is to design a guidebook as a reference to improve the performance of counselors in implementing BKp services.

The Technical Guidance Book for the Implementation of BKp Services was developed of using ADDIE model through the stages of analysis, design, development, implementation and evaluation. This development research produces a guidebook that is considered valid by experts to be used by counselors in improving their performance in implementing BKp services. The guidebook is considered valid because it is internally consistent and has the criteria of a good guidebook. The assessment includes the feasibility of content, language and graphics. The guidebook is also considered practical as a reference in implementing BKp and is effective in improving the understanding and ability of Counselors to implement BKp services.

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