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## IMPLEMENTATION OF GUIDANCE COUNSELING SERVICES TO IMPROVE THE PROFESSIONALISM OF BK SUPERVISORS

Nakhma'Ussolikhah <sup>1</sup>, Vany Dwi Putri <sup>2\*</sup>, Eka Setia Putri <sup>3</sup>, Fatimah  
Azzahra<sup>4</sup>, Ima Fathiah <sup>5</sup>, Diana Shofiyah <sup>6</sup>, Nina Milaturokhah <sup>7</sup>.

<sup>1,2,3,4,5,6,7</sup> Universitas Islam Bunga Bangsa Cirebon

Email : <sup>2</sup>vanydp@gmail.com

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### Abstract

The dispute between teaching duties and providing guidance and counseling services at schools is an effort by supervisors to carry out monitoring in the field according to school guidelines. This research aims to determine the role of BK supervision to improve the implementation of Guidance and Counseling at SMPN 10 Cirebon. The research method uses a qualitative approach, the results of field research through data collection techniques, namely interviews, observation and documentation. The results of this research include: 1) Knowing the role of supervision in guidance and counseling teachers. 2) Implementing supervision can improve the counseling service skills of guidance and counseling teachers. 3) There are benefits from holding BK supervision. 4) Preparations for facing supervision. 5) Supervisor's assessment of guidance and counseling teachers during supervision. BK supervision activities in schools are carried out in accordance with guidelines, instruments and work programs. The implementation of BK supervision by supervisors can collaborate with the school as an effort to optimize student development and to improve the quality of supervisors. Based on the results of evaluation and data analysis, it is clear that guidance and counseling teachers have mastered, understood, and applied the counseling services taught during the learning process. Approximately 10% stated that they lacked mastery or had not implemented them in the implementation of guidance and counseling services completely. This information can be seen from the results of observations and interviews in answering questions and assessed for administrative completeness. Group counseling was mentioned in the ongoing interview, to help the BK teacher's guidance counselor carry out group counseling activities .

**Keywords:** *Guidance and Counseling, Professionalism, Supervisor*

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## INTRODUCTION

Education in Indonesia continues to change, and the quality of counseling and guidance services at the secondary school level is becoming increasingly important. In the current information era, the role of guidance and counseling (BK) is not only as a counselor, but also as an agent of change who ensures counseling services meet students' needs. This research highlights the role of leadership and supervision in the context of SMPN 10 Cirebon. This research examines the impact on improving the implementation of counseling and guidance services in this school.

Guidance counseling supervision is when a supervisor provides guidance and supervision to a counselor or guidance counseling practitioner. This supervision aims to improve the skills, knowledge and quality of counselors' work so they can provide more effective and professional counseling services (Ilfana, 2022). As part of the dynamics of the national education system, SMPN 10 Cirebon acts as the front guard in providing counseling services and guidance to students. Elements related to the implementation of services in these schools require careful review and continuous improvement. In this context, guidance and counseling supervision at SMPN 10 Cirebon becomes an important instrument that ensures counselors can adapt to students' developmental needs.

The counselor's role in facing increasingly complex challenges, including social, emotional and career aspects. Not only does it aim to ensure smooth administration, but increasing BK supervision also aims to increase counselor competence in facing this challenge (Bowers et al., 2017). Therefore, BK supervision at SMPN 10 Cirebon does not only act as a supervisor, but also as a strategic partner in improving counselors' abilities. This research aims to provide a deeper understanding of how BK supervision influences the effectiveness of counseling services and guidance at SMPN 10 Cirebon. By evaluating how counseling services are run, this research focuses on the role of guidance counselors in improving the quality of services and meeting the developmental needs of students at school.

It is hoped that this research can provide in-depth insight into the role of guidance and counseling supervision at SMPN 10 Cirebon and its impact on student progress. By understanding the benefits of guidance and counseling supervision, this research can be a basis for decision makers, school principals and counselors to increase the role of guidance and counseling supervision in supporting student development at the secondary level. By examining how BK

supervision can improve the implementation of counseling services and guidance at SMPN 10 Cirebon, it is hoped that this research can become the basis for developing more effective policies and strategies in supporting the educational mission and student development (Kirk, 2023 ).

## RESEARCH METHODOLOGY

This research method uses qualitative methods. This is a way to emphasize the semantic essence of an object. Qualitative research methods focus on the meaning of processes and results. Qualitative methods focus on objects, elements, and the relationships between these elements to understand events or phenomena that occur between these elements. Qualitative methods can be carried out in two ways, literature surveys/library studies and field surveys (Darmalaksana, 2020).

This type of research method uses field surveys or observations. A research approach that uses qualitative methods by conducting observations is a way to collect data through observing the phenomenon being researched. This method is usually used to understand and explain the context, behavior and patterns that emerge in a situation (Rukin, 2019).

Researchers conducted interviews with two sources, namely the principal and Guidance and Counseling teacher at SMP Negeri 10 Cirebon. The following are several elements that can be the focus of a supervision assessment.

1. Professional knowledge and skills.
  - a. Mastery of BK theories and concepts.
  - b. Skills in providing counseling services to students.
  - c. Ability to manage guidance and counseling programs at school.
2. Engagement with students .
  - a. Ability to communicate with students effectively.
  - b. Sensitivity to student needs and problems.
  - c. Involvement in extracurricular activities or guidance programs at school.
3. Class management.
  - a. Ability to manage the class well.
  - b. Implementation of strategies that support students' learning and social development.
4. Use of technology.
  - a. Utilizing technology in providing counseling services or supporting learning activities.
5. Self-development.

- a. Participation in training or professional development activities.
- b. Efforts to continue to improve skills and knowledge in guidance and counseling.
6. Collaboration with other parties.
  - a. Ability to work together with other teachers, parents and other related parties.
  - b. Involvement in school meetings or activities.
  - c. Achievement of task goals.
  - d. Evaluation of the achievement of the goals set in the task plan.
7. Self evaluation.
  - a. Ability to carry out self-evaluation and formulate improvement steps.

## RESULTS AND DISCUSSION

Based on the results of interviews and observations that we have conducted, we can conclude that the role of Guidance and Counseling supervision is very important in improving BK program services. Our research was conducted at SMP Nnegeri 10 Cirebon, and conducted interviews with the school principal and Mrs. Lely Handayani, S.Pd as BK coordinator as follows.

Firstly, supervision has a very important role in improving the BK service program and why is supervision important? Because supervision has a critical value in science as well as a benchmark for a guidance and counseling teacher's ability to apply science. Apart from that, there are other things to improve the quality of a teacher, including upgrading, training, or attending certain seminars and workshops (Hartati Rismauli, 2022)

So we can conclude that it is very important to have guidance and counseling supervision for guidance and counseling teachers in improving teacher performance, as well as being more diligent in investigating a problem, and the emergence of creative ideas and skills in providing guidance and counseling services, not only that as an increase in the empowerment of guidance and counseling teachers so that they can and able to develop competence, so that they are able to complete their tasks optimally and effectively, in accordance with the above theory, supervision is carried out by senior counselors or school principals as well as experienced central supervisors (supervisors) of guidance and counseling teachers. When the supervision process takes place, counseling activities or service provision becomes the responsibility of a supervisor or supervisor, as for the results we got during the interview, (Muriah, 2018)

BK supervision activities at SMPN 10 Cirebon are carried out unwritten or indirectly by supervising interviews through teachers or other staff as well as through students. Not only that, of course supervisors also carry out direct supervision periodically and are generally carried out once every in the semester, the schedule has been adjusted or has been scheduled on the principal's own agenda.

The results of the research showed that the guidance and counseling teachers at SMPN 10 Cirebon were able to conduct needs studies, carry out planning, carry out activities as planned, evaluate services that had been provided, carry out follow-up services, and were able to report on activities that had been carried out. One of them, as in every new school year, needs are met through guidance and advice from teachers. Evaluation, creating a guidance and counseling service program after a needs assessment is carried out, prioritizing serious problems that need to be resolved first. Planning all forms of supporting services or activities, this program design is created in collaboration with orientation teachers and other advisors and carefully and periodically stores all existing evidence of BK implementation and reports this to the BK superior. This supervision takes the form of career guidance. The method has proven to be effective in improving counselor skills and understanding. Tips and being able to improve mastery of consulting practices, where control is exercised over the guidance and advice of school leaders can help teachers improve their guidance and advice and develop expertise in the field of consulting services (Kurniati et al., 2021).

### **What are the benefits of supervision by the school principal?**

According to Mrs. Lely herself, the supervision carried out by the school principal means that we as guidance and counseling teachers are always innovating to provide or implement directions to students, and there the performance of guidance and counseling teachers is also assessed so that they can continue to improve their performance in order to achieve the desired goals. Not only that, the journal quote entitled "Academic Supervision to Increase Teacher Work Motivation in Creating Learning Tools" explains that the benefits obtained by teachers when supervising are being able to raise enthusiasm to work as well as possible, as well as trying to make up for any deficiencies starting from teaching aids or teaching aids. other equipment, not only that, there are other benefits of connecting with fellow teachers by collaborating to develop and

look for ways to come up with new and effective methods to make them even better, and the last benefit is the demand to improve your quality as a teacher by taking part in workshops, seminars, workshops, training or upgrading (Musyadad et al., 2022).

In another quote with a journal title that is still relevant in the quote, it states that the benefit gained after supervision is getting feedback on the material that has been presented by the presenter (Wutsqo et al., 2021). The benefits of supervision for the school principal itself are as a benchmark for knowing the level of competency for guidance and counseling teachers in the learning process of providing services. Not only that, he said that a professional teacher means not just getting good grades when there is supervision or supervision, but a professional teacher is a teacher who always improves his/her own competence in every preparation of programs, from the preparation of annual programs (prota), semester programs (prosem), service implementation plan (RPL), daily analysis, evaluation or follow-up (Septiani, 2017). Apart from the assessment from the principal himself, the principal randomly asks the students directly, even outside of class hours, whether the guidance and counseling teacher is appropriate in providing services or how the students evaluate the guidance and counseling teacher so that the guidance and counseling teacher knows what services need to be developed. By holding supervision, it changes the stigma of students towards guidance and counseling teachers who are considered to be school police and makes students open up if they really have problems in their lives that make them feel hampered by the situation (Suwidagdho et al., 2017)

In line with the objectives of supervision, it also makes BK teachers more professional in providing services and dealing with problematic students. In essence, according to the BK teacher at SMPN 10 Cirebon, he feels lucky to have a principal who is active in supervision activities so that he always has a self-evaluation to provide services to children. Of course, as guidance and counseling teachers, we have to prepare several methods to use which are likely to be effective if done within 1 class hour, because in supervision we are only given 1 class hour so we really have to look for learning media that are short but effective. Apart from learning media, there is also RPL which is very important to bring because there is a service process from the initial stage to evaluation. There is no shortage of importance that must be presented in preparation for the implementation of supervision, including starting from the annual program (prota), semester program (prosem), daily analysis, evaluation or follow-up on

learning results and service delivery. As for school supervisors or school principals, they also prepare all annual or semester supervision activities which have been prepared as the responsibility of each school, and this supervision focuses on the results of learning activities, guidance activities and the resource capabilities of educators (Roza et al., 2022 ). Apart from program management, other things that must be prepared are that the program assessment must be adequate, and the program description must also be accurate and according to time stages, the organization and service mechanisms must also be considered to achieve effective guidance and counseling services. And finally, there are 4 aspects that must be explained during supervision, namely basic service components, responsiveness, self-development and then continued with system support (Fuadi, 2017).

According to the principal of SMPN 10 Cirebon, he explained that the guidance and counseling teacher's assessment during supervision was very good because he had prepared thoroughly both the administration and the teaching media so that he carried out according to procedures when carrying out supervision. According to students there, they said that the guidance and counseling teacher was very friendly when the principal spontaneously asked one of the students in the class. During the supervision, he took a type of classical guidance service by joining one of the classes where the guidance and counseling teacher used a stone filled with water in a bottle, the theme of which was "how to make time more effective" by using the stone as an activity. The bottle is time, and explained that the guidance and counseling teacher hopes that students will be able to divide their time according to their needs so that it is not wasted too much and in vain.

The supervision assessment of Guidance Counseling (BK) teachers at SMPN 10 Cirebon also involves several aspects including professional performance, teaching skills, interaction with students, self-development, and achievement of task goals.

It is important to note that the supervision approach should be coaching and collaborative, not just evaluation. In this case, supervision aims to help guidance and counseling teachers improve their performance and achieve certain standards in guidance and counseling services at school. In the BK supervision instrument there are certain components which have become guidelines that we can refer to in Permendiknas No. 27 of 2008, for example : 1) Supervising teacher, 2) foster students, 3) work program, 4) system support, 5) activities services, 6)

evaluation, planning, follow-up and reporting (Hadiwinarto, 2020). There are several differences between components, usually due to differences in the domain or area of the main tasks and functions of professional competence of guidance and counseling teachers or in component performance indicators. We can give an example of the instruments we take during interviews as below.

## CONCLUSION

Based on the discussion, we can conclude that it is very important and influential to supervise guidance and counseling teachers and that there are many benefits and functional objectives obtained by adding insight and being more expressive, innovative and more creative in facing challenges in the current era, not only that. The preparations carried out solely, which were initially only a formality, now become a guidance and counseling teacher's benchmark for the competence we have and create a special attraction for improving ourselves and also implementing according to the program structure that has been prepared so far. Not only that, you can find out about the role of supervision in guidance and counseling teachers, then you can find out about the implementation of supervision, you can improve the counseling service skills of guidance and counseling teachers, you also have to prepare for facing supervision and finally the assessments that supervisors take of guidance and counseling teachers during supervision.

So we can conclude that it is very important to have guidance and counseling supervision for guidance and counseling teachers in improving teacher performance, as well as being more diligent in investigating a problem, and the emergence of creative ideas and skills in providing guidance and counseling services, not only that as an increase in the empowerment of guidance and counseling teachers so that they can and able to develop competence, so that they are able to complete their tasks optimally and effectively, in accordance with the above theory, supervision is carried out by senior counselors or school principals as well as experienced central supervisors (supervisors) of guidance and counseling teachers .

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