



Clarify The Nature of Guidance and Counseling of Learning

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Abstract: guidance and counseling of learning is one of the services against student counselor at the school, other than a private tutoring service-social, and career guidance services. The issue is, the counselors themselves have not been clear about the nature of the guidance and counseling of learning, how broad in scope, space and how to carry it out is still a blur. Nature of the guidance and counseling of learning is a process of learning support is given to children of normal/relative— both are having problems or learning difficulties so that they can carry out the learning events because it has been prevented or resolved the difficulty. The scope of the guidance and counseling of learning only include students with relatively normal. While the students, who was has learning disorders (learning disorder) do not include guidance and counseling of learning. Tutoring methods are evocative affective domain the student so that he can push himself to learn. Evocative it for example through learning motivation, the creation of an atmosphere of fun, learning how to learn effectively, information processing, and the empowerment of the brain to learn.

Keywords: guidance and counseling, learning effective, evocative, affective learning, information processing methods.

Prior to clarify the nature of the guidance and counseling of learning as the topics in this paper, the third note in advance that concept one i.e., guidance, counseling, and learn. The third limitation on the concept was important because of the nature of the guidance and counseling of learning left understanding each of those concepts.

Guidance is counselor helping is that in the end are individuals able to help himself. Effective learning guidance is an effective form of counselor assistance grant of information how to learn that in the end the students themselves who directs himself in the manage-self, time, facilities, and the strategy--to learn so obtained a significant behavior change. The meaning of counseling is a reflection and discussion of a problem that is facilitated by a counselor so that counselee gets way out of the difficulties it faces. Counseling of learning in students who start learning difficult or hard to concentrate is the discussion in counseling against the causes of occurrence of studying and seeking alternative solutions for counselee. A student who has learned that sufficiently completes but he is lazy to learn. Through counseling, counselors learn to diagnose the difficulty that is not fond of sitting down to learn but enjoy playing or chatting with friends. Learning is a process of individuals to acquire a new capability by way of observing, imitating, try, memorize, and practice so that the retrieved new behavior i.e. the knowledge, attitudes, and new skills. This learning process always takes place because human beings are learn, not only adapt but also proactively create and shape the world around (Kolb, 1984).

THE NATURE OF GUIDANCE AND COUNSELING STUDY

The basic nature of the trio it combined so that it becomes the nature that complements each other. Guidance with the nature of the aid combined with a means of learning help students

to learn. Counseling with nature is the study and solution of problems then counseling of learning is the study of individual issues that inhibit the occurrence of learning and finding a solution the solution. Conduct learning activities learning driven by counseling (guidance curriculum) and counseling (responsive component).

How the relationship between the three? Learning the position was gained influence while the guidance and counseling as the position of the giver of influence. The relationship of the three can be seen in the following image:

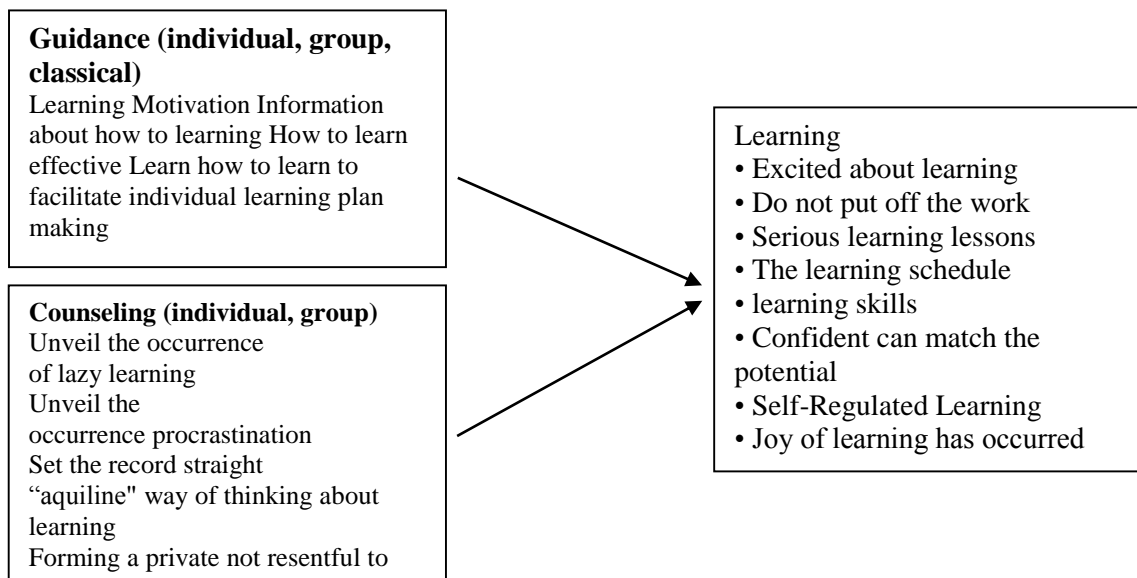


Figure 1: Relationship guidance and counseling and learning

Based on the nature of guidance, counseling, learning and the relationship between the three of them then the guidance and counseling of learning can be formulated as the process helps students with the evocative aspect of affective to someone in order to be motivated to learn, to learn the ways of learning so that someone chooses an effective way of learning for her students and made him give the reward against the results of the study, so that in the end he learned with pleasure.

Any help or guidance and counseling service learning here that question is the evocative aspect of affective on the students that he is motivated to learn. Why this aspect of the approach? First, because the behavior of learning starts from urge and need to learn to achieve a goal. Without affective-motivational-then the psychic energy, strong impetus to achieve the goals, appreciate the value of learning will not arise in a person. Second, the taxonomy of the affective aspect is partially counselor. The Counselor gave rise to the learning motivation, learning strategy or how to introduce effective though more information to arouse students learning. Third, the counselor doesn't guide the subject matter because in addition to the unethical, but mainly he is not competent.

It evokes the affective can be assumed to include a gong within a student. People who enter the gong were in the context of guidance counseling learning is the school counselor. Through the efforts he instills the value of learning for students then gong it can fit within the students. Gong was to enter and reside in the hearts of students or occupying a position of the superego. If others (counselor) rings it, then the gong that resonates or buzzed: study, study, study and so on many times depend on how many times and how strong a student living with

persuade of counselors. Eventually, gong it will read itself when students forgot to learn or too much play with sound the same i.e., learn, learn, learn and so on.

THE RELATIONSHIP COUNSELING AND GUIDANCE COUNSELLING OF LEARNING

In "genetics," guidance and counseling of learning is the child of its parent i.e. guidance and counseling itself. As a child, he inherited his mother's nature i.e. guidance is a process, assistance given to children who are normal, with the usual problems, aiming to realize maximum self-development.

Relationship counseling and guidance counseling of learning can be showed at follow scheme.

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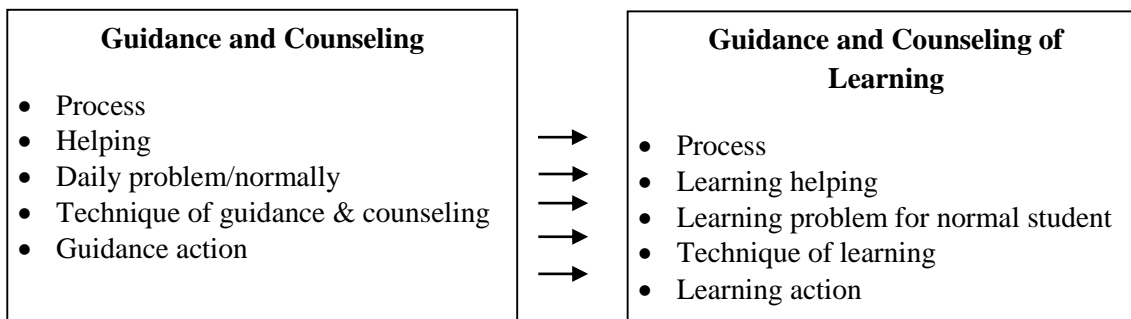


Figure 2: Inheritance guidance and Counseling to the guidance and Counseling of learning

In the scheme, seen that guidance and Counseling of learning as a child inherits nature from its “parent” i.e. guidance and counseling. Inherited properties as follows:

The Process

As the nature of its “parent”, guidance counseling is also a learning process. The formation of a habit of good learning, acquired a learning skill is through stage by stage, not incidental. Students who originally studied because there is an exam then become as regular learning require conditioning formed in a long time. Students who do not have the skills to read books can now read the book effectively certainly requires a gradual and long training anyway.

Learning Aid

Assistance provided in guidance counseling of learning is a learning aid. It was such a learning aid: learn about student learning development, identifying the factors that affect learning, diagnose learning difficulties, giving information on how to learn, explains the physical conditions and psychological study, give motivation on the importance of learning, forming personal students who would love to learn.

Common learning problems

Guidance counseling Study addressing learning problems which are common i.e. learning problems experienced by students every day for example lazy learning, learn if there was a

repeat, delay-delay the study, unskilled and making notes summarizing the lessons, and unskilled making reports and writings.

Indeed realized that the learning that happens when there is a change in behavior. The consequences of this definition are any guidance and on the level of anything as long as it brings a change of behavior is tutoring. But because the guidance counseling confers a benefit on the guidance aimed at child guidance counseling then normal learning dealing with learning problems which are common in normal children. Normal children's learning problems: the problem of the conditions of learning, learning motivation problems/low goals, the problem of lack of information about how to learn bad habits, problems in learning, the issue is less skilled in the study, the problem of self-manage, for example, are less able to manage himself well so learning events being overlooked.

Learning Technique

Guidance counseling of learning provides information or teaches learning techniques are generally applied to students in learning. The technique of using the SQ4R reading the book teaches how to read in General. Student is done public readings that transfer to the respective fields of study. Techniques learned in other engineering among others noted, following the lesson, how to summarize, how to prepare for exams and so on.

Implement a Learning Event

A learning event is not an event mechanism. He was not the biological events or sheer brain and senses work. He also is a psychological event. In it there is the urge to start learning, there is a goal to be achieved, and there is the influence of the atmosphere round and so on. In other words, put a child to learn is the result of various factors.

If he is willing to learn then it came to learning events, namely: learning to read, write, memorize, try something, fix errors, mimicking how to swim, kick the ball, makes the induction, deduction, making the analogies, explains to the others, solve problems and so on. Qualitatively, the learning event is interpreted environment (Shah, 2003). Learning events are successfully removing humans from a State of "dark" which handcuff in ignorance.

SCOPE OF THE GUIDANCE AND COUNSELLING OF LEARNING AS TECHNOLOGY ASSISTANCE

The scope of the guidance and counseling of learning include the things that need to be studied by the Counselor so that he is able to carry out guidance and counseling of learning, and learning what types of problems to be addressed counselors. Things that need to be learned Counselor as follows.

1. The meaning of learning it-self. Counselors need to know that learning it is a process that changes in behavior as a result of learning to be gained students gradually. Counselors also need to know that there are a number of paradigms about learning, for example, the cognitivist paradigm, behaviorism, paradigm constructivism paradigm, and so on.
2. Learning that starts from a boost in motivation or encouragement in the form of affective-psychological impetus that drives a person to learn. Without it, a person will not start learning regardless of how full the learning facilities, high intelligence, and good health. According to Marzano (1992) there are 5 dimensions of learning, where the first dimension of attitude and perception, the following acquiring and integrating knowledge, extending and refining knowledge, using knowledge meaningfully, and habits of mind.

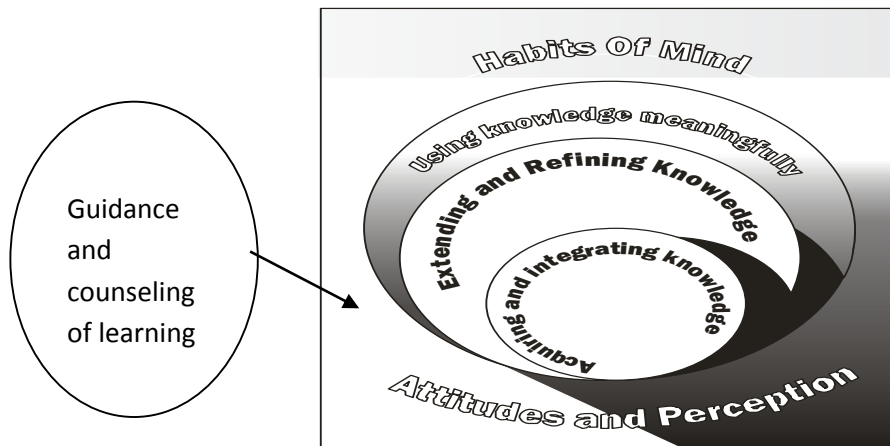


Figure 3: the five dimensions of learning

3. The occurrence of behavior learned as well as the results of the study itself is affected by two major factors i.e., internal and external.
 - a. Internal factors include the two big things i.e. the physiological and psychological. Sub factor physiological include: brain injuries/damages, birth complications, accident, brain tumors, and hemorrhages illnesses such as encephalitis and meningitis, untreated glandular disorders in infancy, infant hypoglycemia, malnutrition, exposure to toxic chemicals: pesticides, radiation to skull and chemotherapy treatments for cancer, incidents, smoke inhalation, carbon monoxide poisoning. While the psychological sub factor include: intelligence, interests, internal motivation, aptitude, and attitude, and self-affrication, self-management, cultured like forward.
 - b. External covering social and non-social sub factor. Social Sub factor: family members, teachers/friends at the school, motivation (external), improve the situation. Sub factor nonsocial: climate, the layout of the house, learning facilities, and requirement of graduation.
4. Learn has types, levels, and styles of learning

School counselor or teacher needs to know the types of learning and learning levels so that it can distinguish types of learning and grades when he undertakes the guidance of learning.

 - a. Types of Learning

According to A. De Block (Winkel, 1987) divides the types of learning based on psychic functions: dynamic learning, learning, cognitive, affective learning remote motor. If a lot of new students in a school that has not had the life skills counselor then gives the dynamical learning services namely learning against a things that haven't really mastered in order for individual progress. For the sake of progress, individuals have to be selective in choosing activities and other needs, such as delaying the money it is better to pay lodging house than to feast on.

When counselors want to let students learn to feel, live up to, respect, expressing the value of an object or activity by exerting the natural feeling so obtained various feelings then he was performing affective tutoring. One example is the affective learning e.g. learning to appreciate the hard work, learning the shame if err, learning to hate corruption, learn compassion and learn to acquire or empower or having other types of feeling. People are not moved to the affective learning or not feel an atmosphere of psychological perceived other people usually have the blunt feelings (illiterate emotion). This kind of peoples like when there's a funny he silent, people applaud amazed he was silent, even when a family member did not die, nor did he cry. Guidance counseling of

learning teaches the students should still have the feeling that blunt or sharp becomes sensitive then this type of learning is affective.

b. levels of Learning

Gagne (1985) suggested eight levels of learning, namely (a) learned the cue or signal learning; (b) studying stimulus-response or stimulus-response learning; (c) learning series or chaining learning; (d) study of verbal or verbal associations association learning; (e) any discrimination or differentiated learning learning; (f) studying the concept or concept learning; (g) studying the rule or rule learning; and (h) studying problem solving or problem solving learning.

With respect to the learning levels, counselors need to be aware that a student in the school of experiences all levels of learning. Therefore, in organizing a tutoring service, counselors need to identify the level of learning that will be the focus of considering. On learning gestures, the learning process starts with a gesture, a sign or instructions that affect the process of behavior change. In this example the counselor gives an example: a student who were noisily in the classroom will stop talking when getting the cue 'index finger are crossed in the mouth' teacher, the rider of the vehicle will certainly stop the vehicle in the intersection or intersection when the traffic light red color.

The learning process in a simple gesture can be described as follows. The learning process is designed in such a way so that includes the cue and the cue to understand concept which, in turn, will deliver the deed. Learn through gesture occurred when the student has the ability to respond to in reflex. One thing that should is always remembered by the teacher that every student has a different reflex responsiveness.

Likewise was learning to tell the difference. Learn to distinguish refers to the process of learning to understand something by way of looking at the difference in the characteristics of the observed objects and/or studied. By seeing these differences, the individual can understand things, the atmosphere, events, or other objects that are in the environment. For example, (a) distinguish between humans based one ethnicity; (b) distinguish countries based on the rate of its growth; (c) distinguish animals based on the types of food eaten, or (d) distinguish the vegetation upon the nerves of the leaf.

Tutoring services with the goal of keeping students succeed in distinguishing ' learning, ' then the process services should: (a) exposes to students at least two things that each have distinctive characteristics, for example the difference a good person and a person who is fair (b) gives to the student to understand two or more different things such as the way lays out fair and good behavior (c) presents the types of mankind so that students can hold a classification and (d) teaching students held a generalization and differentiation in the types of human beings.

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Counselors can also provide learning services solve problems, when students use a variety of concepts or principles to solve the issue at hand. The question such as why many students major in the natural sciences, social sciences and languages instead? Why are many students who do not like the grunt work at home? Why I'm always procrastinating studying? Learning ' problem solving ' refers to the mental processes of individuals in the

face a problem and the struggle to find how to fix the problem through a process of careful and systematic thinking.

In General, counselors teach problem-solving steps: find or feel any problem, formulate the problem in particular in the form of a question or statement, give answers (hypotheses), collect and process data/information for the test or whether the right answers in the meantime, formulating conclusions about problem solving.

c. learning style

Everyone has his own style in the process information or in other words every person has its own learning style. The Counselor should give service to students so that they are aware of its own learning style. In general there are three learning styles. The first is a visual learning style. This learning style relies on sight on an object or event. They prefer the look of diagrams, text books pictorial, OHP transparencies, videos, flipcharts, and materials (hand-out). The second is a learning style that relied on audited votes. Students who have this type of study usually: actively participate in discussion or debate, likes to talk and do a presentation, like reading text aloud, creating short tunes to help memory, likes to discuss ideas orally, and uses the analogy of oral. Third is the kinesthetic learning style that relies on the movement of the body. Usually they are around to learn new things, like doing something rather than have to pay attention or listening, like drawing or create strokes to help remember something, like the class is alive and dynamic, quickly at first reading (skimming) then read it back in more detail (scanning).

THE WORKINGS OF GUIDANCE COUNSELING STUDY

How it works or how to implement the guidance and consoling learning based on learning in how it happened or how one obtains the results of the study. Here's how to implement the guidance and counseling of learning.

Affective Aspect Evokes the Counselor of the Students

In doing something, one is usually driven by motivation: necessity, compulsion, and goals. Psychologically, it started from the learning aspects such as affective attitudes and perceptions, and motivation. Someone will have a certain mindset and knowledge if the beginning of a positive attitude towards learning. In the laws of occurrence of behavior generally known that the organism reacts to stimulus in the environment that is affected by the set i.e. mental state or readiness of a person. So counselors must touch the set, attitude, or perception that learning is important.

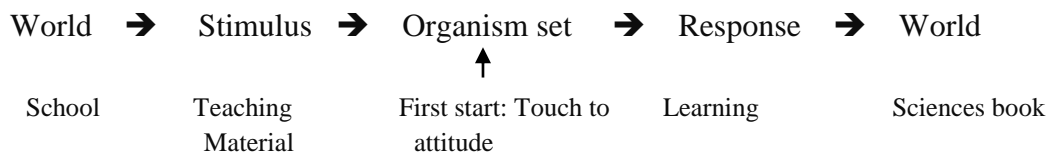


Figure 4: Empowering affective aspect

The Counselor was Aware of Information Processing

This way of working is based on the knowledge acquisition process i.e. through information processing. Counselors teach students that if students follow the processing information correctly then it will gain knowledge.

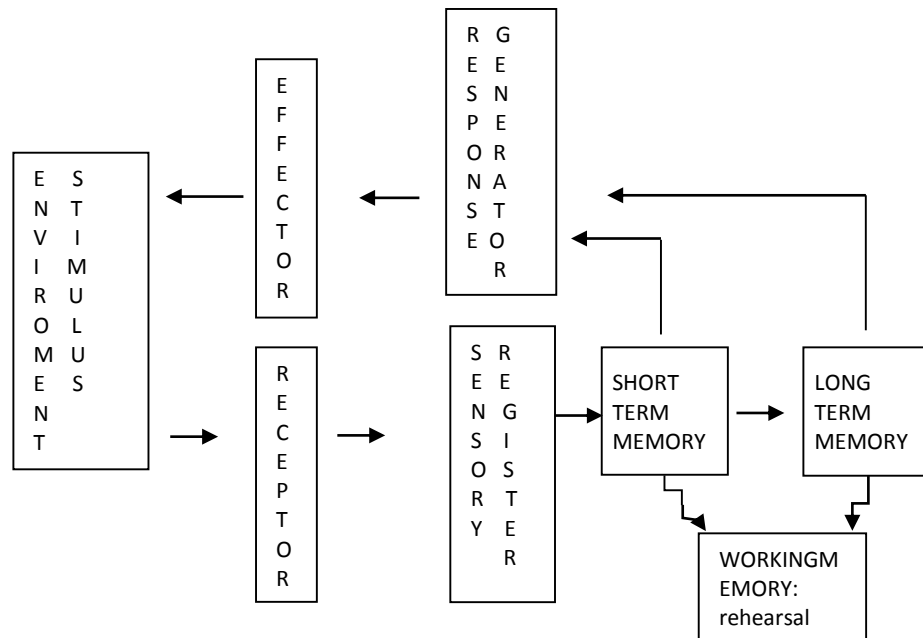


Figure 5: Information Processing

Based on the information processing scheme, the Counselor should be taught that if a student wants to have knowledge then he should follow processing of the information in the following components. In the stimulus, a student should pay attention to the teacher's explanation. On the stage of receiving/recapturing the five senses which the gate to the inclusion of science is so that the eyes and ears of healthy is a requirement. At this stage of the brain's Sensory register verbal or nonverbal information recorded is being observed by an individual. The information is converted into neural information by neurotransmitters in the brain in the form of an impression against that information. The impression which was encoding namely how to understand the form of sort, summed up and so on. In the Short Term of Memory (STM) or Working Memory individual store information that is being processed by our thoughts. STM functions are: 1) while the information store for a short time, 2) STM does mental operations such as troubleshooting, comparing something, counting is simple. In addition the STM serves as a stimulus in the parser's brain will: 1) forget or discarded, 2) held him in a way over and over, 3) process information into LTM. In the Long Term Memory exists in the form of memory episodic such as memory that stores our personal experiences. Semantic memory is part of the LTM store of facts, concepts, generalizations, problem-solving strategies, and thinking ability. At this stage of Response Generator accommodate information stored in LTM and turn it into a plan of answers/deed. At this stage of Effector: the results of information processing in the implementation centers (effector) that will produce an action in the form of answers to oral, written, and deeds.

Counselors Empower Brain as Motor Learning

In terms of neuroscience, learning that involves working from the central nervous system namely the brain. The human brain has four lobes: frontal lobe, parietal lobe, lobe temporalis, and occipitals. On the frontal lobe there is cerebrum (brain), which is the brain's learning; there is intelligence, willpower, motor, and language. On the frontal lobe of the brain, is divided into two i.e. the left hemisphere and the right hemisphere and with a division of labor. Both hemispheres were connected by a membrane called the corpus callosum. Right hemisphere is managing most of the left side of the fuselage and the left hemisphere to manage most of the right side of the body.

The two hemispheres have Division of labor in the processing of the contents or material information. Right brain processes information that is primarily nonverbal i.e. the stimulus not with words but rather information obtained from experience and the experience of the symbols that are nonverbal. The experience of everyday life, including learning in class were first processed in the form of nonverbal perceptual differences, for example (large small, far-near, and so forth), the description of the vision (oh ... its shape as it is), orientation to time and space, interpersonal activities, and so on. The symbols of this experience can be a description of an event, the sound, the motion of the hand, or the quality and quantity which describes the spatial or temporal environment. Left brain processes information that is mainly verbal i.e. words also rbed using the means of language. The experience gained can be expedited processing mentally after this experience translated in "code" in the form of words. "Code" this is not another conceptualization experience, or interpret experiences it. Processing of both sides of this verbal and nonverbal was sometimes in such a separate processing of so called intra hemisphere i.e. in one of the parts of the brain alone i.e. left or right only. The left and right hemisphere is depicted Sukadji (1989) on some images as follows:

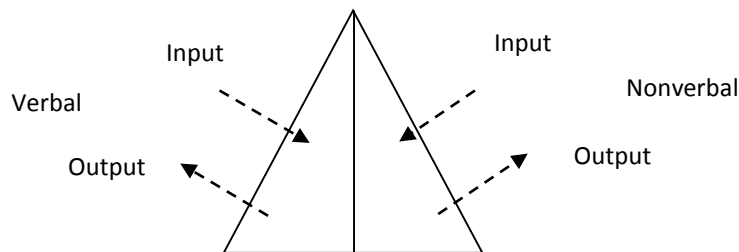


Figure 6: Intra hemisphere Process (Sukadji, 1989)

When the two hemisphere work together (one bridge as translators to change from one side to the other side of the equivalent) then it is called a processing inter hemisphere nature. For example, when a child asked recounts her experiences of time riding horses or see the animals at the Zoo or gestures magician he must translate the content experiences that are nonverbal to verbal in experience to communicate in verbal symbols.

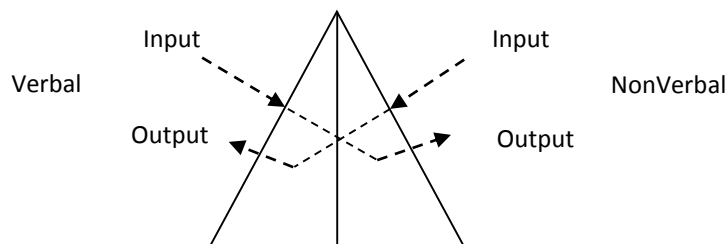


Figure 7: The Process of Information on Inter hemisphere (Sukadji, 1989)

In many ways the content of verbal or nonverbal integrated such that processing not only translates from one hemisphere to another hemisphere, but it is cooperation both at the integrative. This kind of processing is called processing a hemisphere integrative nature. In providing tutoring, a counselor can train one hemisphere only or both or a combination of both. Training on one hemisphere is aiming to train a verbal or nonverbal only. While inter hemisphere is training aims to let the child learn nonverbal converted into verbal and verbal instead converted into nonverbal gestures. The existences of the theory of multiple intelligences of Howard Gardner (1999) then expected counselors doing the tutoring services can empower logic-mathematic intelligence, language; music, naturalistic, interpersonal relationships, and a kinesthetic understand you.

Learning Strategies

After moving the affective aspect and encouraging brain, guidance and counseling of learning also uses learning strategies. The use of learning strategies is one of the ways of empowering the brain in learning. For example, the nature of the brain usually like going to regularity then learning strategies used are preparing the material systematically using the scheme, using the comparison table, sorting process consecutively, and summarize the material in the form of a mind map.

Learning Management

Someone who has moved to learn and empower his brain still requires management study. As a systematic behavior change program, self-regulated learning is a strategy that allows a person in charge of their own learning. Individuals actively involved in their learning will improve learning achievements (Zimmerman, 1994). Study of self-regulated learning designed to increase desired behavior or reduce undesirable (Rohwer, 1984). Habits of college students to learn set your-self very positively, particularly in planning and using appropriate study techniques, thus will add excitement and motivation to continually learn. Mason (2004), further stating that this method helps students gain the ability govern them-selves and discipline in learning activities. Self-regulated learning puts the importance of a person's ability to learn the discipline of organizing and controlling yourself, especially when facing the difficult tasks. Self-regulated learning also stressed the importance of the initiative. Students who have no initiative to empower their thinking, feeling, strategies and the vagaries act to achieve the objectives (Zimmerman, 2002). Students who take the initiative, active, creative, and dynamic will tend to show the behavior of the dynamic and active. Thus if the students want to succeed in learning then the thoughts, feelings, and behavior strategy, he organized and directed to achieve these goals.

CONCLUSION

In closing, here is emphasized again that guidance and counseling of learning is the process of helping students with the evocative aspect of affective to someone in order to be motivated to learn, to learn the ways of learning so that someone chooses an effective way of learning for her students and made him give the reward against the results of the study, so that in the end he learned with pleasure. This understanding is important so that the Counselor does not get stuck in the wrong sense such as guidance and counseling of learning is to teach or hold remedia teaching on students who are having difficulty learning.

The following things that need to be addressed that guidance and counseling of learning it is a process. With reciprocity, a counselor realized that the results of their learning guidance will be seen in subsequent periods is not at present. It also needs to be known by teachers and parents so that they do not expect the child changed drastically in quick time.

It needs to be realized by the counselor that counseling has learned its scope complex being formed in the factors, the types and levels of learning. In it there are various factors which affect or shape it. A student experiencing learning difficulties may be caused by birth complications affecting the brain or nerves could have been because he was malnourished or less learning facilities, or lack of motivation or a child exists in a cultural environment that is less appreciated the results of the study. He may be having a hard time on the type and level of study.

In addition to the scope, guidance and counseling of learning have the procedural workings by relying on information processing in the brain. This means learning guidance counseling has a neuroscience: a knowledge acquisition process) starts from affective information processing, b) start of the entry of the information to be stored and issued with a back that information is an internal processing that involves psychological factors and brain work. The brain works can be facilitated by the completion of the self, the preparation of environment, preparation of learning materials, and the use of an effective learning technique.

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