

## THE IMPLEMENTATION OF GUIDANCE AND COUNSELLING IN SMA (SENIOR HIGH) GOVERNMENT SCHOOL IN PALANGKARAYA

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Info Artikel	Abstrak
<i>Sejarah artikel</i> Diterima April 2017 Disetujui Mei 2017 Dipublikasikan Juni 2017	Tujuan penelitian ini adalah untuk mengetahui pelaksanaan bimbingan dan konseling di SMA Government School Palangkaraya. Penelitian ini menggunakan penelitian deskriptif, dengan mengadaptasi evaluasi kedua model tersebut, yaitu model EPIC dari Hammond dan Countenance Model of Stake. Hasil penelitian menunjukkan: (1) Komponen anteseden berupa karakteristik pelayanan sebagai penunjang pelaksanaan bimbingan dan konseling di SMA Negeri Palangkaraya, dikategorikan: Sedang. (2) Komponen transaksi dalam bentuk aktivitas karakteristik layanan sebagai implementasi bimbingan dan konseling di SMA di Palangkaraya, dikategorikan: Rendah. (3) Komponen hasil dalam bentuk hasil kegiatan dalam pelaksanaan bimbingan dan konseling di SMA di Palangkaraya, berupa manfaat dari pelaksanaan bimbingan dan penyuluhan yang menandai perkembangan perubahan perilaku siswa, dikategorikan : Tinggi
<b>Kata Kunci:</b> Bimbingan dan Konseling <b>Keywords:</b> <i>Guidance; Counseling</i>	<b>Abstract</b> <i>The purpose of this study is to investigate the implementation of guidance and counseling in SMA Government School Palangkaraya. This research used descriptive research, by adapting the evaluation of the two models, namely models EPIC from Hammond and Countenance Model of Stake. The assessment criteria is three categories; low, medium, and high. The results showed: (1) Components antecedents in the form of service characteristics as supporting the implementation of guidance and counseling in SMA Government School in Palangkaraya, categorized: Medium. (2) Components of transactions in the form of activity characteristic of services as the implementation of guidance and counseling in high schools in Palangkaraya, categorized: Low. (3) Components outcomes in the form of the results of activities in the implementation of guidance and counseling in high schools in Palangkaraya, in the form of benefits from the implementation of the guidance and counseling that marked the development of behavioral changes of students, categorized: High.</i>

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## INTRODUCTION

Implementation of guidance and counseling in schools is a shared responsibility between the school personnel. Guidance and counseling as an integral part of the education program, are required to evaluate the various services are held. Counselors are required to carry out various tasks in a professional anyway. The key task of a tutor (counselor) according to the minister Decree No.84 / 1993 there are five, namely: (1) draw up a program. (2) implementing the program. (3) evaluate the program. (4) analyze the results of the implementation of the program. (5) carry out follow-up on learners learners who are responsible (Sukardi and Sumiati, 2008).

In practical guidance and counseling should be made in a program so that the target can be achieved. Giyono (2015) and Tohirin (2014) stated that the guidance and counseling program directed to efforts that facilitate learners to know themselves and accept themselves and the environment in a positive and dynamic, preparation of guidance and counseling program is a manifestation of self-effectively and productively, in accordance with the desirable role, so it is a design or plan activities to be implemented within a certain period. Guidance and counseling services is held against the target service, both in formal individual and group (Prayitno and Amti, 2015). It must be a point of concern to apply as counselors of guidance and counseling services in schools.

Goal of program guidance and counseling services, Hamrin and Erickson mentioned that guidance as aspects of the educational program is concerned primarily to help students that are tailored to the situation today and to plan for the future that have been established in accordance with the capabilities and their social requirements (Lakshmi, 2003). (Dogar, 2011) and Fathurrohman (2014) mentions that target personal coaching students through guidance and counseling services through the stages of development of abilities (1) disclosure, recognition and acceptance, (2) the disclosure, recognition and acceptance environment, (3) making keputusam, (4) self-direction, and (5) self-realization.

In practice, guidance and counseling activities a guidance counselor must plan, implement guidance, evaluate the process until the result of guidance, as well as make improvements or also in the form of follow-up or referral from guidance activities by utilizing the results of the evaluation. Sukardi (2000) states that the burden of the task counselor or tutor includes the preparation of service programs, activities to carry out services, as well as the evaluation of the service implementation. However, the implementation is carried out with the guidance and counseling strategies that may include individual counseling, group counseling, group counseling and remedial teaching (Nurihsan, 2005). The activities were carried out in the setting of each field of guidance and counseling and applying it to the various types of services including supporting activities or supporting guidance and counseling.

In guidance and counseling services covering a wide range of services and support activities, all of which should be made counselors, especially counselors who work in certain institutions (eg schools) with a number of institutions are the sole responsibility of the counselor as a target service ((Prayitno and Amti, 2015) . various types of services include: service orientation, information services, placement services and distribution, service tutoring service, individual counseling, guidance and counseling services group. In the execution of various activities such services is also supported by a number of supporting activities, such as facilities and infrastructures, then the other supporting elements, including the instruments of guidance and counseling, organizing various data sets, case conferences and activities, home visits, hand over the case (referral) more special.

Instruments of guidance and counseling can be a non-technical tests and tests that need to be developed further by the counselors. Each instrument was in use should be careful consideration, the accuracy in the administration, interpretation, and the responsibility is also high. In its use required a certain amount of data collection procedures, include observation, interviews so aimlessly data is valid, relevant and

accountable, both individuals and groups. This is done in order to improve the implementation of guidance and counseling, so it can be managed in accordance with the functions of guidance and counseling services itself.

To make it easy for counselors in the implementation of the provision of guidance and counseling services in schools, it takes a strategy called the strategy a comprehensive guidance and counseling services. Strategy implementation of guidance and counseling program contains four components, namely: (1) strategy of basic services; (2) Strategy responsive service; (3) individual planning strategies; and (4) support system, including: (a) Management Program, and (b) Personnel and organizing (Department of Education, 2007).

Mahendra (2015) in his research on the quality of guidance and counseling services in SMP Muhammadiyah Borobudur mentioned that the supporting factors are (1) the fulfillment of the components in education that support and enable the learning process as a whole and optimal, (2) the availability of facilities and infrastructures services that facilitate the implementation of guidance and counseling services, (3) the interest and enthusiasm of students in learning (4) preparation of learning planned by the teachers, so that it runned smoothly and directed. While inhibiting are: (1) lack of supporting books of guidance and counseling services, (2) less teachers of guidance and counseling. (3) the teacher had trouble deciding guidance and counseling service strategies. (4) students were un able to take the advantage of the services facility of guidance and counseling. While Wibowo (2014) showed that by utilizing activity instrumentation applications and data sets, the counseling services have a high level of effectiveness. In carrying out the service, guidance and counseling teachers can identify problems and needs experience, so that the efforts of the assistance provided to be more precise, and the students' problem can be solved optimally.

However in reality, in the implementation of guidance and counseling there are various obstacles, including: counselor's competence is missing or not eligible yet. The reality proved that there are

many found at various junior high school; MA, SMA and SMK, had non counseling and guidance counselors, the meaning that the counselor is not from a background of educational guidance and counseling. The headmaster raised them for being able, although scientifically they are not steeped in the theories of guidance and counseling. In addition, they are also found in the field, the management guidance and counseling is still in shambles. Suherman (2013) described that the management guidance and counseling, guidance and counseling services need to be taken care of, organized, driven, controlled, handled, managed, organized, executed, implemented and led by people who have the expertise, skill, and understanding of directions, objectives, functions, activities, strategies and indicators of success.

Additionally, guidance and counseling can be done by anyone, the notion of guidance and counseling is only for people who have problems alone, the success of guidance and counseling services depending on the facilities and infrastructure, counselors are to be active, consider the work of guidance and counseling must be immediately applicated, and still the assumption that the counselor at school as a school security guard or police officer.

Research, Ratna Sari, et al (2013) said that there are several factors inhibiting the implementation of the guidance and counseling program, these factors are: (1) preparation of guidance and counseling program is not in accordance with the basic aspects of the preparation of guidance and counseling program. (2) educational background is not in accordance with the profession as a counselor. (3) infrastructure is a dominant factor inhibiting the implementation of guidance and counseling services, and (4) lack of cooperation among personnel of implementation of guidance and counseling services in schools.

In addition to the above problems, it also occurred in several high schools in Palangkaraya for example; in the preparation of guidance and counseling program has not become routine, and tend to do the program in previous years because they are still relevant, despite the persistence of schools in preparing guidance and counseling program did not meet the needs of the students, even the program were not in line to be used basis

in the implementation of guidance and counseling in schools. That problem is based on interviews with counselors due to several reasons, among others: the limited mastery of information technology (soft skills), lack of infrastructure, limited budget, causing the lack of application of the instrument and did not set the instrument in evaluating guidance and counseling program standard (although there was only used as a document for the evaluation instrument ambiguous guidance and counseling program), including the results of data collection services be routinely performed.

The phenomenon can actually inhibit even more difficult for counselors in carrying out his duties at the school. As a counselor, very great hopes to be able to run well in school. Therefore, to determine the implementation of the guidance and counseling program is very important, so expect the counselor to have an understanding of the various issues in depth the implementation of program guidance and counseling services.

The various models of programs presented by experts, to see how far is the implementation of guidance and counseling services researchers used a model program by adapting from two models, the model of EPIC from Robert L. Hammond (Ogle, 2002) and Countenance models of Robert L. Stake (Ogle, 2002). Adapted from EPIC Model of Hammond concerning the characteristics of the three components, namely: instructional component, an institutional component and behavioral component objective. While that was adapted from the model of Stake Countenance is with regard to the implementation stage which consists of three stages: stage antecedents, transaction, and outcomes phase.

Then the characteristic of modifications contained in the cube model EPIC from Hammond incorporated into the model stage Countenance of Stake, as follows: (1) Components antecedents; in the form of service characteristics as supporting the implementation of guidance and counseling in high schools in Palangkaraya, including: organization of guidance and counseling services, content, methods, facilities, financing, availability of counselors, and the readiness of learners. (2) Components of transactions; form of activity characteristic of

services as the implementation of guidance and counseling in high schools in Palangkaraya, including: activity implementation of various types of guidance and counseling services and support activities. (3) Components outcomes, such as the result of a service activity in the implementation of guidance and counseling in high schools in Palangkaraya, the benefits of the implementation of the guidance and counseling that marked the development of behavioral changes of learners.

The purpose of this study is to investigate the implementation of guidance and counseling in high schools in Palangkaraya, includes three (3) components, namely: (1) Components antecedents; in the form of service characteristics as supporting the implementation of guidance and counseling in high schools in Palangkaraya, including: guidance and counseling organization, content, methods, facilities, financing, availability of counselors, and the readiness of learners. (2) Components of transactions; form of activity characteristic of services as the implementation of guidance and counseling in high schools in Palangkaraya, including: activity implementation of various types of guidance and counseling services and support activities. (3) Components outcomes; be the result of a service activity in the implementation of guidance and counseling services in high schools in Palangkaraya, which marked the development of behavioral changes of learners.

## METHODS

This study is the implementation of guidance and counseling in high schools in Palangkaraya city. The method used is descriptive research, by adapting the evaluation of the two models is the model EPIC from Robert L. Hammond and models Countenance of Robert E. Stake. The two models that have been adapted, the modification characteristics contained in the cube model EPIC Robert L. Hammond used the model into stages Countenance of Robert E. Stake.

Data collection tool used in the form of documentation, observation, interviews, and assessment rubrics, the source of data comes from the vice principal, homeroom, coordinator of guidance and counseling,

teachers, counselors and students. Data collection procedures performed with the initial observation, the preparation of the instrument, the instrument validation, documentation, and interviews with respondents, perform final observations and check the validity of the data by means of triangulation and source triangulation. Mechanical analysis of data using the qualitative description, and assessment criteria, there are four categories of score; low, medium, high, and very high.

## RESULTS AND DISCUSSION

### Result

#### 1. Component antecedents.

In this component, the data gathered through documentation, interviews, and assessment rubrics, the source data comes from the school principal, vice principal, homeroom, coordinator of guidance and counseling, teachers, counselors and students. The collected data analysis on each indicator. After the data collected to be evaluated by taking into account the assessment criteria that have been set. The ratings on these antecedents component researchers assumed as follows:

Table 1 Assessment On the Component of Antecedents

No	Indicator	SMAN 1	SMAN 2	SMAN 3
1	Organization of guidance and counseling	83.33 (High)	83.33 (High)	83.33 (High)
2	Conten: suitability guidance and counseling to the needs of learners pesetas.	83 (High)	90 (Very High)	83(High)
3	strategies used dlm implementation of guidance and counseling	72.22 (Medium)	72.22 (Medium)	72.22 (Medium)
4	Facility: infrastructure and facilities	54.54 (Low)	72 (Medium)	72 (Medium)
5	Financing	70 (Medium)	75 (Medium)	70 (Medium)
6	The availability of a counselor	75 (Medium)	70 (Medium)	70 (Medium)
7	Activeness of learners	70 (active)	70 (active)	70 (active)
	Total	508.09	543.27	503
	Average	72.58	77.69	71.87
	Category	(Medium)	(Medium)	(Medium)

From table 1 on the assessment of the components antecedents, such as the characteristics of services to support the implementation of guidance and counseling in high schools in Palangkaraya, included: the organization of guidance and counseling, content, methods, facilities, financing, availability of counselor, and the readiness of learners in guidance and counseling services in schools, described as follows:

1) Services to support the implementation of guidance and counseling at SMA Negeri 1 Palangkaraya with characteristics include: (a) Guidance and counseling organization, get 83.33 (High). (b) Content: guidance and counseling program suitability to the needs of students, get 83 (High). (c) Methods: The strategy used in the implementation of guidance and counseling, get 72.22 (Medium). (d) Facilities:

infrastructure and facilities, get 54.54 (Low). (e) Financing, get 70 (Medium). (f) The availability of a counselor, get 75 (Medium). (g) Active learners, get 70 (Medium).

The score was obtained in SMA Negeri 1 Palangkaraya on antecedents component got 508.09 an average value of 72.58, it is concluded that the activity of services to support the implementation of guidance and counseling in SMA Negeri 1 Palangkaraya categorized: Medium.

2) Services to support the implementation of guidance and counseling services at SMAN 2 Palangkaraya with characteristics include: (a) Organization of guidance and counseling, 83.33 (High). (b) Content: guidance and counseling program suitability to the needs of learners, got 90 (Very high). (c) Methods: The strategy used in the implementation of guidance and

counseling, 72.22 (Medium). (d) Facilities: infrastructure and facilities, got value 72.72 (Medium). (e) Financing, got 75 categorized Medium. (f) The availability of a counselor, got the value 70 categorized Medium. (g) Active learners, had the grades 70 categorized active.

Values were obtained SMAN 2 Palangkaraya on the components got 543.27 antecedents overall grade average of 77.69. It was concluded that the service activity to support the implementation of guidance and counseling at SMAN 2 Palangkaraya categorized: Medium.

(3) Services to support the implementation of guidance and counseling services in SMA Negeri 3 Palangkaraya with characteristics include: (a) Guidance and counseling organization, the value of 83.33 with both categories. (b) Content: guidance and counseling program suitability to the needs of students, score 83 (High). (c) Methods: The strategy used in the implementation of guidance and counseling, got 72.22 (Medium). (d) Facilities: infrastructure and facilities, got 54.54 (Low). (e) Financing, got the values 70 (Medium). (f) The availability of a counselor, got the values 70 (Medium). (g) Active learners, got the grades 70 categorized active.

Values were obtained in SMA Negeri 3 Palangkaraya on the components amounted to 503.09 antecedents overall grade average of 71.87. It was concluded that the service activity to support the implementation of guidance and counseling services in SMA Negeri 3 Palangkaraya categorized: Medium.

Thus components antecedents as a supporter of the activity implementation guidance and counseling services in SMA 1,

SMA 2 and SMA Negeri 3 in Palangkaraya, can be divided into four categories:

1) Category Very High, Content was in SMAN 2 Palangkaraya.

2) Category High, (a) Organization of counseling and guidance is in SMAN 1, SMAN 2 and SMAN 3 Palangkaraya, (b) Content, is in SMAN 1 and SMAN 3 Palangkaraya, (c) Methods: Strategies in SMAN 1, SMAN SMAN 2 and 3 Palangkaraya, (d) have facilities at SMAN 2 Palangkaraya, (e) Funding is in SMAN 2 Palangkaraya, (f) Availability of counselors at SMAN 1 Palangkaraya.

3) Categorized High: (a) Funding, is in SMAN 1 and SMAN 3 Palangkaraya, (b) Availability of counselors at SMAN 2 and SMAN 3 Palangkaraya, (c) Active participation of students at SMAN 1, SMAN 2 and SMAN 3 Palangkaraya.

4) Categorized Low, include: (a) the facilities at SMAN 1 and SMAN 3 Palangkaraya.

From the above, if viewed from the average value obtained from each school, it was concluded that the characteristics of the components of antecedents such services as support the implementation of guidance and counseling in high schools in Palangkaraya, categorized: Medium.

## 2. Components of transactions.

The data have been collected that the assessment of each indicator, either through observation, documentation, interviews and assessment rubrics, from the following sources homeroom, coordinator of guidance and counseling, subject teachers, counselors and students. Having evaluated in consultation with the assessment criteria specified. Ratings on this transaction component researchers assumed as follows:

Table 2 Assessment On the Component of Transaction

No	Indicator	SMAN 1	SMAN 2	SMAN 3
1	Activity implementation of various types of guidance and counseling services	65 (Low)	70 (Medium)	60 (Low)
2	Use of supporting activities	60 (Low)	65 (Low)	60 (Low)
	Total	125	135	120
	Average	62.5	67.5	60
	Category	Low	Low	Low

From table 2 on the assessment of the transaction component in high schools in Palangkaraya, included: the implementation

of the activities of various types of guidance and counseling services and support activities, explained as follows:

1) Activities guidance and counseling services at SMA Negeri 1 Palangkaraya with characteristics, including: (a) Activities implementation of various types of guidance and counseling services, the value of 65 categorized low. (b) The use of complementary activities, had the value 60 categorized low.

Values were obtained in SMA Negeri 1 Palangkaraya on the transaction component, totaling 125 average value of 62.5, it can be concluded that the activity of service of execution of various types of guidance and counseling services and support activities in SMA Negeri 1 Palangkaraya categorized: Low.

2) Activities of service as the implementation of guidance and counseling at SMAN 2 Palangkaraya, including: (a) Activities implementation of various types of guidance and counseling services, the value of 70 categorized Medium. (b) The use of complementary activities, had the value 65 categorized low.

From the above assessment, the transaction component, SMAN 2 Palangkaraya had value with the amount of 135 average value of 67.5, so it is concluded that the activity of various kinds of guidance

and counseling services and support activities at SMAN 2 Palangkaraya categorized: low.

3) Activities of service as the implementation of guidance and counseling services in SMA Negeri 3 Palangkaraya with characteristics, including: (a) Activities of various kinds of guidance and counseling services, got 60 categorized low. (b) The use of complementary activities, got the value 60 categorized low.

Overall, therefore, the value of which was obtained SMA Negeri 3 Palangkaraya on transaction component, 120 average value 60, so it was concluded that the service activities of various kinds of guidance and counseling services and support activities in SMA Negeri 3 Palangkaraya categorized: low.

### 3. Component outcomes.

The data collected in these components through observation, documentation, interviews and assessment rubrics from various sources and then be evaluated according to each indicator, taking into account the assessment criteria that have been set. The assessment on the outcomes of this component researchers assumed as follows:

Table 3 Outcomes Assessment On the Component

No	Activity	SMAN 1	SMAN 2	SMAN 3
1	Benefits of guidance and counseling services implementation that marked the development of behavioral changes learners.	80 (High)	86 (High)	75 (Medium)
	Total / Average Category	High	High	Medium
		241/3 = 80.33 (High)		

From table 3 above on outcomes assessment component in the form of the results of the activity of guidance and counseling services in high schools in Palangkaraya, the benefits of the implementation of guidance and counseling services that marked the development of changes in students behavior, described as follows:

(1) Activities in the implementation of guidance and counseling services done in SMA Negeri 1 Palangkaraya, in the form of benefit from guidance and counseling services that marked the development of behavioral changes in students, got 80 categorized high.

(2) The results of the activity of guidance and counseling services by SMA Negeri 2 Palangkaraya, that is helpful characterized by the development of behavioral changes in students, got 86 categorized high.

(3) In SMA Negeri 3 Palangkaraya, the results of the activity of guidance and counseling services in the form of benefits for students that marked the development of behavioral changes had 75 categorized medium.

In the component outcomes are the results of the activity of guidance and counseling services in SMA 1, SMA 2 and SMA Negeri 3 Palangkaraya, contained in the medium category, namely that guidance

and counseling services useful for students, it can be seen from their development changes of the learners' behavior.

## Discussion

### 1. Evaluation component antecedents.

From the review of the document is known that the characteristics of services to support the implementation of guidance and counseling in high schools in Palangkaraya is the organization of guidance and counseling in the form of the organizational structure of guidance and counseling services are good with their job descriptions of each school personnel with high category, this indicates that guidance and counseling can not be carried out without a good organization. Without organization it means the absence of coordination and planning, goals were quite clear, control and leadership of authoritative, firm and thoughtful.

The organizational structure of guidance and counseling services at any educational institution is not necessarily the same. Each adapted to the conditions of education units concerned. Nonetheless, the organizational structure of guidance and counseling at any educational institution should pay attention to things that are comprehensive, simple, flexible and open, ensure the continuing cooperation, ensure the implementation of monitoring, assessment and follow-up efforts. Management of guidance and counseling in schools to be applied as expected should be supported by the existence of a clear and orderly organization. Such organizations that expressly regulates the status, duties and responsibilities of school personnel involved. The organization is reflected in the structure or pattern of organization varied depending on the circumstances and characteristics of each school (Mugiarso, et al., 2010).

Their work program guidance and counseling services that match the needs of learners, based on an assessment of the documentation is categorized accordingly. A good guidance and counseling program that is usually follows a certain pattern of planning, and can see the conditions that will be encountered, and able to cope with the changes. The program developed jointly by personnel guidance and counseling to address the needs of students, support the need for educators to facilitate student development services optimally and support

the achievement of learning goals, mission and vision of the school. In the framework of the preparation and development of guidance and counseling program is comprehensive, opinions Fathur Rahman (2008), Kartadinata, et al. (Kurniawan, 2015), UNISCO (Mapfumo and Nkoma, 2013) which concluded that the need for care when counselors constituent work program guidance and counseling which their mapping needs, problems, and the context of the services to be provided as well adapted to the environment where they live, so that based on need, so that at the same time, a professional counselor is able to carry out various activities and the students can be helped to understand themselves and adjust to the school environment and be able to develop its capacity sufficiently, so that decisions are taken appropriately and wisely also by students.

Guidance and counseling program contains four components as a service strategy, namely: (1) basic guidance services; (2) responsive service, (3) individual planning, and (4) support system. The implementation strategy of basic services in the form of services: counseling classes, orientation, information, counseling groups, and data collection. Strategy responsive services such as individual counseling, group counseling, and consulting. Individual planning aims to help the counselee to: (a) have an understanding of themselves and their environment, (b) capable of formulating goals, planning, or management of their development, both concerning aspects of personal, social, learning and careers, (c) can carry out activities based on understanding, objectives, and plans have been formulated (Department of Education, 2007).

While the system is a component support service and management activities, administration, infrastructure (eg, information technology and communications), and developing professional capability counselors on an ongoing basis, which indirectly provide support to the counselee or facilitate the development of the counselee. Gysbers and Handerson (2006) mentioned that the support system, emphasized on the cooperation between the mentoring program with other educational programs in high school to achieve the goal of counseling and



education programs. Further he said that the support system to help staff / personnel guidance in implementing the guidance of the basic service, responsiveness, and individual planning.

The results of the observation of the facility in the form of infrastructure and means of showing inadequate, although most of the infrastructure is already available, but the infrastructure owned condition has not meet the standards. In the implementation of guidance and counseling services are effective and efficient to achieve the purpose of the service and help to achieve national education goals requires infrastructure, facilities, and adequate financial. The type of space required, among others: (1) work space as well as counseling rooms of individual, (2) living room, (3) space guidance and counseling group, (4) data space, (4) the counseling space libraries (biblio-counseling) and (5 ) more space in accordance with the development of guidance and counseling professions. The amount of space that must be adjusted to the number of learners / counselee and the number counselor or teacher guidance and counseling that exist in the educational unit (Department of Education, 2014).

Oluremi (no year) suggested that for effective counseling activities in order to grow, must be equipped office facilities for group of counseling sessions and individual counseling are conducive to accommodate activities of counselors and staff. Furthermore Oluremi asserted that the provision of this facility is very important for the counselor to carry out its function of guidance programs in schools. The setting and structuring guidance facilities should be adapted to function in order to support the effectiveness and efficiency of work, so as to provide comfort, beauty, tranquility so that people can feel at home and feel comfortable. Location of guidance and counseling services should be easily accessible by students and maintain client confidentiality (Nurihsan, 2005).

Other facilities needed for the provision of guidance and counseling, among others: (1) documents stored in a cupboard program, (2) data collection instruments and other administrative requirements. Similarly, the necessary financing for the implementation of the program, at least the budget can be

directed to financing (1) training of personnel of supervisor, (2) the activities of guidance and counseling, (3) the procurement of equipment, (4) professional development, (5) the administration, and (6) dissemination, assessment and program development. Thus the implementation of program guidance and counseling services can be performed well.

It supported also by the presence of professional counselors and students who are ready to actively engage in guidance and counseling services at school are very helpful in the process of implementation of the guidance and counseling. As a professional counselor, in the process of counseling, the counselor's role as the person who directs, helping clients to solve the problem. Just help giving directions, the rest let clients think. Counselors can change the client's behavior not only makes clients aware (Astuti, 2012). Counselors also capable of functioning himself to build an atmosphere of counseling is more interesting, though in terms of facilities is still inadequate. The atmosphere is cozy and pleasant in the process of guidance and counseling services in question is essentially a process to advocate and facilitate the development of students in its implementation requires the application of the principles of guidance and counseling.

## **2. Components of transactions.**

Based on observation and documentation showing that the characteristics of the service activities as implementation guidance and counseling in high schools in Palangkaraya, considered quite good. This activity implementation of various types of services such as: service orientation, information services, placement services and distribution, service-learning, service individual counseling, guidance services group, mediation services and consulting services, resulting learners who come to counseling rooms always called not on consciousness.

In the execution of various types of such services has been translated into the kind of guidance and counseling program is an annual program, the semester program, the program monthly, weekly and daily program. (Giyono, 2015) stated that the guidance and counseling program implemented by the counselor. School

counselors take place every day, every week, every month, throughout the semester and throughout the year. Because it is necessary to develop an annual program, the semester program, monthly program, weekly and daily program. While the implementation of guidance and counseling services program in SMA Palangkaraya done in the classroom and outside the classroom.

In the provision of guidance and counseling services to students, particularly at the high school level students is different from the elementary, junior high school or college. They are at the stage of adolescent development that represents a transition from childhood to adulthood. Many turmoil marks the development of adolescents. Counselors are required to understand the turmoil that is potentially frequent and safe ways of handling. Various specific issues such as relationship problems of young people, the problem of sexual, social and economic problems, many future problems arose among teenagers.

Approach and counseling techniques can be used on teenagers who had already developed in his years. Applications counseling approaches and techniques as well as the adjustment a lot depends on the uniqueness of the client and the problem, as well as specialized expertise counselors themselves. On hand over the source of the student or client, relying heavily on the role of teachers, principals, students and counselors themselves, as well as parents. The presence of the counselor directly in front of the students (in the classroom and on other occasions), accompanied with appropriate information about the function and steady counselors and guidance and counseling services in general, will greatly help increase the utilization of counseling services to the students.

In the provision of guidance and counseling services that, certainly not out of activities supporting the use of: application of instruments of guidance and counseling, datasets, conduct home visits and hand over the case. The function of supporting activities to collect data and information about the student (client) and a description of the environment, in the family, school, or in the surrounding neighborhood. The goal for tutors or counselors easily understand the potential and power, as well as the problems

faced by the client. By supporting activities is expected to be collected accurate data faced by a client.

SMA in Palangkaraya, the use different kinds of guidance and counseling services and supporting activities, would not be fully implemented, due to various constraints such as infrastructure and a limited budget. However, counselors still carrying out their activities in accordance with their ability and commitment as the school counselors. Whereas Nurihsan (2005) stated that the financial facility and is a very important aspect that must be considered in a guidance and counseling program. As for the financial aspects required more serious attention because in reality these aspects is one of the factors inhibiting the implementation of the guidance and counseling process.

### **3. Component of outcomes.**

In general the target of program of guidance and counseling services in high schools in Palangkaraya is developing what is on each personally that optimally for each individual to be useful to themselves, their environment, and society in general. More specifically targets of personal coaching people through guidance and counseling which includes the stages of development in capabilities: (1) disclosure, recognition and acceptance, (2) the introduction of the environment, (3) making decision, (4) self-direction, and (5) self-realization (Sukardi, 1995).

To realize the above statement, it should be given guidance and counseling services to students in accordance with the target. After various services provided to students both personal, social, learning and careers, it is necessary to evaluate the implementation of the guidance and counseling services to see how far the successful implementation of the program that has been implemented. According to Nurihsan (2005), Gibson and Michell (2011) that the evaluation of guidance and counseling program is an evaluation-process of gathering information for decision-makers to identify and determine the effectiveness of the guidance and counseling program in order to help students to know and understand the needs and weaknesses, so the degree of the quality of its activities can be found because it is done with reference to specific criteria in

accordance with the guidance and counseling program.

Either way be taken, evaluation of problem-solving efforts should still be done to see how the effect of aid measures (treatment) that have been given to solve the learners problems. With regard to the evaluation guidance and counseling, Ministry of Education (in 2004) has provided success criteria for guidance and counseling services, namely (1) Development of new understanding gained learners related to the issues discussed. (2) Positive feelings as a result of the process and the material that was delivered through the service, and (3) plan activities to be undertaken by the students after the implementation of the service in order to realize a further attempt to alleviate their problems.

From the opinion of Robinson (Ma'mun, 2004), Partowisastro (Daniaty, 2012) and Suherman (2013) concluded that the criteria for successful implementation of program guidance and counseling services in schools, if the development of change of students to behave as follows: (1) Knowing guidance and counseling program implemented in schools. (2) Knowing the abilities and weaknesses. (3) Understand the level of education and education prospects are being taken. (4) Increased academic achievement. (5) Be able to plan their future, whether related to the continuation of education and the world of work in accordance with their talents, interests and abilities. (6) Adjust to a social environment.

Based on the results of interviews with the benefits of the implementation of guidance and counseling in high schools in Palangkaraya, the evaluation results are categorized high. It can be seen from the developmental changes in students by demonstrating behavior, namely: know the duties and functions of guidance and counseling program that is implemented school, can know the capabilities and weaknesses of himself, understands education and the prospect of education that are gone now, so as to increase in academic achievement. Then the students are able to plan their future well, whether related to the continuation of education and the world of work in accordance with their talents, interests and abilities, and able to adapt themselves to the social environment.

The results of the evaluation is the recommendation of the evaluator's decision, there are four possible policies that can be made based on the evaluation results, namely: stop the program, revise the program, continue the program, and deploy programs (implementing the program elsewhere or to repeat the program at a later time (Arikunto and Jabar, 2009).

Referring to the above opinion and the results from the implementation of guidance and counseling services, can be concluded that the implementation of the program guidance and counseling services in high schools in Palangkaraya needs to be improved, in order to be more effective and efficient for all components or school personnel involved, especially for students at high schools in Palangkaraya, so expectation a really beneficial for students in their respective schools.

## CONCLUSIONS

Components of antecedents in the service characteristics as supporting the implementation of guidance and counseling in high schools in Palangkaraya, considered high. This is because their organization is in good guidance and counseling with their respective job descriptions of school personnel, supported by the work program of guidance and counseling services in accordance with students' needs, and strategies for implementation of the guidance and counseling services. Similarly facilities: adequate infrastructure and facilities, sufficient funding to support its activities, so that the program can be implemented well by the professional counselors, and students actively involved in guidance and counseling services in schools.

Components of transactions in the form of activity characteristic of services as the implementation of guidance and counseling in high schools in Palangkaraya, categorized quite good. This is due to the activity of the implementation of various types of services. Although students who come to counseling rooms are always invoked, and service activities supported by the use: the application of instruments, data sets, home visits and hand over the case because it was conducted on the needs of the moment.

Components of outcomes in the form of benefits from the implementation of

guidance and counseling in high schools in Palangkaraya, considered high. It can be seen from their developmental changes in students by demonstrating positive behavior according to the specified criteria.

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