



Effective Counseling Infrastructure to Improve the Quality of Counseling Services in Schools

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Article Info	Abstract
Article History Received: 2024-07-22 Revised: 2024-08-19 Published: 2024-09-01 Keywords: <i>Infrastructure; Guidance Counseling; School.</i>	Guidance and counseling infrastructure in schools has an important role in improving the quality of counseling services and comfort for students. Many schools have not been able to provide adequate infrastructure. The success of guidance and counseling services in schools is supported by the effective and efficient use of all guidance and counseling facilities and infrastructure in schools. The profile of existing facilities and infrastructure at the school needs to be utilized and managed for the benefit of the guidance and counseling service process at the school. The process of guidance and counseling activities will run effectively and efficiently if supported by adequate facilities and infrastructure. The aim of this research is to map effective infrastructure standards to improve the quality of guidance and counseling services in schools, especially for students. The method is to collect various reading materials from books or previous research journals. The results that can be concluded are that regular evaluation and monitoring are important steps to ensure the success of the BK program. Overall, the role of guidance and counseling infrastructure in schools will improve the quality of services that are effective, relevant, holistic and comfortable in counseling for students.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2024-07-22 Direvisi: 2024-08-19 Dipublikasi: 2024-09-01 Kata kunci: <i>Infrastruktur; Bimbingan Konseling; Sekolah.</i>	Prasarana bimbingan dan konseling di sekolah mempunyai peranan penting dalam meningkatkan kualitas layanan konseling dan kenyamanan bagi siswa. Banyak sekolah yang belum mampu menyediakan infrastruktur yang memadai. Keberhasilan layanan bimbingan dan konseling di sekolah didukung oleh efektif dan efisiennya pemanfaatan seluruh sarana dan prasarana bimbingan dan konseling di sekolah. Profil sarana dan prasarana yang ada di sekolah perlu dimanfaatkan dan dikelola untuk kepentingan proses layanan bimbingan dan konseling di sekolah. Proses kegiatan bimbingan dan konseling akan berjalan efektif dan efisien apabila didukung oleh sarana dan prasarana yang memadai. Tujuan penelitian ini adalah memetakan standar infrastruktur yang efektif untuk meningkatkan kualitas layanan bimbingan dan konseling di sekolah, khususnya bagi siswa. Caranya adalah dengan mengumpulkan berbagai bahan bacaan dari buku atau jurnal penelitian terdahulu. Hasil yang dapat disimpulkan adalah evaluasi dan pemantauan secara berkala merupakan langkah penting untuk menjamin keberhasilan program BK. Secara keseluruhan peran sarana prasarana bimbingan dan konseling di sekolah akan meningkatkan kualitas layanan yang efektif, relevan, holistik dan nyaman dalam konseling bagi siswa.

I. INTRODUCTION

Effective Guidance and Counseling Infrastructure to Improve the Quality of Counseling Services in Schools. Guidance and counseling are essential tools in shaping students' character, addressing developmental needs derived from developmental psychology, making it a necessity in schools. The established services hold significant importance in every implementation. Guidance and counseling are integral parts of the education system in each educational unit, aiming to facilitate and empower students to achieve holistic and optimal development (Guidance and Counseling Handbook Team for Elementary, Junior High, and High School, 2016).

The existence of guidance and counseling services helps to realize national educational goals. Therefore, adequate facilities and infrastructure are necessary (Kemendikbud, 2014). The effective implementation of guidance and counseling services in educational units requires adequate facilities and infrastructure.

The implementation of guidance and counseling services in schools is manifested in several services, including group services, individual services, and system support. System support in the implementation process is inseparable from the needs of guidance and counseling programs, which aim to assist the learning process in educational institutions.

System support is a service and management activity component that indirectly provides assistance to students or facilitates their development (Syamsu and Juntika, 2010:29). One of the most crucial parts of system support is facilities and infrastructure.

Here, infrastructure is referred to as a pioneering force that can operate swiftly, meeting directional needs. Even in consultations, facilities and infrastructure are among the most important factors because they are highly needed (Lengkey, 2020). The Minister of Education and Culture Regulation of 2014 No. 111, article 6, paragraphs 4 and 5, states that guidance and counseling services are conducted for two hours per week, not only focusing on in-class activities but also extending to out-of-class activities. This condition necessitates greater attention to and fulfillment of the facilities and infrastructure used in providing guidance and counseling services to support their implementation. The smooth execution of guidance and counseling activities in schools, as planned, is contingent upon adequate guidance and counseling facilities (Sukardi, 2008:97).

The facilities and infrastructure of guidance and counseling significantly influence its success (Depdiknas, 2008:238). From the explanations above, it can be concluded that facilities and infrastructure are crucial and highly necessary to enhance counseling services and ensure comfort during counseling sessions. With adequate infrastructure, students will feel comfortable and safe, making it easier for them to open up about their problems (Sugiarto et al., 2021).

II. METHOD

This research was conducted using the literature review method. Literature review is a key component in many reading materials such as articles and peer-reviewed journals (Setyawan, 2023). Additionally, this research also draws from books, meeting records, and government documents. The research center conducts the selection of works. Literature review is important to inform the results of this study to readers, establishing a strong connection with the research being conducted, linking it with previous literature, and highlighting gaps in previous research (Zulkifli, 2023). The literature review aims to:

1. Describe the research issues.
2. Help determine solutions to research problems.

3. Understand the fundamental concepts related to the research issues.
4. Identify the benefits of previous studies.
5. Avoid repeated research.
Establish the discussion of the study (Creswell John, 2010).

III. RESULT AND DISCUSSION

From the research findings, it was discovered that effective counseling infrastructure significantly improves the quality of counseling services in schools, especially for students. When counseling is conducted in a well-equipped and dedicated space, such as a private room or a separate building, the quality of the counseling service increases because students feel comfortable. When students feel comfortable, they are more likely to open up about their issues, whether personal, social, career-related, or other problems.

Infrastructure can be defined as the collaborative utilization of all educational facilities effectively and efficiently. This definition implies that existing facilities must be utilized and managed for the benefit of the learning process. The management of these facilities is intended to ensure their use is effective and efficient. Educational facility management involves planning, procurement, supervision, storage, inventory, disposal, and organization activities.

In educational institutions, facilities include furniture, educational equipment, media, books or educational resources, and other tools used and acquired to support the continuous educational process. Infrastructure also plays a crucial role in the success and equity of the educational process. Naturally, all counseling activities in schools must be supported by adequate and standardized facilities and infrastructure (Arianto & Huda, 2022). Daryanto suggests that infrastructure refers to indirect tools necessary for the learning environment, such as locations, school buildings, sports areas, funds, and so on. Meanwhile, facilities are defined as direct media to achieve educational objectives (Falah, 2022).

The standards for infrastructure, as stated in the Regulation of the Minister of National Education of the Republic of Indonesia in 2007, number 24, include the following (Sala, 2022):

1. The minimum facility standards encompass equipment, learning tools, educational tools, foundational resources, information sources,

reading materials, and other tools that all students must have in schools/madrasahs.

2. The minimum infrastructure standards include land, buildings, rooms, and technological equipment that every school/madrasah must possess.

Dewa Ketut Sukardi (2000:63) believes that the basis of infrastructure is the condition of the place where each counselor works daily. It is a free environment where counselors can perform their duties, welcome students and groups needing services, conduct individual counseling sessions, and carry out other service activities. Counseling facilities can be categorized as follows (Sukardi, 2016):

1. Building infrastructure: This includes the school counselor's workspace, individual interview rooms, shared activity rooms, student information rooms, consultation tool rooms, waiting areas, consultation reading material rooms, computer rooms, consultation equipment rooms, prayer rooms, and other necessary spaces. It also includes land and buildings required for their activities.
2. Public infrastructure: This consists of water, health, sanitation, electricity, telecommunications, transportation, parking, and gardens.
3. Equipment: This refers to direct tools and facilities necessary for delivering psychological counseling services, such as a counseling room equipped with various excellent facilities. This foundational infrastructure provides a space where school counselors can freely plan service activities, receive students and other parties needing services, conduct counseling services, and perform other professional activities for individual benefits.

Permendiknas No. 24 of 2007 outlines the form of counseling places as follows:

1. The counseling place serves as a facility where students can receive counseling services from counselors regarding personal development, social relationships, jobs, and employment.
2. The minimum area of the consultation room is 9 m².
3. The counseling room should provide a comfortable atmosphere and ensure students' privacy.
4. The counseling place should be equipped with facilities listed in the inventory.

According to Thandawy (1995), the infrastructure consists of the following counseling and guidance rooms:

1. Counselor's workspace: A room where the counselor supervises and works. This room should be close to other related rooms.
2. Counseling place: A room where counseling activities, especially individual counseling, take place. The location of the consultation room should be protected from others, undisturbed, and ensure the confidentiality of the consultation process.
3. Waiting room or reception area: A place where students can wait for advice, consultation, or data collection. This room should have materials, brochures, or easily readable pamphlets with information or announcements for guests.
4. Orientation room: A space designed for joint activities, including group orientation and group consultation activities.
5. Equipment room: A storage location for information needed for providing consultation services. This room can also serve as a place for storing counseling tools or equipment that supervisors can easily access for consultation services.

The following considerations should be noted for the use of facilities and infrastructure (Siregar, 2019):

1. First, compile a list of things that should not be present to avoid conflicts with other groups.
2. The main event should be prioritized as the most important.
3. The timing and implementation of the events should be discussed at the start of the educational program.
4. Supervisors or the assignment of students and grouping of skills in their respective fields, e.g., communication, technology, laboratory skills, etc.
5. Activities involving the use of facilities or infrastructure should be scheduled to avoid conflicts between intra- and extracurricular activities outside of school.

Principles to be considered in the management of BK (Guidance and Counseling) facilities and infrastructure (Matin, 2016):

1. Goal Achievement Principle: In managing the facilities and infrastructure at school, all resources should help achieve the desired educational process or guidance and

counseling services. If the BK teacher aims for students to understand themselves and their issues confidentially, the available facilities and infrastructure should support this goal. The facilities and infrastructure should be ready whenever needed for BK services, making it easier to achieve the desired outcomes.

2. **Efficiency Principle:** BK facilities and infrastructure at school should be maintained by all BK personnel. Acquiring these facilities is not easy, so once provided, they should be well-maintained and used efficiently to reduce school expenses.
3. **Administrative Principle:** Managing BK facilities involves adhering to school regulations. The BK room should be used for counseling services, and its use should follow established rules and guidelines.
4. **Clear Responsibility Principle:** BK personnel at school have specific responsibilities. In managing BK facilities and infrastructure, responsibilities should be clear regarding who identifies the necessary resources, who provides them, and who formulates the budget for BK facilities and infrastructure.
5. **Cohesion Principle:** The available facilities should be collectively maintained by BK personnel. Even limited resources should be optimally utilized. Managing BK facilities and infrastructure reflects the organizational management of BK personnel and demonstrates their unity and solidarity. The collective management and use of BK facilities show the cohesiveness of the BK team at school.

In utilizing guidance and counseling facilities and infrastructure, a school BK (Guidance and Counseling) staff member must understand that facilities and infrastructure are things that need to be maintained. However, it is not uncommon for these facilities and infrastructure to become damaged or less effective for use in counseling services after a considerable amount of time and maintenance. The procurement of new facilities and infrastructure has its own procedures with the leadership. The existing facilities and infrastructure at a school must be used to ensure the success of counseling services. Ultimately, counseling becomes highly appreciated by many because it is supported by adequate facilities and infrastructure.

Facilities and infrastructure are essential in a school. Therefore, the school administration

must manage them properly so that they can be effectively utilized. BK teachers must also make good and proper use of the school's facilities and infrastructure, ensuring that the implementation of counseling services can achieve the desired goals. This allows guidance and counseling teachers to provide BK services easily, while students receiving the services feel valued and comfortable with the counseling provided by the teacher.

Good management of facilities and infrastructure is expected to create a clean, tidy, and pleasant school environment, benefiting both teachers and students. The goal of managing school facilities and infrastructure is to provide professional services related to educational facilities and infrastructure, ensuring that the learning process can proceed effectively. Generally, the objective of managing educational facilities and infrastructure is to offer professional services in this area, enabling the educational process to be conducted efficiently and effectively. Specifically, the goals are as follows:

1. To strive for the procurement of educational facilities and infrastructure through careful and thorough planning and acquisition systems. This management aims to ensure that all equipment obtained by the school is of high quality, meets the school's needs, and is cost-efficient.
2. To strive for the proper and efficient use of facilities and infrastructure.
3. To strive for the maintenance of school facilities and infrastructure, ensuring they are always in ready-to-use condition when needed by all school personnel. Educational facilities and infrastructure, especially land, buildings, and school equipment, should reflect the school's educational program or curriculum. These facilities are provided based on the applicable curriculum or educational program, ensuring that the available facilities truly support the educational process.

Managing educational facilities and infrastructure involves organizing and supervising educational facilities and procuring educational resources within educational institutions to achieve specific goals. Educational facilities and infrastructure support the teaching and learning process, ensuring that it runs smoothly.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Infrastructure facilities are indirect means to achieve educational goals, such as rooms or places, school buildings, sports fields, money, and others. According to Dewa Ketut Sukardi (2000:63), basic infrastructure includes having individual offices for each counselor, providing a space where counselors can freely plan their service activities, receive students and other individuals requiring services, conduct individual counseling sessions, and carry out other professional activities. Counseling infrastructure can be grouped into: 1. Building infrastructure, 2. General infrastructure, and 3. Physical equipment infrastructure (Sukardi, 2016).

B. Suggestion

The success of implementing guidance and counseling services is supported by the availability of adequate guidance and counseling facilities and infrastructure. Research findings indicate that all schools have a guidance and counseling workspace, but not all schools have administrative offices, individual counseling rooms, or group counseling rooms. The main obstacles to developing guidance and counseling facilities and infrastructure are related to funding and land availability. This situation implies that guidance and counseling teachers are required to be creative in delivering services with limited facilities, without compromising the optimal service to students. Nonetheless, the school's accreditation forms state that the minimum requirement for a guidance and counseling room is 9 m², leading many schools to focus on meeting the minimum standards as per the school's accreditation requirements.

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