



Analysis of Guidance and Counseling Services in Overcoming Students' Learning Difficulties during The Covid-19 Pandemic

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Abstract

Guidance and counseling services at schools are very necessary because every student at school can be sure to have problems, both personal problems and problems in learning, especially during the COVID-19 pandemic. Therefore, this study was conducted to determine whether school guidance and counseling services in overcoming student's learning difficulties have been effective or not during the Covid-19 pandemic. This study was descriptive quantitative and conducted at SMP Muhammadiyah 2 Bandar Lampung for the Academic Year 2021/2022. Data collection technique in this study used a questionnaire consisting of 23 question items. The results of the questionnaire showed that as many as 6 services were categorized as good and 1 was categorized as poor. Services that were categorized as good include information services, placement and distribution, group guidance, consultation, mediation, and orientation. Meanwhile, the service which is categorized as less good was individual counseling service. Thus, it can be concluded that the implementation of guidance and counseling services at SMP Muhammadiyah 2 Bandar Lampung in the 2021/2022 Academic Year in general has been good in overcoming student learning difficulties during the Covid-19 pandemic. However, it is necessary to improve the individual counseling services.

Keywords: *guidance and counseling services, student's learning difficulties*

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INTRODUCTION

Learning is an important process for changing human behavior and includes everything that is thought and done in every type and level of education. This means that the success or failure of achieving educational goals is very dependent on the learning process experienced by students, both when they are in school and in their own home or family environment. Learning is something that needs to be done by everyone to achieve learning achievement, but nowadays many children experience learning difficulties which make it difficult for children to get achievements, many factors cause learning difficulties such as lazy, hopeless, do not like the way teachers teach things. This is an obstacle for children to get learning achievement (Wulandari, 2015).

Learning difficulties are a condition in which the learning process is characterized by the presence of certain obstacles to achieve learning outcomes. This difficulty is often caused by not mastering prerequisite skills, namely skills that must be mastered before mastering the next skill (Ristiyani & Bahriah, 2016). Wulandari (2015), suggests that learning difficulties are disorders in learning abilities including speaking, reading, writing, or memorizing skills, therefore the role of guidance and counseling teachers is needed to help students face learning difficulties.

After the researchers conducted interviews with the guidance and counseling teachers of SMP Muhammadiyah 2 Bandar Lampung, there were several problems experienced by students, such as many students who did not submit assignments on time, students had difficulty understanding learning materials, lack of parental monitoring in accompanying their children during online learning, students less active during online learning and family economic pressures result in fighting each other to use cellphones when there are activities that require them to be online at the same time. Based on the above problems, the counseling teacher at SMP Muhammadiyah 2 Bandar Lampung overcomes these problems using several services such as information services by sending private messages to students who have problems during online learning, calling parents and students to school to explain the problems experienced by students during online learning, and enter students once a week to take and collect assignments by complying with health protocols, then the guidance and counseling teacher provides group guidance services in the form of online discussions about good learning strategies during the pandemic through whatsapp groups, and guidance and counseling teachers also help students explore their potential by providing placement services and distribution by discussing the whatsapp group, but the implementation of the services carried out by guidance and counseling teachers has not been carried out optimally in overcoming learning difficulties during the Covid-19 period.

According to Purwaningsih (2021) a Guidance and Counseling teacher must help achieve national education goals. This is as stated in the guidance and counseling manual for primary and secondary education published by the Ministry of Education and Culture in 2020. These guidelines serve as directions for the implementation of guidance and counseling in implementing Permendikbud No. 111 of 2014. Furthermore, on page two of the manual, the specific objectives of guidance and counseling services are explained in an effort to implement the 2013 curriculum. Counseling teachers during a pandemic help students achieve optimal, independent, successful, prosperous and happy self-development through counseling services. A service that demands hard work from guidance and counseling teachers (Arfasa & Weldmeskel, 2020).

Guidance and counseling services in schools are very necessary because every student at school can be sure to have problems, both personal problems and problems in learning, and every problem faced by each student is definitely different. Guidance and counseling in accordance with the Law "PP no. 28 and 29 of 1990 and PP No. 72 of 1991 basically states that guidance is assistance given to students in an effort to find personal, get to know the environment and plan for the future. assistance for students, both individually and in groups, to be able to be independent and develop optimally, in the fields of personal guidance, social guidance, study guidance, and career guidance, through various types of services and support activities based on applicable norms.

Based on the explanation above, the study are interested in conducting research on the services used by guidance and counseling teachers in schools to overcome learning difficulties during the Covid-19 pandemic with the title "Analysis of the Implementation of guidance and counseling Services in Overcoming Student Learning Difficulties during the Covid-19 Pandemic in Junior High Schools. Muhammadiyah 2 Bandar Lampung".

LITERATURE REVIEW

The COVID-19 pandemic happened in early 2020 brings negative affect not mental health and social, emotional, psychological, but also educational well-being of young people (Golberstein et al., 2020). Previous study also showed that schools have various effects that can help alleviate this process in outbreaks (Sadique et al., 2008; Cauchemez et al., 2009; Demir Öztürk et al., 2020). Learning difficulties are a condition in which the learning process is characterized by the presence of certain obstacles to achieve learning outcomes. This difficulty is often caused by not mastering prerequisite skills, namely skills that must be mastered before mastering the next skill (Ristiyani & Bahriah, 2016). Wulandari (2015), suggests that learning difficulties are disorders in learning abilities including speaking, reading, writing, or memorizing skills, therefore the role of guidance and counseling teachers is needed to help students face learning difficulties.

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Evaluation in guidance and counseling service consists of making a systematic judgments of the relative effectiveness with which goals are attained in relation to specified standards. In evaluating a function like guidance and counseling services, we attempt to determine to what extent the objectives of the service have been attained. The major objectives of guidance are to assist individuals to develop the ability to understand themselves, to solve their own problems, and to make appropriate adjustments to their environment as the situation dictates (Gibson, 2008). Evaluation is the means by which school personnel can better judge the extent to which these objectives are being met (Popham, 2010). The ten characteristics cited following provide criteria for evaluating the effectiveness of a school's guidance and counseling services (Cobia, 2007; Dimmitt, Carey, & Hatch, 2007; Gysbers, 2006).

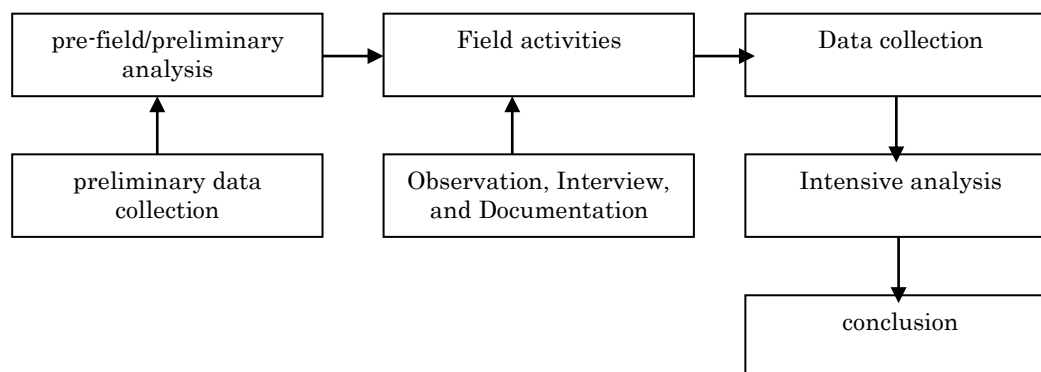


Figure 1. Research implementation stages

METHODS

This study was descriptive quantitative and conducted at SMP Muhammadiyah 2 Bandar Lampung for the Academic Year 2021/2022. The stages of this study were pre-field/preliminary analysis, field activities, data collection, intensive analysis, and conclusion (Figure 1). Data collection technique in this study used a questionnaire which was consisted of 23 questions for seven types of guidance and counseling services (table 1).

Table 1. Question code for each type of guidance and counseling service

Types of guidance and counseling service	Question Number
Information services	9, 10, 11
Placement and distribution	14, 15, 16
Group guidance	21, 22, 23
Consultation	12, 13
Mediation	21, 22, 23
Orientation	1, 2, 3, 4
Individual guidance	17, 18, 19, 20

The data then analyzed using rating weight scale which was consisted of 4 scales (Table 2). Calculation of overall category scores was carried out by calculating the average weight of the service score, then the average score was used as a conclusion for the level of guidance and counseling services in the school

Table2. Rating weight scale

No.	Favorable question	Score
1.	Very Good	4
2.	Good	3
3.	Fair	2
4.	Poor	1

RESULTS AND DISCUSSION

At the preliminary analysis stage, data obtained that SMA Muhammadiyah 2 Bandar Lampung already has guidance and counseling services. Furthermore, in the field activities stage, observations and questionnaires were distributed to students which contained 23 question items regarding guidance and counseling services. Then tabulation of the score of student answer choices and the categorization of guidance and counseling services was carried out.

Based on the data analysis, it was shown that the implementation of guidance and counseling services at SMP Muhammadiyah 2 Bandar Lampung in overcoming student learning difficulties during the Covid-19 pandemic was in the good category. Good means that the implementation of guidance and counseling services during the Covid-19 pandemic has been carried out according to the needs of students. These services include information, placement and distribution, group guidance, consultation, mediation, orientation, and individual guidance.

The results of each kind of guidance and counseling services are presented in Table 3 and figure 2. Based on table 3, it can be interpreted that the category of each were in two categories that were Very Good and Good. It means that the implementation of information services has been carried out well and can help overcome student learning difficulties during the Covid-19 pandemic. Implementation of information services

during the pandemic in overcoming student learning difficulties by providing information about student learning difficulties during the Covid-19 pandemic and providing tips to remain efficient at studying at home. The results of the research that the researcher got are in line with the results of previous research conducted by Mailita *et al* (2020) which concluded that information services can help students who are difficult to focus or do not pay attention when the teacher explains the lesson to provide information services in the form of effective learning methods in order to help students who experience problem during the Covid-19 pandemic.

Table 3. Summary of guidance and counseling services

Types of guidance and counseling services	Score	Category
Information	3,05	Very Good
Placement and distribution	3,00	Good
group guidance	3,39	Very Good
Consultation	2,45	Good
Mediation	3,18	Very Good
Orientation	2,79	Good
Individual guidance	2,26	Good
Average score	2,88	Good

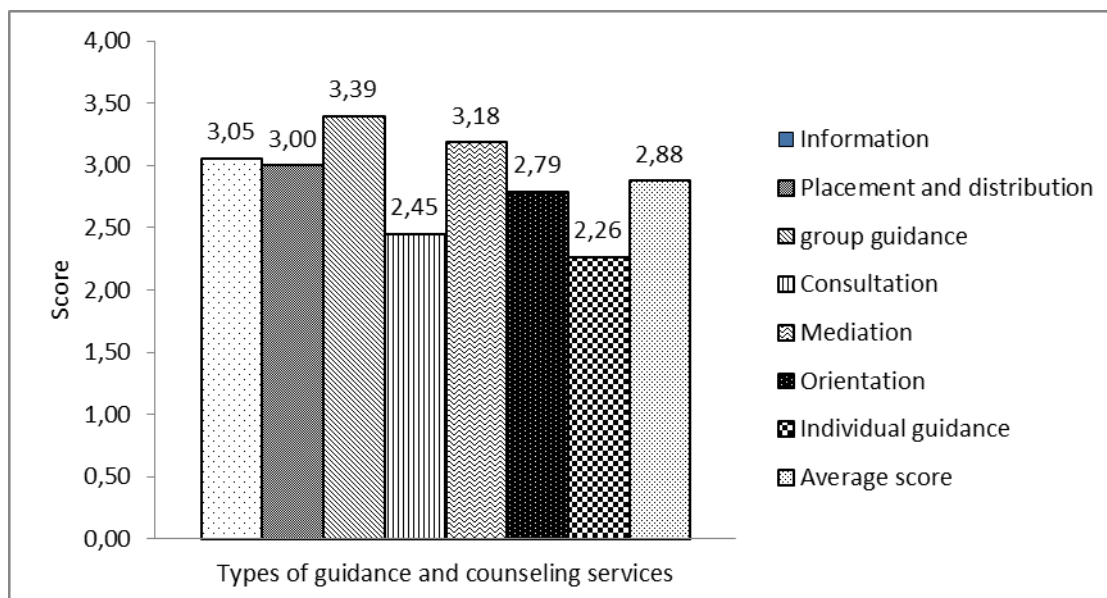


Figure 2. The results of each type of guidance and counseling service

Based on Table 3, types of services in the “Good” category are placement and distribution, consultation, orientation, and individual guidance service. Furthermore, types of services in the “Very Good” category are information services, group guidance, and mediation. Besides that, based on data analysis in figure 2, it can be seen that the lowest score of types of guidance and counseling services was individual counseling and the highest score was group guidance.

Based on figure 2, the information service has the score of 3.05 (“Very Good” category). This score shows us that the counseling teacher provides information regarding hot topics according to the needs of students during a pandemic. Besides that, placement and distribution has the score of 3.00 (“Good” category) which means that the counseling teacher helps students get the right placement and distribution during the pandemic; Group guidance has the score of 3.35 (“Very Good” category) which means that counseling teacher as a group leader assists students in solving learning difficulties experienced by students online during the pandemic; Consultation has the score of 2,45 (“Good” category) which means that the counseling teacher helps students to solve problems faced by students during the pandemic; Mediation has the score of 3.18 (“Very Good” category) which means that the counseling teachers help students solve problems and improve relationships between students online during a pandemic; Orientation has the score of 2.79 (“Good” category) which means that the counseling teacher provides understanding and self-adjustment to the school environment that students have just entered during the pandemic; and individual guidance has the score of 2.26 (“Good” category) which means that Counseling teachers assist students in solving problems experienced by students online during a pandemic. Meanwhile, in general the category of guidance and counseling services at SMP Muhammadiyah 2 obtained a score of 2.88 in the good category. This shows that the services provided to students in general are good.

CONCLUSION

Based on the results of the study, it showed that the implementation of guidance and counseling services in overcoming student learning difficulties during the Covid-19 pandemic at Muhamadiyah 2 Junior High School Bandar Lampung in the 2021/2022 academic year was in the “Good” category which shows the quality of guidance and counseling services in overcoming learning difficulties during the Covid-19 pandemic.

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