



**OVERCOMING THE CRISIS OF GUIDANCE AND COUNSELING
TEACHERS FOR SERVICE EFFICIENCY IN SECONDARY
SCHOOLS IN JAYAPURA CITY**

**Habel Saud¹, Yulius Mataputun², Yansen Alberth Reba³, Mikhael Udam⁴, Sally
Putri Karisma⁵, Listini Bestina Kamarea⁶, Andika Ari Saputra⁷**

^{1,2,3,4,5,6}Department of Guidance and Counseling, Universitas Cenderawasih, Papua Indonesia

² Department of Educational Management, Universitas Cenderawasih, Papua, Indonesia

⁷Universitas Ma'arif Lampung, Indonesia

Email: saudhabel@gmail.com

ABSTRACT

This seminar aims to overcome the crisis of the shortage of guidance and counseling (BK) teachers in Jayapura City and improve the efficiency of counseling services in schools, especially with the increasing student ratio. Through this seminar, it is expected to create a deep understanding of the importance of efficient counseling services by optimizing collaboration between counseling teachers, subject teachers, parents, and related professionals. The method of conducting the seminar included lectures, discussions, and questions and answers, and went through three main stages: preparation, implementation, and evaluation. The targets of the activity were counseling teachers at junior high, high school, and vocational school levels in Jayapura City. From the results of the evaluation, which included five questions, an average score of 80% was obtained, indicating an increase in participants' understanding of the importance of technology utilization in counseling services and the need for cross-party collaboration to support the smooth and efficient counseling services in schools. This activity indicates that the seminar contributed positively to improving the professional competence of counseling teachers, as well as strengthening systematic support for counseling services in schools to effectively reach more students.

KEYWORDS

*Crisis Counseling Teacher, Service Efficiency, Secondary
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CORRESPONDENCE : Habel Saud @ saudhabel@gmail.com

PENDAHULUAN

The role of guidance and counseling is very important and an integral part of education. The existence of guidance and counseling helps students think innovatively, critically, and solve problems faced by students themselves (Bakti & Safitri, 2017). Thus, the character of students is formed since they are still in school, that guidance and counseling helps direct students to think critically, be



able to innovate, be tolerant and respectful to people, and behave appropriately (Nida & Usiono, 2023).

The crisis in the number of guidance and counseling teachers is a very important thing to note as the number of students in schools increases. This is important to note considering the role of guidance and counseling teachers is very important in helping students to develop their abilities as optimally as possible. Explained by Harita et al., (2022) in his research that the role of guidance and counseling teachers is to encourage students to be disciplined, guide students to behave well and shape their character. Therefore, increasing the competence and professionalism of counseling teachers is important so that counseling services in schools can reach all students, their duties and responsibilities at school are carried out by upholding professionalism (Amalianita et al., 2021). Furthermore, the results of research (Amalianita et al., 2021). explain that guidance and counseling teachers have not shown qualified quality and competence so that it results in their duties and services at school. The unprofessionalism of guidance and counseling teachers is one of the factors for the lack of efficiency of guidance and counseling services in schools.

To improve the efficiency of guidance and counseling services to reach all students, there needs to be a training/workshop program to improve the professional competence of guidance and counseling teachers (Kusmini, 2023; Rochmah et al., 2024). Training programs/workshops, but also the importance of improving management skills and improving good program governance systems so that counseling services in schools are efficient and effective. Governance functions include planning, organizing, implementing, controlling and evaluating to optimize services to students in schools (Asni et al., 2024; Pasaribu & Suherman, 2024). In addition, increasing the ability of teachers in the field of information and communication technology so that teachers are able to utilize existing technology for the efficiency of counseling services that reach all students. The use of information technology helps counseling teachers to collect



data and information from students to assist in counseling services (Ilfana & Herdi, 2022). In addition, the efficiency of counseling services by utilizing information technology to reach all students, but also to maintain the principle of confidentiality of the cases handled. The explanation by Harahap et al., (2024) that the use of cyber counseling to reach students in counseling services, and also the effectiveness and efficiency of counseling services provided and still maintain confidentiality.

The efficiency of counseling services in schools needs to get support from various parties, including the principal, subject teachers, parents/guardians, and the community. Thus, the workload of teachers becomes lighter and counseling services become effective and able to reach all students. Lack of support and increased workload result in work stress and decreased teacher performance. The results of (Jalil, 2019) show that there is an influence of workload, work stress, and work environment on teacher performance. There are several research studies that explain that guidance and counseling teachers often experience burnout and stress that hinder their performance (Habibah, 2019). Therefore, support from various parties who are directly involved in the education process in schools for counseling service programs is very important. Material and moral (emotional) support and a conducive work environment are very helpful for better counseling services (Desinta, 2021).

METODE

The implementation of community service activities was carried out in Jayapura on September 9, 2024 through a zoom meeting attended by 15 junior and senior high school guidance and counseling teachers in Jayapura City.

Problem Solving Framework

1. Preparation Stage

In the preparation stage, the activity brochure was distributed to counseling teachers through the media whatsapp alumni group and the MGBK SMP, SMA and SMK group. The brochure includes the title of



the activity, the date of the activity, the speaker, as well as the participant registration link, and the time of implementation. Participants who have registered are included in the seminar group, and before H-1 participants are distributed a link to the PKM activity zoom meeting. At the time of implementation, participants attend through their respective zoom meetings while waiting for the activity time.

2. Implementation stage

a. Presentation

At this stage, participants have entered the zoom meeting link, the speaker distributes material in the form of soft files to participants and prepares presentation material in the form of powerpoint. After that the speaker presents the material that has been prepared and seminar participants can follow it from their respective zoom links. The presentation of this material is carried out for 30 minutes of time provided by the host.

b. Discussion

After the speaker presented the material, then entered the discussion stage where participants were given the opportunity to ask questions. This discussion time is 60 minutes. The questions asked by the participants revolved around the issue of using information technology, the issue of school leadership support, the collaboration mechanism of counseling teachers and subject teachers in counseling services, the collaboration of counseling teachers with other professionals. All questions were answered very well by the presenters.

3. Evaluation stage

At this evaluation stage, participants were given five questions in the form of multiple choice questions and 2 essay questions to be filled in by the participants. The questions were given to be filled in with the aim of

gaining an understanding of the extent to which the seminar participants understood the material provided, and what steps they would take in the future.

Target audience

The target of this community service activity is carried out for counseling teachers who are at the junior high school, high school / vocational school education level in Jayapura City.

Activity method

The method of community service activities is lectures and discussions with guidance and counseling teachers about the steps taken for the efficiency of counseling services in schools that reach all students.

HASIL dan PEMBAHASAN

The community service activities carried out did not get much attention from most of the counseling teachers at the junior high, high school and vocational school levels in Jayapura City. The participants who attended amounted to 15 people, and this number is small from the total number of counseling teachers in Jayapura City of approximately 150 - 200 people. However, the 15 BK teachers felt that this activity or material was very important for those who experience high workloads where the ratio of the number of BK teachers is small to handle students who number 500 to 100 more children in their respective schools.

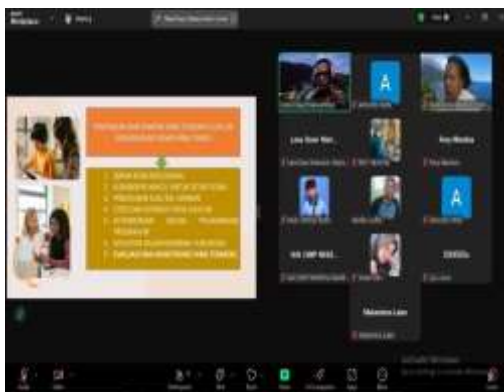


Figure 1. Documentation during material presentation

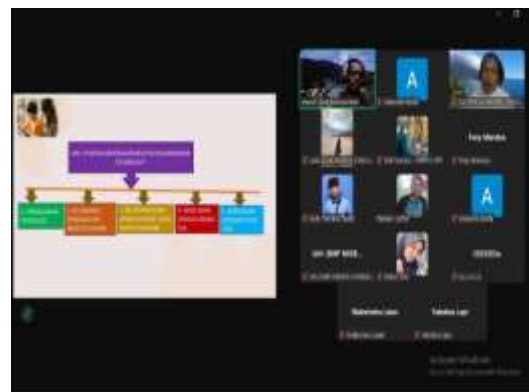


Figure 2. Documentation during material presentation

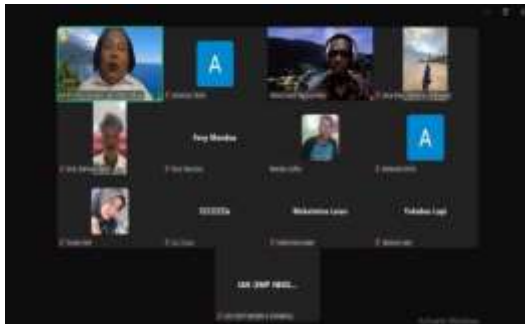


Figure 3. Documentation during discussion Figure 4. Documentation during discussion

Participants followed the seminar activities with enthusiasm, discussing also with enthusiasm. This can be seen from the questions asked by participants related to the material Overcoming the Crisis in the Number of BK Teachers: Improving the Efficiency of Guidance and Counseling Services in Schools with Increasing Student Ratios. After the lecture and discussion, participants were then given 5 multiplechoice questions and 2 essay questions. Based on the evaluation results from filling in the multiplechoice questions, the following data were obtained: questions number 1 and 4 were answered correctly (100%) by all seminar participants, questions number 2 and 3 were answered correctly 4 (80%) by 14 seminar participants; and question number 5 was answered correctly 3 (60%) by 11 seminar participants.

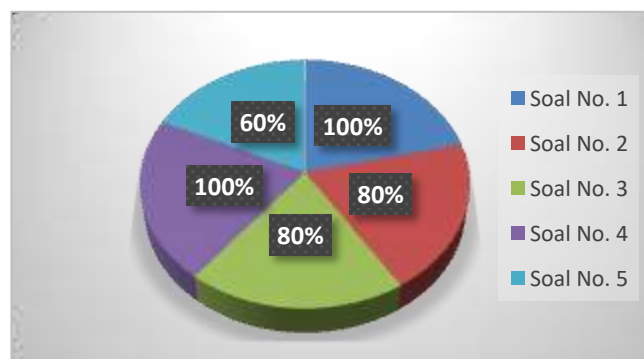


Figure 5. Percentage of Seminar Participants' Understanding Based on the Evaluation Results of Each Question

As for the two essay questions that were asked, the seminar participants were able to give almost the same answers. Question number one was as follows: Name



two ways that can be done to overcome the crisis in the number of counseling teachers in schools? The conclusion of the answer: “trying to communicate and cooperate with subject teachers to collaborate in handling problematic students, helping students to develop their talents and interests through curricular and extracurricular activities”. Question 2 reads: Why is the use of technology considered a solution in improving the efficiency of guidance and counseling services? The conclusion of the answer to question number two: “a. It makes it easier for guidance and counseling teachers to be able to provide good services to students, b. It makes it easier for guidance and counseling teachers to be able to communicate with students, c. It makes it easier for guidance and counseling teachers to control and evaluate the development of students.

Based on the evaluation results, it can be concluded that the seminar activities provide an understanding to counseling teachers about the importance of utilizing information technology in counseling services in schools, cooperation with other parties, increasing the professional competence of counseling teachers and system support is an important need for the smooth and efficient guidance and counseling services in schools.

Guidance and counseling services provide maximum results in developing the potential of students requires professional competence, system support, adequate advice / infrastructure and a strong willingness to help (Syahri et al., 2022). Professional competence, counseling teachers are required to master counseling theory and practice and are skilled in implementing professional counseling services to help alleviate problems and develop the potential of students to achieve optimal development (Hazrullah & Furqan, 2018; Lase, 2021). By looking at the various problems experienced in schools and the limitations of counseling services, it is necessary to increase competence through training, workshops to increase knowledge of counseling theory, improve counseling skills and the ability to conduct counseling interviews so that counseling teachers become more skilled and professional in dealing with students' problems (Aminah et al., 2021;



Astuti et al., 2024; Ulfah, 2022). In addition, there is a need to improve the collaboration skills of counseling teachers with principal teachers, subject teachers, homeroom teachers, parents/guardians of students. Having good coordination and collaboration skills between counseling teachers and stakeholders supports counseling services in schools (Hidayat et al., 2023). To help the efficiency of comprehensive counseling services for students, counseling teachers are expected to master information technology. Therefore, further training is needed to improve the competence of IT mastery for BK teachers in schools (Suwidagdhoo et al., 2021; Triyono et al., 2019). BK teachers are expected to continue to improve competence through training, workshops so that counseling services become more successful. The findings by (Cahyawulan et al., 2019) in their service activities explained that guidance and counseling teachers need assistance or direction in using information technology for counseling services in their schools.

SIMPULAN

This seminar showed positive results in improving the understanding of guidance and counseling (BK) teachers in Jayapura City regarding the efficiency of BK services through the use of technology and cross-party collaboration. With an average evaluation score of 80%, it was evident that seminar participants understood the importance of collaborative approaches and technology in facing the challenge of a limited number of teachers compared to the increasing number of students. The implication of this result is the need to implement more efficient methods in counseling services to ensure all students have access to adequate counseling services. In addition, there is a stronger understanding of the importance of collaboration with subject teachers, parents and other professionals, which is expected to improve the quality of counseling services in schools.

As a follow-up, it is suggested that there should be further training programs to improve counseling teachers' skills in the use of technology, as well as policy support from the school and education office in the form of providing adequate



infrastructure. In addition, strengthening collaboration between parties in schools needs to be supported by formal policies to create synergy in supporting student development. Periodic monitoring and evaluation are also recommended to assess the sustainability and effectiveness of efficient counseling service implementation. With these steps, it is expected that counseling services in Jayapura will become more effective and able to reach all students optimally.

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