

The Obstacles Encountered In Implementing Group Guidance At Vocational High School (SMK) Nadhatul 'Ulama (NU) Banat Kudus

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Abstract: This research aims to finding solutions to the obstacles encountered in implementing group guidance at Vocational High School (SMK) Nadhatul 'Ulama (NU) Banat Kudus. The research method used is a qualitative-descriptive approach. Data sources in this study include primary and secondary data sources. Primary data sources were obtained from Guidance and Counseling Teachers (BK) and six students who lacked confidence, while secondary data sources were obtained from Pancasila and Civic Education (PPKn) teachers, and relevant documentation. This study uses data collection techniques in the form of observation, interviews, and documentation. The data analysis technique uses the Miles and Huberman model which consists of reduction data, display data, and conclusion drawing. The results of the study are the obstacles faced in group guidance are time constraints and the unavailability of the Counseling Guidance (BK) room as a place for group guidance. The solution that can be done by Counseling Guidance (BK) teachers is to plan time related to group guidance services, establish collaboration between teachers and students, and detail the unused rooms in the school according to the time of group guidance.

Keywords: Obstacle, Confidence, Islamic Perspective.

Introduction

Education is a process as well as a conscious effort in preparing students through guidance, teaching and training activities to equip individuals for the future. Relying on the goals of national education contained in Law no. 20 of 2003 concerning the National Education System Article 1 Paragraph 1 namely education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

Efforts to develop the potential or abilities of students or students do not just materialize, but need to be worked out and how far the individual tries so that he can realize his potential to be actual

as well as in his personality. The process of realizing this potential can be hindered if individuals have unsupportive attitudes, one of which is a lack of self-confidence.

According to Anthony quoted from Mujiyati et al (2021), self-confidence is an attitude in a person who can accept reality, can develop self-awareness, think positively, have independence, have the ability to own and achieve everything that is desired. The essence of self-confidence from the view of Kate Burton and Brinley Platts (2006) in their book *Building Confidence For Dummies*, is the ability to take appropriate and effective action in any situation if it is challenging for one person or another. Confidence is a mental attitude of optimism from a person's ability to solve everything and the ability to make adjustments to the situation at hand.

Confidence (self-confidence) is the foundation of one's success in life. There is great potential in each person, but this potential is not utilized because the person concerned does not have self-confidence (Hulukati, 2014). Schools as direct formal education have the responsibility of forming students into active figures in developing their potential. Therefore, a teacher, especially a supervising teacher, plays an important role in exploring optimally the interests, talents and potential of students.

The implementation of formal education requires good cooperation between each school personnel, both subject teachers in teaching and learning activities and in the form of guidance and counseling activities. The counselor's task aims to cultivate all potential and guide students or counselees in making decisions or making decisions on something. This is stated in the Minister of National Education Regulation No. 27 of 2008 concerning academic qualification standards and counselor competencies which reads: The context of the counselor's duties is in the service area which aims to develop potential and empower counselees in making decisions and choices to create a productive, prosperous and caring life for the public good. The services referred to are guidance and counseling services. Counselors are experts in guidance and counseling services, especially in formal and non-formal education.

The implementation of guidance and counseling service activities in schools aims to facilitate students in order to develop their own potential concerning personal, learning, social and career problems (Subandi, 2018). The purpose of counseling guidance is to help students' self-development as optimal as possible. School education aims to produce positive changes (behaviors and attitudes) in students who are developing towards maturity. Guidance is a process of assisting individuals to achieve the understanding and self-direction needed to make maximum adjustments to school, family and society (Masdudi, 2015).

Efforts made by the school in collaboration with guidance and counseling teachers in terms of fostering a confident attitude are by providing

group guidance services at SMK NU Banat Kudus. According to Prayitno (1995), group guidance services are guidance services provided to students collectively or in groups so that the group becomes large, strong and independent. Students in these services can be invited to jointly express opinions about something and create important topics, develop values about it and develop joint steps to deal with problems discussed in groups (Sukardi, 2000). The use of group guidance services can help individuals to understand that other people actually have the same needs and problems related to aspects of student self-confidence in the learning process.

Nurihsan (2005) suggests that group guidance services aim to prevent additional problems or difficulties in counselees (students). While Sukardi (2008) emphasizes that group guidance services have the goal that students can jointly obtain the alleviation function as the main goal of guidance which is supported by group counseling guidance services. There are principles in group guidance namely the principles of confidentiality, openness, voluntarism and normativity. The principle of confidentiality means that all those present must keep and keep secret anything regarding data and information that has been heard and discussed in the group, especially matters that are not appropriate for other people to know. Outside the group, the participants promised not to discuss confidential matters. This is also related to the room used, which is a closed room, comfortable and guarantees confidentiality. According to Education and Culture of the Republic of Indonesia Number 111 of 2014, room facilities that are expected to be available are special and regular guidance rooms, as well as other equipment that enables the achievement of a quality guidance and counseling service process. The room should be such that on the one hand the students/counselees who visit the room feel comfortable, comfortable and guarantee the confidentiality of the counselee and on the other hand in the room other guidance services and activities can be carried out in accordance with the principles and code of ethics of guidance and counseling.

In the implementation of group guidance, Siti Hartinah outlined the design that must be

considered in stages, namely the stages of formation, transition, activities and termination. The duration of implementing group guidance based on Number 111 of 2014 in the Regulation of the Minister of Education and Culture of the Republic of Indonesia group guidance service activities can be carried out outside the classroom with 45 minutes working hours for one meeting or the equivalent of two hours of lessons. Implementation of group guidance in fostering self-confidence in class XI requires the right time and efficiency in order to achieve its goals. Through the guidance of a group of students who previously lacked self-confidence can be more confident and get motivation to be confident. There were no significant signs or symptoms that appeared after the implementation of the guidance because it took several meetings so the results could be seen. While in this implementation various obstacles were encountered so that meetings could be hampered.

Starting from this background description, the writer is interested in researching the problems of group guidance in growing self-confidence. With this the author raises the title "The Obstacles Encountered In Implementing Group Guidance At Vocational High School (SMK) Nadhatul 'Ulama (NU) Banat Kudus"

Materials and Methods

Study area

This research is a type of field research, namely research studies that take authentic data objectively (Azwar, 2006). Researchers went directly to the field regarding group guidance services in fostering the confidence of class XI students at NU Banat Kudus Vocational School for the 2021/2022 academic year to obtain concrete data. The approach in this research is to use a qualitative approach with descriptive methods. The research subjects determined that there were 9 informants consisting of 1 school principal, 1 guidance and counseling teacher, 1 subject teacher namely Pancasila and Citizenship Education (PPKn) teacher, and 6 female students who had attended group guidance. The six students are students with

low self-esteem consisting of 5 students from class XI and 1 student from class XII. The researchers' considerations in determining the subject of this study are based on; first, the subject has long been united with the field of activity under study; second, the subject is still fully involved or active in the environment that is the target of research; third, the subject has a lot of time or opportunity to be asked for information (Faisal, 1990).

Data sources are divided into two, namely primary data sources and secondary data sources. Primary data sources in this study were obtained from guidance and counseling teachers and female students as informants. Guidance and Counseling teachers as informants are expected to be able to provide research data by answering research questions, both written and oral questions. It is hoped that this informant will be able to provide data on how to implement guidance and counseling using a behavioristic approach in overcoming the low self-confidence of class XI students at SMK NU Banat Kudus for the 2021/2022 academic year. In addition to guidance and counseling teachers, researchers also explored primary data sources from female students, which is one of the learning components. Gathering information from students is a way to find out how the activities of students in participating in the guidance and counseling service program are followed by students. Secondary data sources, namely supporting or complementary data sources in research. These supporting informants will be able to provide additional information and data needed by researchers. The supporting informants in this research are the principal as the person in charge and policy maker, of course understanding all activities related to the implementation of educational activities including guidance and counseling and Pancasila and Citizenship Education Subject Teachers (PPKn) who play a role in building the character of female students as children. nation, especially in terms of self-confidence. Secondary data sources in this study were also obtained from writings or various documentation relevant to the theme of this research.

Procedures

Data collection techniques are the most important step in research, because the initial goal of research is to obtain data (Sugiyono, 2013). Data collection techniques in this study, namely observation, interviews and documentation. The observation used in this research is direct observation, which means that the writer makes direct observations at SMK NU Banat Kudus regarding the object under study, so that the researcher will be better able to understand the context of the data in the whole social situation and get a holistic view.

The interviews in this study collected data in the form of primary data and secondary data regarding the implementation of group counseling with a behavioristic approach in fostering the self-confidence of class XI students at SMK NU Banat Kudus from an Islamic perspective. Interviews were conducted based on the subjects that had been selected in the study, namely interviews with Guidance and Counseling teachers, school principals, class teachers and class XI students.

Documentation as a collection technique is a technique for finding data about things in the form of notes, transcripts, books, newspapers, magazines, sketches of regulations and so on (Samsu, 2017). Documentation is a complement to observations and interviews. The results of research using observation and interview methods will be more credible if supported by photographs, recordings, art or existing academic writings (Sugiyono, 2013). Documents and photographs are data originating from non-human resources (non-humans). The documents needed in this research are the organizational structure, vision and mission, as well as other formal documents contained in Banat Kudus NU Vocational High School.

Data analysis

Data analysis in this study while in the field used the Miles and Huberman model of analysis technique Flow Chart Analysis (flowing data analysis). Miles Huberman explained that flowing data consists of three activities, namely data reduction, data display, and drawing conclusions/verification (Samsu, 2017). This data analysis activity was carried out throughout the

research activity (during data collection), and the most important activities included data simplification (data reduction), data presentation (data display), and verification/conclusion (drawing conclusions).

Results and Discussion

Based on the results of the data obtained from an interview with Ms. Ulin as the Guidance and Counseling Teacher on September 7 2022, there were two obstacles encountered in implementing group guidance at SMK NU Banat Kudus. The results of the interview with Ms. Ulin show that these two obstacles are regarding unexpected obstacles in the time management of implementation and the place for implementing group guidance.

This shows that the constraints faced are the allocation of time and space for the implementation of group guidance. The school has provided one hour of special lessons for guidance and counseling which is 30 minutes. However, the time allotted was deemed insufficient for guidance and counseling activities. As a result, group guidance services require additional time, such as during empty class hours and after school hours. Group guidance can be carried out during BK lessons or outside BK lessons such as other subject hours or after all lessons have ended in the sense that after school. Implementation of guidance with time outside BK lesson hours is when class hours are empty and the teacher whose teaching schedule is not giving lesson assignments. However, the problem that occurs when the implementation of group guidance takes time after school is because the time to go home from school is four o'clock in the afternoon. In addition to these obstacles, the counseling teacher also experienced time constraints in managing student meetings for group guidance.

There are obstacles to the presence of female students as members of group guidance. Group guidance can be carried out if the presence of group members is complete. Meanwhile, according to the data, BK teachers also experience problems regarding female students whose presence cannot

be known. The implementation of group guidance also depends on the free time of the students and the presence of the students who will become group members. The data shows that students who will take guidance are taking subjects that are classified as busy and cannot be disturbed, besides that sometimes there are also students who are not allowed to go to school due to illness. Thus the implementation of group guidance also experienced time constraints on the part of the students. Students play an important role in the implementation, namely as group members.

Mrs. Kasiati as the Head of SMK NU Banat Kudus also provided data related to time constraints in school activities, which can automatically affect the implementation time for guidance and counseling. School activities experience various activities such as competitions, mock study visits, and various trainings. This busyness becomes an obstacle as well as a challenge for schools in managing time, especially during guidance and counseling working hours. School activities are very busy as well as the schedule of class learning activities that are carried out, then competition activities that must be ready to leave town at any time, as one of the benchmarks for Vocational Schools majoring in fashion, only one copy study visit from another school, and there are activities workshops for teachers.

In addition to these time constraints, the results of the researchers' observations found that there was no special room for guidance counseling services, especially for the implementation of group counseling. Based on an interview with Mrs. Ulin, data was obtained that it had been two years since there was no guidance and counseling room. Room is another obstacle. The BK teacher uses a room that is not used by the class that is currently learning. Before carrying out group guidance, the BK teacher offers several rooms to students who will become group members, such as a prayer room, library room, studio and so on. This is because the BK teacher's room that used to exist has now changed to another room.

The counseling guidance room which is used for personal and group services, has become another room since two years ago, namely in 2020.

Based on the recommendation of the Principal, the counseling room must still exist but it is mixed with the teacher's room. The researcher also found data from other informants related to the counseling room, namely Mrs. Feba as the Civic Education teacher who teaches all classes, especially in class XI. The researcher's data was corroborated by the source that the counseling room was one of the obstacles in the implementation of guidance and counseling. These obstacles appear in students who wish to have private counseling in a place that is not a counseling room.

Data regarding space constraints is corroborated by Mrs. Kasiati's statement that the NU Banat Vocational School room is affected by densely populated land. Regarding the BK room, the Principal said that for now it is the room that is attached to the school principal, namely the principal's living room which is in the Zelmira boutique. The room will later become a closed room if a partition is drawn between the living room and the Zelmira boutique, so that it can be used for counseling sessions.

Data related to group guidance constraints regarding the time and place of its implementation were also obtained by researchers from interviews with one of the female students. The student is a student who has attended group guidance services in class XI, while currently going to class XII, namely a student with the initials NFN. The results of the interviews show that since one year ago, namely in 2021, the implementation of group guidance has been carried out in an empty room like the prayer room. In addition, the obstacle also lies in the time that is felt to be lacking so that it cuts off other lesson hours.

In addition to obtaining data from students who have attended group guidance in the past year, researchers have also obtained the same data regarding the obstacles to implementing group guidance. The data was obtained from the results of interviews with female students with the initials CAF indicating that counseling guidance was hampered by time when the students were in busy subjects and could not be disturbed, one of which was subjects related to sewing and fashion pattern design. In addition, CAF expects that the group

guidance process will be held in a closed place. Based on various data regarding the obstacles encountered in the implementation of the group counseling above, it can be concluded that the obstacles faced were time and place constraints.

Discussion

The obstacles found in the implementation of group guidance at SMK NU Banat Kudus were obstacles in the implementation of group guidance and the absence of counseling rooms and supporting infrastructure in implementing group guidance.

Implementation of group guidance in fostering self-confidence in class XI requires the right time and efficiency in order to achieve its goals. Through the guidance of a group of students who previously lacked self-confidence can be more confident and get motivation to be confident. There were no significant signs or symptoms that appeared after the implementation of the guidance because it took several meetings so the results could be seen. While in this implementation various obstacles were encountered so that meetings could be hampered, namely time and place constraints.

The time constraint obtained from the research data is the lack of time allocation in carrying out group guidance so that the counseling teacher uses time outside of counseling hours and unexpected obstacles from female students as group members resulting in delays in the implementation of group guidance. The implementation of group guidance can basically be done at any time regardless of the BK lesson hours that have been determined by the school. This is in accordance with the provisions of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014, namely group guidance service activities can be carried out outside the classroom with a working hour of 45 minutes for one meeting or the equivalent of two hours of lessons.

Group activities are aimed at correcting and developing understanding and self-development and the environment in terms of self-adjustment. However, these activities can be hampered if there is no special space for the implementation of group guidance. Regarding the guidance and counseling

implementation room, it is a facility that contributes to the success of guidance and counseling services in educational units, especially group guidance services. In the research data obtained, the implementation of group guidance is constrained by the location or the absence of a special room for guidance and counseling. According to the Education and Culture of the Republic of Indonesia Number 111 of 2014, room facilities are expected to provide guidance places that are closed, comfortable and orderly, and supported by equipment to achieve a quality guidance and counseling service process. The room is used for the implementation of group guidance services and activities in accordance with the principles and code of ethics of guidance and counseling.

Therefore, in overcoming the constraints of time and place of implementation as above, Guidance and Counseling Teachers at SMK NU Banat Kudus must be able to detail the time planning for group guidance service activities starting from the group guidance schedule, duration of guidance time, free time for students, time period per group guidance meetings as well as evaluation of group guidance time management. The step that can be taken by the BK teacher is to create cooperation with the subject teacher so that students can take part in guidance with the permission of the subject teacher. In addition to these steps, the counseling teacher can establish good communication regarding guidance time agreements with group members so that group guidance can run with group members as a whole.

Regarding the constraints on where to carry out group guidance, the Counseling Teacher should specify the rooms in the school that are not used according to the time when the group guidance is carried out. This is so that group guidance activities can be carried out with careful location planning so that it does not affect the ongoing guidance process. Steps that can be taken are to create cooperation between the BK teacher and the school principal regarding a place permit for implementing group guidance and being able to propose a budget to set up a separate BK room. With this collaboration, BK teachers and students

can carry out group guidance comfortably in a closed place and free from outside disturbances.

The existence of a special room for guidance is one of the achievements of the principle of group guidance, namely the principle of confidentiality, namely that all those present are required to keep confidential anything regarding information and data in the group, whether heard or discussed. The participants must also promise not to discuss confidential matters when outside the group. This is also related to the room used, which is a closed room, comfortable and guarantees confidentiality.

An analysis of the obstacles in summary, namely the obstacles faced in group guidance regarding time constraints and the unavailability of counseling rooms as a place for group guidance. The solution that can be done by the BK teacher is to plan time related to group guidance services, establish cooperation between teachers and students, and detail the rooms in the school that are not used according to the time of carrying out group guidance.

Conclusions

The results of the study are the obstacles faced in group guidance are time constraints and the unavailability of the Counseling Guidance (BK) room as a place for group guidance. The solution that can be done by Counseling Guidance (BK) teachers is to plan time related to group guidance services, establish collaboration between teachers and students, and detail the unused rooms in the school according to the time of group guidance.

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