



THE COMPARE ANALYSIS OF GUIDANCE AND COUNSELING SERVICES IN INDONESIAN SCHOOLS OF KUALA LUMPUR (SIKL) AND SCHOOLS IN KUDUS INDONESIA

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ABSTRACT (10 PT)

This article aims to find out the analysis of guidance and counseling services in Kuala Lumpur Indonesian schools with in Indonesian schools (Kudus). Research method using a qualitative method by using a descriptive approach study that aims to understand in depth the object that is examined. The results showed that One of the counseling guidance services in SIKL uses the support system by directing parents to participate in supervising students in the online learning process. Beside, in SIKL all teachers provide guidance and counseling services while schools in Indonesia are only counseling guidance teachers who provide guidance and counseling services. Counseling tutors in SIKL have an important role in school because counseling teachers are educators who serve and facilitate the development of all potential learners to plan for a good future from various aspects, ranging from personal, psychological, and social. Guidance and counseling services in Indonesian schools in their implementation are made the preparation or planning of counseling guidance programs. The guidance and counseling program in Kudus Indonesian schools has four services, namely: (1) Basic services, (2) Responsive services, (3) Individual planning services, and (4) System support. The conclusion in this study is the selection of appropriate counseling guidance services and a good approach will make it easier for teachers to guide counseling in helping to solve student problems.

Keyword: Compare analysis; guidance and counseling; services; SIKL

ABSTRAK

Penelitian dalam artikel ini bertujuan untuk mengetahui perbandingan layanan bimbingan dan konseling sekolah Indonesia Kuala Lumpur dengan sekolah di Kudus Indonesia. Metode penelitian menggunakan metode kualitatif dengan menggunakan kajian pendekatan deskriptif yang bertujuan memahami secara mendalam objek yang diteliti. Hasil penelitian menunjukkan bahwa Salah satu layanan bimbingan dan konseling sekolah Indonesia Kuala Lumpur menggunakan layanan dukungan sistem dengan mengarahkan orang tua untuk ikut serta mengawasi siswa dalam proses pembelajaran online. Disamping itu, di SIKL semua guru memberikan layanan bimbingan dan

konseling sedangkan sekolah di Indonesia hanyalah guru bimbingan dan konseling saja yang memberikan layanan bimbingan dan konseling. Guru bimbingan konseling SIKL memiliki peran penting di sekolah karena guru bimbingan konseling merupakan pendidik yang melayani dan memfasilitasi perkembangan seluruh potensi peserta didik untuk merencanakan masa depan yang baik dari berbagai aspek, mulai dari pribadi, psikologi, maupun sosial. Layanan bimbingan dan konseling sekolah di Kudus Indonesia dalam pelaksanaannya dibuat penyusunan atau perencanaan program bimbingan dan konseling. Adapun program bimbingan dan konseling sekolah di Kudus Indonesia terdapat empat layanan yaitu: (1) Layanan dasar, (2) Layanan responsif, (3) Layanan perencanaan individu, dan (4) Dukungan sistem. Kesimpulan dalam penelitian ini adalah pemilihan layanan bimbingan dan konseling yang tepat dan pendekatan yang baik akan mempermudah guru bimbingan dan konseling dalam membantu menyelesaikan permasalahan peserta didik.

Kata kunci: Analisis perbandingan; bimbingan dan konseling; layanan; SIKL

INTRODUCTION

All teachers in the school environment are guides for each student in the learning process (Kamaluddin, 2011). Guidance and counseling in all educational institutions have a very useful role to achieve optimum progress for students. Guidance and counseling is an effort to provide assistance services to counselees to stand on their own and grow optimally in understanding themselves and the environment, both personal and social activities, study skills, and better future work arrangements (Azzet, 2011). Also besides, according to Ratu (2015) guidance is a helping hand aimed at a person or group to solve problems / difficulties in their life, so that a person or group can achieve their life goals. Guidance and counseling functions to solve student development problems, as well as improve student development tasks so that they can solve problems that are being experienced (Syafaruddin et al., 2019). Meanwhile, guidance and counseling according to Sukardi and Kusmawati (2008) has several functions, namely: (a) understanding function, (b) prevention function, (c) alleviation function, (d) maintenance and development function.

The school guidance and counseling service is an effort to support students to increase their personal, social activities, learning actions, preparation, and career advancement. This service helps in the development of students, individually, in groups and classically according to the expectations, potentials, talents, interests, development, conditions, and opportunities that exist. This service can also help students deal with

deficiencies, obstacles, and problems faced (Hikmawati, 2016). Guidance and counseling services in addition to alleviating the problem solving experienced by students, also help students to identify themselves, recognize quality and collect provisions by guiding on the potential progress of all students (Daryanto & Farid, 2015). Therefore, students need special guidance, when faced with problems related to personality, so that students can solve their problems properly. And that's actually the role of counseling in schools (Fariza, 2016).

State differences are not something that should be underestimated, maybe before we did not know that Indonesian schools did not only exist and exist in Indonesia. There are many Indonesian schools standing outside the country, the Indonesian Schools Abroad totaling around 15 educational institutions in different countries, one of the Indonesian schools that stands outside the country is the Indonesian school Kuala Lumpur (SIKL) located in the neighboring country. SIKL was founded in 1969 to be precise on July 10, SIKL continues to move to distribute educational services to the Indonesian people in Malaysia which refers to the basic national education. To keep up with the fast progress of the world of education and science as well as the flow of globalization and modernization. SIKL is under the protection of the Great Sovereignty of the Republic of Indonesia (KBRI) Kuala Lumpur. Over time, with satisfactory business results and quality of education, starting from teaching staff and education, facilities, outputs, and all aspects of supporting the implementation of learning. In 2013, the presence and contribution of SIKL received serious attention from the National Accreditation Board (BAN) to carry out accreditation and get accreditation A for all levels of education, namely SD, SMP and SMA.

Comparisons can be interpreted as a way to compare conditions in two places, to find out whether the conditions in the two places have similarities or differences, so it can be concluded which place conditions are better. We can see how to compare the quality of guidance and counseling we can see from the ability of guidance and counseling teachers to provide good relationships by students as shown by their ability to congruence, empathy, unconditional positive attention, and respect to students (Putri, 2016, p. 11). The extent of the guidance and counseling process can be considered with the means to be used according to the needs in a particular problem. As a competent service, actions on the means of guidance and counseling cannot be made arbitrarily, but need to stand from a

strong foundation and be based on the product of an opinion and experiment in detail (Azmi, 2018).

In the fieldwork activity at the SIKL, we will discuss how the guidance and counseling services in Kudus Indonesia and the guidance and counseling services at the SIKL and how the service compares between the two schools. Thus, the results of this study are to understand the differences in guidance and counseling services in Indonesia and Malaysia.

METHODS

In this study, using a qualitative descriptive method with the aim of understanding deeply the object under study by describing the results of the study. Researchers in data collection, also interpreting the data, draw temporary conclusions, which in the end analyzes the data in the field about the comparison of Guidance and Counseling services in Indonesian schools with those in foreign schools according to the existing reality. This section describes the types of research approaches and designs of the articles.

This research includes subject, object, and research characteristics. The research subject is a part of research divided from the people, places, and objects observed. While the object of research is a problem that is discussed and becomes the target of the study. The subject is teacher, guidance, and counseling. SIKL and counseling and guidance services. schools in Kudus Indonesia which consist of schools.SMA Negeri 1 Kudus, SMA Negeri 2 Kudus, SMA Negeri 1 Bae, SMA Negeri 2 Bae, and SMA Negeri 1 Gebog. which are the objects of this research. This study uses a qualitative method because this study describes thoroughly the comparison of school guidance and counseling services in Kudus Indonesia and SIKL.

Collecting data was conducted by researchers using the method of observation, interviews, direct visits to schools, and documentation. Fieldtrip study is a research method with field trips, in which the research is based on the foundation of thinking or prediction, as well as philosophical and ideological views. The field trip study method was used to determine the comparison of Guidance And Counseling services in SIKL with schools in Indonesia (Permatasari & Wikanengsih, 2018). While observation is making direct observations on the problem or case under study (Rahardjo & Gusnanto, 2013). As for the research subjects, namely the counseling teacher at the Kuala Lumpur Indonesian

School. The qualitative research was chosen because this study seeks to reveal comprehensively the comparison of the guidance and counseling services of SIKL with schools in Kudus Indonesia.

Data analysis is carried out to organize data systematically and make it easier for readers to interpret the analyzed data into useful information. In qualitative research, the researcher is the main part of this research, where the researcher as the research planner determines the focus, selects sources, as data collection activities, analyzes data, and draws temporary conclusions, which ultimately analyzes the data in the field according to the existing reality.

RESULTS AND DISCUSSION

Result

Guidance and counseling services between the SIKL and the school in Kudus Indonesia, the main difference is the person who carries out the service. According to the author at the time of the interview with the resource person, guidance, and counseling services. schools in Kudus Indonesia that implement Guidance And Counseling services are Counselors themselves. In the SIKL, all teachers (stakeholders) participate in implementing Guidance And Counseling services, not only Counselors who carry out Guidance And Counseling services. So that all teachers can facilitate the development of all potential students to plan a good future from various dimensions, namely in personal, psychological, and social terms.

Counselors at the SIKL have an important role in schools because Counselors are educators who serve and facilitate the development of all potential students to plan a good future from various dimensions, namely in personal, psychological, and social terms. School guidance and counseling services in Kudus Indonesia, in its implementation, compilation or planning of Guidance And Counseling programs, this program is made for smooth implementation of school counseling in Kudus Indonesia which consists of SMA Negeri 1 Kudus, SMA Negeri 2 Kudus, SMA Negeri 1 Bae, SMA Negeri 2 Bae, and SMA Negeri 1 Gebog. The Guidance And Counseling program in its preparation must not conflict with programs related to schools. As for the school guidance and counseling program in Kudus Indonesia, there are 4 services, namely: (1) basic services, (2) responsive services, (3) individual planning services, and (4) system support. In the implementation of

Guidance And Counseling services in Indonesian schools, it is usually carried out by Counselors only, and other teachers only carry out their respective duties.

Teachers at the Kuala Lumpur Indonesian school have the principle that they do not only educate or teach but also serve students to become good personalities by applying an honest character. With the character of an honest child, juvenile delinquency is very rare. So there is little service to be provided. Guidance And Counseling teacher for students at the Kuala Lumpur Indonesian school, because students there are used to the application of honest character from an early age. In Indonesian Kuala Lumpur schools, if there are problems or obstacles during learning, usually the home-room teacher and other teachers also carry out Guidance And Counseling services, even friends at school help in implementing Guidance And Counseling services. So the implementation of Guidance And Counseling services in Indonesian Kuala Lumpur schools is carried out by stakeholders (all teachers).



Figure 1. The Front Wall of SIKL



Figure 2. Guidance Services Activities at SIKL

Discussion

School Guidance and Counseling Services in Kudus Indonesia

Counseling is very important for schools in Indonesia because in guidance and counseling services a counselor helps students to alleviate and solve problems or advance the potential from within students. In the statement (Prayitno & Amti, 2004), assistance services are included in guidance and counseling aimed at students, either individually or in groups so that they can organize themselves properly and be able to develop their abilities to the maximum, both in learning, guidance personal, career, and social through various types of activities and support services based on the prevailing regulations. Counselors have an important role in Indonesian schools because Counselors are educators who facilitate the development of all potential students to plan a good future from various dimensions, namely in personal, psychological, and social terms (Putri et al., 2018).

Guidance and counseling programs are designed to fit the needs of schools or madrasahs universally, meaning that the Guidance And Counseling program should not be made contrary to the school's program concerned. Preparation or compilation is written systematically based on a needs analysis that aims to help realize the vision, mission, and goals of the school. The Guidance And Counseling program in schools in Kudus Indonesia has four services, namely: a) basic services, b) responsive services, c) individual planning services, d) system support (Suhardita et al., 2019).

The basic service in counseling in Indonesian schools that is implemented is the service provided by the counselor to all students/students (counselees) to achieve the development of their ability to choose and make decisions in their lives. Information (Yusuf, 2006) the purpose of this service is to help all counselees to get normal development, have a healthy mentality, and get basic life skills, meaning to help the counselee so that all of them can complete their development tasks and responsibilities. This basic service uses the Five services strategy to carry out these guidance activities. First, orientation service is a service that requires students to be able to know the new environment, especially the school environment and the objects that have been studied. Second, information services in the statement (Sukardi, 2002) can be concluded that guidance services can have a very big effect on students and other parties (especially parents) in understanding and receiving information. Third, the explanation according to

(Retnanto, 2009) that individual services are services that require students to receive direct face-to-face services (individually) with their supervisor.

Fourth, group guidance service according to (Willis, 1996) is a guide service that is distributed to a group of students to solve problems together. Before carrying out group guidance activities, counselors usually identify cases, identify problems, diagnose, and prognosis, so that the counselor can provide appropriate techniques for solving student problems (treatment). There are several techniques in group guidance including role-playing, simulation games, group discussions, homerooms, and flown strips. Then proceed with evaluation and follow-up to conduct group guidance (Hallen, 2002).

Fifth, classical services are services provided to students in the classroom that lead to a well-structured guidance process to be served to students in an appropriate manner. systematic (Fatimah, 2017). the purpose of this service is to guide so that the individual can plan career development activities, learning completion, and also his future life. Some methods can be used by counseling teachers in implementing classical guidance, namely: homerooms, group discussions, giving material, socio drama and psychodrama (role-playing), written expository, and lectures.

Responsive services in school guidance and counseling in Kudus Indonesia are support services to realize the needs of students who have problems and responsive services in school guidance and counseling in Kudus Indonesia are support services to realize the needs of students who have problems and need immediate problem solving (Setiowati & Dwiningrum, 2020) This service aims to help students get immediate problem handling, needs that students feel are having problems in completing developmental tasks (Zamroni, 2015). There are three strategies used to carry out mentoring activities in responsive services. First, individual counseling services are guidance and counseling services that provide students and clients with direct meetings with tutors (individually) to discuss solving personal problems faced by the counselee (Hellen, 2005). Individual counseling has the goal of helping counselees reconfigure their problems and be aware of their lifestyle and minimize negative judgments about themselves and their own beliefs. Then it helps in reminding the client's understanding of the environment so that clients can show their behavior and increase their social interest again (Prayitno, 2005).

Second, group counseling services, namely counseling services carried out in groups to solve problems and provide advice, which consists of four to eight clients using group

dynamics (Fitri & Marjohan, 2016). The purpose of group counseling is to provide motivation to individuals, improve the development of feelings, thoughts, knowledge, and attitudes. Which is aimed at good behavior, especially in socializing/interacting related to problem-solving of group members who endure difficulties in their development using group dynamics (Mamat, 2011). The following are some specific forms of group counseling, namely: (1) Home Room, (2) Field Trip, (3) Group discussion, (4) Group activity, (5) Student organization. Several counseling approaches can be used by counselors in providing group counseling services to counselees. The approaches referred to are psychoanalysis, behavioral, client-centered, REBT, reality, and transactional analysis.

Third, mediation services, namely services carried out by Counselors to help unite two or more people who are in dispute. The service aims to enable a good relationship and peace between people who were arguing, as well as being a new condition in the relationship between students who have problems (Prayitno, 2004). Individual planning services in school guidance and counseling in Kudus Indonesia are guidance and counseling services conducted by counseling teachers to provide services to students, in implementing educational, career, personal, social, and spiritual plans. Also, the purpose of individual planning services is as a basis for guiding all students to have the expertise to demonstrate the objectives of planning or implementing self-development, learn to observe and understand their progress and be able to carry out activities or actions based on accountable awareness or desire (Zamroni, 2015).

System support in school guidance and counseling in Kudus Indonesia is an activity of managing and improving school guidance and counseling programs, such as administration, infrastructure work, and advisory committees (Habsy, 2017). System support in Guidance and Counseling As continuous improvement of counselor professional competence. Provide support to students or facilitate the success of student development indirectly. This program aims to assist guidance and counseling teachers in facilitating the implementation of guidance and counseling services, as well as making it easier for other educators to organize educational programs in schools. The support system contains the following aspects: collaboration, management, guidance and counseling evaluation, and accountability.

Guidance and counseling management is a planning activity used by the principal in maximizing the use of all elements including infrastructure and personnel, and information

management in the form of collected guidance data to carry out counseling guidance services that have the aim of fostering student development efficiently and effectively (Zamroni & Rahardjo, 2015). There are several foundations of counseling guidance management to achieve the maximum success of Guidance and Counseling services, namely: Efficient and effective, which means the accuracy of service results to achieve the counseling guidance service by maximizing existing facilities. Then leadership that effectively means that a principal is obliged to behave wisely in decision making and able to correlate with school staff as best as possible. Then cooperation, which means there is a good cooperative relationship between school personnel, and maintenance management means management guidance counseling is carried out systematically starting from planning, organizing, directing, and evaluating (Rahman, 2012).

Evaluation of guidance and counseling according to (Azizah et al., 2017) it can be concluded that determining the quality of improvement in activities related to program implementation guidance counseling in schools based on guidance and counseling programs. Guidance and counseling evaluation aims to understand the implementation of activities and the success of the objectives of the program that has been arranged.

Accountability in counseling guidance is a major form of being held accountable for its success or failure in its implementation. Guidance and Counseling plans in completing the allocated purposes. Guidance and Counseling accountability needs to be conveyed in front of those who are willing to give tasks regarding the success or actualization of program implementation, management, shortcomings, and administration within a certain period (Rosyidin et al., 2018).

Several schools in Kudus include; (1) SMA Negeri 1 Kudus, (2) SMA Negeri 2 Kudus, (3) SMA Negeri 1 Bae, (4) SMA Negeri 2 Bae, (5) SMA Negeri 1 Gebog. In general, the explanation of the Guidance and Counseling service program above students there are notification problems that arise outside the learning topic, so solving problems in these schools uses guidance and counseling services. The same and can be resolved by using basic responsive services and collaboration with parents, because these problems are problems that require immediate assistance. So that these problems do not interfere with students in online learning, these problems are provided with responsive services and work with parents of students to help and facilitate online learning to remain conducive.

The problem of disruption of students by notifications that appear outside the topic of learning can also be provided with basic services in the form of individual services, namely services that require students to receive direct services (individually) with a supervisor. Here students can meet directly with the counselor by giving directions on how to make the counselee not disturbed by notifications that appear outside the learning topic when online learning takes place.

The way to solve it is for the teacher Guidance and Counseling in collaboration with parents students to always pay attention to their children during online learning. The counselee is given directions when online learning is taking place to focus on the material provided by the teacher via Mobile (HP). The counselor also provides direction to students to be able to think and instill a more disciplined, diligent, and responsible attitude towards their schoolwork.

SIKL Guidance and Counseling Services

School institutions from Indonesia located in the learning process are carried out using two methods, namely: the school learning method and the home learning method, or commonly known as online learning. Because in the learning process also through online, in this increasingly sophisticated era, humans always need gadgets and humans cannot be separated from these tools. The development of information and communication technology is growing rapidly along with the times that are so dynamic. The initial function of all things about technology was created to facilitate human work, technology can help us to connect with distant people quickly. In online learning that is currently being implemented, there are many cases of young children who are addicted to online games and playing gadgets.

Parents have an important role in supervising children when playing *gadgets*, a child needs to be told which features are safe for children to roam. Parents must be alert, responsive, and creative in how the child can play less on *gadgets*. Parents need to foster the disciplined and consistent attitude in their children so they are not negatively affected by *gadgets* (Warisyah, 2015).

Education at SIKL provides learning services that foster students with achievement, piety, virtue, culture, insight by facilitating and equipped with strong character values, both in learning, extracurricular activities, and daily activities. Where every hour of teaching and learning children have instilled character traits that prioritize honesty, with the "Honesty

Canteen" which is implemented from an early age so that children are trained to be honest in future community life. Character planting is applied since the child is in park kindergarten and primary schools for grades 1 to 3 with no exams, while for SMP and SMA education services are the same as in Indonesian schools because the principle of learning for children is not to get grades but to educate children to be individuals who have character.

The character of honest children means that juvenile delinquency is very rare because there they have to protect and respect for the good name of the Indonesian nation and the rules in Malaysia which are so strict that the children there are easily managed and can be controlled properly. Teachers there also have the principle that they are not only educating or teaching but also serving children to become someone who has a good personality. SIKL teachers also make digital Planning Teaching applications in terms of documentation. This digital Planning Teaching application is included in the system support media used to facilitate all teacher problems in viewing data because all files can be stored in the application. In SIKL, if there are problems or obstacles during learning, it is a problem that comes from the students themselves or their parents. Problems can be handled by the school alone or by including the role of the parents, so the homeroom teacher and the counseling teacher will communicate with the parents at home. If the problem still cannot be resolved, a meeting will be held involving the school principal. Guidance and Counseling services in SIKL are not only Counselors who run Guidance and Counseling services but are run by all teachers or *stakeholders*. So that all teachers can facilitate the development of all potential students to plan for a good future from various dimensions, namely in personal, psychological, and social terms.

As for learning barriers at SIKL, namely the problem of disrupting students by notifications that appear outside the learning topic, it distracts students from learning activities. The solution to the problem of disruption of students by notifications that appear outside the learning topic, namely Counselors provides system support services in collaboration with parents because in online learning the role of parental assistance when online learning takes place is very important. Parents can accompany and supervise children to learn well. As explained above, the problem originates from the students themselves or their parents. If parents pay attention to children's development, they always accompany and supervise, there will be no obstacles or problems in learning. In this

problem, counseling teachers and parents provide motivational encouragement to always manage time so that children are not affected by other application notifications.

Problems with students regarding juvenile delinquency and so on tend to be minimal in SIKL because they have to guard themselves in a foreign country and the Malaysian government is very strict in making regulations. Problems often experienced by students are in the form of documentation and administration, such as child visas that run out so that children can't enter one month, something like that is understandable if there is communication between the parents and the home-room teacher. Counseling teachers will provide a solution without the child having to drop out of school education but the school provides information about the child's condition.

Comparison of Guidance and Counseling Services for schools in Kudus Indonesia and SIKL

Based on the provision of services implemented in schools in Kudus Indonesia with SIKL, there are several distinguishing aspects, namely that in Indonesian schools Counselors have an important role in the process of educating students, namely facilitating the development of all potential students to plan a good future from various aspects, starting from psychology, personal, social. The role of Counselors in Indonesian schools has an extra responsibility, namely not only being Counselors who can help and solve problems, but Counselors in Indonesia are multitasking and have extra responsibility. Guidance and Counseling services for schools in Kudus Indonesia, in its implementation, the preparation or planning of Guidance and Counseling programs is made for smooth implementation of Guidance and Counseling in Indonesian schools. Guidance and Counseling services include basic services, responsive services, services, individual planning, and system support.

If Guidance and Counseling services in SIKL, all teachers have the same important role as Counselors because all teachers provide learning services and aim to produce pious, virtuous, cultured students, facilitated and equipped with strong character values, both in learning, extracurricular activities, and in daily activities. Where in every learning activity children are not only given lessons but also instilled character traits that prioritize honesty, with the existence of "Honesty Canteen".

It can be seen from some of the differences above the comparison of Guidance and Counseling services in schools in Kudus Indonesia with SIKL, namely the Guidance and Counseling services program in Indonesian schools is usually carried out by Counselors

and other teachers only carry out their respective duties, so that The extra guidance and counseling teacher facilitates the development of all potential students to plan a good future from many aspects, personality, psychology, and social. Meanwhile, Guidance and Counseling services in SIKL are not only Counselors who carry out Guidance and Counseling services, but are implemented by all teachers or stakeholders. So that all teachers can facilitate the development of all potential students to plan for a good future from various dimensions, namely in personal, psychological, and social terms. As for solving the problem regarding the disruption of students by notifications that appear outside the learning topic, it is not much different in solving it between schools in Kudus Indonesia and the SIKL.

Schools in Kudus Indonesia in solving the problem of student disruption by notifications that appear outside the topic of learning, namely by providing individual services, responsive services, and working with parents. Because this problem requires fast and precise handling, then this responsive service is a service that is provided immediately and can solve the problem at once. In addition to responsive services, other services can be used to solve these problems, namely individual services, where this service allows the provision of services to the counselee in the form of individual services, and Counselors must also be able to collaborate with student guardians.

The way to solve it is that the counseling teacher communicates with the guardian to always pay attention and provide supervision to the child during online learning. The counselee is given directions, when online learning takes place to focus on the material provided by the teacher through Mobile Phone. The counselor also provides directions for students to think and instill a more disciplined, diligent, and responsible attitude towards their schoolwork. So that student are not disturbed by incoming notifications on cellphones.

Table 1. Comparison Table

COMPARISON		SIMILIARITY	DIFFERENCES
I.	Indonesian School of Kuala Lumpur	- Kuala Lumpur Indonesian School and School. in Kudus Indonesia both provide guidance and counseling services to help solve student problems in a professional manner.	1. Guidance and counseling services at SIKL that carry out all teachers (stakeholders), while school guidance and counseling services in Kudus Indonesia which carry out only guidance and counseling teachers.

II.	Schools in Kudus Indonesia	-	Both use guidance and counseling services in the support system, namely collaborating with students' parents.	2.	Guidance and counseling services at SIKL only use system support services, while in Indonesian schools using some guidance and counseling services, Indonesia uses several services that can adjust to the problems of students.
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SIKL in solving the problem of student disruption by notifications that appear outside the learning topic, namely Counselors can collaborate with student guardians, because in online learning the role of parental assistance when online learning takes place is very important. Parents can assist and supervise their children to learn well. As explained above, the problem actually originates from the students themselves or their parents. If parents pay attention to children's development, always accompany and supervise, there will be no obstacles or problems in learning. In this problem, counseling teachers and parents provide motivational encouragement to always manage time so that children are not affected by other application notifications. Guidance and Counseling services in SIKL that are provided to solve the problem of student disruption by notifications that appear outside the learning topic are actually not much different from Guidance and Counseling services in Indonesian schools, because the methods and stages of services provided to solve problems are also the same using system support services. that is, in collaboration with parents, the only difference is the person who carries out guidance and counseling services.

From the table 1, it can be interpreted that each school has similarities and advantages in guidance and counseling services. One of the similarities between the two schools in the provision of Guidance and Counseling services to help professionally solve student problems.

CONCLUSION

Comparison of services, guidance, and counseling, schools, Indonesia, Kuala Lumpur, services, guidance, and counseling, schools in Kudus Indonesia are SIKL that carry out guidance and counseling. are stakeholders (all related parties), while schools in Kudus Indonesia provide services guidance and counseling are teachers Guidance and Counseling. As for the similarities guidance services and counseling between Indonesian schools Kuala Lumpur and schools in Indonesia are Counselors in implementing Guidance

and Counseling services as well as collaborating with the parents of students. Also besides, in choosing the right Guidance and Counseling services and a good approach will make it easier for counseling teachers to help solve students.

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