



## MANAGEMENT OF GUIDANCE AND COUNSELLING PROGRAM AT INCLUSIVE ELEMENTARY SCHOOL

**Muhamad Irham**

SMP Negeri 2 Tonjong Brebes, Jawa Tengah

---

### Informasi Artikel

#### *Histori Artikel:*

Diterima 19 April 2022

Revisi 17 Mei 2022

Disetujui 4 Juni, 2022

#### *Penulis Korespondensi:*

Muhamad Irham,

Email:

[irhambinsaryat@gmail.com](mailto:irhambinsaryat@gmail.com)

#### *DOI:*

10.18326/pamomong.v3i1.39-49

---

### ABSTRACT

Guidance and Counselling program is designed to achieve student independence. It is focused on assisting students' potential development and solving their problems. In fact, the implementation of this program at the inclusive elementary schools does not yet have standard guidelines and rules. Therefore, this study was aimed to obtain an overview of the guidance and counselling management model in Al-Irsyad Al-Islamiyyah Elementary School in Purwokerto as an inclusive elementary school. This research was a qualitative research with a case study approach. The research subjects were teachers at Al-Irsyad Elementary School. Data was collected through interviews, questionnaires, observation, and documentation. The results of the study shows that: 1) Al-Irsyad Al-Islamiyyah Elementary School has provided the guidance and counselling program, 2) Guidance and Counselling program at Al-Irsyad Al-Islamiyyah Elementary School carry out the functions of this program which include leadership, planning, organizing, implementing, monitoring, evaluating, reporting and doing follow-up program, and 3) The guidance and counselling management model developed is the Integrated Comprehensive guidance and counselling management based on Islamic values. Thus, Al-Irsyad Al-Islamiyyah Elementary School in Purwokerto as an Inclusive Elementary School has organized comprehensive guidance and counselling services that can be used as a reference in providing such program at Inclusive Schools.

**Keyword:** Management; guidance and counselling; primary school; inclusion

---

### ABSTRAK

Bimbingan dan konseling merupakan layanan pendukung di sekolah untuk mencapai kemandirian peserta didik. Layanan BK fokus pada pendampingan pengembangan potensi dan pengentasan permasalahan peserta didik. Permasalahan yang muncul adalah pelaksanaan layanan BK di SD Inklusif belum memiliki pedoman dan aturan yang baku. Penelitian ini bertujuan mendapatkan gambaran model manajemen BK di SD Al-Irsyad Al-Islamiyyah Purwokerto sebagai SD Inklusi. Penelitian ini merupakan penelitian kualitatif dengan pendekatan studi kasus. Subjek penelitian adalah guru di SD Al-Irsyad. Pengumpulan data dilakukan melalui wawancara, angket, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa: 1) SD Al-Irsyad Al-Islamiyyah sudah menyelenggarakan layanan BK, 2) Layanan BK di SD Al-Irsyad Al-Islamiyyah melaksanakan fungsi manajemen BK yang meliputi

---

kepemimpinan, perencanaan, pengorganisasian, pelaksanaan, pengawasan, evaluasi, pelaporan dan tindak lanjut, serta 3) Model manajemen BK yang dikembangkan adalah manajemen BK Komprehensif Terpadu berbasis nilai-nilai Islam. Dengan demikian, SD Al-Irsyad Al-Islamiyyah Purwokerto sebagai SD Inklusi telah menyelenggarakan layanan BK secara Komprehensif yang dapat dijadikan rujukan dalam layanan BK di Sekolah Inklusif.

---

**Kata kunci:** Manajemen; bimbingan dan konseling; sekolah dasar; inklusi

---

## INTRODUCTION

The quality of students is depend on their academic standards that they can achieved (mastery of competence in science, technology, and art) as well as their optimal self-development (Nurihsan, 2011). Academic standards are manifested in the form of knowledge and skills as indicated by their test scores, while the development of students can be seen from the beliefs, values, attitudes, and behaviours that appear in everyday life.

To help them develop their potential, improvements should be implemented since elementary schools level. This is in line with the Government Regulation (PP) No. 28/1990 on Basic Education which explains that basic education aims to prepare students for secondary education (Bafadal, 2012). Elementary schools (SD) as part of basic education have a strategic role in forming the foundation of education, so that improvements to the learning system in elementary schools need to be continuously carried out.

A good quality of education comes from a good planning system, materials and good governance which is delivered by good teachers with the support of all components of education (Mulyasana, 2012). This opinion emphasizes that a good education system can be formed with good leadership, good management, and good teachers. Therefore, good elementary education will be formed by realizing a complete and comprehensive education system in accordance with the Regulation of the Minister of National Education (Permendiknas) No.22/2006.

A whole education system includes educational leadership, intelligent learning, and independent guidance and counselling services in one education system. In fact, the guidance and counselling services do not have clear guidelines and patterns in its implementation in elementary schools. The counselling services in elementary schools is still “in doubt” whether or not it exists, but, the role of counselling services itself is actually very important at the basic education level, especially elementary schools.

Currently, there are no standardized operational guidelines for counselling services in elementary schools, but the demands of the Minister of National Education No.22/2006 require counselling services to ensure the quality of education. Al-Irsyad Al-Islamiyyah Elementary School Purwokerto is a school that has implemented the guidance and counselling services. Therefore, conducting a research on its implementation in Al-Irsyad Elementary School Purwokerto is important as a model that can be developed in other schools. Widada, in her study, found that the guidance and counselling services in elementary schools are provided by classroom teachers, not the guidance and counselling teachers. While Puspitaningsih and Nursalim conducted research on the implementation of counselling services in Muhammadiyah elementary schools in Surabaya and reported that there was no specific time for counselling services and the implementation of incidental counselling services, with the 17 Plus pattern model.

The findings of the previous studies describe the implementation of the guidance in counselling services in elementary schools, which do not yet have standard guidelines, so the results of the two studies are different. The guidance and counselling service organized by classroom teachers, incidental implementation, no specific time for counselling services, and the use of the 17 plus pattern model, all these activities indicated that counselling services in elementary schools has not been standardized in its implementation. The implementation of counselling services in elementary schools which researchers consider to be something new and ideal is organized by Al-Irsyad Al-Islamiyyah Elementary School Purwokerto. As a whole education system, this school has organized educational leadership, intellectual learning and guidance and counselling services that are established in accordance with regulation of the Minister of National Education No.22 in 2006.

Al-Irsyad Al-Islamiyyah Elementary School 1 and 2 in Purwokerto have put an effort to implement the whole education. Both are excellent and favourite schools in Banyumas Regency. It is manifested in the number of students that reached 800 from various regions, upholding the characteristics of Islam so that Islam is used as the basis and foundation of education. This school implements its education system within the framework of Total Quality Management (TQM), which means it involves all resources (Hanik, 2011), without exception in the field of guidance and counselling. The guidance and counselling service as a supporting system is in charge of providing assistance in developing the students potential

(Nasihin, and Sururi, 2012). In fact, the counselling service at this school organized a complete, comprehensive and integrated counselling services.

This research on the management of guidance and counselling program in inclusive elementary schools is very important in the midst of education policies that are aggressively raising zoning issues, and child-friendly schools. Inclusive, zoning, and child-friendly raise awareness that this guidance and counselling services need to be organized. The role of this program is strategic in the elementary schools. Therefore, research on its management in inclusive primary schools is very important, especially since the counselling service has been practiced for more than 20 years, with various dynamics and developments.

According to Gerder, counselling services in schools are highly demanded because they can positively affect students behavior, interpersonal, and academic achievement domains (Gladding, 2012). The counselling service management is important because educators, in this case counsellors, play an important in the development of various students potentials (Almawijaya, 2015). Therefore, this research is carried out to examine the implementation of the guidance and counselling service management at Al-Irsyad Al-Islamiyyah Elementary School Purwokerto as an excellent school for inclusive school.

## **METHOD**

The research was conducted at Al-Irsyad Al-Islamiyyah Elementary School 1 and 2 in Purwokerto. This study applied a case study approach, because the counselling service at the respective school is a specific, special, even unique (Nazir, 2011). The research findings are presented descriptively as a characteristic of qualitative research (Moleong, 2012). Multiple sources in research is used to check the truth of each data and strengthen each data obtained (Sanjaya, 2013). Therefore, the data sources in this study include: a) principals, b) deputy principals, c) counsellor coordinators, d) counsellors, e) class teachers or homeroom teachers, and f) subject teachers determined by the snowball technique. As Yin stated that the research data will be valid and reliable when the data collection process uses more than one data source, the form of the data, and all of these data reinforce each other (Sarosa, 2012) as a complete research data. The data collection techniques in this study include documentation, interviews, observations, and questionnaires. The data was then analysed using inductive analysis technique, namely data reduction activities, data display, and conclusion (Miles et al., 2014). The triangulation data is also applied to validate the data (Moleong, 2012).

## **RESULTS AND DISCUSSION**

Counseling services at Al-Irsyad Al-Islamiyyah Elementary School 1 and 2 in Purwokerto was started in 2001/2002. The schools are committed to implement Islamic values. The contextual conditions of the school that encourage the need for this services is because the school has implemented the full day activities until 02.30 pm with very crowded students so that it is not uncommon for students to fight eachother. The respective schools carries the mission of "implementing inclusive and student-friendly classes".

The existence of this program at Al-Irsyad Al-Islamiyyah school is based on a value called educational insight. Educational insights become the foundation, work base, and guidelines for every educational activity at Al-Irsyad Al-Islamiyyah Elementary School, Purwokerto. It becomes the spirit and basis of philosophical beliefs. Therefore, this program relies on religious values, Islam. The Islamic values are supported by William who said that in counselling guidance, the role of religion is huge, even it can be the best therapeutic approach (Yusuf, & Nurihsan, 2010).

The existence of this program cannot be separated from the conditions and developments of Al-Irsyad Al-Islamiyyah school as an Inclusive Elementary School. Inclusive Elementary School will accept children who are at risk and have the potential to cause problems for themselves and other students. Students at risk are those who have the potential to fail in learning and trigger problems. Evertson & Emmer (2011) said that at-risk students often develop behavioral problems, especially when they do not meet their needs.

The principal of schools play a very important role in implementing such program, because leaders must be able to build commitment from people within the organization (Pierce, & Robinson, 2011). Hidayati (2015) also stated that one of the factors that determine the quality of an institution is principal's leadership skill. The main points of the principal's policy as a leader include: 1) include the guidance and counselling program in school programs and their existence is autonomous, 2) the guidance and counselling program is divided into levels and class entry activities, 3) following a strict recruitment system model, and 4) building supporting system policies to support the counselling programs. To reach these points, in its management workflow, the guidance and counselling service at Al-Irsyad Al-Islamiyyah Elementary School Purwokerto applied the management function activities with clear stages.

The planning of this programs at the school generally refers to: 1) the vision and mission of the school and the vision and mission of program itself, 2) the responsibility to help students develop their competence, 3) Students' problems, and 4) Data support from subject teachers, homeroom teachers, and parents. This program is formed and divided into three major groups, namely: 1) Achievement development program for superior students, 2) Standard student program, and 3) Special program for diffable students. In line with Elviana's opinion (2019) that the focus of this

services is to develop students potential and assist them to solve their problems. These programs show that the counselling program at the school uses the Comprehensive counselling model. According to Nurihsan, comprehensive guidance and counselling requires the counsellors to offer the services not only to students with problems but to all students without any exception (Nurihsan, 2011).

The implementation of this program involves many parties and components. The parties involved in counselling services are at least the school principal, administrative staff, and classroom teachers (Rahmadani et al., 2021). On the contrary, Al-Irsyad Al-Islamiyyah school implement the program by involving: 1) the principal, 2) the deputy principal, 3) the homeroom teacher, 4) the subject teacher, 5) the education staff. others, 6) guardians of students, 7) school committees, and 8) other professionals. This can be considered as is a good policy because the work of Comprehensive Counselling requires collaboration with various parties (ASCA, 2005). The components of the support system involved in supporting this services include: 1) *biah islamiyyah* (Islamic environment), 2) extracurricular, and 3) achievement development. These supporting components indicate that one of the peculiarities of the counselling services in elementary schools is its integration with school programs (Purnomo, 2018). Thus, the counselling activities in schools have a key role in supporting the successful implementation of the guidance and counselling program.

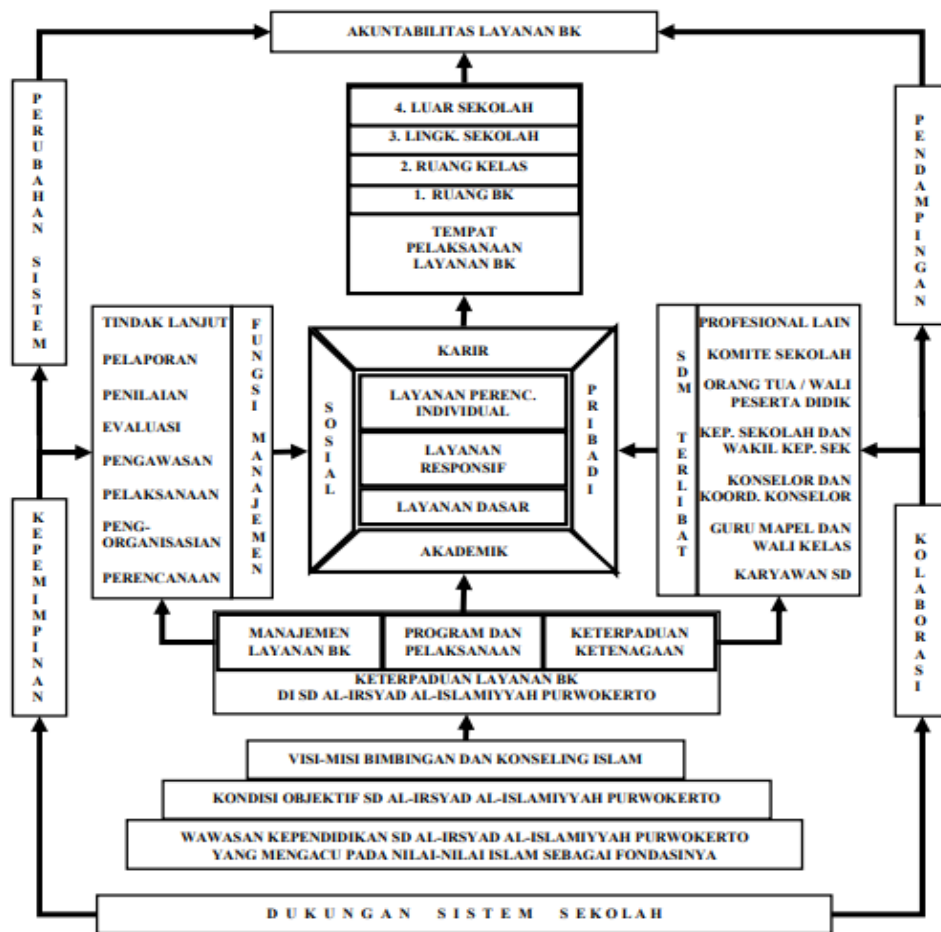
The implementation of the guidance and counselling services does not only handle certain students, but all students in order to achieve the academic goals, general counselling programs, and mentoring for Children with Special Needs. Kamaluddin (2011), said that the implementation of this program at least should include: 1) orientation, 2) information, 3) placement and distribution, 4) learning, 5) individual counselling, 6) group guidance, 7) group counselling, 8) instrumentation application, 9) data collection, 10) case conference, 11) home visit, and 12) case transfer. Referring to the opinion of Kamaluddin (2011), the core values of counselling service activities are carried out at Al-Irsyad Al-Islamiyyah Elementary School, Purwokerto. Be it as parenting, parenting support groups (PSG), consultation with parents and teachers, and the presence of special assistant teachers (aide teachers). All these showed that counselling services do not run smoothly. As conveyed by Rahmadani et al. (2021) that the actual implementation of the counselling program should emphasize on the methods and techniques, media and tools used, as well as the activation of resource persons. The main focus of the activities is in the classroom and is integrated with the learning. It was revealed by Wynne that in elementary school, the students develop their good characters by engaging in classroom activities (Wuryandani, 2014), and classrooms will shape children's behavior while at school. Therefore, classroom activities are the main focus of the counselling services by both counsellors, subject teachers and homeroom teachers.

Supervision is an effort to improve education in order to achieve the ultimate goal of education in general, which is to develop students personality (Wibowo, 2012; Reza & Sugiyo, 2015). Supervision or evaluating the counselling services at Al-Irsyad Al-Islamiyyah school is carried out in several stages. Its evaluation is the responsibility of the school principal, assisted by counsellors and other school personnel, as well as authorized officials at higher institutions (Kemendikbud, 2013). The supervision applied individual and group approaches as stated by (Wibowo, 2012; Reza & Sugiyo, 2015). Group techniques include group studies between teachers, discussions, and seminars.

The process of evaluating counseling services at SD Al-Irsyad Al-Islamiyyah Purwokerto refers to two components: 1) aspects of whether or not a program is implemented, and 2) whether there is a change in student behavior as a result of counseling services. BK evaluation is a process of determining the quality of the progress of the process and results of BK services that refer to certain success criteria according to the plan (Kamaluddin, 2011). According to Gay, Mills, & Airasin and Wheeler & Loesch, evaluation is done by gathering meaningful information about various aspects of the BK program to determine decision making and ensure program effectiveness (Gladding, 2012).

The evaluation model at Al Irsyad Al Islamiyyah school was carried out by teachers and all employees using the model of counsellors meeting and other teachers as well as the general stadium model or meeting of the entire school management (Wibowo, 2012; Reza & Sugiyo, 2015). The information for evaluation were obtained from students, principals, homeroom teachers, subject teachers, parents of students, and so on (Kemendikbud, 2013). The process of collecting the data is carried out using observation of students, while for the assessment of program implementation using self-assessment analysis. According to Nugraha & Suwarjo (2016), Putri (2019) and Musyofah et al. (2021) one of the methods in the evaluation of the program is observation. Evaluation in counselling services is very necessary because it will determine kinds of services that have a positive impact on students and identify obstacles, as well as guide counsellors to design more effective services in the future (Musyofah et al. (2021).

The guidance and counselling service program is not only reported written but also explained orally. The service report covers the program and its implementation as well as its achievements in aspects of the standard program, performance development, and handling the diffable members. The full report is submitted to the school community and external parties, such as parents and education office. This is in line with findings from Musyofah et al. (2021) who found that the counselling report which includes assessment and evaluation is shown to administrators (Principals, Diknas), staff members, students' parents or guardians, and other stakeholders. Reporting includes whether it was implemented or not and how successful it is.



**Figure 1. Integrated Comprehensive of Guidance and Counselling Service Management Model at Al-Irsyad Al-Islamiyyah Inclusive Elementary School Purwokerto**

The counselling service reports are submitted to the entire school community, both internal and other relevant external parties. Kamaluddin (2011) said that reporting the counselling program is very important because it has several benefits, they are: 1) providing information that can be used to understand students and respond to them, 2) identifying students' needs, and 3) improving counselling services in the future.

The results of this research can be described in figure 1. The figure 1 illustrates that counselling services need to be managed in a better way, in accordance with the existing SOPs for counselling services. This is because the guidance and counselling service is a mentoring service which is aimed at developing the students potential, both their self-development and their learning abilities (Elviana, 2019), as well as solving their problems that arise throughout the process (Nasihin & Sururi, 2012). These indicators become the focus of this services so that students can achieve happiness, effective and productive life, besides, they can also develop their ability to live with others, and achieve their dreams with their skills (Sagala, 2011).



The counselling services in educational institutions, specifically according to ASCA, are to support the school's mission by emphasizing aspects of academic achievement, personal and social development, as well as planning for future careers (Gladding, 2012). The four components are very important in developing the students characters. Thus, this services is aimed to make students able to understand themselves and be able to overcome the problems they encounter so that they can develop their skills.

This counselling program cannot be succeeded when it is still integrated with subjects and is provided by classroom teachers. The double role of a teacher as a classroom teacher and a counsellor is not easy. So that the results of the research by Widada and Puspitaningsih and Nursalim essentially showed that the current counselling service in elementary schools is mostly carried out in a modest manner which means that the guidance and counselling program is implemented in school despite its poor services.

The implementation of good counselling services must be adjusted to the goals and levels of education (Kamaluddin, 2011). The goals and levels of primary education are different from other schools. Implementation of counselling services in elementary schools requires the integration of counselling program aspects, personnel, service delivery techniques, and environmental support (Purnomo, 2018). Program integration means that the counselling program should be included in learning process and other school programs. This integration is based on certain values (Hartono, 2011). Therefore, every subject in elementary schools included the counselling service within, namely personal, social, learning, and career development which also need to be conveyed by all teachers.

The concept of the counselling service was developed and modified at Al-Iryad Al-Islamiyyah Elementary School Purwokerto into a comprehensive and integrated counselling service. Clearly, its implementation can be described as a conceptual framework for the integration of counselling services in elementary schools, as shown in figure 2.

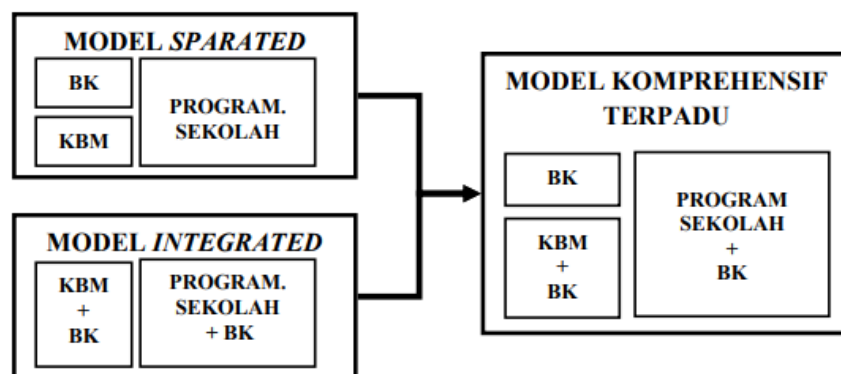


Figure 2. Conceptual Framework for Integrated Counselling Services in Elementary Schools

The figure 2 shows that this integrated counselling model is a combination of improvements to the separated guidance and counselling services models and the integrated counselling services. This model is a new guidance and counselling service model developed and managed by SD Al-Irsyad with various improvements. Therefore, theoretically, the counselling service this school is a counselling service model in inclusive schools. Thus, an in-depth study is still needed to refine and formulate it so that it can be more suitable to be implemented by other schools that wish to modify or follow this integrated comprehensive counselling service model in inclusive primary schools.

## CONCLUSION

Counselling services at Al-Irsyad Al-Islamiyyah School as one of the inclusive elementary schools in Purwokerto implemented Comprehensive-Integrated Management. This program which is developed by the respective school has several characteristics, for example by making Islam as the foundation of the program, strategies and service techniques that have an Islamic nuance and are integrated with school programs and activities. The management of Integrated Comprehensive Counselling at this school carries out management functions ranging from planning, organizing, implementing, monitoring, assessing, reporting, and following up, as well as the integration of all human resources at this school. It involves all aspects of leadership and learning as an inseparable part of the guidance and counselling management itself. Therefore, to ensure the trustworthiness and accountability of the program, the guidance and counselling at Al-Irsyad Al-Islamiyyah elementary school in Purwokerto upholds the role and function of leadership, systematic change, collaboration with various parties and continuous assistance

## REFERENCES

- Almawijaya, H. (2015). Analisis Manajemen Bimbingan Konseling Dalam Peningkatan Prestasi Belajar Siswa. *Manajer Pendidikan*, 9(5), 618-628.
- ASCA. (2005). *The ASCA National Model: Framework for School Counseling Program*. USA: ASCA.
- Bafadal, I. (2012). *Manajemen Peningkatan Mutu Sekolah Dasar: Dari Sentralisasi menuju Desentralisasi*. Jakarta: Bumi Aksara.
- Elviana. (2019). Pelaksanaan Layanan Bimbingan Konseling Bagi Anak Berkebutuhan Khusus. *Takammul: Jurnal Studi Gender dan Islam serta Perlindungan Anak*, 8(1), 16-32.
- Evertson, C M. dan Emmer, E T. (2011). *Manajemen Kelas untuk Guru Sekolah Dasar*. Jakarta: Kencana.
- Gladding, S T. (2012). *Konseling: Profesi yang Menyeluruh*. Jakarta: Indeks.
- Hanik, U. (2011). *Implementasi TQM dalam Peningkatan Kualitas Pendidikan*. Semarang: RaSAIL.
- Hartono. (2011). *Pendidikan Integratif*. Purwokerto: STAIN Press.
- Hidayati. (2015). Kepemimpinan dan Peningkatan Mutu Pendidikan. *Jurnal Tarbiyah*, 22(1), 48-65.

- Kamaluddin, H. (2011). Bimbingan dan Konseling Sekolah. *Jurnal Pendidikan Dan Kebudayaan*, 17(4), 447-454. DOI: 10.24832/jpnk.v17i4.40.
- Kemendikbud. (2013). *Modul Impelementasi Program Bimbingan dan Konseling dalam Kurikulum 2013*. Jakarta: PPPPTK Penjas dan BK.
- Miles, M.B., Huberman, A.M., Sadana, J. (2014). *Qualitative Data Analysis, A. Methods Sourcebook*, Ed 3. USA: Sage Publications.
- Moleong, L. J. (2012). *Metodologi Penelitian Kualitatif*. Bandung: ROSDA.
- Mulyasana, D. (2012). *Pendidikan Bermutu dan Berdaya Saing*. Bandung: ROSDA.
- Musyofah, T., Pitri, T.E., Sumarto. (2021). Evaluasi Program BK Sebagai Upaya Untuk Meningkatkan Mutu Program Layanan BK. *Consilia: Jurnal Ilmiah BK*, 4(3), 304-312.
- Nasihin, S. & Sururi. (2012). *Manajemen Peserta Didik dalam Majemen Pendidikan*. Bandung: Alfabeta.
- Nazir, M. (2011). *Metode Penelitian*. Bogor: Ghalia Indonesia.
- Nurihsan, A J. (2011). *Bimbingan dan Konseling dalam Berbagai Latar Kehidupan*. Bandung: Refika Aditama.
- Pierce, J A. & Robinson, RB. (2011). *Manajemen Strategis: Formulasi, Implementasi, dan Pengendalian*. Jakarta: Salemba Empat.
- Purnomo, H. (2018). Bimbingan Konseling di Sekolah Dasar. *Jurnal PGSD*, 4(2), 1-11. DOI: 10.32534/jps.v4i02.766.
- Putri, A.E. (2019). Evaluasi program bimbingan dan Konseling: Sebuah Studi Pustaka. *Jurnal Bimbingan Konseling Indonesia*, 4(2), 39-42.
- Rahmadani, R., Neviyarni, Firman. (2021). Manajemen Bimbingan dan Konseling di Sekolah. *Jurnal Pendidikan Tambusai*, 5(2), 2973-2977.
- Reza, M.K. & Sugiyo. (2015). Faktor-Faktor Internal Penghambat Keefektifan Pelaksanaan Supervisi Bimbingan dan Konseling. *IJGC*, 4(4), 26-32.
- Sagala, S. (2011). *Kemampuan Profesional Guru dan Tenaga Kependidikan*. Bandung: Alfabeta.
- Sanjaya, W. (2013). *Penelitian Pendidikan: Jenis, Metode, dan Prosedur*. Jakarta: Kencana.
- Sarosa, S. (2012). *Penelitian Kualitatif: Dasar-Dasar*. Jakarta: Indeks.
- Suwarjo & Nugraha, A. (2016). Model Evaluasi Program Bimbingan dan Konseling Komprehensif di Sekolah Menengah Pertama. *Jurnal Bimbingan Konseling*, 5(1), 23-28.
- Wibowo, S.B. (2012). Peran Supervisi dalam Konseling. *Jurnal Guidena*, 2(1), 28-32. DOI: 10.24127/gdn.v2i1.358.
- Wuryandani, W. (2014). *Internalisasi Nilai Karakter Disiplin di Sekolah Dasar*. (Unpublished doctoral's disertation) Universitas Pendidikan Indonesia, Bandung, Indonesia.
- Yusuf, S. dan Nurihsan, A. J. (2010). *Landasan Bimbingan dan Konseling*. Bandung: Remaja Rosda Karya dan UPI.