



Contents lists available at [Journal IICET](#)  
**Journal of Counseling, Education and Society**  
ISSN: XXXX-  
XXXX <http://issn.pdii.lipi.go.id/issn.cgi?daftar&1541463456&1&&> (Print)  
ISSN: XXXX-XXXX(Electronic)  
Journal homepage: <https://jurnal.iicet.org/index.php/jces>



## Obstacles experienced by school counselors in the implementation of guidance and counseling service programs

Khairunisa Khairunisa, Neviyarni Neviyarni, Riska Ahmad  
Universitas Negeri Padang

### Article Info

#### Article history:

Received Des 17<sup>th</sup>, 2022  
Revised Jan 28<sup>th</sup>, 2022  
Accepted Feb 19<sup>th</sup>, 2022

#### Keyword:

Obstacles experienced  
School counselor

### ABSTRACT

This research was conducted on the coordinator of school counselors at state high schools and private high schools in Medan City. This study aims to determine the obstacles experienced by school counselors in the implementation of guidance and counseling service programs. This research is a descriptive research with a quantitative approach and survey methods. The collection technique used in this study was a questionnaire on the Guttman scale. The subjects in this study were 30 school counselor coordinators, including 15 school counselor coordinators at State High Schools and 15 school counselor coordinators at Private High Schools in Medan City. The results of this study showed that the obstacles experienced by school counselors in internal factors in the aspect of teacher competence showed higher results (50%) than aspects of personality and dedication (17%). Meanwhile, external factors in the aspect of facilities and infrastructure showed higher results (47%) than aspects of economic welfare (13%). The understanding and lack of professionalism of school counselors causes this to be one of the weaknesses of teachers in conducting counseling programs.



© 2022 The Authors. Published by IICET.  
This is an open access article under the CC BY-NC-SA license  
(<https://creativecommons.org/licenses/by-nc-sa/4.0>)

### Corresponding Author:

Khairunisa  
Padang State University  
Email: [khairunisa@gmail.com](mailto:khairunisa@gmail.com)

## Introduction

The discussant of guidance and counseling for the world of education becomes interesting. Because this is related to the future of the younger generation who will lead this nation forward. Various problems in today's modern era requireschools to improve the professionalism of counselors, so as to be able to solve every problem experienced by students, both personal and social. The complexity of the problem in the era of globalization is indeed difficult to control, it accelerates at a mahadasyat speed and always causes problems.

Guidance and counseling is one part of the school framework and is a complex job, which aims to assist students in achieving optimal personal development and independence in all areas / aspects of life, so that guidance and counseling in it there are many activities and these activities cover many fields. Guidance and counseling are organized in schools as part of the overall usaha school in achieving educational goals (Zamroni & Rahardjo, 2015). In the implementation of guidance and counseling, there is also cooperation with various parties, reviewed from the principal, homeroom teacher, teacher to parents of students, so that in the implementation of guidance and counseling cannot be carried out carelessly.

Given that those who are targeted in guidance and counseling have distinctive or unique characteristics and counseling guidance must work according to the situation and conditions where it will be implemented, it needs to be programmed before it is implemented. In other words, in order for guidance and counseling services in schools to be carried out effectively and efficiently and the goals can be achieved effectively and efficiently, the program must also be prepared in a planned and systematic manner, where guidance and counseling services in schools need to be planned, implemented, and assessed systematically so that the benefits are felt by various parties. Counseling guidance services are carried out through a number of guidance activities.

These activities are organized through a mentorship program. "A program is often interpreted as a series of activities that will be carried out to achieve a certain goal" (Ridwan, 2012).

In making a program, it needs to be adjusted to the situation and conditions of the learners themselves. Guidance and counseling activities will run well if each institution provides a planned and programmatic program on an ongoing basis. Such a program requires systematic preparation, and is directed at the expected objectives in counseling guidance. Therefore, before the guidance and counseling program is compiled, it is necessary to know in advance what will be compiled, why and what the program is structured for.

From this opinion, it can be known that before creating a program, counselors need to examine what, why, and for what the program is structured. The question refers to what activities or services students need in order to carry out the right service delivery and achieve the desired goals. So the program is prepared by a counselor based on the results of the analysis of student needs, because knowing the needs of students will make it easier for counselors to create appropriate guidance and counseling programs and set goals to be achieved then counselors can carry out counseling guidance programs effectively.

Based on the previous discussion, it can be concluded that a good counseling guidance program will also in turn provide guidance for the implementation of counseling guidance activities and at the same time eliminate the impression that the counselor works incidentally and is curative solely. It is hoped that the guidance and counseling service program developed by the counselor is really needed by all segments involved and is in accordance with the context of the program environment. In other words, the programs and activities contained in the program plan are not just administrative demands, but demands for responsibility that must really be carried out professionally.

When looking back at the struggles of students in school according to their developmental tasks, of course they need guidance from a teacher who is willing and able to understand the problems they face, such as self-adjustment problems for new students or transfer students, family problems with different backgrounds, social problems with peers, and also problems related to their learning tasks as participants. Students and problems face the challenge of continuing their studies to a higher level of education. However, at this time, guidance services to students in the school are still in the level of development. In other words, until now, at the school level, the guidance services provided by school counselors to their students are not comprehensive according to the needs of their students. However, all of this goes back to the school policy and School counselors and also the awareness of all school parties to the knowledge and information of guidance and counseling services in schools.

Guidance and counseling programs mean a series of activities that will be carried out to achieve the goal. The main objective of guidance and counseling services in schools is to provide support for the achievement of personality maturity, social skills, academic abilities, and boil down to the formation of individual career maturity which is expected to be useful in the future (Rahman, 2009). However, the implementation of the ideal guidance and counseling service faces various obstacles and a number of serious obstacles. These various obstacles and obstacles, such as: the objectives of guidance and counseling are not in line with the objectives of education, guidance and counseling are still oriented towards problems, the preparation of programs has not been based on needs assessment, the lack of support from school officials for guidance and counseling programs, the lack of understanding of the paradigm of collaborative relationships between professions in educational units and the lack of a positive response from students to guidance and counseling services.

Novianti (2013) stated that the school counselor / School counselor from the school used said that the cause of the suboptimal implementation of Guidance and Counseling in schools was due to limited time and lack of BK or school counselor staff. Time constraints are caused because in one week BK hours are only given one time, there are also those who are not given BK hours but the counselor gives at the time of returning home from school. Meanwhile, counselors / School counselors are very much needed because one guru BK holds students  $\pm 150$ , the decision that one School counselor holds 150 students according to a joint decree of the minister of education and culture and the head of the state personnel administration agency number: 0433 / P / 1993 and number 25 of 1991.

Sulis, et al (2013) stated that 74% of the 31 grade VII students of school counselors have never carried out counseling guidance services, this is because they feel they have no problems, are afraid of being scolded by School counselors, feel no need to tell personal problems, to the reason because they are not familiar with School counselors. In addition, the BK room in the school is a living room and does not have a special room to carry out counseling services. So that the BK room is very ineffective if it is used for counseling services and is still not guaranteed in maintaining confidentiality when conducting counseling services.

Based on preliminary observations at two public and private high schools in the city of Medan, it shows the phenomenon that occurs that counselors in implementing / providing services to their students have not been adjusted to the needs of their students. In the need assessment, all student problems will arise, as well as services needed by students which are then compiled in the counseling guidance activity program, but its implementation shows a gap between the program that has been created and its implementation. For example, services that are often encountered because counselors are most often carried out are limited to being classical and are in school class hours. Meanwhile, as we know, guidance and counseling have services with a classical, group, and individual format, namely individual counseling services, group counseling, group guidance, information services, orientation services, content mastery, channeling placements, consulting services, and mediation services. In addition, another phenomenon is that counselors do have programs, but the implementation of their services only relies on the material in the LKS, this indicates that the existing program is only an administrative complement and is not paid attention to any needs or problems of the students themselves.

From the phenomenon found in the two schools above, it can be concluded that before creating a service program and providing these services to students, counselors have conducted a need assessment. Based on the ASCA report and some studies. Counselors in schools experience problems, such as lack of BK administrative support, not having a clear direction on program expectations and goals, not getting recognition and awards, lack of control in the implementation of daily programs, and doing a lot of non-professional tasks.

## Method

This research is a descriptive research using a quantitative approach. Descriptive method is a form of decipherment and interpretation that has a relationship with existing conditions, ongoing processes. After the method is determined, then the form of research must correspond to the method used. Because the research method used in this study is a descriptive method, the form of research is in accordance with the method. The right form of research in this study is the form of survey research. This form of research is carried out by the researcher conducting a survey directly to the location where the research is located.

Thus, this research was carried out by conducting a survey directly to the Public and Private SMA in Medan City collecting the necessary data, then analyzing and describing the data until answers to the questions were obtained. The subjects in this study were 30 school counselor coordinators consisting of 15 school counselor coordinators at private high schools and 15 school counselors at state high schools in Medan. In this study, the data collection technique used was a questionnaire, using the Guttman scale and the data obtained were analyzed using the percentage technique.

## Results and Discussions

The results of the study obtained showed that there were obstacles experienced by school counselors in the implementation of the guidance and counseling service program, the factors that hindered the implementation of the bk program discussed in this study were divided into 2 factors, including internal factors and external factors. Such obstacles are presented in the following table 1.

Based on the table above, it can be described that the inhibiting factors experienced by school counselors in the implementation of guidance and counseling service programs in detail are as follows: 1) personality and dedication have a percentage reaching 17 percent, 2) teacher competence bk has a percentage of 50 percent, 3) the background of the school counselor has a percentage reaching 35 percent, 4) experience has a percentage reaching 20 percent, 5) motivation kerja has a percentage of 18 percent, 6) the health condition of teachers bk has a percentage of 21 percent and 7) performance discipline of 23 percent. The competence aspect of the school counselor has the highest percentage among other aspects, while in the aspect of personality and dedication has the lowest percentage among the aspects of internal factors listed in the table 1.

**Table 1.** Internal and External Factors

<b>Internal Factors</b>		
<b>Aspects</b>	<b>Score</b>	<b>percentage</b>
<b>personality and dedication</b>	20	17%
<b>competence of teachers bk</b>	60	50%
<b>teacher background bk</b>	42	35%
<b>pengalaman</b>	24	20%
<b>work motivation</b>	21	18%
<b>teacher health condition bk</b>	25	21%
<b>performance discipline</b>	28	23%
<b>External Factors</b>		
<b>economic well-being</b>	15	13%
<b>facilities and infrastructure</b>	56	47%
<b>professional organizations</b>	46	38%
<b>principal</b>	18	15%
<b>certification requirements</b>	21	18%

Andbased on the results of the study on external factors, it is stated that 1) the percentage on economic welfare has results of 13 percent, 2) the percentage on facilities and pre-facilitieshas results of 47 percent, 3) the percentage in organizationshas results of 38 percent, 4) the percentage in principals has results of 15 percent, and 5) the percentage on certification requirements has a result of21 percent. External factors carried out in the guidance and counseling service program have the highest percentage in the aspect of facilities and infrastructure, while the aspect that has the lowest percentage is in economic welfare.

The results of this study show that in running a counseling guidance service program, school counselors cannot be separatedfrom one obstacle or obstacle. These obstacles can be in the form of internal obstacles or external obstacles. These obstacles make it difficult for teachers to run the programas they should. The basic thing that is an obstacle for school counselors in private high schools and public high schools in Medan city is the lack of supporting facilities and infrastructure. For example, the number of bk rooms in schools is arranged like an open teacher's room. Even though the bk room that is open and without partitions will make students feel uncomfortable when consulting. In addition, most bk rooms in schools do not have a special counseling room, so students state thatthey are not optimally concerned. Hal is also in accordance with the research of Sulis, et al (2013) that inadequate BK facilities in supporting every service that should be developed by counselors, the lack of attention to the room for counseling is very annoying for students when they want to consult with counselors.

In addition, the limited time of school counselors and school counselors, school counselors in schools only have 1 hour per week and there are even school counselors who do not have time to meet face to face in class or to convey an information service to students.

Other obstacles are also one of the obstacles for school counselors in implementing guidance and counseling service programs, including the competence of school counselors, most school counselors often counseling is directed directly as an activity to overcome student violations. This is in accordance with research conducted by Siska, et al (2013) found that the obstacles experienced by school counselors are factors of the ability of school counselors to be able to understand and know in depth the traits of a person, strength in a person, then develop individual potential positively and the experience of teacher bk in carrying out bk services.

Teachers often assume that making learners aware of violations is their main task. So that the consultation or counseling they do sometimes leads to forced efforts to get students to change. In reality, many guidance teachers make approaches that far deviate from counseling techniques, such as making violating learner agreements, forcing students to report and even giving punishment. This condition certainly makes counseling an interrogation, intimidation and even like a court hearing, even though all of them are irregularities.

In addition, another obstacle is the educational background of school counselors who generally do not come from BK. Most teachers are assigned from subject teachers, although some of these teachers have attended training or upgrading on guidance and counseling. The results of this study are in line with research conducted by Maulida and Awalya (2017) which mentions 10 personal qualities of counselors in the good category including in the variable personal quality of counselors which are included in the good category showing that counselors (1) have a lot of information that can be conveyed to students, are serious in explaining information, and convey useful information (resource person), (2) good communicators and listeners (model of communication), (3) willing to sacrifice, prioritize the interests of others, and be sincere in helping (altruism), (4)

individuals who are guided by the values of religious norms and prioritize ibadah (development of religious foundations and identities), (5) able to internalize the problems that are being experienced by students and provide a calming response (development of empathy), (6) a calm person, not easily anxious, not irritable and irritable, a strong / sturdy person, able to self-introspect (personal development of stress and frustration tolerance), (7) have confidence in the positive side of others, be grateful, and have an optimistic spirit (development of positive thinking), (8) a person who obeys the rules and is able to foster good relationships with fellow human beings (development of personal life values), (9) have awareness and acceptance of the cultural differences possessed by everyone, do not have suspicions, and do not discriminate against treatment (prejudice and positive cultural stereotypes), (10) the ability to direct, monitor, and control (development of self-management).

The thing that is hampered is the lack of skills they have. This condition makes the implementation of counseling run not in accordance with the provisions or code of ethics considering a shallow understanding of the ins and outs of counseling.

This is also supported by research conducted by Luky Kurniawan (2015) stated that the comprehensive guidance and counseling service program of SMA Negeri 1 Depok that was developed received an average assessment of 81.96 and based on the effectiveness criteria set was included in the category of good or feasible to be implemented. However, based on qualitative data, this program needs to be revised according to inputs/suggestions and comments from experts.

Maulida (2017) found that (1) An overview of the personal quality of counselors at SMK 1 Kedungwuni Pekalongan Regency is in the good category with a percentage of 76.94%, (2) An overview of students' interest in individual counseling services at SMK 1 Kedungwuni Pekalongan Regency is in a high category with a percentage of 71.40%, (3) There is a positive relationship between the personal quality of counselors and student interest in individual counseling services at SMK 1 Kedungwuni Regency Pekalongan. Follow-up that can be done based on the results of research on the relationship between the personal quality of the counselor and the student's interest in individual counseling services at SMK 1 Kedungwuni, Pekalongan Regency, is that it is expected for the counselor to maintain the personal quality of the counselor he has remains in good condition so that students' interest in participating in individual counseling services remains in the high category.

Various weaknesses in terms of understanding and also the unprofessionalism of the guidance teacher cause them to tend to deviate from the programs and activities that should be carried out. The deviation of the role that occurs because bk is often positioned as a school policeman so that the school counselor is shunned by students. This is because guru bk often preys on, punishes, scolds troubled or mischievous students. This condition certainly cannot be separated from the lack of understanding of the guidance teacher and also the absence of efforts to change the misunderstandings or deviations that have occurred so far. Yusuf and Nurihsan (2015) also suggest that counseling does not go through schools because students feel unhappy with guru bk. According to him, this condition is caused by the assignment of the principal who is opposite to the task that should be done by guru bk.

## Conclusions

Facilities and infrastructure that are lacking such as the absence of a special room for conducting guidance and counseling are believed by teachers to be an obstacle to counseling services in schools. The understanding and lack of professionalism of school counselors causes this to be one of the weaknesses of teachers in conducting counseling programs. From the results of the study, it can be concluded that in internal factors, aspects of teacher competence bk have the highest percentage among other factors, while personality and dedication aspects have the lowest percentage among internal aspects. In external factors, the results of the study showed that the aspects carried out in the guidance and counseling service program had the highest percentage were in the aspects of facilities and infrastructure, while the aspects that had the lowest percentage were in economic welfare.

## References

- Ahadiyah, M. F., & Awalya. (2017). Hubungan Antara Kualitas Pribadi Konselor dan Minat Siswa Terhadap Layanan Konseling Perorangan. *jurnal bimbingan dan konseling*, 1-8.
- Edwards, J. R., Caplan, R. D., & Harrison, R. V. (1998). Person-environment fit theory: conceptual foundations, empirical evidence, and direction for future research. In C. L. Cooper, *Theories of organizational stress* (pp. 28-67). Oxford: Oxford University Press.
- Evans, K. M., & Larrabee, M. J. (2002). Teaching the multicultural counseling competencies and revised career counseling competencies simultaneously. *Journal of Multicultural Counseling and Development*, 21-39.

- Gall, D. M., Gall, P. J., & Borg, R. W. (2003). *Educational Research: An Introduction*. Boston: Ablongman.
- Gustafon, K. L., & Branch, R. M. (2002). *Survey of instructional Development models*. New York: ERIC Clearinghouse on Information and Technology.
- Kurniawan, L. (2015). Pengembangan Program Layanan Bimbingan Dan Konseling Komprehensif Di Sma. *Jurnal Psikologi Pendidikan dan Konseling*, 1-8.
- Lofquist, L. H., & Dawis, V. R. (1991). *Essentials of person-environment-correspondence counseling*. Minneapolis: University of Minnesota Press.
- Marini, I., & Stebnicki, M. A. (2009). *The professional counselor's desk reference*. New York: Springer.
- Michael Page. (2015). *2015 Employee Intentions Report Indonesia*. Jakarta: Michael Page.
- Osborn, D. S., & Baggerly, J. N. (2004). School counselors' perceptions of career counseling and career testing: preferences, priorities, and predictors. *Journal of Career Development*, 31(1), 45-59.
- Rahman, F. (2009). *Bimbingan dan Konseling Komprehensif; Dari Paradigma Menuju Aksi*. Workshop Penyusunan Program BK Komprehensif, (pp. 1-10). Yogyakarta.
- Randang, F. B. (2011). Kesiapan Tenaga Kerja Indonesia dalam Menghadapi Persaingan dengan Tenaga Kerja Asing. *Servanda*, 66-73.
- Ridwan. (2008). *Penanganan Efektif Bimbingan Konseling di Sekolah*. Yogyakarta: Pustaka Pelajar.
- Rogers, M., & Creed, P. (2000). School-to-work transition: from theory to practice. *Journal of Career Development*, 9(3), 1-21.
- Sari, M. S., Sano, a., & Sukmawati, I. (2013). Hambatan-hambatan yang dialami guru bk dalam pelaksanaan kunjungan rumah di SMP dan SMA Negeri Kota Payahkumbuh. *Jurnal Ilmiah Konseling*, 59-61.
- Stiyowati, S., W, H. W., Darminto, E., & Lukitaningsi, R. (2014). Hubungan Antara Persepsi Siswa Terhadap Pribadi Konselor Dan Fasilitas Bk Dengan Minat Siswa Untuk Memanfaatkan Layanan Konseling Di Sekolah. *Jurnal BK Unesa*, 341-349\.
- Stiyowati, S., Warsito, H., Darminto, E., & Lukitaningsih, R. (2013). Hubungan antara Persepsi Siswa terhadap Pribadi Konselor dan Fasilitas BK dengan Minat Siswa untuk Memanfaatkan Layanan Konseling di Slekolah. *Jurnal BK UNNESA*, 341-349.
- Yusuf, Syamsu., & Nurihsan. (2015). *Landasan Bimbingan dan Konseling*. Bandung: PT. Remaja Rosdakarya
- Zamroni, E., & Rahardjo, S. (2015). *Manajemen Bimbingan Dan Konseling Berbasis Permendikbud Nomor 111 Tahun 2014*. *Jurnal Konseling*, 1-11.