

MANAGEMENT OF GUIDANCE AND COUNSELING SERVICES AT JAMANIS STATE 1 JUNIOR HIGH SCHOOL TASIKMALAYA REGENCY

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Abstract

The main essence of this research is that guidance and counseling is an important component of educational services and contributes to improving the quality of graduates and the educational process in schools. Counseling is a form of intervention that is planned to help individuals through a dynamic interpersonal process in an atmosphere that is oriented towards preventing problem solving, and is directed at providing facilities for the development and personal growth of students, so that a systematic framework arrangement is needed to become a service. Professional, effective and efficient. This research was conducted at Jamanis state 1 junior high school Tasikmalaya Regency. This study aims to look at the management of guidance and counseling services at Jamanis state 1 junior high school Tasikmalaya Regency. This study uses a qualitative approach. The sources of data/information in this study were the Principal and Counseling Guidance teachers at Jamanis state 1 junior high school Tasikmalaya Regency. The conclusion in this study is that in order for services to run optimally, in the management of guidance and counseling services there are several student needs that need to be considered, including: a) educational needs; b) needs in the personal-emotional and social fields; c) needs in the field of career development; d) needs in the field of religion; e) the need for economic independence; and f) health needs.

Keywords: Management, Services, Guidance and Counseling.

A. INTRODUCTION

Guidance and counseling is an important component of educational services and contributes to improving the quality of graduates and the education process in junior high schools. Counseling is a form of intervention that is planned to help individuals through a dynamic interpersonal process in an atmosphere that is oriented towards preventing problem solving, and is directed at providing facilities for the development and personal growth of students, so that a systematic framework is needed to become a professional service. effective and efficient.

The era of globalization and information is marked by rapid social, cultural, and economic changes, resulting in increased conflict and anxiety in everyday life. The rapid social change and the increasingly complex conditions of society will further increase the degree of insecurity for adolescents and youth. The changes brought about by the spirit of

globalization and the flow of information change the social, economic, political, and psychological conditions of everyone's life which can have a major influence on the lives of adolescents and youth. These major changes also shook schools, and the fabric of life in all its aspects. The result that will arise is that more and more individual citizens are squeezed by various challenges, hopes, and desires that must be fulfilled.

The complexity of the global society marked by these changes has implications for the implementation of education. On the one hand, education may not provide everything. While on the other hand education does not only develop intrinsic values but also instrumental and transcendental values. A further implication is that the learning process must also give place to the graduate process. A process of self-empowerment, starting from oneself, based on the paradigm of one's own character and motives. Another implication is that personal and environmental harmony is the central dynamic of individual functioning in the education system. It implies that in individual transactions with the environment there is a process of development, change, improvement, and adjustment of behavior that is directed at developing the ability to control system processes that are quite complex. The ability and readiness of individuals to carry out self-direction, self-regulation, and self-renewal, are behaviors that must be developed through guidance and counseling to maintain dynamic personal-environment harmony (Sunaryo Kartadinata, 1998).

Education can take advantage of guidance and counseling as partners in carrying out their duties as a series of efforts to provide assistance. Guidance and counseling provide elements outside the individual that can be used for self-development. Referring to this statement, in a broad sense, guidance and counseling can be considered as a technique that allows individuals to help themselves. Individual development and independence are important in the guidance and counseling process which is also an educational process. To be able to develop properly and independently, individuals need knowledge and skills, physically and mentally healthy, as well as the ability to apply values and norms of social life. The integration of guidance and counseling in education is also evident from the continuous inclusion of guidance and counseling programs into school programs. The concepts and practices of guidance and counseling are an integral part of educational efforts. Guidance and counseling activities in education are a logical consequence of the educational effort itself.

At the macro level, institutional legality, the existence of guidance and counseling in education is guaranteed by the Republic of Indonesia Law no. 20 of 2003 concerning the national education system in Chapter VI Article 14 concerning the levels of formal education consisting of basic education, secondary education, and higher education. At the micro level, guidance and counseling has been institutionalized as a component of educational institutions in schools.

B. RESEARCH METHOD

This research was conducted to find out about the management process of guidance and counseling services at Jamanis state 1 junior high school Tasikmalaya Regency, aiming to obtain an overview of planning, organizing, implementing, and evaluating the management of guidance and counseling services according to the needs of students in the SMP Negeri 1 Jamanis Regency. Tasikmalaya. To prove the purpose of this research, it was carried out through a qualitative naturalistic approach, the results of the analysis were a description of the results of field research and then recommended for discussion and research conclusions. With this approach, the research results are expected to be able to touch the nature of comprehensive data sources.

This research was conducted at Jamanis state 1 junior high school Tasikmalaya Regency, having the address at on the inclined street No. 2 Village, Cimanis District, Tasikmalaya Regency. This research not only systematically, factually, and accurately examines the facts and what happened, but also analyzes the management of guidance and counseling services in the West Bandung Junior High School environment.

C. RESULTS AND DISCUSSION

The results of this study are to examine the management of guidance and counseling services at Jamanis state 1 junior high school Tasikmalaya Regency, with a focus on: 1) Planning; 2) Organizing; 3) Implementation 4) Supervision.

a. Guidance and Counseling Service Planning at Jamanis State 1 Junior High School Tasikmalaya Regency

With regard to the target population of guidance and counseling services at Jamanis state 1 junior high school Tasikmalaya Regency, guidance and counseling teacher said that guidance and counseling services are primarily given to students, both students who have problems, and students who do not have problems. In addition, guidance and counseling services are provided to individuals such as; peers, teachers, school personnel and parents of students who need services. The provision of services to all the individuals mentioned above, sometimes for solving personal problems and sometimes directly related to the assistance provided to students. But the most important thing is that guidance and counseling services at Jamanis state 1 junior high school Tasikmalaya Regency are provided to all students.

The field of content services provided to students according to the guidance and counseling teacher, relates to the following content areas; (a) personal guidance, (b) study guidance, (c) social guidance, and (d) career guidance. The results showed that the guidance and counseling teacher had implemented all the contents of the service in accordance with the problems faced by the students.

Regarding the types of guidance and counseling services, The Principal and Counseling Guidance teachers utilize the following types of services:

- 1) Orientation Service: intended for new students and for parents to provide understanding and adjustment of students to the new school environment, orientation services include: a) general school orientation; b) orientation for new classes and new semesters; c) final class orientation and final exams; d) school conditions; e) learning conditions in schools. The expected result is the ease of student adjustment to patterns of social life, learning activities, and other activities that support student success.
- 2) Information Services: aims to provide individuals with various knowledge and understanding of various things that are useful for knowing themselves, planning and developing patterns of life as students, family members and society. Information services provided to students regarding learning information, learning programs, personal development, curriculum and teaching and learning processes, higher education information, job information, and information on family life, social, religious, socio-cultural, and environmental life.
- 3) Placement and Distribution Service: this service allows students to be in the right position and choice, namely with regard to study groups, job/career choices, extra-curricular activities, training programs, and higher education according to their physical and psychological conditions. In this case, the guidance and counseling teacher collects student data relating to grades as the basis for abilities such as elementary school test results, learning achievement and collects psychological test data (IQ and aptitude tests).
- 4) Learning Services: this service allows students to understand and develop good study attitudes and habits, skills and learning materials that match their learning speed and difficulty, as well as the demands of abilities that are useful in their life and development. Learning services include: a) introduction of students who have learning problems; b) development of motivation, attitude and good study habits; c) development of learning skills; d) teaching improvement and enrichment programs.
- 5) Individual Counseling Service: this service allows students to get direct service face to face with the guidance and counseling teacher in the context of discussing and alleviating their problems. With regard to individual counseling, the guidance and counseling teacher said that in individual counseling services focused on students who have personal problems, emotional, social relationships, learning, academic achievement, discipline, truancy, smoking, work, and economic problems.
- 6) Group Guidance Service: this service is intended to enable students to jointly obtain various materials from resource persons/The Principal and Counseling Guidance teachers that are useful for their daily life both as individuals and as students, family members and the community. Group guidance services that have been carried out by

The Principal and Counseling Guidance teachers are in the form of discussions, group work, problem solving together.

- 7) Group Counseling Services: this service allows students to have opportunities for discussion and alleviation of problems experienced through group dynamics. Group counseling services are counseling services held in a group atmosphere, the problems discussed are individual problems that arise in the group, which include various problems such as; personal, study, social and career problems.

b. Organization of Guidance and Counseling Services at Jamanis state 1 Junior High School Tasikmalaya Regency

Based on the results of observations, interviews and the results of documentation studies in the field, the facilities and infrastructure of guidance and counseling services owned by Jamanis state 1 junior high school Tasikmalaya Regency are as follows:

- 1) Guidance and Counseling Room: The condition of the guidance and counseling service room at Jamanis state 1 junior high school Tasikmalaya Regency, cannot be said to be as expected. However, the existing guidance and counseling service room can be used properly. Equipment in the guidance and counseling room as follows; living room, consultation room, tables and chairs for guests, tables and chairs for The Principal and Counseling Guidance teachers, chairs for students, data boards, cabinets, and bookshelves.
- 2) Data Collection Tools: The findings of existing data collection tools include; diaries, lists of student learning scores/achievements, consultation cards/counseling notes, problem solving tools, class maps, class vulnerability maps, guest books/interviews with parents, and so on.
- 3) Data Storage Devices: The data storage devices owned are; data set books, case books, monthly reports, student folders, file folders and so on.
- 4) Administrative Equipment: Administrative equipment owned is: blank letter of call for parents, stationery, information/data board, service unit formats and supporting units and other formats.
- 5) Budget: The implementation of guidance and counseling services at Jamanis state 1 junior high school Tasikmalaya Regency, has not provided a special budget. The cost of implementing guidance and counseling services depends on the principal's policy. In this case, the principal provides a budget if the activity is carried out.

For the smooth implementation of guidance and counseling, schools should be able to provide a special budget to carry out guidance and counseling services. This is because guidance and counseling in the education program system is one way to improve Human Resources through the teaching and learning process.

c. Implementation of Guidance and Counseling Services at Jamanis state 1 Junior High School Tasikmalaya Regency

Based on interviews with school principals and The Principal and Counseling Guidance teachers, it is obtained an overview of the implementation of guidance and counseling services at Jamanis state 1 junior high school Tasikmalaya Regency as follows: the principal shows that guidance and counseling has an important role in the whole educational process, namely to help students develop their potential and overcome the problems they face. Guidance and counseling services are carried out based on instructions from the Education Office, namely regarding the field of guidance, types of services and supporting activities. This requires special handling of student problems and needs through guidance and counseling services. Thus, the duties and obligations of The Principal and Counseling Guidance teachers should be able to improve the quality and quality of their services, because students really need guidance and counseling services in order to meet the needs they feel, both in developing their careers, as well as determining the direction and development of the potential of the students themselves.

Regarding the position and function of guidance and counseling services, according to the principal, guidance and counseling are in the student field. In addition, The Principal and Counseling Guidance teachers have responsibilities and carry out a heavy task, which is tasked with seeing the behavior, interests, and talents of students, The Principal and Counseling Guidance teachers must also pay attention to the developments faced by students. Meanwhile, according to the principal, the function of guidance and counseling services has not functioned as expected. For this reason, guidance and counseling services must be able to assist students in overcoming the difficulties they face.

The implementation of guidance and counseling services, believes that The Principal and Counseling Guidance teachers really have expertise in the field of guidance and counseling services. In connection with the above statement, Jamanis state 1 junior high school Tasikmalaya Regency needs to improve human resources (supervisors), either through professional training, or through seminar activities in order to improve the quality of guidance and counseling services. In addition, there needs to be additional guidance and counseling teachers because it involves psychological problems and student development. Not all teachers can carry out the task of guidance and counseling services, because The Principal and Counseling Guidance teachers/guidance officers must have expertise related to the guidance and counseling service profession itself, the school still lacks The Principal and Counseling Guidance teachers, because the existing The Principal and Counseling Guidance teachers do not match the number of students.

With regard to improving the quality of guidance and counseling services, school principals are of the opinion that the quality of services is still insufficient to improve the quality, not many policies have been applied to The Principal and Counseling Guidance teachers. The policies implemented have only reached the following stages: 1)

implementing guidance and counseling services; 2) attend seminars; 3) Guidance and counseling teacher upgrading; 4) and provide guidance and counseling facilities.

Regarding the prospect of guidance and counseling, the principal stated that there was an increase from year to year, this can be seen from the report submitted by the guidance and counseling teacher. To improve the overall prospects of guidance and counseling services, it is necessary to improve the quality of services and additional The Principal and Counseling Guidance teachers to suit the circumstances of students and the times.

Furthermore, the principal said that the guidance and counseling services had gone quite well, as expected by the school. Concretely, the contribution of new services has reached the stages of: 1) establishing cooperation between The Principal and Counseling Guidance teachers and homeroom teachers, subject teachers, and related parties in schools; 2) solving student cases; and 3) improve student achievement.

According to the guidance and counseling teacher, the benefits of the guidance and counseling service program in schools are as guidelines in the implementation of guidance, so that what is carried out will be right on target and in line with the educational process. In addition, guidance and counseling has contributed to the quality of learning, helping students and exploring the backgrounds of both low achievers and high achievers as well as motivating students to study harder, in addition to: 1) solving student problems; 2) development of student attitudes; 3) student skill development; 4) students' self-understanding in the field of orientation services, information services, career guidance services, placement/distribution services, group guidance services, individual counseling services and group counseling. The real contribution of this guidance and counseling service can be seen from the changes in students' attitudes in the quality of their learning.

The freedom of guidance and counseling teachers in implementing the program still has many shortcomings and obstacles, as for cooperation between schools and understanding of counseling guidance for teachers and school principals is still lacking, due to time constraints so that the implementation of guidance and counseling tends to prioritize students with problems.

Students who receive services are all students who have been given services, even though they may not be evenly distributed. Efforts to improve services, namely; provide comprehensive services, take advantage of available time, approach students and homeroom teachers, as early as possible in problem solving, and consult with school principals. The target is all students, preferably against students with problems and prevention by means of classical information. Also for parents to be able to work together with The Principal and Counseling Guidance teachers to solve student problems.

According to the guidance and counseling teacher, the considerations in developing the guidance and counseling program are: 1) suitability to school conditions. That is, the program developed can support the teaching and learning process in the context of achieving educational goals; 2) supervising staff; 3) curriculum considerations and

adapted to the conditions of school needs; and 4) consider the existing budget and facilities. In addition, program development is carried out together with other school personnel to obtain complete information in program formulation.

d. Evaluation of Guidance and Counseling Services at Jamanis state 1 Junior High School Tasikmalaya Regency

With regard to the implementation of the evaluation, the aspects that are evaluated by the guidance and counseling teacher are the guidance and counseling program, the process and results of the guidance service including changes in attitudes, skills, and students' self-understanding. The evaluation of guidance and counseling services has not been done much. This is due, due to limited time and ability to carry out evaluations.

- 1) Supporting Factors for Guidance and Counseling Services: Supporting factors in implementing guidance and counseling services are as follows: a) support from school leaders; b) support from subject teachers in the form of information on student problems; c) support from homeroom teachers such as data about students; d) support for facilities and infrastructure; e) support of school personnel in carrying out guidance and counseling services.
- 2) Inhibiting Factors for Guidance and Counseling Services: Factors that hinder the implementation of guidance and counseling services at Jamanis state 1 junior high school Tasikmalaya Regency are: a) the lack of The Principal and Counseling Guidance teachers from 15 classes with 436 students, there is only a Guidance and counseling teacher; b) there are no hours to class for the process of guidance services, such as delivering guidance materials so so far they have used empty classes/when there are no teachers in class; c) the difficulty of following up on students' Semester score problems; d) lack of support from parents in the process of guidance services; e) incomplete information on cases provided by subject teachers; f) not all students take advantage of guidance and counseling services in dealing with their problems, only some students want to come/meet the guidance and counseling teacher to solve problems; g) inadequate facilities; h) the implementation of guidance services provided by the guidance counselor has not been maximized; and i) no special budget

In order to improve the quality of guidance and counseling services, The Principal and Counseling Guidance teachers do several things, namely: a) holding consultations every month to discuss the shortcomings and strengths in the implementation of guidance and counseling services (activity evaluation); b) attend guidance and counseling seminars to broaden professional scientific knowledge; c) actively participate in teacher organization activities and; d) follow the guidance and counseling training at the provincial level

Research Discussion

The discussion of research results is carried out to deepen empirical findings from the scientific side or conceptual reference, so that the phenomena expressed in this study obtain scientific conceptual clarity.

a. Guidance and Counseling Service Planning at Jamanis state 1 junior high school Tasikmalaya Regency

Education has a responsibility to develop personality in an effort to produce quality resources. For this reason, education is carried out through guidance, teaching and training activities. In the context of complete education, guidance and counseling services in junior high schools are one of the essential aspects in helping students to develop optimally. Besides that, it is only natural that guidance and counseling services can meet the demands of the needs felt by students in achieving self-understanding, independence, emotional and social maturity and being able to interact with the environment well.

In order to meet the demands of the perceived needs of students, the implementation of guidance and counseling is very possible to improve its services. One solution to improve the quality and quality of guidance and counseling services, it is necessary to develop a program of guidance and counseling services that can facilitate the perceived needs of students in order to develop optimally. The formulation of the guidance and counseling program at Jamanis state 1 junior high school Tasikmalaya Regency is based on: 1) objective findings in the field regarding the implementation of guidance and counseling services; 2) empirical analysis of the needs felt by students in schools, which include; educational needs, personal-emotional and social needs. Religious needs, economic needs, and health care, are based on considerations of educational objectives, service facilities, and the ability of mentors. Through guidance and counseling programs, students should be facilitated to learn to develop their potential.

b. Organization of Guidance and Counseling Services at Jamanis state 1 junior high school Tasikmalaya Regency

In the description, the discussion of the results of this study consists of two categories. The author distinguishes the organization into two forms, namely between performance and service quality. The author deliberately distinguishes between performance and service quality, this is so that the description of these two things can be more detailed. Descriptions of performance are matters relating to the work product of administrative staff in other words the results of work are real or visible results in the form of guidance and counseling activities in the form of work results that can be seen. While the service is in the form of a communication process between the interested parties, namely: the principal, The Principal and Counseling Guidance teachers, and students. The services in this description are activities/benefits offered by the organization to consumers (which are served), which are intangible and cannot be owned. The description of the discussion

of the results of this study relates to services in the form of descriptions of the service dimensions, namely:

- 1) Tangibles: physical presence, personnel equipment, and computer equipment.
- 2) Reliability: the ability to display the promised services in a real and accurate manner.
- 3) Assurance: the ability that is accompanied by the friendliness of personnel to be able to provide confidence and trust.
- 4) Responsiveness: willingness to help consumers in providing fast services.
- 5) Empathy: individual attention given by the institution to consumers.

Supporting facilities for the implementation of work for most The Principal and Counseling Guidance teachers greatly affect the quality of services that can be provided to students. Support facilities and infrastructure are very important for the course of work. Poor quality of facilities and insufficient quantity can hinder the expected performance and services. The reality on the ground, the problem of this facility is an obstacle in optimizing its performance.

c. Implementation of Guidance and Counseling Services at Jamanis state 1 junior high school Tasikmalaya Regency

The findings of the study on the identification of needs felt by students of Jamanis state 1 junior high school Tasikmalaya Regency, there are six areas of needs felt by students, namely: 1) needs in the field of education; 2) needs in the personal-emotional and social fields, (3) needs in the career field; 4) needs in the field of religion; 5) needs in the economic field; and 6) needs in the health sector. A discussion of the needs felt by these students, briefly stated as follows:

- 1) Student Needs in the Field of Learning: The study findings illustrate that the learning needs felt by students are related to student learning skills, having learning facilities, learning motivation, effective and efficient learning methods and improving learning achievement. Best fulfilled. In line with this description, (Prayitno, 1999) suggests that "Teachers and educators in order to improve the quality of student learning outcomes, need to have the ability to lead and motivate students so that students are able and willing to perform learning behaviors in order to achieve the best learning goals" . Starting from the descriptions and opinions above, it can be said that learning needs related to learning skills, learning motivation, attitudes and good study habits, greatly determine student success in learning. Therefore, learning skills really need to be improved. This is as stated in the paper Guidance and Counseling in Schools (1996:57) among others are: a) keeping a record of the time the teacher teaches; b) make a summary of the books read; c) make reports; d) developing ways to answer/solve problems of test/practice questions; e) compiling papers; f) effective reading; g) effective language (oral or written); and h) effective asking. Based on the

opinions expressed above, the needs felt by students in learning really need to be considered, because it will be able to affect their learning progress, in addition students will get various other obstacles, such as the development of personality and social abilities.

- 2) Student Needs in Personal-Emotional and Social Fields: Based on research results that in the personal-emotional and social fields, there are several needs felt by students, namely the need to adjust to school, make decisions, communicate, and get affection, sense of security and self-worth. The findings of the study above illustrate that students need to develop social skills, both with friends and with the surrounding environment, so that students have social attitudes and skills. The needs felt by these students arise, because students are in a developmental period that is very tied to interaction. At this time, students are very worried about losing friends or hurting friends. This situation is in accordance with the theory of needs proposed by Maslow (2013), namely: physiological needs, a sense of security, getting love, self-esteem and self-actualization.
- 3) Student Needs in Career Fields: The results of the study show that in the field of career development students really need to find out their weaknesses and strengths. In addition, students need to be able to understand their talents and abilities and school goals that are in accordance with their aspirations, and plan for the future. Based on the findings of the study, in guidance and counseling The Principal and Counseling Guidance teachers need to understand carefully the reasons students need to understand their talents, interests, skills, job information, secondary school, and plan their future. This need is the main idea that underlies the implementation of career guidance in schools, with the hope that The Principal and Counseling Guidance teachers can carry out with full responsibility and strong belief. In addition, The Principal and Counseling Guidance teachers need to emphasize more practical factors in carrying out career guidance. This is in accordance with the expression of W. S Winkel (2012) that there are three main factors that are considered very decisive in choosing a field of work, namely an analysis of oneself, both weaknesses and strengths, an analysis of the field of work, and a comparison between the results of the two analyzes. To find a match between data about yourself with data about the field of work.
- 4) Student Needs in the Religious Sector: The needs of students in this field include the need to use religion as a guide, get religious education, get a meaningful life, peace of mind, carry out religious orders and help students to be able to leave things that are forbidden by religion. In relation to this religious need, (Ketut, 2000) argues that "The need for guidance and counseling services has a tangent area related to religious teachings, culture and psychology". In line with the above opinion, Prayitno (1999) stated as follows: in school education, guidance and counseling has the function of providing assistance to students in order to facilitate the achievement of educational goals, namely helping to level and straighten the path towards a noble life before Allah

SWT, useful for fellow human beings and beneficial for the welfare and development of the nation and the people. This function is manifested in helping actions to develop the ability to make decisions independently in dealing with social, personal problems, along with the academic and intellectual development of students. Starting from the opinion above, the students' religious needs must be considered and fulfilled. This is because religious needs are important factors that influence student behavior in carrying out any activity, anytime and anywhere, as well as the influence of religious needs on student learning factors. Therefore, The Principal and Counseling Guidance teachers are expected to give you a religious color to students in the service process. This situation will lead to high religious awareness in adolescence. With regard to religious awareness, (Surya, 2003) suggests that the following characteristics will emerge, namely prominent religious awareness, experience of divinity becomes individual, faith towards reality, and worship begins to be accompanied by sincere appreciation. Based on the description above, it is very important to fulfill the needs in the field of religion, because with religion, students become autonomous, subjective and independent. Thus, a confident attitude will appear, accept yourself, maintain and develop your abilities. So that no matter how severe the trials that come, the problem will be controlled.

- 5) Student Needs in Economics: The results of the study show that in the field of economics, students hope to have frugal ways of living and be able to regulate and manage the economy according to their needs. Both of these needs are needed by students in order to train themselves to have the habit of regulating and managing economic values. In addition to these goals, students can also learn so that they can get a simple, independent way of life and be able to organize their economic life well.
- 6) Student Needs in Health Sector: Research findings indicate that students feel the need to get assistance in preventing, maintaining and maintaining health in order to stay healthy in the face of the teaching and learning process. To see the needs of students in the health sector, there are several things that students must pay attention to and do in their daily tasks, such as getting used to having breakfast before going to school, getting used to a healthy way of life, getting used to eating regularly, nutritious and containing vitamins, getting used to exercise. Regularly and well, and maintain a healthy body by sleeping regularly. For that, students need to prepare themselves in carrying out the task. In addition, students are expected to be able to manage their time as well as possible.

d. Evaluation of Guidance and Counseling Services at Jamanis state 1 Junior High School Tasikmalaya Regency

The implementation of guidance and counseling, especially in first-level schools, is still experiencing obstacles, these include:

- 1) The performance of the guidance and counseling teacher, meaning that the guidance and counseling teacher in carrying out his duties is still not optimal. One of the

obstacles is that apart from serving as a Guidance and counseling teacher, he is also burdened with other tasks such as; homeroom teacher, teaching one subject, as a cooperative administrator and so on. So in carrying out their duties as a Guidance and counseling teacher, they are divided into other tasks, besides that The Principal and Counseling Guidance teachers do more administration than approaches to students in providing guidance material, and have not been responsive to problems that arise.

- 2) There is still a low understanding of counseling guidance, for school principals, subject teachers/homeroom teachers, students and parents of students. For the success of guidance and counseling services, the hard work of The Principal and Counseling Guidance teachers is needed, including socializing the functions, roles and benefits of guidance and counseling in schools to various parties. If this is not implemented, cooperation with school personnel will encounter obstacles and the trust of parents of students is doubtful, the impression of the guidance and counseling teacher as a "school policeman" must be removed, this depends on the guidance and counseling teacher's approach to students. The school has The Principal and Counseling Guidance teachers who have a counseling education background, as a result the service to students has not been maximized. Even in other schools where the principal is forced to appoint subject teachers as The Principal and Counseling Guidance teachers even though these teachers do not understand the insights of guidance and counseling, this can have a negative effect on students. From the problems above, it becomes clear that the burden and task of the guidance counselor in the field is not light, while the conditions from one school to another are different.

D. CONCLUSIONS AND SUGGESTIONS

1. Conclusions

Based on the research results, this study has achieved the desired goal, namely to formulate a guidance and counseling program based on the needs of the students of Jamanis state 1 junior high school Tasikmalaya Regency. The formulation of this program is based on consideration of objective findings in the field and conceptual studies. In principle, this program starts from revealing the vision and mission of guidance and counseling services. Some conclusions that can be drawn from the results of the study are as follows:

- a. Guidance and counseling planning is formulated based on objective findings in the field and a conceptual review of guidance and counseling. This program is one of the efforts to facilitate the needs felt by the students of Jamanis state 1 junior high school Tasikmalaya Regency. Guidance and counseling services are provided to all students, both students who have problems, and students who do not have problems.
- b. The organization of guidance and counseling services at Jamanis state 1 junior high school Tasikmalaya Regency distinguishes the organization into two forms, namely between performance and service quality. The author deliberately distinguishes

between performance and service quality, this is so that the description of these two things can be more detailed. Service is an activity/benefit that an organization offers to consumers or in business it is often referred to as the customer (which is served). Supporting facilities for the implementation of work for most The Principal and Counseling Guidance teachers greatly affect the quality of services that can be provided to students. Support facilities and infrastructure are very important for the course of work. Poor quality of facilities and insufficient quantity can hinder the expected performance and services. The reality in the field, the problem of this facility is an obstacle in optimizing its performance.

- c. The implementation of guidance and counseling services at Jamanis state 1 junior high school Tasikmalaya Regency has an important role in the entire educational process, namely to help students develop their potential and overcome the problems they face. This means that guidance and counseling services must be able to meet the demands of students' perceived needs, both for educational needs, personal-emotional and social, career, religious, as well as the need for economic independence and health.
- d. Evaluation of guidance and counseling services at Jamanis state 1 junior high school Tasikmalaya Regency. There are several inhibiting factors in the implementation of guidance and counseling services, namely: (a) guidance and counseling services have not been carried out professionally, (b) there is still a lack of cooperation between The Principal and Counseling Guidance teachers and other school personnel, (c) lack of understanding and concern of students towards guidance services and counseling, (d) lack of support from some parents in guidance and counseling services. Meanwhile, the supporting factors in guidance and counseling services are: (a) support from the principal, (b) provision of stationery, (c) support from some subject teachers and homeroom teachers, in the form of information on problems faced by students. , and (d) support from the administration, especially if there are students with problems who eventually move or leave.

2. Suggestions

For improvement this research suggests:

- a. To the principal to be able to coordinate, provide facilities, allocation of operational costs of services, procurement and development of quality and service quality, and supervise the implementation of the guidance and counseling service program in conjunction with other educational programs, so that in the implementation of the guidance and counseling service program in addition to being an integrated unit cannot be separated, the service program also gets convenience in its implementation.

- b. To The Principal and Counseling Guidance teachers to be able to consider, socialize and implement guidance and counseling programs at Jamanis state 1 junior high school Tasikmalaya Regency. Furthermore, The Principal and Counseling Guidance teachers should be able to pay attention to the problems and needs felt by students in meeting the demands of needs, because student needs are the quality of the desires and potentials that students have in order to develop optimally. In addition, The Principal and Counseling Guidance teachers should be able to work professionally and improve the quality and quality of guidance and counseling services in order to develop students' potential optimally, (ie students who have emotional independence, skills, positive attitudes, self-understanding and faith and fear of Allah). SWT) by participating in various activities such as seminars, MGMP, other skill-building job training that can support the profession as a Guidance and counseling teacher. Furthermore, it is up to the guidance and counseling teacher to implement a guidance and counseling program based on the real needs felt by students at school. For this reason, The Principal and Counseling Guidance teachers can use the formulation of this program as a guideline in implementing guidance and counseling services at Jamanis state 1 junior high school Tasikmalaya Regency, because this study was lifted from the identification of implementation and the factors that led to the implementation of guidance and counseling, as well as identification of the needs felt by students with a review. Conceptual about guidance and counseling services.
- c. To the School Committee to be able to facilitate between schools and students in the development of quality and service quality, and oversee the implementation of guidance and counseling service programs. Cooperating in the implementation of guidance and counseling programs by taking into account the needs of students, as well as the difficulties faced by students in meeting the demands of their needs.
- d. For parents to be able to improve the quality of interaction between father and mother (husband and wife), between parents and children, and between children and children, all of which are a reflection of family integrity, are important indicators of the quality of the home or family environment. Good development of the child's personality requires attention and affection from his parents. This means that the presence of parents in the midst of their children is very necessary. Parents who rarely get together and meet face to face with their children at home compared to those who are often in the midst of their children, do not have the same effect on the development of their children.
- e. For students to be able to have attitudes and behaviors of faith and piety to God Almighty with the indicators: believing in God's power, believing in the existence of the afterlife, believing in religion as a way of life, and praying / praying according to the rules of the religion he adheres to. A number of developmental tasks for junior high school students as described above, should be implemented or mastered as well as possible. However, it is possible that these developmental tasks are not mastered properly because mastery of developmental tasks is influenced by various factors.

- f. To further researchers, that the identification and disclosure of the needs felt by students in this study has not been completed and there are still many problems and student needs that have not been touched through this research, both in learning, personal, social, career, religious, economic, health needs and other psychological needs more broadly and deeply to be revealed through further research. Ideally, the disclosure of the characteristics of the needs felt by these students through various dimensions and aspects that require approaches, a more thorough and in-depth study, and is more comprehensive. Because in this way it is found the factors that influence the tendency of student needs and how these factors contribute to various aspects such as improving learning skills, adjustment, emotional maturity, mental health or mental health, further education, job planning, economic independence and a healthy life.

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