

## Review Article

# Counseling Services Based Research to Improve the Quality of Learning Through Counseling

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**Abstract:** The purpose of writing this article is to describe the subject of study and reason as well as research-based counseling service management. Counseling services based on research carried out to improve the quality of learning through counseling. The discussion of this article are (1) the background of the counseling service based research, (2) understanding the tasks and activities of counseling teacher or counselor, (3) reason for the existence of counseling in education, (4) the differences and similarities counseling services with research PTK-BK, (5) the motivations and goals of research-based counseling services, and (6) management of research-based counseling services. Among the benefits of this article is to (1) raise awareness counseling teacher or counselor about the importance of developing a counseling service that is integrated with the research, (2) develop a research culture for counseling teacher/ counselor, (3) encourage educational institutions both school/ madrasah/ pesantren for developing research-based counseling services, (4) encourage universities that provide education academic and professional counseling to develop research activities and community service through mentoring research-based counseling services.

**Keywords:** counseling services; research; quality of learning; PTK-BK

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## INTRODUCTION

Approaches or techniques used in the counseling process is one factor that determines the success of counseling services. To that end, guidance and counseling teacher/counselor must master a variety of approaches and/or techniques that can be used in the counseling process. In addition to the approaches and techniques of counseling, one approach that can be used by guidance and counseling teachers/counselors to improve the quality of the process and results of counseling services is research. In this case, Gladding,

(2012: 357) asserts that 'research methods necessary for the formation and professional development'. However, in practice, according to Sexton and Whiston, 1996 in Gladding, (2012: 353) 'most counselors do not engage in research activities, and there seems to be quite serious gaps in the integration of research into practice counseling'. In fact, studies Robinson, 1994 in Gladding, (2012: 353) found a number of practitioners counselor "showed rejection and discomfort to the researchers 'and research'. The study was strengthened by the real conditions that occur in the field who

should be recognized that there are many teachers including Guidance and Counseling teachers who do research. Sukidjo research results, (2014: 373) suggests that as many as 32 people (58%) of teachers never did PTK and only 23 people (42%) have been PTK. Recent studies conducted by Zulfiani, et al. (2016: 276) The results showed that teachers in 19 schools (26 respondents) found 42.3% already know and have tried to create PTK PTK. Constraints when developing PTK is related to the time to do research, weak research methodology as tough develop instruments of research, study design, as well as the difficulties and the availability of a reference to collate literature review. From this study, teachers who are implementing PTK is still less than 50%. Respondents who do not have a reason PTK time constraints related to the workload at school (43%), no insight PTK and have not received training/guidance PTK (50%), and states do not have the intention to do (7%).

Negative views guidance and counseling teachers/counselor for research and unwillingness to take the time and energy to research precisely would harm guidance and counseling teachers/counselors and even be very detrimental to the client/counselee get counseling services. Losses for guidance and counseling teachers/counselors are guidance and counseling teachers unable to up date scientific information about Guidance and Counseling and did not explore the experiences for the improvement in the performance of counseling services , so the counseling services performed monotonous and even without the innovation and even a good experience and valuable though can not be passed on to others because it is not published in a scientific work of research reports or scientific articles published in the journal. If so, a career counseling teacher / counselor will not increase because one of the requirements for promotion / career positions it is to carry out scientific publications and create innovative work (Permenpan number. 16 of 2009, article 13 paragraph 3 points m and n). In addition, the loss for the client/ counselee is not will be more motivated to get service of Guidance and Counseling, because they do not feel the benefits.

Improved quality of learning through research-based counseling service is a

necessity, because Guidance and Counseling / counseling is an integral part of education. As affirmed by Prayitno, (2009: 12) that 'counseling is education. Counselling services are educational services'. Quality education services would also reflected from Guidance and Counseling quality services anyway, because in the process of counseling students learn about themselves and their environment. Integrating research in counseling practice in an effort to improve the quality of learning through counseling services, because "research is indispensable for the development of the counseling profession. Research provides empirical data that are relevant to the demands of the main; implementation of effective counseling '(Gibson and Mitchell, 2011: 56).

In an effort to meet the expectations and solve the problem, so in this study the authors would like to emphasize and outlines the need for research-based counseling services in order to improve the quality of learning through counseling services in schools/madrasah.

## **DEFINITIONS, DUTIES AND ACTIVITIES GUIDANCE AND COUNSELING TEACHERS/ COUNSELOR**

Teacher of Guidance and Counseling is a qualified educator minimum academic Bachelor of Education (S-1) in the field of Guidance and Counseling and have competence in the field of Guidance and Counseling (Permendikbud No. 111 Tahun 2014 Pasal 1, ayat 4). While counselors are highly qualified professional educators minimum academic Bachelor of Education (S-1) in the field of Guidance and Counseling and has passed the professional education guidance and counseling teacher / counselor (Permendikbud No. 111 Tahun 2014 Pasal 1, Ayat 3). Further affirms that 'counselors are professional educators who have completed academic education degree (S-1) study program of Guidance and Counseling and Professional Education program of the college counselors procurement program providers accredited educational staff (Permendiknas No. 27 Tahun 2008).

From the above quotation can be understood and developed understanding guidance and counseling teachers/ counselor. Guidance and counseling teacher educators

who are qualified minimum academic Bachelor of Education (S.1) in the field of Guidance and Counseling and Guidance and Counseling have competence in the field and has the duties and functions as the services of a professional Guidance and Counseling mainly on formal education. While counselors are highly qualified professional educators minimum academic Bachelor of Education (S.1) in the field of Guidance and Counseling and has passed the professional education counseling teacher/ counselor as well as competence and experience in the field of Guidance and Counseling and has duties and functions as the services of Guidance and Counseling in formal education and in society.

Among the tasks and activities of Guidance and Counseling teacher/counselor is:

- a. develop curricula guidance and counseling;
- b. develop a syllabus guidance and counseling;
- c. develop a SATLAN guidance and counseling;
- d. implement guidance and counseling each semester;
- e. develop instruments / worksheets guidance and counseling program;
- f. evaluate the process and outcomes of guidance and counseling;
- g. analyze the results of the guidance and counseling;
- h. implementing learning / improvement of the follow-up guidance and counseling to utilize the results of the evaluation;
- i. be the supervisor the assessment and evaluation of the learning process and results of the school and national level;
- j. guiding of beginning teachers in the induction program;
- k. guide students in extracurricular activities learning process;
- l. implementing self-development;
- m. implementing scientific publications; and
- n. create innovative works. (Permenpan No. 16 Tahun 2009, Pasal 13 Ayat 3).

Viewed from the perspective of teachers Guidance and Counseling as one type of educators, it is professional duties and activities of guidance and counseling teacher/ counselor is to plan and implement the learning process in the form of a curriculum preparing Guidance and Counseling. Among the activities guidance

and counseling teacher/ counselor in connection with a research-based counseling services are counseling teacher/ counselor also should implementing self-development, implementing scientific publications, and create innovative work.

## **EXISTENCE AND REASON EXISTENCE GUIDANCE AND COUNSELING/COUNSELING IN EDUCATION**

Guidance and Counseling or counseling is one part of the national education system, because education as a system organized through service-learning subjects/fields of study, management, special assistance services through the service of Guidance and Counseling /counseling, and other activities. Therefore, it can be confirmed that Guidance and Counseling/counseling is an integral part of the educational process (Permendikbud No. 111 Tahun 2014 Pasal 5 poin g).

Some reasons and arguments as well as runway shows the existence of Guidance and Counseling / counseling in the educational unit can be seen below.

First, ... guidance and counseling is always a moment of pedagogy ... Science education and counseling as things that are essential to human beings of the present and the future. In the frame of mind that can be emphasized that disciplines educating and counseling have a place that is not only normal, but even essential in education (Dahlan, 1988: 26-27).

Secondly, counseling is education. Counseling services is the ministry of education (Prayitno, 2009: 12). Furthermore, Prayitno, (2015: 119) explains that 'in the form of practice, counseling services integrated into education through the use of the term, that is learning. When the educational efforts implemented through the process of learning activities as well as counseling. All educational efforts, including counseling services is implemented through learning activities. According Neviyarni, (2009: 5) learning by counselors offered through various types of counseling services (service orientation, information, placement and channeling, mastery of content, individual counseling, group counseling, group counseling,

consultation and mediation, as well as a number of supporting activities (instrumentation applications , datasets, case

conferences, home visits, literature display, and hand over the case).

Table 1. Differences and Similarities Counselling Service Research (PTK-BK)

No.	Basic Differences	Counseling Services	Research (PTK-BK)
1.	Basic Theory	Psychological theories, theories of education and theory/ counseling approach	Theories of psychology, educational theory and the theory/ counseling approaches and theories of action research methodology (especially PTK-BK).
2.	Execution Time	Continuous career counseling teacher (at least until retirement)	Depending on the interest and commitment of guidance and counseling teacher or counselor while researching and rarely do on an ongoing basis
3.	Implementer	A person or group of guidance and counseling teacher/ counselor implement the service in the same class	Guidance and Counseling Teachers collaborate with other teachers Counseling/ lecturer or teacher guidance and counseling alone or lecturer themselves (recommended better collaboration).
4.	Purpose	Improve the knowledge, skills, values and attitudes towards learning materials for meeting the educational goals	Improving the quality of the process and results of counseling services through research-based counseling services practice.
5.	Function	Guidance and Counseling teachers/ counselors as educators (tutors and coaches)	Guidance and Counseling teachers/ counselors as an educator and as a researcher
6.	Method	Selected and used for the achievement of counseling services	Selected and used as an alternative measure in the counseling process as a solution to develop the potential and overcome previous problems
7.	Implementation Phase	Not cyclical/ cycle, but designed what will be given and performed at every counseling services.	Cyclical/ cycle: plan, execute, observe, reflect, plan again, and so on
8.	Demands Commitment	Lifelong for improving the quality of counseling services to students / clients	Supposed to be lifelong, but the time is now only done for no money and/ or there is a commitment of guidance and counseling teacher/ counselor
9.	Result	A report on the results obtained counseling services clients through <i>laiseg/ laijapen/ laijapang</i> .	PTK-BK report outlining the implementation of actions and outcomes of the application in order to improve the quality of learning through counseling services.
10.	Report	Reports the value of the counseling service (more dominant quantitative value/ number).	Research reports on the condition of learning/ counseling services and counseling service results quantitatively and qualitatively).

Thirdly, for the development of competencies life, students need a system of education services in the education unit which does not only rely on service-learning subjects / fields of study and management, but also

specialized support services that are more psycho educational services through Guidance and Counseling (Permendikbud no. 111 Tahun 2014: 1).

Fourth, that every student is different from one another intelligence, talents, interests, personality, physical condition and family background as well as a learning experience, which describe the differences in the problems facing learners and require service Guidance and Counseling (Permendikbud No. 111 Tahun 2014: 1). Fifth, the competence of learners should be developed through service Guidance and Counseling / counseling is the competence of independence to achieve self (self-actualization) and development capacity (capacity development) which can supporting the achievement competencies of graduates. (Permendiknas No. 23 Tahun 2006).

Sixth, that the 2013 curriculum requires learners determine the specialization of academic, vocational, and a choice of cross-specialization and the deepening specialization requiring guidance and counseling services (Permendikbud No. 111 Tahun 2014: 1). Seventh, quality education is integrating the three main areas of activity in synergy, namely in administration and leadership, instructional and curricular field, and the field of student guidance (guidance and counseling) (Yusuf LN and Nurihsan, 2006: 4).

### **SIMILARITIES AND DIFFERENCES WITH COUNSELING SERVICES RESEARCH**

At first glance does not seem the difference between counseling practice with PTK-BK research process, as carried out simultaneously in the process of counseling services by counselors. PTK-BK is not just a 'brand' is different with the same content with the process of counseling services. PTK-BK made when counselors carry out the process of counseling services in an atmosphere of learning with systematic measures like a cyclical spiral. Such steps are operationally prepared in advance before carrying out counseling service that comes with the approach, strategy, media, and even the instruments that will be used for the process and the results of counseling services. While the tasks and activities of counseling services without doing PTK-BK do not require cyclical.

When examined in depth the fundamental differences between counseling services with research-based counseling

services (PTK-BK) is as follows Table 1. In addition, more specifically viewable analogy stages of counseling practice and research process, namely:

Table 2. Analogy Phases Counseling Practice and Research Process

Stage in Counseling	Stage in Research Counseling
1. Identify a problem or difficulty	1. Identify a research question
2. Formulating objectives	2. Formulate research design
3. Determine intervention	3. Determine methods to ensure the integrity of the treatment and
4. Apply counseling	outcome measurements
5. Assess and evaluate progress	4. Collect data
6. Ending	5. Analyze the data
	6. Interpret and concluded

Source: ACA, quoted by Gladding, (2012: 354).

In contrast to the above concept, the counseling services in Indonesia, especially in formal education means a systematic, objective, logical, and sustainable programmatic conducted by counselor or teacher guidance and counseling to facilitate the development of the learner/counselee to achieve independence in their lives (Permendikbud No. 111 Tahun 2014 Pasal 1, Ayat 1). From the definition implicitly at which stage in counseling is not always started from identifying any problems or difficulties. Identifying done in a broader scope which starts with identifying the potential and problems or difficulties learners. Identify and facilitate equally important to identify potential problems or difficulties experienced learners, because counseling is the relief efforts in order to develop effective daily living/ "kehidupan efektif sehari-hari" (KES) and the handling effective daily life disrupted "kehidupan efektif sehari-hari yang terganggu" (KES-T).

### **MOTIVATION AND OBJECTIVES OF COUNSELING SERVICES BASED RESEARCH**

There are several factors that motivate people to do research in the field of counseling, namely: (1) test the validity of the theory; (2) evaluate the effectiveness of different approaches and techniques; (3) demonstrate to

funderson third parties (eg, government departments, insurance companies, private companies) will cost effectiveness of counseling or psychotherapy; (4) allows individual practitioners to monitor their work; (5) allows individual practitioners to solve the "burning question"; (6) to obtain a master's or Ph.D. level; (7) make colleagues aware of the case or interesting innovations (8) establish credibility as a subject of academic counseling courses at the university; and (9) improve the status of professional counselors in conjunction with other professional groups (McLeod, 2006: 511-512).

In addition, between nature and purpose of the research is based counseling services; (1) encourage guidance and counseling teachers/ counselor conducts research and constantly update their knowledge by reading and utilizing the results of research and the work of others as study materials, (2) encourage clients / counselees to actively and pro-actively create an atmosphere of learning and learning in an atmosphere counseling, (3) encourage clients / counselees to actively read, discover and explore the information and identify their potential and overcome his problems, (4) encourage clients/ counselees for critical thinking, creative and innovative in dealing with everyday life both in the development of personal, social, learning, career and development of religious life, and (5) encourages the client / counselee to be able to reflect on their knowledge and experience in learning and behave and act honestly in learning activities and in everyday life.

### **COUNSELING SERVICE MANAGEMENT BASED RESEARCH**

The learning process through counseling services need to be prepared in a planned, organized, and controlled systematically, collectively and comprehensively to achieve the learning outcomes/ counseling services. Good planning will greatly assist the implementation of the counseling services to be better carried out by guidance and counseling teachers/ counselors who have the commitment, personality, and competent in their duties. According Sukiman (2013: 7) 'personality counselor is associated with roles and responsibilities in implementing the range of

counseling services reflect on the quality of counselors referring to all the criteria of excellence which include personal, knowledge, insight, skills, and values that had to be makes it easier to run the service processes so as to achieve objectives by successfully (effectively)'. In addition, the experience is believed to be the best teacher. Experience reinforced by academic studies are complemented by custom to write what he thinks, experienced, felt, and done in everyday tasks will strengthen the academic identity and professionalism of teachers in their duties. On that basis, a research-based counseling services is a strategic approach to combine and integrate the practice of counseling services in line with the research activities conducted in a systematic and integrated and work together in the process of counseling services.

The application of research-based counseling services need to be managed in a systematic, planned, organized and controlled and sustainable to improve the quality of the process and results of counseling services. Management of research-based counseling services following the four steps of activities, namely: (1) plan, (2) do, (3) check, and (4) action. Applicative research-based counseling service management is. First, plan (planning). At this stage, plan and write out what will be done and desirable guidance and counseling teacher/ counselor in the process of counseling services. This planning activity begins with formulating objectives programmed counseling services. Plan objectives counseling services for each meeting which is equipped with study materials / content services supported by strategy and method of service is right for the establishment of a learning experience for the client in the process of counseling services, plan forms of assessment that is supported by appropriate instruments and reference material support counseling services. All of them contained in the program of counseling services is equipped with a Service Implementation Plan/ "Rencana Pelaksanaan Layanan" (RPL)/ "Satuan Layanan" (Satlan). In this plan, the daily program, RPL, materials, media and process and outcome assessment instruments counseling services need to be prepared from scratch before carrying out counseling services. The instrument will be used to assess process and outcomes of counseling services should

first be validated by an expert or experienced practitioners in the field of counseling.

Second, do (do what you have written). Pree run through the tests before the process of counseling services. After Pree test, activity planning counseling services in accordance with the method/ service strategy has been to achieve the goal of counseling services. Make observations using the observation formats during the process of counseling services. This observation should be done with the help of an observer in the process of counseling services. Next do a test to measure the success of counseling services using instruments that have been prepared.

Third, check (check what has been done). Do reflection on what has been done, the identification of the perceived advantages and also the identification of shortcomings still encountered in both the process and results of counseling services. Check the completeness and accuracy of the strategy and the media used, the depth and actuality to shine discussed, and the achievement of the objectives of counseling services. This activity is conducted as a basis to formulate the next counseling services to realize the process and results of counseling services more effectively and efficiently.

Fourth, action (follow up what has been done). Formulate advanced planning and penyempurnakan practices to improve counseling services so that the learning environment and learning process through the counseling services to be better than the process and the results obtained previously. Then execute according to plan with the device supporting counseling services already established in the RPL with material support and adequate media.

## CONCLUSIONS

Several conclusions can be extracted from the foregoing description, namely; First, the research-based counseling services is indispensable for improving the competence of guidance and counseling teachers/ counselors and counseling services as well as improving the quality of professional development counseling. Second, the process of counseling services need to be creative and innovative so

that the client/ counselee learning through counseling services.

Thirdly, the management of research-based counseling services following the four steps of activities, namely: (1) plan, (2) do, (3) check, and (4) action. Fourth, in the nature and purpose of the research is based counseling services; (1) encourage teachers guidance and counseling / counselor conducts research and constantly update their knowledge by reading and utilizing the results of research and the work of others as study materials, (2) encourage clients/ counselees to actively and pro-actively create an atmosphere of learning and learning in an atmosphere counseling, (3) encourage clients/ counselees to actively read, discover and explore the information and identify their potential and overcome his problems, (4) encourage clients/ counselees for critical thinking, creative and innovative in dealing with everyday life both in the development of personal, social, learning, career and development of religious life, and (5) encourages the client/ counselee to be able to reflect on their knowledge and experience in learning and behave and act honestly in learning activities and in everyday life.

In order to develop research-based counseling services, it is necessary to follow up some of the following suggestions: First, guidance and counseling teachers / counselors need to improve knowledge and understanding about the latest developments in the fields of education, psychology and counseling. Second, guidance and counseling teachers/ counselors need to understand and explore various methods of research, especially research action (action research), for example PTK-BK. Third, guidance and counseling teachers/ counselors need to extend the exercise to design research proposals and instruments to be used in conducting counseling research. Fourth, guidance and counseling teachers/ counselors need to work with colleagues who have experience doing research counseling or get assistance in designing and implementing research counseling from professors who are experienced in conducting research. Fifth, the education department or ministry of religion through the Principal/ Principals need to facilitate guidance and counseling teachers/ counselors in carrying out research, especially

research counseling for guidance and counseling teacher/ counselor.

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