



Guidance and Counseling Management To Improve Students' Use of Gadget In Learning

Ayi Najmul Hidayat¹, R. Supyan Sauri², Yudianto³, Sri Haryani⁴, Narti Nurlaela⁵

Affiliate
Universitas Islam Nusantara Bandung

Email : ayinajmul@gmail.com

Received: 2023-11-17; Accepted: 2023-12-27; Published: 2023-12-30

Abstract

The aim of this research is to obtain an overview or information about how guidance and counseling management is implemented in the practice of using gadgets positively by students in learning. This research was conducted at Darul Hikam Junior High School, Bandung. This research uses management theory from G.R. Terry as a theoretical tool to see the implementation of guidance and counseling management at Darul Hikam Junior High School, Bandung City. This research uses a qualitative method where the researcher aims to get an in-depth picture of the research problem using observation, interviews and study of school documents. The results of the research show that the implementation of guidance and counseling in educational units must be carried out with appropriate and effective management starting with planning, organizing, implementing and supervising. In terms of the problem of using gadgets by students in learning, apart from the fact that there are many positive things that can be taken from the use of these gadgets, however, the dangers of the negative effects of using gadgets must be a concern and a study in guidance and counseling. As a supporting system for the school system, guidance and counseling must be a solution when there is a problem of misuse of gadgets, there must be awareness about the negative dangers of using gadgets for parents, students and teachers so that learning can run very well and educational goals are achieved

Keywords: *management, guidance, counseling, gadgets*

INTRODUCTION

Guidance and counseling management is all efforts or methods used to optimally utilize all components or resources (manpower, funds, facilities and infrastructure) and information systems in the form of guidance and counseling data sets to provide guidance and counseling services in order to achieve educational goals in specified educational unit.

It is impossible for a guidance and counseling service program in schools to be organized, implemented and achieved if it is not managed in a quality management system. Quality management is the discovery of the ability of educational managers in schools to plan, organize, direct and control existing resources.

Guidance and counseling management has a role as a supporting system, therefore, with the optimal functioning of guidance and counseling, all student needs and problems at school will be handled well in accordance with Minister of Education and Culture Regulation Number 111 of 2014 concerning Guidance and Counseling Services in Educational Pathways. Elementary and Intermediate

Every Junior High School (SMP) is guaranteed to provide guidance and counseling services to its students, this is in accordance with Minister of Education and Culture Regulation Number 111 of 2014 regarding the governance of guidance and counseling in schools. In this regard, ideally students' learning problems should be resolved, including the problem of students' use of gadgets in learning with good guidance and counseling services. However, with regard to learning problems and their consequences for students' personal development, there are still many findings that show the lack of functioning of guidance and counseling services in schools so that there are still many problems faced by students at school, including the inappropriate use of gadgets by students in learning.

Ideally, the use of gadgets in learning by students will have a very positive impact, such as the use of computers, laptops, notebooks, tabs or cellphones/smartphones which make it easier for students to search for, obtain information or even provide solutions to assignments in the subjects they are studying. Students just by using a cellphone can surf the internet with so many sources of information that can be learned.

In reality, in the field there are many misuses of gadget use by students which have negative impacts. One of the misuses of gadget use is access to watching pornography. Research by the National Commission for Child Protection in 2007, on 4,500 teenagers in 12 big cities in Indonesia, revealed that 97 percent of teenagers had watched pornographic films. Other research states that 83.3 percent of junior high school teenagers have been exposed to pornography in the city of Pontianak (Supriati & Fikawati, 2009). In the city of Mataram, the results of previous research at a state junior high school showed that 96.8 percent of students had been exposed to pornographic material (Mariani & Bachtiar, 2009).

Marcellina and friends (2022) conducted research on the negative impact of gadgets on students at SMPN 13 Pontianak. From the research results it was found that the characteristics of students who were negatively impacted by the use of gadgets were (a). loss of desire for activities, (b). talk about technology continuously, (c). tends to often deny an order if it prevents him from accessing the gadget, (d). sensitive or easily irritated, causing mood swings easily, (e). selfish, difficult to share time using gadgets with other people, and (f). often lie because they can no longer use their gadgets, in other words children will look for any way to continue using their gadgets even if it disturbs their sleep time.

Available at : <https://journal.bungabangsacirebon.ac.id/index.php/ijobba/>

For this reason, researchers want to see to what extent guidance and counseling management, which is a school supporting system, can be practiced well in order to increase the use of gadgets and to prevent students from being exposed to negative things from using gadgets in learning at school and in their lives. This research is generally aimed at finding out how guidance and counseling management is implemented in increasing students' use of gadgets in learning at Darul Hikam Junior High School, Bandung City. Specifically, this research has a purpose to describe the planning, organizing, implementation and supervision of guidance and counseling in increasing the use of gadgets among students in learning at Darul Hikam Junior High School, Bandung City

METHODOLOGY

This research uses a qualitative approach, because the researcher wants to capture the implementation of guidance and counseling management in educational units. This research uses a qualitative approach because it prioritizes the depth of the researcher's formal thinking in answering the problems faced. In this case, the researcher explains the counseling guidance coordinator programs related to the use of gadgets for students.

This research uses the case study method as Creswell in Sugiyono (2013) states that:

“Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures; collecting data in the participants’ setting; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of data. The final written has a flexible writing structure.”

The case study qualitative research method is an in-depth research approach to a unit of analysis, which is usually a unique case, concrete example, or specific situation. Qualitative case study research aims to understand the context, process and dynamics of a phenomenon in depth. Therefore, using the case study research method, researchers want to examine concrete examples of the implementation of guidance and counseling management in educational units

Data collection techniques for this research used interview techniques, observation and documentation studies, because researchers wanted to obtain comprehensive field data. Comprehensive data is desired by researchers because by using observation techniques researchers can involve direct observation of the phenomenon or event being researched. By using interview techniques, researchers can collect data that involves questions and answers between researchers and respondents or research subjects. The final data collection technique is documentation study, where this technique involves collecting data from documents, notes, reports, or other written materials that are relevant to the research topic.

Research subjects are individuals, groups, or phenomena that are the focus of a study. Research subjects are objects that will be observed, measured, or analyzed by researchers to answer research questions or achieve research objectives. The research subject of this study was the Darul Hikam Junior High School Guidance and Counseling Teacher Coordinator.

RESULTS AND DISCUSSION

In general, Darul Hikam Junior High School Bandung is a private Junior High school that has been existed since 1982. Located in the North Bandung area, Darul Hikam Junior High School occupies an area of 1176 square meters and is the property of the Darul Hikam Foundation. Having the tagline "Akhlaq and Prestigious", Darul Hikam Junior High School prioritizes developing the character and achievements of its students in accordance with the vision of Darul Hikam Junior High School, namely to become the best Islamic school in Indonesia that produces next moslem leaders who have a cultural identity of high achieving morals, IT skills, excel in mastering the Qur'an to be able to compete challenges globally

Darul Hikam Junior High School provides educational service standards that prioritize quality where service to parents and students is a priority. This can be seen from how Darul Hikam Junior High School has prepared a Guidance and Counseling program. With a ratio of one guidance and counseling (BK) teacher for around 150 students, Darul Hikam Junior High School has 3 (three) BK teachers.

Darul Hikam Junior High School students use gadgets in learning, because learning at Darul Hikam Junior High School is mostly "paperless" where the use of technological tools is part of the learning process. This is what makes the use of gadgets in learning by students a necessity. There are many positive things that can be gained from using gadgets in learning, but there are still many misuses that have negative impacts. That is how the involvement of Guidance and Counseling is needed when occurs the misuses of using gadgets.

Guidance and Counseling Management

Sugiyo (2014:26) states that guidance and counseling management is an activity that begins with planning guidance and counseling activities, organizing activities and all supporting elements of guidance and counseling, mobilizing human resources so that guidance and counseling activities achieve goals and evaluating guidance and counseling activities to find out whether all service activities have been carried out and find out what the results are.

Apart from that, Gibson (2013) also stated that guidance and counseling management are activities that facilitate and complement the daily functions of guidance and counseling staff including administrative activities such as reporting and recording, budget planning and control, facilities management and resource management.

"According to Thantawy (2019) the term guidance and counseling management is all efforts by various means or methods from the school principal to utilize optimally and effectively all components or resources (power, funds, facilities and infrastructure) and information systems which include guidance data sets to carry out guidance and counseling services to achieve the goals of guidance and counseling."

Meanwhile, according to Ridwan, guidance and counseling management can mean the ability to utilize all limited organizational and administrative resources for guidance. So it can be understood that guidance and counseling management is an effort to manage the implementation of guidance and counseling by utilizing all existing resources in the school through arranging and utilizing all management functions through coordinating the guidance

and counseling coordinator with the guidance and counseling teachers and all school components.

With good guidance and counseling management, it is hoped that the guidance and counseling system in schools can run smoothly, effectively and efficiently in order to achieve the objectives of guidance and counseling activities, and can uphold guidance and counseling accountability.

Guidance and counseling management aims to develop the counselees (students) effectively and efficiently. Every organization has goals that it wants to achieve, to achieve them, management activities are needed so that the goals can be achieved effectively and efficiently. Sugiyo (2012:27) states that if management objectives are carried out systematically, they will achieve productive, effective and efficient results.

Guidance and counseling management needs to pay attention to management principles so that management objectives can be achieved. According to Hikmat, there are 5 principles in management management, namely (1) principles of efficiency and effectiveness, where management functions are carried out by considering infrastructure, conditions and organizational capabilities so that they are relevant. with achieved goals; (2) management principles where management is carried out systematically from planning, organizing, directing and supervising; (3) the principle of prioritizing management tasks, where a manager is responsible for carrying out management activities, both internal and external services; (4) the principle of effective leadership where a manager must have a wise nature in making decisions and be able to relate well with all personnel in the organization; (5) the principle of cooperation, cooperation is based on organization. Management organization is related to carrying out tasks in accordance with the skills and duties of each individual

Implicitly, the management functions of guidance and counseling are:

a. planning

Ahmad Juntika Nurihsan (2009: 62), states that the benefits of planning a guidance and counseling program are as follows: 1) There is clarity in the direction of implementing the guidance and counseling program. 2) It is easy to control and evaluate the guidance activities carried out. 3) Implementation of the guidance activity program smoothly, effectively and efficiently. Guidance and counseling planning needs to pay attention to the goals achieved, schedules, school policies, procedures and methods of guidance and counseling.

Fajar Santoadi (2010: 23) states that guidance and counseling planning activities include (1) identification of needs (need assessment), (2) situation analysis, (3) formulating and reviewing alternative problem solutions, and (4) selecting alternative problem solutions

From the various opinions above, it can be concluded that planning activities consist of: (1) analysis of student needs; (2) analysis of the school situation and conditions; (3) goal determination; (4) determining the type, technique and strategy of activities; (5) determining the time and place of activities; and (6) determining facilities and cost budget.

b. organizing

After the planning is made, the counselor then carries out organizing. The organizing function according to George R. Terry (2005: 4) states that organizing is the act of seeking effective behavioral relationships between people, so that they can work together efficiently, and obtain personal satisfaction in carrying out certain tasks, in environmental conditions. to achieve certain goals or objectives.

Organizing is an effort to organize the tasks of people in an organization appropriately and maintain relationships between these people, so that they can achieve predetermined goals. Organizing guidance and counseling activities has a key role in supporting the successful implementation of guidance and counseling programs.

Dewa Ketut Sukardi (2008: 40) stated that counselors need to pay attention to the following things in organizing, namely: (1) all school personnel must be brought together in a forum, so that they can form a unity to provide guidance and counseling services; (2) create a common perception in providing services including work mechanisms, work patterns and work procedures; and (3) there are clear details regarding the duties, responsibilities and authority of each. Apart from that, the involvement of people in this guidance and counseling organization is not only from school personnel but also from parties outside the school.

c. actuating

Implementation is the most important activity in management activities, implementation emphasizes activities that are directly related to other people in an organization. This means that implementation is an effort to make planning a reality with various directions.

According to Siagian in Sugiyo (2012: 33) movement is a whole effort, means, techniques and methods to encourage organizational members to be willing and sincere to work as well as possible in order to achieve organizational goals effectively, efficiently and economically.

Fajar Santoadi (2010: 18) states that direction is a management phase which consists of activities to coordinate, control and stimulate all elements so that they function optimally. Sugiyo (2012: 33) states that direction or mobilization is an effort to motivate organizational personnel to try to achieve the goals of the organization.

d. controlling

Controlling in guidance and counseling management is called evaluation. Evaluation is the final management function, namely activities that are controlled starting from planning, organizing and implementing. Evaluation is related to how to monitor and supervise guidance and counseling activities, whether the implementation of guidance and counseling is in accordance with the program that has been created.

Husaini Usman (2011: 503) states that control is the process of monitoring, assessing and reporting plans for achieving predetermined goals for corrective action for further improvement. Sugiyo (2012: 34) states that control is an activity carried out by managers to know and control the implementation or activities of the organization, determine the success of the organization and analyze possible obstacles in the implementation of organizational activities.

Hersey and Blanchard in Sugiyo (2012: 34) state that management is the process of providing feedback on results and follow-up comparisons between the results achieved and the plans that have been set and the necessary adjustment actions if there are deviations. Meanwhile, Fajar Santoadi (2010: 7) states that control is an effort to ensure that actual organizational (and personal) performance is in accordance with the planned process.

From the opinion above, evaluation is an activity of monitoring, controlling, assessing, reporting and following up on each planned guidance and counseling activity towards the stated objectives. control or evaluation of guidance and counseling programs is used to: (1) create coordination and communication with all guidance and counseling officers; (2)

encourage guidance and counseling officers to carry out their duties; and (3) expedite and make effective implementation of planned programs.

The Use of Gadgets

Gadgets are a real form of how science and technology have advanced and developed practically. In the past, gadgets were only owned specifically by a certain group of people, namely those whose work really depended on this object so that their work was more efficient. But now, gadgets can be used for everything, such as communicating, working, studying, creating, entertaining and others using sound, writing, music and video. Many people now have gadgets, even almost all groups, both children and adults, this is due to communicating with each other and the need for prestige in society.

Teachers have an important role in determining the quality of learning that takes place in the practice room or in the classroom. In connection with this assignment, teachers should always consider the efforts made to improve the quality of learning, including by carefully compiling lesson plans and compiling various useful teaching resources. Teachers must work to create a conducive learning environment, which is equally important in terms of improving the quality of this learning. In this case, educators and educational staff include guidance and counseling to follow the National Education System Law no. 20 of 2003 article 40, which regulates the use of media in the field of education, or what is usually called learning media.

According to Mujib (2017:23), gadgets can be used as learning media, if a student with high intensity in using gadgets will often use the internet in learning and will get the learning results he wants to achieve.

According to Doni Harfiyanto (2018:9-12), in his research journal, the use of gadgets however has a positive impact depending on how each student interprets the use of the gadget itself, making it easier for students to communicate is one of them. Apart from that, the use of technology in the classroom can support students' learning media by implementing learning models such as watching videos, making PowerPoints, answering Quizizz questions, and other activities that require technology. Gadgets do not always have a bad impact when used, especially for school students, so it is important to balance them with applicable regulations.

There are three classifications of gadget use in learning. a) The use of gadgets can be used as an addition to learning, namely if students are looking for additional information apart from the teacher. b) the use of gadgets as a support in learning activities, namely if students make it easier to solve learning challenges. c) Using gadgets as an alternative to support learning, namely when the teacher cannot enter class, the lecturer provides downloaded modules or learning materials.

Morrison and Kemp (2021:14) say that existing learning resources can be functioned and utilized as well as possible in learning. The following is a classification of the functions of learning resources for:

- a) increase learning productivity.
- b) provides the possibility of more individualized learning.
- c) Provide a more scientific basis for teaching.
- d) More solidify learning

iPhone, Android, iPad, and Tablet PC are examples of modern gadgets. This gadget brand is included in the mobile phone category and is very comfortable to carry everywhere because its shape is very minimalist and varied. Apart from models, there are various uses of the device such as:

1. USB Gadgets
2. Music Gadget
3. Photograph Gadget
4. Smart Gadget.

Findings

In this study, researchers conducted research from September to December 2023. The results of our observations, guidance and counseling management at Darul Hikam Junior High School were practiced and proven by several things from our observations.

1. The Darul Hikam Junior High School Guidance and Counseling Team is led by a coordinator. The coordinator has 2 (two) guidance and counseling teachers as the members of the team,
2. In the structure of the Darul Hikam Junior High School BK team, there is a division of tasks according to students level,
3. The BK team has 2 (two) rooms where one is the BK office room and another one adjacent to the BK room is a counseling room for receiving BK guests, counseling and resolving problems with the BK.
4. The BK Coordinator prepares the BK program at the beginning of the year and combines it in the School Operational Plan (ROS)
5. Every year, the school issues a Decree on the Determination of the BK Team to determine the SOP, duties and professionalism of the BK Team

With regard to the use of gadgets by students in the DH Junior High School BK team, they carry out several activities, including:

1. Parenting of students' parents at the beginning of this year and includes the importance of building communication between students' parents and the students themselves, so that students do not switch to cellphones
2. DH Junior High School Guidance and Counseling through students who are members of PIK-R promotes the healthy use of gadgets through peer tutoring activities in morning assembly, princess sessions, TCB sessions and show and tell classes
3. The DH Junior High School Guidance and Counseling Team became a resource for IHT on the dangers of negative use of gadgets by students, followed by teachers and student representatives
4. The DH Junior High School BK Team initiated the posting of positive slogans for the use of gadgets around school and in media.

The BK team responds to reports from students regarding the problems encountered, for example when students carry out inspections and find that there are problems with student learning, we, the BK team, accompany students when summoning students, parents or the school principal to give punishment when students are found guilty.

BK Team of SMP Darul Hikam has several programs such as a child development assistance program, a program for handling student learning problems, a program for handling student parent consultations, secondary school assistance and student progress reports that must be carried out and become bills to be implemented.

The BK team collaborates with the class teacher and school leadership structure in solving all student problems in learning, including regarding the use of gadgets by students in learning. If a problem occurs, then the flow is that if there is a problem found then WK reports it directly to student affairs, student affairs and BK then discusses how to handle the problem.

CONCLUSIONS

In general, guidance and counseling management in educational units must be practiced professionally where there is planning, organizing, implementing and monitoring in the form of evaluating program implementation. Regarding the use of gadgets by students in learning, the BK management team must provide information early, especially to parents and students at the beginning of the year, this could be in the form of parenting or activities that run both ways, so as to create synergy between the school and parents in terms of gadget use. both at school and at home. Regarding the use of gadgets because it is regulated by school regulations, BK's aim is to help us in the student team resolve cases related to misuse of gadgets such as using gadgets without permission, browsing pornographic films, abusive language and other negative things. The guidance and counseling team must synergize or collaborate with other school structures, to be able to avoid greater effects regarding misuse of gadgets by students. Every deviation must be considered a student learning problem and a solution must be sought by exploring the reasons why students make mistakes, communicating with parents or other students to find solutions to the problem and working together to ensure that the deviation does not happen again in the future

BIBLIOGRAPHY

- Bewu, Yuliana dkk (2020). "Pengaruh Penggunaan Gadget Terhadap Interaksi Sosial Pada Siswa Kelas X IPS SMA Kristen Satya Wacana Salatiga," Psikologi Konseling 15, no 2 hal 462-73
- Damayanti, R.A (2017). Hubungan Penggunaan Gadget Dengan Pencapaian Tugas Perkembangan Anak Usia Remaja Awal SDN Di Kecamatan Godean Research Repository
- El Fiah, Rifda (2015). Dasar-Dasar Bimbingan dan Konseling. Yogyakarta: Idea Press Yogyakarta
- Hunainah dan Saprudin (2015). Manajemen Bimbingan dan Konseling. Bandung: Rizqi Press
- Irawan, J dan Armayanti, L. (2013) Pengaruh Kegunaan Gadget Terhadap Kemampuan Bersosialisasi Pada Remaja, An-Nafs (On line), Vol 8. No 2.
- Masbur, dan Nuzliah (2017). Manajemen Bimbingan dan Konseling. Banda Aceh: SEARFIQH
- Masdudi (2015). Bimbingan dan Konseling Perspektif Sekolah. Cirebon: Nurjati Press
- Masrum, M.M.(2021). Kinerja Guru Profesional. Purbalingga: CV Eureka Media Aksara
- Mukhayatun, Umi, & Sugiyo, Imam Tadjri (2014). Model Program Bimbingan dan Konseling Komprehensif Sekolah Menengah Pertama (Studi Pada SMP Negeri 6 Rembang). Jurnal

- Nasution dan Abdilah. (2019). Bimbingan Konseling “Konsep, Teori dan Aplikasinya”. Medan: Penerbit LPPPI
- Nurihsan, J. (2011) Bimbingan dan Konseling Dalam Berbagai Latar Kehidupan. Bandung: Refika Aditama.
- Rahmat, Abdul dan Kadir, Syaiful (2017). Kepemimpinan Pendidikan dan Budaya Mutu. Yogyakarta: Zahr Publishing
- Reba, dan Yulius Matapatun, (2021). Manajemen Bimbingan dan Konseling. Kabupaten Purbalingga, Eureka Media Aksara
- Rahardjo, Susilo dan Edris Zamroni (2015). Manajemen Bimbingan dan Konseling Berbasis Permendikbud Nomor 111 tahun 2014. Program Studi Bimbingan dan Konseling FKIP Universitas Muria Kudus
- Silalahi, E dkk, (2022) Literasi Digital Berbasis Pendidikan: Teori, Praktek dan penerapannya. Padang: PT. Global Eksekutif Tenologi
- Tohirin (2011) Bimbingan dan Konseling di Sekolah Madrasah (Berbasis Integrasi). Jakarta: PT. Raja Grafindo Persada
- Tuala, Riyuzen P (2018). Manajemen Peningkatan Mutu Sekolah, Bandar Lampung: Lintang Rasi Aksara Books
- Witarsa, Ramdan et al (2018), “Pengaruh Penggunaan Gadget Terhadap Kemampuan Interaksi Sosial Peserta didik Sekolah Dasar,” Pedagogik VI, no 1 , H. 9-20..