

Management of Counseling Guidance in Handling Student's Delinquency in Madrasah

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Abstract:

This study aims to understand the management of counseling guidance in dealing with student delinquency in MTs Negeri 1 Banjarmasin City. Of the many student delinquency behaviors that occur at MTs Negeri 1 Banjarmasin City, the triggering factor is dominated by the influence of close friends, environment, and existence in the eyes of their friends. This study uses a qualitative case study type method. The data collection technique was carried out through interviews with the head of the madrasa, deputy head of the madrasa, counseling teachers and students, observation, and documentation. The data analysis is carried out in stages, starting from data presentation, data reduction, and concluding. The results showed that the planning of counseling guidance was based on the needs of students, parents, and madrasas, which was carried out systematically. Meanwhile, the implementation is carried out by referring to the standards set by the madrasa. The evaluation is carried out regularly every month, semester, and yearly to determine the extent of the success and obstacles of the guidance program. Through planned and systematic counseling, students will have a good and superior personality.

Keywords: *Management, Counseling Guidance, Student Delinquency*

Abstrak:

Penelitian ini bertujuan untuk memahami tentang manajemen bimbingan konseling dalam menangani kenakalan siswa di MTs Negeri 1 Kota Banjarmasin. Dari sekian banyak perilaku kenakalan siswa yang terjadi di MTs Negeri 1 Kota Banjarmasin, faktor pemicunya didominasi oleh pengaruh teman dekat, lingkungan, dan eksistensi di mata teman-temannya. Penelitian ini menggunakan metode kualitatif jenis studi kasus. Teknik pengumpulan datanya dilakukan melalui wawancara terhadap kepala madrasah, wakil kepala madrasah, guru bimbingan konseling dan siswa, observasi dan dokumentasi. Analisis datanya dilakukan secara bertahap, mulai dari penyajian data, reduksi data, dan diakhiri dengan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa perencanaan bimbingan konseling didasarkan pada kebutuhan peserta didik, orang tua dan madrasah yang dilakukan secara sistematis. Sedangkan pelaksanaannya dilakukan dengan mengacu pada standard yang telah ditetapkan oleh pihak madrasah. Evaluasinya dilakukan secara rutin setiap bulan, semester, dan tahunan, guna mengetahui sejauh mana keberhasilan dan hambatan dari program bimbingan tersebut. Melalui bimbingan konseling yang terencana dan sistematis, siswa akan memiliki kepribadian yang baik dan unggul.

Kata Kunci: *Manajemen, Bimbingan Konseling, Kenakalan Siswa*

INTRODUCTION

School is one way to get the knowledge and skills needed by the demands of the times (Borashkyzy et al., 2020). Schools can provide counseling and guidance services for students to develop their potential according to the stage of development (Đurišić & Bunijevac, 2017; Chandra et al., 2018). Guidance and counseling services at schools are primarily designed to aid in developing personality maturity, social skills, academic abilities, and individual career maturity, all of which are intended to be beneficial in the future (Widodo et al., 2021).

The comprehensive management of counseling guidance will result in effective and efficient counseling services for students (Gundogdu, 2018). One way is to create clear, organized, and sensible counseling and guiding services. Furthermore, for a guidance and counseling program to be implemented appropriately, it must follow a comprehensive managerial cycle, beginning with planning, developing, implementing, evaluating, and improving (Fitri et al., 2019).

As previously stated by Kurniawan (2019), A manifestation and accumulation of advice and counseling services are directed and systematic guidance and counseling management, which is a manifestation accumulation of advice and counseling services. It is one of the indicators that a counselor is performing their duties effectively. As a result, methodical, well-directed guidance and counseling management will guide the implementation of counseling guidance activities, removing any perception that a counselor is doing incidental or curative work. Guidance and counseling management. According to Ashe et al., (2021) is one manifestation of a systematic activity on how to plan a guidance and counseling activity, mobilize human resources in the guidance and counseling organization to achieve goals, and supervise how guidance and counseling activities are carried out, all of which are related to the concept of administration. Guidance and counseling efforts are evaluated and counseled continuously (Asude & Zeynep, 2020).

Guidance and counseling are services provided to students to develop their potential optimally (Pendharkar et al., 2021). These services require the performance of competent and professional counselors so that the services offered can achieve the target, namely by the needs of students in various fields, both in the personal, social, learning, and career fields. To realize the achievement of the intended target, counseling services must be carried out in a planned and systematic manner. Every plan and routine step of the service in question must be arranged in a guidance and counseling program (Ramdhani & Herdi, 2021).

In guidance and counseling services, management can refer to the process of organizing, directing, and supervising the day-to-day operations and the utilization of other resources to achieve the goals that have been established (Dakir et al., 2020; Fauzi, 2020; Atika et al., 2021). Guidance and counseling services are available. Strive for effectiveness and efficiency to meet objectives (Ramdani et al., 2020).

Adolescence is a transitional stage between childhood and maturity. During adolescence, several changes occur, including psychological, physiological, and biological changes (Wahid et al., 2021). Adolescence is often referred to as a period of searching for identity, so they look for the most suitable lifestyle for them. This is usually done through trial and error, despite many mistakes (Afifa & Abdurrahman, 2021).

During adolescence, there are various significant changes, both physically, biologically, mentally and emotionally, and psychosocially. All of this can affect personal life, family environment, and society. Adolescent dissatisfaction with these changes can lead to deviant behaviors such as juvenile delinquency (Lena, 2019).

According to Wulandari & Hodriani (2019), juvenile delinquency is divided into four aspects, namely: 1) delinquency that results in bodily harm to others, such as fights, rapes, robberies, and murders; 2) delinquency that results in material harm, such as vandalism, stealing, pickpocketing, and extortion; 3) Delinquency against the child's status as a student, such as playing truant, fleeing from home, and refusing parental orders; 4) Delinquency against the child's status as a student, such as prostitution, drug abuse, and free sex; 5) Delinquency against the child's status as a student, such as playing truant, fleeing from home, and refusing parental orders. Child delinquency often causes social anxiety because its obsession can lead to the possibility of a generation gap. After all, children expected to be future cadres and future leaders often slip into deviations (Cottrell, 2018).

At MTs Negeri 1 Banjarmasin City, there are still students who are late for class; students skip school, do not obey the rules, play cellphones during the learning process, and fight among other students. A student participating in learning activities at school will not be separated from the various rules and regulations imposed at his school. Every student is required to behave by the laws and regulations set in his school. However, schools cannot be separated from the problem of students' negative behavior. The most visible impact of juvenile delinquency is in terms of association. Until now, many teenagers are still trapped in bad relationships.

Juvenile delinquency is caused by their failure to respect the society they live in. The rewards they expect are duties and responsibilities like adults (Tohet et al., 2022). They demand a role as adults do. However, adults can not give the responsibility and role because there is no sense of trust (Husna & Karneli, 2021). So through counseling, students will have a good personality with good moral character, solid Islamic principles, and having the means to deal with the demands of life maturely and responsibly (Badriyah, 2021; Hefniy et al., 2022). For this reason, the role of the supervising teacher is needed in guiding the morals of the students so that they do not carry out acts that are prohibited by religion.

Previous research is one of the references in conducting this research. Based on research conducted by Fawri (2021), a counselor, specifically a guidance and counseling teacher, must have good management (management and regulation) to have reasonable steps in implementing the program that will

be made. Guidance and counseling teachers need to design annual, semi-annual, monthly, weekly, and even daily programs. For the program to run, it is necessary to adjust it to management functions. It must be achieved ideally for implementation, organizing, implementing, and supervising tasks. Meanwhile, other previous research conducted by Hidayat et al., (2020) that the management of guidance and counseling in students' character education has been going quite well, which is indicated by the following points; 1) the administrative planning is quite good; 2) the organization is organized by a coordination system, both between guidance and counseling teachers and subject teachers or homeroom teachers; 3) the implementation is adjusted to the programs that have been previously formulated; 4) the evaluation is carried out in the form of reports; 5) the supporting factors are that understanding Counseling Guidance throughout the academic community is good.

Furthermore, other research conducted by Afifa & Abdurrahman (2021) found that juvenile delinquency can be handled with Islamic counseling guidance to achieve a better life. Islamic counseling guidance will help adolescents solve their problems and provide peace through spiritual directions that counselors will give in the counseling process. So, it can be said that Islamic counseling guidance plays a vital role in overcoming the problem of juvenile delinquency and can also make teenagers' lives more prosperous both in the world and in the hereafter.

What distinguishes this research from previous researchers in the management of counseling guidance as a solution in dealing with student delinquency and efforts to serve students so that they can develop their potential or achieve their developmental tasks towards a better direction, which includes aspects of moral-spiritual, social, intellectual, emotional, and physical. In this approach, counseling services management in schools is critical, not merely for dealing with participation, but also as a service strategy for developing the capacity of students to achieve independence by possessing the qualities required today and in the future.

RESEARCH METHODS

This study uses a qualitative method. Qualitative research is a research procedure that produces descriptive data in speech or writing and the behavior of the people being observed. Qualitative research aims to gain a general understanding of social reality from the participant's perspective. The data collection technique is done through interviews, observation, and documentation. Observations were made by observing student behavior, both before the teaching and learning process, during the learning process, and when students came home from school. Meanwhile, interviews were conducted with the head of the madrasa, deputy head of the madrasa, Counseling Guidance teachers, and students. Researchers also document various activities, activities related to the themes studied. Some of these data were then analyzed in stages, starting with the presentation of all existing data, then continued with data reduction concerning the research theme raised, and ended with concluding a finding in this study.

RESULTS AND DISCUSSION

Management Guidance and Counseling

Planning

The planning stage of guidance and counseling at MTs Negeri 1 Banjarmasin is going quite well, marked by an analysis of student needs and problems, analysis of school conditions, determining goals, understanding and selecting material, specifying time and place, determining facilities, and not yet accompanied by budget planning costs that are expected to support program implementation, knowing exactly how much funds are allocated by madrasas to support the performance of the counseling guidance program.

According to Lukman, as the head explained, the planning of counseling guidance teachers in dealing with student delinquency is by establishing student discipline to create a culture of discipline in students at MTs Negeri 1 Banjarmasin City, as well as forming sanctions based on the results of teacher deliberation and enactment in MTs Negeri 1 Banjarmasin City. Guidance Counseling Teachers, together with the waka of student affairs, strive to realize the goals of MTs Negeri 1 Banjarmasin City, which is based on the vision and mission of the madrasa to form virtuous character good behavior.

The planning of counseling guidance in an educational institution is a must. It must pay attention to the ability of the education unit to carry out all programs that will be realized (Gundogdu, 2018). Several aspects must be considered, including parts of infrastructure and financing. It would be better if the guidance and counseling program went through a feasibility study process (Kurniawan, 2019).

The head of the madrasa as a leader at MTs Negeri 1 Banjarmasin needs someone to assist in carrying out his duties, especially those related to student development administration, including counseling and guidance programs. Therefore, the head of the madrasah forms additional duties for subject teachers who are considered capable of carrying out the responsibilities and authorities given. Such as the formation of management or organization of counseling guidance for three teachers, where each generation has one Guidance Counseling teacher. If a 7th grader violates the rules, it will be handled by a 7th-grade Counseling Guidance teacher, and the same goes for 8th and 9th graders.

Implementation

The implementation of guidance and counseling at MTs Negeri 1 Banjarmasin City goes according to the program planning. This is indicated by the performance of guidance and counseling services carried out by the guidance and counseling management of MTs Negeri 1 Banjarmasin City, such as counseling services and supporting activities. So far, counseling services have been carried out well according to the outline of the implementation of guidance and counseling. Guidance and counseling counselors make several notes which will then be implemented in several ways such as administrative records, annual reports, semi-annual reports, monthly reports, presentation slides for information and orientation services, and file documents related to the administration of guidance and counseling.

According to the principal, explaining that, in the implementation, the guidance and counseling teacher tries to deal with student delinquency in MTs Negeri 1 Banjarmasin, such as trying to bring order to students by providing guidance and supervision and action if students commit a violation. Usually, the school conducts sudden inspections related to school rules once a week. In addition, the madrasah cooperates with the local police, village, neighborhood, and other communities. The counseling with the police is carried out approximately once every three months, but sometimes the counseling is not carried out due to several factors. While school counseling with other communities is carried out every time before new teaching, the school invites the community to cooperate in preventing students from playing truant. The counseling was carried out so that the community realized the importance of education for students. For example, suppose the community finds out about this. In that case, for students who play truant, smoke, and ride trucks, the district immediately reprimanded students and informed the school about student misbehavior.

Regarding the management of counseling guidance in dealing with student delinquency at MTs Negeri 1 Banjarmasin City, the Counseling Guidance teacher knows the problems faced by students who are deviant or not. So that the Guidance Counseling teacher knows all aspects of the issues faced by students. For example, the Guidance Counseling teacher finds out that a student is absent from class 3 times a week (skipping), so the Guidance Counseling teacher warns the student. If a student has been truant five times a month, then the parents will be called, and if 75% of the student is absent, the Guidance Counseling teacher will take the final action, which is to be returned to the student's parents or transferred to another school.

According to Ibrahim, as the student department, he explained that students who were late for school were given a sanction to perform the *dhuha* prayer separately. After the prayer, the student had to read the letter *al-Waqiah*, and if the student was caught smoking, the Counseling Guidance teacher gave a stern warning to the child who violated it. This service is carried out directly face to face. Those authorized to deal with problematic students in the school environment are Counseling Guidance, whose job is to reduce the types of delinquency (Biol & Günal, 2020). The Guidance Counseling teacher takes the approach individually by each teacher per group. Because class 7 is different from class 8 characters and class 9 characters.

The step in dealing with student delinquency is to be given the opportunity two times. Still, if it has been three times, the student ditching the Counseling Guidance teacher usually calls the parents of the students. If it has been alpha five times in a month, the Counseling Guidance immediately calls the parents of the truant student to know about their child's behavior at school. Because what often happens is that students from home go to school, but these students are not present or do not arrive at school. Therefore, Counseling Guidance determines three times of alpha or ditching parents immediately called. If in 1 month there are five times of alpha or ditching, Counseling Guidance calls parents of students to find a solution so that their child does not

repeat it. If this has not changed, a discussion will be held with the Madrasah Principal, Waka Kesiswaan, homeroom teacher, and Counseling Guidance teacher. If 75% do not come to class, the last action is returned to the parents to be transferred to another school.

The counseling guidance teacher usually calls parents via telephone or letter in making calls. In addition, about attendance administration, if students have an alpha of more than 3, the school does not allow them to take the exam because they take a particular exam. For example, their middle semester examination has much alpha; they have to be diligent in going to class to be allowed to take the exam. However, if the school final examination has many alpha-transmitted students, usually parents have to accompany their children to take tests in class, their children work on questions, their parents are beside them but in a particular room in one course for naughty students. This is an action that the school provides so as not to repeat it so that the naughty student has the shame of having the test accompanied by his parents (Phetaree et al., 2020).

The school also strives to try for the children to immediately go to class and not be in the shop when the class time arrives. In this case, the school cooperates with the community to overcome student behavior by consulting so that students are told to go to school. So when someone is truant and is known by the community, the community immediately informs the school by telephone (Rahim & Hulukati, 2021).

According to Mrs. Yuni as a 7th-grade Counseling Guidance teacher, students' behavior at MTs Negeri 1 Banjarmasin has not been said to be good, but not all students misbehave; some students still behave well. Student delinquency needs guidance regarding the dangers of smoking guidance, the risks of riding a truck during school hours, the impact of skipping lessons for the future; all of that must-have advice. When this delinquency is still in school, this is still said to be the school's responsibility, but if it is home from school, then it is no longer said to be the school's responsibility. If students play truant every month, parents will be called. Another action is if the guidance and counseling find out that the student is boarding the truck, the student is immediately given a warning so it will not be like that again. Still, if you have returned from school, it is not the school's responsibility because it is no longer learning time.

In dealing with this, the homeroom teacher works closely with the Counseling Guidance, including the student council and student council representatives in the morning. Student delinquency needs to be guided continuously because the school's target is to change their morals for the better by calling their parents given advice by the teacher on an ongoing basis. Every month there is a recap of absenteeism from school, truancy, alpha, etc.

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For student delinquency, in terms of riding a truck (dumpling), it is outside the school's business. However, the opinion Asih herself, as the 8th-grade Counseling Guidance teacher, does not like and does not want students to do that; the teachers also direct them to drive well because here there is still access to public transportation that can be reached and at this school, they are also allowed to bring motorbikes making it easier for students to have good transit without having to take a truck. Even the teachers here never permit children to ride trucks because if an accident occurs, the truck driver is not responsible because it is the student's own will and the fault of students who are not alert and not careful.

However, the children still prefer to take a truck because there is no cost to take public transportation or the fare is gone for snacks, so their alternative is to look for a free one. They sometimes ride the ones they know. After school, the squeezing activity has become a habit because the truck driver already knows some children want to ride. After all, the driver already knows them. When the teacher forbids them, their reason is "our sister's mother." The teachers have informed the impact of the behavior, both good and bad, but when it is outside the school environment, their responsibility is with the parents (Yusrohlana, 2021). Moreover, some parents agree and allow their children to squeak because the truck they ride belongs to their mother, so the teacher cannot force them not to squeak because their parents agree that their child does that (Jannah, 2021).

At MTs Negeri 1 Banjarmasin City, there has been a student pick-up by using the school bus as a solution to avoid the occurrence of desperate bastard or squealing behavior, but this has pros and cons to parents. When the child cannot follow the schedule for the bus departure time because it is too late, the child is finally late. Moreover, even when they are charged a monthly rate, as parents of students, there are objections due to economic factors; there are also those who think they can still be reached by public transportation. Moreover, parents also have a vehicle to pick up and drop off independently. In the end, the bus was only used for student activities outside of school.

The way to discipline students so they do not play truant is to approach students. Students who have problems with the teacher are approached by the teacher and invited to casual conversation. The discussion material is about the problems faced by students related to their indiscipline. After students express the problems they face related to their indiscipline, the teacher provides solutions, provides motivation, and builds students' self-confidence to be more self-disciplined. The hope is that there will be a change in students' attitudes and behavior in madrasahs.

In minimizing the occurrence of student misbehavior at MTs Negeri 1 Banjarmasin, schools try to plan in the short and long term. In a short time, the school always disciplines students with good habits such as dhuha prayer to score good behavior because the report cards also have behavioral values. Each lesson has behavior (good behavior, honesty, discipline, responsibility) assessed

in all types of subjects (Yusrohlana, 2021). While in the medium or long term, the school seeks to produce graduates who have morals and can read the Koran well, perform obligatory prayers and sunnah, so the long time is for moral formation (Munif, 2017; Badriyah, 2021).

Evaluation

Evaluation of Counseling Guidance at MTs Negeri 1 Banjarmasin City is carried out routinely every month, semester, and yearly; this is done to determine the extent of the guidance program carried out by counseling guidance teachers. At MTs Negeri 1 Banjarmasin City, Guidance and counseling are evaluated in the even semester and end of the school year. Evaluation of implementation in monthly meeting activities led directly by the principal. The actions taken by the counseling guidance teacher in dealing with student delinquency are by giving written warnings on the report cards received by students at the time of grade promotion, wherein in each subject, there is behavior that is assessed such as good behavior, discipline, and responsibility. It aims to provide an overview of parents regarding their children's behavior while at school. Thus parents are expected to provide motivation and constructive direction for children to behave better.

All implementation activities have been evaluated periodically; this is done to measure the extent to which the results are achieved by a program (Mahmud & Suratman, 2019). This includes a counseling service program. Evaluation is also intended to find out the weaknesses of a process of guidance service activities to be a reference in implementing the following guidance program (Martínez et al., 2020).

CONCLUSION

The planning stage of counseling advice at MTs Negeri 1 Banjarmasin is proceeding well, focusing on examining student needs and problems, analyzing school conditions, setting goals, comprehending and selecting material, and designating time and place without the planned budget preparation. Meanwhile, in MTs Negeri 1 Banjarmasin City, advice and counseling are implemented according to plan. This is demonstrated by the management of counseling guidance MTs Negeri 1 Banjarmasin City's guidance and counseling services, such as counseling services and supporting activities. Evaluation of Counseling Guidance at MTs Negeri 1 Banjarmasin City is carried out routinely every month, semester, and yearly; this is done to determine the extent of the guidance program carried out by counseling guidance teachers.

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