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ANALYSIS OF FACTORS CAUSING MISCONCEPTIONS IN GUIDANCE AND COUNSELING

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Abstract

Misconceptions are incorrect explanations of ideas that are not in accordance with the scientific understanding accepted by experts. Misconceptions often occur because the concepts studied and accepted are different. The aim of this research is to find out what misconceptions there are regarding guidance and counseling services. The technique used in writing this article is a bibliographic display method that uses literature such as journals, books, documents and other sources without conducting field research. This article contains an abstract, introduction, discussion and conclusion.

Keywords: Misconceptions, Guidance and Counseling.

INTRODUCTION

At the SMP/MTs or SMA/MA level, the term BK (Guidance Counseling) teacher is usually found. However, some elementary schools also have guidance and counseling teachers. This term first appeared in the United States as School Counselor. In Indonesia, known as a BK teacher. Guidance and guidance teachers at school are responsible for guiding and providing input to their students. Counseling teachers will not solve students' problems, but they will provide input from guidance counselors and help students understand themselves so they can maximize their potential. In other words, students who excel also have the right to receive assistance from guidance and counseling teachers.

Compared to other teachers, the phenomenon of guidance and counseling teachers in Indonesia is quite unique. When someone hears the words "counseling teacher", they will immediately think there is a problem. When a student is called by a guidance counselor, it will be a feeling of embarrassment. Other students will definitely immediately believe that a student has a problem after talking to their guidance counselor.

However, the fact is that most guidance and counseling teachers only deal with students who are having problems. As a result, superior students cannot maximize their potential and end up only remaining at that level. Additionally, students sometimes make mistakes. Counseling guidance (BK) teachers are often considered unimportant in schools because they only handle naughty students and accommodate problematic students, making students unwilling to "be friends" with guidance counselors.

Guidance and counseling teachers often receive the following nicknames: (1) Guidance and counseling teachers are considered school police, (2) trouble seekers, so that students think that counseling teachers only deal with naughty children, and (3) Guidance and counseling teachers are considered as waste baskets, where students what is damaged or wrong is accommodated, and on the one hand is considered a superhuman who must know and reveal all the things that underlie a problem or event. Even more extreme, there are people who believe that guidance and counseling teachers do not have jobs. Relax and relax. Therefore, it is not surprising that guidance and counseling teachers are employed as patch teachers or picket teachers (Surabaya Tribun News, 10 December 2017).

So, as a guidance and counseling teacher, you must make follow-up efforts and synchronize efforts with each other so that the series of efforts is complete and sustainable. Many misunderstandings about guidance and counseling teachers occur in society, schools and students. Minister of Education and Culture Regulation number 111/2014 concerning Guidance and Counseling in Primary Education and Secondary Education stipulates that guidance and counselors are important components of educational programs and function to facilitate and empower students to achieve optimal and complete development. Guidance and counselor services are considered a systematic, objective, logical and sustainable effort that is planned and implemented in a programmatic manner.

METHOD

This research is a literature study, so it is a literature study. The specific characteristics used as a basis for developing research knowledge are as follows: research deals directly with the text or data presented rather than field data or eyewitness accounts of events; researchers only deal directly with sources that already exist in the library or ready-to-use data, as well as with the secondary data used (Snyder, 2019). Mendes, Wohlin, Felizardo, and Kalinowski (2020) explain how library research is carried out by looking at literature and analyzing the subject which is relevant. Library searchers can use literature such as journals, books, dictionaries, documents, magazines and other sources without conducting field research.

RESULTS AND DISCUSSION

Permendikbud (2014) states that guidance and counseling is a process of helping students to acquire basic knowledge and skills by helping them understand themselves and become able to direct themselves and act well in accordance with their development. Thus, guidance counseling can be defined as an effort made by a counselor to students to gain a better understanding of themselves.

Even Minister of Education and Culture Regulation Number 111 of 2014 concerning Guidance and Counseling in primary education and secondary education stipulates that every school must have a BK teacher who has a minimum academic education standard of Bachelor's degree in the field of Guidance and Counseling. This shows that guidance and counseling is work carried out by a professional in their field.

Misconceptions are wrong definitions and ideas that do not match the scientific understanding of experts. Misconceptions can be in the form of wrong concepts, wrong mastery of concepts, wrong explanations about the application of concepts, different meanings and their relationships. A misconception is generally defined as a wrong point of view and is defined as a concept that is contrary to current scientific understanding. Initial concepts, mistakes, wrong relationships between concepts, intuitive ideas, or naive views are some examples of misconceptions (in Lesmama 2021).

Misconceptions occur when the ideas students receive do not match what they need. This happens because students are left to understand the textbook on their own without getting a clearer explanation from the subject teacher. Counselors help clients resolve client

problems in accordance with the rules set out in the provisions of guidance and counseling services, which aim to help clients achieve development.

According to Ramlah (2018), the implementation of counseling guidance in schools is carried out in an unclear pattern. The lack of clarity about the pattern that should be applied causes poor perceptions about guidance and counseling. As a result, there are misconceptions about the implementation of BK. Misunderstandings, negative perceptions, and lingering misconceptions cause negative perceptions of the implementation of counselor guidance. As a result, various criticisms emerged as a result of disappointment with the supervising teacher's performance (Heldayani, B. 2016). One of the common misconceptions about guidance and counseling in schools is that guidance and counseling teachers in schools are seen solely as providing advice. This is definitely not true because guidance and counseling teachers are not just providers of assistance in the form of advice. Guidance and counseling are only a small part of the guidance and counseling teacher's efforts. The guidance and counseling teacher's services include providing instructions and information.

Likewise, guidance and counseling teachers are seen as teachers who solve the problems of undisciplined children. In fact, guidance and counseling teachers are very important in building the character of students, not only dealing with children who are not disciplined; they are also very important in guiding children to be successful in learning, to be strong socially and personally, and to be part of the In addition, the idea that counselors act as school police is not true. On the other hand, guidance and counseling teachers help maintain order at school and specifically protect their students so that they feel safe when talking to them.

In the National Working Meeting which was attended by guidance and counseling professors, teachers and lecturers from Educational Personnel Education Institutions (LPTK) throughout Indonesia, the Indonesian Counseling Guidance Association (ABKIN) tried to straighten out misunderstandings about this concept. Sunaryo Kartadinata, Chair of the ABKIN Board of Trustees, stated in 2018 that counseling should focus on improving student behavior in the long term rather than just solving problems. So far, BK has often been seen as a teacher who handles students with problems. "We hope that in the field there will no longer be any misconceptions, BK teachers are school security who monitor students behaving mischievously." On the sidelines of the ABKIN National Working Meeting, he stated that if there were children who did not pay tuition fees and were thrown to the

guidance and counseling teacher, it meant that the guidance and counseling teacher had become a wastebasket. Of course that is a very wrong concept.

Based on Permendikbud number 111 of 2014, the duties and responsibilities of BK teachers are many. If calculated both normally and with service equivalence, guidance and counseling teachers will never have free time to carry out all counselor guidance activities. There are several that show that the factors that cause misconceptions in guidance and counseling in schools are often ignored:

1. The school principal does not understand and does not understand the functions and responsibilities of guidance and counseling. This usually occurs due to a lack of effective communication between the guidance and counseling teacher and the school principal. As a result, school principals cannot understand how other things in school management should be prioritized.
2. Ignorance or unclear understanding of guidance and counseling causes teachers and other employees not to understand the duties and roles of guidance and counseling teachers.
3. Guidance and counseling teachers do not have knowledge or understanding of the role they play in schools. Caused by a lack of adequate instruction or instruction regarding guidance and counseling, unclear changes in school policy, or lack of support and guidance from the school principal.
4. The nature of the work of counseling guidance services in schools has not been accepted due to ignorance and lack of understanding, which causes the counseling guidance program to not run well.
5. The counselor has no desire to develop as a professional. This is due to the fact that most counselors do not realize the importance of developing their professionalism continuously. For example, they may not realize that attending seminars and work locations are not important or they may not be motivated to read books and journals to support their careers.

CONCLUSION

Misconceptions occur when the ideas students receive do not match what they need. This happens because students are left to understand the textbook on their own without getting a clearer explanation from the subject teacher. Counselors help clients resolve client

problems in accordance with the rules set out in the provisions of guidance and counseling services, which aim to help clients achieve development.

There are several wrong stigmas towards counseling guidance: (1) Counseling teachers are considered school police, (2) they are trouble seekers, so students think that guidance counselors only deal with naughty children, and (3) Counseling teachers are also considered trash baskets, a place where damaged or irregular students are accommodated. As a result, when misconceptions persist, they can result in bad results.

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