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COMPARATIVE ANALYSIS OF THE ROLE OF BK IN CHILD FRIENDLY SCHOOLS FOR STUDENTS OF STATE 38 SMP MEDAN AND SINAR HUSNI SMP MEDAN

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Abstract

A counseling guidance teacher is a teacher whose job is to provide scientific and professional psychological and humanitarian assistance so that a counseling guidance teacher must try to create good communication with students in facing life's problems and challenges. The role of the guidance and counseling teacher is very influential in achieving independence and developing the character of students as well as developing the potential possessed by students. This research aims to find out whether there is a significant difference between the role of guidance and counseling in child-friendly schools for students at SMP Negeri 38 Medan and SMP Sinar Husni Medan.

This research uses a quantitative approach with comparative descriptive methods. The research population was students from SMP Negeri 38 Medan and SMP Sinar Husni Medan. The sampling technique is purposive sampling technique. The instrument used is the rating scale model. The first and second research objectives were analyzed using percentage techniques. Next, the third objective was analyzed using the t test.

The findings of this research: (1) according to the student's perspective on the role of guidance and counseling at SMP Negeri 38 Medan, students on average are in the very high category, (2) according to the student's perspective on the role of guidance and counseling at SMP Sinar Husni Medan, students on average is in the medium category, and (3) There is a significant difference between students' perspectives on the role of guidance and counseling in friendly schools and conventional schools.

Keywords: The Role of BK, Child Friendly Schools.

INTRODUCTION

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 19 of 2016 concerning the Smart Indonesia Program. Article 2 explains the government's twelve-year compulsory education program, which means that every individual is required to attend education up to the equivalent of Senior Secondary School (SMA). However, along the way, the program did not run smoothly because each

individual had their own problems. If we look at the importance of administrative requirements in job searches, every company requires job seekers to have a minimum of a high school or equivalent education. This becomes a new problem if people who drop out of school will have difficulty finding work and this will create new problems such as poverty and crime.

The components in implementing guidance and counseling services include the planning stage, implementation stage, and evaluation and follow-up stages. So teachers themselves have additional duties apart from carrying out teaching and learning activities. These additional duties include: compiling guidance programs, implementing guidance programs, evaluating guidance implementation, analyzing the results of guidance implementation, and following up in guidance programs for students for whom they are responsible.

A counseling guidance teacher is a teacher whose job is to provide scientific and professional psychological and humanitarian assistance so that a counseling guidance teacher must try to create good communication with students in facing life's problems and challenges. Guidance and counseling teachers really need their job to accompany students to motivate their learning. As was done by the guidance and counseling teacher at SMP Negeri 38 Medan, when the researcher made observations at the school the guidance and counseling teacher played an active role in accompanying students not only in resolving students' personal problems but also accompanying their students in learning.

The world declaration on education for all has confirmed and ensured that all children on earth have access to good quality basic education. The educational institutions of the basic education program create a school environment that allows children to learn well. However, since the Covid-19 pandemic began, the phenomenon of learning quality has gradually decreased, students' interest in developing themselves is decreasing day by day. This basis has been used as an initial study or description by researchers to analyze the quality of the role of Guidance and Counseling in conventional formal schools.

The role of guidance and counseling in improving the quality of education lies in how guidance and counseling develops a complete human being from various aspects within students. Quality education is not education that only transforms science and technology but must also improve professionalism and management systems, all of

which not only involve academic aspects but also personal, social aspects, intellectual maturity and value systems. The role of BK in these four is what makes counseling play a role in improving the quality of education.

One of the policies that is a superior program that can provide solutions for creating safe and comfortable schools is the Child Friendly School Program (SRA). This is stated in the Ministerial Regulation (Permen) for Women's Empowerment and Child Protection (PPPA) Number 8 of 2014 concerning Child-Friendly School Policies. The definition of a Child-Friendly School (SRA) is a formal, non-formal and informal education unit that is safe, clean and healthy, environmentally caring and cultured, capable of guaranteeing, fulfilling and respecting children's rights and protecting children from violence, discrimination and abuse. others and supports children's participation, especially in planning, policy, learning, supervision and complaint mechanisms related to the fulfillment of children's rights and protection in the educational sphere.

However, the question arises what about schools that do not run the same program, for example SMP Negeri 38 Medan which also has guidance and counseling teachers who play an active role. The role of guidance and counseling in specific school programs needs to be studied and compared. There is a need to develop studies related to the role of guidance and counseling teachers. Guidance and counseling teachers play a role in providing services to students so they can understand, solve problems and make responsible decisions and become independent humans. The BK teacher's job is to know and understand behavior and also provide counseling to students so that they can help students overcome every student problem. From the description above, the researcher wants to conduct research which aims to find out whether there is a significant difference between the role of guidance and counseling in child-friendly schools for high school students.

METHOD

The type of research in this research is comparative research. There are 48 junior high schools that carry out Child Friendly programs. So the research population in the research at SMP Negeri 38 Medan numbered 1010 students, while SMP Sinar Husni Medan numbered 218 students. In this research, the sampling method used was purposive sampling using the Slovin formula. Taking into consideration the research

needs, the researcher determined the sample size to be close to the calculation results so that the research sample was determined to be 43 and 37 students. Data collection was carried out through questionnaires distributed to students who were the subjects. The preparation of this instrument uses construct validity. The data that has been collected will be analyzed in the following ways, namely data description, validity test, reliability test and hypothesis test.

RESULT AND DISCUSSION

Student Perspectives on the Role of Guidance and Guidance in Child-Friendly Schools.

A description of students' perspectives on the role of guidance and counseling in child-friendly schools based on categories can be seen in the following table.

Table 1. Frequency and Percentage Distribution (%) of Student Perspectives on the Role of Guidance and Guidance in Child-Friendly Schools Based on Category (n=43).

Score Intervals	Category	Frequency	%
≥ 114	Very high	26	60,46
90 – 113	Tall	13	30,23
63 – 89	Currently	4	9,31
≤ 62	Low	0	0
Total		43	100

Based on Table 1 above, it can be seen that the ability to increase students' perspectives on the role of guidance and counseling in child-friendly schools is mostly in the very high category, namely 60.46%. Then students' perspectives on the role of guidance and counseling in child-friendly schools were in the high category at 30.23%, and those in the medium category were 9.31%.

Student Perspectives on the Role of Guidance and Guidance in Conventional Schools

A description of students' perspectives on the role of guidance and counseling in conventional schools based on categories can be seen in the following table.

Table 2. Frequency and Percentage Distribution (%) of Student Perspectives on the Role of Guidance and Guidance in Conventional Schools Based on Category (n=37).

Interval Skor	Kategori	Frekuensi	%
≥ 114	Sangat Tinggi	0	0

90 – 113	Tinggi	5	13,5
63 – 89	Sedang	27	73
≤ 62	Rendah	5	13,5
Total		37	100

Based on Table 2 above, it can be seen that the ability to increase students' perspectives on the role of guidance and counseling in conventional schools is mostly in the medium category, namely 73%. Then, students' perspectives on the role of guidance and counseling in non-child friendly schools were in the high category at 13.5%, and those in the low category were 13.5%.

Normality test

The normality test was carried out using SPSS version 17.00. The results of the normality test of student perspective data on the role of BK in child-friendly schools can be seen in the following table.

Table 3 Normality Test Results

Sekolah	Kolmogorov-Smirnov			Ket
	Statistic	Df	Sig.	
Sekolah Ramah Anak	.112	43	.195	Normal
Sekolah konvensional	.087	37	.200*	Normal

Based on Table 3, it can be seen that the P-value of the student perspective data on the role of guidance and counseling in child-friendly schools and conventional schools is greater than 0.05. This means that data on student perspectives regarding the role of guidance and counseling in child-friendly schools compared to conventional schools is normally distributed.

Table 4. Homogeneity Test Results

Variabel	F_{hitung}	F_{tabel}	Df	Sig.	Ket
Perspektif Siswa terhadap Peran BK Pada Sekolah Ramah Anak dan Sekolah konvensional	2.213	3.95	78	.140	Homogen

Based on Table 4, it is obtained at 2.213 and the P-value is 0.140. Then, it can also be seen that it is 3.95. Therefore, $< \text{and P-value} > 0.05$, this means that the data from the two

sample groups are homogeneous. Thus, the requirements for comparative analysis are met.

Hypothesis test

Table 5 t test results

Varibel	f_{hitung}	t_{tabel}	Df	Sig.	Ket
Perspektif siswa SMP Negeri 38 Medan dengan siswa di SMP Sinar Husni terhadap peran BK pada sekolah ramah anak dan sekolah konvensional	12.351	.430	78	.000	Terdapat perbedaan yang signifikan

Based on Table 5, it can be seen that it is 12,351 with and is .430. If compared, and the P-value > 0.05, it means that there is a significant difference between the perspectives of students at SMP Negeri 38 Medan and students at SMP Sinar Husni regarding the role of guidance and counseling in child-friendly schools and conventional schools at the level significance 0.05.

Research result

The following will describe the discussion for each formulation and objective in this research.

1. Student Perspectives on the Role of BK in Child-Friendly Schools

The results of the research show that according to the students' perspective, the role of guidance and counseling in child-friendly schools is in the very high category. Overall, the average percentage score obtained by Child Friendly School Students was 117.00% and the average percentage score obtained by Non-Friendly School students was 77.38%. is in the Medium category.

Students' perspectives on the role of guidance and counseling in child-friendly schools are shaped by several aspects. These aspects will determine the role of guidance and counseling teachers in child-friendly schools and can also be applied to conventional schools. The role of guidance and counseling in child-friendly schools is better in providing services to students so they can understand, solve problems and make responsible decisions and become independent humans. The BK teacher's job is to know and understand behavior and also provide counseling to students so that they can help students overcome every student problem.

The results of the research show that according to students' perspectives on the role of guidance and counseling in child-friendly schools is in the high category, this shows that students recognize the role of guidance and counseling teachers at school in facilitating students' needs at school. This needs to be emulated and implemented also by conventional schools so that the role of guidance and counseling its existence can be recognized at school.

Based on the findings of this research, according to the perspective of students at child-friendly schools, on average they are in the high category. However, these results cannot be used as a benchmark that the role of BK can run well and is in accordance with its duties and functions at school. Guidance and Guidance teachers need to make various efforts to understand the ideal role of Guidance and Guidance in schools. Things that can be done by guidance and counseling teachers include frequently attending seminars and training on the competencies that guidance and counseling teachers must have and deepening techniques and approaches in providing guidance and counseling services. Apart from that, guidance and counseling teachers must also study various other fields of knowledge related to ideal guidance and counseling services in schools.

2. Differences in Student Perspectives on the Role of Guidance and Guidance in Child-Friendly Schools and Conventional Schools

The results of data analysis show that there is no significant difference between students' perspectives regarding the role of guidance and counseling in child-friendly schools and conventional schools. The t test results show the P-value coefficient is 0.000 and is smaller than 0.05. Then, the value obtained is as big as and smaller than the t table value, namely 0.430.

Based on the results of this research, it was revealed that there were significant differences between students' perspectives on the role of BK in child-friendly schools and conventional schools. This significant difference shows that schools with a child-friendly concept are better than conventional schools.

CONCLUSION

According to the perspective of students at SMP Negeri 38 Medan regarding the role of guidance and counseling in child-friendly schools, the average is in the very high category.

According to the perspective of students at Sinar Husni Middle School in Medan regarding the role of guidance and counseling in child-friendly schools, on average it is in the medium category.

There is a significant difference between students' perspectives on the role of guidance and counseling in child-friendly schools and conventional schools.

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