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IMPLEMENTATION OF GROUP GUIDANCE AT ALWASLIYAH GADING PRIVATE ISLAMIC HIGH SCHOOL IN TANJUNGBALAI CITY

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ABSTRACT

Empowering educators through professional development and training is essential to enhancing teaching quality and addressing the evolving challenges of modern classrooms. This study explores how continuous, relevant, and collaborative professional development initiatives impact teachers' pedagogical skills, confidence, and professional identity. Data collected from interviews, focus groups, and document analysis reveal that sustained support, leadership involvement, and a culture of collaboration significantly contribute to the effectiveness of professional learning. However, systemic barriers such as limited time, resources, and occasional misalignment of training content hinder the full realization of professional development benefits. The findings emphasize the need for educational policies and school leadership to prioritize and facilitate meaningful professional growth opportunities. Ultimately, well-designed professional development programs empower educators to become innovative and reflective practitioners, better equipped to meet the diverse needs of their students in a rapidly changing educational landscape.

INTRODUCTION

Allah SWT made the Prophet Muhammad SAW a role model for humanity and was sent to this earth to perfect morals and as a role model for the world's people. Allah says:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

Indeed, in the Messenger of Allah you have a good example to follow for him who hopes for (the Meeting with) Allah and the Last Day and remembers Allah much. (Al-Ahzab : 21)

Based on the verse above, it explains that the Prophet is a good example for us to follow in carrying out our daily duties. There is no doubt that since the first human

child was born into the world, there have been educational efforts. Humans have tried to educate their children, even in a very simple way.

Based on Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. Education is a series of events or communication activities between humans, so that humans grow as whole individuals, while learning is an effort in the form of activities until changes occur in behavior, the activities in question can be observed through interactions between individuals and their environment, especially the school environment in which there are teachers and other supporters.

The concept of counseling rooted in vocational guidance and pioneered by Frank Parson in Boston in 1908, has developed as a primary service in education. With this method, it helps individuals appropriately as needed. Guidance as assistance given to individuals to be able to choose, prepare themselves, and hold a position and get progress in the position they choose.

Guidance and counseling services are increasingly popular with the public, especially in schools, because guidance and counseling services must continue to be implemented. "To provide this service well, one of the main requirements that must be mastered is understanding the basic concepts of guidance and counseling by the guidance teacher (counselor)".

One of the services in guidance and counseling is group guidance services, group guidance Group guidance is a service provided in a group atmosphere. Group guidance services are guidance services that are carried out in groups for a number of individuals at once so that several people or individuals can receive the intended guidance. Group guidance is carried out if the problems faced by several students are relatively similar or related to each other and they are willing to be served as a group. However, if there are those who object to their problems being known to others, then group guidance is not carried out but needs to be served individually.

Over time, individual concern for their environment begins to decrease. Individuals prioritize pleasure for their own pleasure without thinking about the surrounding environment. This is what causes them to become individual beings. Based on the results of observations at MAS Alwasliyah Gading, it shows that students who do not have a playgroup or gang are ostracized from the class. If one of their friends is in trouble, most of the students avoid and even curse the friend who is experiencing trouble. There is one special student in school, this student is often made the laughing stock or jokes of students in the same class. In addition, they will not be friends with friends who they think are not suitable or suitable for their group. So, students who are different from their group do not want to cooperate with other groups and this group service is more efficient in dealing with problems faced by students at the stage of their adolescent development.

At MAS Alwashliyah Gading, Tanjungbalai City, there are 2 (two) guidance and counseling teachers. Guidance and counseling teachers are assigned to each grade

level, for example 1 (one) guidance and counseling teacher is responsible for all students in grade X and so on and also has the educational professionalism possessed by guidance and counseling teachers at the school, although this is not in accordance with Permendiknas No. 27 of 2008 as stated in the responsibility of 1 (one) BK teacher to serve 150 students.

Based on the results of an interview with one of the Guidance and Counseling teachers at MAS Alwashliyah Gading, it was emphasized that group guidance is very important to be implemented. By forming groups, students are more likely to develop their thinking, with group guidance followed by some students who choose several activities according to their interests and talents, specifically to deepen their interests and talents and are also assisted by several guidances delivered by the counseling teacher. Students here are not forced to participate in the implementation of group guidance activities, although this does not prevent other students who are members of the group guidance. This study will examine the implementation of group guidance carried out at the Alwashliyah Private Islamic High School in Tanjungbalai City.

Based on the above explanation, this study aims to determine the group guidance implementation program and to determine the implementation of group guidance at the Alwashliyah Private Islamic High School in Tanjungbalai City.

METHOD

The research method in this study, the type of qualitative research method Phenomenology which is a study that specializes in phenomena and apparent realities to examine the explanations in it. In the history of human science and philosophy, one of the best approaches to understanding the scope of human conscious experience is Phenomenology. In this case, the researcher chose the Phenomenology approach which will explore data to find the meaning of the basic and essential things of the phenomena, realities, or experiences experienced by the research object. The primary data sources in this study are guidance and counseling teachers and students, while the secondary data sources are the head of the foundation, the principal, and the vice principal. By using observation data collection techniques, interviews and document studies.

RESULT AND DISCUSSION

Group guidance services are guidance and counseling services that allow a number of students together, through group dynamics, to obtain various materials from certain sources, especially from the supervising teacher and discuss certain topics together that are useful for supporting their understanding and daily life or for their development, both as individuals and as students, and for consideration in making decisions and student actions.

1. Definition of Group Guidance

Guidance comes from English, namely Guidance from the word "Guide" or "to guide" which means to show, guide or lead others to the right path. So the word guidance means providing guidance or providing guidance to others who need it. Meanwhile,

according to the big Indonesian dictionary, guidance is defined as instructions (explanations) on how to do something. There are several experts who mention the definition of guidance, including:

- a. Prayitno and Erman Amti, Guidance is the process of providing assistance carried out by an expert person to someone expert assistance to someone or several individuals, with the aim of being able to develop the abilities of the person being guided and have the ability.
- b. Ahmad Badawi, Guidance is a process of assistance given by a mentor to an individual who is experiencing a problem, so that the mentored has the ability to overcome their problems until they achieve happiness in their lives individually and socially.
- c. Bimo Walgito, Guidance is assistance or help given to an individual or group of individuals in avoiding or overcoming difficulties in their lives, so that individuals can achieve well-being in their lives.
- d. Frank Parson, in Jones: guidance is assistance given to individuals to be able to choose, prepare themselves and hold positions and get progress in the positions they choose.
- e. Hamalik: guidance in schools is an aspect of the education program that concerns assistance to students so that they can adjust to the situations they face and to plan their future according to their interests, abilities and social needs.

From the several definitions above, it can be concluded that guidance is an activity of assistance by a mentor to the mentored in dealing with problems that can arise in their lives. This assistance will be very appropriate if carried out at school, so that each individual who is guided can develop in the most optimal direction.

2. Principles of Group Guidance Services

In group counseling activities, there are a number of rules or principles that must be observed by members, these principles are:

- a. Principle of confidentiality,
- b. Principle of voluntary attendance,
- c. Principle of openness,
- d. Principle of activity,
- e. Principle of normativeness,
- f. Principle of contemporary.

3. Objectives of Group Guidance

The objectives to be achieved in group guidance are mastery of information for broader purposes, personal development, and discussion of general problems or topics broadly and in depth that are beneficial for group members. According to Prayitno, there are several objectives of group guidance, including the following:

- a. Being able to speak in front of many people
- b. Being able to express opinions, ideas, suggestions, responses, feelings and so on to many people

- c. Learning to respect other people's opinions
- d. Being responsible for the opinions expressed
- e. Being able to control oneself and restrain emotions (negative mental turmoil)
- f. Being tolerant
- g. Becoming familiar with each other
- h. Discussing problems or general topics that are felt or are of common interest.

4. Functions of Group Guidance

Group guidance services have 3 main functions, namely:

- a. Understanding Function
- b. Development Function
- c. Prevention Function

5. Group Guidance Stages

The stages in group guidance are the initial stage, the activity stage, and the ending stage

- a. Formation Stage
- b. Transition Stage
- c. Activity Stage
- d. Termination Stage.

6. Group Guidance Material

Group guidance services are specifically related to the areas of guidance, namely:

- a. Group guidance services in the personal field, including group guidance activities that discuss aspects of students' personal lives, namely matters concerning:
 - 1) Habits and attitudes in believing and being devoted to God Almighty.
 - 2) Recognition and acceptance of changes, growth, and physical and psychological development that occur in oneself.
 - 3) Recognition of one's own strengths, talents and interests and their distribution and development.
 - 4) Planning and organizing a healthy life.
- b. Group guidance services in the social field, including group guidance activities that discuss aspects of students' social development, namely matters concerning:
 - 1) The ability to communicate, as well as receive and convey opinions logically, effectively, and productively.
 - 2) Ability to behave and relate socially (at home, school and community) and uphold manners, norms and religious values, customs, and habits that apply.
 - 3) Relationships with peers (at school and community).
 - 4) Controlling emotions, overcoming conflicts and problems that arise in the community (both at school and outside school).

- 5) Understanding and implementing school discipline and regulations, at home and in the community.
 - 6) Introduction, planning, and practicing a simple, healthy and cooperative lifestyle.
- c. Group guidance services in the field of learning, including group guidance activities for aspects of student learning activities, namely matters relating to:
- 1) Motivation and learning goals, and practice.
 - 2) Learning attitudes and habits.
 - 3) Development of technical learning skills.
 - 4) Learning activities and discipline and practicing effectively, efficiently, and productively.
 - 5) Mastery of subject matter and practice/skills.
 - 6) Learning orientation at higher education institutions or schools.
- d. Group guidance services in the field of career, including group guidance activities that discuss aspects of student job choices and career development, matters relating to:
- 1) Choice and training of skills.
 - 2) Orientation and information on jobs or careers, the world of work and efforts to earn income.
 - 3) Orientation and information on skills institutions in accordance with job choices and career development directions.
 - 4) Choice of orientation and information on higher education institutions or schools in accordance with career development directions.

7. Components of Group Guidance Services

Prayitno explained that there are three important components in a group, namely group atmosphere, group members, and group leaders.

a. Group Atmosphere

There are five things that should be considered in assessing whether the life of a group is good or not good, namely:

- 1) There is a dynamic relationship between members
- 2) Having a common goal
- 3) The relationship between the size of the group (many members) and the nature of group activities
- 4) Intention and attitude towards others
- 5) Independent ability.

b. Group Members

Group guidance service activities are also largely based on the role of its members. The role of the group will not be realized without the active participation of the group members. Because it can be said that group members are the body and soul of the group. Membership is one of the main elements in the group life process. Without members, there can be no group. The activities or life of the group are largely based

on the role of its members. The role of the group, and even more than that, within certain limits a group can carry out activities without the presence of the role of the group leader at all. In short, the role of group members is very important.

The roles that group members should play as expected according to Prayitno are as follows:

- 1) Helping to build an atmosphere of intimacy in relationships between group members
- 2) Pouring out all feelings in involving oneself in group activities
- 3) Trying so that what is done helps to achieve common goals
- 4) Helping to formulate group rules and trying to comply with them properly
- 5) Really trying to effectively participate in all group activities
- 6) Being able to communicate openly
- 7) Trying to help others
- 8) Giving other members the opportunity to also play their roles
- 9) Realizing the importance of group activities.

c. Group Leader

There are several roles of group leaders in group guidance services, as follows:

- 1) Group leaders can provide assistance, direction or direct intervention in group activities. This intervention includes things that are of a nature that are discussed or concerning the process of the activity itself.
- 2) Group leaders focus on the emotional atmosphere that develops in the group, both the feelings of certain members and the group as a whole.
- 3) If the group does not seem to be heading in the intended direction, then the group leader needs to provide the intended direction.
- 4) The group leader also needs to provide feedback on various things that happen in the group, both in terms of content and the process of group activities.
- 5) The group leader is expected to be able to regulate the flow of group activities, hold the rules of the game (become a referee), make peace and encourage cooperation and an atmosphere of togetherness.
- 6) The confidentiality of the group with all its contents and events that arise in it is also the responsibility of the group leader.
- 7)

8. Evaluation of Group Guidance Service Activities

Prayitno stated that the assessment of group guidance services is more "in process", this can be done through:

- a. Observing the participation and activities of participants during the activity
- b. Revealing the participants' understanding of the material discussed
- c. Revealing the usefulness of the service for group members, and the acquisition of members as a result of their participation
- d. Revealing the interests and attitudes of group members about the possibility of further activities

- e. Revealing the smoothness of the process and atmosphere of the service delivery.

CONCLUSION

The conclusion of the study on the Implementation of Group Guidance at MAS Alwashliyah Gading, Tanjungbalai City is as follows:

First, the Implementation of Group Guidance is one of the Guidance and Counseling programs in the Group Guidance Service at MAS Alwashliyah Gading, Tanjungbalai City. The Implementation of Group Guidance, the instrument testing in the study did not use an experimental class group but used a control group, so that the process of implementing the activity took place every week and only one lesson hour or approximately 45 minutes. In this case, through Group Guidance service activities, it is a means of supporting optimal development and prioritizing the development of communication and socialization skills.

Second, the Implementation of the Implementation of Group Guidance at MAS Alwashliyah Gading, Tanjungbalai City, in the implementation process includes several stages of implementation, components, materials and evaluations. In this case, the process of implementing Group Guidance services at MAS Alwashliyah Gading, Tanjungbalai City, through processes such as identifying, diagnosing, prognosticating, therapy or providing assistance and follow-up. Several stages in the Group Guidance service activities at MAS Alwashliyah Gading Tanjungbalai City, the first is the formation stage, to develop group dynamics in achieving common goals. Second, the transition stage, namely after formation, the role of the group leader to coordinate group members. The third stage of activity, which is the core stage of the group, the group leader and group members in this process are expected to be active. And fourth, is the ending stage, where the results achieved should encourage the group to carry out activities so that common goals are achieved. The components in the implementation of Group Guidance service activities at MAS Alwashliyah Tanjungbalai City are BK teachers and group members, namely students of class XI IPS 1. The implementation material in the Group Guidance service activities at MAS Alwashliyah is self-understanding, motivation, respecting other people's opinions, thinking positively, and focusing on goals. Evaluation in the implementation of Group Guidance service activities at MAS Alwashliyah Gading Tanjungbalai City regarding the response of students who are quite active in the activities. Furthermore, seeing the activeness of students from their enthusiasm in implementing the Group Guidance service activities. Student changes after doing activities in terms of communication, especially arguing better than before. And the techniques used in this Group Guidance service activity are group discussions and home rooms.

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