

Study of Implementation of Competency-Based BK at Pondok Pesantren Kiyai Haji Abdul Satar Sholeh

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Abstract

The purpose of this study was to determine the form and effectiveness of a competency-based BK implementation study at the Kiyai Haji Abdul Satar Sholeh Islamic Boarding School. The type of research used in the thesis is qualitative research with a qualitative descriptive approach. The results of this study are, that the form of group guidance services carried out by counseling teachers is to carry out planning starting from identifying problems, conducting a need assessment (needs analysis), preparing RPL, facilities and infrastructure needed. As for the steps in implementing group guidance services, namely the initial or opening stage, the counseling teacher conducts greetings and prayers, checks the presence of members, continues with introductions and conveys goals, activity phase, at this stage the counseling teacher determines the topic of discussion and delivery of material, discussion regarding the problem, conducting problem analysis and the Closing Stage, at this stage the counseling teacher concludes the meaning of the activity, conveys messages and impressions, plans follow-up, prays and greetings.

Abstrak

Kata Kunci:

Layanan Bimbingan Dan

Konseling, Motivasi Belajar

Tujuan dari penelitian ini adalah untuk mengetahui bentuk dan efektifitas studi pelaksanaan BK berbasis kompetensi di Pondok Pesantren Kiyai Haji Abdul Satar Sholeh. Jenis penelitian yang digunakan dalam skripsi adalah penelitian kualitatif dengan pendekatan deskriptif kualitatif. Hasil dari penelitian ini adalah, Bahwa Bentuk layanan bimbingan kelompok yang dilakukan guru BK yaitu melakukan perencanaan dimulai dari mengidentifikasi masalah, melakukan *need assesment* (analisis kebutuhan), mempersiapkan RPL, sarana dan prasarana yang dibutuhkan. Adapun langkah-langkah dalam pelaksanaan layanan bimbingan kelompok yaitu tahap awal atau pembukaan, guru BK melakukan salam dan doa, melakukan pengecekan kehadiran anggota, dilanjutkan dengan perkenalan dan menyampaikan tujuan, Tahap kegiatan, pada tahap ini guru BK menentukan topik pembahasan dan penyampaian materi, pembahasan mengenai masalah, melakukan analisis masalah dan Tahap pengakhiran, pada tahap ini guru BK menyimpulkan

makna dari kegiatan, penyampaian pesan dan kesan, merencanakan tindak lanjut, do'a dan salam.

INTRODUCTION

Advances in science and technology in the current era of globalization require every profession to improve and strengthen the basic scientific concepts that form the basis of professional practice. Guidance and counseling is a process of providing assistance or assistance provided by the counselor (counselor) through face-to-face meetings or mutual relations between the two, so that the counselee has the ability or skills to see and find problems and be able to solve problems on their own. Or the process of providing systematic assistance or assistance from the counselor (counselor) to the counselee (student) through face-to-face meetings or reciprocal relations between the two to reveal the counselee's problems so that the counselee is able to see his own problems, is able to accept himself according to his potential, and is able to solve problems. his own problem. As contained in the word of Allah surah Al-Baqarah verse 151 which reads:

كَمَا أَرْسَلْنَا فِيكُمْ رَسُولًا مِّنكُمْ يَتْلُوا عَلَيْكُمْ آيَاتِنَا وَيُزَكِّيكُمْ وَيُعَلِّمُكُمُ الْكِتَابَ وَالْحِكْمَةَ وَيُعَلِّمُكُم مَّا لَمْ تَكُونُوا تَعْلَمُونَ

Meaning: "As (We have perfected Our favor to you) We have sent you a Messenger among you who recites Our verses to you and purifies you and teaches you the Book and Al-Hikmah, and teaches you what you do not know".¹

Kiyai Haji Abdul Satar Sholeh Islamic Boarding School is one of the Islamic boarding schools that prioritizes preparing students to enter the workforce and developing a professional attitude. Students can choose the area of expertise they are interested in according to their circumstances and their potential. Thus, students are ready to enter the world of work according to their existing skills and abilities. To realize the achievement and preparation of students/students to enter the world of work, it is necessary to have insight, knowledge and career-related guidance. Where career guidance can help students/students to make career decisions that are right and in accordance with themselves and can enjoy the world of work with a happy and diligent heart.

Information about careers can be obtained through the Guidance and Counseling teacher at Kiyai Haji Abdul Satar Sholeh Islamic Boarding School in various ways including providing information services about careers, where the teacher provides

¹ Kementrian Agama Republik Indonesia, *Alquran Dan Terjemah* (Bandung: Penerbit J-Art, 2014).

information about types of work, benefits and functions of the job. Providing career guidance services at the Kiyai Haji Abdul Satar Sholeh Islamic Boarding School which has the same function and goal, namely alleviating existing problems in the educational environment, especially students who attend Kiyai Haji Abdul Satar Sholeh Islamic Boarding School. The explanation above can be related to Career Counseling Guidance in reducing problems in career decisions or strengthening career decisions which is very interesting to study more deeply.

The purpose of counseling guidance services is to be able to plan study completion activities, career development and life in the future by getting to know talents, interests, abilities and personality traits that exist in a student which is very necessary in making career decisions for students.

RESEARCH METHOD

The type of research used in scientific articles is qualitative research. Bogdan and Taylor in Moleong define qualitative methodology as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. Based on the issues raised, this research uses a qualitative descriptive approach. This study aims to describe, summarize various conditions, situations or various phenomena of social reality that exist in society which are the object of research and seeks to draw that reality to the surface as a description of certain conditions, situations or phenomena.²

This research took place at Kiyai Haji Abdul Satar Sholeh Islamic Boarding School. To be precise, in Renah Medan, Renah Pembarap district, Merangin Regency, Jambi Province. As for the data sources for this study, there are two sources of data, namely primary data from counseling teachers and secondary data in the form of the profile of Pondok Kiyai Haji Abdul Satar Sholeh, vision and mission, schedule of activities and those related to the interests of this research. Data collection in this study was carried out through three methods, namely observation, in-depth interviews and documentation³.

The data analysis technique used in this study is descriptive qualitative which requires in-depth interpretation. According to Milles and Huberman, analyzing

² Bungin Burhan, *Penelitian Kualitatif; Komunikasi, Ekonomi, Kebijakan Publik, Dan Sosial Lainnya* (Jakarta: Kencana, 2008).

³ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya Offset, 2006).

qualitative data will be carried out in three stages: data reduction, data presentation, conclusion/verification.⁴ By going through the three stages of work, the researcher wanted to know about the Competency-Based Counseling Implementation Study at the Kiyai Haji Abdul Satar Sholeh Islamic Boarding School.

FINDINGS AND DISCUSSION

A. Form of Competency-Based Counseling Implementation Study at Kiyai Haji Abdul Satar Sholeh Islamic Boarding School

The first thing the BK teacher does when going to carry out group guidance services is a Need Assessment to understand the conditions needed through reports from the subject teacher or homeroom teacher regarding the problems experienced by students. Next, prepare the RPL (Service Implementation Plan) which will be carried out and prepare the facilities and infrastructure needed when carrying out group guidance. collaborate with related parties such as student councils, subject teachers and homeroom teachers in making RPL (Service Implementation Plans) and in implementing group guidance services.

After planning, the BK teacher implements the guidance and counseling program in accordance with the problems experienced by the students. In carrying out the guidance and counseling program, the counseling teacher implements a collaborative approach with related parties, facilitating the counselee's academic, career, personal and social development in accordance with the problems of students.

1. The Effectiveness of Competency-Based BK Implementation Studies at Islamic Boarding Schools of Kiyai Haji Abdul Satar Sholeh

a. Execution Duration

Judging from the duration of group guidance services, based on the results of the researchers' observations it was known that the implementation of group guidance services was carried out for 45 minutes. The following is an excerpt from the interview. "Usually the implementation of group guidance services is carried out in 45 minutes." From the results of these interviews, it is known that in one meeting group guidance is carried out for 45 minutes.

⁴ Milles and Huberman, *Analisis Data Kualitatif* (Jakarta: Universitas Indonesia Press, 1992).

b. Description of Activities

In group guidance service activities it is known that there are several stages carried out by the counseling teacher, including carrying out the initial stage, the activity stage, and the closing stage. The initial step was held in the context of forming groups up to gathering group members consisting of 8 students. The initial stage in implementing group guidance services begins with greetings and praying first. Next, check the attendance of the students concerned.

Furthermore, the guidance and counseling teacher begins to discuss one by one the problems experienced by all group members. When finished, the guidance and counseling teacher asks all group members to do a problem analysis, conveying ideas about the problems of group members.

The purpose of giving reflections is in the form of guidance so that students can think positively and get rid of negative thoughts that can limit themselves. The third stage or termination stage. At this stage the guidance and counseling teacher concludes the meaning of the activities that have been carried out. The BK teacher provides an opportunity for all group members to convey messages and impressions when participating in group guidance activities.

Furthermore, the BK teacher and group members plan follow-up, namely developing aspects of cooperative work. And finally ends with prayer and greetings.

2. Successes and Obstacles Faced in Implementing Competency Guidance at the Islamic Boarding School of Kiyai Haji Abdul Satar Sholeh

It turns out that the provision of group guidance services can increase the self-confidence of students at the Kiyai Haji Abdul Satar Sholeh Islamic Boarding School. After being given group guidance services, there was a change in the self-confidence of the students. From the implementation of group guidance services, service results are obtained as a result of the service process. The results of these services are in the form of implementing group guidance services to increase self-confidence.

Description After Obtaining Group Guidance Services Based on the observation results, the initial conditions of students' self-efficacy in learning were said to be low and after being given group guidance services by the counseling teacher, students became confident in their abilities.

Conclusion of Interview Results Based on the results of documentation and interviews conducted by the counseling teacher, it is clear that the implementation of group counseling has a clear purpose in carrying out services, namely to enable students to increase their self-confidence.

Data analysis regarding the implementation of guidance services for group guidance counselors for counseling teachers to carry out assessments to understand the conditions needed for counseling teachers in collaboration with *asatidzah*, homeroom and homeroom teachers and subject teachers, prepare programs in the form of RPL, prepare facilities and infrastructure. In the implementation of group guidance services, namely the first initial or opening stage, the second is the core stage or the third working stage is the ending or closing stage. The results in the implementation of group guidance services, namely guidance and counseling teachers were able to increase students' self-confidence through group guidance services.

The results of the research on the implementation of competency-based counseling at the *kiyai haji abdul satar sholeh* Islamic boarding school describe the inhibiting factors for guidance and counseling teacher professionalism at the *kiyai Haji Abdul Satar Sholeh* Islamic boarding school. Inhibiting factors in this study were divided into two, namely internal factors and external factors. Internal factors themselves consist of: (1) Personality and dedication; (2) educational background; (3) experience; (4) the state of the teacher's health; (5) work motivation; (6) the competency of the counseling teacher; (7) work discipline in schools. While external factors consist of: (1) facilities and infrastructure; (2) school principals; (3) certification; (4) the condition of the teacher's economic welfare; (5) professional organizations.

CONCLUSION

The form of the competency-based BK implementation study conducted at the *Kiyai Haji Abdul Satar Sholeh* Islamic Boarding School is to carry out planning starting from identifying problems, conducting a need assessment (needs analysis), preparing RPL,

facilities and infrastructure needed. After that, the implementation is carried out. As for the effectiveness of the Competency-Based BK Implementation Study at Kiyai Haji Abdul Satar Sholeh Islamic Boarding School through the steps in implementing group guidance services in the early stages, the BK teacher conducts greetings and prayers, checks the presence of members, followed by introductions and conveys the purpose. And in the next stage, namely the activity stage of the guidance counselor determines the topic of discussion and delivery of material, discusses problems and conducts problem analysis. In the next stage, the BK teacher concludes the meaning of the activity, conveys messages and impressions, then plans follow-up, then closes with prayers and greetings.

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