

## IMPLEMENTATION OF CONSULTATION SERVICE AND EFFECT TO THE CONSULTEE'S SATISFACTION

(An Evaluation Study of The Implementation Counseling Service and Satisfaction of Client)

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### Abstract


In counseling service, there are many type of counseling in it's practice, the one of the type was a counsultation service. This type of counseling service was help the consultee to solve a problem of the other people that need their help, this can be implemented if consultee can solve their own problem,. This service always implemented in school setting, this because of a counseling in school will help like parents, or another student to help their kids or their friends in learning process. But in reality of counseling practice was far from the ideal. How is the school consultation service in Indonesia implemented? and what are the problems? is a question that needs to be answered. This paper tries to answer the question with the method of analysis of research results with qualitative and also seek a satisfaction of consultation service. there are three researches on consulting services that have been done in three cities, namely Semarang, Padang and Banjarmasin. The research finds three categories of service implementation, is good, moderate and sufficient. The barriers found are low support from counsultte and misunderstood the concept of consulting services. The effort to overcome the problem is with the improvement of quality of counselor which facilitated by MGBK.

Dalam pelayanan konseling, adanya banyak jenis pelayanan konseling, salah satunya adalah pelayanan konsultasi. Jenis pelayanan konseling ini membantu konsulti untuk memecahkan masalah dari orang lain yang membutuhkan masukan darinya. Hal ini bisa diimplementasikan jika konsulti sudah bisa memecahkan masalahnya sendiri. Pelayanan ini selalu bisa diimplementasikan dalam seting sekolah, hal ini karena konseling disekolah akan membantu dan banyak berhadapan dengan seperti orang tua siswa, wali siswa, siswa yang membutuhkan kiat untuk anak dan teman sebayanya dalam proses belajar. Akan tetapi, realitanya praktek konseling masih jauh dari yang seharusnya. Bagaimana pelayanan konsultasi sekolah di Indonesia di laksanakan ? dan apa saja permasalahannya? merupakan pertanyaan yang perlu di jawab. Tulisan ini mencoba menjawab pertanyaan tersebut dengan metode analisis hasil penelitin dengan kualitatif dan kuantitatif dan juga melihat kepuasan dari pelayanan konsultasi. terdapat tiga Riset tentang layanan konsultasi yang pernah di lakukan di tiga kota, yakni Semarang, Padang dan Banjarmasin. Hasil riset menemukan tiga kategori pelaksanaan layanan, yakni baik, sedang dan cukup. Hambatan yang di temukan berupa rendahnya dukungan dari counsultte dan salah memahami konsep layanan konsultasi. Upaya

mengatasi masalah tersebut adalah dengan peningkatan mutu konselor yang di fasilitasi oleh MGBK.

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## INTRODUCTION

In the beginning, the author will present consultation services from the theoretical review of various experts in his field, covering what, why and how the consultation services should be carried out. Then proceed with the presentation of the reality of the results of research on the implementation of consulting services in schools that have been done, ie research in Semarang (Java), Padang (sumatera) and Banjarmasin (Kalimantan) by explaining the findings and problems. Then in proceed with the discussion and conclusion.

### Understanding Consulting Services

One of the definitions of consultation as proposed by Zins (1993), is its usual process based on the characteristics of the same relationship characterized by mutual trust and open communication, working together in identifying problems, bringing together personal resources to know and choose strategies that are likely to solve the identified problems, and the sharing of responsibilities in the implementation and evaluation of planned programs or strategies. While some other definition of consultation services quoted by Shetzer (1985) is, a.D.B. Keat, who formulated consultations within educational institutions as "A process whereby consultants and consultees work together to develop ways of helping students". while G. Caplan, formulates consultations as: "A process of interaction between two professionals-consultants and consultees in which the consular calls for consultant's assistance with problems and difficulties experienced" and AY Bindman, formulates consultations as: "A process of interaction or relationship interpersonal relationship between two professional workers where one as a consultant, assisting another worker, ie consulti, to solve mental health problems for a client, with a professional framework

From the above definition it can be concluded that the consultancy is a professional activity between konsle and konsulti that discuss the problems of the consulti's natural work in handling the mental problems experienced or in the face of the counselee with the intention of empowering the consulti in order to be able to identify the problems that hamper the student's progress in achieving educational goals.

### The purpose of the Consular Service

According to Fullmer & Bernard (in Shetzer, 1985) advisory services aims

- a) Improve and expand the parental learning environment,

- b) Improve communication by providing useful and direct information facilities for related persons (parents),
- c) Invite all people who have functions and roles in improving the learning environment,
- d) Expand the services of experts in providing services to others who need help
- e) Extending the depth of education services for counselors to parents, teachers of study, and principals,
- f) Helping others (parents) learn how to deal with problematic behavior in children,
- g) Mobilize groups, organizations, individuals help themselves.

### Consultation Service Model

Judging from the understanding and purpose of the consultation service, the consultancy service has the convenience function for the consulti that the consultant as a trainer teaches the knowledge, skills, and attitudes required by the consulti in solving the problem. Consultants are seen as professions in the school system, have an obligation to help group members, staff, and even individuals to plan and provide treatment to troubled consulti.

The consultant's expertise in meetings is to present problems, plan and execute. Shetzer (1985) argues that the implementation of consultation techniques, may use consultation models, among others:

- a. Caplanian Model. The pioneer of this theory is Gerald A. Caplan. In this model, consultants mengassesmen, mendiskusukan, and provide advice about a particular case. This model is identical to the duties of a physician and shows the existence of empowerment activities for the consultant. The process of this model includes the following stages:
  - 1. Consultant make Diagnosis.
  - 2. The consultant makes recommendations of the diagnosis.
  - 3. The consultant submits the recommendation to the consultant.
  - 4. Consult the implementing recommendations.
  - 5. The consultant has occasionally met with the client for the purpose of crooscheck / checks whether the consultant has undertaken the recommendations given.
- b. Model Cunsulcube (model cube). The forerunners of this model are Blake and Mouton, giving consultants the characteristic of interference that aims to change the cycle of human nature. This model provides the basic framework for consultant interventions as follows:
  - (1) Acceptance, which is to provide a sense of security to the counselee's self in order to be able to express the problem without any fear,

- (2) Catalytic, which helps counselees collect data to be reinterpreted to a problem,
- (3) Confrontation, which is designed to help the counselee to test the value that is in his opinion,
- (4) Prescriptions, ie consultants tell the counsel what to do,
- (5) The theories of the two principles, namely the consultant, provide the theory to the counselee to review the situation causing the relationship and to make an ideal diagnosis and planning of the situation.

### Consultation Service Process

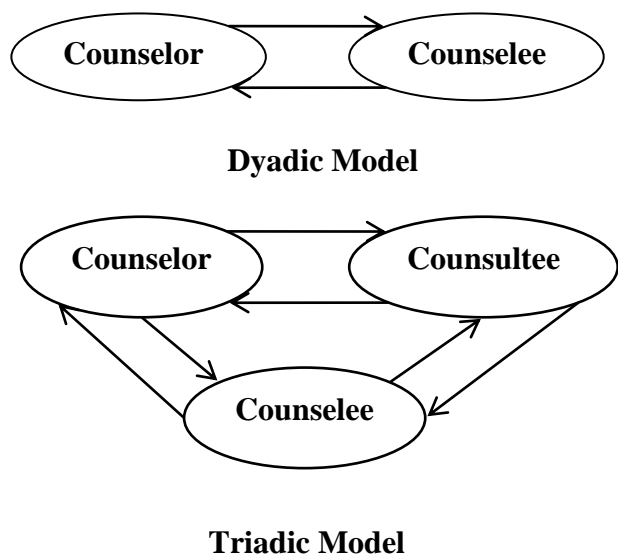
Quite a lot of concepts about the content and consultation process are put forward based on the principles and philosophy of each expert, but in accordance with the principles and characteristics of this development research used the consultation process of the version of Kurpius. But to know, in the implementation of the consultation is very important thing is the content (content), that is about what is done and the process (process) is about the facilities used for solving the problem konsulti. In this process has two versions, namely the consultant as a catalyst that helps the konsulti in solving problems and consultant as a facilitator who concentrates to seek group problem solving. According to Kurpius (in Shetzer, 1985), there are nine stages of the consultation process. The stages are described as follows:

- a. Pre Entry (before signing in). The Consultant explains the values, needs, assumptions, and objectives of the individual, group, organization as well as assessing the ability and skills of the consultant himself.
- b. Entry. A problem statement is disclosed, linked, formulated and specifies steps to follow.
- c. Gathering information. To explain the problem by listening, observing, giving statements, standard notes, interviews and group meetings.
- d. Defining problem (formulating the problem). Information rendering is used in determining the purpose for change. Problem reports are translated into a report and approved by consultants and consulti.
- e. Determining problem solution. Information in analysis and in synthesis to find the most effective problem-solving to the problems facing the konsulti. Characteristics of this stage is the outpouring of the mind, choosing, and setting priorities.
- f. Stage objectives stages (set goals). The results achieved are measured over a period of time, specific conditions, and describe problem solving and are supported by other factors for achieving the stated objectives.
- g. Implementing the plan. Interventions are implemented by following the guidelines / steps, by telling all the parts to do, when, how, who is responsible and the expected results.

- h. Evaluation (evaluation). Ongoing activities are monitored, process, assessment of the results required to evaluate consultant activities.
- i. Termination (dismissal). Direct contact with the consultant stops, but the effect of the process is expected to continue. Decisions are made to postpone deeds, redesign, and reapply, and end them perfectly.

**METHOD**

Consultation services are different from counseling services, although these two services have similar elements as equally require conducive conditions. Relationship model on the consultation service is more triangle that is counselor, parent / teacher and counselee (triadic model). While the counseling model is a two-way communication relationship that is counselor with counselee (dyadic model). Both models of the service by Drapella (1983) are illustrated in Figure 1.



**Figure 1. Dyadic and Triadic Model**

Counseling; there is a direct connection between the counselor and the counselee or in other words that the problem solved in the counseling service emphasizes the problem of the counselee directly.

Consultation; problem solving is more emphasized on the third party is the counselee, but the solution through konsulti means the counselor is not directly related to the counselee.

Consultation service is one component in counseling guidance given indirectly, because there are things that can not be directly handled by the counselor. There are 3 key concepts in the field of consultation, namely (1) the consultant is the party providing expertise (expertise). In schools the so-called consultants are counselors (2), Konsulti people who need solutions to their work problems related to third parties. Konsulti here can be headmaster, teacher, tenaga education, guardian (3) counselee, is party who have problem, can person homeroom teacher, student, parent or organization that is school system, can curriculum or learning.

## RESULT AND DISUSSION

### Implementation of Counsultation Service

In academic formulation, consulting services have been explicitly listed as one of the responsive components of the service. In the academic text it is clearly said that, A responsive service is the provision of assistance to learners who face the needs and problems that require immediate help, because if not immediately assisted can cause disruption in the process of achieving developmental tasks. Individual counseling, crisis counseling, consultation with parents, teachers, and handover to other experts is a range of help that can be done in responsive services.

It is further said that counselors need to consult and collaborate with teachers, parents, other school / madrasah staff, and out-of-school / madrasah (government and private) institutions to obtain information, and feedback about the assistance services they have provided to students, creating a School / Madrasah environment conducive to student development, conducting referrals, and improving the quality of guidance and counseling programs. In other words, this strategy is related to the efforts of schools / madrasah to establish cooperation with elements of society that are considered relevant to the quality improvement of guidance services (Academic Paper 2007).

The advisory services explicitly written in the academic text, as a form of theoretical firmness and affirmation of ABKIN that one component of the counseling service is a consultancy service that should also receive a proportionate portion of attention by school counselors who should be presented in the program design guidance in the stacking. Consultation service is a process, so in its implementation take certain stages. The stages of the implementation of the consultation should be carried out in an orderly and complete manner, from planning to assessment and follow-up to ensure the success of consultation services optimally (Achmad 2007: 16). Implementation is a process of applying ideas, concepts, policies, or innovations in a practical action so that the impact, either in the form of changes in knowledge, skills and values and attitudes (Mulyasa 2006: 93). In the implementation of consultation services teradapat several sub variables including planning, implementation, evaluation, analysis of evaluation results, follow-up.

But then how far the implementation of consultation in the field ?. To answer this question, the author uses the results of research on consulting services ever done in Indonesia, which can be accessed on the internet. Not much research on consultancy services, and from searching data on research consultancy services over the last five years, three research findings are specifically examined in the implementation of school counseling services: Aris Munandar (2015) research in Semarang, Nofla Ifla (2014) in Padang and Haris Fadilah (2014) in Banjarmasin Kalimantan.

Research conducted by Aris munandar (2015) in SMK Negeri se Kota Semarang, using population or census study because the number of population is only 49 counselors at 11 schools. The method of collecting data using non-test techniques and tools used in the form of a questionnaire to know the implementation of consultancy services, Munandar examines five aspects, namely the planning, execution, evaluation, analysis of evaluation results and follow-up consultation services in the city of Semarang with the average percentage of all the activity is 71.6% (Good). From the aspect of funding, it shows the number of 81.02% with good criteria, which describes the self-assessing counselor has understood and implemented the planning of consultation services including identifying consuls, arranging meetings, setting up service facilities, preparing administrative completeness.

This shows the consciousness of the counselor that good and proper planning is the beginning of the success of an employment. And the completeness of data planning data consultation services reflects the seriousness and seriousness of the counselor in providing optimal service in SMK Negeri se Kota Semarang. From the aspect of implementation shows the number of 66.8% with good enough criteria. this indicates that most counselors have implemented fairly well to include consular consent, organizing structuring, discussing the issues the consulti has brought with respect to third parties, encouraging and training consulates, utilizing existing resources, fostering consular commitments to deal with third party issues and make an immediate assessment. However, there are still two indicators: organizing structuring and conducting immediate assessments that are still below the average of all indicators in the sub-variables of the implementation of the consultation services. The low level of structural construction means that the counselor do not fully understand the existence of time restrictions, problem restrictions, and limitation of the role of consulting services, so the counselor needs to improve knowledge and understanding of the importance of the stages of structuring in consulting services. The same is true of the low level of immediate assessment which means that there are still many counselors who have not done so.

This may be due to a lack of counselor's knowledge and understanding of the importance of an immediate assessment of the implementation process of consulting services. Though the ability of human memory is limited, so if not in doing penilain soon then almost in make sure the data relating to client problems will be less accurate, which then affects the low quality of action further action.

From the evaluation aspect cosnancy laju shows agile equal to 74,6% with good criterion. This indicates that in evaluating the consultation services, most counselors have performed well including short-term assessments and long-term assessments. However, there are indicators below the average of all indicators in the consultation

service evaluation sub-variables of short-term assessment. This shows there are still some counselors who have not done short-term assessment. This may be due to lack of counselor's knowledge and understanding of the importance of short-term assessment of the evaluation process of consulting services

From the analysis aspect of the evaluation result shows the number of 75.7% with good criteria. This shows that in the evaluation of consultation evaluation results some counselors have implemented well. Analysis of evaluation results is interpreting the evaluation results in relation to third party self and consulti itself. It can be interpreted that the counselor has understood that the analysis of evaluation results in consultation services can be done by considering further consultation, dismissal of consultation services, or taking into account handover of cases.

From aspects of follow-up showed the average percentage results show the percentage of 80.5% with good criteria. In the follow-up indicators the results of the assessment are used as follow-up considerations that can be undertaken with further consultation, dismissal or referral transfer. follow-up consultations are made on the basis of a consensus agreement between the consul and the consultant.

Then the research done by Nofla Ilfa Sari (2014) which is done in SMK Negeri 4 Padang, which in the background by the lack of understanding of the purpose of counseling services by related parties ie parents, homeroom and subject teachers so those who become who become consulates prefer to hand over troubled learners to counselors. The result of the research revealed that based on consultancy planning planning, counselor in SMK 4 Padang has been able to make the planning according to the expectation. It proves that they have understood the importance of a plan in the process of guidance and counseling services, so that the service activities in the implementation can be efektif and efisien. But good planning, not necessarily can be done properly. Based on the findings in the field, the counselor has not been able to train the consulti in eradicating the problem. This is because the consulti generally hand over the troubled learners without willing to take part actively to handle it. Some people think that the problem students are cultivating counselors and not their work area.

Furthermore, from the aspect of the effectiveness of consultation services, based on the evaluation conducted by the counselors is less effective. counselors use interview techniques with consulti to find out the changes that occurred after the consulting services were undertaken. The task of counselors in analyzing the evaluation results of consulting services has been going well but here consulti less provide information about the changes that occur in learners. Lack of a sense of responsibility, in signaled to be the cause of the problem of learners who initially consulted to the counselor, then not completed by the consulti thoroughly. From the aspect of the results of the evaluation analysis found, the counselor uses interview



techniques with the consulti to know the changes that occur after dilaksanakan consulting services. The task of counselors in analyzing the evaluation results of consulting services has been going well but here consulti less provide information about the changes that occur in learners.

While from the follow-up aspect, based on the findings in the field, the counselor performs by conducting individual counseling services and when having the counselor barriers to handover to the student representative or to the parents of the learners. Whereas the consulti is only transferring the third party to the counselor. The follow-up mentioned can be said not in laksanakan well, because basically not done if the consulti has not been able to alleviate the problem of third parties then carried out advanced consultation services. In order for consultation services to run properly and maximally then the counselor needs to run the operational activities of consulting services in an orderly manner starting with planning, implementation, evaluation, analysis of evaluation results and follow-up consulting services.

Then the results of Haris Fadilah (2014) research on the implementation of consulting services at MTs Negeri Se Banjarmasin City, in the findings that consulting services are equated with individual counseling. The counselor invites parents to the school for consultation in relation to the offense or problems the students are doing at school. Implementation of consultation services is provided by bringing together all parties in a room that should be discussed in individual counseling services, but discussed in consultation services, and should the problem be addressed by third party issues that are directly related to the consul. Therefore, the gap between the theory and the implementation of the consultation service is caused by the counselor having a false perception of the implementation of the consultation service, since the consultation service is changed into individual counseling so that the operationalization of the consultation services is less well targeted.

From the three studies mentioned above, we found three categories of service consultation quality. The first is good quality, ie the school whose counselor has understood the consultation service and execute it well and get support from the consulti, as it is done in vocational school in Semarang city. Both the quality of the current implementation, ie the counselor who has understood the consulting service and implemented it, is constrained by external factors so that the consultation service is effective, as happened in SMK 4 Padang. And third, enough. Namely schools whose counselors do not understand the consultation services properly and certainly wrong in implementing it, as happened in MTs Negeri as Banjarmasin.

According to Bernardus (2010), the most dominant factor in the implementation of consultation services in Indonesia is the lack of mastery by

counselors on consulting services. A correct understanding of consulting services is an absolute requirement for the program to be run. To improve teachers' understanding, one of the ways is by participating in training and seminars held by those whose competence is not in doubt.

Understanding of counselor teachers in implementing consultation services can not be separated from the educational background and activeness in seminars and training in order to improve the knowledge and skills that are always in demand evolved according to the times. Through the Teacher Guidance Group Counseling (MGBK), teachers can use it as a container to channel aspirations and share diving and problems and solutions through programs that are held. Cooperation program with universities, is one of the real effort to improve teacher's human resources. The existence of the Department of BK FIP Semarang State University and the Department of BK FIP State University of Padang, obviously beneficial for SMK Negeri se Kota Semarang and SMA 4 Padang. Windaniarti, (2016) explains through MGBK, teachers can follow the seminar and training programs in the agenda by the universities in accordance with the cooperation that has been agreed of course. This explains why both counselors in Semarang and Padang are able to properly understand the purpose and purpose of consulting services. Although the one in the field is not effective, because of the external barriers that are the lack of support from the maple teacher or the guardian of the class who becomes consulti. This affirms Esty Ratna Sari (2010) study which explains that one of the obstacles in the implementation of the bk program is the lack of cooperation support from the school components involved in the implementation of BK services.

Then the low quality consulting services at MTs Negeri as Banjarmasin, caused by counselor mistakes in understanding consulting services. The question arises why the counselor is wrong in understanding the consultancy ?. not easy to answer the question, because many factors that affect the quality of human resources of a counselor. therefore it is necessary to improve the quality of human resources counselor becomes a priority program for the government, especially to teachers in the region by optimizing the role and function of MGBK, as the research findings conducted in Semarang and in Padang.

### **Consultee's Satisfaction to Consultation Service**

Based on the results of the research of the three researchers, which is a relevant study of what has been done, then to continue it, we conduct a quantitative survey of the consulti's satisfaction on the consultation services that have been implemented by the counselor in the school setting. Below table 1 that of the frequency of respondents who are classified based on the scores interval obtained.

Table 1. Frequency of Consultee’s Satisfaction in Counsultation Service

No	Score	Class	Freq	%
1	> 84	Very High	51	30,00
2	68 - 83	High	79	46,47
3	52 - 67	Middle	40	23,53
4	36 - 51	Low	0	0,00
5	< 35	Very Low	0	0,00
	Total		170	100

Research in 2016

In that table 1, we can concluded that in classification very high satisfaction we have 51 consultee, and majority in high satisfaction we have 79 consultee feel comfort and also satisfied with counsultation service that conduct by school counselor.

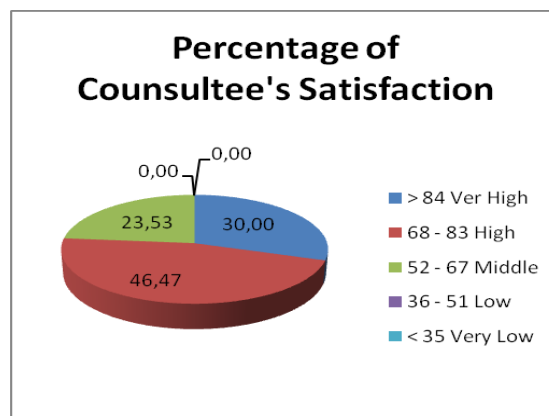


Figure 2. Percentage of Consultee’s Satisfaction

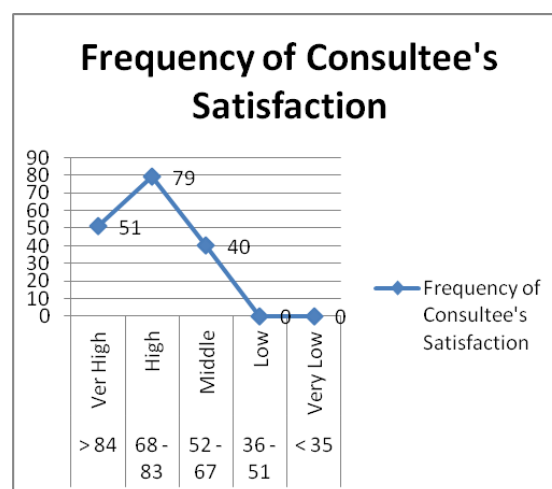


Figure 2. Graphic of Consultee’s Satisfaction

According to that figure, consultation service has a special benefit and also give a satisfaction for consultee that need help to help th other. In counseling service there are something that we never know, is there people believe in what we say and try to help? Because some people believe in other people, cause of that consultation service must be implemented in school setting.

With high satisfaction that consultee feel in counseling process, this will give a high efficacy and perception in their mind about how their to react, and communicate with other people that need their help in social activities and affective aspect (Alfaiz, 2014; Alfaiz, Yandri, H, 2015; Alfaiz, Zulfikar, Yulia, D. 2017). This consultation service in counseling setting also can shape a student or parents as a consultee to understand about learning process in education if their need to know about learning process (Alfaiz. A, Rafiola, R.H, Hariko, R, Zulfikar. Z, 2017; Alfaiz, A. 2018).

## CONCLUSSION

Implementation Consulting services have three levels, the first good, the second being and the third is enough. Barriers to counseling services include, counselors' lack of understanding about consulting services and low support from consular. Training and seminars are one of the effective ways to improve Human Resources by enhancing the role and function of Teacher Consultative Council Counseling. From the data of the year 2016 was found high satisfaction by the consultant in the process of consulting services in school settings, this became the evaluation material for MGBK to maximize again in supervision and training for school counselors to be more maximize counseling services that have many types of services, so that achieved high satisfaction again in understanding of learning in education.

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