



THE IMPORTANCE OF COUNSELING AND COUNSELING SERVICES IN EQUITY EDUCATION

(A Survey Study on Guidance and Counseling
Service Program)

Dr. H. Sutirna, S.Pd., M.Pd

Sidik Indra Nugraha, S.Pd., M.Pd.

Universitas Singaperbangsa Karawang

Email: sutirna@staff.unsika.ac.id

Email: sidik.indranugraha@staff.unsika.ac.id



Annotation:

Equality Education is a non-formal education (outside school) which includes study group program Package A equivalent to SD, Package B equivalent to SMP, and Package C equivalent to SMA with an emphasis on mastery of knowledge, functional skills and the development of students' professional attitudes and personalities. The Package A, B and C Study Group Programs can be organized by SKB (Learning Activity Center), PKBM (Community Learning Activity Center), or other similar units.

Key words:

Learning English, using play, physical actions.

A. Introduction

The legality of the study groups package A, B, and C has been guaranteed by the government in Law no. 20/2003 regarding the national education system, which states that equality education is a non-formal education program that provides general education equivalent to SD/MI, SMP/MTs, and SMA/MA which includes the program package A, package B, and package C. Here, article 17 paragraph 2-3 states that SD/MI education is equivalent to the package A program; SMP/MTs equivalent to program B; and SMA/MA education is equivalent to the package C program.

The legal basis for implementing packages A, B, and C is Government Regulation number 73 of 1991 concerning out-of-school education and a joint agreement among the Director General of Outside School and Youth Education, Ministry of National Education of the Republic of Indonesia and the Director General of Islamic Religious Institutions, Ministry of Religion of the Republic of Indonesia number 19/E.MS/2004 and number DJ.II/166/04 regarding the implementation of equality education.

The objectives of equality education are as follows:

1. Expanding access to 9 years of basic education through the Non-formal Education Program Package A and Package B.
2. Expanding access to secondary education through the Non-formal Education Program Package C.

3. Improve the quality, relevance and competitiveness of the Equivalence Education program Packages A, B and C.
4. Strengthening governance, accountability and public image towards the implementation and graduates of Equality Education.

To achieve the above equality education goals, it is necessary to have support from the components of the delivery process and the educational service process. There are three components that must be implemented in the implementation process, namely, the field of management and supervision, the field of subjects, and the field of counseling guidance.

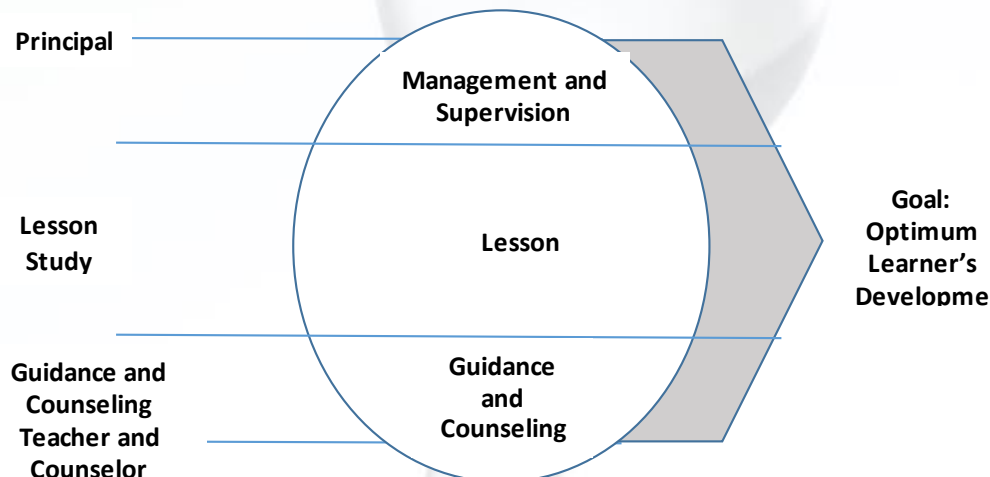


Figure 1: Guidance and Counselling in Education (ABKIN, 2008)

Considering learners' background in heterogeneous equality education, i.e. geographic location, economy, parental education, broken home, street children, formal school dropouts and others, equality education not only implements learning management and supervision but also carries out guidance and counseling services as illustrated in Figure 1.

Sunaryo Kartadinata, former Chancellor of the University of Education of Indonesia who is now the Ambassador Extraordinary and Plenipotentiary of Indonesia to the Republic of Uzbekistan and the Republic of Kyrgyzstan, said that quality, effective or ideal education is education that integrates three main areas of activity in synergy, namely the administrative and leadership, the instructional or curricular field, and the guidance and counseling field. Education that only carries out administrative and instructional fields by ignoring the field of guidance and counseling will only produce counselees who are smart and skilled in the academic aspect, but lack the ability or maturity in the personality aspect (Kartadinata, 2008).

The guidance and counseling service program so far has only been effectively implemented in formal education (schooling), while in non-formal education this program has not been optimally implemented. In fact, if we look at the aspects of the family environment, economic conditions, the background of students/learning citizens and others, then non-formal education requires more guidance and counseling services than formal education. Sutirna (2011) reports that the average guidance and counseling program in the equivalency education program (study groups Package A, B and C) is still not implemented optimally, even though it is recorded administratively (Sutirna, Guidance and Counseling Service Development Model in Nonformal Education, 2011).

Based on the description above, it is necessary to study guidance and counseling services in equality education, so that the goals and functions of equality education are achieved. Therefore this research will try to examine the existence of guidance and counseling services in equality education which is expected to contribute in providing quality educational services. This research is packaged in a title: "The Importance of Guidance and Counseling Services in Equality Education".

B. Problem Limitation

The limitation of the problem in this research will be started from a survey on:

1. Equality education provider already has a counseling guidance service program and has carried out its activities?
2. Equality education provider already has a counseling guidance service program and has not carried out its activities?
3. Will the new equality education provider establish a counseling service guidance program?
4. Equality education providers do not have a counseling service program?

C. Problem Formulation

Based on the background and problem limitations above, the problem formulations are as follows:

1. Does the equality education provider already have a counseling guidance service program and have carried out its activities?
2. Does the equality education provider already have a counseling guidance service program and not yet carry out its activities?
3. Will the new Equality Education provider establish a counseling guidance service program?
4. Does the equality education provider not have a counseling service program?

D. Research Objectives

The purpose of this study is to provide an overview related to the provision of guidance and counseling services in equality education related to:

1. Does the equality education provider already have a counseling guidance service program and have carried out its activities?
2. Does the equality education provider already have a counseling guidance service program and not yet carry out its activities?
3. Will the new Equality Education provider establish a counseling guidance service program?
4. Does the equality education provider not have a counseling service program?

E. Literature Review**1. Basic Concepts of Guidance and Counseling Services**

The meaning of guidance and counseling is taken from two words, namely guidance and counseling. Guidance is assistance provided by a teacher/counselor/tutor so that those who are given guidance become more focused and can make decisions appropriately for themselves and their environment for today and in the future. While counseling is an assistance provided to individuals in solving life and life problems faced by clients by means of interviews or in ways that are adapted to the existence of their environment.

From the above explanation, the essence is that guidance and counseling are like two sides of a coin that cannot be separated. This means that guidance and counseling provide mutual reinforcement in their implementation in providing assistance to clients to achieve life happiness and life in the future. However, keep in mind that guidance is not counseling, but counseling is guidance because the implementation of counseling addresses problems that must be solved.

The relationship between guidance and counseling and the educational process is illustrated in the Venn diagram as follows:

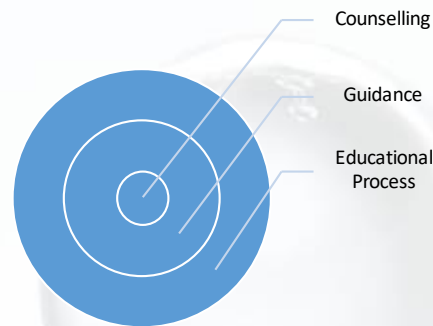


Figure 2: Relationship between Guidance and Counselling in Educational Process

The functions of guidance and counseling in formal schools, outside schools and in the community (family) are generally the same. According to the Counselor Professional Education Structuring Book and Guidance and Counseling Services in the Formal Education Pathway (ABKIN, 2008) and the Annex to the Minister of Education and Culture Appendix Number 111 of 2014, the guidance function is as follows:

1. **Understanding Function**, guidance and counseling help the counselee have an understanding of himself (the counselee) and the environment (education, work, and religious norms). Based on this understanding, counsees are expected to be able to develop their potential optimally and adapt themselves to the environment dynamically and constructively.
2. **The Facilitating Function**, guidance and counseling make it easy for the counselee to achieve optimal, harmonious, and balanced growth and development in all aspects of the counselee.
3. **Adjustment Function**, guidance and counseling help counsees to adjust themselves and their environment dynamically and constructively.
4. **Distribution function**, guidance and counseling help counsees choose extracurricular activities, majors, or study programs, and to strengthen mastery of careers or positions that match their interests, talents, expertise and other personality traits. In carrying out this function, counselors need to collaborate with other educators inside and outside educational institutions.
5. **Adaptation Function**, guidance and counseling help education stakeholders, principals/head of Package B administrators and staff, counselors and tutors to adjust educational programs according to the educational background, interests, abilities, and needs of the counselee. By using adequate information about the counselee, the supervisor / counselor can assist tutors in treating the counselee appropriately, both in selecting and compiling material, selecting learning methods and processes, and arranging learning materials according to the ability and speed of the counselee.
6. **Preventive function**, a function related to the counselor's efforts to always anticipate various problems that may occur and try to prevent them from being experienced by the counselee. The counselor provides guidance to the counselee on how to avoid actions or activities that endanger him. The techniques that can be used are orientation services, information, and group guidance. Some problems need to be informed to the counsees in order to prevent unexpected behavior, including: drinking alcohol, smoking, drug abuse, dropping out, and free sex, and appropriate internet use.
7. **Repair function**, guidance and counseling help counsees to correct mistakes in thinking, feeling, and acting (willing). The counselor intervenes (gives treatment) to the counselee so that they have a healthy, rational, and right mindset, so that they can lead them to productive and normative action or will.
8. **Healing Function**, which is a function of curative guidance and counseling. This function is closely related to efforts to provide assistance to counsees who have experienced

problems, both regarding socio-personal aspects, study, and career. The technique that can be use is counseling, and remedial teaching.

9. **Maintenance function**, which is a function of guidance and counseling to help the counselee take care of himself and maintain the conducive situation that has been achieved in him. This function facilitates the counselee to avoid conditions that will cause a decrease in self-productivity. The implementation of this function is realized through attractive, recreational, and optional (optional) programs according to the counselee's interest.
10. **Development Function**, which is a function of guidance and counseling that is more proactive than other functions. The counselor always strives to create a conducive learning environment, which facilitates the development of the counselee. In teamwork, counselors and other personnel collaborate or collaborate to plan and implement guidance programs systematically and continuously in an effort to help counsees achieve their developmental tasks. Guidance techniques that can be used are information services, tutorials, group discussions or brainstorming, homeroom, and field trips.

The implementation of guidance and counseling services in formal, non-formal and informal education requires implementation principles so that there are no mistakes in providing assistance. These principles are:

Table 1: Principles of Guidance and Counseling Services

No	According to ABKIN (ABKIN, 2008)	Permendikbud Attachment No. 111 Year 2014
1	Guidance and Counseling is intended for all counsees. This principle means that guidance is given to all counsees, both those without problems and those with problems; both men and women; both children, adolescents, and adults. In this case the approach used is more preventive and developmental than healing (curative); and preferably group technique rather than individual (individual).	Guidance and counseling are intended for all students / counsees and are not discriminatory. This principle means that guidance is given to all students / counsees, both those without problems and those with problems, both men and women, both children, adolescents, and adults without discrimination.
2	Guidance and counseling as an individuation process. Each counselee is unique (different from each other) and through counselee guidance is assisted to maximize the development of this uniqueness. This principle also means that the target focus of assistance is the counselee, even though the guidance service uses group techniques.	Guidance and counseling as an individuation process. Each student / counselee is unique (different from each other) and dynamic, and through the guidance of the student/counselee is helped to become himself or herself completely.
3	Coaching emphasizes the	Guidance and counseling

No	According to ABKIN (ABKIN, 2008)	Permendikbud Attachment No. 111 Year 2014
	<p>positive. In reality, there are still counsees who have negative perceptions of guidance, because guidance is seen as a way to suppress aspirations. In stark contrast to this view, coaching is actually a process of assistance that emphasizes strength and success, because guidance is a way to build a positive outlook on oneself, provide encouragement, and opportunities for growth.</p>	<p>emphasize positive values. Guidance and counseling are efforts to provide assistance to counsees to build a positive outlook and develop positive values that exist in themselves and their environment.</p>
4	<p>Guidance and counseling is a joint effort. Guidance is not only the duty or responsibility of the counselor, but also the duties of teachers (tutors) and principals in accordance with their respective duties and roles. They work as teamwork.</p>	<p>Guidance and counseling is a shared responsibility. Guidance and counseling is not only the responsibility of the counselor or guidance and counseling teacher, but the responsibility of teachers and education unit leaders in accordance with their respective duties and authorities and roles.</p>
5	<p>Decision making is essential in guidance and counseling. Guidance is directed to help counsees make choices and make decisions. Guidance has a role to provide information and advice to counsees, which are all very important for him in making decisions. The counselee's life is directed by his goals, and guidance facilitates the counselee to consider, adapt, and refine goals through proper decision making. The ability to make correct decisions is not an innate ability, but an ability that must be developed. The main goal of guidance is to develop the counselee's ability to solve problems and make decisions.</p>	<p>Decision making is essential in guidance and counseling. Guidance and counseling is directed to help students / counsees make choices and make decisions and realize their decisions responsibly.</p>
6	<p>Guidance and counseling</p>	<p>Guidance and counseling takes</p>

No	According to ABKIN (ABKIN, 2008)	Permendikbud Attachment No. 111 Year 2014
	takes place in various life settings (scenes). The provision of guidance services does not only take place in schools/madrasahs, but also within families, companies/industries, government/private institutions, and society in general. The field of guidance services is multi-aspect, including personal, social, educational and work aspects.	place in various life settings (scenes). The provision of guidance and counseling services does not only take place in educational units, but also within families, companies/industries, government/private institutions, and society in general.
7		Guidance and counseling is an integral part of education. The implementation of guidance and counseling cannot be separated from the efforts to achieve the goals of national education.
8		Guidance and counseling are carried out within the framework of Indonesian culture. The interaction between guidance and counseling teachers or counselors with students must always be in harmony with the values that are upheld by the culture in which the service is carried out. Guidance and counseling are carried out within the framework of Indonesian culture. The interaction between guidance and counseling teachers or counselors with students must always be in harmony with the values that are upheld by the culture in which the service is carried out.
9		Guidance and counseling is flexible and adaptive and ongoing. Guidance and counseling services must consider the situation and conditions as well as the

No	According to ABKIN (ABKIN, 2008)	Permendikbud Attachment No. 111 Year 2014
10		carrying capacity of the available facilities and infrastructure. Guidance and counseling are organized by professional and competent staff. Guidance and counseling services are carried out by professional educators, namely Counselors or Guidance and Counseling Teachers who have an academic qualification of Bachelor of Education (S-1) in the field of guidance and counseling and have passed the Professional Education of Guidance and Counseling Teachers / Counselors from an accredited Higher Education Institute.
11		Guidance and counseling programs are prepared based on the results of the analysis of the needs of students/counselees in various aspects of development.
12		Guidance and counseling programs are evaluated to determine the success of the service and further program development.

Sutirna, Rina Marlina and Kamal Prihandani (2020) in the research report with the survey method concluded that the mathematics learning model based on the principles of guidance and counseling services can be used as an approach to implementing mathematics learning. This is an innovation in the implementation of mathematics learning in an effort to eliminate students' negative perceptions of mathematics and misperceptions about guidance and counseling services for subject teachers (Sutirna, Marlina, & Prihandani, Principle-Based Mathematics Learning Model Guidance and Counseling Services, 2020).

2. Equality Education

The Equality Education Program consists of three types of programs, namely the Package A (SD) equivalent to Elementary School Study Group Program, the Package B equivalent Junior High School Study Group Program (Chasing) and the Package C equivalent SMA (IPA / IPS) Study Group Program (Kejar). Equality Education is an educational program that is organized through non-formal education through the Community Learning Activity Center (PKBM). The organizers of this program consist of government and non-government elements (Karang Taruna, NGOs, Social Institutions, Islamic Boarding Schools, etc.) which function as a complement to formal education (schooling) so that they can facilitate people who have not had the opportunity to enjoy education in the formal education path because of various kinds causative factor.

Causative factors include economic factors, geographic location, family circumstances (broken home) or dropping out of school known as Drop Out (DO).

a. Definition of Equality Education

This equality education is an activity that can be carried out in education outside of school as a sub-system of non-formal education. What is meant by non-formal education is "education that is carried out regularly and consciously but does not really follow fixed and strict regulations". With this definition of limitation, it seems that non-formal education is between formal education and informal education.

Equality Education is one of the education units in the non-formal education pathway which includes study groups (chasing) the Package A Program equivalent to SD/MI, Package B Program equivalent to SMP/MTs, and Package C Program equivalent to SMA/MA organized through the Learning Activity Center (SKB), Community learning activity center (PKBM), or other similar units.

Law No. 20 of 2003 concerning the National education system states that education pathways consist of formal, non-formal and informal education which can complement and replace one another.

With regard to the aforementioned above, one of the efforts taken to expand access to education to support lifelong education is through equality education. Equality education is a non-formal education program that provides general education which includes Package A (equivalent to SD), Package B (equivalent to SMP) and Package C (equivalent to high school).

b. The Role and Goals of Equality Education

1) The Role of Equality Education

The role of Equality education which includes the Package A, B and C programs is very strategic in the context of providing knowledge. The implementation of this program is mainly aimed at people dropping out of school due to economic constraints, people who live in special areas, such as border areas, disaster areas, and isolated areas that do not have adequate educational facilities even for migrant workers abroad and prospective workers. TKI.

Understanding the value and benefits of equality education programs for improving the quality of people's lives is one of the main factors that encourages people to participate in programs that are held enthusiastically. On a national scale, the implementation of the equality education program is intended as an effort to support and make the 9 year compulsory education program a success, which is an elaboration of the strategic plan of the Ministry of National Education which includes expanding access, equity and improving the quality of education.

2) Objectives of Equality Education

The aim of the equality education program packages A, B and C is to increase the knowledge, skills and attitudes of learning citizens so that they can acquire knowledge and skills.

c. Constraints faced in Equality Education

Inviting community members to study in the study group (Kejar) package is not easy. As the name implies, namely *Kejar*, we really have to pursue these prospective citizens to learn. It is very important to motivate and explain to them the importance of education. For that, it is necessary to have the ability to approach these students' goals. Understandably, they are people with problems, related to economic problems that make them unable to continue their education in formal education.

The most significant factor affecting them to continue formal education, among others, is the economic factor. Therefore, they are more concerned with economic factors than education. The process of implementing this learning process is also fraught with various obstacles, such as learning citizens who are lazy. Another obstacle is unfriendly weather, especially in the rainy

season. In the rainy season, residents usually learn to be lazy to leave the house to be invited to study.

To motivate citizens to learn to keep their enthusiasm for learning, the manager of the equality education program is expected to also establish a Community Reading Park (TBM), which is a learning facility for the community to obtain information and develop knowledge in order to meet their interests and learning needs sourced from reading materials and other library materials. This is a mini library and is spread out to reach people who are far from library services. There are two main priority targets for the establishment of community reading gardens, namely: (1) increasing public interest in reading; and (2) maintaining community literacy skills. In addition, TBM is expected to become a gathering place for community members to strengthen friendship and exchange information to enrich their insights. Thus TBM can function as a public space for self-socialization, including promoting/introducing non-formal education programs to the public.

In the Implementation of Packages A, B, and C Programs, various problems often arise as follows:

1) Citizens learn

Problems related to learning citizens are:

- a) the locations where the learning residents live are far from each other so that it is difficult to find a group of 40 learning residents;
- b) the socioeconomic background of the learning residents is weak so that the frequency of attendance is very low;
- c) residents learn to be the breadwinners of the family, they only learn when time permits;
- d) low motivation to learn, they think that even without learning they will get money.

2) Tutors

The tutor's job is not to teach but to guide the learning community in understanding the subject matter, so that the learning process can run smoothly. For that we need tutors who understand educational issues.

Problems hindering the implementation of Packages A, B and C are:

- a) it is difficult to find tutors who have a teacher background, especially science and English tutors;
- b) the honorarium received by the tutor is inadequate.
- c) efforts to increase Tutor's ability are uneven. Many Tutors have never been trained and their residence is far from the learning community.

To be able to carry out their duties properly, a Tutor should be equipped with abilities such as:

- a) Ability to identify learning needs
- b) The ability to arrange learning programs that are oriented towards the goals desired by the learning community
- c) The ability to communicate in order to be able to use various methods of learning.
- d) Ability to run and organize programs.
- e) Ability to assess program results. Thus the Tutor must experience the standards that must be achieved at each time frame.
- f) Ability to use assessment results in an effort to improve future programs.

c. Infrastructure and Facilities

1) Infrastructure.

Learning infrastructure problems include:

- a) Learning places are not yet available, so learning places still use the Village Hall, empty school buildings and other meeting places, even the residence of community leaders or

residents' houses. The PKBM institution as a place for all activities in the community to be used by residents to learn Pursue Packages A, and B Setara;

- b) The location of the school building is located far from the residence of the learning community; and
- c) Inadequate learning facilities.

2) Means

Barriers related to learning facilities include: (a) the number of modules is limited, namely 1 module for 3 learning citizens, which should be 1 module for each learning citizen. This makes it difficult for students to carry out the independent learning process; (b) the limited number of books that can add insight to the learning community; and (c) lack of use of local learning facilities or those available at the location of the activity.

d. Eligibility of Equality Education

Many people still do not understand that equality education has an equal status with formal schools in general. So that there are some of them who doubt the validity of these equivalency education graduates, questioning whether they can be accepted into higher education (universities) and the world of work.

Graduates and equality education, either Package A, Package B, or Package C have the same rights and positions in the opportunities as above. This is in accordance with what is contained in Law Number 20 of 2003 concerning the National Education System which states that education consists of Formal, Non-formal and Informal Education.

Based on the explanation of Article 17 and Article 18 of Law Number 20 of 2003 concerning the National Education System, education which is equivalent to SD/MI is the Package A program; education which is equivalent to SMP/MTs is the Package B program; and education which is equivalent to SMA/MA is the Package C program.

Each student who passes the Package A, Package B or Pekat C program exams has the same eligibility rights and is equivalent to SD/MI, SMP/MTs, and SMA/MA diploma holders to be able to register for higher education units. Package C graduation status has the same eligibility rights as formal education graduates in entering the employment field.

This is a review of the eligibility of the same Package A, B, and C equivalency education as formal education graduates. Hopefully this can be understood by all components of society so that discrimination does not occur again in our world of education.

Considering the description of Equality Education, it can be concluded that Equality Education is one of the education units in the non-formal education pathway which includes study groups (chasing) the Package A Program equivalent to SD/MI, Program Package B equivalent to SMP/MTs, and Program Package C equivalent to SMA/MA which can be held through the Learning Activity Center (SKB), Community Learning Activity Center (PKBM), or other similar units. In this program, learning citizens who have finished taking lessons and taken the National Education Equality Examination (UNPK) will receive an SD equivalent diploma. In addition, they acquire general knowledge and skills.

3. The Relationship of Guidance and Counseling Services with Equality Education

Paying attention to the meaning, purpose, function and principles of guidance and counseling services and paying attention to the existence of the background of students in equality education, it can be concluded that guidance and counseling services are indispensable for their existence in equality education as depicted in the following Venn diagram:



Figure 3: Relationship between BK and Equality Education

By paying attention to the picture above, guidance and counseling services are indispensable because guidance and counseling service programs are an integral part of the education process, be it formal, non-formal and informal education.

In the Era of Globalization, Millennium, and Digital, guidance and counseling is needed because without a guidance and counseling service program in the education provider unit, education only creates smart children but weak in their personality aspects. Therefore guidance services are very important in all educational settings.

F. Research Methods

This research method using survey method with survey type Longitudinal Surveys. The instruments used include a questionnaire / questionnaire about the elements of basic services, responsive services, individual planning services, and system support services in the organizing institution. Data collection was carried out online (online google form) via the link <https://forms.gle/tcznXmG5nLeG6tCd9>, which is assisted by the Karawang Regency PKBM Management and the Office of Education in the Nonformal Education Sector. Data processing techniques were taken from survey results with the link https://docs.google.com/forms/d/1DvKG7vCSRwCwjfc3yv0_3nVt30fXcyvT2rkml08QFEg/edit. The data were then analyzed to find the percentage of each respondent's answer. The results of the percentage calculation are then categorized into Table 2 as follows:

Table 2: Survey Result Percentage Assessment Criteria

Index (%)	Interpretation
0%	No/nobody
1%-24%	Fraction
25%-49%	Less than half
50%	Half of it
51%-74%	More than half
75%-99	Most part
100%	All of it

Source: (Arikunto, 2006)

G. Research Results and Discussion

The number of respondents who gave answers to the counseling and guidance service activity program questionnaire was 94 through the Google form (https://docs.google.com/forms/d/1DvKG7vCSRwCwjfc3yv0_3nVt30fXcyvT2rkml08QFEg/edit#responses).

The response results can be seen in the following table:

Table 3: Responses on Guidance and Counseling Service Programs in Equality Education

No	BK Service Sector	Questions	Chief Organizer				PKBM Manager				Equality Tutor		Education		Notes
			AA	BB	CC	D D	AA	BB	CC	DD	AA	BB	CC	D D	
A	Basic Guidance and Counseling Services														
1	The activity program helps or guides the achievement of optimal personal, social, learning and career development and growth.		31	9	4	0	8	2	4	1	26	3	4	2	
2	Activity programs help or guide a strong mentality in taking education.		34	7	2	1	8	1	4	2	28	3	4	0	
3	The activity program helps and guides the basic life skills in the future.		31	9	3	1	7	2	4	2	29	3	3	0	
	Rata-rata Prosentase		72,73	18,9 4	6,8 2	1,5 2	51,1 1	11,1 1	26,6 7	11,1 1	79,0 5	8,57	10,4 8	1,9 0	
B	Responsive Guidance and Counseling Services														
1	The activity program helps and guides about anxiety for future life.		29	6	7	2	6	2	4	3	20	5	9	1	
2	The activity program helps and guides about low self-esteem for life in the future.		30	6	6	2	6	4	3	2	22	3	10	0	
3	Program activities to help and guide impulsive behaviour (childish or doing something		25	9	9	1	5	2	5	3	17	7	8	3	

No	BK Service Sector	Questions	Chief Organizer				PKBM Manager				Equality Tutor		Education		Notes
			AA	BB	CC	D D	AA	BB	CC	DD	AA	BB	CC	D D	
		without considering it carefully).													
4		The activity program assists and guides about truancy behaviour from school / madrasah / PKBM or not participating in learning activities.	34	4	4	2	7	2	4	2	25	4	6	0	
5		The activity program helps and guides lazy behaviour in learning activities.	34	4	5	1	7	2	4	2	26	5	4	0	
6		Activity programs to assist and guide about behaviour are less habitual of positive learning activities.	35	5	2	2	9	2	3	1	24	6	5	0	
7		The activity program helps and guides the problem of brawls between students / community members / between villages etc.	27	6	5	6	9	1	3	2	17	5	7	6	
8		Program activities to help and guide the problem of free sex.	28	5	7	4	8	1	5	1	21	6	6	2	
9		Program activities to help and guide problems in the family environment.	32	7	3	2	9	1	4	1	21	6	6	2	
		Average Percentage	69,19	13,13	12,12	5,56	48,89	12,59	25,93	12,59	61,27	14,92	19,37	4,44	
C		Individual Planning Services in Guidance and Counseling													
1		Program activities to help and	36	3	3	2	8	1	5	1	22	4	8	1	

No	BK Service Sector	Questions	Chief Organizer				PKBM Manager				Equality Tutor		Education		Notes
			AA	BB	CC	D D	AA	BB	CC	DD	AA	BB	CC	D D	
		guide self-understanding and the environment in which to live.													
2		The activity program helps and guides about formulating goals and planning for self-development for the future.	30	7	4	3	7	2	5	1	23	6	6	0	
3		The activity program helps and guides the ideals and expectations of students.	36	6	1	1	7	3	3	2	27	4	3	1	
		Average Percentage	77,27	12,12	6,06	4,55	48,89	13,33	28,89	8,89	68,57	13,33	16,19	1,90	
D		System Support Services in Guidance and Counseling	Ever existed		Never before		Ever existed		Never before		Ever existed		Never before		
1		Program of activities to improve professional guidance services for organizers or teachers/tutors through education and training, seminars, workshops, and other scientific activities from related agencies (Education Office/PNF/Dikmas Sector, Supervisors, Guidance and Counseling Experts etc.)	35		9		10		5		27		8		
2		Guidance and counseling service improvement program activities that involve elements from outside the PKBM or call experts	27		17		9		6		23		12		

No	BK Service Sector	Questions	Chief Organizer				PKBM Manager				Equality Tutor		Education		Notes
			AA	BB	CC	D D	AA	BB	CC	DD	AA	BB	CC	D D	
		in order to strengthen learning citizens in personal, social, learning and career aspects													
3		Research or research implementation activities (qualitative, quantitative, or combined (mixed research)), and the importance of guidance and counseling services for learning citizens carried out by organizers / tutors	18		26		6		9		20		15		
		Average Percentage	66,61		39,39		55,56		44,44		66,67		33,33		

Notes:

AA = have a program and carry out its activities; BB = has a program but has not carried out any activities; CC = just will create a program; DD = has absolutely no program

The survey was carried out on PKBM administrators, Chairperson of Equality Education Providers and Equality Education Tutors with indicators of guidance and counseling services in basic services, responsive services, individual planning services, and system support.

1. Basic Service Activity Program

By considering the survey results in table 1 above, in general the average percentage of basic service programs and activities in guidance and counseling is as follows:

Table 4: Average Percentage of Basic Service Programs and Activities in Guidance and Counseling

No	Respondent	AA (%)	BB (%)	CC (%)	DD (%)
1	Chief Organizer	72,73	18,94	6,82	1,52
2	PKBM Manager	51,11	11,11	26,67	11,11
3	Tutor	79,05	8,57	10,48	1,90
	Total	202,89	38,62	43,97	14,53
	Average	67,63	12,87	14,66	4,84

From these data, it can be concluded that: (1) more than half of the total number (67.63%) of equality education providers already have guidance and counseling service programs and have carried out basic service activities; (2) a small proportion (12.87%) of equality education providers already have programs but have not implemented basic service activities; (3) a small proportion (14.66) of the new equivalency education providers will make guidance and counseling service programs; and a small proportion (4.84%) of organizers had no program at all.

Based on the analysis above, it can be concluded that half of the total number of equality education providers are aware of the importance of guidance and counseling services in basic services for students (learning citizens) while the other half do not understand the importance of the program guidance and counseling services. Therefore, the relevant agencies, namely the Education Office through the Non-Formal Education Sector, need to provide guidance through work shop activities or coaching meetings for all equality education providers in order to improve excellent education services through the field of guidance and counseling services.

The implementation of guidance and counseling service programs is an integral part of the process of providing education, whether for formal, non-formal or informal education. Thus guidance and counseling services are parts that should not be neglected, especially in the era of globalization where the environment and developments in science and technology have a negative impact on students. With guidance and counseling services in the field of basic services, students are directed to

strengthen their developmental and growth attainment, mentality to take education, and basic skills (life skills) for life in the future.

2. Responsive Service Activity Program

Based on the data in Table 1 above, it can be concluded that the average percentage of responsive service programs in equality education is as follows:

Table 5: Average Percentage of Responsive Service Programs and Activities in Guidance and Counseling

No	Respondent	AA (%)	BB (%)	CC (%)	DD (%)
1	Chief Organizer	69,19	13,13	12,12	5,56
2	PKBM Manager	48,89	12,59	25,93	12,59
3	Tutor	61,27	14,92	19,37	4,44
	Total	179,35	40,64	57,42	22,59
	Average	59,78	13,55	19,14	7,53

The mean percentage for responsive guidance and counseling service programs was 59.78%. This means that the organizers have a program and have carried out its activities. In addition, as many as 13.55% of administrators already have programs but have not implemented responsive service activities (13.55%). As many as 19.14% will only make a program, and 7.53% of the organizers do not have any guidance and counseling service programs at all.

Thus it can be concluded that responsive services for students in equality education are almost the same as basic services, where half of the total number of administrators have programs and have implemented responsive services. It is clear that the knowledge of guidance and counseling services has not been understood by most of the equality education providers, even though the backgrounds of the organizers, PKBM administrators and tutors have undergraduate education qualifications.

3. Individual Planning Service Activities Program

Based on the survey data in the table above, the average percentage of individual planning services is presented in the following table:

Table 6: Average Percentage of Individual Planning Service Programs and Activities in Guidance and Counseling

No	Responden	AA (%)	BB (%)	CC (%)	DD (%)
1	Chief Organizer	77,27	12,12	6,06	4,55
2	PKBM	48,89	13,33	28,89	8,89

	Manager				
3	Tutor	68,57	13,33	16,19	1,90
	Total	194,73	38,78	51,14	15,34
	Average	64,91	12,93	17,05	5,11

From the table above, more than half of the total number (64.91%) of respondents already have an individual planning service program for students in equality education. These results show the same number of basic service programs and responsive services where half the number of equality education providers have guidance and counseling service programs. The number of respondents who already had programs and had not implemented individual planning service activities was 12.93%. The number of new respondents who will make up is 17.05%, and 5.11 respondents do not have a program at all and have not implemented the program.

If you pay attention to individual planning service indicators, namely self-understanding, self-development and the aspirations or expectations of students, equality education is the most urgent and crucial. This is because the limitations of students who do not have the opportunity to attend formal education require motivation to be able to live a better life in the future through guidance on self-development, self-understanding and their aspirations.

However, the data show that only half of the total equality education providers have not undertaken individual planning activities. Therefore, related agencies must immediately provide direction and guidance to organizers who have not carried out individual planning guidance activities.

Individual planning services are very important as explained in the Missouri Department of Elementary and Secondary Education: "Individual student planning activities help all students to plan, monitor, and manage their 6 academic, career, and emotional / social development. Within this component, activities are designed to help students evaluate their educational, career, and personal goals and to develop personal plans of study no later than the eighth grade in collaboration with parents / guardians. "Thus, individualized specialization and planning services serve to assist all learners to plan, monitor and manage their academic, career, and personal / social development. In this case, the activities are designed to assist students in evaluating their education, career and personal goals to develop a personal study plan for the eighth grade as well as collaborating with students' parents / guardians. Specialization and individual planning services are a process of assistance that is provided to all students / counselees to create and implement personal, social, learning and career plans (Gusta, 2020).

4. System Support Service Activity Program

The three areas of guidance and counseling services above will not be able to run optimally if there is no support from the equality education provider (Tenaga Kependidikan). Based on the results of this support service survey, the average percentage is shown in the following table:

Table 7: Percentage of System Support Service Programs and Activities in Professional Improvement of Services through Scientific Activities (Training, Seminar, Work Shop)

No	Respondent	Ever Existed	Never Existed
1	Chief Organizer	79,55%	20,45%
2	PKBM Manager	66,67%	33,33%
3	Tutor	77,14%	22,86%
	Total	223,36%	76,64%
	Average	74,45%	25,55%

From the table above, more than half of the number of respondents (74.45%) gave an opinion that activities to increase professionalism through scientific activities had been carried out by agencies related to the implementation of equality education in guidance and counseling services. However, based on the data above, there are still respondents who have never participated in professionalism enhancement activities. Therefore it is necessary to have training activities for those who have never participated in activities to increase professionalism in guidance and counseling services.

Furthermore, the results of the survey on support system services in terms of bringing in or involving elements from outside the PKBM or guidance and counseling experts in providing guidance and counseling services to students are presented in the following table:

Table 8: Percentage of Program and System Support Service Activities in Importing or Involving Experts from Outside of PKBM for Guidance and Counseling Services

No	Respondent	Ever Existed	Never Existed
1	Chief Organizer	61,36	38,64
2	PKBM Manager	60	40
3	Tutor	65,71	34,29
	Total	187,07	112,93
	Average	62,35	37,65

Based on the table above, the percentage of the number of administrators who have involved guidance and counseling services from outside the PKBM is 62.35%, while the rest (37.65%) have never. This means that the data informs that the implementation of guidance and counseling services related to system support by involving external elements needs to be optimized, because this will have a very significant impact.

Sutirna (2011) in completing the final project of the doctoral program conducted classical guidance and counseling at PKBM Harapan Bangsa Jatisari, Karawang Regency. This program has had a significant impact on students from Package C

graduates on behalf of Sugita and Wawan Kurniawan. With the support of the PKBM Chair, they had the opportunity to take part in Undergraduate Education (S-1) at STKIP Siliwangi Bandung with Bidikmisi Scholarships from Kemenristek Dikti through Kopertis Region IV West Java and Banten.

With this empirical evidence, a support system that involves guidance and counseling services from outside the PKBM will motivate students to develop themselves, and provide a spirit about the future to students.

The survey was conducted to answer questions about the extent to which PKBM administrators, administrators and tutors conducted research or research related to the implementation process, especially research on guidance and counseling services in equality education. The survey results are presented in Table 9 below:

Table 9: Percentage of Research Programs and Activities in Guidance and Counseling Services

No	Respondent	Ever Existed	Never Existed
1	Chief Organizer	18	26
2	PKBM Manager	6	9
3	Tutor	20	15
	Total	44	50
	Average	46,8%	53,2%

Considering the results of the table above, less than half of the number of organizers, administrators, and tutors conducted research on guidance and counseling services. Even though it is very clear that by conducting research or research the organizers of the Equality Education component will provide a clear picture of what must be done to provide excellent education services. This is in accordance with the definition of a survey (survey) which aims to obtain valid data by giving clear boundaries to the data for a particular object (<https://www.kanalinfo.web.id/>) (Information, 2016).

H. Conclusion

The survey results were then analyzed taking into account the frequency of responses from respondents and presented them. The results are then discussed further with the theories and rules for implementing the appropriate education process. From the results and discussion the following conclusions can be drawn:

1. Half of the total number of Guidance and Counseling Service Program administrators in Equivalent Education have a guidance and counseling service program.
2. Half of the total number of program providers in basic services, responsive services, individual planning services, and system support carry out guidance and counseling service activities for students.
3. The educational process cannot ignore the implementation of guidance and counseling services, because guidance and counseling services are an integral part of the provision of education.

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4. Lack of interest in conducting research (qualitative or quantitative or mixed method) of equality education providers towards guidance and counseling services.

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