



The Effectiveness of Guidance and Counseling Services in Schools in the New Normal Era

Masturin, Ahmad Nafi'

Institut Agama Islam Negeri Kudus, Central Java, Indonesia

masturin@iainkudus.ac.id, ahmadnafi@iainkudus.ac.id

Abstract

The new normal era resulted in paralysis in various sectors, such as education, health, and economics. The social distancing policy has also brought about the closure of schools by implementing learning from home or online. Thus, various problems arise, experienced by teachers, students, and even guardians of students. In addition, guidance and counseling are also impacted by this policy. For this reason, this study aims to describe the application of guidance and counseling services in the new normal era and see how effective the services provided are. This type of research used descriptive qualitative research and focused on phenomenological studies. The research subjects were two guidance and counseling teachers and two students. Observation, interview, and documentation techniques were employed as data collection techniques. To determine the data validity, the researchers used technical and source triangulations. The results of this study revealed that the guidance and counseling services run were not effective. It was because several problems were experienced by schools, such as online learning policies, the lack of a ratio of the number of guidance and counseling teachers to the number of students, and the lack of socialization about the role of guidance and counseling.

Keywords: Effectiveness, Guidance and Counseling Services, New Normal Era

Introduction

Education is one of the requirements in building human resources. In Indonesia, under Law Number 20 of 2003, education is held by educators who are qualified education personnel as teachers, lecturers, counselors, tutors, facilitators, *widyaiswara*,

instructors, and other designations according to their respective competencies or participate in providing education. Here, the task of a counselor in building education through meeting the students' needs is carried out with various guidance and counseling services.

On the other hand, at the end of 2019, the COVID-19 outbreak appeared in China, precisely in the Wuhan area. According to data (South China Morning Post, 2020), it was reported that one of the residents aged 55 was the first to contract the coronavirus. Then, it continued to add one to five new cases reported. On January 3, 2020, China reported that other countries, such as Taiwan, Hong Kong, and Macau, were also experiencing pneumonia outbreaks. It caused the World Health Organization (WHO) to declare a world public health emergency or pandemic on January 30, 2020, and on February 11, 2020, WHO officially announced a new virus called COVID-19. Thus, WHO recommends that in reducing the spread of COVID-19, it is necessary to implement social distancing and reduce interactions with other people (Habibah et al., 2020).

This COVID-19 attacks the respiratory tract with characteristics such as fever above 38 degrees, cough, runny nose, and several other symptoms. COVID-19 has spread not only in China but also to other parts of the world, such as Indonesia (Syah, 2020). In Indonesia, the first COVID-19 was reported in March 2020 (detik.com, 2020). The COVID-19 case was first reported by President Joko Widodo together with the Minister of State Secretary, Minister of Health, and Cabinet Secretary on March 2, 2020. The government confirmed that cases 1 and 2 affected a 64-year-old woman and her 31-year-old daughter in Depok, West Java. Both were infected with COVID-19 by a Japanese person who came to Indonesia in February 2020.

This pandemic has impacted many sectors, from the economy, tourism, manufacturing, transportation, social, and food to the education sector (merdeka.com, 2020). It has then caused the government to make policies to anticipate the COVID-19 virus spread, especially in education. In accordance with Circular No. 4 of 2020, the education implementation during the Corona Virus Disease (COVID-19) emergency period is explained. An important point in this circular is the decision to cancel the 2020 national examination (UN).

In addition, national learning is carried out online following government provisions and regulations. At the beginning of online learning, a survey conducted by the Indonesian Child Protection Commission (KPAI) showed many complaints when online learning was held. Problems that often arise are complaints related to internet quotas, understanding of the material, boredom, and the lack of close relationships between students and teachers. In the explanation of Circular No. 4 of 2020, the Minister of National Education explained that distance learning focused on increasing students' understanding of the anticipation of the COVID-19 virus.

Students' learning process also emphasizes their respective interests and conditions, including access to learning at home. Evidence of learning activities is given descriptive feedback from the teacher without being required to provide quantitative scores. It agrees with the explanation of the Minister of Education and Culture (kemendikbud.go.id 2020).

"Although many schools implement learning from home, it does not mean that teachers only give assignments to students. They also interact and communicate to help students do their work. Even though working from home, we ask that our students be guided, and related to quota subsidies, we ask for cooperation with telecommunications companies to provide subsidies, " said the Minister of Education and Culture.

In terms of learning media, teachers can take advantage of various applications ranging from WhatsApp, zoom meetings, google meet, and others. At the beginning of the online learning implementation, many problems arose, such as the lack of understanding of students and teachers using online learning media, the boredom of students who were constantly working on assignments, wasteful internet quotas, boredom or mental fatigue, and sore eyes due to being too often dealing with gadgets (Zakiah, 2019). The lacking closeness between teachers and students and various other problems also emerged. However, some positive impacts are also felt, such as innovation in technological development, educators who can devise ways so that students do not feel bored in the teaching and learning process, and more flexible learning because of using media.

Teachers also need innovation in providing learning, and not least, school counselors must carry out guidance and counseling services with various conditions and

use the media in providing services. However, counseling principles must be prioritized to provide maximum service. It aligns with what is described (Masdudi, 2015) relating to the counseling guidance principles, including helping individuals solve their problems themselves, the guidance focuses on being guided, directed at understanding diversity, starting with problem identification, and guidance program implementation carried out by experts.

Guidance and counseling are a process of assistance provided by experts (counselors) to students (counselee), both individually and in groups, through various types of services, focusing on solving the counselee's problems independently. In addition, Galang S. G. (2019) explained guidance and counseling as a process of assisting students, both individually and in groups, so that they can be independent and develop optimally in the fields of personal, social, learning, and career problems through various types of services and support activities based on existing norms.

In general, several functions of counseling guidance can be used as the basis for providing comprehensive counseling services to students. *First*, the function of understanding is how to help students understand themselves and their environment. For example, new students must understand the conditions of the school environment. In the context of this pandemic, an example is how counselors help students understand conditions, both in the school environment and in the community, and how they adapt to the new normal of COVID-19. *Second*, prevention is to help students avoid various problems that can hinder them. For instance, introducing the circle of friends in the context of the COVID-19 pandemic is like recognizing the psychological, social, economic, and health impacts. *Third*, the alleviation function is a function to assist students in overcoming the problems they experience, for example, problems experienced before entering school. Or, in the context of a pandemic, it is how to respond to online or distance learning. *Fourth*, the maintenance and development functions aim to maintain and develop students' potential, such as developing talents and interests. *Fifth*, the function of advocacy is to help students obtain a positive defense of their rights and interests, for example, the right to receive attention and respect from the school environment.

The form of the counseling guidance services is to carry out functions that can be adapted to environmental conditions, stages of development, and how to provide

services in various conditions. The function of guidance and counseling is as stated by (Subandi et al., 2018), but its implementation depends on the guidance and counseling teacher and each school. Through a brief interview with the guidance and counseling teacher of the Madrasah Aliyah Tarbiyatul Islamiyah Pati, many problems arose in the pandemic, where the guidance and counseling teacher had difficulty providing services due to online learning. It made them could not directly monitor the development process and their success or failure in providing services to students. When interviewed about the conditions that occurred at the school, the response from the guidance and counseling teacher at Madrasah Aliyah Tarbiyatul Islamiyah Pati was that *"the condition of the school during the pandemic may be the same as other schools, and when asked about the conditions of the services provided, honestly, nothing can be carried out during the pandemic, except for home visits and online services. However, guidance and counseling services are not optimal in providing services through social media/online."*

Therefore, the researchers want to know the forms of guidance and counseling services in schools during the new normal period with the research subject at Madrasah Aliyah Tarbiyatul Islamiyah Pati. Are the services carried out in schools running well? Also, can guidance and counseling services influence the students' conditions in the new normal?

Method

The approach used in this study was a descriptive qualitative based on phenomenological studies. Muri Yusuf (2017) described phenomenology as the study of knowledge that comes from awareness or understanding of objects and is experienced consciously. Thus, this study elucidated the guidance and counseling services in the new normal period carried out by guidance and counseling teachers at Madrasah Aliyah Tarbiyatul Islamiyah Pati. The descriptive data processing aimed to present clearly so that other people who did not experience it could understand the research contents.

The data sources of this research included counseling guidance teachers and two students at Madrasah Aliyah Tarbiyatul Islamiyah Pati. Interviews, observations, and documentation were used to collect data. In this case, Sugiyono (2015) stated that observation is the basis of all knowledge. Researchers can only work through the data they have. Data are often collected with the help of sophisticated tools so that objects as

small as protons and electrons and very distant celestial bodies can be clearly observed and studied.

Esterberg (in Sugiyono, 2015) explained that interviews are one way to obtain data about children or parents by holding direct relationships with informants or meeting two people to exchange information and ideas through question and answer so that meaning in certain topics can be constructed. Meanwhile, the document is a record of events that have passed. Furthermore, documentation can be in the form of writing, pictures, or someone's monumental work. Documentations in the form of writing, for example, are diaries, life history, biography, and policy regulations, while documents in the form of images are such photos, life pictures, sketches, and others.

This research employed technical and source triangulations. The study results were analyzed using the stages of data reduction, data presentation, and drawing conclusions or verification. Sugiyono (2015) defined triangulation as combining various data collection techniques and existing data sources.

Theoretical Review

Bimbingan [guidance] and *konseling* [counseling] are translated from English. In the past, the term counseling was translated into *penyuluhan* [outreach/advice]. However, because the term *penyuluhan* is widely used in other fields of science, such as health counseling and agricultural extension, the content of which is different from educational counseling so as not to cause misunderstanding, the term counseling is loaned into *konseling*.

Guidance and counseling concept

Guidance

The word *bimbingan* is a translation of "guidance" in English. Literally, the term "guidance" from the root word "guide" means: (1) to direct, (2) to pilot, (3) to manage, and (4) to steer. Shertzer and Stone (1971) defined guidance as "...the process of helping individuals to understand themselves and their world (the process of helping individuals to

understand themselves and their environment)". According to WS. Winkel (1981), the term "guidance" has a relationship with "guiding," which means showing the way, leading, and following directions. Meanwhile, Sunaryo Kartadinata (1998) defined it as *"the process of helping individuals to achieve optimal development."*

Another explanation regarding guidance and counseling, according to Syamsu Yusuf & A. Jantika Nurihsan (in Subandi et al., 2018), is that guidance is a continuous process so that individuals can understand themselves to direct themselves and act naturally in accordance with the demands and conditions of the family, school, community, and life in general. With this, individuals can enjoy the happiness of their lives and make a meaningful contribution to the life of society in general. The guidance also helps individuals achieve optimal self-development as social beings. In addition, it can be understood that guidance is the assistance given by people with good personalities to other individuals to direct their life activities, develop their direction of view, make their choices, and carry out these choices.

From this understanding, it can be comprehended that guidance is a process of providing continuous and systematic assistance to individuals in solving their problems to achieve the ability to understand themselves, accept themselves, direct themselves, and manifest themselves according to their will. This potential or ability is in adjusting to the environment, family, school, and community.

Counseling

Konseling comes from the English word "counseling," later translated to Indonesia into "*konseling*." Etymologically, the term counseling comes from the Latin word "*counsiliun*," which means "to accept or understand." As a professional way, counseling has many dimensions. In Indonesia, the development of counseling is driven by many things, such as (1) on the individual, namely during a crisis in each individual development, especially during adolescence. It is a time of turmoil and is easily swayed by various internal and external influences. (2) Situations from outside the individual are the modernization era marked by the acceleration of technology that can have both positive and negative impacts. This impact is sufficient to affect various aspects of human life, so it requires the ability to adapt well.

There are a variety of support professions identified as helping professionals, such as psychologists, psychiatrists, counselors, family therapists, marriage counselors, and social workers. The strata of counselors are divided into two groups. (1) Non-professional assistance can be given anytime and anywhere, allowing two or more people to assist, such as educational counselors, counseling in religious circles, or counseling in corporate or industrial settings. (2) Paraprofessionals are helpers who have received training directed at specific problems in counseling, for example, psychiatric assistants, mental health technicians, and crisis center volunteers. Such professionals include (a) social workers who combine masters with training, (b) psychologists who combine doctoral degrees in psychotherapy with psychotherapy practice, and (c) counselors who combine master's or doctoral degrees with practical experience in settings counseling (Juntika Nurihsan, 2006).

In the Encyclopedia of Education (1980), it is explained that counseling is an effort from the leadership of an educational institution to help students individually and in groups to deal with problems related to their studies and social and optimally achieve problem-solving, which in turn will result in the achievement of maximum results from his studies and social development. Counseling is done through interviews, where students are helped to make decisions and choices independently.

From the explanation above, counseling service is one of the overall service techniques by providing individual assistance (face-to-face relationships), interpersonal relationships in counseling, and face-to-face interviews between counselors and counsees. The counseling process is conducted closed in a confidential atmosphere, which focuses on providing assistance and solving individual problems independently.

Purpose of Guidance and Counseling

Guidance and counseling are science with a clear purpose in providing their services. It can be understood through the explanation of the table below.

Table 1. Purpose of Guidance and Counseling

| No. | Purpose of Guidance and Counseling | |
|-----|--|---|
| | Guidance | Counseling |
| 1 | Individuals can plan activities in their | Focusing on changing the client's behavior to |

| | | |
|---|--|---|
| | learning process, career, and future of life. | enable his life to be more productive and fulfilling |
| 2 | Individuals can develop all their potential and strengths as optimally as possible | Achieving positive mental health and being able to maintain it. The individual will achieve positive integration, adjustment, and identification if realized. |
| 3 | Individuals can adjust to the educational environment, society, and work environment | As social beings, humans cannot be separated from their social life and depend on others, so everyone needs the help of others. |
| 4 | Helping solve obstacles faced in the learning process and the work environment | Personal effectiveness is a person who can regulate himself in terms of time, energy, psychological conditions, and others. |
| 5 | Helping individuals make decisions on their responsibility | Helping individuals to make important decisions for themselves as a form of individual independence |

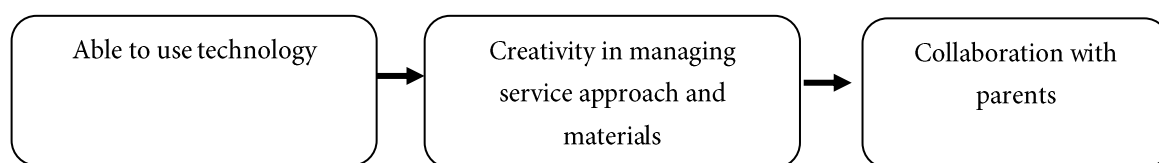
Moreover, guidance and counseling are a form of helpful relationship. What is meant here is helping other people grow in the direction of their choices, solve problems, and face crises in their lives. In this case, the counselor's job is to help create the necessary conditions for the counselee's growth and development. For this reason, the effectiveness of counseling is largely determined by the quality of the relationship between the counselor and the counselee.

The Role of Guidance and Counseling in the New Normal Era

1. Central Role

This role includes the counseling implementation due to distance learning. It is in sync with the Circular of the Ministry of Education and Culture Number 4 of 2020 and Number 15 of 2020. Therefore, counselors are expected to have the ability to deal with learning during the pandemic:

Figure 1. Expected Competence of Counselor



It can be understood that the central role of the guidance and counseling implementation in the new normal period is influenced by the three factors above. The counselor's role is closely related to character education, a benchmark for achieving student learning outcomes, either directly or indirectly (Willis, 2019). During the pandemic, counselors provide a strengthening role and special ways for students not to worry, fear, and despair in learning in this new normal period.

Counselors also need to help bridge communication between parents and teachers to solve student problems. The way that can be done is, for example, the school socializing with all students and homeroom teachers about how to operate media in distance learning, and parties whom the homeroom teacher cannot contact must notify parents. Then, parents must notify their children and deliver assignments to school according to a predetermined schedule. If communication is still not optimal, counselors must carry out their role as school counselors in this new normal era by assisting with communication or home visits to counselees to provide appropriate directions and solutions.

2. Teacher Qualification

The role of guidance and counseling in the new normal era of the COVID-19 pandemic is very much needed, but in its implementation, many problems with guidance and counseling services still must be addressed, such as:

- a. Facilities are a basic need for the teaching and learning process, especially online learning, that must have adequate facilities.
- b. Internet access and internet coverage, especially in remote areas geographically in Indonesia, are lacking. It is felt by teachers and counselors in providing online services.
- c. Procurement of quotas: quota subsidies from the government are indeed given to students and teachers, but these subsidies do not meet online learning needs.
- d. Technological competence is crucial for students, especially teachers, in understanding and operating technology and online learning applications.
- e. Teacher creativity: the form of teacher creativity can affect the learning system and help counselees not to feel bored with online learning.

- f. Students' motivation and independence need to be instilled in students, especially in dealing with online learning.
- g. The social encouragement is due to online learning, causing students to panic and worry because the learning process is not like before the new normal era.
- h. Parental assistance happens because parents have their jobs and usually provide full learning to the school.
- i. The teacher's work quality decreases, and stress increases due to the effects of online learning.

From the problems above, counselors are also required to provide motivation either through direct services that pay attention to safe distance during the COVID-19 pandemic or online in the form of videos or utilizing certain applications. It is used to encourage students to undergo learning under regulations made by the government in this new normal period.

Result

Madrasah Aliyah Tarbiyatul Islamiyah Pati is one of the Nahdlotul Ulama (NU) foundation schools. On the other hand, there are many counseling services in schools. This service is oriented towards assisting both individually and in groups in overcoming a problem faced by students. The services at the school are in the form of personal, social, study, and career services. Each service has its function; for example, career guidance services are used to guide students in understanding and how to choose a career that matches their talents and interests.

Guidance and counseling service programs in schools should be arranged, and schools must also adapt to online learning, such as home visit services. These services are made more effective and have to adapt to the situation at hand. It can be by visiting one or more students with problems in the learning process or personal problems. During a pandemic like this, everyone must be able to adapt and adjust to the existing circumstances.

However, the implementation of guidance and counseling programs and services at the Madrasah Aliyah Tarbiyatul Islamiyah Pati school has not been optimal. It was reflected in the lack of class hours for guidance and counseling teachers so that

the program implementation was not optimal. Coupled with the COVID-19 pandemic, guidance and counseling teachers at Madrasah Aliyah Tarbiyatul Islamiyah Pati encountered difficulty assisting or controlling student behavior. With this online system implementation, guidance and counseling services should be done through home visits and/or online. Some of these obstacles were directly expressed by the guidance and counseling teacher 1 (MY):

“Tidak semua anak menaati sesuai arahan Guru karena arahnya sifatnya online dan setiap anak juga memiliki kepribadian dan latar belakang yang beragam, sehingga Guru BK kesulitan memahami jumlah peserta didik di sekolah ini, ada yang disebut penurut, yang disebut patuh. Ada juga yang ngambek, yang tiba-tiba tidak ada komunikasi juga ada. Apalagi Guru BK kurang ada untuk memantau jumlah anak.” (18 Oktober 2021).

[“Not all children obey the teacher's directions because the directions are online, and each child also has a diverse personality and background, so the guidance and counseling teacher has difficulty understanding all the students in this school. Some students are obedient. Some are cranky, and those who suddenly have no communication also exist. Moreover, there are not enough guidance and counseling teachers to monitor the number of children.” (October 18, 2021)]

Several obstacles related to guidance and counseling services at Madrasah Aliyah Tarbiyatul Islamiyah Pati were also directly expressed by the subject of guidance and counseling teacher 2 (AR):

“Kalau masalah buat Guru BK yang jelas kewalahan menanganinya mas, soalnya disini Guru BK nya sangat kurang menangani murid yang banyak, dan sebenarnya ada Guru BK tapi bukan dari BK mas, karena hanya ada 2 Guru BK yang satu lulusan BK yang satu tidak, Guru mata pelajaran yang merangkap jadi BK, dan untuk penerapannya kurang tepat tapi sekali lagi saya sepenuhnya membantu untuk melakukan proses konseling dengan peserta didik agar berjalan dengan baik dan jika untuk peserta didik sendiri masalahnya seperti pada umumnya, yang namanya anak tidak bisa sepenuhnya mengikuti arahan” (18 Oktober 2021).

[“If it is a problem for guidance and counseling teachers, it is clear that we are overwhelmed to handle it because there are very few guidance and counseling teachers here and handle many students. Actually, there are guidance and counseling teachers,

but not from the guidance and counseling department because there are only two guidance and counseling teachers, one is a graduate of the guidance and counseling department, and the other is not. Subject teachers double as guidance and counseling teachers, which is not appropriate for their application. However, again, I fully help to carry out the counseling process with students so that it goes well. If it is a problem for students themselves, the problem is like in general, and the so-called children cannot fully follow directions." (October 18, 2021)]

Problems or difficulties that arose and impacted guidance and counseling services at Madrasah Aliyah Tarbiyatul Islamiyah Pati were also expressed by AR:

"Masa pandemi seperti ini memang menjadi salah satu kendala dalam pelaksanaan program layanan, ada beberapa program yang bisa dilakukan saat pandemi, ada juga yang tidak bisa berjalan di masa pandemi ini. Seperti layanan yang sifatnya langsung dan melibatkan banyak orang. Namun kita siasati seperti dengan home visit, atau melalui vidio call" (18 Oktober 2021)

["A pandemic period like this is one of the obstacles to implementing service programs. Several programs can be carried out during a pandemic, and some cannot run, such as services that are direct and involve many people. However, we deal with that, such as a home visit or video call." (October 18, 2021)]

All learning activities are online in this new normal era, so guidance and counseling services are difficult to implement in schools. Students who come to school are limited and only send assignments or have needs that must be carried out at school. It is in accordance with the statement from a student named NF:

"Saat pandemi, kami tidak bisa sekolah secara tatap muka. Paling hanya datang untuk mengumpulkan tugas atau keperluan yang harus diselesaikan di sekolah"(18 oktober 2021).

["During the pandemic, we cannot go to school face-to-face. At most, we only come to collect assignments or needs that must be completed at school."(October 18, 2021)]

The difficulty in providing services was also felt by the guidance and counseling teachers at this school, as evidenced by the statement by Mr. MY, such as in career services, which are the focus of students, especially those who will soon graduate from school:

Jadi kita kesulitan memantau perkembangan peserta didik, perilaku, kenakalan, prestasi, informasi, dan banyak lagi. Kita juga kesulitan memberikan pelayanan dalam bidang karir yang sangat dibutuhkan peserta didik terumata kepada mereka yang akan lulus, karena seperti mereka ingin melanjutkan kuliah atau kerja atau bahkan ada yang langsung menikah” (18 Oktober 2021).

[Thus, we find it difficult to monitor student progress, behavior, delinquency, achievements, information, and more. We also find it difficult to provide services in the career field that students really need, especially for those about to graduate, such as wanting to continue their studies, work, or even get married immediately.” (October 18, 2021)]

In addition, guidance and counseling services during the pandemic or the new normal era are considered less effective than conditions before the pandemic. As stated by a student (NF):

“Kalau dibilang efektif mungkin kurang efektif, karena kondisi pandemi ini banyak pelayanan yang terhambat untuk bisa dilaksanakan gara-gara pembelajaran online. Karena kami tidak bisa ke sekolah secara langsung, Guru BK juga sepertinya mengalami kesulitan mengamati perilaku kami.” (18 Oktober 2021)

["About the effectiveness, it may not be effective because, in this pandemic condition, many services are hampered from being able to be carried out because of online learning. Since we cannot go to school in person, the guidance and counseling teachers also seem to have difficulty observing our behaviors.” (October 18, 2021)]

This problem regarding guidance and counseling services was also expressed by another student (BP):

“Tidak efektif ya mas, karena di masa pandemi ini banyak pelayanan yang tidak bisa berjalan sesuai program yang sudah dibuat. Contoh waktu sebelum pandemi saya pernah curhat dengan guru BK secara langsung di ruang BK walaupun ruangnya sederhana, namun itu cukup melegakan saya. Namun setelah corona ini ya mungkin lewat telepon atau whatshap namun kayak ada yang kurang. Guru BK juga bingung bagaimana memberikan pelayanan di masa pandemi seperti ini, karena Guru BK di sekolah ini tidak ada di kelas, jadi agak sulit untuk berinteraksi dengan peserta didik. Apalagi tidak ada waktu untuk bertemu dengan peserta didik, hanya bertemu secara online. Hal ini

membuat Guru BK sangat sulit untuk memantau perkembangan anak” (18 Oktober 2021).

[“It is not effective because, during this pandemic, many services cannot run according to the program made. For example, before the pandemic, I had a conversation with a guidance and counseling teacher directly in the guidance and counseling room. Even though the room was simple, it was quite a relief. However, during this pandemic, maybe it is by phone or WhatsApp, but it seems something is missing. Guidance and counseling teachers are also confused about how to provide services during a pandemic like this because they are not in the classroom, so it is rather difficult to interact with students. Moreover, there is no time to meet with students, only to meet online. It makes it very difficult for guidance and counseling teachers to monitor child development.” (October 18, 2021)]

This new normal era impacted guidance and counseling services at Madrasah Aliyah Tarbiyatul Islamiyah Pati. It was because several previously planned programs were not optimal. Thus, some programs could be implemented in this new normal era, but others could not be run because they had to adapt to the current situation and conditions.

Discussion

Guidance and counseling services are oriented towards the process of assisting individuals or groups in overcoming the problems they face. Before carrying out the service process, of course, a counselor must have guidelines for conducting these services. The services provided must have been planned, which is what the program means. Then, the program is made according to the needs of students, although sometimes, the program may not always be implemented properly.

In this new normal era, the services provided must also be able to adapt to the current situation and conditions. Of course, some planned programs could run well, but others could not be executed properly. Thus, service can be one of the benchmarks for implementing a program's effectiveness. According to Siagian (in Zaini, 2017), effectiveness is using resources, facilities, and infrastructure at a certain amount agreed upon in advance to obtain several goods or services for the activities carried out.

In measuring the effectiveness of a program, several things must be considered, such as understanding of the program, program objectives, time, goal achievement, and real change (Indrayani & Niswah, 2017). Hence, in analyzing the effectiveness of a program, it can be determined by several things. Then, in simple terms, effectiveness is related to achieving work goals or targets (Ekasari, 2020).

In this case, Madrasah Aliyah Tarbiyatul Islamiyah Pati certainly has guidance and counseling services. Creating a program of guidance and counseling services is a must before implementing the service. However, new normal conditions have impacted the program implementation process. It also affected the guidance and counseling services at the school. Thus, it is necessary to evaluate the effectiveness of the counseling program provided by the guidance and counseling teachers at Madrasah Aliyah Tarbiyatul Islamiyah Pati.

Several programs have been planned, such as service in the field of social, study, personal, and even in the career field. During the pandemic, some programs prepared could not be implemented optimally. It was because the guidance and counseling teachers at the school only made home visits to a few students. It was to monitor student progress. However, due to the limited number of guidance and counseling teachers at the school, not all students received home visit services.

For this reason, guidance and counseling services at Madrasah Aliyah Tarbiyatul Islamiyah are said to be less effective. It was evidenced by the many problems experienced in this new normal era. Guidance and counseling services could be provided online, but these services were not optimal because they had to comply with government regulations related to learning in the COVID-19 era. Due to the pandemic situation and conditions hampering the implementation of previously planned service programs, the lack of guidance and counseling educators (teachers) at Madrasah Aliyah Tarbiyatul Islamiyah Pati in conducting home visits or other services to students was also a problem. Then, not being able to meet face to face was one of the main causes in providing services to students because they could not directly monitor students' psychological conditions.

Conclusion

Based on the results of the above study regarding "*Effectiveness of Guidance and Counseling Services in Schools in the New Normal Era*" with research subjects at Madrasah Aliyah Tarbiyatul Islamiyah Pati, it can be concluded that guidance and counseling services at Madrasah Aliyah Tarbiyatul Islamiyah Pati could not be said to be effective. It was proven because the situation and conditions during the pandemic have hampered the implementation of the guidance and counseling program prepared. The lack of guidance and counseling teachers was also one of the problems experienced by the school in providing guidance and counseling services. In addition, the online learning process was the main cause of the lack of maximum guidance and counseling services because they could not optimally monitor the psychological condition of students directly.

Lack of students' understanding of service programs reduces the effectiveness of a service, and it causes students to lack understanding of the role of guidance and counseling services. Moreover, in a pandemic condition like this, students should be able to use counseling guidance services as a forum or place to find solutions to help solve problems experienced by students themselves. However, it also goes back to the lack of hours that guidance and counseling teachers provided services to students and the number of students who were less than ideal with the number of guidance and counseling teachers so that many programs planned were less than optimal in providing services.

References

- "Kapan Sebenarnya Corona Pertama Kali Masuk RI?" (2020). <https://news.detik.com/berita/d-4991485/kapan-sebenarnya-corona-pertama-kali-masuk-ri>.
- Achmad Juntika Nurihsan. (2006). *Bimbingan Dan Konseling*. Bandung: Refika Aditama
- Corey, Gerald. (2013) *.Teori dan Praktek Konseling & Psikoterapi. Terjemah E. Koswara*. Bandung. Refika Aditama.

Djehaut, Safrianus H. (2011). *Bimbingan Konseling di Sekolah*. Yogyakarta: Absolute Media

Ekasari, R. (2020). *Model Efektivitas Dana Desa untuk Menilai Kinerja Desa Melalui Pemberdayaan Ekonomi*. AE Publishing.

Gumilang, G. S. (2019). *Pengembangan dan Evaluasi Program Layanan Bimbingan dan Konseling Teori dan Praktik*. Malang: Azizah Publising

Habibah, B. M., Mulyani, S., Nia, N. I., & Nugroho, P. (2020). Konsep Layanan Responsif bagi Siswa yang Mengalami Kesulitan Belajar secara Daring Dimasa Pandemi Covid-19. *Konseling Edukasi: Journal of Guidance and Counseling*, 4(2), 305–322.

Indrayani, E. Z., & Niswah, F. (2017). Efektivitas Program Pengolahan Administrasi Desa Secara Elektronik (Pade) Di Desa Mantup Kecamatan Mantup Kabupaten Lamongan. *Publika*, 5(1).

Masdudi, (2015). *Bimbingan dan Konseling Perspektif Sekolah*. Cirebon: Nurjati Press

Prayitno, & Amti, E (2008). *Dasar-dasar Bimbingan dan Konseling*. Jakarta: Rineka Cipta.

Putra, A., & Shofaria, N. (2020). Inovasi Layanan Bimbingan dan Konseling Pada Pembelajaran dalam Jaringan Masa Pandemi Covid-19. *Jurnal Bikotetik (Bimbingan Dan Konseling: Teori dan Praktik)*, 4, 55–61.

Willis, Sofyana S. (2019). *Konseling Individual Konseling dan Praktek*. Bandung: Alfabeta.

Subandi, dkk. 2018. *Manajemen Mutu Bimbingan dan Konseling*. Lampung: Wali Songo Sukajadi

Sugiyono. (2015). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta

Surat Edaran Kasatgas Nomor 4 Tahun (2020) Tentang Protokol Kesehatan Perjalanan Orang Dalam Masa Pandemi Corona Virus Disease 2019 (COVID-19) Tentang Protokol Kesehatan Perjalanan Orang Dalam Masa Pandemi Corona Virus Disease 2019 (COVID-19).

Undang-undang No. 20 Tahun (2003) *tentang Sistem Pendidikan Nasional*.

Widyananda, R.F, (2020). "Dampak Corona, Ini 6 Sektor yang Paling Terpengaruh Jika Terjadi Lockdown" <https://www.merdeka.com/jatim/dampak-corona-ini-6-sektor-yang-paling-terdampak-jika-terjadi-lockdown-klm.html>

Yusuf, Muri. (2017). *Metode Penelitian Kuantitatif, Kualitatif dan Penelitian Gabungan*. Jakarta: Kencana

Zaini, M. (2017). *Manajemen Pendidikan (Konsep Dasar, Teori, dan Aplikasi)*. Kudus: IAIN Kudus

This page is intentionally left blank