

**FACILITIES AND INFRASTRUCTURE MANAGEMENT IN SERVICE  
IMPLEMENTATION GUIDANCE AND COUNSELING  
IN INDONESIAN SCHOOLS**

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**ABSTRACT:** Facilities and infrastructure function as a support for the implementation of learning and guidance and counseling services in schools. Currently, guidance and counseling facilities and infrastructure in Indonesian schools are not utilized effectively and efficiently so that the implementation of guidance and counseling services is still not successful, in other words it has not achieved the expected goals. Guidance and counseling facilities and infrastructure in schools are not fully supported, thus making it difficult for guidance and counseling personnel to work together in the implementation of guidance and counseling services. Therefore, there is a need for full utilization by guidance and counseling personnel of the available facilities and infrastructure. The purpose of this research is to find out the management of counseling facilities and infrastructure in order to create conducive, comfortable and stable counseling services. This research is a Qualitative Research with the method of literature review (literature review). The results of the study show that the success of counseling services in schools is supported by adequate facilities and infrastructure that are utilized effectively and efficiently. For this reason, the profile of these facilities and infrastructure must be utilized as well as possible.

**Keywords:** Facilities and Infrastructure, Guidance and Counseling

## **INTRODUCTION**

Schools or educational institutions are expected to have facilities and infrastructure to support the learning process. As part of education, guidance and counseling also requires facilities and infrastructure that will enable guidance and counseling to be realized effectively and efficiently. In line with the opinion of Neviyarni (2023) that counseling services require facilities and infrastructure as a tool to support the success of counseling activities. Each tool must also have maintenance (Sugiarto, S., Neviyarni, S., & Firman, 2021) and renewal (if needed). So, management must be clear, so that these facilities and infrastructure can be used on target and productively. Guidance and

counseling facilities and infrastructure are tools and equipment that show the achievement of guidance and counseling service objectives (Permendikbud Number 111 of 2014). According to Megasari (2020), people who work as counseling personnel in educational institutions are also responsible for providing, maintaining, and utilizing facilities and infrastructure, all of which cannot be put to good use if there is no management who is responsible for the arrangements. All guidance and counseling personnel in schools must understand their respective roles, which have different duties, authorities and responsibilities. Thus, these facilities and infrastructure can help guidance and counseling teachers and other guidance and counseling personnel carry out guidance and counseling tasks at school (Wardati & Jauhar, 2011). Therefore, counseling personnel in schools should manage all facilities and infrastructure. Of course, someone informed them of the need for facilities, someone provided them, and in the end, all the facilities and infrastructure in the school were used simultaneously for the implementation of counseling services in schools.

Guidance services that are facilitated by adequate facilities and infrastructure can be seen and compared to counseling services that do not have them. If schools have the opportunity to choose, counseling personnel and school counselors will feel comfortable and safe with adequate facilities and infrastructure. Facilities and infrastructure function to encourage the implementation of counseling services, especially in schools (Sugiarto, S., Neviyarni, S., & Firman, 2021). If the facilities and infrastructure in a school are adequate, counseling services will develop in a balanced way. However, the implementation of counseling services can be hampered and slowed down if there is a lack of facilities and infrastructure because that is very important for the success of counseling services.

School is an educational institution, which requires proper management of facilities and infrastructure so that all educational activities can run well and smoothly. Permendiknas RI Number 24 of 2007 also explains the use of facilities and infrastructure in schools or educational institutions which stipulates that schools or educational institutions must budget for and equip facilities and infrastructure for the learning process to take place (Stepy & Firman, 2020). This includes equipment used for the learning process, media used for the learning process, books and resources used for educational purposes, materials that cannot be used again after being used, and other things used in the learning process, so that education can take place consistently and fluent. Schools must have a room where the educational process takes place, a leadership room, a teacher or educator assembly room, and adequate classrooms for the number of students. In the research put forward by (Endriani & Gratitude Y, 2015) it is necessary to have facilities and infrastructure to support the implementation of guidance and counseling services so that they are carried out optimally, it may be necessary to provide a special room for individual counseling services and a room for group guidance activities by the school principal. To get good facilities and infrastructure, the education process must be

supported thoroughly and regularly, by providing rooms such as administration rooms for school administration, libraries to find learning resources that assist the learning process, laboratories and canteens to meet the physical needs of guidance and counseling personnel in school. In addition, workshops are also needed for student work practices, as well as sports fields for students who are in the school. Then also needed a place of worship, a place to be creative and other places that indirectly support the successful process of implementing education and counseling services in a school.

Procurement of these facilities and infrastructure requires an evaluation to determine the condition of existing facilities and infrastructure and how these facilities and infrastructure can benefit the implementation of the teaching and learning process and the implementation of counseling services in a school (Manurung., Harahap., Tahrun., & Suharyadi, 2020). Without clear management, school facilities and infrastructure will become unclear and uncertain, which will not allow repairs and rejuvenation. The results of the study show that not all educational institutions provide and support schools with sufficient facilities and infrastructure and are in line with the requirements of the Minister of Education and Culture Number 111 of 2014 concerning guidance and counseling rooms (Sari AK, Neviyarni., Ahmad R., & Syukur Y, 2022) . If the existing school system considers the availability of counseling facilities and infrastructure, then this will help carry out guidance and counseling activities on an ongoing and directed basis (Schmidt, 2010). It is highly hoped that schools will support and cooperate in the management of facilities and infrastructure in order to build effective and efficient relationships when providing counseling services.

As a school leader, the principal's role is very large in making policies that support guidance and counseling. Among them by providing adequate facilities and infrastructure for the realization of counseling services carried out in schools where they lead (Luddin, 2013). Furthermore, as guidance and counseling personnel, the principal should notify the agreed regulations to be discussed by guidance and counseling personnel under his leadership. It is hoped that students as the subject of counseling services will experience the benefits of guidance and counseling when counseling facilities and infrastructure are available in a school. In addition, the expected results can be easily achieved by the counseling teacher who acts as the main executor of counseling services (Bhakti, 2017). Guidance and counseling personnel in a school must be optimal in utilizing existing facilities and infrastructure to make guidance and counseling services effective and efficient. The objectives of implementing counseling services reflect the abilities and expertise of counseling teachers (Lubis, 2011). By using a political format, it is hoped that counseling teachers who are competent and experienced will provide counseling facilities and infrastructure in a school. In practice, a counseling teacher has the power to guide and manage student human resources effectively (Neviyarni, 2023).

## **RESEARCH METHODS**

This research is a Qualitative Research with the type of research that is included in the category of literature review, namely research that focuses on the study of reading sources and aims to find similarities, differences, compare or combine the values of thought contained in each reading source so that generate new ideas from reading sources. To reach conclusions about the literature study, all the data obtained will be compiled, then analyzed, then concluded. So in the end there will be conclusions about how to make use of BK facilities and infrastructure in schools

## **RESULTS AND DISCUSSION**

Counseling services will definitely be carried out and achieve the expected goals, if the school prepares counseling facilities and infrastructure. The Ministerial Regulation also states that facilities and infrastructure should be provided by schools as educational institutions. It should be understood that facilities and infrastructure are used for the implementation of successful guidance and counseling services. Daryanto (2001) states that school facilities include all devices in the form of tools, materials, and furniture that are used directly for the teaching and learning process in schools. On the other hand, infrastructure includes all basic equipment that does not directly facilitate the educational process. It turns out that several people have different understandings about facilities and infrastructure, which are sometimes considered the same. All types of support available for the implementation of guidance and counseling are referred to as facilities. For example, when a counseling teacher provides individual counseling to students who have to sit in individual counseling chairs, it is considered a tool that can directly provide benefits. On the other hand, when the individual counseling process is carried out in a counseling room that makes the client comfortable and in accordance with established standards, it is considered infrastructure.

According to Novita (2017), the quality of educational outcomes depends on how important facilities and infrastructure are in the teaching and learning process. In the same way, the implementation of guidance and counseling is an educational process. Guidance and counseling services will not be effective without facilities and infrastructure. School counselors will not know the needs of their students if the school does not provide instruments. Individual counseling services can run smoothly when individual counseling rooms are not provided by the school, which should provide privacy. Therefore, schools must pay attention to facilities and infrastructure.

According to Mufadhil (2003), there are several categories of facilities that can be used in the educational process:

### **Whether or not it is Used in the Implementation of Education**

There are two types of facilities used in implementing education or providing counseling services, namely facilities that will be used immediately and those that will not be used immediately during the teaching and learning process or the counseling

service process: (a) facilities that will be used immediately. Some guidance and counseling facilities will run out in a short time. Such as pens used by students as a writing tool for the results they get after carrying out guidance and counseling services, and paper that is thrown away and cannot be used again after the completion of information services, (b) facilities that will not be used up immediately or last long during the process teaching and learning or guidance and counseling services. Examples include chairs used by students in implementing counseling services, tables used by counseling teachers when providing information services, and others.

### **Move or not When Used**

There are two types of facilities, seen from those that are mobile or immovable in the education process and the provision of guidance and counseling services: (a) facilities that can move during the learning process or counseling service process, for example books to record cases experienced by students, folders containing information about students' personal data, tools for disclosing student problems (instruments), and others, (b) immovable facilities used during the process of guidance and counseling or education services. For example, individual counseling rooms are closed to prevent students and counseling teachers from being exposed to rain during individual counseling. Although the roof can be moved, it will be difficult to do so.

### **The Relationship Between Teaching and Learning Facilities and Processes, As Well As in The Implementation of Counseling Services**

In this case, there are two types of facilities: the first are facilities that are directly used in the implementation of counseling services, for example newspaper sheets that display problems faced by students through pictures, and sheets of student answer paper to identify student needs. Furthermore, facilities that are not directly used in the implementation of counseling services, one example that we can give is student data storage cabinets.

Furthermore, Mufadhil (2003) states that there are two parts of infrastructure that are used in the education process or in the implementation of counseling services: (1) infrastructure that is used directly in the educational process or in implementing counseling services; examples are individual counseling rooms, groups, and counseling teacher rooms, (2) infrastructure that is not used directly in the educational process or in the implementation of counseling services. Examples are the principal's room, teacher's room, canteen room, and library room.

All guidance and counseling personnel in schools will be responsible for the use of facilities and infrastructure. Therefore, they must understand the principles that must be adhered to when managing these facilities and infrastructure. To manage guidance and counseling infrastructure, according to Matin & Fuad (2016) there are several principles that must be considered:

### **The Principle of Achieving Goals**

It is hoped that the facilities and infrastructure provided by the school can be used for the achievement of educational goals or guidance and counseling. If the BK teacher wants the successful implementation of guidance and counseling services so that students become independent individuals in solving problems, which is done in secret, so that all school facilities and infrastructure will help students achieve this goal. When counseling teachers or counseling personnel at schools want to use facilities and infrastructure to provide guidance and counseling services, this needs to be done because goals will be more easily achieved when the facilities and infrastructure are available when needed.

### **Efficiency Principle**

Every guidance and counseling personnel working in a school must ensure that they maintain the existing guidance and counseling facilities. After the facilities and infrastructure are provided, all parties are responsible for maintaining and maintaining them so that they can be used for guidance and counseling services. By utilizing these facilities and infrastructure, it is hoped that there will be less wastage of funds at school.

### **Administrative Principle**

Administrative refers to the management of guidance and counseling facilities and infrastructure. The implementation of guidance and counseling activities requires administrative completeness (Neviyarni, 2023; Yan, 2017). This means that counseling facilities and infrastructure can be used with reference to school regulations, such as that counseling rooms must be used for guidance and counseling services. In addition, there are rules and guidelines for the use of BK facilities and infrastructure.

### **The Principle of Clarity of Responsibility**

All guidance and counseling personnel in schools have responsibility for their respective roles. Guidance and counseling personnel must also know who is responsible for managing guidance and counseling facilities and infrastructure. It should be clear who makes plans for the counseling facilities and infrastructure needed for guidance and counseling services, which of the counseling personnel in schools provides them, and who determines the budget for counseling facilities and infrastructure.

### **Cohesiveness Principle**

Guidance and counseling personnel in schools must maintain and maintain the existing facilities and infrastructure. No matter how small the facilities and infrastructure are available, guidance and counseling personnel must make the best use of them. Management and utilization of guidance and counseling facilities and infrastructure shows a sense of solidarity and cohesiveness of guidance and counseling personnel.

After the planning of facilities and infrastructure for the implementation of counseling services has begun, management of the management of counseling facilities and infrastructure in schools cannot be carried out without knowing the basic principles

of planning (Mufadhal, 2003): 1) planning for guidance and counseling facilities and infrastructure in schools should pay attention to intellectual processes. Guidance and Counseling personnel must seriously consider the implementation of successful guidance and counseling services and to increase the intelligence of students, what facilities and infrastructure are really needed. Like the wifi provided by the school. Whether it is useful for students and supports guidance and counseling services, all of that must be evaluated through an intellectual process carried out by guidance and counseling personnel. If most of the time is spent playing online games by students, the intellectual processes that have been carried out by counseling personnel at school will not be affected, 2) planning for the procurement of guidance and counseling facilities and infrastructure according to the need assessment. The existence of wifi so that counseling teachers are assisted in providing online guidance and counseling services is a current need that requires painstaking technological skills. Providing sheets of newspapers which are considered tools for individual counseling and facilitating guidance and counseling. The needs analysis of the counseling guidance service objectives must be considered over the needs analysis, 3) planning for facilities and infrastructure must be realistic, not make it up. The budget for facilities and infrastructure must be made rationally because the budget is made at the beginning of the semester. Therefore, counseling personnel should not make an irrational budget, such as buying 10 chairs for group counseling and then budgeting Rp. 10.000.000. Which is unrealistic and not based on actual circumstances. That is why the budget for facilities and infrastructure must be prepared rationally, 3) in order to make the funds more transparent and show who is responsible for the management and utilization of counseling facilities and infrastructure in schools, the form, brand, number, type, and details of the facilities and infrastructure must be explained.

Guidance and counseling personnel working in schools must understand that the facilities and infrastructure used in the implementation of guidance and counseling services must be properly maintained. However, sometimes, even after receiving long-term treatment, the facilities and infrastructure become damaged and are no longer effective for use in guidance and counseling services. There are special procedures that must be followed when the leadership gets the facilities and infrastructure back.

If it meets the criteria, facilities and infrastructure can generally be planned to be removed from their procurement. The criteria that should be fulfilled are as follows (Syahril, 2004): 1) facilities and infrastructure were so badly damaged that they could not be used for education or in the implementation of counseling services. For example, a chair used to sit in the implementation of individual counseling services must be removed from the registered school facilities and infrastructure data because if the chair is damaged and cannot be repaired, the benefits cannot be obtained, 2) facilities and infrastructure that are damaged and no longer optimally used in the implementation of counseling services. Repairing these facilities and infrastructure will require a sizable budget so that it is better if the guidance and counseling facilities and infrastructure are added to the list

of school administrations that must be deleted, 3) the cost of using facilities and infrastructure is greater than the cost of maintaining it. Usually, if the utilization of facilities and infrastructure requires greater costs, the school leadership decides to delete the data. Schools may not waste school funds on the use of guidance and counseling facilities and infrastructure. Instead, they should try to save school funds, 4) facilities and infrastructure no longer follow current needs or are out of date. Thus, school counseling personnel should plan to procure counseling facilities and infrastructure that can be used for guidance and counseling services and for the elimination of those that do not meet school needs. For example, the counseling teacher can propose to procure a new instrument that can meet the current needs of foster students if the instrument currently used cannot measure the current condition of foster students. This is clearly inseparable from the funds that must be considered by other school counseling personnel. However, the old instrument will be removed or deleted from the list of school counseling facilities and infrastructure, 5) excess capacity of existing facilities and infrastructure so that they are not used and cause significant losses. One example is the excess infocus owned by a school, which will be damaged if not used. To avoid harm to the school, counseling personnel must manage this matter wisely and appropriately.

The abolition of guidance and counseling facilities and infrastructure in schools aims to free the school guidance and counseling facility and infrastructure manager or treasurer from administrative and physical responsibility for state property which is managed in accordance with applicable laws.

According to Sukardi (2000), there are several types of facilities that can be used to carry out guidance and counseling services: 1) data collection tool. To ensure that counseling teachers provide appropriate guidance and counseling services to their students, data is needed. To ensure that guidance and counseling services are implemented effectively in a school, important data collection tools are put in place. These data collection tools include formats of observation guidelines, interview guidelines, questionnaires, diaries, lists of learning achievement scores, consultation cards, instruments for finding talents and interests, and others, 2) data storage device. The data students collect requires privacy, and student data needs to be protected. These data storage devices such as personal cards, personal books, folders, and others, 3) technical Equipment. Guidance books for the implementation of counseling services, information books, stationery, and others are the technical equipment required for the implementation of counseling services in schools.

Facilities are facilities that directly benefit the target object and service provider. Means are used to complete a task or goal (Sugiarto, S., Neviyarni, S., & Firman, 2021). Without facilities, the implementation of guidance and counseling services will not be effective. In guidance and counseling itself, to support guidance and counseling program activities, facilities, as well as related tools and equipment, are very important and needed (Neviyarni, 2023).



During the implementation of guidance and counseling services, guidance and counseling infrastructure that can be utilized is as follows (Sukardi, 2000): 1) guidance room. This room is used by guidance and counseling teachers to carry out guidance and counseling services. This room consists of a consulting room, living room, group guidance service process room, room for documentation, and other rooms. These rooms should also have furniture such as blackboards, cupboards, tables, chairs, and other furniture needed to support the success of the counseling service process, 2) draft budget funds. There is a budget allocated to support the success of the counseling service process in schools. Guidance and counseling services cannot be carried out effectively and efficiently without a budget. A budget that includes the cost of procuring facilities, maintenance costs, and costs of repairing or replacing existing facilities.

For the success of guidance and counseling services in schools, the existing facilities and infrastructure in schools must be utilized. A school can provide the best counseling services if it has an adequate number of counseling teachers who are knowledgeable in their field and are supported by adequate facilities (Perman., Syahniar & Daharnis, 2014). In this way, all parties will feel happy about counseling services because they are supported by adequate facilities and infrastructure.

## **CONCLUSION**

Educational institutions or schools must have the necessary facilities and infrastructure and all school personnel must make the best use of them. Apart from the school, counseling teachers must also manage school facilities and infrastructure so that they can be used effectively and efficiently to achieve goals through the implementation of guidance and counseling services. Students who are targeted for counseling services will also feel important and comfortable with the counseling services provided by their teachers so that counseling teachers can also provide counseling services easily.

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