

PEER-COUNSELLOR AS ADAPTATION OF ROGERS THEORY IN FACING LIMITATIONS OF TEACHER PERSONNEL AT SCHOOL IN PANDEMI C-19

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ABSTRACT

The role of the counselor in a pandemic situation has limited movement inversely proportional to the increasing demand for services. In addition, the number of counselor personnel in schools did not meet the proportional 1: 150 based on government Ministry of Education and Culture and was exacerbated by the Covid-19 pandemic situation and it has been limiting student interaction with counsellor. This article describes the important role of peer counselors in overcoming the limitations of counseling personnel in schools in a pandemic situation. This article uses Carl Rogers adaptation theory study method and formulates training indicators covering aspects of leadership, managerial and organizational as well as grand indicators of counseling theory covering basic science of counseling, active listening techniques and practice. Based on the results of the study description, it shows that the peer counseling method can be applied effectively and has service flexibility and can be applied during a pandemic.

Keywords: Peer-counselling, Rogers's Theory, C-19

INTRODUCTION

Students are the main object of educational services to make individuals as independent individuals in accordance with the mandate of Law Number 20 of 2003 concerning the National Education System, chapter number 3, the purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty. One, has noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen.

In line with this, counseling is present as a service to achieve educational goals in the mandate of the education law. Counseling guidance has an important role to play in achieving maturity in the development and growth of learners. Rogers in (Ratu, 2015) said that counseling aims to provide assistance to clients in order to be

able to reach their maximum potential by touching the psychological realm.

In the way to education, counseling is an integral part of the educational process. counsellor helps to make the education process run efficiently, in easy way and effective. Therefore, guidance and counseling are needed in schools. However, the implementation of guidance and counseling activities has not been going optimally and always shows obstacles, both from teachers and students (Dewi, Yumansyah, & Sofia, 2017).

The most common obstacle is the number of counseling teacher personnel does not match the ideal ratio of the number of students. The lack of counseling guidance teachers on duty in high school causes many cases of student problems that cannot be resolved properly, in addition to the high costs of conducting counseling to psychologists as well as the fear, shame and

distrust felt by students to carry out direct consultations. making counseling guidance activities difficult to do (Rachman, 2019).

Moreover, in Early March the government issued a policy to shut down all institutions and community activities including the teaching and learning process and substitute it with online learning. This situation exacerbates the counselor's situation at school because it has been limiting many opportunities to interact with students. The method of approach is minimal, face-to-face is limited because Covid-19 and the limited number of counselors have worsened access to services. Therefore, peer counselors are designed to solve the above problems.

METHOD

The method used is a study of Carl Rogers' adaptation theory and formulates training indicators covering aspects of leadership, managerial and organizational as well as grand indicators of counseling theory covering basic science of counseling, active listening techniques and practice. Literature refers to the in-depth collection of information and data through various literatures such as books and relevant research. Sources of literature taken in the manufacture of this article are sources that come from articles that have topics that intersect with the discussions described above.

FINDING (S) AND DISCUSSION

The situation of the Covid-19 pandemic has been limiting counselors from interacting directly with students, thus creating a wide spectrum of counselor teachers and students. Furthermore, students, especially adolescents, tend to be closed to people who are not well known. Peer counselors are the right method to cover all of the groups described above because students tend to be more open with their peers (Hasanah & Hidayati, 2016) and (Iceu, 2011).

The shortage of counselors in schools can be overcome by establishing a peer counselor program in schools to assist counseling guidance teachers in work programs and counseling activities. The process of forming peer counselor activities must go through a rigorous selection stage and train training proses so that the resulting peer-counseling is expected to be able to help BK teachers and students in the semiformal realm (Isa, Lestari, & Afa, 2017).

Implementation of peer counselors will make work programs by expert counselors with reference to BK program services that are considered capable of peer-counseling. Furthermore, not all student problems are addressed by peer-counseling. The counselor will sort out the problems that can be assisted (Permatasari & Suprayitno, 2020).

Peer-counseling in this article refers to the concept of Carl Rogers' counseling technique. This technique can be applied by peer-counselors because it has aspects that are quite easy to understand. Furthermore, that this activity will be carried out only for middle school and above because adolescence is a fairly stable age in giving responsibility (Wiyani, Yudiernawati, & Maemunah, 2017) and (Wiyani et al., 2017).

In addition, adolescents also have quite good communication skills and high adaptability so that they are able to understand the instructions given to be carried out (Arifin, Widjowati, & Hernawaty, 2018). For us, the recruitment and implementation process must be well structured in order to get a good outcome and also peer counselors must be used as role models in school because adolescents have unique characteristics, one of which is the nature of wanting to imitate something seen, to circumstances, and the surrounding environment (Wiyani et al., 2017).

With the formation of peer counselors, the guidance and counseling teachers will get a lot of mapping of multiple student

behavior. In addition, guidance and counseling teachers will find it easier to compile program concepts according to the needs of students as a preventive service measure. Follow the stages of compliance to implementation:

RECRUITMENT

Selection

The selection process is carried out by two methods, voluntary and recommendation. Voluntary is included so that students do not get pressure in activities because the assignment given is based on a desire and a calling. The recommendation path will involve the subject teacher and homeroom teacher and peers to suggest a name. The results will be determined according to the highest poll.

Member Peer-counseling

Members of the peer counseling group are two per class, one from the voluntary pathway and the recommendation pathway. Two people are rational enough for each class considering the comparison of the ideal class range is in the range of 25-30 with the assumption that two students are able to represent to become peer counseling in their class besides being sufficient to find out information in the class (Kumparan, 2018).

PROVISION OF TRAINING

Training is able to provide behavior change to peer counselors in order to gain new understanding. Training is a program that is expected to be able to provide stimulus to peer counselors in order to increase their ability to become a counselor and gain an understanding of the overall scope of peer counselor implementation. Training will improve abilities, knowledge, and understanding in accordance with their fields (Nur Hayati, 2016) and (Bhakti, 2015).

Leadership

This study is important for peer counselors because they are potential role models for other students besides that they will become leaders for others and also for themselves. Leadership skill itself is the ability to be able to inspire other individuals to want to behave according to plan in order to achieve a set goal. It is hoped that peer co-counselors who are successfully recruited should have mastered leadership skills well.

Organizational Management

This peer counselor will become a new organization under the direct supervision of the counseling teacher. Because of its nature which forms an association so that an organization will be formed and all members will be given an understanding of organizational managerial so that they understand an activity structure. Management has a close relationship with the organization so that the goals of an organization are achieved, solid teamwork is needed between management and organization, therefore it requires management management and good work procedures within the organization.

Organization Forming

After the training stages above, it will proceed to the formation of an organizational structure. This is intended to form a clear structure regarding the positions held so that in addition to serving as peer counselors, they are aware of their respective work roles and activities.

PHASE II TRAINING

At this stage, peer counselors will be given knowledge and understanding of the basic science of being a counselor. The knowledge provided is expected to be able to become a peer counselor as a supporting component in helping counseling guidance teachers in overcoming problems in school. The following are the training materials that will be provided.

Basics of Counseling

Peer counselors will be provided with basic training to become a counselor and provide knowledge about what principles must be carried out. Furthermore, the remainder is provided with basic techniques to become a counselor including; Acceptance (equipped with how to accept clients, both in terms of language and behavior); Respect (give respect to clients); Understanding (understand, understand); Reassurance (reassuring, reassuring); Encouragement (encouragement and enthusiasm); Limited questioning (taught how to explore problems by giving limited questions); Reflection (reflecting questions and feelings) (Ratu, 2015).

Active Listening Techniques

In this stage, the peer counselor will receive training in how to be a good listener, because basically by listening to someone's story, it has been able to overcome some of the problems. So this training is considered very important. The technique that will be trained is active empathic listening skill. This technique is an empathic listening skill, including techniques such as maintaining eye contact, not interrupting the speaker, making encouraging comments or non-verbal cues, formulating appropriate questions, paraphrasing, and summaries to show understanding about the things the speaker said. So, active empathic listening skill is a listening skill that is carried out actively and full of empathy by listeners by responding both verbally and non-verbally and is recognized by both the listener and the speaker (Mahanani & Patricia, 2018).

The Application and Internalization of the Carl Rogers Theory

This theory is deemed appropriate for the capacity of peer counselors. The peer counselor will only be charged with problems that have criteria in accordance with Rogers' theory. This theory is easier to understand by sebauya counselors because

basically this theory considers that humans already have the ability to solve a problem. But it only needs help as motivation to move forward. Rogers' theory is indeed very popular because it has optimistic and independent characteristics because Rogers views that humans are basically good, constructive and will always have a positive forward orientation (Ratu, 2015).

Carl Rogers is a prominent psychologist and one of the founding members of the humanist movement. He focuses on the growth potential of healthy individuals and contributes to understanding oneself and personality. Rogers' theory and focus on individual choice and not on that genes are deterministic. He emphasizes free will and self-determination, with each individual wanting to be the best they can be (McLeod, 2014).

Humanistic psychology emphasizes the active role of individuals in shaping their internal and external world. Rogers developed this field by emphasizing that humans are active, creative, experienced beings who live in the present and subjectively respond to current perceptions, relationships, and encounters. He coined the term actualization tendency, which refers to a person's basic instinct to succeed at his highest possible capacity. Through person-centered counseling and scientific therapy research, Rogers shaped his theory of personality development, which highlighted free will and the great source of human potential for good (Amalia, 2014).

Rogers believes that all behavior is motivated by self-actualization tendencies, which push a person to reach their highest level. As a result of their interactions with the environment and other people, an individual forms a self-structure or self-concept - an organized, fluid, and self-related pattern of concepts and values. If someone has a positive self-concept, they tend to feel good about who they are and often see the world as a safe and positive place. If they have a negative self-concept,

they may feel unhappy with who they are (Chandradewi, Suandi, & Artika, 2014).

CONCLUSION

Proportion of number of counselors in schools according to Indonesian government regulation 1: 150. However, due to limited resources, counseling guidance teachers have not met the ideal standard size. This makes counseling guidance worse and has an impact on students not being served. Meanwhile students really need psychological services at school. With the peer counselor service, it is hoped that they will be able to help the performance of guidance teachers in schools through the application of Carl Rogers theory.

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