Counseling Services In Settings Non-Formal Education

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Abstract
Nowadays, the development of the counseling profession, especially in Indonesia, has begun to be seen clearly. This is marked by the recognition of the counselor profession as one of the educators in Law Number 20 of 2003 concerning the National Education System. Current counseling activities are not only limited to formal education, especially in schools, but have also penetrated into various settings/areas, including in the business/industry world, agencies, and the wider community, including non-formal education settings.
The need for counseling services in non-formal education settings is not unreasonable. Citizens learning in non-formal education settings are also faced with various problems that are more or less the same as the problems faced by students in the formal education environment. Some of these problems are general in nature and some are related to learning activities. These problems can certainly hinder the smoothness of learning activities in particular and can hinder the achievement of the happiness of the private life of citizens in general. One of the services that can be provided to help them develop themselves towards a better and happier life is counseling services.

Keywords: services, counseling, non-formal education, and learning citizens

INTRODUCTION
Article 26 of Law Number 20 of 2003 concerning the National Education System states that: "Non-formal education is provided for community members who need educational services that function as substitutes, additions, and/or complements to formal education in order to support lifelong education". It was further explained that non-formal education functions to develop the potential of students with an emphasis on mastering knowledge and functional skills as well as developing professional attitudes and personalities.
Non-formal education is very broad compared to formal education. Non-formal education includes life skills education, early childhood education (PAUD), youth education, job empowerment education, literacy education, skills education and job training, equality education, and other education aimed at developing students' abilities (Law No. 20/2003).
Viewed from the education unit, non-formal education consists of course institutions, training institutions, study groups, community learning activity centers organized for people who need knowledge, skills, life skills, and attitudes to develop
themsevles, develop their professions, work, independent businesses, and / or continue their education to a higher level (Law No.20/2003).

Taking into account the scope of non-formal education stated above, it can be understood that the students/citizens who are the target of education vary widely from various sides. In terms of age, non-formal education includes early childhood education to elderly human education. In terms of educational material, non-formal education includes education related to physical growth and development, mental spiritual/religious, life skills and skills, character/personality education. All of them can be grouped into three domains, namely regarding cognitive, affective, and psychomotor development.

Types of Problems Faced by Students

Students/citizens who attend non-formal education are always faced with various problems that are more or less the same as students who attend formal education. Therefore, the types of problems that are often faced by students in formal education can also be faced by students/citizens in non-formal education.

Listed below are the types of problems that are likely to be faced by each student, both in formal and non-formal education. As stated by Roos L. Mooney (in Prayitno, 2004) includes 330 problems that can be classified into ten groups of problems, namely groups of problems relating to:
1. Physical and Health (JDK)
2. Personal Self (DPI)
3. Social Relations (HSO)
4. Economics and Finance (EDK)
5. Career and Employment (KDP)
6. Education and Learning (PDP)
7. Religion, Values and Morals (ANM)
8. Youth Relationship and Marriage (HMM)
9. Circumstances and Relationships in the Family (KHK)
10. Free Time (WSG)

In addition to the ten types of problems above, there are problems that are specific to learning activities. The problems that are specifically related to learning activities that are often experienced by students can be grouped into five groups, namely problems relating to:
1. Material mastery prerequisite (P)
2. Study Skills (T)
3. Learning facilities (S)
4. Personal self (D)
5. Learning environment and socio-emotional (M)

To identify the problems faced by students/citizens, various techniques can be used. In general, the techniques that can be used to identify problems can be classified into two major groups, namely test techniques and non-test techniques. Test techniques can be in the form of general ability tests (IQ), special ability tests (aptitudes), interest tests, personality tests, and others. The non-test techniques can be in the form of
interviews, observations, questionnaires, sociometry, inventory, problem solving tools (AUM), and others.

For the purposes of counseling services, the last tool mentioned is AUM which is often used. This Problem Expression Tool (AUM) consists of two parts, namely general AUM and learning AUM or also known as AUM PTSDL. AUM is generally used to identify problems of a general nature, such as problems related to Economics and Finance (EDK), Career and Employment (KDP), Education and Lessons (PDP), Religion, Values and Morals (ANM), Youth and Marriage Relations (HMM), Circumstances and Relationships in the Family (KHK), and AUM PTSDL are tools for expressing learning problems that regarding the use of leisure time (WSG). While the mastery of the material (P), learning skills (T), learning facilities (S), personal self (D), and the learning environment and socio-emotional (L).

Counseling is an effort to help overcome conflicts, obstacles and difficulties in meeting individual needs, as well as an effort to improve mental health. Counseling is one of the forms of assistance that is specifically designed to address the problems faced by individuals.

Prayitno (2004) argues that: "Counseling is an assistance service for students, both individually and in groups, to be independent and develop optimally, in the fields of personal development, social development, development of learning activities, career development, family life development and life development, religiosity.

From this understanding, the following main points are concluded:

1. Counseling is a help service
2. Counseling services are carried out through individual and group activities
3. The direction of counseling activities is to help students to be able to live their daily lives independently and develop optimally.
4. There are six development fields, namely personal, social, learning activities, career, family life and religious life.
5. Counseling services are carried out through certain types of services supported by a number of supporting activities
6. Counseling services must be based on applicable norms

**Types of Services in Counseling**

1. Orientation Service
   Orientation services are counseling services that are carried out to introduce a new environment for students to enter. The provision of this service starts from the assumption that entering a new environment is not something that can always take place easily and pleasantly for everyone. Like someone who comes to a big city for the first time, then he is in a state of complete "blindness"; blind about the direction to go, blind about the roads, and blind about that and this. As a result of his "deeds", it is not uncommon for someone to get lost and not achieve what he wants to achieve. Likewise, for students/students who have just entered a study group, they do not know much about the environment they have just entered.
2. Information Service

Information services together with orientation services intend to provide interested individuals with an understanding of the various things needed to carry out a task or activity, or to determine the direction of a desired goal or plan. Thus, the orientation and information services are, first of all, the embodiment of the understanding function of counseling services. Furthermore, orientation and information services will be able to support the implementation of other counseling functions in relation to the orientation materials and information with individual problems.

3. Placement and Distribution Services

Individuals often have difficulty in making choices, so that not a few individuals whose talents, abilities, interests and hobbies are not channeled properly. Such individuals do not achieve optimal development. They need help or guidance from adults, especially counselors, in channeling their potential and developing themselves.

4. Content Mastery Service

Content Mastery Service (PKo) is a support service for individuals (alone or in groups) to master certain abilities or competencies through learning activities. The ability or competence learned is a unit of content that is perceived, affection, attitude and action related in it. Content mastery services help individuals master content aspects, individuals are expected to be able to meet their needs and overcome the problems they experience.

5. Individual Counseling Service

Individual Counseling (KP) is a counseling service organized by a counselor to a student (client) in the context of alleviating personal problems. In a face-to-face atmosphere, direct interaction is carried out between the client and the counselor, discussing various things experienced by the client. The discussion is in-depth touching important things about the client's self (even very important which may involve the client's personal secret); broad in nature to cover various aspects of client problems; but also specific towards problem solving.

6. Group Guidance Service

Group guidance service is a process of providing assistance to students in group situations with a counselor as group leader. In group guidance, general topics of concern to group members are discussed. The discussion of general topics was carried out through an intense and constructive atmosphere of group dynamics. The general purpose of group guidance services is the development of students' socialization skills, especially the communication skills of service participants.

7. Group Counseling Services

Like group guidance, group counseling services are also a process of providing assistance to students in group situations with the counselor as the group leader. In group counseling, the personal problems of each group member are discussed. The discussion of personal problems is carried out through an intense and constructive atmosphere of group dynamics. The general purpose of group counseling services is the development of the socialization skills of students, especially the communication skills of service participants.
participants. While the specific purpose is to discuss the personal problems of individual service activity participants.

8. Consulting Service

Consulting service is a counseling service that is carried out by a counselor to someone called a consultant which allows the consultant to gain insight, understanding and ways to deal with the conditions and/or problems of third parties.

Consultation is basically carried out individually in a face-to-face format between the counselor (as a consultant) and the consultant. Consultations can also be carried out with two or more consultants if the consultants so desire.

9. Mediation Service

Mediation services are counseling services that are carried out by counselors to two (or more) parties who are in a state of incompatibility with each other. This incompatibility makes them face each other, contradict each other, be hostile to each other. The opposing parties are far from peaceful, perhaps even wanting to destroy each other. Such a situation will be detrimental to both (or more) parties. With mediation services, counselors mediate or build relationships between them, so that they stop and avoid further conflicts that are detrimental to all parties.

In addition, the nine services mentioned above have six supporting activities for counseling activities. These supporting activities are as follows:

1). Instrumentation Apps

Disclosure of things that are still hidden in the individual in the form of data and the individual's condition can be done through measurement activities. The measurement results are then interpreted so that certain meanings can be obtained from what has been successfully revealed. One of the instrumentation application activities is the administration of the Problem Expression Tool (AUM).

2). Data Set

Data Collection (HD) is a collection of data that is neatly arranged describing the condition of an individual or something that can be used for the benefit of counseling services. With accurate data, neatly arranged and complete counseling services can be made possible to achieve the expected results.

3). Case Conference

A Case Conference (KK) is a limited forum attempted by counselors to discuss a case and directions for overcoming it. The KK is planned and led by a counselor, attended by certain (limited) parties who are closely related to the handling of the case.

4). Home Visit

Home Visits (KR) is an effort to detect family conditions in relation to the problems of students or individuals who are the responsibility of the counselor in counseling services. With KR, various information or data will be obtained that can be used to make counseling services more effective. Home visits can also encourage the participation of parents (and other family members) to the maximum extent possible to meet the needs of the child or individual in question.

5). Library View

Literature Display (T.Kp) is to assist clients in enriching and strengthening themselves regarding the problems experienced and discussed with the counselor in
particular, and in self-development in general. The use of the library display can be directed by counselors in the context of implementing services and/or clients independently visiting the library to find and use the existing materials according to their needs.

6) Transfer of Case

Case Transfer (ATK) organized by counselors is nothing but the intention that clients get optimal service (for the problems experienced) by truly competent professional service experts. Through the right ATK the client will immediately get the right service.

All types of services and support activities that have been stated above are not absolutely implemented for students in non-formal education environments. In this case, the types of activities that are needed by students that touch the problems they face can be selected. Furthermore, counseling services can be carried out in various formats as needed. These formats are as follows:

1. Individual Format
   This format is a special format, administered to certain individuals, with the content of the service specifically tailored to the personal needs of the individual concerned.

2. Group Format
   This format is carried out in groups consisting of a limited number of participants. The group format allows for more intensive access to service objects. In addition, service activities can also take advantage of group dynamics so that service results can be more optimal.

3. Classical Format
   Compared to the group format, the classical has a larger number of service participants and is carried out in a fairly large class. In this class, it is possible to display various video displays or other forms of images and replicas, to be presented, perceived, observed, discussed and given free and open treatment.

4. Field Format
   The field format is taken when service participants carry out activities outside the classroom in order to access certain objects that are the contents of the service. In this case, participants visit the objects in question.

5. “Politics” Format
   The format or political strategy is a strategy that can be carried out by counselors in an effort to provide the best service to service participants. In this case the counselor contacts and activates parties outside the service participants who provide support and facilities that facilitate the implementation of services and benefit the participants. With this strategy the planning and preparation of services is simplified and the implementation is streamlined, so that service results are optimal.

Conclusion

Counseling services are not only needed by students in the formal education environment, but also very much needed by students/citizens in non-formal education environments more or less the same as the problems faced by students in the environment the same as the problems faced by students in the environment. formal education. These
problems involve problems of a general nature and there are also specific problems concerning learning problems. These problems can be revealed by various instruments, including through the Problem Expression Tool (AUM).

The problems revealed through AUM can be followed up with various service activities according to the type of problem encountered. There are at least nine types of services that can be provided and six supporting activities can be carried out through service formats.

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