ENHANCING OF ENVIRONMENTAL UTILITY
IN EDUCATIONAL COUNSELING

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Abstract

This article aims to discuss the efforts that school counselors can do in improving the use of the environment in educational counseling. The environment in educational counseling covers the socio-emotional environment and the physical environment that surrounds the counselee. The socio-emotional environment includes people who can influence the emotional atmosphere of the counselee, such as: principals, subject teachers, homeroom teachers, school counselors, administrators, friends and counselee’s parents. The physical environment includes educational facilities and infrastructure such as laboratories, libraries, learning resource centers, mosque, various props, AVA, museums and objects in the environment that can be utilized to improve the quality of counselee understanding in the counseling process. Increased utilization of socio-emotional environment and physical environment is very useful for improving the quality of service delivery and education counseling results.

Keywords: enhancing of utilization, the environment in counseling

A. Introduction

The progress of education in Indonesia in quantity is quite encouraging, but on the contrary in terms of quality still uneven (Sukmadinata, Syaodih, Jami’at, Ahman, 2006). This is why education in Indonesia is far behind compared to neighboring countries such as Malaysia, Philippines and Singapore. Therefore the need to improve the quality of education, especially the quality of counseling services in schools will also help develop human resources (Chusnah, 2008).

Guidance and counseling is one of the activities that provide services and more focused to the world of education, from the level of elementary school education, junior high school, including college. Guidance and counseling is a process of providing professional assistance to individuals / groups that are conducted continuously so that individuals / groups can understand himself, so he is able to direct himself in accordance with the demands and circumstances of education, family, and society or achieve effective daily life and avoided the annoying daily effectiveness of life (Tohirin, 2007; Prayitno & Amti, 2004).

Guidance and counseling services within the implementation of the 2013 curriculum are carried out by a counselor in an effort help achieve educational goals. Then help the counselee achieve optimal self-development, independent, successful, prosperous and happy in life. These objectives can be achieved with the collaboration and synergy work between counselors, teachers, school leaders, administrative staff, parents, and others who could help smooth the process and development counselees optimally in the development of personal, social, learning, career, and life in the family (Neviyarni S., 2009; Putranti, 2015).

Counseling guidance services centered its services to students as individuals who must be assisted in developing themselves and the potentials that exist within him. The presence of guidance and counseling services at the school ensures that every child deserves attention as an emerging person and needs to get help in facing challenges, problems, and difficulties in achieving his optimal development (Winkel & Hastuti, 2006).
Quality of counseling services in education certainly cannot be separated from the utilization of the environment that is socio-emotional environment and physical environment. Counselors who are able to utilize the environment optimally both the emotional environment and the physical environment, the process and results of counseling services will be done properly.

B. Discussion

1. Socio-emotional environment

The socio-emotional environment is a society be it in education or outside the education unit that can affect a person's emotions so he caused a reaction against those in the surrounding (Chaplin, 2008). The student is someone who is involved in various environmental systems and influenced by those systems (Santrock, 2008). The socio-emotional environment includes principals, teachers, counselors, administrative staff, friends and parents.

The behavior of others can affect a person's perception. If the student evaluates himself depending on how far the student compares his with the performance of another individual like his / her friends (Mars & Hau, 2003). If a person feels himself more achievers than his friend will show a positive attitude on the contrary if he feels a low achievement than the theme then it will appear negative attitude.

Student perceptions are also influenced by others for what they do to students (Dweck, 2000). For example, teachers and parents encourage more positive self-concept as they deliver high expectations for student performance and provide support and encouragement for student achievement. Similarly, parents can significantly affect the personality of children because parents will interact very much with children at home. There are three aspects of parent-child relationships that seem to be most influential names, attachment, parenting and treatment of inappropriate behavior (Ormrod, 2008).

The counselor can get information or collect data on students if the student's problems are related to the parents. Because of course parents are more aware of the daily life of students at home. For example, the counselor wants to know why students are often late to come to school. Of course, in this case, is needed information from the family or parents of these students.

Invitations or scorns will also have an impact on student perceptions and behavior (Rudolph, Caldwell & Conley, 2005). For example, a student who join the activities of counseling services such as group counseling if there are friends who invite you, he'll come with air-spirit, on the contrary interests of students will decrease in the following counseling services if his friends many who say that the person who entered the room counseling a student with problems.

Relationships with peers, especially close friendships, have a number of important roles in the personal and social development of students. A friendship relationship becomes a place of learning and training of various social skills for a person including negotiation, persuasion, cooperation, compromise, emotional control and conflict resolution (Ormrod, 2008).

Guidance and counseling programs will work effectively if supported by all parties, one as they are the subject teachers or homeroom teachers. Counselors need to collaborate with teachers and homeroom teachers in order to gain useful information about students to help solve student problems. The counselor may ask for help from a teacher or homeroom teacher in creating a school with a conducive class socio-emotional climate, understanding the characteristics of the students, doing remedial teaching, providing information about the subject matter with work areas of interest to students, understanding the development of the industrial or corporate world, providing career information, mature personal displays, both in
the emotional, social, and moral-spiritual aspects because the teacher is one of the models for
the students, and marks the students who are suspected of having problems and transferring
students who need counseling and guidance services to counselors (Sudrajat, 2010).

The principal is a leader in a school. One of the tasks of the principal in relation to
guidance and counseling is (1) coordinating all counseling and guidance activities in the
school, (2) Providing and completing the necessary facilities and infrastructure in guidance and
counseling, (3) supervising the implementation of guidance and counseling, (4) establishes the
coordinator of guidance and counseling in charge of coordinating the implementation of
guidance and counseling in schools based on mutual agreement counselor, (5) cooperation with
other agencies (such as Company / Industry, Public Health Service, the Police, Kem e n ag ), or
related experts in the implementation of guidance and counseling activities (such as
psychologists, and physicians) so that collaboration in the implementation of counseling and
guidance services in schools is wider (Sudrajat, 2010).

Likewise, administrative staff play an important role in assisting counselors in
administering all school counseling and counseling activities, helping to prepare all guidance
and counseling, and help prepare the necessary tools in counseling and guidance services
(Sudrajat, 2010). If all things related administrative managed by the counselor without the help
of administrative staff then the counselor's time is increasingly limited in paying attention to
the needs of students in school so as to lead to guidance and counseling services cannot run
properly as it should effectively.

Counselors factors also determine the level of implementation and the use of guidance
and counseling by students. That is the counselor who provides services, if he is able to
provide counseling services in accordance with the needs of students optimally, students will
be interested to use services. This can be achieved with a counselor education background in
accordance with the scientific guidance and counseling. Besides counselor is also expected to
create a comfortable atmosphere for students when the service counseling is carried out as well
as carrying out the creative and innovative services are also demanded in the modern day. If
the counselor can provide good service then this will certainly strengthen the active role of
guidance and counseling in education, especially on student learning activities (Mujinah,
2015).

Based on the above description of the counselor can maximize the system of the socio-
emotional environment to the maximum so that counseling services implemented effectively
and efficiently. The counselor seeks to collaborate with principals, parents, subject teachers,
homeroom teachers, administrative staff at school, parents and friends. So they can help make
counseling services successful in school.

2. Physical Environment

The physical environment includes educational facilities and infrastructure that can
support the achievement of educational goals and can support the process and results of
guidance and counseling services such as laboratories,mosque,libraries, learning resource
centers, mushalla and objects that can be utilized in support counseling services in schools.
Arikunto & Yuliana in Mustari (2014 ) explained that the educational facilities are all the
necessary facilities in achieving the goals of education itself. For example building, classroom,
desk chair, as well as tools of teaching media. Education infrastructure is a facility that
indirectly supports the process of education or teaching, such as yard, garden, school park, the
road to school and so forth. Then the means of infrastructure are all supporting facilities for the
achievement of educational goals.

Counseling services in schools also need to be supported by adequate facilities and
infrastructure so that the purpose of the implementation of counseling services can be achieved
well. As regulated in Permendiknas number 24 the year 2007 about facilities and infrastructure
in an educational unit that states the need to be fulfilled facilities and infrastructure that support the achievement of educational goals. Of course, in this case, one of them is facilities and infrastructure counseling guidance services. The ideal form of counseling room has been described in Permendikbud number 111 of 2014 on guidance and counseling.

Means needed for equipment room guidance and counseling magazine racks, cabinets, tables and chairs, box problem, board media counseling, lockers, board statistic, board schedule of activities of guidance and counseling, implementation schedule guidance and counseling program, bulletin boards, where garbage, bookcases and other equipment (Sukardi, 2008). As for the characteristics of the guidance and counseling room among them that (1) the guidance and counseling room should be pleasant and comfortable in the sense of not giving the same impression with the office or court, (2) the room is expected to be artistic, simple, clean and tidy, (3) the room is arranged in such a way that the students and the counselor is relaxed, calm and peaceful during the counseling process, (4) the room should be well lit or light, and (5) the room should not be disturbed by the atmosphere of the outcry, (6) the binding of the guidance room and counseling decorated with soft colors, and simple and still interesting (Sukardi, 2008 ). So with the condition, the atmosphere in the room to be fun for the people who are in it.

The phenomenon in the field is also still found many counseling guidance rooms that are still not in accordance with the standards of government regulations. It should be noted that the implementation of counseling services can be implemented optimally. Prayitno (2001) explains that in order for the implementation of the guidance and counseling to work well it needs their own space in a simple, fun, interesting and well-organized.

In counseling, counselors can use objects around the environment to help students perceive things. For example in the implementation of art therapy, impact therapy, family therapy, it is necessary various objects in the environment to be used as a medium in the counseling process. The use of various media in this environment is very helpful in building the understanding of the counselee (student). The counselor just searches for objects in the environment and adjusts the media to be used with problems that need to be removed.

The case, for example, a child would have been left scared when her mother went to the market. For such cases, counselors can use a family therapy approach with the implementation of using two dolls (mother and daughter), miniature house, shop, school, as an illustration tool in explaining that her mother is still in different places to the child. So the child does not feel anxious to be abandoned by his mother, because he already knows that if his mother leaves, it does not mean his mother no longer exists. But her mother was in a different place with her.

Family Therapy is a family therapy commonly used to deal with children who have behavioral problems, because the family is a system consisting of individuals who always affect the behavior of other family members (Martiningtyas & Paramastri, 2015). The above case can also use the art therapy approach.

Art therapy can help a child with behavioral disorder, through drawing activity he can channel feelings, thoughts into an image so that his behavior can be channeled toward a more acceptable environment by a satisfactory esthetic form (Rubin 2001; Oster & Crone, 2004; Mukhtar & Hadjam, 2006) and can reduce one's anxiety (Hasanat, 2010; Adriani & Satiadarma, 2011). Media that can be used in art therapy for example in the form of pencils, colored chalk, color, paint, chunks cut pieces, and clay. Art therapy activities include various artistic activities such as drawing, painting, sculpting, dancing, creative movements, drama, poetry, photography, viewing and judging other people's artwork (Hallowell, 2007).

So also with the implementation of impact therapy is a creative Approach in counseling introduced by Dr. Ed Jacobs, a creative counseling expert from West Virginia University. Implementation Impact therapy is an approach in counseling that appreciates various
ways of learning, how to change, and how to develop cunselee by using various properties, images, and motion in the counseling process (Khotijah & Rahman, 2016). Certainly, in the implementation of art therapy, impact therapy and family therapy, a counselor must be creative in using objects around so that the use of these objects can reach the goal of counseling. Lack of skills counselor in providing services mindful creatively optimally environment will affect the process and outcome of the counseling itself.

C. Conclusion

Socio-emotional is a social environment either in education or outside education that can affect a person's emotions so that he reacts to the people around him include principals, teachers, counselors, administrative staff, friends and parents.

Physical environment is all facilities or facilities needed in the achievement of educational objectives, especially to support the process and results of guidance and counseling services such as laboratories, libraries, learning resource centers, mosque, building, counseling room, desk chair, and media tools teaching, yard, garden, school park, road to school and other objects that can be utilized in support of school counseling service.

A counselor should be able to utilize the socio-emotional environment and the physical environment to the maximum means a counselor has good Insight, Knowledge, Skills, Values and Attitudes (IKSVA) so as to be able to carry out counseling services in a creative and innovative. For example in the implementation of art therapy, impact therapy, family therapy and so forth which the implementation strongly emphasizes the utilization of the environment so well that the desired goals can be achieved.

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