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GUIDANCE AND COUNSELING SERVICE MANAGEMENT INCLUSIVE HIGH SCHOOL TARBIYATUL ISLAMIYAH BATANGAN PATI

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ABSTRACT

Madrasah Aliyah Tarbiyatul Islamiyah Batangan Pati adalah satu-satunya madrasah di Kecamatan Batangan yang menerapkan model pendidikan inklusi, yaitu mengakomodir kebutuhan siswa reguler dan siswa dengan kebutuhan khusus. Penelitian ini bertujuan untuk mengetahui pelaksanaan Manajemen Pelayanan Bimbingan dan Konseling (BP) serta faktor pendukung dan penghambatnya. Penelitian dilakukan dengan pendekatan kualitatif melalui observasi dan wawancara dengan kepala madrasah, guru BP, guru pendamping khusus, waka, siswa, wali murid, dan alumni. Data juga diperoleh dari dokumentasi kesiswaan dan layanan BP. Analisis data dilakukan dengan reduksi dan verifikasi data. Hasil penelitian menunjukkan bahwa manajemen BP mencakup perencanaan (harian, bulanan, tahunan), pengorganisasian (struktur organisasi dan pembagian tugas), actuating (tindakan preventif, kuratif, dan represif), dan evaluasi (bulanan, semester, tahunan). Faktor pendukung manajemen BP adalah peran aktif yayasan, kepemimpinan kepala madrasah, serta komunikasi yang baik antara guru dan stakeholder. Sedangkan faktor penghambat termasuk pandemi, kurangnya respons orang tua, dan keterbatasan sarana-prasarana.

Keywords:

Guidance and
Counseling Service
Management,
Inclusive Madrasah.

ABSTRACTS

Madrasah Aliyah Tarbiyatul Islamiyah Batangan Pati is the only school in Batangan Subdistrict that implements an inclusive education model, which accommodates the needs of both regular students and students with special needs. This study aims to examine the implementation of Guidance and Counseling Service Management (BP) and the supporting and inhibiting factors. The research was conducted using a qualitative approach, involving observations and interviews with the school principal, guidance counselors, special needs teachers, vice principals, students, parents, and alumni. Data was also collected from student documentation and counseling service records. Data analysis was done through data reduction and verification. The results show that BP management includes planning (daily, monthly, annual), organization (structure and task division), actuating (preventive, curative, and repressive actions), and evaluation (monthly, semester, annual). Supporting factors for BP management include the active role of the foundation, leadership of the principal, and effective communication between teachers and stakeholders. Inhibiting factors include the COVID-19 pandemic, lack of parental response, and limited facilities and infrastructure.

A. INTRODUCTION

Inclusive education as a program that always changes from time to time experiences changes and develops to adjust to the needs of the students themselves. One of the developments and improvements of inclusive education is the management of guidance and counseling services in inclusive schools / madrasahs. The guidance and counseling service management program has an important contribution to inclusive schools in order to align cognitive, affective and psychomotor aspects. Because guidance and counseling services establish a reciprocal relationship between counselors (supervisors) and counselees (students being guided). With the active role of counselors to students, both normal and with special needs, they can help them solve the problems they are facing (Dadang Garinda, 2018: 67).

BK teachers in schools must realize the guidance and counseling service program at the planned time in one school year as a manifestation of the implementation of guidance and counseling management services. A BK teacher is expected to be proactive in realizing guidance and counseling services in inclusive schools, this is because inclusive schools accommodate the needs of normal students and also accommodate students with special needs. The creativity of BK teachers and their innovations are expected to be able to provide guidance and counseling services without discrimination between normal students and students with special needs (Mohammad Takdir Ilahi, 2013: 11).

Guidance and counseling service management in inclusive schools is very important. Because its presence can help overcome problems or issues experienced by students, both normal students and students with special needs. The implementation of guidance and counseling service management aims to foster the independence of students, especially children with special needs. Because the biggest problem experienced by children with special needs is the loss of independent behavior and dependence on the help of others in carrying out their daily activities (Tohirin, 2007: 25).

A BK teacher when presenting a guidance and counseling service program in an inclusive general education institution/madrasah must have standards on the needs assessment of the students being guided, so that the guidance and counseling service management program can be right on target and adjust to the characteristics of each student. Counselors must prepare guidance and counseling service programs, both daily programs, weekly programs, monthly programs and annual programs. The purpose of preparing the program is so that guidance and counseling activities in inclusive schools can be carried out smoothly and efficiently (Sugiyono, 2011: 48).

The principles of guidance and counseling service management in inclusive schools/madrasahs are relevance, practicality, functionality, flexibility, student-oriented, continuity, integration, compensatory programs, effectiveness and efficiency (Mohammad Takdir Ilahi, 2013: 168). The curriculum is a very important basis and cannot be eliminated because it functions to organize the direction and goals of education that are in accordance with the needs of students without ignoring their rights that have not been achieved. In other words, the curriculum is an important part of every educational plan that influences the direction and goals of students in educational institutions (Garnida Dadang, 2015: 84).

The existence of guidance and counseling service management in inclusive schools/madrasahs can be the answer to the old motto, namely "schools for all" in order

to reform educational services including guidance and counseling services that are friendly to all children, both normal children and children with special needs. The guidance and counseling service model in this inclusive school is the foundation for perfect guidance and counseling service management without any discrimination to students, including students with special needs (Marilyn Friend and William D. Bursuck, 2015: 9).

Based on the observation results, Madrasah Aliyah Tarbiyatul Islamiyah is one of the madrasahs that has implemented an inclusive education program in Pati Regency since 3 years ago. This year, Madrasah Aliyah Tarbiyatul Islamiyah has 5 students with special needs, using a full inclusive class model, and the school provides special assistance through the role of a teacher to students with special needs. The researcher chose Madrasah Aliyah Tarbiyatul Islamiyah as the object of research because it has its own uniqueness. The uniqueness here is that it is the only madrasah that has an inclusive education program in Pati Regency. By using a special curriculum management system that is able to accommodate the needs of all students, both normal students and students with special needs, the service is carried out naturally without any special assignments from the local government, so the researcher is interested in conducting a study entitled "Guidance and Counseling Management at Madrasah Aliyah Inclusion Tarbiyatul Islamiyah Batangan Pati".

B. METHOD RESEARCH

The research was conducted using a qualitative approach (*qualitative research*). The definition of qualitative research according to Kirk and Miller is a particular tradition in social science that fundamentally depends on human observation both in its area and its terminology (Lexy J. Moleong, 2007: 4). The type of this research is field research. Definition of field research (*field research*) is a research that is conducted carefully by going directly into the field to study the background of the current situation and the interactions of individuals, groups, institutions, or communities. In general, this research aims to be in-depth towards a particular individual, community or institution about the background, conditions or situations that occur in it (Wagiran, 2013: 139).

This type of research is used to describe everything related to the management of guidance and counseling services at the Tarbiyatul Islamiyah Batangan Pati inclusive Islamic high school. In qualitative research, a researcher speaks directly and observes several people, interacting for several months to study the background, habits, behavior and physical and mental characteristics of the people who are the objects of research. Bogdan and Biklen explain that the characteristics of qualitative research are (1) natural, (2) data is descriptive, not numerical, (3) data analysis is inductive, and (4) meaning is very important in qualitative research (Robert C. Bogdan and Sari Knop Biklen, 1982: 28).

C. RESULT AND DISCUSSION

Implementation Of Guidance And Counseling Service Management Inclusive High School Tarbiyatul Islamiyah Batangan Pati

The implementation of guidance and counseling service management at the Trabiyaatul Islamiyah Batangan Pati Inclusive Islamic Senior High School is carried out through organizing, directing, leading, and evaluating. The inclusive class conditions

have a variety of different student characters, there are normal students and there are students with special needs, this requires a counselor to carry out guidance service tasks in more detail, carefully and professionally, must be able to optimize all existing resource components in order to achieve the goals that have been formulated.

1. Teaching and Learning Activities at the Tarbiyatul Islamiyah Batangan Pati Inclusive Islamic High School

The condition of inclusive schools with diverse students has the potential to occur *Buying* and loss of self-confidence. One of the guidance and counseling services carried out by counselors is prevention activities so that bullying does not occur and there is no lack of self-confidence due to inferiority due to physical and mental limitations, counselors guide students to always actively get closer to the creator, through *tadarus* Al-Qur'an, reading *asmaul husna* and also congregational prayer.

2. Planning Activities in Guidance and Counseling Service Management at Tarbiyatul Islamiyah Batangan Pati Islamic Senior High School

The planning process of guidance and counseling services also discusses daily service programs, monthly services and annual services. In addition, various approaches are also planned carefully so that the guidance and counseling program can accommodate students' needs.

The planning programs related to Guidance and Counseling Service Management at the Tarbiyatul Islamiyah Batangan Pati Inclusive Islamic Senior High School are as follows: 1) Guidance and counseling service activities every day are joint prayer activities and reading short letters, it is hoped that with the habit of praying *Asmaul Husana* and reading verses of the Qur'an can provide peace of mind to students and mental readiness before facing lessons, in addition in the final season the BK teacher provides motivation with advice that can foster a spirit of optimistic thinking, self-confidence, independence and being polite to anyone. 2) Monthly service planning is carried out once a month on the 5th, the activities carried out in the monthly service are discussion events by inviting religious figures as resource persons, in the discussion event filled with religious materials related to good personality, responsibility, independence, morals, this is a form of group guidance that is carried out every month, therefore the guidance and counseling coordinator team plans it well and systematically. 3) Annual service planning also discusses guidance and assistance for students in continuing their education to a higher level, or if students have an interest in working and creating, the madrasah also plays a role in fighting for it. Talent and interest planning which is held once a year is also allocated a budget until students are accepted as students.

3. Organizational Activities in Guidance and Counseling Service Management at the Tarbiyatul Islamiyah Batangan Pati Inclusive Islamic Senior High School

The implementation of guidance and counseling services is carried out in an organized manner according to the sequence. When a problem occurs, the homeroom teacher tries to accompany his students so that they are able to describe the problems being experienced by the students. The problems that often occur in his inclusive class are two things, firstly there is *Buying* towards students with special needs and the lack of independence of children with special needs, so

that homeroom teachers actively provide assistance to students with special needs so that they are able to control themselves and adapt to their surroundings.

The process of organizing Guidance and Counseling Service Management at the Tarbiyatul Islamiyah Batangan Pati Inclusive Islamic Senior High School has a division of workload, in the 6 classes in the school the responsibilities are divided into three classes each to the BK teacher. In the process of organizing the BK teacher designs, groups, organizes and divides tasks or work to members of the guidance and counseling service organization, so that the main objectives of guidance and counseling can be realized effectively and efficiently. The BK teacher determines who is involved, then what facilities and infrastructure are needed.

4. Activities for the Implementation of Guidance and Counseling Service Management at the Tarbiyatul Islamiyah Batangan Pati Inclusive Islamic High School

The implementation of counseling guidance services, counselors and all stakeholders involved use three action models to implement service programs, three types of actions, namely preventive, curative and preventive, the explanation of the three actions will be explained as follows: 1) Preventive action to prevent a problem from occurring is to accustom students to pray Asmaul-Husna, tadarus Al-Qur'an and congregational Dzuhra and Ashar prayers, the purpose of holding actions like this is so that students have mental and spiritual stability. 2) Curative action means case handling actions, when a case occurs involving students, such as bullying, students who do not do assignments, the homeroom teacher first calls the problematic students to be given direction and guidance, if they experience difficulties, the homeroom teacher asks for help from the counselor. 3) Firm or repressive actions are also taken by counselors when they find students acting beyond the limits of what is reasonable for children, such as vandalism, abuse, and other deviant behavior. In this repressive action, the guidance and counseling teacher handles it directly without going through the guidance of the homeroom teacher like other minor cases. Counselors take firm action by sending a letter of summons to parents and a warning letter and a firm statement in which the clause states that if the student in question makes another mistake, he/she is ready to be expelled from the Madrasah.

5. Evaluation Activities in the Framework of Guidance and Counseling Service Management at the Tarbiyatul Islamiyah Batangan Pati Inclusive Islamic Senior High School

Evaluation activities are carried out in several stages starting from weekly evaluation, monthly evaluation, semester evaluation and annual evaluation.

The explanation is as follows: 1) Routine weekly evaluation activities are carried out every Saturday after learning, because even though it is a madrasah under the auspices of the Ministry of Religious Affairs, the management chooses Sunday as a holiday every week. The purpose of holding weekly evaluations is to find out the extent to which the planning targets that have been set have been achieved, what needs to be fixed in order to realize the vision and mission of the Tarbiyatul Islamiyah Batangan Pati Inclusive Madrasah. 2) The scope of monthly evaluations is wider than weekly evaluations, if in weekly evaluations the participants are only the teachers, then in monthly evaluations it involves the

madrasah security and other madrasah employees. In addition, there is information from the madrasah security that in order to discipline students who are less disciplined, a different approach is used between normal children and ABK, because in addition to having different needs, ABK also has mental and physical instability. 3) Semester Evaluation, The aspects assessed include, student independence, social interaction with the school environment, spiritual intelligence, emotional intelligence, their ability to solve problems they face, their attitude of responsibility with their duties as students, their attitude towards their teachers and people who are younger than them and also their sympathy and empathy with people around their lives. 4) Annual evaluation presents psychologists to collaborate with madrasah counselors to solve all problems in inclusive classes related to students with special needs. Psychologists play an active role in helping BK teachers in mapping the special needs experienced by children, also discussing the needs of ABK based on the disorders they experience, starting with classifying the types of special needs possessed by students, because each ABK has its own characteristics, its own needs that are different from other ABK, these differences certainly require different handling.

Supporting And Inhibiting Factors Of The Implementation Of Guidance And Counseling Service Management At The Inclusive Madrasah Aliyah Tarbiyatul Islamic High School Batangan Pati

1. Supporting Factors

Guidance and Counseling Services There are six matters that the researcher will explain one by one as follows: 1) The foundation plays an active role in facilitating the existence of guidance and counseling services, including once a year the foundation holds a joint meeting and presents a psychologist to help counselors overcome the existence of inclusive classes in which there are students with special needs. 2) Leadership of the Madrasah Principal, the Madrasah Principal is active in planning, organizing, directing and supervising guidance and counseling services, in addition the principal also helps the BK teacher if they have difficulty in resolving certain cases. 3) Quick Response Action of BK Teachers, quick response actions of counselors in overcoming student problems, the media observed include guidance and counseling activity books, consultation attendance lists, BK teacher administration books, student violation record books and photos of guidance and counseling service activities. 4) Harmonious Relationship between Homeroom Teachers and Students, the relationship between homeroom teachers and students is quite harmonious, therefore several problems experienced by students are first accommodated by their respective homeroom teachers, because the emotional closeness between homeroom teachers and students helps the implementation of guidance and counseling services. 5) The role of special assistant teachers, the existence of special assistant teachers for children with special needs in each class is a supporting factor in the implementation of Guidance and Counseling Service Management at the Tarbiyatul Islamiyah Batangan Pati Inclusive Islamic Senior High School.

2. Inhibiting Factors

The implementation of Guidance and Counseling Service Management at the Tarbiyatul Islamiyah Batangan Pati Inclusive Islamic Senior High School also has inhibiting factors, namely: the Covid 19 pandemic, lack of parental response to cooperate, and limited facilities and infrastructure.

The explanation of the inhibiting factors for the implementation of Guidance and Counseling Service Management will be explained in detail by the researcher as follows: 1) Guidance and counseling services are hampered by the Covid 19 pandemic, new regulations related to health protocols limit counselors from carrying out their duties, although there are alternatives for online guidance, the results are still not optimal, especially for ABK, of course with all their limitations, making it difficult for them to provide online guidance, before the pandemic, students could freely consult and provide guidance. 2) Lack of Parental Response, the average guardian of madrasah students lives around the villages of Lengkong, Raci and Juwana, most of them work as fishermen and traders, on average leaving for work in the morning and returning home in the evening, as a result children lack affection and supervision. 3) Limited Facilities and Infrastructure, so far the madrasah has had difficulty building a proper BK room and supporting media for ABK learning activities due to limited funds. Limited facilities and infrastructure at the Madrasah Aliyah Inkusi Tarbiyatul Islamiyah Batangan Pati, such as reading aids for blind students and hearing aids for deaf students.

D. CONCLUSION

Guidance and Counseling Service Management at Tarbiyatul Islamiyah Batangan Pati Inclusive Islamic Senior High School, the main activities are as follows:

1. Planning activities in the Implementation of Guidance and Counseling Service Management at the Tarbiyatul Islamiyah Batangan Pati Inclusive Islamic Senior High School include daily service planning, monthly service planning, annual service planning in this guidance and counseling service activity to suit the diverse needs of each student in the inclusive class.
- b. Organizational activities in the management of guidance and counseling services at the Tarbiyatul Islamiyah Batangan Pati Inclusive Islamic Senior High School include the formation of organizational personnel for guidance and counseling services, the stages of detailing tasks and work, the stages of dividing the overall workload into individual activities, and the stages of combining work.
- c. The implementation activities of Guidance and Counseling Service Management at the Tarbiyatul Islamiyah Batangan Pati Inclusive Islamic Senior High School include preventive actions, curative actions, and repressive actions. d. Evaluation activities in the framework of Guidance and Counseling Service Management at the Tarbiyatul Islamiyah Batangan Pati Inclusive Islamic Senior High School include weekly evaluations, monthly evaluations, semester evaluations (every six months), and annual evaluations.

The supporting factors for Guidance and Counseling Service Management at the Tarbiyatul Islamiyah Batangan Pati Inclusive Islamic Senior High School are as follows:

1. The active role of the Islamic educational institution foundation Tarbiyatul Islamiyah in facilitating and bridging the needs of the Tarbiyatul Islamiyah Batangan Pati Inclusive Madrasah, including by establishing cooperation with psychiatrists.
2. The flexible, straightforward and firm leadership of the principal of the Tarbiyatul Islamiyah Batangan Pati Inclusive Islamic Senior High School has created a special spirit for the teachers and stakeholders in providing guidance and counseling services.
3. Quick response from guidance and counseling teachers in providing services and actions, both preventive, curative and repressive.
4. The harmony of the relationship between the homeroom teacher and students, this emotional closeness makes it easier for the homeroom teacher to accommodate the needs of their students, both regular and special needs
5. The role of special assistant teachers in each class is to help with the difficulties experienced by students with special needs in teaching and learning activities.

Inhibiting factors for Guidance and Counseling Service Management at the Tarbiyatul Islamiyah Batangan Pati Inclusive Islamic Senior High School, the factors are as follows:

1. The prolonged Covid 19 pandemic has limited face-to-face teaching and learning activities to online, thus slowing down guidance and counseling services.
2. Lack of parental response, parents' busy daily work makes children lack attention and affection from their parents, often parents cannot attend invitations from counselors when their children are experiencing problems.
3. Limited facilities and infrastructure at the Madrasah Aliyah Inkusi Tarbiyatul Islamiyah Batangan Pati, such as reading aids for blind students and hearing aids for deaf students.

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