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Facilities and Infrastructure to Support the Success of the Counseling Service Program Required in the Society 5.0 Era in Indonesian Schools

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Abstrak

Era *society* 5.0 memaksa semua orang dapat melakukan aktivitasnya terintegrasi dengan teknologi dan informasi, tak terkecuali sarana dan prasarana BK. Ada beberapa sarana dan prasarana perlu adanya pembaharuan mengikut perkembangan era, karena adanya kebutuhan yang baru muncul. Penelitian ini bertujuan untuk mengetahui dan memahami terhadap adanya perubahan sarana dan prasarana yang dibutuhkan di era *society* 5.0 dalam menentukan keberhasilan program layanan BK di sekolah. Penelitian ini adalah penelitian kualitatif dengan pendekatan naturalistik dan pengumpulan data menggunakan studi dokumen melalui studi literatur, dengan cara mengulas buku dan jurnal yang sesuai dengan objek yang diteliti sebagai data primer, dengan teknik analisis deskriptif. Hasil yang didapat adalah kondisi sarana dan prasarana yang dibutuhkan BK menjadi penentu terciptanya pelaksanaan program yang berhasil. Efisiensi pemberian layanan kepada siswa juga dipengaruhi oleh kualitas dan kebaruan fasilitas BK yang dimiliki sekolah. Dengan adanya teknologi serta jaringan yang tersedia di ruangan BK ataupun hal-hal yang dapat diakses oleh guru BK serta siswa-siswa akan mempermudah pelaksanaan kegiatan BK, sehingga menghasilkan kegiatan yang lebih sukses dan produktif dengan hasil yang optimal.

Kata Kunci: Sarana, Prasarana, Era Society 5.0, Program BK.

Abstract

The era of Society 5.0 forces everyone to carry out their activities integrated with technology and information, including BK facilities and infrastructure. Several facilities and infrastructures need to be updated according to the development of the era because new needs arise. This research aims to find out and understand the changes in facilities and infrastructure needed in the Society 5.0 era to determine the success of counseling service programs in schools. This research is qualitative research with a naturalistic approach and data collection using document studies through literature studies, by reviewing books and journals that are by the object under study as primary data, with descriptive analysis techniques. The results obtained are the conditions of the facilities and infrastructure needed by BK to determine the creation of a successful program implementation. The efficiency of providing services to students is also influenced by the quality and novelty of BK facilities owned by schools. The technology and network available in the counseling room or things that can be accessed by counseling teachers and students will facilitate the implementation of counseling activities, resulting in more successful and productive activities with optimal results.

Keywords: Facilities, Infrastructure, Era Society 5.0, Counseling Program.

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INTRODUCTION

The success of a program is inseparable from the facilities owned by the school itself. One of the quality and competitive schools is a school that has adequate facilities for every need of its students (Indrawan, 2015). A positive and conducive school climate is the key to achieving a quality education process (Mahardhani, 2016; Setiawan, 2016; Yuningsih & Herawan, 2015). This conducive climate can occur because of the existence of facilities and infrastructure (Putra & Ramli, 2019). So that school activities can be effective and efficient and students can develop their potential to the fullest. To create a school of this quality, the government should provide the facilities needed by each school (Rahmiati et al., 2021; Rasdiany et al., 2021). The government is obliged to provide educational facilities and infrastructure that meet educational needs through the growth and development of the physical potential, intellectual intelligence, social, emotional, faith, and noble character of students. This is by the Law of the Republic of Indonesia concerning the National Education System (Stepy & Firman, 2020). This is inseparable from the Counseling Guidance organization at the school itself.

The school has each of its personnel complete the tasks that have been assigned responsibility to each of the school's personnel. Including BK teachers who have duties in professional organizations. The counseling organization itself within the school must have good quality management carried out by each of its personnel so that the implementation of service delivery will result in productive activities. In practice, a counseling teacher has the power to guide and manage students' human resources effectively (Rahmadani, 2021; Neviyarni, 2023). To achieve this goal, it is necessary to have facilities and infrastructure. If supported by adequate facilities and infrastructure, the provision of services and guidance, and counseling activities in schools will be successful (Fitria et al., 2021).

These facilities and infrastructure should be properly managed by personnel who have accountability. It should be clear who is responsible for managing the facilities in the school and what their responsibilities are. Judging from the research results, only 50% of educational institutions provide sufficient facilities, and by the Regulations of the Minister of Education and Culture No. 111/2014 for guidance and counseling rooms (Sari et al., 2022). So, looking at the cases above, many people still ignore the awareness of the importance of complete and adequate facilities for the continuation of guidance and counseling activities in schools. This results in an unproductive quality for the BK service itself. In the absence of adequate facilities and infrastructure, it can be said that management in an organization is not going well, and programs that have been planned from the start cannot be implemented and given to students effectively and efficiently. Thus, the BK organization in schools does not have quality in it, because there is no influence and results given to schools.

Today there has been a change in the management of school facilities and infrastructure, including in the field of counseling itself. Some of the needs of guidance and counseling teachers are no longer the same, such as counseling teachers using applications or websites to provide guidance and counseling services which are commonly called e-counseling. Entering the era of society 5.0, activities carried out by humans are integrated with technology. This requires that BK teachers can adapt. Two things must be done to face the era of Society 5.0, namely adaptability and competence (Amri et al., 2022). So, with these changes, the facilities and infrastructure needed by counseling teachers are no longer needed and need renewal to create quality schools that meet all the needs of their students.

METHOD

This research is qualitative research with a naturalistic approach and data collection using document studies through literature studies, by reviewing scientific books and journals that are by the object under study as primary data. This research does not use secondary data or complementary data because according to the author, primary data has fulfilled the author's needs in obtaining the data needed to explain the object of study.

Journals used as references are reputable scientific journals of at least Sinta 5 with the latest publications in the last 10 years. Data analysis in this research is descriptive. In the sense of collecting previous research on the research topic to be studied. The collected data were then analyzed using descriptive analysis methods (Creswell et al., 2014). The steps used in the research are: 1) search for and quote from literature, which is primary data. The citation is done on journal sources that are at a minimum level of sinta 5 in *Google Scholar* and electronic books and books that the author has, and then the citation, 2) is analyzed by describing and describing the data obtained in accordance with the object of study.

RESULTS AND DISCUSSION

Facilities and Infrastructure Needed in the Era of Society 5.0 in Schools

BK facilities

Means is a device that can be used to complete a task or goal (Sugiarto, S., Neviyarni, S., & Firman, 2021). In BK itself, to support BK program activities, facilities, as well as related tools and equipment, are very important and needed (Neviyarni, 2023: 152). With this facility, counseling activities in schools will be carried out productively and effectively. So that it can be said that BK facilities are all kinds of equipment that are beneficial to support the implementation of BK programs, which are used by BK personnel in schools, both for effectiveness in providing services to students, as well as for the efficiency of the activities that will be carried out. That way, the planned programs will be implemented optimally.

BK infrastructure

Referring to the notion of educational infrastructure which means all the equipment that assists the educational process in schools indirectly (Neviyarni, 2023: 152; Megasari, 2014; Herawati et al., 2020; Rohiyatun, 2019). While the infrastructure in BK itself according to Thantawy (1995), infrastructure for guidance and counseling is a tool that helps counseling services accidentally achieve their goals. Infrastructure, or the existence of guidance and counseling rooms with appropriate facilities, is the physical equipment needed to provide guidance and counseling services. So, the infrastructure in the BK itself has a function in expediting the BK implementation process.

The condition of supporting facilities for the counseling program in schools is also very decisive in its implementation. The efficiency of providing services to students is also influenced by the quality and novelty of counseling facilities and infrastructure in schools, such as counseling rooms, special rooms for counseling, and other supporting infrastructure. 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 et al., 2014).

BK facilities and infrastructure that need to be in the school several parts need attention, namely; facilities and infrastructure for administrative completeness, room, and other necessary supporting matters. (1) Administrative facilities and infrastructure; good management has evidence and important documents to become a program as well as an accountability report on the tasks that have been carried out. The implementation of BK activities requires administrative completeness (Neviyarni, 2023: 156; Yang, 2017; Nasruddin et al., 2015). So, this needs to be held by the counseling teacher, this aims to regulate the implementation of counseling activities, whether the activity has not been or has been carried out by the program that has been planned. The administrative completeness that must be provided in the BK room itself is; (a) data collection tools in the form of tests and non-tests: inventory, AUM, sociometry, questionnaires, intelligence tests, aptitude tests, interest tests, personality tests, and other instruments. At this time, the assessment can be done online or online using an application or website. The application to be used must be able to enter data for assessment activities and can quickly and automatically analyze the results. To improve service effectiveness both in terms of time efficiency and easy analysis, so that the resulting program is implemented more quickly,

one of the techniques that can be used for assessment is to use the Google form online (Saman et al., 2020). This will make it easier for the counseling teacher to process and carry out the need assessment itself, so that the work will be efficient. (b) BK program documents: there are annual, semi-annual, monthly, weekly and daily programs. (c) Technical support tools include information data, guidance aids, administrative tools such as consultation cards, stationery, case conference cards, and mail agendas, as well as reference tools such as books for further education, modules, guidance service materials, books for interviews, service activity reports, counselee attendance data, and so on. For technical support tools this can be done using a computer, by entering the required data, such as student information data, etc. Then, there are tools to view information regarding students' personal, social, learning and career development. As well as electronic goods that support service activities, and BK information boards (Arianto, 2022). (2) Room; A good room is a room that complies with the rules and criteria recommended by professional organizations. The counseling room itself has qualifications, several rooms must be owned, namely the living room, file storage room, individual counseling room, group counseling room, relaxation room, and workspace. Students can receive guidance and counseling services related to their personal, social, academic, and career development in the guidance and counseling room (Siregar, 2019). To provide a comfortable counseling environment for their students, the counseling teacher must be creative and skilled in managing the room. Counseling rooms should be welcoming and comfortable; in other words, the space should not give off the impression of a classroom, workplace, or courtroom. For students not to be distracted and to feel comfortable discussing their problems, the counseling room must be well-arranged artistically, neatly, and aesthetically pleasing. (3) BK room equipment; cupboards, bookshelves, tables, chairs, bulletin boards, problem boxes, schedule boards, bins, and other equipment. This can also be added by 1 computer for online attendance which is useful as attendance data for students who are guests or clients who need guidance and counseling services.

Role Technology and Information in Implementing the BK Program in Schools

The school principal is very influential in providing counseling facilities and infrastructure in his school. In the research put forward by (Endriani & Gratitude, 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. This will help provide effective counseling services for students who are not ready to complete the assignments given by the subject teacher. So, if you want the expected results to be implemented properly, there must be complete procurement of facilities and infrastructure (Kadarisman, 2019; Kurniawan, 2018; Rohmawati, 2015).

If guidance and counseling services are also integrated into technology and networks, guidance and counseling services can be effectively implemented, especially in information services. In research (Refa'i, 2017) "Development of Android-Based Cyber Counseling Applications in the Counseling Guidance Study Program (PSBK) UIN Raden Intan Lampung". The results of his research show the feasibility of an Android application created by integrating the PSBK website and its potential to facilitate the delivery of information services to counselees to help solve their problems. Strengthened in his research (Fahyuni et al., 2020) which states that the resulting guidance and counseling service model can be applied in the form of a digital-based guidance counseling service model using website-based *cyber-counseling*. To improve *self-regulated learning* which can help students concentrate on achieving learning goals, regulate the learning process, foster self-motivation, and build self-confidence to support and optimize the learning process, the counseling service model through website-based cyber-counseling has proven *effective*. So, every counseling teacher at school should be available and able to adapt to applications and websites that make their job easier in providing guidance and counseling services at school.

According to Schmidt (Bhakti, 2018), facilities and infrastructure and the availability of counseling facilities greatly facilitate the implementation of counseling service activities in schools. The school system's support for guidance and counseling has an impact on the facilities and infrastructure available for these services, including support from the principal, or foundation leader at the school. The provision of appropriate facilities is one aspect of the support system itself. So, this is why it is important to have good cooperation between the counseling teacher and other school personnel so that the provision of these facilities and infrastructure can be provided because there is support from each school personnel who sees the results of an effective and successful implementation of counseling, which can be said to be running, optimally for the students at the school, because of the adequate facilities and infrastructure.

Management of BK Facilities and Infrastructure in Schools

Management of facilities and infrastructure requires proper administration of equipment, equipment, and other facilities used in the teaching and learning process (Sinta, 2019). For the educational facilities and infrastructure needed by schools to operate optimally in supporting learning and activities in schools, school personnel (principals, teachers, and administrative staff) must understand and be able to manage them properly. Likewise, for BK facilities and infrastructure, they must be used by school personnel who have accountability for these facilities. 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.

Damage caused by students is a problem that often occurs in the efficient use of school facilities (Neviyarni, 2023: 160). However, this can be prevented and attempted by the BK teacher so that such things do not happen, such as; procurement of quality facilities and infrastructure so that they are not easily damaged, creates a sense of responsibility and a sense of belonging, so that the facilities and infrastructure used by students can be maintained like their own property. One of the main tasks of BK organizers is to regulate the management and maintenance of BK facilities and infrastructure to ensure that these facilities and infrastructure are always in good condition. Therefore, those who work with school facilities and infrastructure have a direct responsibility to the school principal.

Researchers offer every stakeholder in the school the opportunity to procure and update every facility and infrastructure owned in support of the activities of students and teachers in this 5.0 society, especially in the organization of Guidance and Counseling at school. Thus, counseling activities at school can be carried out effectively and efficiently. According to the author, the guidance and counseling facilities and infrastructure owned by each school are urgent and need to be considered by those responsible for organizing them. For this reason, the author presents this scientific paper for the consideration of school personnel in creating productive conditions for the implementation of counseling in schools, especially in Indonesia.

In this study, the author has difficulty locating references to international scientific articles that discuss the study's topic and are drawn from a variety of literature. These articles serve as primary data in the study and are not supported by secondary data because, in the author's opinion, the primary data already provides the information that was sought. Because the subject of the study has little bearing on other research, this paper is authentic or original and doesn't contain any plagiarized material.

CONCLUSION

The condition of the facilities and infrastructure needed by the BK determines the creation of a successful program implementation. The standard of facilities and the novelty of guidance and counseling facilities and infrastructure owned by schools have an impact on how effective the services provided to students are. These facilities and infrastructure facilitate the operational implementation of guidance and counseling services. The existence of technology and networks available in the counseling room or things that can be accessed through

2063 *Facilities and Infrastructure to Support the Success of the Counseling Service Program Required in the Society 5.0 Era in Indonesian Schools – Ahmad Zakki, Neviyarni S, Firman, Muhammad Asyraf Bin Che Amat*
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the network by counseling teachers and students will facilitate the implementation of counseling activities, resulting in more successful and productive activities with optimal results. Each school staff member must understand how to manage existing facilities and infrastructure, to ensure that these facilities and infrastructure are used in an appropriate manner and according to plan. Administrative facilities and infrastructure, rooms, and other supporting items needed are some of the components that must be taken into account when planning the provision of counseling facilities and infrastructure in schools. If these facilities and infrastructure are complete and properly managed by accountable personnel, then the previously planned program can be implemented optimally.

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- 2064 *Facilities and Infrastructure to Support the Success of the Counseling Service Program Required in the Society 5.0 Era in Indonesian Schools – Ahmad Zakki, Neviyarni S, Firman, Muhammad Asyraf Bin Che Amat*
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