

## THE ROLE OF BK TEACHER IN DIRECTING CLASS XII STUDENTS TO CONTINUE HIGHER EDUCATION THROUGH PLACEMENT AND DISTRIBUTION SERVICES AT MAN SIBOLGA

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### Abstract

The purpose of this research is to determine the role of BK (Guidance and Counseling) teachers in guiding twelfth-grade students to pursue higher education through placement and allocation of services at MAN Sibolga. This study employs a qualitative descriptive research design. The research sample was taken using purposive sampling and snowball sampling techniques, consisting of three students from three different classes. Data collection was conducted through interviews. Data analysis techniques include data reduction, data presentation, and drawing conclusions. The research findings are as follows: 1) The role of BK teachers in guiding twelfth-grade students to pursue higher education through placement and allocation services at MAN Sibolga is carried out effectively, and some students have started to make decisions about their post-high school education, 2) BK teachers play a role in assisting students by providing input on higher education options after high school, and 3) by implementing placement and allocation services to guide students in pursuing higher education, students are expected to be able to choose their own further education based on their own preferences, rather than feeling forced or following their peers.

**Keywords:** The Role of Counseling Teachers; Placement and Distribution Services; Higher Education.

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## INTRODUCTION

The goal of education is to develop the potential of learners so that they can be realized. In our country, there are various levels of education starting from early childhood education (PAUD), kindergarten (TK), elementary school (SD), junior high school (SMP), high school/vocational school (SMA/SMK), and higher education. The education system consists of interconnected levels determined by the developmental stages of the learners. Teaching materials and instructional methods are tailored to each level. Education is the most important means to improve one's life, both individually and collectively, and should be adapted to the human environment. Education is one of the key sectors of national development (Dodi, 2019).

According to Article 1(1) of Law No. 20 of 2003 on the National Education System (Sakir, 2016): education is a conscious and planned effort to create a conducive learning environment and learning process, where learners actively develop their potential in order to possess spiritual strength, religious beliefs, self-control, and a sense of responsibility towards society, nation, and state. The overall objective of education is to create an environment where students can optimally develop their talents and skills, enabling them to fulfill their own needs and act according to the needs of society (Afra, 2017).

Higher education plays a crucial role in shaping one's future and provides opportunities to achieve success in career and life. Amidst the complexity of choosing the right educational path, twelfth-grade students require comprehensive guidance and direction. One of the key roles in providing such assistance is the Guidance and Counseling (BK) teacher within the school environment (Kamaluddin, 2011).

Schools are institutions that produce quality graduates. Therefore, schools must have an adequate number of qualified and professional BK teachers who can assist students, encourage and motivate them to achieve their goals, and support them in the learning process (Anita, 2014). Schools should be capable of solving problems by addressing the complexity of the issues, which requires a sufficient number of BK teachers according to the needs. Schools should also provide useful facilities for the implementation of BK, such as comfortable meeting rooms and appropriately designed BK spaces (Mulyati & Kamaruddin, 2020). A conducive environment and attractive spaces can draw students' attention, making it a comfortable place for them to seek counseling (Dalyono & Agustina, 2016). In schools, BK teachers can also organize various forms of guidance, including providing information on selecting appropriate fields of study based on students' abilities and interests. Schools that require student competency tests and have planning systems can identify students' potential early on in their educational careers..

In the context of education at MAN Sibolga, BK teachers play a crucial role in assisting twelfth-grade students in directing them towards higher education (Harita et al., 2022). The main task of BK teachers is to help students understand the available educational options, provide information about educational pathways after graduating from high school, and offer placement and allocation services to colleges or educational institutions that align with students' interests, talents, and abilities.

The role of BK teachers in guiding twelfth-grade students at MAN Sibolga is very important, considering the various factors that can influence their decisions in choosing higher education. These factors include uncertainty about educational options, students' limited knowledge about educational pathways, and the influence of social and family environments.

Therefore, through the placement and allocation services provided by BK teachers, it is expected that students can receive relevant guidance to make informed decisions that align with their potentials. Personal-social guidance aims to achieve goals and tasks in developing social personalities, to foster a righteous, independent, and responsible character (Telaumbanua, 2016). The goal of academic guidance is to achieve educational development objectives. The goal of career guidance is to produce productive workforce, enabling BK teachers to carry out guidance and counseling services in career guidance (Soleha & Miftahus, 2020). There are also forms implemented by BK teachers, such as shaping professional identities by identifying job

characteristics in the work environment, planning students' future, and forming career models (Anggreni et al., 2021).

Based on interviews conducted by researchers with BK teachers and students at MAN Sibolga, data revealed that students at MAN Sibolga have not been able to decide whether they want to pursue higher education or which field of study they want to take after graduating from high school. Students who heavily rely on their peers tend to make decisions based on their friends' choices. Children also experience school absenteeism, which causes them to drop out not only due to financial constraints but also due to their own actions, such as skipping school or discontinuing their studies (Rezeki et al., 2022). School-age children should be enthusiastic about acquiring knowledge, but due to negative environmental influences on their academic development, their interest in school is not given proper attention (Rachman, 2020).

Continuing education from high school to higher education, such as college, often confuses many students in terms of their desire to pursue higher education and choose a field of study that suits their abilities (Wijayanto, 2019). Parents also hope that their children's education can hone their talents. It is important to plan from the beginning what the future of the child will look like.

One of the service fields that assist students in continuing their studies is the placement and allocation of services. With the help of these services, it is hoped that students will not make mistakes in choosing their majors, so that their skills and chosen fields of study will be useful in their future lives (Febriani, 2019), (Dalimunthe et al., 2022).

Based on the aforementioned research issues, the objective of this study is to determine the role of BK teachers in guiding twelfth-grade students to pursue higher education through placement and allocation of services at MAN Sibolga.

Placement and allocation services are guidance and counseling services that help students specifically and objectively obtain appropriate placement and allocation in classes, study groups, majors/cross-disciplinary interests/specializations, undergraduate programs, internships, and extracurricular activities (Handoko, 2020).

This research has significant practical implications for BK teachers, students, and parents alike. BK teachers can gain better insights into the needs of twelfth-grade students in the process of educational decision-making, enabling them to provide more effective guidance. Additionally, students and parents can obtain more comprehensive and accurate information about available educational pathways, enabling them to make informed decisions for their future.

Based on the description above, the focus of this research is on the techniques and steps for placement and distribution of services carried out by BK teachers to assist students in choosing the next level of education, namely tertiary education and what majors to take. Thus the title of this study "The Role of Counseling Teachers in Directing Class XII Students to Continuing Higher Education Through Placement and Distribution Services at MAN Sibolga".

## **METHODOLOGY**

In this study, a qualitative approach was used with the case study method (Moleong, 2006) to gather information and understand the role of the counseling teacher in directing class XII students to continue higher education through placement and distribution services at MAN Sibolga. The case study method was chosen because this research focuses on specific cases in one educational institution, namely MAN Sibolga.

Research on the role of BK (Guidance and Counseling) teachers in guiding 12th-grade students to pursue higher education through placement and allocation services utilizes a descriptive qualitative research design. The combination of qualitative and descriptive research aims to obtain an accurate picture of the actual interests of high school students in pursuing college studies by gathering information from various sources to understand and influence their continued interest in pursuing higher education.

The population in this study consists of 3 students from the 12th grade of MAN Sibolga, divided into 3 classes. The sampling technique employed in this research is purposive sampling and

snowball sampling. Each class is sampled to represent the number of students in each class, and every student has an equal opportunity to be selected as a sample.

The data collection in this study is carried out through interviews, making interviews the instrument development tool. With the help of interviews, the evaluates the individual's conditions, such as gathering information about students' background variables, parents' education, attention, and attitudes of researchers towards certain matters (Moleong, 2014).

Data analysis techniques include data reduction, data presentation and drawing conclusions. Data reduction means summarizing, choosing the main things, focusing on the essentials, looking for themes and patterns and eliminating unnecessary things. For this study, the material is presented in a descriptive form. Therefore, researchers draw conclusions from the data collected and grouped. The conclusion of qualitative research can answer the problems formulated from the beginning or vice versa (Mundir, 2013).

## RESULTS AND DISCUSSION

In connection with the research findings, based on answers to interview questions from researchers from data sources, several aspects related to placement and allocation services at MAN Sibolga are highlighted in this analysis. Research questions include: (1) implementation of placement and allocation services at MAN Sibolga, (2) understanding of continuing education, and (3) the role of counselors in guiding students to continue on to higher education through placement and allocation services.

Responding to questions regarding the implementation of placement and allocation services at MAN Sibolga, the BK teacher at MAN Sibolga revealed that even though the service had been implemented well, overall there were still limitations in its implementation. This is due to the limited special hours provided for counseling in schools, which prevents comprehensive and systematic implementation of all aspects of placement and allocation services (Agustina et al., 2019). BK teachers mainly focus on providing services to students with specific problems, such as difficulties in choosing a field of study for further education (Sofi Masfiah, Heris Hendriana, 2020).

Regarding the implementation of placement and allocation services, the BK MAN Sibolga teacher explained that there were planned procedures in the annual program. However, the implementation is adjusted to the needs and problems faced by each student. Even though they have limitations in fulfilling their role as counseling teachers, they still try to provide assistance to students in need (Sitanggan, 2021).

Then the BK teacher added that the implementation of their service procedures is only basic, meaning that they have been carrying out placement and allocation of services due to the lack of time for BK. So, we only focus on students who have issues, observe them, and provide services that are relevant to their problems, particularly those related to confusion in choosing further education and selecting majors in college, which often leaves students unsure about their next steps. After providing the services, we follow up to see if there are any changes in the students. This means assessing whether the students understand where they will pursue higher education and which majors they will choose when they enter college.



**Picture 1.** Interview with BK teacher, Nurhayani Lubis, S.Pd

From the above interview results, it can be concluded that BK teachers have an undeniable responsibility in assisting their students in overcoming various problems. In essence, the placement and allocation services provided by BK teachers cover various aspects, such as placing students in classrooms, dividing students into study groups, assigning and directing students to extracurricular activities based on their talents and interests, as well as placing students in specific positions within student organizations or other organizations in the school or madrasah. Additionally, the placement and allocation services also involve guiding students to majors or study programs that align with their interests and abilities, as well as placing students in certain positions or jobs.

As explained by the BK teacher, the procedure for implementing the placement and allocation of services begins with observing students who need assistance. After that, the BK teacher provides services that are tailored to the specific needs of each student. Following the assistance provided by the BK teacher, they continue to monitor the student's progress with the aim of identifying positive changes in the student's development.

In this context, the role of the BK teacher is not only focused on providing one-time assistance but also involves continuous observation of the students. By observing changes in the students, the BK teacher can evaluate the effectiveness of the services provided and provide appropriate follow-up actions. This ongoing observation is important to ensure that students receive appropriate support and can gradually overcome their challenges (Purnomo, 2014).

The interview results indicate that BK teachers are not only responsible for providing assistance to students but also play a crucial role in observing and monitoring students' progress after receiving the services. Thus, BK teachers can ensure that the placement and allocation services they provide have a positive impact and help students overcome their problems.

In understanding further education, the researchers conducted interviews with BK teachers to gain their insights on further education through placement and allocation services. Based on the interviews with BK teachers regarding the continuation of education for 12th-grade students, they conveyed that students must prepare themselves well in selecting colleges and majors after graduating from high school. Making the wrong choice of college and major can affect students' learning achievements. Therefore, the BK teachers at MAN Sibolga provide maximum guidance to 12th-grade students so that they can prepare themselves well in choosing colleges and majors that align with their interests and potentials.

The role of BK teachers in guiding students to pursue higher education through placement and allocation services is implemented through planning, implementation, evaluation, analysis of evaluation results, and follow-up steps (Ridwan, Heris Hendriana, 2022), (Desi Kusumah, R. Ika Mustika, 2022). The planning phase involves identifying students who are the target recipients of the services. Currently, 12th-grade students are interviewed as the primary target of these services, as revealed in the interviews with BK teachers at MAN Sibolga. After establishing the targets, the researcher gathers information about the issues faced by students who plan to pursue higher education after graduating from high school.

The researcher engages in discussions with students regarding the various challenges that arise when they want to pursue higher education after high school. The results of the discussions indicate that some of the challenges faced by students planning to pursue higher education include a lack of knowledge about colleges, a lack of understanding about available majors at colleges, and difficulties in selecting the best college that suits their needs and personal interests.



**Picture 2** Interview with student: Nazwa Nabila

Based on the results of the interviews and discussions, the researchers provided placement and convenience services to class XII students by providing information about further education after graduating from high school. It is intended that students can prepare themselves more maturely when going to continue their education to a higher level. Through this service, Counseling Teachers provide the knowledge and information needed by students so they can make the right decisions in choosing colleges and majors that suit their interests and goals.

In conducting the evaluation, the researcher determines material that is relevant to the problems faced by students. In this context, the material presented is related to continuing education after graduating from high school, especially information about differences in tertiary institutions, various available majors, as well as tips on choosing the best tertiary institution according to students' interests and potential. The purpose of this material is for students to gain a better understanding of tertiary institutions, the variety of majors available, and the criteria for choosing a tertiary institution that fits their needs and goals.

The evaluation results that have been collected are evaluated in depth to identify problems that arise in the selection of further education by students. The data obtained was carefully analyzed to understand the factors that influence student decisions:

**Analysis of evaluation results:** The collected evaluation results are thoroughly analyzed to identify the issues that arise in students' choices for further education. The data obtained is carefully analyzed to understand the factors that influence students' decisions. **Identification of students' needs:** Based on the analysis of evaluation results, students' needs in selecting further education are specifically identified. This includes understanding their interests, talents, goals, aspirations, and the factors that influence their decisions.

**Intervention planning:** After identifying students' needs, intervention planning is conducted to assist students in selecting appropriate further education. Concrete steps are determined to provide guidance and support to students in the decision-making process. **Implementation of interventions:** The planned interventions are implemented by the BK (Guidance and Counseling) teacher. BK teachers play a role in providing information about available educational options, offering individual guidance to students, and helping them consider important factors such as interests, talents, and career opportunities.

**Evaluation of interventions:** After implementing the interventions, an evaluation is conducted to assess their effectiveness. The results of the interventions are systematically evaluated to determine whether they have successfully assisted students in selecting further education. By following these follow-up evaluation steps, it is hoped that the issues in students' choices for further education can be better addressed. Students will receive appropriate guidance and the necessary information to make informed decisions about their further education. Additionally, BK teachers can continuously improve and enhance their services based on the obtained evaluation results.

This action aims to help students face challenges in selecting further education and ensure that they remain focused and enthusiastic in learning in a new environment. Additionally, BK

teachers can also provide information about resources and support available in the higher education environment to help students overcome problems and achieve academic success.

Thorough evaluation helps identify the problems faced by students in selecting further education. With appropriate and decisive actions, BK teachers can provide effective support and guidance to students in addressing these issues and achieving success in their further education. After the researchers conducted data reduction or presentation, several findings were obtained. The first finding is that BK teachers provide placement and allocation services to 12th-grade students, particularly those who have difficulty determining their further education after completing high school. In this regard, BK teachers are always there to assist students in directing their higher education.

The second finding is that in order to assist students in making informed decisions regarding further education, the researcher implemented various steps and strategies aimed at providing effective placement services. The first step taken was to assess students' potentials and interests through various relevant instruments and psychological tests. By gathering information about students' interests, talents, and abilities, the researcher can gain a deeper understanding of their needs and preferences. Furthermore, the researchers collected information about available colleges and study programs, including curriculum, facilities, reputation, and career opportunities offered. This information was conveyed to students through various means, such as student presentations, seminars, reading materials, or individual counseling. The goal was to provide a comprehensive understanding of the various educational options available so that students could make more informed decisions.

During the placement and allocation process, researchers also play a role in facilitating communication between students and relevant parties, such as colleges or educational institutions being targeted. They assist students in the registration process, filling out forms, and preparing necessary documents. They also provide information about scholarships or financial aid that may be available to help students fulfill their educational dreams. Researchers also provide guidance and advice to students in preparing for college entrance exams or program selection.

In addition to providing information and assisting in administrative processes, researchers also provide emotional support to students. They understand that choosing further education is a significant decision that can cause anxiety and stress for students. Therefore, researchers provide motivation, encouragement, and actively listen to students' concerns and questions. This is to ensure that students feel supported and confident in taking the next steps in their education.

Researchers also develop networks with colleges, alumni, or professionals in various fields. This is aimed at providing job opportunities or internships to students after they have completed their further education. Researchers assist students in identifying career opportunities that align with their interests and talents, as well as providing guidance on the steps needed to prepare themselves for entering the workforce. Researchers ensure that students are placed in majors or study programs that match their interests and talents. They evaluate students' abilities, test results, and individual preferences to ensure the suitability between students and their chosen study programs. Additionally, researchers provide information about admission requirements, application deadlines, and admission procedures to assist students in completing all necessary documents.

The placement and allocation services provided by researchers are crucial components in assisting students to choose further education that aligns with their interests and potential. By providing relevant information, guidance, and adequate support, researchers strive to ensure that students can make informed decisions and optimize their potential in a suitable educational environment. Through these services, researchers act as facilitators and sources of information that help students understand various aspects of further education. The goal is to equip students with the necessary knowledge so that they can make better decisions and choose educational pathways that align with their interests, talents and potential.

The third finding of this research indicates that the role of the BK teacher plays a vital role in guiding students to pursue higher education through placement and allocation services. The BK

teacher also acts as a facilitator in providing the necessary information for students to make appropriate decisions. They provide comprehensive explanations about various options for further education, including information about colleges, available study programs, admission requirements, and career opportunities that can be pursued after graduation. The BK teacher also helps students understand the differences between various educational paths, such as public universities, private institutions, or vocational programs.

In addition to providing information, the BK teacher also encourages students to engage in self-exploration and reflect on their interests, skills, and life goals. They use various counseling techniques and personal development approaches to help students identify their potentials and identify fields of study or careers that align with their interests and talents. The BK teacher may also conduct group or individual discussion sessions with students to address questions, concerns, and challenges they face in the decision-making process.

In addition, the BK teacher also plays a role in helping students overcome potential obstacles that may arise during the process of choosing further education. They can provide strategies and tips on how to cope with anxiety, stress, or tension often experienced by students when making these important decisions. The BK teacher can also provide ongoing guidance and support to students throughout the decision-making process and preparation for higher education. To fulfill their role as educational guides, BK teachers can also collaborate with educational institutions, such as colleges or universities, to gather the latest information on study programs, admission policies, and current educational developments. By having access to this up-to-date information, the BK teacher can provide more accurate and relevant advice to students.

The BK teacher should also be able to offer positive advice and solutions to help students address issues related to further education (Astuti et al., 2018). In this regard, the BK teacher acts as a facilitator who assists students in identifying and evaluating available educational options and helps them formulate appropriate action plans. The BK teacher needs to adopt a proactive approach and provide effective guidance so that students can choose educational paths that align with their interests, talents, and goals..

The BK teacher also needs to prepare individualized service plans based on the needs of each student. These plans include strategies and steps to be taken by the BK teacher in assisting students in the process of selecting and placing into further education. With a structured plan in place, the BK teacher can provide targeted services that meet the students' needs, thereby achieving the desired goals in choosing further education.

The role of the BK teacher in guiding students to pursue higher education through placement and allocation of services is crucial. The BK teacher should possess empathy, the ability to provide positive advice, and the capacity to develop service plans that align with students' needs. With these qualities, it is expected that students can make better educational decisions and achieve success in their further education

## CONCLUSION

Based on the results of the research and discussion that has been carried out, several conclusions can be drawn as follows: The role of the Counseling Teacher is very important in directing class XII students at MAN Sibolga so that they can continue their higher education through placement and distribution services. BK teachers have a great responsibility in assisting students in choosing the right college and major according to their interests, talents and goals. With the experience and knowledge, they have, counseling teachers act as guides who assist students in exploring the various educational options available. They help students identify their interests and talents, understand requirements and opportunities at colleges, and provide relevant and valuable information so students can make informed decisions and take appropriate steps in furthering their education. BK teachers also provide personal guidance to students, listen to their aspirations, and provide appropriate advice so that students can achieve their educational goals successfully. The implementation of placement and distribution services at MAN Sibolga has been going well, although there are still some deficiencies that need attention, especially related to the lack of special



time allotted for counseling teachers. Even so, BK teachers still try to run existing programs and provide services according to established procedures. Despite the limited time available, guidance and counseling teachers at MAN Sibolga remain dedicated to providing assistance to students in terms of placement and distribution. They ensure that the process of placing students in classes, dividing study groups, placing them in extracurricular activities, and directing students in choosing majors or study programs are carried out by taking into account the needs and interests of individual students. Even though there are constraints in terms of time, counseling teachers continue to strive to provide maximum and systematic services to students so that they can continue their education with confidence and success. The counseling teacher must have strong empathy for each student, by listening carefully and understanding their needs and feelings. In addition, counseling teachers also need to provide positive and constructive problem-solving suggestions to students. They become good listeners and provide moral support to students in overcoming the various challenges they face in selecting further education. With their empathetic nature, positive problem-solving suggestions, and customized service plans, counseling teachers play an important role in helping Grade XII students understand and navigate the process of selecting further education more confidently and successfully. Thus, the role of the Counseling Teacher in directing students to continue their higher education through placement and distribution services is very important in supporting the success of student education. The efforts made by BK teachers in providing good service and oriented to the needs of students are expected to produce students who are ready to face their future education with confidence and adequate knowledge.

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