



# IMPLEMENTATION OF SPECIAL SERVICE MANAGEMENT IN RA KAMBOJA

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**Abstract** This article discusses Custom Service Management Implementation. The purpose of the article is to find out about the planning for counseling services (BK) and school health efforts (UKS), to find out the implementation of counseling services (BK) and school health efforts (UKS) and to find out the evaluation of counseling services (BK) and health efforts. School (UKS) in RA Kamboja. This type of research is descriptive with a qualitative approach. The subjects of this study were class teachers, UKS management teachers, school principals. Information and data will be extracted from some of the research subjects. Data collection techniques used were observation, interviews and documentation, and data analysis techniques used data reduction, data presentation and drawing conclusions. The results showed that the planning for the counseling program had been determined in writing which began with data collection on children who had learning and personality problems, then followed up with the implementation of self-guidance, where the evaluation of the counseling program was carried out once a week and once a year. Whereas the UKS planning program was carried out at the beginning of the year with reference to previous programs, in practice all school members were involved in collaboration with the nearest health center, while the evaluation was in the form of a report to serve as a further benchmark. This research is expected to be a reference for early childhood education units, in planning, implementing and evaluating forms within the counseling and UKS environment.

**Keywords:** *management, special services, counseling guidance, Early Childhood*

## Introduction

In general, special service management can be interpreted as a set of systems or management carried out by a group of personnel in providing special services to children (Matin, 2014, p. 172). Management of special services can also be interpreted with various activities in the form of various services provided by the school/RA to children (Armanila et al., 2022, p. 413) in these educational institutions in order to facilitate the learning and education process. (Prihatin, 2014, p. 220) Special service management can also be interpreted as a process of providing services to the needs of students to support learning activities so that educational goals can be achieved effectively and efficiently (K. Armanila, 2018). The management of special services in schools or Raudhatul Athfal is established and organized to facilitate or expedite learning, and to meet the special needs of children at school. (A. Armanila, 2021)

Of the several special services for students, there are several services available at RA, where these services are very concerned about their existence (Armanila, at.al, 2022). These services include Guidance and Counseling (BK) and School Health Business (UKS) services.

### 1) Guidance and Counseling Services (BK)

#### a. Basic Concepts of Guidance and Counseling

Guidance means the process of providing assistance to individuals. Terminologically,

counseling or counseling can be interpreted as a face-to-face situation in which a person involved in the situation, because of the training and skills he has or because he has gained the trust of others, tries to assist the second in dealing with, explaining, solving and repeating adjustment problems (Aimmatul et al., 2018, p. 12).

## 2) Health Service or School Health Business (UKS)

### a. Basic Concepts of School Health Efforts

According to (Hanim, 2005, p. 1) School Health Efforts (UKS) are health service efforts in schools that aim to deal with students who experience minor accidents (first aid efforts in accidents (P3K), serve basic health for students at school (providing immunizations), and monitor growth and development. nutritional status of students (Direktorat Jenderal Pendidikan Dasar, 2012).

The explanation above is reinforced by research conducted by Agung Budi Pranoto (2011) with the theme "Implementation of Special Service Management to Improve Education Quality, which states that the principal's strategy in improving special services for students in improving the learning process in schools is to encourage to teachers to monitor the behavior of children wherever they are (Melati Oktafiyani, 2021, pp. 89–92). The same research was also conducted by Elya Siska, et al entitled "Education Management Management at RA Al Mu'min, Medan Tembung District, Medan City". explained that in management in RA there must be first planning, namely general planning, curriculum planning, students and facilities and infrastructure and others, secondly organizing the management in RA and the third implementation with the aim of achieving and realizing a program in schools, namely in RA (Anggraini & Mawaddah, 2021, p. 86). In line with the research conducted by Istaryatiningtias, et al, entitled "The Key to the Success of School Health Business Development (UKS) During the Covid-19 Pandemic As Strengthening School Management". This research contains about socialization, coaching and increasing insight about the key to success in fostering school health efforts (UKS) during the COVID-19 pandemic as strengthening school management (Lubis et al., 2021), namely to improve healthy living habits and behaviors in students so as to allow children's growth and development to run smoothly. optimally (Istaryatiningtias, Ihsana El Khuluqo, 2021, p. 128).

The similarity of some of the results of previous research above with our initial observations, is regarding the implementation of special service programs for students. The difference between this previous study and the research above is that the focus of this research is more on two special services for students, namely Guidance and Counseling (BK) services and health services or School Health Business (UKS) and the location of the research is different.

The results of the initial observations that researchers did in RA Kamboja were RA Cambodia This school is very concerned about children's health, both physically and mentally, therefore there are several services that are of concern to schools including BK services and health services or UKS. These two services are a concern because with these services children will be helped not only in their academic abilities but also beyond their academic abilities. This BK service has a limited space, with this situation the BK teacher feels uncomfortable to carry out guidance or consultation if there are parents or children who want to consult. This school does not yet have a BK teacher but is still a classroom teacher. Based on these activities, BK services only provide services in the form of individuals, because there are no class hours for BK at the RA level.

Based on the explanation above, it can be seen that the management of special student services which include BK and UKS services at RA Kamboja still has many

problems. Therefore, researchers are interested in researching further about the management of special services for students, especially BK and UKS services in RA Kamboja.

The objectives of this study are: To find out the Planning, implementation, and evaluation of Counseling Guidance (BK) and School Health Business (UKS) services in RA Kamboja. Theoretically, the benefit of this research is that we as prospective educators understand and know how important the management of special services is, and know what types of services exist in schools. While practically all of us will understand more about the management of special services that are suitable for RA and many others.

## Method

This study uses a descriptive research method with a qualitative approach. In this study, the research subjects were classroom teachers, UKS management teachers, school principals. Information and data will be extracted from several research subjects. The research location is the place where this research was conducted which is located in RA Kamboja Jl. Midin Hutagalung No. 32 Sibolga, Aek Habil Village, South Sibolga District, Sibolga City. Data collection techniques used in this study are: **Observation:** That according to Haris Herdiansyah (2013: 131), he explained that observation is a planned and focused activity to see and record a series of behaviors or the course of a system that has a specific purpose, as well as revealing what is behind the emergence of behavior and the basis of a system. **UnFor** this reason, in this study using observation techniques, because by carrying out viewing activities, observing behavior, objects, or a system that has a specific purpose, so that it will be able to provide conclusions on the data obtained. **Interview:** Interview is to understand something. Understanding is a main goal of the interview process. So therefore interviews are used in this study to obtain data by asking questions to direct sources, so that the data obtained will be more accurate. **Documentation:** means of assisting researchers in collecting data or information by reading letters, announcements, meeting summaries, written statements of certain policies and other written materials.

According to Jhonatan Sarwono (2006:239), the main principle of qualitative analysis in processing and analyzing data is systematic, orderly, structured and meaningful. So it can be concluded that the data collection in the research "Implementation of Special Service Management in RA Kamboja uses various sources and techniques, namely interviews, observations and document studies. The data analysis uses data reduction, data presentation and draw conclusions. Data reduction, reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. The next thing to do after reducing the data is perform data presentation. In this study the data is presented in the form of a narrative text. So that by presenting this data, clarity will be obtained and will make it easier to understand the things being studied. **Conclusions Drawing/ Verifying** After the data is presented, in this study conclusions will be obtained. The conclusions obtained are a summary of the research results.

## Result And Analysis

The results of observations, interviews and analytical documents or techniques in special service management carried out in R RA Kamboja are described as follows:

### 1) Guidance and Counseling Services (BK)

#### a. Guidance and Counseling (BK) Program Planning

The making of program planning must be in accordance with the program foundation, while the BK service in RA Kamboja does not yet have a written program foundation so that it can be used as a guide for planning and implementing BK activities. Based on the results of the research, BK services in RA Kamboja did not carry out written program planning. Here the class teacher conducts initial activities in the form of collecting data on children who need BK services and asking directly from parents who come to the classroom.

b. Implementation of the Guidance and Counseling (BK) Program

Implementation of guidance and counseling activities at RA Kamboja in the form of guidance services that are held every time there are children who have problems in learning. The main guidance and counseling activities at RA Kamboja are to help children with learning difficulties, more to individual children and children's problems as a whole, which is carried out in the classroom. The implementation of BK activities in RA Kamboja, namely: Tutoring and Individual or private tutoring.

c. Evaluation of guidance and counseling (BK) program

Evaluation of BK activities carried out by classroom teachers at RA Kamboja is carried out once a week or at the end of the year.

3) **School Health Business (UKS)**

a. UKS Program Planning

Planning for UKS activities at RA Kamboja is carried out once a year, at the beginning of the new school year. This planning was carried out based on the UKS work program in the previous year, because the UKS program was felt to be almost the same every year.

b. UKS Program Implementation

The implementation of the UKS program at RA Kamboja is in accordance with the UKS activity schedule which is arranged once a year and there are routine activities every day. Cooperation between all residents is also well established because in the implementation of UKS activities all school residents are involved, this can be seen from the state of the school environment where cleanliness is really well maintained. Implementation of UKS activities at RA Kamboja includes various activities, such as vaccination by the local health center, giving worm medicine and checking children's teeth.

c. Evaluation of School Health Business Program or UKS

As for The UKS evaluation activity at RA Kamboja is the process and results covering the entire UKS program. The evaluation form is in the form of a report. The evaluation aims to improve the implementation of various UKS programs that not suitable and continue activities that have been going well, in accordance with the results that have been obtained.

## **Discussion**

From the results of the research above, it can be seen that the management of special services in RA Kamboja are : Guidance and Counseling (BK) and School Health Business (UKS) services. This BK service has a limited space, with this situation the BK teacher feels uncomfortable to carry out guidance or consultation if there are parents or children who want to consult. This school does not yet have a BK teacher but is still a classroom teacher. Based on these activities, BK services only provide services in the form of individuals, because there are no class hours for BK at the RA level. As well as BK services at RA Kamboja do not do written program planning. Then this thing strengthened by research conducted by Kasypul Anwar, et al (2017) with the theme "Study on Management Counseling and Education Programs at SMK Banjarmasin, Indonesia", stating that management of guidance and counseling should have such as program planning,

program organization, program implementation, and supervision of guidance and counseling programs. Activities in the planning process consist of (a) student biodata format and student data collection (Jarkawi et al., 2018, pp. 182–187).

However, even though the supporting staff, both facilities and infrastructure, can be said to be minimal, it will not be an obstacle for all programs to be achieved. As said by Any Susilowati (Ratnawulan & Aulia Rahman, 2017, p. 19) In his research, entitled "Profile of Guidance and Counseling Implementation Management at PT Vocational High Schools", according to him, although calm, minimal facilities and infrastructure will not be an obstacle for that the school must provide full support for the existence and success of an entire BK program. Other special services for students, namely health services. This health service does not yet have a special officer who handles UKS, in fact UKS is managed by each class teacher, RA Kamboja also cooperates with the local Puskesmas.

Therefore Meducation management is an one of the alternatives orsolutions that can be used to synergize all components of education to realize quality education. This is in accordance with the results of research carried out, in educational services, staff must interact with families and communities who have complex problems related to education (Maemunah et al., 2021, p. 533). Therefore special services are very important such as guidance and counseling services. With guidance and counseling serviceteachers can monitor the development and ability of children in schools to develop children's abilities and talents, schools must know the individual learning needs of children, learning problems faced by children (Commision, 2016, p. 2).

This is reinforced by research conducted by Ida Septiani Sari, et al entitled "Application of Guidance and Counseling in Overcoming Learning Difficulties in Early Childhood", said that teachers should try to guide to overcome and help children get out of problems such as difficulties in learning, loss of motivation in learning. For this reason, teachers must motivate children and often hang out with children so that children feel close to the teacher (Sharif & Jakarta, nd, p. 5). Not only the teacher or the school, but parents can also discuss with the teacher the concerns about the problems faced by children both at school and at home (Services & Law, nd, p. 12).

From the results obtained from the Australian journal children(Australian Children's Education & Care Quality Authority, 2017, p. 45)namely the role of educational leaders reflects the leadership model because it has an influential role in guiding, inspiring, motivating, and affirming and expanding on educational pedagogy. Therefore, effective leadership will lead to positive things, namely building professional learning. Therefore, forbuild an environment that will enable and ensure quality, so that it can reach the development of children (Douglass, 2019, p. 24). The teacher is a determinant of learning success because the components in the learning system are mostly determined by the teacher. Professional teachers are teachers who are multi-competent, multiliterate, nationally minded, and have global insight to produce competitive graduates. (Lisnawati, 2018, p. 32). This is reinforced by what was researched by Upik Elok Endang, et al that an education management will run smoothly if teachers, principals, and guardians of students collaborate to improve the quality of education, such as conducting training, webinars so that the education process is more interesting and innovative and efficient. for students(Rasmani et al., 2021, p. 312).

### **Conclusion and Recommendation**

Based on the results of the research and discussion of the management of special services in RA Kamboja which have been described previously, it can be concluded that the planning for the counseling program has been determined in writing, starting with data collection on children with learning and personality problems, then followed up with the implementation of tutoring and itself, where the evaluation of the counseling program

is carried out once a week and once a year. Whereas the UKS planning program was carried out at the beginning of the year with reference to previous programs, in practice all school members were involved in vaccination activities, worming and dental examinations in collaboration with the nearest health center, while the evaluation was shown in the form of a report to serve as a further benchmark. This research is expected to be a reference for early childhood education units, in planning, implementing and evaluating forms within the BK and UKS environments.

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