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## IMPLEMENTATION SOCIAL PERSONAL GUIDANCE PROGRAM IN DEVELOPING STUDENT'S EMOTIONAL INTELLIGENCE AT ISLAMIC SENIOR HIGHT SCHOOL (MAL) UIN SU MEDAN

Abdurrahman<sup>1</sup>, Yafizhan<sup>2</sup>, Andi Suhendra Siregar<sup>3</sup>

<sup>1</sup>State Islamic University of North Sumatra, Medan, Indonesia

<sup>2</sup>State Islamic University of North Sumatra, Medan, Indonesia

<sup>3</sup>State Islamic University of North Sumatra, Medan, Indonesia

Corresponding author :

[abdurrahman@uinsu.ac.id](mailto:abdurrahman@uinsu.ac.id), [yafizhan@uinsu.ac.id](mailto:yafizhan@uinsu.ac.id), [andisuhendra23@gmail.com](mailto:andisuhendra23@gmail.com)

### ABSTRACT

The purpose of this research is to find out the implementation of the Social Personal Guidance Program in Developing Students' Emotional Intelligence at Islamic Senior High School (MAL) UIN SU Medan. This study used a qualitative field method with data collection techniques using interviews, observation, and documentation. The results showed that: 1) The Concept of Social Personal Guidance in Developing Student Emotional Intelligence at Islamic Senior High School(MAL) UIN North Sumatra is a counseling teacher giving direction to students related to personality problems or social and social morals, by using independent and group methods, 2) Implementation of Social Personal Guidance in Developing Student's Emotional Intelligence at Islamic Senior High School (MAL) UIN North Sumatra is carried out on a scheduled basis and carried out by two methods, namely independently and in groups. Also, the social personal guidance process is assisted by the homeroom teacher and parents of each student, 3) Barriers to Implementing Social Personal Guidance in Developing Student Emotional Intelligence at Islamic Senior High School (MAL) UIN North Sumatra are a) lack of awareness of students in following and practice the guidance that has been given, b) lack of parental attention, c) the limited number of BK teachers, and d) limited facilities. 4) Efforts Made in Overcoming Barriers to Social Personal Guidance in Developing Student's Emotional Intelligence at Islamic Senior High School (MAL) UIN North Sumatra are a) making students aware of the seriousness of students in following the guidance process, b) increasing the number of BK teachers, c) involving the participation of teachers others, especially homeroom teachers, d) maximize the role of the principal in overseeing the counseling process.

Keywords: *personality, morals, intelligence development*

### INTRODUCTION

In the context of education, the guidance process is a necessity that goes hand in hand. Because learning itself is a continuous process of guidance so that children's potential can be explored properly. Learning is a process of changing behavior to acquire knowledge, abilities, and something new and directed towards one goal. Learning is also the process of carrying out activities that provide experience by seeing, observing, and understanding something that is learned. Learning can be done individually or with the involvement of others. In the world of education, students who carry out the learning process do not do it individually, but there are several components involved, such as educators or teachers, media and learning strategies, curriculum, and other learning resources.

At each level of primary and secondary education, this guidance becomes a separate institution with different main tasks and functions. In schools or madrasahs, it is known for the existence of counseling that is ready to help students not only solve problems that

occur in the learning and teaching process but also help students express and develop their potential. Counseling guidance is an effort of assistance that is carried out one-on-one or face-to-face between the counselor and the counselee which contains harmonious, unique, humane efforts that are carried out in an atmosphere of expertise and which are based on prevailing norms, to obtain self-concept and self-confidence themselves in improving their behavior at this time and maybe in the future (Sukardi, 2000: 22). One of the counseling guidance programs in schools or madrasahs is a social personal guidance program and this will be the focus of the study in this research. According to Winkel, (1997: 147) social personal counseling guidance is an effort to help individuals deal with their inner state and overcome conflicts within themselves, organize themselves in the sphere of spirituality, physical care, filling spare time, channeling sexual desire, and efforts to help individuals in fostering social relationships in various environments or social interactions.

Social reality shows that everyone cannot live individually, this is what causes the importance of a student since he is in school to understand this reality so that when they leave certain educational institutions and return to society they will be able to adapt and get along well. Therefore, personally, a student must have a solid attitude and mentality, and knowledge, at the same time they must be equipped with the readiness to live in social spaces. In relation to the above, social personality guidance has a relationship with students' emotional intelligence. Students who have received good guidance certainly have more emotional intelligence when compared to students who do not receive guidance. This guidance will then become a valuable provision for the development of emotional intelligence. Emotional intelligence is the ability to feel, understand effectively to apply emotional power and sensitivity as a source of energy, information, connections, and human influence (Agustian, 2005: 280). As for intelligence according to Goleman (1996: 411) is emotion refers to a feeling and typical thoughts, a biological and psychological state, and a series of tendencies to act. Furthermore, according to Goleman, indicators of emotional intelligence are 1) self-awareness, 2) self-regulation, 3) self-motivation, 4) empathy and 5) social skills.

To form emotional intelligence in students, one effort that can be done is through a guidance program. Guidance and counseling service strategies in schools are tactics that are planned to carry out guidance and counseling services so that guidance and counseling services in schools can achieve their goals, namely the counselee or students can recognize, understand themselves and develop their potential which in turn can actualize himself as a whole. This is the same as research conducted by Rahmad Mustajab (2018: 55). Furthermore, Mustajab revealed that basically, counseling guidance service strategies implemented in educational institutions have the aim of facilitating students concerning personal and social life problems, learning, and career formation.

The counseling guidance service strategy can be achieved according to the objectives if it is arranged systematically with clear concepts. Counseling services, specifically in this study, are social personal guidance services that are very important to do to improve students' emotional intelligence. This can be integrated with an educational institution through existing counseling practices. This is supported by many studies including Astiti et al, (2018: 13) with the title The relationship between emotional intelligence and adolescent aggressive behavior and its implications for counseling. The results of this study indicate that counseling guidance teachers can maintain and maintain situations that have been created through information and guidance services by discussing phenomena related to emotional intelligence. Furthermore, Ilahi revealed that there is a significant relationship between emotional intelligence and adolescent aggressive behavior and has a relatively strong relationship. That is, the higher the emotional intelligence, the lower the level of adolescent aggressive behavior, and vice versa, the lower the emotional intelligence, the higher the level of adolescent aggressive behavior.

As an educational institution, Islamic Senior High School (MAL) UIN SU is very serious about the development of students' emotional intelligence, this can be seen from the counseling guidance service program available including personal social guidance for students which is well organized. Through social personal guidance services, students can adjust to their environment whether they are in the school environment such as obeying rules, discipline, and doing their assignments as well as possible. Or when students are in society, they will behave according to norms, be polite and polite, and uphold the values of honesty. Based on the preliminary observations of researchers at Islamic Senior High School (MAL) UIN SU, that researchers found various problems faced by students. This problem arises due to many factors, ranging from internal to external factors. Among the problems faced by students is the problem of discipline entering the classroom. According to researchers, almost every day some students come late for various reasons. The next problem is that there are still many students who are punished for not doing the assignments given by the teachers. Also, researchers observed that many male students were caught smoking, even though this was strictly prohibited, but some students violated it.

The various problems that befell students above are problems commonly found in various educational institutions, but if these are not resolved, it will become a habit that is considered commonplace and cultured. Therefore, it is necessary to do preventive measures so that from an early age the student's problems can be resolved with the hope that in the future the students will be able to achieve the success they aspire to. In this case, the researcher offers a solution to this problem through the student's social guidance program, using a qualitative field research knife. Thus, in phenomenology, the facts in

the field related to the problems above can be described in detail and a solution can be found.

Several previous studies related to this theme have been carried out, for example, Syamsu (2004: 123) with the research title Concept and Implementation of Social Personal Guidance in Class X Students of Muhammadiyah Yogyakarta Senior High School, the results of his research indicates that the concept of social personal guidance is manifested in the form of guidance and counseling work programs. The concept of social personal guidance is structured based on student needs or problems. The next research is what has been done by Rusdi Kasman (2013: 45) with the title Personal-Social Guidance Program to Improve Student Moral Intelligence (Development Studies at State Senior High School 1 Setu Bekasi). The results of this study indicate that 1) in general, the level of moral intelligence of students at SMAN 1 Setu Bekasi leads to a critical condition that requires preventive efforts, 2) handling of moral intelligence problems at SMAN 1 Setu Bekasi is still responsive and tends to be repressive, 3) personal guidance program- social is proven to be effective in improving students' moral intelligence.

Based on the background of the problem above, the authors are interested in researching the **implementation of the Student Social Personal Guidance Program at Islamic Senior Hight School Laboratory of UIN SU**. This research will specifically describe in-depth the concepts, implementation, obstacles, and efforts made by Islamic Senior Hight School UIN SU.

## **RESEARCH METHODOLOGY**

The Research classified the qualitative research with descriptive analysis method. This method is considered relevant and following the research to be carried out, namely obtaining a true understanding of the implementation of social personal guidance in developing student emotional intelligence at Islamic Senior High School, Laboratory of UIN North Sumatra. In this study, the data sources used were qualitative research data sources. The source of qualitative research data is words or actions, the rest is additional data, such as documents, and others. In this regard, the type of data as stated by Arikunto (2014: 56), is divided into words and actions in the form of interviews with the Principal of the School and Counseling Guidance (BK) teachers in the Islamic Senior Hight School Laboratory of UIN-SU, and Written sources and photos in this study were obtained by asking permission to take data from archives and photo documents at Islamic Senior Hight School Laboratory of UIN-SU.

## **RESULT AND DISCUSSION**

**The Concept of Social Personal Guidance in Increasing Students' Emotional Intelligence at Islamic Senior High School, Laboratory of UIN North Sumatra**

Based on previous information, the concept of social personal guidance in developing the emotional intelligence of students at Islamic Senior High School, Laboratory of UIN North Sumatra is a counseling teacher providing direction to students related to personality problems or social and social morals which are focused on how students interact with people. around it. The method used by counseling guidance teachers is employing the group method or by providing structured and group guidance. The findings above indicate two things at once, first is the understanding of counseling guidance teachers and other teachers, including homeroom teachers, regarding the concept of social personal guidance. And the second is the suitability between informants' answers regarding social personal guidance with the concept of social personal guidance.

From previous findings, it can be assumed that the understanding of counseling guidance teachers and other teachers of the concept of social personal guidance on the development of student emotional intelligence at Islamic Senior High School, Laboratory of UIN North Sumatra is a counseling guidance teacher providing direction to students related to personality problems or social and social morals. community, using independent and group methods. This concept and understanding are in line with what has been conveyed by Ahmadi (1991: 109) explaining that personal social guidance is a set of assistance given to students so that they can face their own personal and social problems, be able to adapt, choose social groups, choose reactive social activities that are of value, and are self-reliant in solving personal and social problems they experience. In this case, the researcher needs to explain two things according to the findings above. *First*, the teacher plays a role in guiding the personality/character and social attitudes of students. In addition to teaching in the classroom, the teacher also has a role in guiding and developing the potential of students. As stated by Astuti, et al (2018: 2) that guidance and counseling are efforts to assist students by creating a conducive development environment, carried out systematically and continuously, so that students can understand themselves to be able to direct themselves and be able to act fairly under the demands of developmental tasks. Thus, the task of the Counseling Guidance teacher also gets an expansion of the main duties and functions, namely in addition to carrying out the guidance process, also carrying out the process of developing the hidden potential that exists in students. at the same time, the Counseling Guidance teacher also has the fundamental task of guiding the students' personal and social. The formation of akhlakul karimah in the students of Islamic Senior High School, Laboratory of UIN North Sumatra is a basic priority before the formation of students' intellectual intelligence, this has strong reasons that Islamic Senior Hight School UIN North Sumatra is one of the Islamic education institutions under a well-known university which is an example for the institution. other education. The values of akhlakul karimah are religion, honest,

tolerance, discipline, hard work, creativity, independence, and care for the environment. In practice, Islamic Senior High School UIN North Sumatra has conducted personal social guidance for students, and most of the teachers, especially Counseling Guidance teachers, have understood the concept of personal social guidance. The method of social personal guidance at Islamic Senior High School, Laboratory of UIN North Sumatra is carried out independently and in groups. The counseling guidance method can be categorized into two, namely individually and in groups. Guidance can be done independently seeing the nature of the guidance needed by students. Usually, guidance is carried out independently because it deals with personal matters that are very confidential and do not need to be known by others. As for group guidance or what is usually practiced classically because the material or target guidance applies to generally students who have special problems or needs. Islamic Senior High School, Laboratory of UIN North Sumatra in general, as explained in the results of the above research, applies students' social personal guidance classically. Classic services include basic service components that tend to be preventive in a structured manner to achieve service objectives. Given the importance of classical services as a form of service that will guide students to develop as stated above, this format service needs to be served as well as possible by involving students' participation in the interaction process (Rahmad, 2017: 1). Rahma further explained that the implementation of classical services in schools tends not to be fully responded to by students in terms of their overall participation. So that this method is considered more effective, especially in the application of social personal guidance. This is also why the method of personal social guidance at Islamic Senior High School, Laboratory of UIN North Sumatra is carried out in a classical or group manner.

In the concept of guidance and counseling, there are implicit reasons why individuals need to be given guidance, including personal social guidance, which is intended to help individuals make decisions and solve problems. About problem-solving, there are individual problems that are personal and social. Social personal guidance and counseling require guidance by guidance officers to individuals to achieve personal development goals and tasks in realizing a person who can socialize and adapt to the environment well. According to Surya, social personal guidance is guidance in dealing with and solving personal social problems such as social problems, conflict resolution, adjustment, and so on (Sulfikar, 2019: 158). At the beginning of this study, many experts agreed on the importance of personal social guidance for students. Although this study uses a qualitative analysis, the big headings in this study indicate a relationship between two variables, namely social personal guidance in increasing emotional intelligence. Students who have good personalities will of course have good emotional intelligence. Because emotional intelligence has a very personal and social relationship with each individual. This is per the opinion of Ketut (2005: 280) that emotional intelligence is the

ability to feel, understand effectively to apply emotional power and sensitivity as a source of energy, information, connections, and human influence.

### **Implementation of Social Personal Guidance in Increasing Students' Emotional Intelligence at Islamic Senior High School, Laboratory of UIN North Sumatra**

The implementation of social personal guidance in developing the emotional intelligence of students at Islamic Senior High School, Laboratory of UIN North Sumatra is carried out on a schedule and on the sidelines of class time when a teacher is unable to attend. Guidance is carried out by two methods, namely independently and in groups. Besides, the social personal guidance process in improving emotional intelligence is also assisted by the homeroom teacher and the parents of each student. It is intended that students can overcome problems in the learning process and develop student potential, and can interact well when in society. Based on the indicators expressed by Sukardi (2000: 53-55), there are twelve that must be applied to students in terms of applying social personal guidance. In Islamic Senior High School, Laboratory of UIN North Sumatra, there are still some that have not been implemented, namely: 1) understanding in terms of decision making and 2) directing oneself according to the decisions that have been made. Decision *making* is a process of selecting between options to evaluate the opportunities that exist. The choices that exist are then selected by considering all the possibilities that occur until in the end a decision is formed. Almost every day a student is always solving problems and making decisions, whether at home, in class, or anywhere else. The inability of students to make decisions will cause them to be carried away by the flow of life so that they cannot achieve a complete personality in the individual. Therefore, decision-making skills are a competency that must be possessed by students. Unfortunately, this has not been reflected in the implementation of personal social guidance at Islamic Senior High School, Laboratory of UIN North Sumatra. Planning in personal social guidance cannot stand alone and is limited to one understanding. This is due to the various meanings of planning in various fields of science. Various meanings of planning depend on the perspective and background that influences a person. Planning is a disciplined effort to make important decisions and actions. Planning plays an important role, especially in the scope of education because it determines and simultaneously provides direction to the goals to be achieved. With careful planning and well arranged it will influence the achievement of goals. According to Syafaruddin, (2017: 140) that educational planning is the process of setting goals in educational organizations, or determining something that will be implemented in the future to achieve organizational goals and objectives effectively and efficiently. The design is an advanced stage after planning. In the context of social personal guidance, the design in question is to design a guidance program following predetermined rules. As far as possible, a counselor adds the latest innovations that may be applied without violating standard

principles and rules. The next stage is the application or implementation of the social personal guidance program to students. as for the things that must be done by the counselor in implementing social personal guidance. According to Arikunto, (2014: 18) evaluation is an effort to determine the level of implementation of a policy carefully by knowing the effectiveness of each component. Evaluation is carried out on activities that have been carried out. Whether the social personal guidance program is running according to expectations or not. If appropriate, it is necessary to improve in the future, even if it is not suitable then it needs to be improved. Based on previous findings, the majority of informants did not explicitly mention the applicable principles of the social personal guidance and counseling program. The answers from informants only provide their views on the application of social personal guidance. As for those related to planning, design, and evaluation, there is no mention. This, according to the researchers, is a deficiency in the personal social guidance program at Islamic Senior High School, Laboratory of UIN North Sumatra. The absence of planning and evaluation of a program indicates the program's lack of success. the implementation of social personal guidance at Islamic Senior High School, Laboratory of UIN North Sumatra also involves the participation of other teachers, especially homeroom teachers, in helping the process of guidance and counseling. Guidance and counseling teachers, as one of the teaching professions, have a big role to play in providing counseling services in the delivery of education. However, it should also be remembered that the implementation of guidance and counseling in schools cannot be separated from the roles of various parties in the school. In addition to guidance and counseling teachers as the main implementer of guidance and counseling, it is also necessary to involve the roles of school principals, deputy principals, homeroom teachers, subject teachers, and administrative staff (Ferdiansyah, 2013: 1). Furthermore, Ferdiansyah explained that the homeroom teacher as the main partner for guidance and counseling teachers has a role that is expected to facilitate the needs of students who need guidance and counseling services. to understand students well, the homeroom teacher needs to save, record student data and other information materials into cumulative notes or school notes. Some of the data obtained from the students themselves, or from parents of students who filled out oral information forms, and other data were generated from taking tests or through observations of student activities, habits, behavior both in the classroom, on the school grounds, and outside. schools, because this will greatly assist the guidance and counseling teachers in understanding the character of students who will receive guidance and counseling services from the guidance and counseling teachers (Winkel, 1997: 182). According to Astuti (2016: 2969), among the things homeroom teachers can do in applying social personal guidance to students is to guide students inside and outside the classroom. If a problem occurs in class, the class teacher can immediately take action to



solve the problem. Also, during the ceremony, the teacher disciplines students who are not wearing complete uniforms by asking students to make their lines. The teacher reports to the principal if the problems faced by students are quite heavy. The principal can make decisions and assist teachers in solving student problems. In addition to the principal, the teacher always communicates student progress to parents through regular meetings held at the beginning and end of the school year, as well as when receiving report cards. It needs to be realized that the class is a small community, where there are students who are members of the community, still wrapped in small bodies, their way of thinking is still unstable, who are very vulnerable to experiencing a problem at school. That's why they need guidance, role models from the teacher, especially the homeroom teacher. Students who are still unstable should be directed properly and correctly so that later they can face problems at school and in community life properly and independently.

#### **Barriers to Social Personal Guidance in Increasing Students' Emotional Intelligence at Islamic Senior High School, Laboratory of UIN North Sumatra**

Based on the results of previous research, it can be argued that social personal guidance in improving the emotional intelligence of students at Islamic Senior High School, Laboratory of UIN North Sumatra is 1) lack of awareness of students in following and practicing the guidance that has been given, 2) lack of parental attention, 3) the limited number of teachers BK, and 4) limited facilities. The social personal guidance program, in general, has been maximally implemented at Islamic Senior High School, Laboratory of UIN North Sumatra. However, some students do not practice the guidance material that has been delivered. This is an obstacle in the implementation of personal social guidance. The next problem in implementing social personal guidance at Islamic Senior High School, Laboratory of UIN North Sumatra is the lack of parents' attention to the guidance process for their children so that the guidance material that has been given in madrasas cannot be applied at home and in the community. Parents have an important role in building the child's personality characteristics. It is hoped that parents will better understand the various problems that befall their children both now and in the future. Not only understanding but also being able to determine a wise attitude in placing himself during life problems experienced by children, as well as providing the best solutions that provide comfort for children in living their lives. So parents should try to do something like how to act as parents to grow and generate a personality that matches their expectations. Whatever must be done to explore the potential of parents' counseling, how do parents try to be good counselors in front of children (Sihabuddin, 2015: 123).

The next problem in implementing social personal guidance at Islamic Senior High School, Laboratory of UIN North Sumatra is the limited number of counseling guidance teachers. In the findings of the researchers, as stated in the previous section, there is only

one person who is limited in the guidance of counseling teachers. Referring to Permendikbud Number 111 of 2014, when viewed from the responsibility of counseling teachers who carry 24 hours of lessons per week, if the average counselor can carry out counseling activities which are equivalent to 2 hours of lessons, there are 12 counseling activities carried out in class and outside the classroom. Moreover, sometimes BK teachers get overloaded by the number of BK teachers who do not match the ratio of 1: 150. So there is the possibility of more than 12 counseling activities carried out in a week. Therefore, it would be better if there are annual, semester, monthly, weekly, and daily programs. That way, it can be seen that counseling activities will be carried out, from the most concise to the most detailed, to make it easier to guide the counseling activities carried out later. Counselors are required to handle the same 150 students with a workload of 24 hours of lessons per week is not sufficient to meet the needs of counseling services to students individually and as a whole. The provision of 2 hours of service to enter class along with the calculation of the time for counseling activities outside the class cannot guarantee that the needs of the counseling services can be met. Because an ideal counseling service, of course, fulfills all the needs of counseling services for students who are taught. So there is a need for the ideal number of counselors or the ideal number of counselors. So that activities in class and outside the classroom are formulated in guidance and counseling services. Based on the findings of the researchers above, the actual condition and existence of counseling guidance services at Islamic Senior High School, Laboratory of UIN North Sumatra is very disproportionate. Based on the number of existing students, namely 308 people, the number of counseling guidance teachers that should be owned is 3 counseling guidance teachers. The next problem that is even more ironic is the limited facilities and infrastructure in the field of counseling guidance. As stated in the research findings, the condition of the infrastructure at Islamic Senior High School, Laboratory of UIN North Sumatra is still far from proper. Still citing Permendikbud Number 111 of 2014, that the feasibility standard for counseling guidance infrastructure in schools is as follows:

1. Guidance and counseling workspace;
2. Administration room;
3. Individual counseling room;
4. Group guidance and counseling room;
5. Supporting facilities. Among them: a) Guidance and counseling program documents (yearly program books, semester books, case books, and diaries).  
b) Data collection instruments and administrative completeness.
6. The size of the guidance and counseling room is 8 x 8, which is 64 square meters.

Based on the findings of researchers at Islamic high School, the Laboratory of UIN North Sumatra, there are still many shortcomings of counseling guidance facilities and infrastructure. Of the six indicators desired by the Minister of Education and Culture Number 111/2014 above, only three indicators are fulfilled, namely: 1) guidance and counseling workspace, 2) administration room, and 3) guidance and counseling support facilities. The individual and group guidance rooms and the 8 x 8 guidance rooms are not yet available. The successful implementation of guidance and counseling services is supported by the availability of adequate guidance and counseling facilities and infrastructure. If not, then the implementation of counseling including social personal guidance will not run well. However, Islamic High School, Laboratory of UIN North Sumatra has tried to provide guidance services to students maximally and uses various other alternatives, for example, the use of a lecture building as an alternative place to replace. And the use of the open-air as a place for discussion and learning activities.

According to Prasetyaningtiyas and Suharso (2012: 24), seen from the source, some obstacles come from the counselor himself (internal factors) as well as those from outside the counselor's person (external). The internal factors include:

- a. Counselor personality;
  - b. Ability (competence) counselor;
- While external factors consist of;
- a. Principal policies;
  - b. Implementation coordination.

If you look at the theory above, the barriers to personal social guidance at Islamic Senior High School UIN North Sumatra are not internally related to the competence of the counselor, but indirectly due to the limited number of counseling guidance teachers it will affect the effectiveness of the guidance program. As for externally, the perceived obstacles are in the coordination of the implementation of both the counseling guidance teacher, homeroom teacher, and the parents of students at home.

### **Efforts to Overcome Barriers to Social Personal Guidance in Increasing Student's Emotional Intelligence at Islamic Senior High School, Laboratory of UIN North Sumatra**

This section will describe some of the efforts that have been made by Islamic Senior High School UIN North Sumatra in overcoming barriers to student social personal guidance. Based on the findings of previous research, it can be assumed that the efforts of Islamic Senior High School Laboratory of UIN North Sumatra in overcoming barriers to student social personal guidance are 1) making students aware of the seriousness of students in following the guidance process, 2) increasing the number of counseling teachers, 3) involving the participation of other teachers, especially guardians. class, 4) maximizing the role of the principal in overseeing the counseling process. In the context of counseling, it is known as the principle of volunteerism for a counselee to be willing

to practice the messages the counselor has conveyed to him. At the same time, these devices are also heeded in the form of a good implementation in everyday life. According to Saiful Akhyar Lubis (2017: 37), the counseling process must take place based on sincerity and volunteerism, both from the counselee and the counselor. The counselee is expected to voluntarily and without hesitation or not feel compelled to convey the problem he is facing and reveal all the facts and details regarding the problem to the counselor. But it needs to be realized that this can be realized if the counselee wants to practice what the counselor has said related to solving the problem. Another thing that deserves attention is increasing the number of counseling teachers. The issuance of Permendikbud No. 111 of 2014, regarding guidance and counseling in primary and secondary education is increasingly creating a breath of fresh air for Guidance and Counseling Teachers. Article 6 paragraph 4 states that "Services and counseling as referred to in paragraph (3) are held in the classroom with a learning load of 2 (two) hours per week". This article is then reaffirmed that "guidance and counseling services are carried out programmatically based on a need assessment which is considered important (priority scale) carried out regularly and continuously. All students must receive guidance and counseling services in a planned, orderly, and systematic manner and according to their needs. For this reason, counselors or counseling teachers are allocated class hours for 2 (two) hours of learning per week for each class on a scheduled basis.

It is further explained that in article 10 paragraph 2 that "the implementation of Guidance and Counseling at SMP / MTs or equivalent, and SMA / MA / MAK or the equivalent is carried out by the counselor or the Guidance and Counseling Teacher with a ratio of one." Counseling Guidance Teachers serve 150 counselees or students ". Then it is also emphasized in the attachment of the Permendikbud that "every SMP / MTs / SMPLB education unit is appointed many Counselors or Guidance and Counseling Guidance with a ratio of 1: (150-160)". Likewise, this decision applies to the SMA / MA / SMALB / SMK / MAK education units. Based on the Permendikbud above, it can be assumed that every single counseling teacher is responsible for helping 150 students in solving student problems and at the same time succeeding in their studies. With the condition of our schools that exist today, both at the primary and secondary levels, at each educational institution, ideally there should be 3 to 4 Counseling Guidance Teachers, perhaps, even more, depending on the number of students in each educational institution. If this is the case then, the job opportunities for the needs of Counseling Guidance Teachers are the same as those for subject teachers in general. The ideal condition above does not happen in the field, this is what causes educational institutions today to be barren of guidance and counseling, meaning that Indonesia still lacks and desperately needs Counseling Guidance Teachers. In particular, Islamic Senior Hight School, Laboratory of UIN North Sumatra only has one counseling guidance teacher, and

currently, it is still trying to increase it. Besides that, the leadership of the principal is also an inseparable factor in the counseling process at school. The guidance process at Islamic Senior High School, Laboratory of UIN North Sumatra has tried to involve the head of a madrasah in maximizing the guidance and counseling process. Leadership styles and models are tools for managing organizational change. Leadership influence has the qualities needed to initiate change. Leadership can make changes in the vision, strategy, and culture of the organization giving rise to innovations in products and technology. Meanwhile, change management can run successfully if it is supported by the right transformational abilities (charisma, individual consideration, intellectual stimulation, and motivation) and the right attributes (Noviati and Hartati, 2009: 60).

Counseling activities the principal of the madrasah acts as a supervisor and coordination on an ongoing basis regarding the planning of program activities, the absence of reporting which substantially describes guidance and counseling activities. With maximizing the role of the teacher as a person involved in counseling at Islamic Senior High School, Laboratory of UIN North Sumatra, that one of the duties of the teacher is to guide and develop the potential of students. Teachers, apart from teaching, are given a moral burden in monitoring student behavior. And give authority to give reprimands and sanctions to students who violate rules and norms. Likewise, the role of the homeroom teacher in learning is very influential on student learning outcomes. The homeroom teacher is demanded to be extra in his attention to students and activities related to their foster children. The role of the homeroom teacher is more dominant in motivating children's learning, creating a pleasant learning atmosphere with good classroom management, and the ability to teach, so that learning is created that is conducive and besides that, the homeroom teacher can overcome student problems.

## **Conclusion**

Based on the previous description, this research can be concluded as follows:

1. The concept of Social Personal Guidance in Developing Student Emotional Intelligence at Islamic Senior High School (MAL) UIN North Sumatra is a counseling teacher providing direction to students related to personality problems or social and social morals, using independent and group methods.
2. The implementation of Social Personal Guidance in Developing Student Emotional Intelligence at Islamic Senior High School (MAL) UIN North Sumatra is carried out on a scheduled basis and carried out by two methods, namely independently and in groups. Besides, the social personal guidance process is also assisted by the homeroom teacher and the parents of each student.
3. Obstacles in Implementing Social Personal Guidance in Developing Student Emotional Intelligence at Islamic Senior High School (MAL) UIN North Sumatra

are 1) lack of awareness of students in following and implementing the guidance that has been given, 2) lack of parental attention, 3) the limited number of BK teachers, and 4) limited facilities.

4. Efforts Made in Overcoming Barriers to Social Personal Guidance in Developing Student Emotional Intelligence at Islamic Senior High School (MAL) UIN North Sumatra are 1) making students aware of the seriousness of students in following the guidance process, 2) increasing the number of counseling teachers, 3) involving the participation of other teachers especially homeroom teacher, 4) maximizing the role of the principal in overseeing the counseling process.

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#### **About the Author**

Andi Suhendra Siregar is a teacher and education practitioner and is continuing his studies at the magister level at the State Islamic University of North Sumatra.