

## School Counselling Services to Overcome Learning Loss among Students in SMA N 5 Maluku Tengah

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### Abstract

Education enhances human resources, but Indonesian educational institutions face challenges, mainly in management. Effective human resource management involves planning, organizing, directing, and controlling resources. Quality education relies on teachers' classroom management and understanding of student needs. Guidance and counseling are essential, requiring coordination with school programs. The COVID-19 pandemic shifted learning online, highlighting inadequacies in managing counseling services and exacerbating learning loss, especially for students lacking internet access. Addressing learning loss demands comprehensive strategies, including counselor training, technological improvements, and proactive student and parent involvement. This research aims to design an effective counseling program at SMA Negeri 15 Maluku Tengah to address learning loss. In this qualitative research, data analysis involves collecting, simplifying, and presenting relevant information from observations, interviews, and documentation to draw conclusions, ensuring an interactive process aiding in addressing research questions and identified issues. Effective counseling and guidance at SMA Negeri 15 Maluku Tengah require comprehensive planning, involving students and parents to meet students' needs. A well-organized, structured team and regular evaluation are crucial for improving the program, helping students overcome learning loss, enhancing motivation, and achieving better academic performance.

**Keywords:** Counseling Service; Learning Lost, Human Resources; Planning

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### Introduction

Education plays a crucial role in enhancing the quality of human resources. Educational institutions are required to keep up with the rapid advancements in science and technology, and efforts to improve the quality of education in Indonesia still face various challenges. The main issue, and the source of many problems, is management. In practice, educational institutions often encounter problems related to the learning system, including the preparation of facilities and infrastructure, materials, objectives, and even the preparation process (Manuputty et al., 2023). Much attention is directed towards the development and progress of education to improve its quality (Syafe'i, & Ramdhan, 2019). Quality education will produce quality human resources.

The process of managing human resources encompasses all activities deemed important and managed optimally to achieve goals effectively and efficiently. It is understood that management involves planning, organizing, directing, and controlling resources to achieve organizational objectives (Chiara et al., 2023). The teaching and learning process significantly contributes to education, as the essence of education lies in the learning process. Learning and teaching are two interconnected elements that cannot be separated (Metekohy et al., 2022). Therefore, quality education relies on the teacher's ability to manage the classroom. A teacher must understand the learning conditions that allow students to enhance their potential according to their learning styles, interests, and profiles. Teachers can combine various methods

and strategies in the teaching and learning process, such as visual, auditory, and kinesthetic methods, tailored to students' learning needs (Noviska & Anastasia, 2023; Suryati et al., 2024). In guidance and counseling activities, management is necessary, considering that guidance and counseling services are an integral part of the overall educational program in schools. Therefore, planning between guidance and counseling services and school programs is needed to synergize effectively (Ardimen, 2016). Thus, efforts to achieve the goals of guidance and counseling management can be programmed effectively and efficiently.

The COVID-19 pandemic has caused significant changes in the learning process for students, shifting from face-to-face learning in educational institutions to remote learning from home. The government has instructed teaching and learning activities to be conducted online, using technology to support distance learning still guided by teachers (Putri et al., 2021). However, in reality, many educational institutions have not been able to manage guidance and counseling services effectively to address the negative impact of learning loss on students. Learning loss refers to the decline in knowledge and skills acquired by students due to disruptions in the learning process. Several factors contribute to the suboptimal provision of guidance and counseling services, including the slow response of guidance counselors to student issues and the lack of active participation from students (Hapsyah & Herdi, 2019). These challenges include difficulties in effectively addressing students' emotional and academic problems through online platforms, which often cannot replace direct interaction between teachers and students. Additionally, technical constraints such as limited internet access and digital devices exacerbate the situation, especially for students from low-income families.

Learning loss becomes more severe when guidance and counseling services are not optimal, as students lose the emotional and academic support needed to overcome learning barriers (Sutirna & Intisari, 2022). Guidance counselors often struggle to respond to student issues quickly and effectively in online settings, which differ from more direct and personal face-to-face interactions. Additionally, technological limitations in various areas add challenges, as not all students have adequate access to digital devices and the internet (Karjo et al., 2022). This situation creates disparities in access to quality education, deepening existing inequalities.

Issue of learning loss, a more comprehensive and adaptive strategy is needed. Additional training for counseling teachers is crucial so that they can master new techniques in providing guidance online. Improving technological infrastructure is also essential to ensure that all students have equal access to learning and counseling services. Moreover, a more proactive approach involving students and parents in the online learning and counseling process needs to be implemented, creating a supportive and responsive learning environment for students' needs (Wiedermann et al., 2023). By engaging the entire education ecosystem, it is hoped that the impact of learning loss can be minimized and the sustainability of quality education ensured amid the challenges of the pandemic.

The aim of this research is to design a comprehensive and systematic counseling service program to address student learning loss at SMA Negeri 15 Maluku Tengah. This study also aims to involve all relevant parties, including students and parents/guardians, to ensure that every step taken aligns with the real needs of the students. Additionally, the research aims to establish a solid and structured counseling team to ensure that the services provided are targeted. Regular evaluation is an integral part of the research objectives to identify the strengths and weaknesses of the program, and to make necessary adjustments to help students overcome learning loss optimally. By involving the entire educational ecosystem, it is hoped that the impact of learning loss can be minimized and the sustainability of quality education ensured. This research aims to design a comprehensive counseling service program to address learning loss at SMA Negeri 15 Maluku Tengah, involving all relevant parties and conducting regular evaluations to adjust the program as needed. The significance of this issue lies in the overall and sustainable improvement of education quality, making this research essential to undertake.

## Method

This study is a qualitative research aimed at obtaining facts regarding the management of counseling services in addressing learning loss among students at SMA Negeri 15 Maluku Tengah. The research was conducted using a phenomenological approach, which aims to interpret and explain individual experiences in life. Phenomenology focuses on a deep understanding of the experiences of students, teachers, and stakeholders in the changing learning situations due to the pandemic, thus comprehensively interpreting the phenomenon of learning loss.

The research was carried out from March 13th to May 10th, 2023, at SMA Negeri 15 Maluku Tengah. The research subjects included the school principal, vice principals for curriculum and student affairs, administrative staff, guidance counselors, subject teachers, homeroom teachers, parents/guardians, and students. The research object was the management of counseling services in dealing with learning loss. Data were collected through observation, interviews, and documentation. Observation involved directly observing phenomena, interviews with key informants to gain in-depth insights, and documentation covering various records and school profiles (Molina-Mula & Gallo-Estrada, 2020). The collected data included important information about the structure and counseling service programs, useful for analyzing the effectiveness of management in addressing student learning loss.

The data analysis technique in this qualitative research includes data collection, reduction, display, and conclusion/verification. Data are collected through observation, interviews, and documentation, then reduced by selecting and simplifying raw data. Relevant data are presented in narrative form to facilitate drawing conclusions. This process is interactive, with data reduction performed throughout the research, enabling researchers to select the most relevant data to answer research questions and solve identified problems.

## Results and Discussion

### 1. Planning Guidance and Counseling Services Program in Facing Student Learning Loss

Planning guidance and counseling service program is a process to determine guidance and counseling activities in addressing student learning loss at SMA Negeri 15 Maluku Tengah. According to the guidance and counseling teacher coordinator.

Table 1. Stakeholder Involvement in Planning Guidance and Counseling Services Program at SMA Negeri 15 Maluku Tengah

Num.	Participant	Involvement
1	Headmaster	<ul style="list-style-type: none"> <li>- Assisting guidance and counseling teachers in establishing policies and procedures for guidance and counseling programs.</li> <li>- Assisting guidance and counseling teachers in approving the budget for guidance and counseling programs.</li> <li>- Assisting the coordinator/guidance and counseling teachers in providing support and motivation.</li> <li>- Monitoring and evaluating guidance and counseling service programs.</li> </ul>
2	Deputy Principal for Curriculum	<ul style="list-style-type: none"> <li>- Aligning guidance and counseling programs with the school curriculum.</li> <li>- Assisting guidance and counseling teachers in developing teaching materials for guidance and counseling services.</li> </ul>
3	Deputy Principal for Student Affairs	<ul style="list-style-type: none"> <li>- Assisting guidance and counseling teachers in implementing guidance and counseling programs related to student affairs.</li> <li>- Assisting guidance and counseling teachers in facilitating collaboration with external parties for guidance and counseling programs.</li> <li>- Facilitating guidance and counseling teachers in socializing guidance and counseling programs to students.</li> </ul>

Num.	Participant	Involvement
4	Administration	<ul style="list-style-type: none"> <li>- Assisting guidance and counseling teachers in the administration of guidance and counseling service programs.</li> <li>- Assisting guidance and counseling teachers in providing necessary data and information for guidance and counseling service programs.</li> <li>- Supporting the smooth implementation of guidance and counseling service programs.</li> </ul>
5	Subject teacher/class homeroom teacher	<ul style="list-style-type: none"> <li>- Assisting guidance and counseling teachers in implementing guidance and counseling services in the classroom.</li> <li>- Assisting guidance and counseling teachers in referring students who need further guidance and counseling services.</li> <li>- Collaborating with the coordinator/guidance and counseling teacher in handling student cases.</li> </ul>
6	School Committee/ Parents/ Guardians of Students	<ul style="list-style-type: none"> <li>- Providing input and advice in the development of guidance and counseling service programs.</li> <li>- Assisting in fundraising for guidance and counseling service programs.</li> <li>- Supporting the implementation of guidance and counseling service programs in the school.</li> </ul>
7	Student Representative	<ul style="list-style-type: none"> <li>- Providing input on the needs and expectations of students regarding guidance and counseling service programs.</li> <li>- Assisting guidance and counseling teachers in disseminating information about guidance and counseling service programs to fellow students.</li> <li>- Assisting guidance and counseling teachers in implementing guidance and counseling service activities.</li> </ul>

## 2. The Development of Guidance and Counseling Service Program Plan

Based on the observation data results of the research on the development of guidance and counseling service program plan in addressing student learning loss at SMA Negeri 15 Central Maluku, this can be seen through table 2.

Table 2. Counseling and Guidance Service Program Plan in Addressing Learning Loss

Num.	Service Program	Objective	Activity	Results	Success Indicators
1	Group Tutoring Services	Increase student learning motivation	<ul style="list-style-type: none"> <li>- Group discussion about the impact of learning loss.</li> <li>- Brainstorm effective learning strategies.</li> <li>- Practice study techniques</li> </ul>	<ul style="list-style-type: none"> <li>- Increased student learning motivation - Students are able to apply effective learning strategies.</li> <li>- Students are able to use learning techniques</li> </ul>	<ul style="list-style-type: none"> <li>- Student activity in discussions.</li> <li>- Post-test results show an increase in understanding of effective learning strategies.</li> <li>- Observation of the application of learning techniques.</li> </ul>
2	Individual Counseling Services	Helping students overcome learning obstacles	<ul style="list-style-type: none"> <li>- Interviews with students to identify learning barriers.</li> <li>- Provide suggestions and solutions</li> </ul>	<ul style="list-style-type: none"> <li>- Students are able to identify learning obstacles.</li> <li>- Students are able to overcome learning obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>- Student openness in interviews.</li> <li>- Implementation of suggestions and solutions.</li> <li>- Improved academic grades.</li> </ul>

Num.	Service Program	Objective	Activity	Results	Success Indicators
			to overcome learning obstacles. - Monitor student learning progress.	- Increased student learning achievement	
3	Remedial Tutoring Services	Helping students catch up on lost learning	- Providing learning materials tailored to student needs. - Practice practice questions. - Individual learning assistance.	- Students are able to understand the learning material they have left behind. - Students are able to solve practice questions. - Increased student learning outcomes.	- Formative test results show an increase in understanding of the material. - Students' ability to complete practice questions correctly. - Increased daily test scores.
4	Literacy Strengthening Services	Increase students' reading interest and literacy skills	- Formation of reading groups. - Reading activities together. - Discussion about the books read. - Introduction to effective reading techniques.	- Increasing students' interest in reading. - Increasing students' literacy skills. Students are able to use effective reading techniques.	- Number of books borrowed from the library. - Student activity in discussions. - The post-test results show an increase in literacy skills

With the well-designed counseling and guidance service program, students can overcome learning loss and improve their academic performance. It's important to involve all relevant parties, including teachers, parents, and students in this program.

### 3. Implementation of the Counseling and Guidance Service Program Plan in Addressing Learning Loss Among Students

The implementation of the counseling and guidance service program plan in addressing learning loss should align with the prepared plan. Ensure that the program plan runs effectively and meets the students' needs. Below are the results of implementing the counseling and guidance service program plan in addressing learning loss among students at SMA Negeri 15 Maluku Tengah. These results are based on the author's observational data on the implementation of the counseling and guidance service program plan in addressing learning loss among students:

Table 3. Implementation of the Counseling and Guidance Service

<b>1.</b>	<b>Service Program</b>	<b>: Group Tutoring Services</b>
	Objective	: Increase student learning motivation
	Activity	: - Group discussion about the impact of learning loss. - effective learning strategies. - Practice study techniques
		: - 80% of students showed increased participation in discussions.

Implementation Results	: - 75% of students are able to apply effective learning strategies. - 60% of students are able to use learning techniques well
Analysis of Results	: - Students' learning motivation has increased, but there are still some students who have not shown significant improvement. - Further programs need to be held to strengthen students' learning motivation.
Follow up plan	: - Organizing learning motivation seminars. - Give awards to students who show increased motivation to learn.
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<b>2. Service Program</b>	<b>: Individual Counseling Services</b>
Objective	: Helping students overcome learning obstacles
Activity	: - Interviews with students to identify learning barriers. - Provide suggestions and solutions to overcome learning obstacles. - Monitor student learning progress.
Implementation Results	: - 90% of students are able to identify learning barriers. - 85% of students are able to overcome learning obstacles with the help of counselors. - 70% of students showed increased learning achievement.
Analysis of Results	: - Individual counseling services are effective in helping students overcome learning barriers. - Further programs need to be held to improve student learning achievement.
Follow up plan	: - Providing individual learning assistance. - Holding remedial programs for students who are still lagging behind
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<b>3. Service Program</b>	<b>: Remedial Tutoring Services</b>
Objective	: Helping students catch up on lost learning
Activity	: - Providing learning materials tailored to student needs. - Practice practice questions. - Individual learning assistance.
Implementation Results	: - 80% of students were able to understand the learning material they had left behind. - 75% of students were able to solve the practice questions correctly. - 65% of students showed improved learning outcomes.
Analysis of Results	: - Remedial guidance services are effective in helping students catch up on lost learning. - Further programs need to be held to strengthen students' understanding
Follow up plan	: - Implement enrichment programs for students who have achieved learning mastery. - Provide opportunities for students to take part in repeated learning.
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<b>4. Service Program</b>	<b>: Literacy Strengthening Services</b>
Objective	: Increase students' reading interest and literacy skills.
Activity	: - Formation of reading groups. - Reading activities together. - Discussion about the books read. - Introduction to effective reading techniques.
Implementation Results	: - 90% of students showed increased interest in reading. - 85% of students showed increased literacy skills. - 70% of students are able to use effective reading techniques
Analysis of Results	: - Literacy strengthening services are effective in increasing students' reading interest and literacy skills. - Further programs need to be held to improve students' literacy skills.
Follow up plan	: - Hold poetry and short story reading competitions. - Collaborating with regional libraries to provide interesting books for students.
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The results of implementing the counseling and guidance service program in addressing learning loss among students at SMA Negeri 15 Maluku Tengah indicate that this program is effective in helping students overcome learning loss and improve their academic performance. Specifically, students showed an increase in learning motivation, demonstrated improvements in effective learning skills, experienced a reduction in anxiety and stress, and exhibited an improvement in academic performance. These outcomes highlight the program's success in supporting students' educational needs during challenging times.

#### **4. Evaluation of Counseling Services in Addressing Student Learning Loss**

Evaluation is the process of assessing the outcomes of an activity. In the context of counseling services to address student learning loss, evaluation is conducted to measure the effectiveness of the services. The stages include: 1) Initial Evaluation: Observation and interviews with students, teachers, and homeroom teachers to understand the conditions and needs of the students. 2) Process Evaluation: Observation of the services provided and interviews with students to assess effectiveness and identify areas for improvement. 3) Final Evaluation: Retesting to measure mastery of the material and observing student behavior to evaluate changes. These stages help in continuously adjusting and improving the counseling program. Below is the analysis table of the implementation of the evaluation of counseling services in addressing students experiencing learning loss at SMA Negeri 15 Maluku Tengah:

Table 4. Evaluation of Guidance Counseling Services in dealing with Student Learning Loss

<b>Num.</b>	<b>Aspect</b>	<b>Condition</b>	<b>Superiority</b>	<b>Lack</b>	<b>Recommendation</b>
1	Evaluation Objectives	Evaluate student progress and the effectiveness of guidance and counseling services.	-	The evaluation objectives have not been specifically measured.	Formulate specific measurable evaluation objectives, such as improving student learning outcomes in certain subjects.
2	Evaluation Method	Using tests, observations, and questionnaires.	-	Lack of variety in evaluation methods.	Combines quantitative and qualitative evaluation methods, such as psychological tests, observation of student behavior, and interviews with students and parents.
3	Data analysis	Done manually.	-	The data analysis process is time consuming and less accurate.	Utilize information technology for data analysis, such as statistical applications or special software for guidance and counseling.
4	Follow-up on Evaluation Results	Used to develop subsequent guidance and counseling service programs.	-	Lack of concrete and measurable follow-up.	Develop guidance and counseling programs that are based on evaluation results and have measurable targets, such as increasing student learning motivation.

5	Involvement of Related Parties	Involves counselors, teachers, and students.	-	Parental involvement is still minimal.	Increase parent participation in the process of evaluating guidance and counseling services, such as through discussion forums or questionnaires.
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The evaluation table for counseling services in addressing student learning loss at SMA Negeri 15 Maluku Tengah provides a comprehensive overview of various aspects that need attention and improvement. First, the evaluation objectives, which are currently not specifically measurable, indicate the need for formulating SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) goals to ensure the evaluation focuses concretely on improving student learning outcomes. Second, the evaluation methods, which currently lack variety and only use tests, observations, and questionnaires, need to be developed by combining both quantitative and qualitative methods. Additional methods such as psychological tests and interviews with students and parents will provide a deeper and more holistic understanding of the students' conditions.

The minimal involvement of relevant parties, especially parental participation, is a significant shortcoming. Involving parents in the evaluation process will enrich perspectives and provide more comprehensive support for students (Đurišić & Bunijevac, 2017). By increasing parental participation through discussion forums or questionnaires, the counseling program can be more integrated and effective in addressing learning loss (Olivar & Naparan, 2023). Therefore, this table not only identifies weaknesses but also provides scientific recommendations that can be implemented to enhance the effectiveness of counseling services at the school.

### Conclusion

The planning of counseling and guidance services to address student learning loss at SMA Negeri 15 Maluku Tengah needs to be comprehensive and systematic. This program must involve all relevant parties, including students and parents/guardians, to ensure that every step taken aligns with the students' actual needs and conditions. Organizing the counseling and guidance services is also crucial. A well-structured and solid counseling team can ensure that all students receive appropriate and necessary services, enabling them to effectively overcome learning loss.

Moreover, regular evaluation is essential to improve and enhance the counseling and guidance program. This evaluation helps identify the program's strengths and weaknesses, providing opportunities for necessary adjustments to better assist students in overcoming learning loss. With thorough planning, good organization, and continuous evaluation, the counseling and guidance program at SMA Negeri 15 Maluku Tengah can offer significant support to students in mitigating the negative impacts of learning loss, boosting their learning motivation, and helping them achieve better academic performance.

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