

Termination Strategy In The Guidance Counseling Process Of Learning Group (Study of Lecture Extraction on Students of UIN Ar-Raniry Banda Aceh)

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ABSTRACT

Termination in counseling guidance comes from two initiatives. First, the lecturer's initiative and second, the student's initiative, either negative or positive. Termination occurs, including the realization of hopes in the counseling guidance process and the failure to realize hopes in the counseling guidance process. both lecturer's initiative and student or student-based e-counseling initiative. This study aims to determine the strategies of lecturers or lecturers in implementing termination of counseling guidance in the learning process. Counseling termination is the last step for lecturers so that students understand that the counseling and guidance session will end. In it, there are various messages and reinforcements for students which are part of the last strategy as a hope that the message or teaching material can be implemented in the future by students or students. The method in this study uses an interpretive method. The results of this discussion indicate that the termination strategy for counseling guidance is outlined in two termination directions including: *first* termination at the end of the counseling guidance session. *second* termination at the end of the counseling guidance session. termination at the end of the counseling guidance session contains the following points: (a) the lecturer opens effective communication as a signal that the session will end (b) the lecturer opens opportunities for mentoring for students and closes with words of thanks, appreciation and prayer. Furthermore, termination at the end of counseling in which the lecturer prepares: (a) languages that lead students to understand that counseling will end. (b) the lecturer provides opportunities for discussion in the form of notes and questions to conclude the results (c) formal termination which ends with prayer. From the results of this study, the termination strategy can also be implemented in various learning models, both self-directed learning, contextual, cooperative, collaborative and so on.

Keywords: Termination Strategy, Study Group, Counseling Guidance

ABSTRAK

Terjadinya terminasi dalam bimbingan konseling berangkat dari dua inisiatif. Pertama inisiatif dosen dan kedua inisiatif mahasiswa baik negatif atau positif. Terjadinya terminasi diantaranya terwujudnya harapan dalam proses bimbingan konseling dan tidak terwujudnya harapan dalam proses bimbingan konseling. baik inisiatif dosen ataupun inisiatif mahasiswa atau mahasiswa berbasis e-konseling. Penelitian ini bertujuan untuk mengetahui sedikit-banyak strategi dosen atau dosen dalam mengimplementasikan terminasi bimbingan konseling dalam proses pembelajaran. Terminasi konseling merupakan langkah terakhir dosen/dosen agar mahasiswa/mahasiswa memahami sesi bimbingan konseling/pembelajaran akan berakhir. Di dalamnya ada berbagai pesan dan penguatan bagi mahasiswa yang merupakan bagian dari strategi terakhir sebagai harapan dapat diimplementasikan pesan atau materi ajar tersebut dikemudian hari oleh mahasiswa atau mahasiswa. Metode dalam penelitian ini menggunakan metode interpretatif. Hasil pembahasan ini menunjukkan bahwa strategi terminasi bimbingan konseling dituangkan dalam dua haluan terminasi meliputi: *pertama* terminasi pada akhir sesi bimbingan konseling. *kedua* terminasi pada akhir bimbingan konseling. terminasi pada akhir sesi bimbingan konseling di dalamnya terdapat poin-poin : (a) dosen membuka komunikasi efektif sebagai isyarat bahwa sesi akan berakhir (b) dosen membuka peluang pendampingan pada mahasiswa dan menutup dengan ucapan terima kasih, apresiasi dan doa. Selanjutnya terminasi pada akhir konseling di dalamnya dosen mempersiapkan: (a) bahasa-bahasa yang

mengantarkan mahasiswa pada pemahaman bahwa konseling akan berakhir. (b) dosen memberi peluang akan diskusi berupa hasil catatan dan pertanyaan hingga menyimpulkan hasil (c) terminasi secara formal yang di akhiri dengan doa. Dari hasil penelitian ini, strategi terminasi juga bisa diimplementasikan berbagai model pembelajaran, baik self directed learning, kontekstual, kooperatif, kolaboratif dan sebagainya.

Kata Kunci: Strategi Terminasi, Bimbingan Konseling, Kelompok Belajar

Introduction

Counseling termination is a term that is rarely discussed in the scientific space of guidance and counseling. However, those who work as lecturers and teachers know a little about the term. Basically, counseling termination is a term that can replace the meaning of ending or stopping the counseling process (Lubis, 2011, p. 127). The occurrence of termination in counseling comes from two initiatives. First, the lecturer's initiative and second, the student's initiative (Lubis, 2011, p. 128). Termination on the lecturer's initiative certainly comes from several considerations, including: the realization of hopes in counseling, the failure to realize hopes in counseling (no development from students or students who are dependent). Termination on the student's initiative comes from *premature termination* in it, students do not have enough commitment, students do not have enough time and finances, students feel they are not making progress and so on. Termination is also an opportunity for the entry of counseling stability and termination has the potential for instability in counseling.

Although lecturers and guidance counseling teachers generally understand termination, the idea of termination is rarely discussed in the guidance counseling room. In the appendix to the regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 concerning guidance counseling, it does not specifically discuss the idea of termination in counseling. However, termination is common in tutoring, guidance, group and individual counseling from various spaces, either unilateral student initiatives, unilateral lecturer initiatives, or initiatives through positive agreements. For example, termination occurred in a counseling session for victims of *bullying* at the Faculty of Psychology, Universitas Gajah Mada at 16.00 on February 12, 2017. Termination was carried out unilaterally by several students who previously numbered 35 students in the first session and 18 students in the last session. This is one example of termination that was not agreed upon between lecturers and students. (Observation Results, 2017, Faculty of Psychology, UGM) .

From the discussion above, it is very much in line with what researchers experience in the classroom where There are many negative or unexpected terminations in every meeting session and even at the end of the tutoring that can disrupt the teaching and learning process in the classroom. Usually during the second to seventh sessions where the lack of understanding and mastery of the material presented due to not listening properly, finally the feeling of seriously following each learning session becomes not serious. When not serious, negative terminations finally occur by students. Identification of negative behavior can be seen such as; Disturbances in concentration (for example, joking excessively, playing with cellphones, or chatting outside the context of learning). Intentional passive behavior (for example, not completing assignments, not focusing, or refusing to participate, always being late for every meeting session, and not complying with the rules that apply through the previous learning contract) (Azhari, Observation 2023,2024) .

In the science of guidance and counseling, positive termination is possible with the note that there is an agreement between the lecturer and the student so that it is oriented towards positive termination. Guidance and Counseling study groups have an important role in providing students with an understanding of the positive termination process along with the learning process (there is an agreement between the lecturer and the student), has various approaches that can utilize the group atmosphere to support efficiency and effectiveness together. On this basis, the researcher tried to study **the**

Termination Strategy in the Guidance and Counseling Process (Study of Lecture Extraction on UIN Ar-Raniry Banda Aceh Students)

Research Methods

The approach in this study uses an interpretive approach that emphasizes the search for and deepening of the meaning contained in certain situations, both concerning events, phenomena and human life. Bogdan and Biklen in (Yusuf, 2019) explain that in the context of qualitative research, a phenomenon is something that is present, appears or something that becomes visible, where researchers here try to interpret, describe something without relying on conceptual assumptions of an event. So starting from this information, researchers try to explore, understand and interpret the phenomena that occur which are related to effective termination strategies in tutoring in student groups that have solution value.

Muri Yusuf, Spradley put forward the term social situation to describe the group that is the focus of the research, which includes the elements of actors, elements of place and elements of activity. So the social situation mentioned above is called the object of research. (Yusuf, First Edition 2014, page 368). So the subjects of the research are students in the Group Procedure Course in Counseling, namely Units 1 and 2, Spiritual Counseling Course, Islamic Guidance and Counseling Course, Theory and Psychotherapy Course, and Electronic Counseling Course . And the object in this study is the whole that exists and concerns the State Islamic University of Ar-Raniry. Data collection techniques in achieving accurate relevance through observation, document analysis and interviews are very strategic in qualitative research. In conducting observations, researchers use two forms to maximize the results of observations. namely by participatory observation, and non-participatory observation (Sugiyono, December 2015, page 145).

Test credibility by: increasing observation persistence, extending observation time, triangulation, using appropriate reference materials as Lincoln & Guba (1985) in Yusuf said that to increase the credibility of the data collected, researchers must choose the right references. *As a means for establishing the adequate critiques written for evolution purposes under the connoisseurship model* . (Yusuf, First Edition 2014) . Data analysis techniques, namely analysis before entering the field, and analysis in the field, then display data (data presentation) by making a systematic summary of findings, and verifying credible data (conclusions) based on data analysis methods according to Miles & Huberman. (MOLEONG, October 2015, page 287).

Research Results And Discussion

Research Results According to Natawidjaja in Sisca Folastris and Itsar Bolo Rangka, guidance is a process of providing assistance to individuals that is carried out continuously, so that individuals can understand themselves, so that they can and are able to direct themselves, and can act naturally, in accordance with the demands and conditions of the madrasah environment, family, society, and life in general. (Rangka, 2016, p. 14). Etymologically, the term counseling comes from Latin, namely (*conselium*) which means with or together which is combined with accepting or understanding. Group Guidance and Counseling are services and guidance provided in a group atmosphere. Where group guidance is held to provide information that is personal, vocational, and social. It has long been known that various information regarding the orientation of new students, changing programs from student sociometric maps and how to describe relationships between students can be conveyed and discussed in group guidance. (Prayitno, 2013, p. 309-400). Also to jointly express opinions about something by discussing important topics that are deemed necessary to discuss. (Syafaruddin, 2019, p. 62).

Of course, there are many bases that are the basis for students in the process of group study guidance and counseling, among which the most common are: **openness**

where students have the freedom and flexibility to express their views, ideas, recommendations, and everything they feel and think without feeling afraid, embarrassed, or hesitant, all things related to themselves, campus, social relationships, family, and others. In this case, students of the State Islamic University of Ar-Raniry (UIN Ar-Raniry) usually realize this openness only to their colleagues or close friends. So this is a concern for lecturers in realizing reciprocal communication between lecturers and students and vice versa, students with other students by merging all of them or creating small subgroups and giving assignments in the form of appropriate discussion themes. Furthermore, **voluntary**, which means students can show their will freely without any orders or feeling uncomfortable to reject and acceptance based on shared hopes in achieving shared goals in the classroom. In this case, students consciously follow the courses that they will complete well. This commitment can be seen from the seriousness of students to pay semester fees, fill out the course planning that will be taken in the next semester via [the SEVIMA link](#), and finally **the Principle of compliance**, namely that all actions and discussions in group guidance must follow customary norms, religious norms, legal norms, academic norms, and applicable rules. In this case, students are also truly obedient in following the series in each learning session based on the learning contract between lecturers and students from each course, especially in the odd semester of 2024 which includes the Group Procedure Course (MK) in Counseling, namely Units 1 and 2, Spiritual Counseling MK, Islamic Guidance and Counseling MK, Theory and Psychotherapy MK, and Electronic Counseling MK. In this case, it is in line with Syifa Nur Fadillah's research where forming an honest attitude in group guidance is very important in order to facilitate the process of achieving common goals. (Syifa Nurfadilah, 2019, pp. 170-171).

Research Discussion: Termination of guidance in the learning process is a step to stop or end through planning between lecturers and students. Referring to the research results where the researcher will explain in detail each stage of termination to the conclusion. In this study, the planning is between the lecturer in charge of the course and students who take part in the lecture process in the odd semester of 2024, namely the Course (MK) Group Procedures in Counseling Units 1 and 2, MK Spiritual Counseling, MK Islamic Guidance and Counseling, MK Theory and Psychotherapy, and MK Electronic Counseling in counseling dynamics. However, this step also starts from the maturity of the strategy packaged by the lecturer in charge of the course. From the first meeting to the end of the lecture, there are several preparations that must be prepared by the lecturer in charge, namely: Semester Learning Design, integration of Google Mail with the Sevima platform and campus edlink in order to see, manage and run the application for ease in the tutoring process. Likewise, students are given easy access to various learning needs through campus sevima and edlink, both to view information, carry out online learning, upload assignments given, attendance and course grades as a result of achievement from each course taken and so on. (Azhari, Interview Observation at the Faculty of Tarbiyah and the Faculty of Da'wah and Communication, January-October 2024).

The process of group learning guidance and counseling consists of sixteen to twenty-two meeting sessions starting from the learning contract, learning implementation, mid-semester exams as evaluation materials for the level of student mastery of group assignments and individual assignments to the final and termination of learning. In this case, the lecture material is excavated from references related to the course program from various references to books, journals and teaching values of the Ar-Raniry State Islamic University, Banda Aceh, where the lecture process is carried out with an andragogy approach (adult learning) by implementing an active learning model (active learning) with various learning strategies and relevant learning experiences and also an integrative-interconnective approach. which later intends to formulate the integration and interconnectedness between scientific disciplines and the quality of science in various aspects and needs to answer problems in society.

Furthermore, from the results of the study where there are several terminations that can be used as strategies in terminating group learning guidance;

First, termination at the end of the meeting session. This termination is carried out by the lecturer in charge of the course based on the achievement of learning conclusions from each discussion theme discussed by the lecturer to the study group members or students until they understand the temporary conclusions and reach the termination step stage within the time agreed between the lecturer and students during the study contract. Of course, awareness of the termination time has been mutually realized that the tutoring process has entered the termination stage. This is as in Lamora Lumonga Lubis said that termination contains a term that can replace the meaning of stopping or ending (Namora Lumonga Lubis, 2011) also as conveyed by Kottler, Whiston, and Sexton 1994 in Gladding, termination has the impact of hurting and healing and termination produces mixed feelings between students and lecturers (Samuel T. Gladding, 2012a) . In this case, the researcher concluded that termination can be concluded as first Termination as a step to end, stop counseling. Both terminations are carried out by lecturers or by students in the tutoring process, many of whom rarely enter the room due to various factors. Third, terminations are carried out unilaterally or based on the results of an agreement, of course at the beginning of college with a learning contract. Fourth, terminations are carried out based on complete conclusions or no conclusions at all. Fifth, terminations have positive and negative impacts, but during the research process in the last year, there were no negative impacts from each learning process.

If the lecturer with thorough preparation implements good stages and strategies to realize a brief statement and emphasizes the core material discussed perfectly recorded by the students. Specifically, the steps prepared by the Lecturer include preparing languages that are easy to understand and able to lead students to the understanding that tutoring must be stopped. where if the lecturer does not prepare the appropriate language, it will tend to cause anxiety and reduce student confidence in the next tutoring session. Furthermore, the lecturer opens up opportunities for mentoring for students, in order to provide a view that even though the termination of the tutoring session will end, students can still open effective communication with the lecturer. This suggestion needs to be conveyed to students as reinforcement for mentoring where the statement contains values of reinforcement and hope to continue to communicate effectively with students.

Both terminations at the end of tutoring. Termination at the end of tutoring is not much different from the termination at the end of the session. In the termination at the end of tutoring, of course, it has reached the time agreed upon at the beginning of the learning contract. Here the lecturer requires and realizes togetherness as well as possible even though the responses that will appear vary greatly from students. Cormier and Heckney said that termination is better conveyed directly than hidden (Samuel T. Gladding, 2012b) . The results also show that there are several termination strategies at the end of counseling, including; the first stage, the lecturer conveys that tutoring will end. This delivery is of course after the realization of common goals in learning. From the findings, termination in learning, especially at UIN Ar-Raniry Banda Aceh University, is a certainty. Where the termination of learning must follow the academic period that has been well prepared by the academic party. So here lecturers and students must follow the academic schedule in each semester, whether odd or even. So at the final stage and students in study groups to understand the meaning conveyed by the lecturer when terminating. Next, in the termination strategy, the lecturer provides opportunities for mentoring to students, that even though the termination of tutoring will end, students can still return if necessary outside of learning time. This step is an effort to foster social support values in students as a study group and other discussions that are deemed necessary. And the last one ends formally: where at this stage the lecturer must strive and deliver a pleasant situation as a hope that positive attitudes in students will

grow well. The messages conveyed include: which begin with greetings, salawat, gratitude and thanks to students for togetherness and solidarity so far, the lecturer's apology to students and the provision of motivational support from the lecturer to students to maintain development in the learning process to be applied and implemented through positive actions along with going through the learning process. The positive actions in question are enthusiasm for learning, enthusiasm in making assignments given by the lecturer, diligently going to the library, praying, being active in the classroom, and maintaining solidarity between classmates.

This strategy is in line with what is stated in Lamora Lumonga Lubis where the strategy is to prepare Verbal, Open a path for possible *follow-up* , and Formal *Leave-Taking*. (Namora Lumonga Lubis, 2011) . And with the right time by prioritizing certain considerations. The researcher also saw that there was no rejection of termination either from student initiatives such as feeling objections to the grades given, reducing the number of assignments or even ignoring assignments, or the lecturer.

Conclusion and Suggestions

Conclusion This discussion is conducted as a simple description of the lecturer's strategy in implementing the termination of study group counseling guidance to students. The strategy for terminating study group counseling guidance is outlined in two termination directions including: **First**, termination at the end of the meeting session. This termination is carried out by the lecturer in charge. courses based on the achievement of learning conclusions from each discussion theme discussed by the lecturer to the study group members or students until they understand the temporary conclusions and reach the termination step stage within the time agreed between the lecturer and students during the study contract. Specifically, the steps prepared by the Lecturer include preparing languages that are easy to understand and able to lead students to the understanding that tutoring must be stopped. where if the lecturer does not prepare the appropriate language, it will tend to cause anxiety and reduce student confidence in the next tutoring session. Furthermore, the lecturer opens up opportunities for mentoring for students, in order to provide a view that even though the termination of the tutoring session will end, students can still open effective communication with the lecturer. This suggestion needs to be conveyed to students as reinforcement for mentoring where the statement contains values of reinforcement and hope to continue to communicate effectively with students. **Second**, in the final termination of tutoring, of course, it has reached the time agreed upon at the beginning of the learning contract. The results show that there are several termination strategies at the end of counseling, including; the **first stage** , the lecturer conveys that tutoring will end., this delivery is of course after the realization of common goals in learning. From the findings, termination in learning, especially at UIN Ar-Raniry Banda Aceh University, is a certainty. Where the termination of learning must follow the academic period that has been well prepared by the academic party. So here lecturers and students must follow the academic schedule in each semester, both odd and even. So at the final stage and students in study groups to understand the meaning conveyed by the lecturer when terminating. **both** lecturers conveyed to provide opportunities for mentoring to students that even though the termination of tutoring will end, students can still return if necessary outside of learning time. This step is an effort to foster social support values in students as study groups and other discussions that are deemed necessary. **And finally** ending formally: where at this stage the lecturer must strive and deliver a pleasant situation as a hope that positive attitudes in students will grow well. The messages conveyed include: which begin with greetings, salawat, gratitude and thanks to students for togetherness and solidarity so far, the lecturer's apology to the students and the provision of motivational support from the lecturer to students to maintain development in the learning process to be applied and implemented through positive actions along with going through the learning process. The positive actions in

question are enthusiasm for learning, enthusiasm in making assignments given by the lecturer, diligently going to the library, praying, being active in the classroom, and maintaining solidarity between classmates.

Suggestion

For Lecturers , before starting tutoring, first prepare and present the RPS. This step is taken to make it easier for lecturers to determine the right termination time by considering the achievement of learning objectives.

For lecturers, before carrying out tutoring, first provide an overview to students regarding the terminations that must be adhered to by students which are conveyed or discussed through the learning contract.

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