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“INVENTING GUIDANCE AND COUNSELING'S ADAPTABILITY TOWARD NEW
FORCE IN COUNSELING AND PSYCHOTHERAPY”

ANALYSIS OF CASE STUDIES IN OBSERVING THE BEHAVIOR OF
HOMESCHOOL CHILDREN

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ABSTRACT

Guidance and Counseling is an educational service in schools that is integrated with the learning process. As a relatively new field in the world of education, Guidance and Counseling continues to develop, especially through a comprehensive approach. This program is designed and implemented by counselors as the party responsible for providing services to students. The current Comprehensive Guidance and Counseling approach aims to build student independence. The services provided are not only focused on solving problems, but are also oriented towards developing student potential according to their developmental stage. Therefore, Comprehensive Guidance and Counseling is often associated with development-based Guidance and Counseling. This study aims to identify and describe strategies, methods, and models of Comprehensive Guidance and Counseling that are tailored to student development through a case study approach. The research method used is qualitative with a literature study type. The results of this study cover several main aspects, namely: (1) Definition of Comprehensive Guidance and Counseling, (2) characteristics of Comprehensive Guidance and Counseling, (3) Comprehensive Guidance and Counseling strategies based on student development, (4) Comprehensive Guidance and Counseling methods based on student development (case study), (5) Definition of case study, (6) advantages and disadvantages of case studies, (7) case study process.

Keywords: guidance and counseling, case studies, comprehensive guidance and counseling

INTRODUCTION

Guidance in the context of education refers to the process of providing assistance to individuals in order to develop optimally and live their lives independently. The assistance provided aims to hone an ability and a decision responsibly. Optimal development can be known from how ready and able the individual is to make self-improvement so that he can function optimally (fully-functioning) in the environment where he is (Sunaryo Kartadinata, 2011: 57). Comprehensive guidance is a service program based on a number of important principles, including: (1) services are provided to all students, (2) focuses on learning activities and student development, (3) involves cooperation between counselors and teachers in its implementation, (4) the guidance program is arranged systematically and becomes an important thing in comprehensive guidance services, (5) oriented to self-acceptance, self-understanding, and self-development, (6) prioritizes a continuous process, (7) based on teamwork and requires the role of a professional and trained counselor, and (8) has a flexible and tiered nature according to what students need.

However, a research gap remains. Most existing research emphasizes the definition, principles, and implementation of comprehensive guidance and counseling, but provides limited exploration of how strategies such as case studies can be effectively implemented in various educational contexts, including homeschooling. Furthermore, there is a lack of empirical evidence examining the impact of the case study approach on students' social, academic, and emotional development, particularly in non-formal educational settings. To address this gap, this study utilizes a literature review, synthesizing insights from books, journal articles, and previous research. By utilizing various sources, this study aims to strengthen the conceptual foundation of comprehensive guidance and counseling, highlight the role of case studies as an applied method, and identify potential innovations for future practice.

METHOD

This research was conducted using a method of literature study. Creswell John W. (2014: 40) explains that a literature study is a written summary that includes journal articles, books, and other documents that contain theories and information, both from the past and those that are still relevant today. The literature study also serves to organize references based on the topics and documents needed. The existence of this research is to find and understand the strategies, methods, and models of Comprehensive Counseling that are tailored to student development through a case study approach. In the process, this research will identify, analyze, and summarize various appropriate literature sources, including books and scientific articles that discuss in accordance with the issue.

In the data collection stage, various references related to this research will be reviewed in depth. These sources include books and scholarly articles that discuss the concept of case studies. In addition, this research will also examine how case studies are applied in comprehensive counseling services to gain a more comprehensive understanding of the application of this method.

RESULT AND DISCUSSION

Comprehensive guidance and counselling is an educational program implemented in educational institutions/schools by a counselor who assists and is responsible for the services provided. Along with its development, a professional in the field of counseling continues to conduct research and innovation to increase the effectiveness of services provided to students. The comprehensive guidance approach is based on the belief that every individual has the potential to develop. It aims to provide support to all students at every stage of their development, not just when they face difficulties. Comprehensive guidance does not only focus on problem solving or recovery, but also includes aspects of prevention, education, and self-development of learners.

Characteristics of Comprehensive Counseling

In designing a comprehensive counseling program, understanding the model and how to implement it is crucial. Dollarhide (2011:51) asserts that for a counseling program to be categorized as comprehensive, it must meet the following characteristics:

1. Holistic: The program is designed to support students' development as a whole, covering academic, career, and personal-social aspects without exception.
2. Systematic: Students' optimal development is influenced by the systemic environment. Therefore, guidance services should be structured and include several parties that play an important role in the student's life.
3. Balanced: In a comprehensive approach, counselors need to divide the focus proportionally between basic services, individualized planning, responsive services, and system support. In addition, balance should also be applied in the allocation of time and the main tasks of counselors, such as counseling, education, consultation, collaboration, leadership, coordination, and advocacy.
4. Proactive: Counselors must be anticipatory of potential problems that may hinder student success by taking preventive measures.
5. Integrated in the School Curriculum: The Comprehensive Counseling Program is not a separate part of the school curriculum, but an integral part of achieving the school's vision and mission. Therefore, the program must be in line with the educational goals set by the school.

Comprehensive Guidance and Counseling Strategy

Based on the Regulation of the Minister of Education and Culture (Permendikbud) Number 111 of 2014, the development of a Comprehensive Guidance and Counseling model has been initiated and prepared since now. Currently, the 2013 Curriculum is a reference in the implementation of education in Indonesia. Although it does not explicitly mention the concept of Comprehensive Guidance and Counseling, the guidance and counseling services implemented still adapt the principles of the approach.

1. Basic Services:

Basic services are a form of support provided through structured experiences in a class or group setting. These activities are systematically designed to provide assistance to students in developing the ability to adapt effectively according to their developmental stages and tasks. This ability can be seen in their ability to make choices and decisions for their future lives. In the application of this service, assessment is a crucial part, which is carried out through direct meetings according to the schedule set in the class. The main purpose of basic services is to provide students with an

understanding of themselves and their environment. In addition, this service also plays a role in helping students develop skills in recognizing behavior, increasing a sense of responsibility in adjusting to the environment, and resolving various needs and problems faced. The development of basic services is based on the independence competency standards which include the following aspects:

- a. Self-esteem
- b. Motivation to achieve
- c. Decision-making skills
- d. Problem-solving skills
- e. Interpersonal communication skills
- f. Awareness of cultural diversity
- g. Responsible behavior

Here are some strategies used to achieve the basic service objectives, including:

- a. Classical guidance
- b. Group guidance
- c. Use of media in group guidance
- d. Assessment of student needs

2. Individual Services

Individual service is a form of assistance provided to students to assist them in systematically designing and carrying out activities related to future planning. This planning is based on students' understanding of their strengths and weaknesses, as well as the possibilities and opportunities that still remain in the realm of their environment. In its implementation, this tool can involve various activities, such as orientation, individual counseling, providing referral information, collaboration, and advocacy. Individualized planning services aim to guide students in developing, managing, and monitoring their academic, career, and socio-personal development. This service is designed to meet the needs of students in understanding their development in more depth. Some of the objectives of individualized planning services include:

- a. Helping students understand themselves and their environment.
- b. Guiding students in setting goals, designing strategies, and managing their academic, social-personal, and career development.
- c. Motivating students to carry out activities that are balanced with the understanding, goals, and plans that have previously been designed.

In general, individual services focus on development in three main areas, namely academic, career, and social-personal, with details as follows:

- a. Academic area, including the utilization of learning skills, selection of appropriate courses or tutoring programs, and determination of the right educational path or major.
- b. Career area, including exploration of various professional opportunities and understanding the importance of building positive habits to support success in the world of work.

- c. Social-personal area, including the development of social skills and improving self-concept so that students can interact and adjust to their social environment effectively.
3. Responsive Service

Responsive services are a form of help provided by counselors to students to overcome problems that require immediate handling, so as not to hinder the development and achievement of their tasks. This service includes various forms of intervention, such as individual counseling, crisis counseling, consultation with parents or guardians and referral to other professionals who are more competent in certain fields. The main purpose of responsive services is to assist counselees in meeting their needs and finding solutions to the problems they face. In the process, this service considers the obstacles experienced by the client in order to provide appropriate assistance. The interventions provided cover various aspects, such as social-personal problems, development in education, and obstacles in career planning. The implementation of responsive services is tailored to the specific needs of each client. Some examples of needs that often arise include information related to the choice of information about study programs, ownership of resources for learning, the risks of promiscuity, and the dangers of narcotics, drugs and alcohol abuse. Problems experienced by clients are generally not always directly identifiable, but can be recognized through various signs or symptoms, such as disruption of comfort in daily life or obstacles in self-development due to failure to complete their developmental tasks.

4. System Support

System support is a form of assistance provided implicitly to improve the smoothness, effectiveness, and efficiency in the implementation of counseling services. This service includes various activities that support the implementation of guidance and counseling in schools, both in the classroom and outside the classroom. In the classroom, guidance and counseling services are carried out face-to-face which are scheduled and carried out regularly every week in each class, with a time limit of two lesson hours. In this case, it can cover four main areas that can be provided through a classical guidance service implementation plan.

Meanwhile, the provision of BK facilities outside of learning hours can include various efforts, such as conducting personal counseling, joint counseling, group guidance, guidance consultation in large classes or across classes, case conferences, home visits, case referrals, advocacy, and management of various information media (for example through websites, information boards, and guidance and counseling leaflets). In addition, these activities also include problem box management, research and development, program management and continuing professional development. The duration limit for this service is already comparable to the tasks assigned to BK teachers or counselors in schools. Each activity generally has an average duration equivalent to two class hours, although the number of meetings may vary. In its implementation, the support system includes several main service aspects, namely:

a. Networking Development

Counselors have a role in building networks with various parties, such as teachers, student guardians, parents, and the community. This activity includes organizing cooperation programs, participation in planning and implementing school activities, collaboration with various elements of the school, as well as involvement in research and cooperation of a professional in the field of guidance and counseling.

b. Management Activities

Management in counseling aims to maintain, increase, and develop service levels. This effort is done through various activities, such as expanding work programs, increasing staff competence, utilizing existing resources, and formulating and adjusting policies that support guidance and counseling services.

c. Research and Innovation

As a member of continuous expert development, a counselor can be expected to be more active in conducting research and development to improve the effectiveness of counseling services. Through this research activity, counselors can evaluate and improve the methods and approaches used in counseling services.

Comprehensive Counseling Methods

The approach in comprehensive counseling focuses on preventive, developmental, and problem-solving (curative) services. Given that each student has different needs according to their stage of development, emotionally, socially and academically, an integrated counseling method is needed. With that, this service not only plays a role in dealing with existing problems, but also supports the holistic development of students.

1. Individual Counseling:

Individual counseling is a direct interaction between the counselor and the counselee in a face-to-face setting. This service aims to help the counselee to understand and overcome various personal problems that are being faced. During the counseling session, the counselor creates a comfortable and supportive environment so that the counselee feels safe to express their thoughts, feelings, and concerns without fear or embarrassment. The counselor uses various techniques such as active listening, showing empathy, and providing reflection to help the counselee find solutions to their problems. This approach is very effective in dealing with problems that are personal and require special handling.

2. Group Counseling

This service involves several individuals who have similar problems or goals under the guidance of one or more counselors. Group counseling aims to provide social support, allow each member to share experiences, and gain learning from each other. In a group setting, participants can develop social skills, increase self-confidence, and gain new perspectives in dealing with their problems. The counselor in this session acts as a facilitator who keeps the group dynamics conducive and ensures that each member gets equal opportunities to participate actively.

3. Focus Group Discussion (FGD)

FGD is a method used to gather information or opinions from a small group of individuals on a particular topic or issue. In guidance and counseling, these discussions can be used to understand students' perspectives on school programs, identify their needs, or evaluate the effectiveness of counseling services that have been provided. In practice, FGDs are guided by a moderator whose job is to keep the discussion focused on the objectives, provide fair opportunities for all participants to speak, and keep the discussion structured.

4. Role Playing Technique

This technique involves simulating a particular scenario played out by an individual or group to explore behaviors, feelings, and responses in the simulated situation. In guidance and counseling services, role playing techniques are often used to help students develop social and communication skills, prepare for certain situations, or understand other people's perspectives. For example, students who are always anxious when speaking in public can practice through this method to increase their confidence. Through this approach, individuals can try out different strategies in a safe environment and get constructive feedback from the counselor and other participants.

Case Studies

Case studies, which in English is called "A Case Study" or "Case Studies," comes from the word "case" which means case or study, and "studies" which reflects a broad and complex study. Case studies have no single definition and are broad in nature, which can be categorized into four groups (Hentz, 2017). Prof. Dr. H. Mudjia Rahardjo, M.Si (2017) says that a case study is a series of activities carried out scientifically with its implementation carried out systematically, in depth, and in detail on an event that occurs both in individuals and groups. The results sought from this research are an in-depth understanding of what is being studied. Merriam & Tisdell (2015) state that a case study is a description and in-depth analysis of a system that cannot be separated and is always connected to one another. This system forms an integrative pattern that continues to develop. Stake (1994) emphasizes that case studies aim to reveal the unique characteristics of a case under study. The case becomes the main reason for conducting research, so the main focus of case studies is to explore in depth the phenomenon that is the object of study. Pros of Case Studies:

- a. Case studies are able to capture the meaning of various events so that they are useful in solving specific problems.
- b. This method helps in understanding the reality of life in more depth.
- c. Case studies provide real experience-based insights that can be applied in everyday life situations.

Disadvantages of Case Studies

- a. The data obtained often depends on the individual providing the information, so the results tend to be subjective.
- b. The process of collecting and analyzing data in case studies takes a relatively long time.
- c. Case studies usually only focus on one particular event or phenomenon, so the results are difficult to generalize into a broader context.

The Process of Case Study

- a. Case Identification: At this stage a researcher using a case study method will have a goal of understanding the problem to be analyzed, identifying the issues to be analyzed.
- b. Case Selection: At this stage a researcher will focus more on determining a case that is suitable and in accordance with the objectives of his research.
- c. Fieldwork: The researcher will conduct a direct data collection at a predetermined location, with the hope of obtaining in-depth and contextual information.
- d. Data Processing: At this stage the researcher will begin to process the data that has been collected to be analyzed so that it turns into useful information for the selected research.
- e. Presentation of Results: The researcher will prepare a report on the results of the data that has been processed at this stage.
- e. Presentation of Results: Researchers will prepare a report on the results of the data that has been processed at this stage. Researchers also present the results of their data to respondents to see whether their research is still lacking or not. research.

Application of Case Studies in Counseling

Education plays a very important task in shaping the social maturity of adolescents, with homeschooling as an intermediary between formal and non-formal education. With this service can have an important impact in providing psychological and social support to students who face various challenges. The purpose of counseling services is to help students develop themselves in social, academic, and mental aspects. Case studies are among the methods that counselors can use to provide services based on students' individual needs. The application of case studies in counseling has been widely carried out in educational institutions, both in formal and non-formal systems. One of the studies that discuss case studies in non-formal education is research conducted by Ananda, L. R., & Kristiana, I. F. (2017) with the title Case Study: Social Maturity in Homeschooling Students.

The study explains that homeschooling provides flexibility to students in undergoing the learning process, but also presents challenges in terms of social interaction. Homeschooling students tend to have limitations in interacting with the environment and peers, which can have an impact on their lack of understanding of social experiences. Furthermore, this study revealed that limited social interactions and lack of access to counseling services in homeschooling students could increase the risk of sexual violence. In the formal school context, services such as individual counseling, group counseling, and prevention programs are usually available to help students overcome various problems, including sexual violence. However, in homeschooling, access to these services is often limited. Since homeschooling is done in a more closed environment, especially if it is family-based, students may find it difficult to report instances of violence they experience. Ignorance of their rights and lack of oversight from formal education institutions can be barriers to getting the protection they deserve

CONCLUSION

Comprehensive counseling is an educational program designed to support student development in a holistic, systematic, balanced, proactive and integrated manner within the school curriculum. The program does not focus on problem solving alone, but also on prevention, education, and development of students'

potential in various aspects, including academic, career, and personal-social. The main characteristics of comprehensive guidance include holistic, systematic, balanced, proactive, and integrated approaches. The methods used in comprehensive guidance and counseling, such as case studies, allow counselors to conduct an in-depth analysis of the problems that students are facing, so as to provide appropriate and effective interventions. Overall, comprehensive guidance and counseling plays an important role in shaping an impactful environment for all students to thrive, helping them achieve their life goals and adapt well to their social and academic environments.

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