
A PORTRAIT OF CONSULTATION SERVICE IN SCHOOL AS AN INDIRECT STUDENT SERVICE

Juster Donal Sinaga*, Andreas Rian Nugroho

*Correspondent Author

Juster Donal Sinaga
Universitas Sanata Dharma
Jalan Affandi, Santren, Caturtunggal,
Depok, Kabupaten Sleman, Daerah
Istimewa Yogyakarta
Indonesia
Email: donalsinaga@usd.ac.id

Andreas Rian Nugroho
Universitas Kristen Indonesia
Jalan Mayjen Sutoyo Nomor 2, Jakarta
Timur, Daerah Khusus Ibukota Jakarta,
Indonesia
Email: andreas.nugroho@uki.ac.id

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ABSTRAK

This study is grounded from the fact that school counselors lack of understanding and effective implementation of consultation service. The present study aimed to describe the school counselors' understanding of (1) indirect student service; (2) consultation service, and (3) the implementation of consultation service. This qualitative case study recruited counselors in 15 school partners of Guidance and Counseling Department of Universitas Sanata Dharma. A structured interview was carried out to collect the data. Once the data has been completed. This study found that (1) the school counselors in the present study has understood the indirect student service as (a) a guidance and counseling using media, (b) a service that involves other people, and (c) a supporting service. Some school counselors' understanding did not comply with the theories and concept of guidance and counseling service; (2) School counselors in this study viewed consultation service as a service provided by a counselor where he/she acts as a consultant, while the others viewed it as a service provided by an expert for the school counselor; (3) The implementation of consultation service was less systematic and not conceptualized properly. The results of the study can be used as a reference for school counselors to carry out consultation services when parents and teachers need to solve students' problems..

Keyword: indirect service, consultation, guidance and counseling

INTRODUCTION

Guidance and Counseling refers to a face-to-face helping process provided by a school counselor for a student to help a student builds his/her ability to see and solve his/her problems. It is an integral part of education to achieve the goal of education.

In school environment, there are two groups of guidance and counseling services, direct and indirect services. The latter covers, among other, consultation service. To date, the majority of guidance and counseling programs at school focus on direct service, whereas the indirect services gain only a little attention. Maryati (2010) found that school counselors lacked understanding of consultation services in school setting. They could not differ consultation service from individual counseling service. Consultation service has not been viewed as an important component of guidance and counseling programs (Widodo, 2009).

Some of the causes of ineffectiveness of direct services are: (1) School counselors' lack of professional competence, particularly in designing guidance and counseling programs (Nurahmi, 2010). This is in line with Jumail (2013) who found that school counselors' competence was in moderate level, such a competence includes their understanding of theoretical and practical framework of guidance and counseling, ability to design guidance and counseling programs, evaluate the process and outcome of the program, master the concept and practice of guidance and counseling research, and their commitment to professional ethics. The second cause of the ineffectiveness is (2) the high counselor-student ratio due to limited number of school counselor available. In this regard, field fact shows that a school counselor is even responsible for handling 200 students. In some schools, the condition is worse, where a school counselor should handle 300-400 students (Falah, 2016). The third cause of the ineffectiveness was the school counselors' limited classroom schedule (Tulus, 2012), thus the opportunity to provide student direct services is also limited.

Considering that consultation service is one of the forms of indirect guidance and counseling services at school, the present article aimed to capture the school counselors' understanding, plan, and implementation of consultation service. The followings are discussed: (1) Description of school counselors' understanding of indirect guidance and counseling service in Sanata Dharma University's school partners; (2) Description of school counselors' understanding of counseling service in Sanata Dharma University's school partners; and (3) Description of school counselors' understanding of the implementation of consultation service in Sanata Dharma University's school partners.

Guidance and counseling is an inseparable component of an education system that aims to facilitate the students' optimal development (Kemendikbud, 2016). As an integrated component, it facilitates students' optimal development to achieve autonomy by having self-understanding, self-acceptance, self-direction, decision-making ability, and self-actualization, to obtain life happiness and well-being.

Guidance and counseling programs at school can only be effective when they are properly managed. Santoadi (2010) defines guidance and counseling management as activities to administer the helping efforts provided by school counselors and other parties for students to solve their problems and difficulties so that they can develop optimally and achieve their goals.

In school context, one of the guidance and counseling services is called Indirect student services. In ASCA National Model (2012), it is defined as:

"services provided on behalf of students as a result of the school counselor's interactions with others. Through indirect services, school counselors provide leadership, advocacy and collaboration, which enhance student achievement and promote systemic change related to equity and access."

Students as a client do not directly engage with school counselors.

Indirect student service is a means to support students to achieve academic success through indirect interaction. This service aims to: (1) Improve the direct student services; (2) reveal the students' problems that are not discovered in direct service; and (3) help students to fulfill the students' need that is not met by direct service (ASCA National Model, 2012).

Consultation service is viewed as a strategy used by school counselors to support students' achievement through interaction and collaboration with parents, classroom teachers, and community organizations. Using this strategy, school counselors' functions to support students' academic, career, and personal/social issues. In addition, school counselors can also receive information related to students' need and to identify the strategy used to improve students' achievement (ASCA, 2012).

Consultation is one of the important services provided by school counselors, which requires competent and effective collaboration. It is a collaborative partnership where school counselors and other parties (e.g., parents, teachers, administrators, social workers, visiting teachers, professional medical workers) work together to design and implement various strategies to help students achieve their academic success (ASCA, 2012). Furthermore, ASCA defines consultation as a responsive service of service delivery system framework. It is stated that "*counselors consult with parents or guardians, teachers, other educators, and community agencies regarding strategies to help student and families*" (ASCA, 2012). In ASCA National model, consultation service is viewed as one of the school counselors' primary activities by involving parents, colleagues, and educational staffs.

Despite various definition of consultation, the main feature of consultation lies in the presence of interaction between school counselors and other parties (Dollarhide and Saginak, 2012). Dougherty (1990) defines consultation as:

"a process in which a human service professional assists a consultee with a

work-related (or caretaking-related) problem with a client system, with the goal of helping both the consultee and the client system in some specified way."

Board of Education National Standard (2006) defines consultation service as a service to helps students or other parties to acquire knowledge, understanding, and required ways to cope with conditions or problems. Susilowati (2012) states that consultation service is a service provided by school counselors that allow the consultee obtain knowledge, understanding, and skill to handle the client's problems.

Relationship in consultation is confidential, collaborative, and collegial in nature, accordingly the consultees are responsible for implementing the solution and outcome of the consultation (Dougherty, 1990; Person & Kahn, 2005). Based on the definition mentioned earlier, consultation contains several concepts, namely (1) consultation as a process; (2) it is done collaboratively; (3) it contains interpersonal relationship; (4) and it aims to solve a problem (Winkel and Hastuti, 2013).

There has been a shift from direct student services to indirect student services since individuals ask for helps from a counselor and they are involved during the problem-solving process (Winkel and Hastuti, 2013). According to Kurpius and Robinson, as cited in Shertzer and Stone (Winkel and Hastuti), individuals who ask for help are actively involved during the problem-solving process through cooperative effort in consultant-consultee personal interaction atmosphere. As an indirect service, the consultant tries to provide his/her clients with knowledge, understanding, and skills required to solve their problems

Consultation, as an indirect service, is considered more effective because the clients may develop their skill for facing similar problems in the future. The main goal of the consultation is the changes in consultee, not the client (Winkel and Hastuti, 2013).

In Operational Guideline of Guidance and Counseling service in school (2016), consultation service refers to a process of

providing suggestions to the consultee. It means that school counselors can act as a consultant or a consultee. The purpose of consultation service, (1) as a consultant, is to provide feedback to the consultee; while (2) as a consultee, consultation service aims to obtain support in planning, implementing, and evaluating guidance and counseling programs.

Consultation in guidance and counseling aims to provide technical assistance for teachers, parents, and other parties to identify the problems that hinders' students' progress in achieving educational goals. Consultation service is different from counseling service, despite their similarities. In consultation service, triadic relationship between the counselor, parents/teachers, and counselee, applies. Meanwhile in counseling, the relationship is dyadic (i.e., between the counselor and the counselee).

According to Gerald A. Caplan, as cited in Hastuti, 2013), there are two approaches in consultation service. The first approach is client-centered approach, where the consultant meets the client and present his/her views and suggestions to the consultee. Applying this approach, the consultant directly meets the counselee, identifies his/her problems, diagnoses them, and provides suggestions to the consultee. In the second approach, called as consultee-centered approach, the consultant obtains client-related information from the consultee. Once the information is obtained, consultant and consultee design several possible actions.

There are three models of consultation service (Erford, 2011). First, Triadic-dependent Model. In this model, consultant is viewed as an expert for consultee's problems to solve the client's problems. Consultant and the consultee work together to make changes in clients. The consultation helps the client to make changes through the consultee's helps, after consulting the consultant. When applying this model, the purpose is to improve the consultee's skill, knowledge, and objectivity in implementing the designed intervention to make improvement in the clients (i.e., student).

Second, Collaborative-Dependent Model. This model departs from a view that consultant is a stand-alone expert. Thus, the consultee's works depend on: (1) the consultants' problem-solving skill; (2) the consultants' knowledge of normal and abnormal development; and (3) the consultants' effective skill related to systemic changes and changes in clients. In this model, the consultant also improves the consultee's skill to change the clients or the system. Thus, the work relationship in this model is pivotal. The consultant who works with this model may educate the consultee about the problem-solving process. Accordingly, the consultant does not only act as an expert but also as a partner to define the problem, implement the intervention, perform evaluation and follow-ups. Consultant and the consultee together determine the aimed changes in the client (i.e. student). With their skills, consultant and the consultee bring the problem-solving process.

Third, Collaborative-interdependent model. This model is effective to help students with complex problems (i.e., multicase, multicontext problems). In this model, consultation service is viewed as an interaction process that involves community groups with various expertises to find solution for their problems. This model emphasizes an interdependent-problem solving process among the family members, educators, counselors, adolescents, and community members. In this model, all involving parties are viewed as an expert, thus allowing a sharing and transfer of information related to solution and may result in a comprehensive action plan.

The foundation of counseling service lies in Shetzer's theory of guidance and counseling (1985, as cited in Raden, 2015), which states that some components of guidance and counseling at school that require operational attentions are: (1) Appraisal; (2) Information; (3) Counseling; (4) Consultation; (5) Planning, Implementation, and Follow Ups; and (6) evaluation.

Out of these six components, consultation is appropriate technique to develop

collaboration between school counselors and parents, considering that the counselors' first duty is to identify the situation that often leads to problems and collects people to helm them. In identifying such situations, the counselor may involve sources of information and procedures supported by the collaborating parties (Shertzer; 1985).

This study is grounded from the fact that school counselors lack of understanding and effective implementation of consultation service. The present study aimed to describe the school counselors' understanding of (1) indirect student service; (2) consultation service, and (3) the implementation of consultation service. The results of the study can be used as a reference for school counselors to carry out consultation services when parents and teachers need to solve students' problems.

METHODOLOGY

This qualitative study aimed to describe the school counselors' understanding of consultation service and the planning and implementation of counseling service at school, based on their perception. The respondents of this study were school counselors from fifteen school partners of Guidance and Counseling Department of Universitas Sanata Dharma. The data were collected through structured interviews. The collected data were analyzed descriptively through the following steps: (1) examining the interview data; (2) reducing data through abstraction; (3) putting data into units; (4) categorizing data; (5) Coding the data; (6) validating the data; and (7) interpreting the data (Moleong, 2015).

RESULTS AND DISCUSSION

Based on the interviews with the school counselors, their understanding of indirect student service is described as follow: First, Indirect service as a service that utilizes media. According to one of the school counselors in a private junior high school in Yogyakarta, "It is done through media, e.g., handphone, or through parents" It is in line with another school counselor in a private junior high school in Yogyakarta:

"It is a service done through other people. It may be carried out through media, such as web. Counseling through WA, for me it is indirect service. The direct service is done face-to-face, when it is not, it is e-counseling."

In the same vein, a school counselor in senior high school in Sleman states that: "indirect service is a service done through poster, chat, or WA." Similar answer was also stated by a senior high school counselor in Sleman: "*It is like a service done through WA.*"

Second, indirect service as a service through the mediation of people other than the school counselors. According to a school counselor in a private junior high school in Sleman, "It is a new term in counseling service, it is done through mediation, such as collaboration." It is similar with another school counselors' opinion: "*Indirect service is a service provided for students through mediation.*" More specifically, a school counselor in Junior High school in Sleman stated that: "It is a service that involves medical teams, spiritualists, public relations, and public figures." Similarly, another school counselor in Vocational High School in Bantul defines indirect service as a service done through mediation or non-counselor parties. It may be done by students' academic advisor. Another school counselor in vocational high school argues that indirect service is a service to accompany students to go through dynamics. A different answer was given by a school counselor in a vocational high school in Klaten: "*Indirect service could be applied in daily behaviors, such as respecting other school members, from such implementation, a supporting environment is created.*"

Third, indirect service as a supportive activity. According to a school counselor in a Public vocational high school in Sleman:

"Indirect service is done by conducting face-to-face meeting, followed by home visit, I see it as a supporting service. In home visit, we do not need to meet the student, sometimes we want to see their true condition. Sometimes, students even do not know that we will visit their home.

Some school counselors stated that they did not understand the concept of indirect service. "I do not know if there is indirect service in guidance and counseling" (A school counselor in private senior high school in Yogyakarta) A school counselor in a public high senior high school in Sleman said : "*I don't know, please explain it to me*" Another school counselor in vocational high school in Sleman also state similar answer: "I am confused about direct and indirect services". These data showed that school counselors in the school partners did not understand the concept of indirect service in guidance and counseling.

Their understanding of indirect service could be concluded as follow:

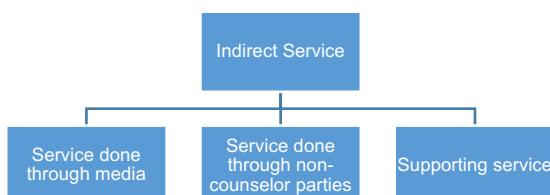


Figure 1.
School Counselors' Understanding of Indirect Student Service

In ASCA National Model (2012: 83) it is stated that:

"Indirect student services are services provided on behalf of students as a result of the school counselor's interactions with others. Through indirect services, school counselors provide leadership, advocacy and collaboration, which enhance student achievement and promote systemic change related to equity and access."

In other words, indirect student service is a service provided by a school counselor who acts as a consultant for other parties, e.g., parents, teachers, etc., who act as consultee and is responsible for students' development. Students, as the object of consultation, receives benefit from the interaction between the counselor (as the consultant) and the parents (as the consultee). In Indonesian context, this service could be accepted and implemented properly. Based on their answers, it could be

stated that school counselors' understanding of indirect student service in this study was not correct. Their understanding of indirect student service as a service done using media is not correct according to ASCA National Model. The respondents viewed that indirect student service is a supporting service did not comply with the concept described in ASCA National Model, stating that 80% of guidance and counseling service in school consists of direct and indirect services.

The present study also captured the school counselors' understanding of consultation service. The first finding was that the school counselors in this study defined consultation service as a service for students related to information. According to a school counselor in private senior high school in Yogyakarta, "*It is a service where students need certain information to make a decision.* For instance, a student consults his/her school counselor." Similarly, a school counselor in Junior High School Kanisius Kalasan stated that "*it is a service where client, with their own initiative, visit the school counselor, for instance, parents or teachers ask for learning style.*" In this case, the students acted as a consultee. According to a school counselor in a vocational high school in Bantul, "*It is a programmed guidance carried out by a school counselor, for example, done once a week for each student.*" Similar opinion also presented by a school counselor in Vocational high school in Sleman. "For instance, students visit the counseling room to consult about studies after graduated from school." It is similar to the opinion of a school counselor in a public senior high school in Sleman. "*It is a service when student visit counseling division to ask information about university, SNMPTN/SBMPTN, its requirements, or graduates' prospect.* In the same vein, a school counselor in a private senior high school in Bantul stated:

"In consultation service, two-ways communication exists, It does not directly discuss about the core problem, instead, it focuses on what is the best solution, what the students should do, whether or

not the solution fits the problem, tracking the students' progress, and making better decision.

Second, consultation service as a service for parents or guardian. This concept could be seen from the opinion of school counselor in a private junior high school in Yogyakarta: “*It is a service about issues the parents or teachers need to ask to the school counselor related to the students, including physical changes, personal, social, academic, and career issues.* It is in line with another school counselor in a public junior high school in Yogyakarta:

“*Some parents visit the school counselor and ask about their children's progress. Or teachers visit the school counselor and ask about the students' personality.*

A different point of view was stated by a school counselor in a public senior high school in Sleman:

“*There is a third party involved in the process. For instance, a teacher consults the counselor about his/her student's behavior in classroom, or parents consult about their child but the counselor does not directly handle the student. Consultation is done only when there is a problem. Class XII students usually consult about university.*

Similar understanding was presented by other school counselors, one of them was a school counselor in a public vocational high school in Sleman who stated that consultation service is a service that involves other people: “*In consultation, we involve other people or discuss other people's problems.*”

The data above showed that the school counselors in the present study viewed a consultation service as a service that involves third party in its process. Counselor and the client are viewed as the main actor in the consultation service. This is similar with an opinion stated by a school counselor in a private junior high school in Sleman, that a consultation service is done by involving non-counselor party and the client to open new insights or new alternatives. Consultation service is done in the form of discussion and by providing suggestions for client's

development. The school counselors' answers in this study put school counselors as the consultant, students (client) as the object of the consultation, and the third party (e.g., parents, teachers) as the consultee.

Third, consultation service for the school counselors. Different from previous respondents' understanding, a school counselor in a private senior high school in Sleman viewed the counselor as the consultee. He stated that:

“*It is when a school counselor consults an expert to gain new insights and find a solution for a problem. It may also be in the form of the teachers consult the school counselors about their students' problem.*

Based on this answer, a school counselor can also be viewed as a consultee and the third-party as the consultant to supports the direct student service.

Based on the data above, there were three understanding of consultation service stated by the respondents of the study, namely (1) school counselors' service for students; (2) School counselors' service for parents/teachers; and (3) a service received by a school counselor from an expert. The conclusion could be visualized as follow:

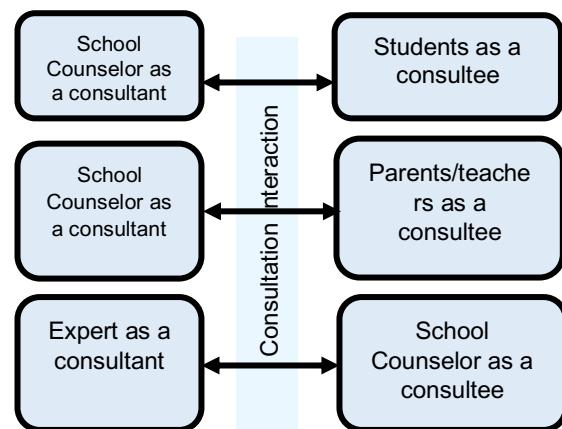


Figure 2.
School Counselors' Understanding of Consultation Service

Based on the findings of the study, some school counselors viewed consultation service as a counseling service for students. This is in line with Prayitno's (2004) concept of consultation service where it is defined as a counseling service that allows consultee gains insights, understanding, and skills to solve the third parties' problems. This

definition put consultation service as a counseling service, as stated by one of the school counselors in this study: *According to a school counselor in private senior high school in Yogyakarta, "It is a service where students need certain information to make a decision.*

The present study also found that some school teachers perceive consultation service as a service where the counselor act as a consultant for other parties such as parents, teachers, while these parties act as the consultee. Consultee visit the consultant to consult their difficulties in helping their child or students. The respondents' understanding is in line with the consultation service described by Dollarhide and Saginak (2012). They stated that consultation service is an interaction between a counselor and another party that focuses on optimizing one's functions. The counselor act as a consultant while the other parties act as a consultee. Consultation service focuses on promoting consultees' effectiveness in their relationship with individuals, school, and system. In guidance and counseling context, the main focus is the student. Dougherty (1990) defines consultation as a process undertaken by a professional helper to accompany his/her consultee who is facing problems in serving his/her clients. The collected data showed that the school counselors' model of consultation was Triadic-Dependent Model (Erford, 2011), which puts Consultant as an expert. In this model, three-party relationship emerges between consultant (i.e., school counselor), consultee (teachers and parents) and the primary focus (i.e., students). The object of the consultation is student-related information, as stated by one of the respondents:

"a teacher consult the counselor about his/her student's behavior in classroom, Or parents consult about their child but the counselor does not directly handle the student. Consultation is done only when there is a problem. Class XII students usually consult about university.

The consultee visits the consultant to ask information about his/her child or students. The consultant should provide the

information the consultee needs. Such information was then used to help students. Dollarhide and Saginak (2013) call this consultation model "Prescription mode".

Following the result of interviews with the respondents, It was found that indirect student service is not planned, as stated by a school counselor in a public senior high school in Sleman: *"most of the designed programs are classical, group guidance, and group counseling. Consultation is incidental in nature; it is done only when it is needed.* In line with the statement, a school counselor in a private vocational high school in Bantul stated: *"Here, consultation could not be planned"* Another school counselor in a Public senior high school in Sleman stated: *"The planning of indirect student service, such as consultation, is incidental , for instance, When the parents visit us immediately."*

Some respondents stated that they design indirect student service, but they failed to explain the detailed process of the planning. A school counselor in a private senior high school in Sleman stated: *"The planning is designed every semester in the form of service plan and syllabus. Each service is listed in the school agenda. However, not all program is executed since We also adjust to other school agenda."* *"Indirect student service should be planned, but the implementation Is spontaneous.* A school counselor in vocational high school in Klaten and in Sleman stated that indirect student service is designed together along with other services.

"It is designed during the annual meeting, when we need the data we conduct case conference and home visit. Subject teachers also help us by educating the students.

"It is planned in annual program.

The homeroom teacher is the main actor that is involved in indirect student service. School counselors in this study involved homeroom teacher to design the indirect student service. One of the school counselors in a private senior high school in Yogyakarta stated "We collaborate with

homeroom teacher." Other parties involved in designing indirect student service were school principal, vice principal for student affairs, teachers, parents, and experts. One of the school counselors in this study said: "*The parties involved are homeroom teachers, subject teachers, vice principal for student affairs, administrators, other institutions like police, psychologist, psychiatrist, and hospital.*"

School counselors in this study also stated that their school supported the indirect student service by providing funds, time, and resources, as stated by a school counselor in a junior high school in Yogyakarta: "The school supports the service by providing funds and times." Similarly, a school counselor in a private senior high school in Sleman stated that:

"The school gives it support by funding the programs. the principal, curriculum, and the resources support the indirect student service. For example, in career day, we collaborate with 32 psychologists from UGM. This is a collaborative service. The school provides the fund for its programs; besides, subject teachers are also involved in the program."

In general, indirect student service is incidental, there is no standard procedure in carrying out the service. For instance, in case referral, it is done without a standard procedure.

"If we cannot handle a case, or it needs others' help, I will refer it to my colleague who has better understanding. In its process, I obtain information from the homeroom teachers, then I invite the students or the parents to consult.

A school counselor in a public senior high school in Sleman also states the similar: "*The implementation is incidental, it is done immediately, so it is no problem if it is conducted during the classroom hour.*" Based on the interview data, it could be concluded that indirect student service was done as a quick response to the students' condition. School counselors in this study did not explain the procedure of the indirect service. Accordingly, its implementation did

not comply with the plan. A school counselor in a public junior high school in Yogyakarta said "Sometimes it complies with the plan, sometimes it does not." Another school counselor in a Public senior high school in Sleman stated: "*For me, the consultation service is done in accordance with the plan.*"

The outcome of the indirect student service was reported in written. A school counselor in a private senior high school in Yogyakarta and a counselor in a private junior high school in Yogyakarta gave similar information: "The documentation is made in written forms." "*The documentation and report of indirect student service are in the form of annual evaluation.*" "It could be seen from the Counseling visit book."

Meanwhile, some school counselors stated that only samples of indirect services were reported. "*At this time, I only take sample to make report for the supervisor. It seems impossible to document every student who visit us.*" (a school counselor in a public senior high school in Sleman. It is similar with the school counselor in a private senior high school in Bantul: "*There is no documentation, we do not take picture during consultation, i think it is not appropriate when we are with parents. It is possible during case conference, but it can be done after the process is done.*" Another school counselor in a vocational high school in Sleman stated: "*In our school, we do not make documentation frequently. The report is in written form.*

The school counselors in this study stated that they evaluated the indirect student service that they had done. The evaluation was done by asking parents' opinion regarding the service. A school counselor in a private senior high school in Yogyakarta stated "The evaluation of indirect student service is done by asking parents to fill an evaluation sheet." It is similar with evaluation done by a school counselor in a junior high school in Sleman "The parents give direct evaluation after the consultation." More detailed information about the evaluation process was explained by a school counselor in private vocational high school in Sleman. "*School counselor and homeroom teacher*

make an evaluation by discussing the process with the parents." The evaluation concerns with the problems and the way we help to solve the problem. Similar thing was also reported by a school counselor in a vocational high school in Sleman. "We evaluate the indirect student service by inviting parents and discussing their children's change and see the effectiveness of the service." The indirect student service was evaluated when distributing the school report.

The evaluation was reported by the school counselor. A school counselor in a vocational high school in Klaten said "The evaluation is in the form of questionnaire and verbal evaluation." Similar method was also reported by a school counselor in a private senior high school in Bantul: "We have annual evaluation, Based on the evaluation, we plan programs for the next year, or improve the existing program."

The present study found that the consultation service had not been done systematically as Erford's (2011) explanation. Erford (2011) explains five stages of consultation, namely (1) enter the system; (2) joining the system; (3) initiate problem solving; (4) frame change; (5) evaluate change; dan (6) facilitate change.

In the same vein, Marsudi (2003) stated that consultation is done through two stages, the consultation between consultant and the consultee, and the treatment process done by the consultee to the client (i.e., student). The stages of the consultation are as follows: (1) receiving consultee; (2) administering consultation structure; (3) discussing the problem; (4) promoting and training the consultee to handle the clients' problem, providing the consultee with insights, knowledge, and skills; and (5) maintaining the consultee's commitment to handle the client's problems.

CONCLUSION

Based on the finding and the consultation, the following conclusion is drawn:

1. The school counselors understand that indirect student service is a service that

utilizes media in its process, a service that involves other people, and serves as a supporting service. However, school counselors' perception of indirect student service is not entirely in line with the theory and concept.

2. The school counselors in the present study viewed counselor as a consultant for the student as a consultee, some of them viewed counselor as the consultant for other parties as a consultee, and some of them viewed consultation service as an expert consultation for the school counselor, as a consultee.
3. It was found that school counselors in the present study did not properly conceptualize the consultation service, as they conduct consultation service only when parents or teachers visit them.

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