

Annual program development guidance and counseling in vocational high school

Iman Rohiman^{*)1}, Muh. Farozin¹

¹Universitas Negeri Yogyakarta, Indonesia

^{*)}Corresponding author, ✉ e-mail: iman.rohiman92@gmail.com

Abstract

This study aims to generate annual program in vocational guidance and counseling to be used by teachers in vocational guidance and counseling. This study is a development using the 4D model (Define, Design, Development, Dissemination). The instrument used in this study is a non-test instrument that is inventory development tasks. Data were analyzed and produce an annual program bimbingan and vocational counseling. This product is validated by expert guidance and counseling as well as in the validation by the practitioner / teacher guidance and counseling in schools. Data were analyzed quantitatively and qualitatively. The annual program of vocational guidance and counseling in the overall in both categories with some revisions based on advice and input from experts.

Keywords: Guidance and counseling program, vocational, development program

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Introduction

School is a place where an individual development talents, interests and develop skills in order to prepare for later life. The scope of the school, the main subject is the education of students, as well as subject and object of education. Learners are placed as the subject is individuals who have their rights completely and thoroughly (the whole person). In object-learners are expected to achieve optimal development in cognitive, affective, and psychomotor. The potential that exists in the self-learners can be developed that needs material and spiritual must be met. According Havighurt (Monks et al, 2002: 22) The task of the development of (Developmental task) are tasks that must be performed by individual during his lifetime to be adapted to the norms of society and culture. Learners will be dissatisfied if not carrying out development tasks optimally, otherwise learners will be pleased if the developmental tasks carried out properly. In carrying out the development tasks, learners will face the various problems experienced in his life, and the problems of each individual not the same, but different (Rochamt Mulyana, 2005: 210). Problems experienced by each individual making a private individual becomes stronger when faced with problems and problems of each individual not the same, but different (Rohmat Mulyana, 2005: 210).

In understanding the characteristics of learners, counselor at the school can select and prepare the learners' needs. Methods and means to convey to learners and how merelevansikan programs that meet learners (Ridwan, 2008: 109). The needs of learners will be in accordance with what is needed when the teacher guidance and counseling to adjust to the objective conditions of development of learners. Ridwan (Saring Marsudi, 2003: 23) meaningful guidance and counseling is counseling and guidance that provide full benefits for the subjects (learners). Therefore the guidance and counseling program should be based on

the needs of the subject. It is implicated in the preparation of guidance and counseling program that begins with a needs assessment (analysis of learners' needs).

Guidance and counseling is known as a service to students in school. Guidance and counseling is a science which is engaged in human services. Psychological assistance is provided by counselors or coaches with the intention of forming individual to develop his or her potential or achieve developmental tasks.

The main objective of guidance and counseling in schools is providing support to the attainment of maturity of personality, social skills, academic skills, and lead to the formation of individual career maturity is expected to be useful in the future (Fatur Rahman, 2009: 4). However, the implementation of guidance and counseling services that are ideal to deal with various obstacles and a number of serious obstacles. Various barriers and obstacles, such as counseling and guidance objectives are not aligned with the goals of education, guidance and counseling still be problem-oriented, programming is not based on needs assessment, lack of support from school officials to the guidance and counseling program, yet understand the paradigm of inter-professional collaboration relationship in the education unit and the lack of a positive response from the students to the guidance and counseling services. Based on interviews with teachers in vocational guidance and counseling, conducted by researchers concluded that, making programs in vocational guidance and counseling have not been based on a needs assessment. Making the guidance and counseling program improvised and performed with no apparent pattern. Thus making the image guidance and counseling becomes less good. Making the guidance and counseling program improvised and performed with no apparent pattern. Thus making the image guidance and counseling becomes less good. Making the guidance and counseling program improvised and performed with no apparent pattern. Thus making the image guidance and counseling becomes less good.

According to the Ministry of Education (2007: 220-223), the preparation of guidance and counseling program in schools starting from assessment activities, or activities to identify the aspects which is used as an input for the preparation of guidance and counseling program. Assessment is the activity of the foundation for the development of an accountable program (Gibson and Mitchell, 2008: 567). This assessment activities include (1) the environmental assessment, which is related to the activities of the school and community to identify the expectations (parents of learners), facilities and infrastructure, guidance and counseling program, conditions and qualifications counselors, and school leadership policy; and (2) assessment of learners need or problem, involving learners, such as physical aspects (health and according to function), intelligence, learning motives, attitudes and study habits, his interests (work, majors, sports, art, and religion), the problems experienced, and personality; or developmental tasks as a basis to provide guidance and counseling services.

Need assessment used in this study is the Inventory Task Progress (ITP). Need Assessment is a standard assessment as the basis for the preparation of an annual program in vocational guidance and counseling. Need assessment distributed to learners were analyzed using analysis applications Task Progress (ATP) ver 3.5.5.

The preparation of the annual program of guidance and counseling in schools is based on the structure of the annual program of guidance and counseling. The structure of the program consists of: (1) rational; (2) the legal basis; (3) the vision and mission; (4) the formulation of needs; (5) the formulation of objectives; (6) component of the program; (7) the service area; (8) the development of themes and topics; (9) the plan of operations; (10) evaluation, reporting and follow-up; (11) facilities and infrastructure; and (12) budget. (Operation Operational Guidance Guidance and Counseling, Kemendikbud Director General GTK 2016).

Preparation of annual programs in vocational guidance and counseling are expected tainted assisting the development of learners become more optimal and capable learner's independence, as well as to become a reference implementation of guidance and counseling are effective and efficient.

Method

This type of research used in this research is the Research and Development (RnD) with the 4D model (Define, Design, Development and Dissemination). Research procedure includes the define phase of this model (definition), design (design), development (development), and dissemination (dissemination) (Tiagarajan, Semmel, and Semmel, 1974).

Researchers conducting the study at SMK Negeri 3 Kasihan Bantul Yogyakarta, the object of this research is on the development of an annual program in vocational guidance and counseling. The procedure of this study follow RnD study by the 4D model, is as follows:

1. *define* (Definition) Analyzing the product needs to be developed, is to perform a preliminary study (interviews) with BK teacher SMK Negeri 3 Kasihan Bantul, Yogyakarta.
2. *Design* (Design) Determine and make the initial product design, the structure of the annual program of guidance and counseling and analyze inventory task of development of learners.
3. *Development* (Development) Develop initial product, and then perform validation expert (expert guidance and counseling), make improvements and validation of products (practitioner / teacher guidance and counseling). After that, also make improvements on the advice of practitioners.
4. *Dessimination* (Dissemination) Disseminate the results of the development of the final product. (In this study dessimination not done, this is because of time constraints owned by researchers in conducting research)

In designing the annual program of guidance and counseling based on the structure of the guidance and counseling program (12 structures) the data obtained from the non-test instrument inventory deployment developmental tasks distributed to students of class X in SMK Negeri 3 Kasihan Bantul, Yogyakarta.

Results and Discussions

The study begins by analyzing the activities of the product needs to be developed. The results of the curriculum analysis revealed that SMK Negeri 3 Kasihan Bantul Yogyakarta largely been referring to the curriculum in 2013 and using the model guidance and counseling programs on the basis Permendikbud No. 111 of 2014 on Guidance and Counseling In Elementary and Secondary Education. Where in this permendikbud attachment, BK teachers are required to draw up guidance and counseling program refers to the operational guide the implementation of guidance and counseling which consists of twelve (12) the structure of the program, namely (1) rasonal; (2) the legal basis; (3) the vision and mission; (4) the formulation of needs; (5) the formulation of objectives; (6) component of the program; (7) the service area; (8) the development of themes and topics; (9) the plan of operations; (10) evaluation, reporting and follow-up; (11) facilities and infrastructure; and (12) budget.

Based on quantitative data, expert judgment can be concluded that the annual program in vocational guidance and counseling in the category. From the results of expert testing and counseling guidance and counseling teacher practitioners SMK Negeri 3 Kasihan Bantul Yogyakarta, get it results as follows:

1. Assessment of the rational categorized good enough to earn a grade of 75%.
2. Assessment of the legal basis in either category by obtaining a value of 100%.
3. Assessment of the vision and mission of the category quite well with the percentage of 69% with the details: clarity of vision with the vision of vocational BK 63% good enough category, clarity of mission with the mission of vocational BK 75% category quite well.
4. Assessment of the description of the requirements included in both categories with an average gain of 81.5%. With the precision details 88% category description needs good, clear description of the needs of vocational students 75% good enough category
5. Assessment of the purpose of service in either category with a value of 88%.
6. Assessment of the components of the program in both categories with a value of 88%. Assessment of specialization and individual planning services in both categories with an average value of 81.5%. With visibility details of the implementation of specialization and individual planning services 88% good category. Clarity of the implementation of specialization and individual planning services 75% category quite well.
7. Assessment of the service area in both categories with a value of 100%.
8. Assessment of the operational plan in both categories with the presentation of 94%. With details of the form of the annual program of guidance and counseling SMK Negeri 3 Poor 100% good category. Clarity descriptions annual program of guidance and counseling SMK 3 Poor 88% good category.

9. Assessment of the development of themes / topics in the good category with an average value of 88%. With the precision details the development of a theme / topic 88% of both categories. Clarity development theme / topic 88% of both categories.
10. Assessment of the infrastructure in both categories with a value of 88%.
11. Assessment of the plan evaluation, reporting and follow-up in the category quite well with the average value of 75%. With the clarity of details of the evaluation plan 75% category quite well. Clarity plans 75% reporting good enough category. Clarity plans a follow-up 75% category quite well.
12. Assessment of the budget in both categories with a value of 100%.

Based on the quantitative results of the above calculation, the annual program in vocational guidance and counseling that was developed to get an average value of 85%. However, based on qualitative data, guidance and counseling programs in vocational developed need to be revised according to suggestions / feedback and comments from experts.

Conclusions

Research on the development of an annual program in vocational guidance and counseling activities include designing, developing, testing experts. The result of the development of an annual program in vocational guidance and counseling to get a good category with a percentage value of 85%. The annual program of vocational guidance and counseling program structure exists as follows: 1) rational; 2) a legal basis; 3) the vision and mission; 4) a description of needs; 5) objectives; 6) component of the program; 7) the service area; 8) develop a theme / topic; 9) operational plans; 10) plan evaluation, reporting and follow-up; 11) facilities and infrastructure; 12) budget.

Through this research we suggest to: principals through waka curriculum provides hours of entering the classroom for the teacher guidance and counseling are scheduled to implement guidance and counseling programs that have been created. For guidance and counseling teacher studying literature or reading the latest issued by the government. In order to facilitate the manufacture of the annual program of guidance and counseling. More closely with students and identify students further explore the world of youth in order to know and in accordance with the development of adolescence. Further actions and accountable for the implementation of the annual program of guidance and counseling have been made. Collaborating with subject teachers, homeroom, as well as the various parties is related in order to facilitate the implementation of the guidance and counseling program that has been prepared properly.

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