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Understanding the Preparation of Guidance and Counseling Programs

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Abstract
The development of guidance and counseling program is a complex process tha requires systematic planning. This study aims to examine the process of developing gudance and counseling program trough a literature rivew approach. The research employs a qualitative method with a literature rivew design. A literature review is a research method conducted by collecting, reviewing, and analyzing existing information from various relevant sources such as scientific journals, books, articles, and previous research reports. The result of this study Include the following: (1) Components of guidance and couseling programs, (2) Types of gudance and counseling programs, (3) Factors to consider in developing gudance and counseling programs, (4) requirements for developing guidance and counseling programs, (5) Stages of developing gudance and counseling programs, and (6) The structure of the gudance and counseling service implementation plan.
Keywords: Guidance and Counseling, Program Development

INTRODUCTION

The preparation of guidance and counseling programs in schools is a complex and strategic process that aims to improve the quality of education and develop the potential of students optimally. Guidance and counseling programs not only focus on the needs of students, but also consider the needs of counselors, principals, and school facilities (Suhertina, 2015).

The preparation of the program must be carried out by paying attention to various aspects, including the forms of activities to be carried out, as well as the personnel of the existing personnel. Therefore, it is necessary to have a systematic and coordinated planning to ensure the smooth and easy guidance and counseling activities in schools (Suhertina, 2015). The educational process is never separated from human communication with the human living environment and culture.

In the life of Indonesian people, interaction must occur individually or in groups, the socialization process is related to the process of cultural learning in relation to the social system. In the process, an individual from childhood to adulthood learns patterns of action in his interactions with all sorts of individuals around him who occupy various social roles that may exist in daily life (Darma & Joebagio in Aulia et al., 2022). In order to create a dynamic healthy learning atmosphere, it should be supported by a teacher who has more expertise in a field, so that he can be aware and understand students. The teacher

in question is a guidance and counseling teacher or also known as a school counselor. The importance of school counselors or guidance and counseling teachers helps the development period of students.

An expert named Super who mentioned that the current school curriculum provides guidance in order to create a relationship between activities at school and student work planning (Randi & Ahmad in Maulany et al., 2023). Before entering the new school year, every teacher must have a syllabus that will be used as a reference for what activities will be given to students. This should also be done by a guidance and counseling teacher. Guidance and counseling teachers before carrying out their duties should first conduct a need assessment for students. The results of the need assessment are analyzed and a service unit is made that contains program plans both annual, semester, monthly, weekly, and even daily that will be given to students. The guidance and counseling program is designed to make it easier for BK teachers to carry out their duties effectively and efficiently(Hayati, 2021).

Research Methods

This study uses a qualitative method with a type of study literature. Literature study is a research method that is carried out by collecting, analyzing, and analyzing existing information from various relevant sources such as scientific journals, books, articles, and existing research reports(Nurjanah & Mukarromah, 2021). The focus of the literature study is the evaluation of pre-existing research results that are in accordance with the topic(Aryanti, 2020). The researcher did not collect data directly in the field, but by tracing and studying scientific works that have been published. In this study, the researcher will review the literature relevant to the process of preparing programs in guidance and counseling, including program components, program types, and the structure of the guidance and counseling service program plan (RPL BK).

RESULTS AND DISCUSSION

Components of the Guidance and Counseling program

The components of the guidance and counseling (BK) program are the main elements that build the overall structure of the BK service in the school or educational institution. These elements are systematically arranged to support students in facing various aspects of development, whether in academic, personal, social, or career fields, so that they can develop optimally and overcome various challenges that arise (Krisphianti, 2017). The definition of each component of the service is as follows:

Basic Services

According to Daughter, 2019 Basic services are guidance services provided to all students comprehensively to help them develop optimally, both in academic, personal, social, and career aspects. The purpose of this service is to assist counselors in achieving their overall developmental tasks. Some of the strategies of the components of the basic service program are 1) orientation services, 2) information services, 3) group guidance, 4) group counseling, 5) data collection services.

Responsive Service

According to Daughter, 2019Responsive service is the provision of assistance to counselors directly and quickly so as not to cause disruption in the achievement process tasks of their development. The purpose of this service is to assist counselors in resolving personal, career, and/or educational development problems. Some of the component strategies of the responsive service program are 1) individual counseling, 2) group counseling, 3) peer guidance, 4) referral, 5) subject teacher collaboration, 6) collaboration with parents, 7) home visits.

Individual Planning

Individual planning is the provision of assistance to counselors in making decisions related to personal, social, educational, career, and carrying out activities related to their future planning. In these services, counselors help them understand themselves, formulate goals, and draw up concrete steps to achieve them. The purpose of this service is to help counselors to 1) be able to formulate goals, plan, or manage development themselves, 2) being able to recognize their potential, such as their interests, talents, and abilities, 3) being able to think independently, take responsibility for the decisions they make, and prepare themselves for future challenges (Krisphianti, 2017).

System Support

According to Khairiyah et al (2022) System support is a component of services and management activities, work procedures, infrastructure that supports the smooth and successful implementation of the BK program. Counselors work closely with other parties to create an environment that supports the development of counseling.

According to Khairiyah et al., (2022) System support includes the following aspects:

Network Development

Network development for counselors includes several important activities, such as: a) conducting consultations with teachers, b) conducting cooperation programs with parents or the community, c) being involved in planning and implementing activities in schools or madrasas, d) collaborating with other school/madrasah personnel to create an environment that supports student development, e) conducting research directly related to guidance and counseling services, and f) collaborate with other relevant experts in providing guidance and counselling services (Khairiyah et al., 2022)

Management Activities

Management activities are efforts to strengthen, maintain, and improve the quality of guidance and counseling programs through several activities, namely: 1) development programs, 2) staff competency development, 3) optimization of resource use, and 4) policy structuring.

Professional Development: Counselors continue to improve their knowledge and skills through training, activeness in professional organizations, participation in seminars or workshops, and continuing education to a higher level. Consultation and Cooperation: Counselors work closely with teachers, parents, school staff, and external parties such as the government, the private sector, and experts to obtain information, create a conducive

learning environment, and improve joint guidance services. Management Program: Mentorship programs require systematic, directed, and structured management so that services run well and goals are achieved.

Hayati, 2021 mention several types of Guidance and Counseling programs as follows: a) Annual program, namely the guidance and counseling service program covering all activities during one school year for each learning class in the educational unit. b) Semester program, which is a guidance and counseling service program covering all activities for one semester which is an annual program description. c) Monthly program, namely guidance and counseling services covering all activities for one month which is a description of the semester program. d) Weekly program, which is a guidance and counseling service program covering all activities for one week which is a description of the monthly program. e) Daily program, which is a guidance and counseling service program that is carried out on certain days of the week. The daily program is a description of the weekly program in the form of a service unit or a guidance and counseling service program plan.

These types of programs are tied to each other. Annual programs include semester programs, semester programs include monthly programs, monthly programs include weekly programs, and weekly programs include daily programs. The daily program is prepared in the form of a service implementation plan (RPL) / support unit (Satkung) for BK services, as a form of service implementation plan (RPP) in the field of BK.

According to Suhertina, (2015) factors that must be taken into account in creating a Guidance and Counseling program, such as: a) Data collected from the dataset and the disclosure of difficulties allow for the identification of students' difficulties. b) The number of students must be supervised by a BK teacher as a supervisor of service providers is at least 150; 75 students were supervised by the principal. c) Areas of student development consisting of personal, social, learning, and career fields. d) Many categories of services including learning, individual counseling, group counseling, information placement and dissemination, and orientation services. e) Supporting activities in BK. f) The number of activities consisting of services, supporting activities, and other activities in the BK. g) The division of time for classes, individuals, and so on. h) Length of activities: In accordance with the Decree of the Minister of Education and Culture No. 25/O/1995, all related services and activities are carried out both during and outside the classroom, up to fifty percent of the total BK activities. i) Special activities: New student orientation services are offered throughout the first semester of each new academic year.

Requirements for the preparation of the Guidance and Counseling program

In the preparation of guidance and counseling programs, it is expected to meet certain requirements, as for the conditions that must be met in the preparation of guidance and counseling programs: a) Based on the needs for student development appropriate with their personal conditions, as well as their level and type of education. b) Complete and comprehensive, in the sense that it contains all the guidance functions, the completeness

of this program is adjusted to the needs and characteristics of students in the educational unit concerned. c) Systematic, in the sense that the program is arranged in a logical order, synchronized by avoiding unnecessary overlap and logically divided. d) Open and flexible, in the sense that it is easy to receive input for development and improvement without having to change the program as a whole. e) Enabling cooperation with related parties in order to make the greatest use of various resources and facilities available for the smooth and successful service of BK. f) Enabling the implementation of service assessments and follow-ups for program improvement in particular and increasing the effectiveness and efficiency of the implementation of the BK program in general (Aulia et al., 2022)

Stages of preparation of guidance and counseling programs

Student Needs Analysis

According to (Rahmad et al., 2019) Student needs analysis is important as a guideline in compiling guidance and counseling programs. Assessment is a vital thing, especially to collect, analyze, and interpret data or information about students and Environment.

An understanding of the needs and characteristics of students' development as a basis for rejection of guidance and counseling services must be comprehensive, covering various internal and external aspects of students/counselors. Guidance and counseling programs must be based on the results of a complete assessment regarding the needs and characteristics of development in various aspects. Some of the stages in student needs analysis include:

Needs Assessment

In needs assessment activities, there are a number of rare steps, namely; (1) Identify the data needed for the preparation of the service program. (2) Choosing a data collection instrument as needed. The instruments used can be in the form of questionnaires, DCM, AUM PTSDL, AUM-general, AKPD and SKPD. (3) Collecting, processing, analyzing, and interpreting the data from the Needs Assessment.

Activities to Get Elemental Support

Efforts to get support can be done in several ways, such as consultations, coordination meetings, socialization, and persuasion. The results of consultations, coordination meetings, socialization, and persuasion are reflected in policies that support the implementation of programs, facilities for program implementation, collaboration and work synergy in the implementation of guidance and counseling programs.

Basics of Student Needs Analysis Planning

The planning of guidance and counseling programs is based on the philosophical and theoretical foundations of guidance and counseling. This foundation contains philosophical and theoretical beliefs. In addition to being based on philosophical and theoretical foundations, the planning of guidance and counseling services must also be based on the needs of students/counselors. The philosophical foundation, theoretical

foundation and the results of the needs assessment are briefly explained in the rationale of the guidance and counseling program.

Implementation of Needs Analysis

Based on the results of the research, it is known that the steps taken by BK teachers in the implementation of needs analysis are data identification, instrumentation applications, data sets, data analysis and follow-up (Rahmad et al., 2019).

Data identification

This data identification activity intends to research, study. search, find, collect, research, register, record data and information. The data that has been obtained can later be used for the benefit of BK services. This identification activity is important to carry out in order to find out the background of the students' environmental conditions.

Instrumentation Applications

The application of counseling guidance instrumentation intends to collect data and information about students/counselors (both individually and in groups), information about the student's environment (counseling), and the wider environment (including education and position information). The collection of data and information can be done with various instruments, both tests and non-tests.

Datasets

Datasets include all efforts to obtain data about students, analyze and interpret data, and store that data. In this case, one of the duties of BK teachers is to carry out all supporting activity programs, while the data set is part of the supporting activities.

Data Analysis

This stage of analysis is highly dependent on the type of data and information that has been obtained during the data collection process. Data and information obtained from the results of questionnaires, DCM, AUM and the like are usually analyzed quantitatively and presented in the form of frequencies, percentages, and graphs. The data and information that has been presented are then interpreted and concluded, so that an accurate description of the success of the guidance and counseling program can be well understood by all interested parties.

Follow-up

Follow-up activities are one of the essential components of program management in the guidance and counseling program, without this activity, it can be ensured that the implementation of BK services in schools is not optimal. The non-conformity of the follow-up provided by the BK teacher will cause the problems faced by students to not be solved as expected.

Coordination with the Principal

In the process of coordinating with the principal, the researcher seeks to collect information about the performance of BK teachers and activities to get support with the principal. Based on the results of the research, it is known that the role of the principal in BK activities is as a leader, educator, facilitator, manager, motivators and supervisors (Rahmad et al., 2019).

Coordination with the homeroom teacher

The homeroom teacher is a person who often meets face-to-face with students, therefore they will know more about the difficulties that students often experience in learning. So that there is a great need for further coordination with homeroom teachers, so that the BK program that we make will be clearer and more optimal in its application to students (Rahmad et al., 2019).

Coordination with Subject Teachers

In school, the main duties or responsibilities of the field teacher Study is to carry out learning activities. However, it does not mean that the teacher is completely free from guidance and counseling services. Roles and contribution subject teachers are still highly expected for the sake of the effectiveness and efficiency of Guidance and Counseling services in schools. Even within certain limits, teachers can act as counselors for their students (Rahmad et al., 2019)

Structure of the implementation plan of the guidance and counseling service program (RPL BK)

The implementation plan of the guidance and counseling service program (RPL BK) is a detailed plan to carry out an activity or service. This plan includes all the things needed, starting from the goals to be achieved, who will be served, when and where activities will be carried out, to how to carry it out (techniques and media used) (Suhertina, 2015).

The preparation of the implementation plan of the guidance and counseling service program (RPL BK) must be based on service topics. The topic of the service will be applied to different planning, both in the formulation of objectives, the selection of materials, the methods to be used, the media, the implementation of activities, and the evaluation of results (Suharsono & Pandowo, 2016).

The purpose of the service is the basis for determining materials, methods, media, and evaluation of activities. In RPL, guidance and counseling has several types of goals, including general and special goals, goals related to processes and results, immediate, short-term, and long-term goals. Goals must be written in clear language and contain several aspects such as the effort made, goals, desired behaviors, and the level of success to be achieved. After the goal is determined, the next step is to choose the guidance and counseling service material to be provided. Service materials are things that are learned and mastered by counselors to achieve service goals. In line with the purpose of the service, the service material must be in accordance with the purpose. Service materials must be appropriate, neither excessive nor lacking in order to achieve efficient service objectives.

The service materials that have been prepared are the basis for determining the guidance and counseling service methods to be used. Service method is a method used in the service material that will be provided to the counselor. To achieve the service objectives. The service method is based on consideration of the purpose of the service, the characteristics of the counselor (including the number), the form and nature of the

material to be delivered, the situation and environmental conditions, the available suggestions and infrastructure, and the counselor's competence.

In the delivery of service materials, the use of media and service tools must be considered. Media and service tools are used to support the success of the services to be provided. The selection is based on the service method and service material that will be provided to the counselor. After determining the objectives to the service media, the next step is to make a design for the implementation of service activities. Activities are the core of the implementation of guidance and counseling services that must be arranged as well as possible for SSSS and counseling in achieving service goals involving service materials, methods, tools, and service media. In the last stage, it is to prepare evaluations, reports, and follow-ups. Evaluation is used as a comparison/measure of service effectiveness in achieving goals. Reports are intended as a result of guidance and counselling services and are used as a support in advanced programs if needed. Follow-up of program reports and implementation of guidance and counselling are used to support the necessary follow-up services(Suraprsanata, 2016).

CONCLUSION

The Guidance and Counseling (BK) program in schools consists of several important components designed to support the overall development of students. These components include basic services, responsive services, individualized planning, and system support. Basic services provide assistance to all students, while responsive services focus on resolving problems faced by individuals. In addition, individualized planning helps students formulate concrete goals and steps in self-development, while system support involves collaborating with various parties to create a supportive learning environment.

The process of preparing the BK program must pay attention to various elements, such as student needs, the number of students, the type of service, and the frequency of services. The importance of analyzing student needs is the first step in developing an effective program. By conducting assessments and collecting relevant data, counselors can formulate programs that are suitable for students' conditions and needs. Furthermore, the program must be prepared systematically and transparently, making it easier to assess and improve continuously.

The success of the BK program is highly dependent on collaboration between counselors, principals, homeroom teachers, and subject teachers. Good coordination between all parties allows for a more effective and efficient implementation of BK services. By prioritizing system support and involving a variety of resources, Guidance and Counseling programs can help students overcome the challenges they face, as well as facilitate their development in various aspects of life.

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