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Analysis of Students' Needs for Guidance and Counseling Services Based on Personal, Social, Academic, and Career Competency Standards

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A B S T R A C T

Learners can be said as individuals who are in the process of developing their attitudes, abilities, and knowledge. In the process, this development does not always reach an optimal degree, even developmental stagnation, personality problems, or behavioral deviations can occur. In this case, guidance and counseling services for students can be pursued as an effort to prevent students from developing in unexpected directions. However, the effectiveness of this effort can be realized if the service provider can identify students' needs for guidance and counseling services based on aspects of personal, social, academic, and student career competency standards. Therefore, this study aims to describe the results of the analysis of students' needs for guidance and counseling services based on these three aspects. This needs analysis has been carried out in the first year of research. The research method used is a quantitative research approach with a descriptive-analytic method. This research was conducted in two cities and two districts in West Java Province (Bandung City, Bandung Regency, Cimahi City, and West Bandung Regency). The research population was all students from class VII to class XII. The research subjects involved included experts, practitioners, and junior and senior high school students.

A R T I C L E I N F O

1. INTRODUCTION

Indonesia is predicted to receive a demographic bonus in 2045. In this regard, Indonesia has a mission to give birth to a golden generation that will emerge at that time. Efforts to welcome the achievement of this mission have been carried out since 2013 through the formation of the 2013 curriculum (Nursaniah, 2023). The orientation of the 2013 curriculum is the realization of an increase and balance between attitude competence, skills, and knowledge (Prihantoro, 2015). This is in line with the mandate of Law No. 20 of 2003 article 35 namely graduate competency is a graduate capability qualification that includes attitudes, knowledge, and skills following agreed national standards. This is also in line with the development of a competency-based curriculum that was initiated in 2004 by covering attitude, knowledge, and skills competencies in an integrated manner.

One of the reasons for the development of the 2013 Curriculum is that the 2006 curriculum contains many problems including, the curriculum is not fully competency-based following the demands of the functions and objectives of national education, competencies do not holistically describe the domain of attitudes, skills, and knowledge, in addition to several the competencies needed following the development needs have not been accommodated in the curriculum. The new curriculum, according to Minister Mohammad Nuh, contains a competency base with attitude, skill, and knowledge-based competency thinking (Mahfud, 2019). Guidance and counseling as an integral part of the education system in Indonesia supports the efforts implied in the 2013 curriculum by reaffirming its role in the educational process. It should be noted that guidance and counseling is not a learning activity in the context of a teaching scene that is appropriate for the teacher to do as a learning subject, but expert services in the context of making students independent.

The results of a field study show that guidance and counseling services in schools/madrasas are urgently needed because of several problems that arise in schools including the many problems that arise in students, the large need for students to be self-directed in choosing and making decisions, the need for rules which covers guidance and counseling services in schools, as well as improving work procedures both in the aspects of manpower and management. In addition, the provision of guidance and counseling services for students can support the achievement of graduate competencies. Based on Permendiknas No. 23 of 2006, Graduate Competency Standards (SKL) developed through guidance and counseling services are Independence Competency Standards (SKK) which include self-actualization and capacity development. These two competencies can support the achievement of SKL. Therefore, students need to be facilitated to receive guidance and counseling services.

Thus, it can be concluded that quality, effective, and ideal education is education that can synergize the three main fields. These three fields are the administrative and leadership fields which are the areas worked on by educators, the instructional and curricular fields which are the areas worked on by teachers, and the field of guidance and counseling which are the areas worked out by counselors (Bolaji, 2022). An imbalance between the three will result in educational outcomes that are less than ideal. For example, if students receive good administrative and instructional aspects, but do not receive guidance and counseling services, then the educational outcomes tend to produce outcomes that are superior in the academic aspect but weak in the personality aspect (Agarry, 2022). One way that can be taken to balance the academic aspects and the personality of students is through the provision of guidance and counseling services. However, guidance and counseling service programs can provide significant results if the service process refers to the formulation of competency standards that are tailored to the needs of students at each stage of their development (Gatta & Ishola, 2022). Therefore, this study aims to describe two things including the first point

which is the result of an analysis of students' needs for guidance and counseling services based on personal, social, academic, and career competency standards of adolescent students (junior high school and high school); and the second point is the formulation of a hypothetical guidance and counseling program which is the implication of the results of the analysis in the first point. This research is expected to make a positive contribution to educational institutions and counselors in schools. The institution can utilize the results of this research to improve the quality of guidance and counseling services for students from every level of education. In addition, the development process and product model for comprehensive guidance and counseling in the formal education pathway can fill this need while reducing conceptual distortions and disparities in the implementation of guidance and counseling services between schools that have been occurring so far. The expected output of this research is in the form of an instrument to analyze students' needs for guidance and counseling services based on personal, social, academic, and career competency standards; profile of students' guidance and counseling service needs; as well as the formulation of recommended guidance and counseling programs to meet the needs of students related to personal, social, academic and career aspects.

2. METHODS

This study used a quantitative approach, with a descriptive-analytic research method. The descriptive method is a research method used by analyzing events or problems that occurred during the research (Pence, 2009). This is in line with the aim of this research, namely to describe the results of the analysis of students' needs for guidance and counseling services in schools, so the selection of a quantitative method with a descriptive approach is considered appropriate to be used in this study. By using descriptive methods, researchers can produce and obtain precise information and systematic, factual, and accurate descriptions of career, academic, social, and personal competency standards in the research sample, namely adolescent students who are currently studying at senior high schools. This research was conducted for approximately eight months (March – October 2016). The research was conducted in Bandung City, Bandung Regency, West Bandung Regency, and Cimahi City, West Java. The population of this research is all students from class X to class XII in schools that have been determined as a representative of the research population. The research sample was determined randomly or by random sampling. The subjects or respondents included high school students. Research subjects and respondents will later complete a questionnaire analyzing students' needs for competency standard guidance and counseling services. The data in this study were taken using a questionnaire technique using a scale. This data will then be analyzed using the percentage formula and statistically using central symptom measures. In addition, for data analysis using the Delphi technique and focus group discussion (FGD).

3. RESULTS AND DISCUSSION

Research data collection was carried out using a research instrument in the form of a questionnaire in the form of a checklist. The items in the research instrument are the results of modifications to the competency standard identification instrument for high school level students derived from the ASCA competency standard variables which are then translated into three aspects namely academic, career, and personal-social (Dunn *et al.* 2006).

These three aspects are then translated into nine indicators based on the objectives of each aspect. Of the nine indicators gave birth to + 48 instrument items. The nine indicators are the academic aspect consisting of learning skills, scholastic success, and academic success leading to life success; the career aspect consists of investigating various careers, career

success, and the relationship between school and work; and the personal-social aspect consists of respecting oneself and others, skills in designing and achieving goals, and skills in survival and maintaining safety. Before being used as a data collection tool, the instrument first goes through several stages of testing to test its validity and reliability. The stages of testing are the feasibility test, reliability test, statement validity test, and instrument reliability test. At the reliability test stage, the results obtained were a reliability value of 0.834. Following Guilford's criteria, the reliability of this instrument has a degree of reliability in the high category, meaning that the instrument is reliable or can be trusted as a data collection tool. The research findings show that the needs of students for guidance and counseling services based on personal, social, academic, and career competency standards are important and very important. In other words, in general, high school-level students feel that guidance and counseling services are important. In more detail, the following presents a profile of academic, career, and personal social competencies in class X, XI, and XII students.

3.1. Academic aspect

The following describes the academic aspects and their indicators. Most students in grades X, XI, and XII perceive that guidance and counseling services in terms of learning skills are important and very important. Below are details of the need for guidance and counseling services based on the level of students, namely in class X students to know and have an understanding of the strengths and weaknesses in making study plans in high school, knowing the differences and benefits of learning styles, time management skills, techniques and applications for reducing anxiety, learning skills in dealing with difficult material, identifying and having attitudes and behaviors that are useful in achieving academic achievement; in class XI students to know listening skills and express ideas and ideas in the learning process at school, be able to determine the achievements to be achieved during high school and in college, know the importance of independence and cooperation, know how to convey ideas, ideas, and opinions in the process learning from friends and teachers, having effective listening and communicating skills for success and achieving goals, having planning and readiness and for facing various tests, exams and other tests, showing responsibility for achievement, being able to work independently or in groups with others, able to communicate the subject matter that has been studied to others; and for class XII students to find out the prerequisites for graduating from high school and prepare themselves to meet these prerequisites, knowing the subjects that are prerequisites for high school graduation and supporting the choice of majors in University, knowing the importance of listening and communicating effectively in achieving academic achievement, knowing the importance of trust , productivity, initiative, independence, and cooperation in achieving academic achievement, able to set goals related to efforts to meet high school graduation requirements, able to choose scientific fields that you want to pursue to fulfill educational goals and as a long-term career, have listening and communication skills to support achievement academic achievement, and possess the traits of reliability, productivity, initiative, independence and the ability to work cooperatively (Arfasa & Weldmeskel, 2020).

The next indicator is the brilliance of scholasticism. Most students consider the need for guidance and counseling related to indicators of scholastic success to be important (Di Fabio, 2014). This is reflected at each level of students, namely in class X to find out the requirements for going up to grade, knowing the results and benefits of learning assessments from subject teachers, the benefits of intensive learning programs, attitudes and behaviors that support the requirements for going up to grade, utilizing knowledge about types of learning styles, develop a learning activity planning program to achieve brilliant achievements; in class XI to

find out the requirements/criteria for subject scores to achieve grade promotion/high school graduation, know the importance of success in each subject for achieving high school graduation, know problem-solving and decision-making strategies to complete education in high school, know various alternative majors at University according to talents and interests, knowing the factors that must be considered in making personal, social, career, and academic (study) decisions, being able to choose majors in University according to tracing interests and learning outcomes, knowing the graduation requirements of each subject in accordance with the choice of majors at University, has the ability to present material/presentation in class, utilizes problem solving and decision-making skills to see the progress of learning achievements, identifies options for continuing studies after graduating from high school that are aligned with interests, talents and academic achievements, appearance understanding of matters that influence decision-making related to the learning process; in class XII to have a clearly written schedule of daily activities, know the sources that provide information or learning materials to improve academic achievement, have an action plan in carrying out an activity, have time management skills and the ability to organize learning activities in a sustainable manner, able to identify and access additional sources of assistance in improving academic achievement, and develop personal action plans and identify steps to implement them.

The next indicator is academic success towards life success. Class X, XI, and XII students consider the need for guidance and counseling services related to this indicator to be important (Singh, 2022). The needs of class X students include knowing the reasons and general procedures for administering standardized tests, knowing the sources and ways to increase motivation from within and from outside, knowing the learning resources that exist in the home, school and community environment, knowing that achievement academics are a very influential factor on future aspirations, being able to seek and undergo learning experiences at school and in society, being aware of the relationship between academic achievement at school and career decision making; in class XI students including knowing the function of scores in interest and aptitude tests for successful studies in Senior High School and University, knowing the special characteristics of the Senior High School and University environment, knowing the similarities and differences between Senior High School, University, and Occupational environments, choosing majors in Senior High School that in accordance with the Department to be chosen at University, knowing the relationship between School Exam scores and National Examinations with predictions of academic success at University and in the world of work, knowing the differences between the lecture process at University and the learning process in Senior High School, knowing the similarities and differences between the school environment and the world work, and understand the relationship between the career you want to pursue and learning at school; and for class XII students including knowing the importance of balancing school, extracurricular, and tasks at home/family, knowing the importance of co-curricular experiences (courses, tutoring, tutoring) in broadening the learning experience, knowing that learning outcomes in high school and Universitys can support desired jobs and careers, know the benefits of lifelong learning in achieving life goals, know the relationship between academic achievement and opportunities to enter majors at Universitys and desired jobs, demonstrate the ability to balance study at school, extracurricular activities, entertainment and assignments home, seeking community experiences to broaden learning experiences, understanding the relationship between learning and work, having an understanding of the value of lifelong learning as important in the pursuit, acquisition and maintenance of life goals, and have ways to succeed in school, expand career opportunities and future jobs.

3.2. Career Aspect

The following describes each indicator on the career aspect based on the level of students. The first indicator is an investigation of various careers. The explanation was that in class X the need for guidance and counseling services is needed to be able to collect and use information from various reliable sources regarding the majors you want to choose at University, find out the desired future career, and determine the majors to take in tertiary institutions based on talents and interests. ; in class XI their needs are related to the goal of knowing strengths and strengths based on learning outcomes and achievements in high school, knowing the prerequisites for graduating high school, knowing the importance of long-term and short-term goals of learning programs for high school graduation and entering University, assessing self-advantages based on on achievement in high school, knowing ways to prepare graduation prerequisites, designing short-term and long-term goals, and cultivating and developing several competencies in the career field of interest; and in class XII to take psychological tests to explore career interests, talents and skills, know the importance of responsibility, reliability, punctuality, integrity and hard work to support work, carry out career assessments to identify potential jobs that match interests, talents, skills and values, and summed up the importance of responsibility, reliability, punctuality, integrity and hard work in the workplace.

The second indicator is related to career success. In general, each level of students considers guidance and counseling services related to this indicator important (Nweze & Okolie, 2014), namely in class X to know the importance of abilities, interests, academic achievements in choosing majors at University and jobs, knowing the types of work that are mostly done by women or men, know the most and the most rare jobs owned by people in the surrounding environment, take an interest test and use the results to plan a career, know the use of subject matter, career information and other reference sources in choosing majors at University, find out careers that are individual based on psychological test results, and able to make decisions related to career planning in a guided manner; in class XI to find out which extracurriculars are suitable for the desired career, use the results of searching for interests, talents and skills to choose majors in University and jobs, know the majors in University and the types of work that are usually done by women and men, know the types jobs that have good economic prospects and opportunities in the future, follow learning programs that are appropriate to the majors in University and desired careers, are able to develop personal career plans for the future taking into account various interests, talents and skills, know the influence of gender/gender towards career planning, recognizing economic and societal changes that affect job trends and job opportunities, preparing academic plans to support career goals, assessing and making improvements to career planning; and in class XII to know the importance of having a strategy to achieve high school graduation, enter University and apply for a job, believe in the importance of decision-making skills in choosing majors in University and the desired job, know the skills, interests, and personal skills possessed in choosing majors in University , knowing the steps that must be taken from graduating high school to obtaining education at a university or a particular job, using various strategies to achieve career success and satisfaction in the future, applying decision-making skills for career planning after graduating from high school, having the skills, interests and abilities to support career preparation after high school graduation, utilize decision-making skills to plan for the short-term and long-term future, demonstrate decision-making skills learned in career planning after high school graduation, and identify and complete transition stages from high school to further education or employment .

The third indicator is the relationship between school and work. Students at every level consider guidance and counseling services to be important, especially when it comes to this indicator (Lam & Hui, 2010). The following is the explanation, in class X to find out the type, content, and purpose of a job application letter, know the stages that must be taken in the process of applying for a job, be able to distinguish the stages of activities to enter college and apply for a job at a company, know the ethics of behavior when college entrance interviews or during job interviews, find out what subjects contribute to the success of entering the desired major in University, find out alternative choices of majors in Senior High School and University that suit your interests and talents, be able to identify skills, interests and values -values related to career planning, knowing attitudes and behaviors that contribute to issues of gender bias and career stereotypes between men and women, recognizing traditional and non-traditional occupations in relation to career choices, acquiring knowledge about trending occupations/professions and how to pursue it, gain internship experience and job interviews as an effort to assist the decision-making process, assess and revise career plans in a guided manner, and recognize the possibility that there are various differences between individuals in the workplace; in class XI to find out information on various majors in University that match interests, talents and skills, be able to make a job application letter, make a list of questions that might arise in a job interview, know the behavior that must be displayed in a job interview, know the importance of sending job applications on time time, knowing the importance of a resume or curriculum vitae in the application process, knowing the subject majors that can support entering the chosen major at University, knowing the importance of showing good communication in an interview, knowing the importance of conveying qualities and strengths in interviews, knowing several educational alternatives and work related to interests, skills and future goals, knowing a variety of skills that support work, making a series of questions that might arise in a job interview, displaying appropriate behavior in role playing simulations with the theme of various job interview situations, having an awareness of the need for completion assignments according to deadlines, recognize the importance and role of personal curriculum vitae in applying for work, complete an inventory or checklist of personal data and use it to create a resume/curriculum vitae, determine the field of majoring subjects/special specializations that can support preparation for continuing to University, demonstrate communication skills needed in an interview, and learn to convey positive qualities and abilities possessed during an interview; and in class XII to find out the relationship between personal quality, education, training, and success in the world of work, believing that success in work can increase life satisfaction, understanding that lifelong learning and acquiring new skills can facilitate adjustment in the workplace, knowing academic skills knowledge that must be possessed at work, knowing the skills, skills, reliability, and qualities possessed in entering Universitys and the world of work, knowing the relationship between personal qualities, education and training and the world of work, knowing the relationship between academic achievement and career success, being able to demonstrate work skills that can support the attainment of personal success and satisfaction, recognize that changes in the workplace require lifelong learning and the acquisition of new skills, apply academic skills and work attitudes in work-based-learning situations (apprenticeships, PPLs, etc.), and identify skills, skills , reliability and personal quality in entering University or the world of work.

3.3. Personal-social Aspects

In general, students respond to each indicator in this aspect which is important. The details for each indicator are as follows. The first indicator is respect for yourself and others. The following describes the needs of students at each level regarding this indicator, namely for class X students to know that everyone has their own differences and uniqueness (Lue & Riyanto, 2020), know strategies that can be used to deal with stress, know the benefits of cooperation in completing certain tasks and jobs , identify several types of curriculum vitae that can be used to enter a University or apply for a job, identify the steps for making a resume, find out the difference between the process of applying for a job and the process of enrolling in a university , identify some of the important factors to be prepared for in a job interview, know appropriate and inappropriate behavior during job interviews, knowing what subjects should be improved in value to support graduation from high school, describing personal strengths and weaknesses related to graduation requirements from high school, determining several alternative further education and jobs based on interests, skills and goals future, have an understanding of the diversity of abilities and attitudes of people in the workplace; in class XI students to find out work attitudes/behaviors that are identical to men and work attitudes/behaviours that are identical to women, know the roles they have in the family, know the various roles that are carried out in the social and cultural environment, know the importance of getting along and working together in the workplace, describe the influence of male/female gender roles on work attitudes and behavior, realize the role of oneself as a child in the family and student in the school environment, identify the role of oneself in the community, and be able to convey the importance of getting along in society and working with other people others at work; and for class XII students to know strengths and weaknesses in the personal, social, academic, and career fields, know the importance of behaving in accordance with their social roles, see themselves as unique and valuable individuals, believe in the importance of fulfilling rights and implementing responsibilities, identifying strengths of self and personal assets, being able to identify changes in personal roles in society, developing a positive attitude in seeing oneself as a unique and valuable person, and recognizing that everyone has rights and responsibilities.

The second indicator is related to skills in designing and achieving goals. Most students respond that this aspect is important (Sadler, 2010). The following is an explanation of the needs related to this aspect based on the level of students, namely in class X to know the techniques and stages in decision making, knowing that every decision and choice is always followed by consequences, knowing the things that must be done in determining the choice of majors at University, knowing that perseverance and resilience to challenges contribute to academic success in school, being able to describe traditions and ancestral cultural heritage based on ethnicity, being able to accept differences among friends as an opportunity to learn from each other and work together, have ways to deal with situations that trigger stress , able to cooperate with other people at school in order to achieve success, know basic communication skills, have clear goals in the personal, social, academic and career fields, during and after completing high school education; in class XI to make short-term and long-term goals in high school and university, set realistic goals in the personal, social, academic and career fields, set short-term and long-term goals related to personal, social, academic and career life, acquire information on personal, social, academic and career short-term goals and discuss them, identify short-term and long-term educational and career goals, develop action plans to achieve realistic goals, and select positive alternatives for achieving long-term goals -short and long-term; and in class XII to know the importance of decision making in various aspects of life, to know the sources of assistance in problem solving and decision

making, to know relevant and trusted sources in achieving personal goals, to apply decision-making models in living life, to evaluate knowledge about changes in making choices and developing action plans, knowing where, when and how to seek help for problem solving and decision making, possessing conflict-resolution and negotiation skills, employing persistence and willingness to work hard in acquiring knowledge and skills, identifying personal goals through program planning and stages of achievement, identify trusted sources to assist in the process of achieving personal goals, and develop plans to access identified sources of assistance.

The third indicator is survival skills and maintaining safety. In general, students respond that this aspect is important (Newman, 2008). The following describes their needs based on class level, namely in class X to find out the benefits of working with other people in the surrounding environment for self-success, know anger management techniques, know stress management strategies, know the help available in the surrounding environment in dealing with personal problems , social, academic, and career, choosing decision-making techniques that can be accounted for properly, being aware of the consequences of decisions and choices made, showing a responsible attitude towards the consequences that arise from decision-making, showing persistence in facing challenges/difficulties in acquiring knowledge and skills, demonstrating an understanding of achieving personal, social, academic and career goals, knowing the relationship and interrelationships between personal, social, academic and career goals; in class XI to know effective problem solving and decision making skills, know stress management strategies, know parties who can provide personal, social, career and academic assistance at school and around the place of residence, apply problem solving skills and make effective decisions to make healthy and safe choices, recognize and demonstrate skills for dealing with personal crises, and identify people in the school and community who can turn to for help and recognize the need for assistance; and in class XII to know personal boundaries, rights, and privacy, to know various situations that require peer support and professional expert assistance, to know stress management and conflict resolution techniques, to know skills that can be used to deal with difficulties/disasters in daily life -day, know strategies for effective problem-solving and decision-making skills, be able to describe the various consequences that arise from a decision, demonstrate skills in asserting boundaries, personal rights and privacy, able to distinguish between situations that require peer support and situations that require expert assistance professional, and able to apply stress management and conflict resolution techniques.

4. CONCLUSION

Based on the description of the needs of class X, XI, and XII students for guidance and counseling services, it can be concluded that in general these services are considered very important for students. The differences in needs at various levels of students seem to imply that counselors need to pay attention to these different needs when implementing guidance and counseling service programs. If the counselor can facilitate students with guidance and counseling services that suit their needs, it is hoped that this can trigger students to achieve optimal self-development.

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