

COMPREHENSIVE GUIDANCE: A MODEL FOR GUIDANCE AND COUNSELING AT SENIOR HIGH SCHOOLS

(A Study in Search for a Guidance Model to Enhance Quality and Management System for
Guidance and Counseling Services
at Several Public Senior High Schools In Indonesia)

Juntika Nurihsan

Abstract

This work is a summary of a study conducted to propose a model to enhance quality and management system for guidance and counseling services at public Senior High Schools (hereafter Indonesian *SMANs*). The model resulted is called A Model for Comprehensive Guidance developed conceptually and empirically based on field study at SMAN 1 Padang, SMAN 1 Tangerang, SMAN 1 Manado, SMAN 1 Bali, and SMAN 1 Kupang. The finding upon completion of the study is in the form of a comprehensive model for guidance comprising components of comprehension and philosophical grounds, the vision and mission of the guidance, students' needs, content of the guidance and, the supporting system.

Key words: Comprehensif Guidance; Quality and Management System for Guidance and Counseling Services

BACKGROUND TO THE STUDY

Answering the challenges offered by the globalization era for Indonesian mankind means developing his characters so as to enhance quality. The quality Indonesian mankind refers to the one living in harmony both physically and mentally, healthy, morally *Pancasila* (Indonesian people's way of life)istic, professionally mastering science and technology, dynamic, and creative.

The major support toward the attainment of the goal (the solid mankind with quality) is highly qualified system of education. This would lead to the phenomenon that the kind of education as mentioned is not only a matter of transferring knowledge but also a well-supported enhancement of the learners' ability to empower themselves in selecting and making

decisions for the sake of attaining the goal they set.

Developing one's effort of empowering himself in making decisions cannot take place in seconds, but it is formed through a series of processes of interaction and involves various factors including self improvement of ability, his family matters, community, and the value system the learner believes to be his. To gain the possibility of developing the ability as highlighted, a strategy of guidance and counseling is compulsory.

Although guidance and counseling has gained legality in the schooling system of Indonesia, various problems still exist, especially when it comes to the fact that the services the guidance and counseling give tend to generate from formal demands rather than what students actually need. Previous studies taking place at *SMANs* in West Java on the same issue in 2003 suggested that there was a significant

gap between the students' needs and the services they received.

The gap indicates that optimized attempts of achieving quality, relevance, functions and guidance management as an integral part of education have yet been working. If the services program are not arranged in such a way that appropriateness is not taken into consideration: fulfilling the students' needs and running the management system optimally increased, then it will eventually end up with the guidance being less useful and it will in turn prevent the goal of education from being attained.

The present study is conducted to answer the problems raised from the field. This time the effort of developing it differs in a way so as to ensure that developing the model would emphasize more on needs, identified problems, students' development, environments, and the actual condition of giving services of guidance and counseling at schools. This model is called A Comprehensive Model for Guidance

STUDY FOCUS

The present research is focused on the quality and the management system of guidance and counseling services at SMANs. Studies on the same issues conducted previously and problems as mentioned above showed some evidence that guidance and counseling services at schools, especially SMANs, need improvement in terms of quality and their management system as well (Thomas Elis, 1990).

Concerns in the gap between the services given and the actual needs of the students encourage the researcher to generate a new concept and a systemic, comprehensive and systematic guidance and, what seems to be

the result is the model with emphasis on enhancing quality and management system of services at SMANs. Therefore, the main focus is on "How can the researcher and his personnel work together to make efforts to develop the model for comprehensive guidance in the purpose of increasing the quality and management system of guidance and counseling services at SMANs"

This model has been developed using guidance concepts proposed by Gysbers (1999) and colleagues at the University of Missouri, Columbia. This model bases its concept on self development through the integration of roles, background, and individual life events emphasizing on three aspects of self development: (1) developing self awareness and interpersonal skills; (2) developing roles in various backgrounds and life matters; and (3) developing career planning throughout the life.

This model also adopts holistic guidance patterns meaning that the services given reflect the very needs of various dimensions involved. In relation to the issue of education, this guidance is carried out with integration, collaboration between guidance personnel and other school personnel, families, and the society. The strategy applied serves as an integrated unity of curricular strategy, personal development (through basic guidance services strategy, responses, and individual planning), and the support of the system. Areas of services given comprise social, personal, learning, career and moral guidance in a solid unity.

PURPOSE OF THE STUDY

This study has a goal as its purpose: to generate a model for guidance which can increase the quality and management system of

guidance and counseling services at SMANs. Towards the end, what should come first is to reorganize a comprehensive model for guidance which development is based on actual conditions of needs and the identified problems experienced by students, developmental environments, concepts of comprehensive guidance, and the actual model for guidance at several SMANs in Indonesia. Afterwards, the model was tried out at SMAN 1 Padang and SMAN 1 Manado.

METHODOLOGY

The method used in this study to generate a hypothetic model of this comprehensive guidance as a preliminary model was a survey and analytical description. This method was used to describe, analyze, and gain some generalization on the varied aspects and the accomplishment of students' development tasks, environmental development, and the implementation of the model for guidance actual services done at several SMANs in Indonesia.

The method of research used to generate the comprehensive model for guidance (the revised model) was an action research. The characteristics of this action research in this study is collaborative action. The researcher, together with the school dignitaries (Head of School, teachers assuming the responsibility of guiding, and teachers of field studies) planned, implemented, and evaluated the mode.

RESEARCH DESIGN

This model was developed conceptually and empirically using the procedures as follows: (1)

conceptual empirical analysis on the attainment of students' developmental tasks, environmental developments, actual guidance implementation model at schools, and Gysbers and colleagues' comprehensive model for guidance; (2) needs analysis on quality enhancement and management system of guidance based on empirical analysis; (3) discrepancy or gap analysis between the comprehensive model for guidance as expected and the actual model for guidance in the field; (4) formulation of the hypothetic model for comprehensive guidance; (5) rationally testing the hypothetic model for comprehensive guidance through seminars and workshops; (6) formulation of the hypothetic model for comprehensive guidance based on rational testing; (7) empirical testing of the hypothetic model for comprehensive guidance; and (8) formulation of the model for comprehensive guidance based on the empirical testing.

RESULTS

The finding of the study upon completion of the research was a model for comprehensive guidance at SMANs consisting of components as follows: (1) comprehension and philosophical grounds; (2) vision and mission of the guidance; (3) needs observed and problems experienced by students; (4) the purpose of guidance; (5) area guidance strategy; and (6) system supports.

The results of this study showed that the model had the ability of increasing the quality of guidance and counseling services. The increase in quality was indicated by factors as follows: (1) an increase of 9.04% at accomplishing the development tasks by students (before the implementation of the model, the average increase was 104.54 but

after the implementation of the model it increased up to 114); (2) the majority of students benefited a great deal from the guidance and counseling services; (3) closeness emerged between most students and their guiding teachers; (4) openness on the part of students in terms of giving clear information and finding the problems for their guiding teachers; (5) the increasing number of students deliberately coming to see their guiding teachers for consultation.

One thing still in need of improvement proves to be the accomplishment of optimizing the management system of giving guidance and counseling services. Part of the reason which plays a great role was that the preparation was seemingly less integrated in terms of guidance personnel's mental and ability in developing management, materials, strategy, very limited expenses allocated, and guidance facilities.

RECOMMENDATION

Knowing the fact that developing personal aspects has proven to be urgent, this finding of guidance model is strongly recommended to be applied at SMANs by counselors on duty. Other than that, the model can be further modified into enabling individuals to solve personal problems, social adversities, learning inadequacies, and students' career development. Ideally, the model should

undergo some sort of testing followed by try-outs to even larger population in order to identify further its degree of transferability. From the point of practicality, the urgency should be ameliorated by conducting the try-outs while making necessary adjustments at the same time. The adjustments are due to the requirements of local conditions and to the perfection of the model.

Technically, preparation a guiding teacher should get in implementing this model includes (1) discussing the position and function of the guidance in the context of educational operation at the SMANs with their other personnel; (2) discussing materials and services strategies at their fundamental aspects: guidance, responses, individual arrangements with other school's personnel; (3) providing facilities and supporting means to run the program of giving the three guidance services; (4) making use of instruments to observe the processes and results of the three guidance services. Specifically, the guidance personnel's ability needs to be prepared more especially in the matter of counseling skills, consultation strategies, and solid coordination.

Further studies following the present study are a possibility. They might deal with further development of a theme with broader scope of research or, further themes with more specific scope of research.

REFERENCES

- Blocher, D. (1974). *Developmental Counseling*. New York: John Wiley and Sons.
- Borders, L. D. & Drury, S. M. (1992). "Comprehensive School Counseling Programs: A Review for Policymakers and Practitioners". *Journal of Counseling and Development* 70, 487-495.
- Burbach, H. J. & Decker, L. E. (1977). *Planning and Assessment in Community Education*. Michigan: Pendell Publishing Company.
- Crow, L. D. & Crow, A. (1962). *An Introduction to Guidance*. New Delhi: Eurasia Publishing House.
- Davis, B. (1987). *Evaluation Report of the K-12 Comprehensive Guidance Program of the San Diego City Schools*. San Diego: San Diego City Schools, Planning, Research, and Evaluation Division.
- Ellis, T.I. (1990). *The Missouri Comprehensive Guidance Model*. Columbia: The Educational Resources Information Center.
- Gibson, R. and Mitchell, M. (1986). *Introduction to Counseling and Guidance*. New York: Mcmillan Publishing Company.
- Goldman, L. (1978). *Research Methods for Counselor*. New York: John Willey & Sons.
- Gysbers, N.C., & Henderson, P. (1988). *Developing and Managing Your School Guidance Program*. Washington, DC.: American Association for Counseling and Development.
- Hart, D., & Prince, D. (1970). "Role Conflict for School Counselor: Training Versus Job Demands". *Personel and Guidance Journal* 48, 374-380.
- Hatch, R. M. & Steffire, B. (1958). *Administration of Guidance Services*. New York: McGraw-Hill.

Havighurts, R.J. (1953). *Developmental Tasks and Education*. New York: David Mckay.

Henderson, P. (1988). *A Comprehensive School Guidance Programe at Work*. Texas Association for Counseling and Development Journal, 15, 25-27.

Herr, E.L. & Grammers, S.H. (1986). *Career Guidance and Counseling Through the Life Span: Systematic Approach*. Boston: Little, Brown Company.

