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## STUDENTS' READINESS TO IMPLEMENT COMPREHENSIVE GUIDANCE AND COUNSELING SERVICES: A PREFACE FOR IMPROVEMENT

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**Abstract:** Comprehensive guidance and counseling services (CGCS) was a complete framework in implementation of guidance and counseling in school which was able to facilitate the students in facing the requirement of Asian Economy Community (AEC). The readiness of the college students to implement CGCS need to be measured, as the preliminary research to see whether the students of FKIP UNS already had the knowledge and skills to implement CGCS. This thing is important, because all this time college students who near to graduate still using the guidance and counseling curriculum focused on clinical, so that it was required 'need assessment' to arrange fine tuning workshop in order to be able to implement CGCS. The result of identification of the college students' readiness perception profile to arrange and implement CGCS program that systematic was 83%. The perception of college students' readiness to arrange the program focused on the students' development was 92%. The perception of college students' readiness to actively carry out the collaboration and consultation with all the school staffs was 62%. The perception of college students' readiness to create school environment which support the development of students was 68%. From those data we can see, for the arrangement activity of systematic guidance and counseling program and focused on the students' development, the college students already had high level of readiness. That was considered as high score, because in the lesson of candidates of guidance and counseling education in the FKIP UNS study program already facilitated with subjects about preparation program. However the perception of readiness to implement collaboration and consultation with all the school staffs and the readiness to create school environment which support the students' development still low.

**Keywords:** perception, readiness, counselor education, Comprehensive guidance and counseling services (CGCS)

### 1 INTRODUCTION

Asian Economic Community (AEC) that will be implemented from the end of 2015 requires the implementation of Indonesian Qualification Framework (IQF) so the candidates of workers from Indonesian schools are able to compete with those who graduate from abroad. The appearance of new standard for the candidates of workers bring consequences like the emergence of new standard which must be implemented in the secondary school especially Vocational High School (SMK), which the graduates are ready to work. Guidance and counselling as the part of integral of the formal educational system which should be able to arrange a work program according to the requirement from IQF or AEC.

Comprehensive guidance and counselling services (CGCS) was a complete framework in implementation of guidance and counselling in school which was able to facilitate the students in facing the requirement of AEC. CGCS evolved in United States of America since 1960

and had been adopted in Indonesia since the emergence of The Regulation of the Ministry of Education and Culture (Permendikbud) No. 111, 2014. In order to conduct CGCS effectively, college students which also the candidates of counsellor must be developed their skills, not only emphasizing clinical mental health counselling, but also in the preventive developmental effort which was able to conduct (1) Systematic Counselling program; (2) Focused on The Students' Development; (3) Involving collaboration and consultation with all of the school's staffs; (4) The creation of school environment which was supporting the students' development.

The effective CGCS must be supported by the providers of education like the candidates of guidance and counselling teacher by providing curriculum and workshops to help college students which also the candidates of counselling teacher to implement CGCS. The readiness of the college students to implement CGCS needs to be measured, as the preliminary

research to see whether the students of FKIP UNS already had the knowledge and skills to implement CGCS. This case is necessary, because all this time college students who near to graduate still using the guidance and counselling curriculum focused on clinical, so that it was required 'need assessment' to arrange fine tuning workshop in order to be able to implement CGCS.

## **2 GUIDANCE AND COUNSELING TEACHER READINESS TO IMPLEMENT CGCS**

Guidance and counselling has historically been trained as a provider of mental health services and counselling programs since become part of the student services in the school (Triyono, 2014). Guidance and counselling in this paradigm focuses its work on academic planning, careers, placement, and crisis counselling. When running this model, guidance and counselling services spend most of their time to serve a small number of students who have the greatest need.

They provide individual counselling for students who have problems and react to every student who has a problem. Guidance and counselling during this time also focus its work on administrative activities. Guidance and counselling have spent their time completing administrative activities, student discipline, raids, and also a lack of support to gain time to implement classical guidance services.

Comprehensive guidance and counselling programs (Gysbers & Henderson, 2006) emerged since the 1960s and emphasized guidance and counselling as a core program of education not only as additional support services. Comprehensive guidance and counselling services designed to improve the competence of students and to prevent problems (Gysbers & Henderson, 2006). This model is considered as a model of guidance and counselling that focuses on prevention and development, rather than providing curative services in large portions. Guidance and counselling teacher who is responsible for implementing the program provides curriculum guidance that the end goal is improving student learning outcomes (Neukrug, 2003).

The program should also be designed to serve all students in the school. CGCS guidance covers four areas: academic, career, personal, and social. CGCS compiled based on certain standards that must be understood, internalized and implemented by students to support student independence. Readiness to live and as a result students' independence is achieved when students participate in CGCS. Students participate in formulating goals, write Reviews their need and expectations, became part of the support system and as a major subject that is served by this program.

Students serve as sources of data to identify and prioritize the elements of an effective CGCS to help improve learning achievement. CGCS stated that guidance and counselling activities focused on improving academic achievement and eliminate the achievement gap. CGCS encouraging guidance and counselling teacher to make a periodic evaluation report results at the end of the year that contains the data increase learning achievement and a decrease in the number of problem students.

Data from this evaluation will be used to develop occupational standards guidance and counselling following year as well as the audit program regularly to ensure that the CGCS have been based on the target and the right destination, the intervention provided have been effective, and students benefit that current guidance and counselling teacher implement CGCS.

It seems reasonable to assume that there are still many obstacles that need to be addressed before the guidance and counselling program in schools can be successfully transformed into a standards-based program model. To meet the emerging transformation of CGCS challenges, the guidance and counselling student must develop a number of additional skills and competencies: using the data, instituting a program assessments and evaluations, promoting school wide change, and monitoring student progress in order to close achievement gaps.

For example, we can learn how a mission of guidance and counselling in the city of Vineland United States The mission of the Vineland Public School Guidance and

Counselling Program is to assist all students in becoming lifelong learners and contributing members of society through a comprehensive, developmental models that optimizes reviews their academic, personal, social, and career development (Gysbers & Henderson, 2006). The mission refers to existing educational standards and there appears to be a considerable role in guidance and counselling in developing all students become lifelong learners and be a good citizen.

During this time, a lot of guidance and counselling teacher who lacks confidence on the benefits that can be achieved by students, teachers, and other parties on the implementation of the program of guidance and counselling in schools. This makes them reluctant to collaborate with teachers and other school community members. Results of the study South Carolina Guidance and Counselling Writing Team (2008) suggests that a comprehensive guidance and counselling program will be able to provide benefits to students, parents, teachers, school administrators, and even the world of work.

Benefits for students include: (1) improve academic achievement and success in school; (2) increasing knowledge for exploration and career development; (3) develop decision-making and problem solving skills; (4) assist in acquiring knowledge about ourselves and engage effectively with others.

The benefits for the elderly, among others: (1) provide support in advocating for the development of academic, career, personal, social and her son; (2) support the partnership in learning and career planning of their children; (3) improve the knowledge of support and parenting information.

Benefits for teachers, among others: (1) encourage a positive working relationship; (2) supports an interdisciplinary approach to meet the needs of students in the achievement of standards of competence; (3) increase the academic success of students; (4) supports a positive learning environment.

To prepare guidance and counselling teacher schools effectively implement CGCS, the education of prospective guidance and counselling teacher must shift from emphasis on

mental health counselling Clinical towards guidance and counselling program based school with extensive field experience includes initial observations of school-based, simulation, and evaluation exercises guidance and counselling program as a whole. The reason is related to the educational shift critical need for prospective school counselling teacher to be able to help students achieve optimal development focusing on preventive developmental efforts.

(ASCA, 2014) states that CGCS effective guidance and counselling should be supported teacher training (LPTK) by providing curriculum and training to help students learn to design and implement comprehensive school counselling program. McMahon, Mason, Paisley (2009) states that the success of the change vision guidance and counselling program towards CGCS not as easy to do different things in the learning process of the guidance and counselling teacher candidates. To internalize this new vision the students have to learn to someone who is able to be a role model and mentor who is able to see the work they are doing from the same viewpoint. In other words, to fulfil the preparation of candidates for guidance and counselling teacher professional lecturers must also have the mind set the same, they are an integral part of professional guidance and counselling teacher, so willing to work with students who will be the guidance and counselling teacher to jointly develop themselves according to the rules of leadership, collaboration, advocacy, and the use of data.

This program should also help students develop the knowledge, skills and attitudes which include an understanding of the organizational structure and governance of the education system, the influence of cultural, political, and social in the current educational practice. Collaborate and consult with members of the school community to create a learning environment that supports success for all students. Identifying barriers to student learning develop strategies to improve learning and collaborate with stakeholders to improve student achievement. Using advocacy and practice of school, counselling was guided by data to improve student achievement.

Understand and be able to practice some of the skills above require field-based experience. This experience should be in line with the guidance and counselling program preparatory school teacher and is able to develop the knowledge, skills and attitudes required to implement CGCS.

### **3 PURPOSE OF THE STUDY**

To meet emerging transformation of CGCS challenges, the guidance and counseling student must develop a number of additional skills and competencies: using data, instituting program assessments and evaluation, promoting school wide change, and monitoring student progress in order to close achievement gaps.

Deficits in these areas have led to a subsequent need for new skills training among practicing professionals and counselors in training. In response, this study will figure out the student readiness to implement CGCS and what material should be added to provide professional development training modules by assessing the lack of student competencies.

### **4 METHODOLOGY**

#### **4.1 Participant**

Participants ( $N = 78$ ) were Universitas Sebelas Maret guidance and counseling students enrolling class of school internship of guidance and counseling (PPL) at several school in Surakarta, Boyolali, Sukoharjo, and Karanganyar. Participants consisted of a nonprobability convenience sample of all students enrolled in one of three schools: junior high school (SMP), senior high school (SMA), or vocational high school (SMK). The participants consisted of 60 females and 18 males with a mean age of 23.5 ( $SD = 4.14$ ).

#### **4.2 Instrumentation**

The primary measure used for this study was a version of a survey instrument developed and used by the author to assess the perception of readiness of guidance and counseling student to implement comprehensive guidance and counseling services (CGCS) which the result will identify which aspect from CGCS that need to be improved.

The instrument (see Table 1) asks respondents to assess their beliefs, knowledge, and skills regarding implementation of the comprehensive guidance and counseling

services using a 5-point Likert-type scale. The reliability or this particular instrument coefficient (Cronbach, L., 1983) was quite good (0.88).

#### **4.3 Survey Administration Protocol**

Students were asked to complete the survey at second day after they went to school to observing and planning their guidance and counseling program for their internship at school. Graduate assistants were trained to administer the survey using a detailed administration protocol. Graduate assistants administering the survey were directed to read a consent form to all participants prior to distributing the materials. A duplicate of this form also was attached to the front of each survey.

Completion of the survey constituted informed consent to participate. Participants were given a preceded survey and a similarly coded note card during the test administration. Coding of surveys in this fashion served to protect subject confidentiality and anonymity.

#### **4.4 Statistical Analysis**

All data were entered at the conclusion of the study to reduce potential subject effects. Descriptive statistic to find out mean and standard deviations were conducted for each survey question at the conclusion of the student perception of readiness to implement comprehensive guidance and counseling services.

### **5 RESULT**

The result of identification of the college students' readiness perception profile to arrange and implement guidance and counselling program that systematic was 83%. The perception of college students' readiness to arrange the program focused on the students' development was 92%. The perception of college students' readiness to actively carry out the collaboration and consultation with all the school staffs was 62%. The perception of college students' readiness to create school environment which support the development of students was 68%.

Table 1. Result of Student Perception of Readiness to Implement Comprehensive Guidance and Counselling Services



Question		<i>m</i>	<i>SD</i>
1	All children can achieve to high levels.	3,2	1,1
2	If schools have high expectations and high standards, students will meet these expectations and standards.	2,9	0,9
3	I feel prepared to create a school counselling program that is connected to the mission of the school.	3,6	1,0
4	I feel prepared to work with all stakeholders in the school to achieve equity and excellence for all students.	2,1	0,8
5	I feel prepared to work with all stakeholders in the community to achieve equity and excellence for all students.	1,9	1,0
6	I know how to work to make systemic changes in the school that will increase student achievement.	2,0	1,1
7	I can accurately articulate the role of the school counsellor in the leadership of schools.	2,6	1,1
8	I understand the importance of school counsellors working systemically to increase access and equity for all students.	2,8	1,0
9	I know how to facilitate systemic change, including school policy and instructional programs.	2,2	0,9
10	I know how to use teaming and collaboration skills to promote access and equity for all students.	2,9	1,2
11	I can identify and utilize the critical components of successful teaming and collaboration in order to help schools improve student achievement and development.	3,9	1,1
12	I understand advocacy and what it means to work systemically as an advocate for all students.	3,5	1,0
13	I know how to use data to create systemic change for the academic and social needs of all students, especially students from low-income families.	3,4	0,7
14	I know how to implement data-driven school counselling	3,1	0,9

programs and design effective interventions to improve student achievement

## 6 CONCLUSIONS

From those data we can see, for the arrangement activity of systematic guidance and counselling program and focused on the students' development, the college students already had high level of readiness. That was considered as high score, because in the lesson of candidates of guidance and counselling teacher in the BK FKIP UNS study program already facilitated with subjects about preparation program, such as guidance and counselling program, guidance and counselling evaluation, and also guidance and counselling practice of services.

CGCS required the systematic and systemic performance by school guidance and counselling to make sure that CGCS bring the benefit for all students. However the perception of readiness to implement collaboration and consultation with all the school staffs and the readiness to create school environment which support the students' development still low. The lowness of the perception of college students' readiness to develop the collaboration system and supporting environment, because the learning activity all this time which more emphasizing on the transfer of learning or the cognitive side only without giving opportunity on how to practice in the form of project task or practice to build a collaboration between school's staffs.

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