INDIVIDUAL BASED LEARNING of GUIDANCE AND COUNSELLING MANAGEMENT AT SMK DR. TJIPTO AMBARAWA

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abstract
The objective of this research is to know how is the management of guidance and counseling based individual learning at SMK Dr. Tjipto Ambarawa. It takes three subfoci, namely how is the characteristic of structure and the organizational of guidance and counseling based individual learning and also how is the characteristics of interaction the guidance and counseling structure based individual learning in SMK Dr. Tjipto Ambarawa, and how is the actualization of guidance and counseling at SMK Dr. Tjipto Ambarawa. This is a qualitative research which a descriptive approach. It takes some informants or sources who directly involved to the guidance and counseling service, such as the headmaster, the vice-headmaster of students affairs, counselors, homeroom teachers, the teachers, the staff of administration, and also the students. In collecting the data, the researcher uses the method, namely observation, documentation, and deep interview. The characteristics of the structure and the organizational of guidance and counseling service in SMK Dr. Tjipto Ambarawa show that the structure involves the roles of some school personnel, such as the headmaster, the vice-headmaster of students affairs, the guidance and counselors, homeroom teachers, the teachers, the staff of administration. The headmaster has responsibility to all activities of guidance and counseling service, then he delegates this to the vice-headmaster of students affairs. Then the counselors focus on guiding both individual and also group of students. The counselors collaborate with the homeroom teachers, the homeroom teachers focus on giving the base of guidance which is done classically, do the service of orientation, information, group guidance, and also applied instrumentation. The characteristics of client counselor interaction in guiding and counseling service in SMK Dr. Tjipto Ambarawa has run and organized well, showed from the fields and kinds of services given to the students.

Key Words: Management, Guidance Counseling, individual learning.
INTRODUCTION

Education is carried out to develop the students’ potential in order to be a human being that is devoted to the Supreme Lord, good noble, healthy, knowledgeable, skilled creative, independent, become a democratic citizens, and responsible (Law Number 20 of 2003, section 3)

To develop students’ skills maximally, the school held a Guidance and Counseling services to students. Relates to students’ personal development, social, learning and careers.

Guidance and counseling not only for students with problems or excess only, but the guidance and counseling is expected to serve all students (Guidance and Counseling for all). Each student is entitled to the same service through various forms of guidance and counseling services are available, either in group or individually.

Based on the unique of guidance and counseling services by teachers or counselors, then the whole figure of competence guidance and counseling teacher or counselor include academic and professional competency as a whole (Permendiknas, 2008: 27) standards of counselors academic qualifications and competence

Academic competence is the foundation for professional competencies development, which include: 1) Understands in detail the counselee served 2) Masters the guidance and counseling theoretical foundation and framework 3) Provides guidance and counseling services that causes autonomous 4) Develops a
Based on the background of the above problems, this study takes the research focus of How are Management counseling individual based learning in SMK Dr Tjipto Ambarawa Semarang district, with Sub focuses: 1) How is the structure-based Counseling Organizational Individual Learning? 2) What are characteristics of the working relationship between organizational structures individual counseling based learning? 3) How is the actualization of individual based guidance and counseling institutional learning?

The purpose of this study is to describe the management of individual guidance and counseling based learning in the Vocational School, and in particular objectives are: 1) describes the individual guidance and counseling based learning organizational structure. 2) Describes the working relationship between individual based guidance and counseling organization learning structure 3) describes the institutional actualization of individual learning individual learning guidance and counseling based.

The benefit of this research is to contribute the improvement of national education quality in Indonesia by improving the management of individual guidance and counseling based learning at Vocational High School. And the practical benefits are 1) For vocational schools, as input for further guidance and counseling
to empower petrified students, especially students with special needs. 2) Schools can develop learning programs in accordance with the differences for each individual. 3) Students can learn according to his ability.

Guidance is given to help students in an effort to find personality, familiar with environment, and planning for the future.

Counseling is the most basic set of activities from guidance in an effort to help the counselee / client face to face directly with the aim that clients can take their own responsibility for specific issues or problems faced by the client having second thoughts can overcome all of them (Winkel, 2005: 34).

Counseling is attempt assistance to students by creating a conducive development environment, carried out systematically and continuously, so that students can understand themselves so they can be capable of self-directed and able to act fairly, in accordance with the demands of the tasks of development.

Purpose of guidance and counseling is to help development of potential students in order to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable.

To achieve these goals, through all potential students develop optimally by utilizing a variety of ways and means, based on the norms that apply and follow the rules of professional services by providing guidance and counseling in schools.
The field of guidance and counseling services are classified as follows: a) Field service personal guidance aimed at helping individuals assess skills, interests, talents, and personality characteristics of self to develop themselves realistically 2) Field service social assistance is guidance aims to help individuals assess and seek alternative social relations of healthy and effective with peers or with the broader social environment. 3) The field of service learning activities is the field of guidance that assist individuals in learning activities in order to follow a certain educational level and line 4) Field service planning and career guidance is a field that monitors individual guidance in finding and setting choices and decisions regarding career.

In the Guide Special Guidance and Counseling, Prayitno, Department of Education explained that this form of organization of Counseling consists of: (a) Activity Counseling services at the school consists of orientation and Information Service, Distribution and Placement Service, Service Learning, services Individual counseling, Guidance Services and group counseling, consultation service, the Mediation Service. (b) Supporting activities which consist of: Application instrument, Association Data, Case Conference, home visits, literature display, Hand Transfer case, Evaluation and Follow-up.

Principal components of the implementing guidance counseling in schools, among others: (a) The teacher mentors, (b) Coordinator of Guidance and Counseling (c) Principal (d) Guardian class (e) Teacher training and teacher practice (f)
Supervision of the school guidance and counseling field (g) students at the school in question (h) Administration.

**Guidance and Counseling Procedures**

Counseling implementation procedure consists of 1) the identification of cases is an attempt to find a student who allegedly requires guidance service. 2) Diagnosis is an effort to find factors that cause or factor leading to the problem. 3) The prognosis is a step that is used to estimate whether the problems experienced by students is still possible to overcome 4) Transfer hand case 5) evaluation and follow-up.

Counseling service is successful when there are developments of students gained a new understanding related to the problem at hand. Students have the action plan will be implemented.

Individual learning is a teaching and learning activity focused on assistance and tutoring to each individual. In the individual learning instructors need to consider and meet the needs of individual participants, among others: (a) The level of learning and learning styles (b) Attitude (c) Maturity (d) Interest that affects the level of learning (e) Motivation (f) The learning environment.

RESEARCH METHODS
This study uses qualitative research methods to the type of ethnographic approaches. Jensen and Jankowski (2002, in Harsono, 2011: 13). Qualitative research is a process and understanding based on a methodology that investigates a phenomenon of social and human problems.

This study will observe the process of managing individual guidance and counseling based learning is implemented in the Vocational School. The technique used in this study is the observation, in-depth interviews and documentation studies.

Data analysis techniques used in analyzing data is the technical analysis for description and analysis for predictive purposes, to describe the process and outcome. According to Miles and Huberman in Educational Ethnography as Qualitative Research Design (Harsono, 2011) there are three combinations of data analysis. (1) Analysis based how the penalty, which is how researchers treat the data, namely the data the data is organized and disorganized. (2) Based analysis of the studied sites, whether single site or multiple sites, then this type of analysis is the analysis of the sites and site traffic analysis. (3) Analysis based on the objectives to be achieved, then comes the technical analysis for the description, analysis for purposes of explanation and analysis for predictive purposes.

The organizational structure characteristics of Individual Based Learning of Guidance and Counseling
The organizational structure of Guidance and Counseling Learning Individual basis is not much different from the organizational structure of guidance counseling in schools in general classical. They differ only in the services provided. The services provided more guidance on the individual. Organizational Structure components include Guidance and Counseling: The principal, the school committee, deputy head of the field school student, the course chairman, Teacher Guidance and Counseling, Guardian classes, teacher training, administrative staff, and students.

School Principals in the organizational structure has the Guidance and Counseling following tasks (1) coordinates all educational activities, which includes teaching, training and guidance counseling in schools. (2) Provides and complete the necessary infrastructure in guidance and counseling activities. (3) Facilitates the implementation of the guidance counseling program. (4) Supervises the implementation of guidance counseling. (5) Cooperates with other agencies related to the implementation of guidance counseling.

Deputy Head of School has the following tasks: (1) coordinates the implementation of guidance and counseling services to all school personnel. (2) Implements the policy of school leaders, especially in the implementation of guidance and counseling services.

Coordinator of Guidance and Counseling-duty tasks are (1) Promotes guidance and counseling services. (2) Develops guidance counseling program. (3)
Implements the Program Guidance and counseling. (4) To administer activities of Guidance and Counseling. (5) Assess the Counseling program. (6) Conducts a follow-up. (7) Coordinates the Guidance and Counseling teachers.

Tasks of Counselor. Counselor task include (1) promotes activities guidance counseling to all students. (2) Plans guidance and counseling program coordinator with guidance counseling. (3) Implements Counseling services for students. (4) Evaluates the process and results of the guidance and counseling service. (5) Analyzes the results of the evaluation. (6) Conducts a follow-up assessment based on the results of the analysis. (7) To administer activities of Guidance and Counseling. (8) Accounts for the tasks and activities to the coordinator or to the principal. (9) Is responsible for providing services to students with a ratio of 1:150 students.

Guardian class teacher mentors to help carry out the guidance and counseling service that was his job, helping to provide opportunities for students to follow the guidance and counseling services, provide information about the state of the students who need special attention as well as gaining Counseling services.

Assist Administrative staff supervising teacher or counselor in administering all activities of counseling and guidance counselors assist teachers in preparing the necessary tools in the implementation of guidance and counseling services.

Teacher training has the task is no less important premises guidance counselor, among others: (1) Formats socializing Counseling to the students. (2)
Works with mentor teachers in identifying students who need help. (3) Provides an opportunity for students to obtain guidance and counseling services of the supervising teacher. (4) To help gather information in order to assess guidance and counseling services.

**Characteristics of Inter-Organizational Structure of Employment of Individual Based Learning Guidance and Counseling**

There are several points that are found among others: (1) working relationship with the Head of School Counseling (2) Counseling working relationship with Deputy Head of School (3) working relationship with the teacher training Counseling. (4) Employment Relations counseling classes with Guardian. (5) Employment Counseling with Administrative Staff.

**Actualization Institutional Organizational of Individual Based Learning Guidance and Counseling**

The following research finding obtained: (1) Destination Services Guidance and Counseling (2) Vision and Mission Counseling (3) The function of Guidance and Counseling Understanding covering Functions, Functions Prevention, Poverty Functions, Function Maintenance and Development, Advocacy Function (4) Duty Guidance and Counseling (5) the field of guidance and counseling services that include personal guidance, Social guidance, tutoring, career guidance field services.
Guidance and counseling Base management of individual learning applies self-management system. Self-management generally consists of three main steps: (1) Determines the objective (2) Monitors and evaluate progress (3) Provides self Reinforcement

Peers counseling is also done to support the successful implementation of program based guidance and counseling individuals.

Type of Activity Guidance and Counseling Service consists of 1) Service orientation and information 2) the placement or delivery service 3) Service Learning, 4) individual counseling services 5) Guidance and counseling services group.

RESEARCH AND DISCUSSION THEORY

Characteristics of the Organizational Structure of Individual Based Learning Guidance and Counseling

The organizational structure of Guidance and Counseling in Vocational High School Dr. Tjipto Ambarawa called Individual based Learning as it relates to the learning system applied in schools, namely by applying the system of individual learning. Thus the management of guidance counseling services is more focused on providing
an individual basis. Organizational structure clearly and firmly set the duties and responsibilities of each personnel.

Characteristics of Inter-Organizational Structure

Employment of Individual Based Learning Guidance and Counseling

Employment Counseling With School Principals. Operationally Counseling Coordinator is responsible for conducting and reporting guidance and counseling activities to the Principal.

Employment Counseling With School Staff. Counseling is always coordinated with the Deputy Head of Student field schools especially in handling troubled students, placement and distribution, in terms of disbursement of scholarship / cost of education assistance and placement of students for majors that will be pursued.

Supervising teacher relationship with students. What distinguishes the relationship of students with tutors and subject teachers if teacher training is the training served to transfer knowledge but if the supervising teacher in charge of guiding the students' difficulties in dealing with development.

Guidance and counseling relationship with students. What distinguishes the relationship of students with tutors and subject teachers if teacher training is the training served to transfer knowledge but if the supervising teacher in charge of guiding the students' difficulties in dealing with development.
Guidance and counseling relationships with parents. Mentors are always in touch with parents of students in terms of consultation can be in the form of an invitation, call or home visit.

Counselors and counseling relationship with the environment around the school. Informs the educational values associated with the school environment, family environment and society.

Good working relationships among personnel in the organizational structure of Counseling determine the quality of the implementation of the guidance itself, a good relationship with school personnel and outside the school.

**Institutional Actualization of Individual Based Learning Guidance and Counseling**

Guidance program consists of group counseling and individual counseling. Counseling program consists of group counseling and individual counseling. The types of services and guidance and counseling activities include: service orientation, information, placement and distribution, tutoring, individual counseling, group counseling, and group counseling. Such programs are realized in the form of program planning unit annual program planning programs, semester and monthly.

**Management of Individual Based Learning of Guidance and Counseling**
Principals in this case responsible for the technical implementation guidance counseling in schools, coordinator of guidance and counseling are the main implementers of coordinating all activities related to the implementation of guidance counseling. Implementation Guidance include Tutoring, Private Tutoring, Tutoring social, career guidance

**Means and Infrastructure.**

Minimal facilities required have been provided between the other data collection tools such as observation and interviews, questionnaires, diaries and a data storage device such as, personal cards, personal books, maps and so forth, like technical equipment manuals, implementation guide, and information books package of guidance and other supporting technical tools.

**Existing Problems**

Ideal conditions 1: 150, meaning 150 of the counselors to guide students, while the number of students in schools amounted to nearly 583 students, ideally there are 4 tutors, while there are only two people supervising. Related to juvenile delinquency between students, school, learning effectiveness, the pattern of relationships among peers are problems that often arise. Another problem is the presence of additional duties given to the guidance counselor, for example, taught a certain training, additional duties as class guardian or another position.
Efforts Handling

To handle the existing problems by providing a system of sanctions which credit points. And by techniques that is known as self-management techniques, and by applying peer counseling system.

CONCLUSION.

The organizational structure is the skeleton of an organization. An organization can work well if the organization can be set explicitly position, duties and responsibilities of each personnel. Organizational Structure of Vocational Guidance and Counseling in Dr.Tjipto Ambarawa individual based learning is learning that is tailored to the individual.

The working relationship between the organizational structures of individual base learning Counseling is not much different from the structure of the organization in general. Relationship with the principal described as a command line. Counselor accounts for its activities to the principal. Working relationships with staff leaders Counseling, training of teaching staff, class guardian, administrative staff, parents and students is a relationship of coordination and consultation.

Implementation of self-management system, students are more able to govern themselves, so that students become more mature in his life. With individual approach to learning students will feel encouraged to compete with the value, so that more students are trying to improve his performance. Management strategy that
distinguishes the Counseling in general is a self-reinforcing technique and a peer counseling.

**IMPLICATION**

Implication obtained in this research is (1) If the organizational structure of a school guidance and counseling personnel members carry out the duties and responsibilities and authority of each to the right, then the implementation of the Counseling program will run properly and optimally. (2) If the employment relationship between the organizational structure of Counseling well maintained and harmony, coordination and consultation according to the position and authority of each, the vision, mission and objectives of the program Counseling services will be realized. (3) If the Institutional Guidance and Counseling implement programs that have been planned and implemented in the form of guidance and counseling services either individually or in groups, and counselors as duties and responsibilities as educators are committed and able to perform to implement the vision of the implementation of guidance counseling mission and goals can be achieved Counseling optimally.

**Recommendation**

Suggestion for educational foundation of Dr. Tjipto is to build places of worship, so that teachers can pray together with students and so intertwined relationship with the expectation that religious students are more discerning.
Recommendation for the Principal, (a) the school is expected to increase teachers' guidance and counseling, tailored to student numbers and ratios. (b) Expected that schools do not give excessive additional duties to the counselor to carry out their duties with maximum power, (c) given training class guardian counseling so that in carrying out duties as a counselor can work well.

Recommendation for the class guardian. (a) Expected more intensively in monitoring the progression of students into their care. (b) Expected class guardian improves management skills in the field of Counseling. (c) Class guardian is expected more often in coordination with the guidance and counseling so that if there are students with problems can be resolved soon.

Recommendation for teachers through the Education and Training (a) It is expected more often in coordination with the counselor so that if it encounters problems when teaching students to be resolved soon. (b) Training teachers to be more observant in monitoring the progress of their students.

Recommendation for Counselors (a) the counselor is expected to increase the frequency and intensity of guidance and counseling services to students. (B) It is trying to build cooperation with other stakeholders-stakeholders in the school and outside school. (C) More often in coordination with the eyes of teachers training in order to attract students who are in trouble.
Recommendation for Students. It is hoped that better utilize existing counseling to devote the problems facing so it does not hinder the learning process.
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