

# CHAPTER I

## INTRODUCTION

### A. Background of Research

The objective of Indonesian National Education is establishing Indonesian completely, having spirit of Pancasila, loving learning habit, having self confident and working ethic, creative, productive and always getting to progress.

Education is one of human needs. Education is having an important role in trying to ensure the survival of the nation because education is a means of developing and increasing human resources quality.

Based on (Mulyasa, 2005: 15) Indonesian society with its fast developing is still facing so heavy education's problems. Its problems are especially correlating with quality, relevant and education efficient. The development and change which happened in public's life cannot be loosening from the global influence of knowledge and technology development. This continuously development insists the relevance of education system improvement.

Taken from (Rules No. 20, 2003, article 3) Education is done to develop the capability of students in order to have god fearing, good attitude, health, and good knowledge, competent, creative, and individual and become democratic citizens and have responsibility.

To develop the students' capability maximally, the school is performing counseling services to students. Based on student's individual, social learning, and career development, the counseling service is not only for complement, but also as a part of national education system which cannot be separated.

Guidance and Counseling in its implementation in every school is not only getting special hours for classical or group Guidance and counseling service. It is because the school focusing on the academic competence development.

Guidance and counseling service is still assumed not too important because this subject is assumed integrating to other school's subjects. The guidance and counseling services have basically the same level and goals with other educational services, which deliver the student on his way to obtain the optimum personal development. As said by (Sukmadinata, 2007: 4) the difference lies in the implementation of the its tasks and functions, each of which has the characteristics of the different tasks and functions

Guidance and counseling in practice are only be implemented for a particular student, this is not true. Guidance and counseling are not only for students with problems or for students with an excess of it, but the guidance and counseling are expected to serve all students (Guidance and Counseling for all). Every student deserves the same service through various forms of the guidance and counseling services are available, both in the classical and group or individually.

A problem learner in developmental problems who teachers face at the time of learning is referred to the guidance and counseling teacher or counselor for

handling. And also the problems will be handled by learning teachers if it is related to the learning problems in the class. In fact, the student's problem of difficulty in studying comes from the learning process in the classroom. It means that, in developing and individual learning itself, the function of guidance and counseling teacher and vice versa. So the function of learning process in all school's subjects must be paid attention by guidance and counseling teacher.

Based on the unique service of guidance and counseling process, so the performances of perfect teachers are needed. (Permendiknas, 2008: 27) about the teachers' standard of capability as counselor stated that the capability of guidance and counseling teachers must be in academic and professional in unity.

The academic capabilities are the basic of developing the professional competences, they are as follows.

1. Deeply comprehend in serviced counseling.
2. Master the theories' framework and foundation of guidance and counseling.
3. Implement the individual service of individual guidance and counseling.
4. Develop the teacher's personal and professional competence continually.

## **B. Focus of Research**

Based on the background of research above, the researcher focuses the research on what are the characteristics of individual based learning of guidance and counseling management at *SMK Dr. Tjipto Ambarawa Semarang regency year 2011*. The researcher divide to three subfocuses.

1. What is the organizational structure of individual based learning of guidance and counseling at *SMK Dr. Tjipto Ambarawa*?
2. What are the characteristics of job's relation among members in organization structure of individual based learning of guidance and counseling at *SMK Dr. Tjipto Ambarawa* ?
3. How is the institutional actualization of individual based learning of guidance and counseling at *SMK Dr. Tjipto Ambarawa* ?

### **C. Objective of Research**

#### 1. General Objective

The objective of this research in general is describing individual based learning guidance and counseling management at *SMK Dr. Tjipto Ambarawa*

#### 2. Specific Objective

- 2.1. To describe the organization structure of individual based learning of guidance and counseling at *SMK Dr. Tjipto Ambarawa Semarang*
- 2.2. To describe job's relation among members in organization structure of individual based learning of guidance and counseling at *SMK Dr. Tjipto Ambarawa Semarang*
- 2.3. To describe the institutional actualization of individual based learning of guidance and counseling.

## **D. Benefits of Research**

### 1. Theoretical Benefits

This research can be expected to contribute the developing of national education quality in Indonesia by the management of guidance and counseling individual based learning at Vocational School.

### 2. Practical Benefits

#### 2.1. To Vocational School

- a. As an input in empowering the guidance and counseling to help students and especially for specific students needed.
- b. School can arrange the guidance and counseling individual based learning program suits to each different student's character.

#### 2.2. To Students

Students can learn of their own competences and capabilities.

## **E. Glossaries**

### 1. Management

Management is a process which consists of planning action, movement and controlling done to decide and to reach the predetermined targets through the usage of human resources or other resources.

### 2. Guidance

Guidance is a process of giving help continually and systematically from mentors to students in order to reach self

comprehending, self accepting, self showing and self realization in achieving the level of optimally individual improvement and conciliating with his or her environment.

### 3. Counseling

Counseling is a giving support process by counseling interview from the expert to students or clients in order to resolve their problems. So counseling can be called as a communication process between special clients and counselors. Here counselor and counselee make verbal and non verbal communication which aims to resolve the problems came across.

### 4. Individual

Individual can be taken from Latin's word *individuum* which means divisible. The word individual is a name which can be stated as the smallest and limited unity. The individual is not a human's name as a whole limitation which can be divided but as limited unity as individual human being as said by Dr. A Lysen.

### 5. Learning

Learning is a conscious effort made by individuals and cause behavioral changes in response to the environment either directly or indirectly

### 6. Individual Learning

Individual learning is training which is individualized to take into consideration the differences among learners.

7. Site study of *SMK Dr. Tjipto Ambarawa Semarang Regency*.

Case study at SMK Dr Tjipto Ambarawa Semarang Regency is a study of the management system in guiding and counseling based on the school's individual learning.