

ANALYSIS OF THE EFFECTIVENESS OF THE GUIDANCE AND COUNSELING PROGRAM IN IMPROVING THE ACHIEVEMENT OF GRADUATE COMPETENCY STANDARDS

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Abstract

This study investigates how guidance and counseling programs can help schools achieve the Graduate Competency Standards (SKL). Data were collected from 37 high schools and vocational schools in Yogyakarta using descriptive qualitative methods and case studies based on secondary data. Library studies were also used, as well as Simple Random Sampling and Cluster Random Sampling techniques. This article evaluates two main variables: the success of guidance and counseling services and the achievement of SKLs. The purpose of writing this article is to provide an overview of the contribution of guidance and counseling programs to the achievement of SKLs as well as suggestions for improvement. The conclusion is that good guidance and counseling services contribute greatly to the achievement of SKLs because they help students overcome their social, academic, career and personal problems and develop their potential. Educational institutions should continue to improve the quality of these programs to support student success.

Keywords: *Guidance and Counseling, Education, Graduate Competency Standards*

1. INTRODUCTION

Human ability or potential is one of the blessings given by God almighty. Humans use these blessings for themselves and for others by helping others. Therefore, humans train and develop what they have in terms of abilities, skills, and knowledge (Hamim et al., 2022).

In the world of education, a person learns and is trained to develop his potential to be useful in the future. The differences in potential that exist in each person make people create a standard to measure all existing abilities so that it is easier to categorize them, such as graduate competency standards (SKL) (Hadi, 2017). There are several types of SKL depending on the education or training program followed (Yuberti, 2014).

To help and make it easier for someone to know, develop and train optimally, every educational institution has provided or facilitated an effective guidance and counseling since junior high school. From the SMP Negeri 3 Maos blog written by Sutarno, junior high school students are developing individuals. Not only junior high schools get the program, but up to universities get it, so that all students who take education at that level are entitled to all existing programs (Gunawan, 2022). The program not only aims to assist students in completing their studies, but also to develop the skills, knowledge, and attitudes needed to achieve the expected graduate competency standards (Ferdiansyah & Noverina, 2018).

2. LITERATURE REVIEW

2.1. Discussion On Guidance and Counselling Services

Guidance and counseling services are usually carried out by guidance and counseling teachers often called counselors. The performance of this service in Indonesia has reached an average of 50% so that the effectiveness of the service can be continued into a program that can be felt (Isro'i et al., 2022). Graduate competency standards, which are the subject of this discussion, are one of the programs considered by guidance and counseling services, especially for students at the secondary to tertiary levels (Sugiyatno, 2007). However, there have not been many results that specifically evaluate the effectiveness of guidance and counseling programs in achieving this goal.

2.2. Research Objectives of Guidance and Counseling

Through guidance and counseling services, it is expected that educational or training programs can be channeled through information or implemented by counselors to students. The effectiveness of these services can vary at each level, so it is necessary to collect data at each level, then group the causes of guidance and counseling services impacting students. The purpose of writing this article is to know about guidance and counseling, to know about graduate competency standards, and to know the resulting indicators between guidance and counseling and graduate competency standards.

2.3. Impact of Guidance and Counseling Programs

Through a qualitative approach and data analysis, it will indirectly evaluate the impact of the guidance and counseling program. The impact includes the improvement of students' skills, knowledge, and attitudes by the SKL. With a better understanding of the impact of guidance and counseling programs, it is hoped that educational institutions can optimize their efforts in preparing students for success in the increasingly competitive world of work (Zakaria et al., 2023).

3. RESEARCH METHODS

3.1. Data Collection Method

This article uses a qualitative descriptive method with a case study approach based on secondary or indirect data. This secondary data collection method focuses on library research and literature references on documents that have been researched (Khosyati et al., 2023). Data were collected from high schools and vocational schools in Yogyakarta City, representing many districts/cities in Indonesia, so that the sample can be used as a reference for learning in other cities. The design of this article involves data analysis before and after the implementation of the guidance and counseling program. Data collection techniques were carried out using probability sampling techniques consisting of simple random sampling and cluster random sampling, which examined random objects in a wide range. Data collection is done by collecting books and journals of previous research results related to the topic of the article (Biworo et al., 2024).

3.2. Criteria of The Research Object

School criteria for data collection are schools that have collected data in the last 5 years, namely 2019-2024 and have uploaded data on internet searches. Junior high

schools were taken 13 out of 65 schools, senior high schools were taken 9 out of 49 schools, and vocational schools were taken 5 out of 28 schools. The total number of schools that can be taken is 37 out of 142 schools, assisted by using laptops and mobile phones to help collect and analyze data from the data and research that has been obtained.

3.3. Research Variables

This article uses 2 research variables, the first variable is on guidance and counseling services, the second is on the success or achievement of services that can be a standard of graduate competence. Guidance and counseling services are measured by the quality of counselors in communication, satisfaction, support and collaboration of people around and psychological well-being, especially in students' emotions. There is a level of counselor empathy and student satisfaction with supportive services so that there is an increase in emotional well-being in students (Mudjijanti, 2012). Then for the success or achievement of guidance and counseling services from the indicators in the graduate competency standards which include the achievement of core competencies in academic, social, and personal fields such as academic achievement, social skills, and personal development (Tasmara et al., 2023).

4. RESULTS AND DISCUSSION

Guidance and counseling (BK) services in schools and educational institutions are programs designed to assist students in overcoming various personal, social, academic, and career problems. The main objective is to support the optimal development of students and help them achieve the competency standards of graduates. From this variable, it is measured the quality of counselors in communication, satisfaction, support, and collaboration of people around and psychological well-being especially emotional in students.

4.1. Achievement of Guidance and Counseling Services

The results of achieving services that become graduate competency standards depend on the active involvement and responsibility of both counselors and counselees, based on mutual respect and trust, and include information, evaluation, counseling, and education. During the admission of new students or learners at an institution, the counselor has begun to slowly approach so that when starting the learning of the education curriculum, the counselor can immediately take action to jump into students to adjust and get to know the counselor (Lestari et al., 2022). Then, during the school years academic, social, and personal matters can be a factor of self-development assisted by guidance and counseling services.

Increased academic achievement shows that students can understand the subject matter better and achieve the academic competencies set (Wahyuni, 2014). These results also show that students can adapt to the school environment. Success can also be seen from academic achievements such as test scores and non-academic achievements such as participation in extracurricular activities, competitions, and community projects achieved by graduates (Umamah et al., 2018). Graduates' ability to adapt to changes in technology

and the work environment, as well as their commitment to continuous learning and self-development, are signs of the success of the education they receive (Rusilowati, 2023).

Good graduate competency standards not only cover academic aspects, but also include the development of soft skills, work ethics, and the ability to adapt to the dynamics of industry and society (Rohmawan et al., 2021). The ability of graduates to apply the knowledge they have gained in a real work environment is needed, especially SMK graduates who after graduating from school can go directly to the world of work or to the world of education to explore their fields of knowledge according to their abilities (Prianto & Qomariyah, 2021). Then, the level of job placement of graduates in relevant fields is a significant indicator of success. The more graduates who get jobs in fields that match their competencies, the better the quality of education and the relevance of the curriculum offered (Siagian & Trihantoyo, 2021)

Successful graduates often earn internationally or nationally recognized professional certifications, indicating that they meet recognized industry standards (Ismail & Anwar, 2021). Such graduates have usually studied their field seriously according to the recommendations and guidance of teachers or counselors from guidance and counseling. Then, success can also be measured by graduates' contributions to society, either through their work, participation in social projects, or the innovations they create (Udin, 2010). For example, building a village meeting hall or helping to repair a road, civil engineering can help in the development process.

4.2. Quality of Counselor

In this service, the quality of teachers and counselors is essential to achieve the main goal. Teachers become the first example to see or learn what is taught at school so that the quality of teachers can be seen when teaching something to students (Djamaluddin & Wardana, 2019). For example, during the teaching process, a teacher is expected to provide effective teaching methods so that what is taught can be understood by students. Not only during the teaching process, the program and traits of a teacher are needed in developing or learning students (Sulistiani & Nugraheni, 2023). Teachers who are trained and have good traits or characters can be able to know what each student needs so that it can help in carrying out the teaching and learning process to guidance and counseling more effectively (Dzulkifli & Sari, 2015).

Communication skills are also needed in guidance and counseling services so that students are more comfortable in expressing what they want and need (Rahayu, 2021). In addition, students can also be more confident in expressing their opinions, understanding, and emotions by practicing self-confidence through communicating fluently (Perwati, 2022). Communication skills predict the quality of life of school counselors, explaining almost 36.3% and showing significant language differences, and automatic classifiers can predict counseling quality with up to 88% accuracy (Abdulhafor et al., 2022).

There is a communication skills progress test (CSPT) as a reliable and effective tool to help assess counseling communication skills. In the UK, mental health counselors need good training, communication, and information to provide high-quality guidance and counseling services (Yanti, 2023). However, a counselor cannot always rely on various tests to develop themselves, but by understanding students or interlocutors it will be more effective to determine the right way to communicate for the guidance and counseling service process to take place (Sumarto & Harahap, 2020). That way the counselor can

convey his opinion or ability better and can be well received by students or interlocutors (Nihayah, 2019).

4.3. Counselor and Surrounding Support

Counselor support and the collaboration of people around are indispensable. Personal counseling with a counselor or with online counseling can help students' selves if they feel doubts about acting (Sholihah, 2020). Therefore, it takes the support of people around such as family and friends, someone who makes students comfortable nearby can freely express their opinions, so peer counseling is formed (Astiti, 2019). Peer counseling is very effective for helping other students who are facing problems and are stressed, it is proven that students are more open with their closest friends or friends (Baharudin et al., 2022).

Student satisfaction, psychological, and emotional well-being are the end results that the goals of guidance and counseling services want to achieve (Alwina, 2023). Student satisfaction in school can improve student skills in various factors including academic achievement (Crede et al., 2015). Satisfaction from users of graduates such as companies or organizations where they work is also an important indicator. User satisfaction surveys can provide an overview of how graduates are able to meet industry expectations (Susanti & Masriah, 2021). A learning environment that supports students' basic psychological needs can result in more positive emotions and fewer negative emotions, thus increasing commitment to learning and overall well-being (Agustin, 2023).

5. CONCLUSION

Based on the text, it can be concluded again that the effectiveness of the guidance and counseling program in improving the achievement of graduate competency standards can be seen from counseling guidance services and the success of services that become graduate competency standards in schools. Guidance and counseling services are programs designed to assist students in overcoming various personal, social, academic, and career problems and indirectly develop their potential optimally. Overall, guidance and counseling services are crucial elements that support students' success and well-being in various aspects of their lives. With a comprehensive and holistic approach, these services ensure that every student gets the support they need to reach their full potential.

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