Efforts to Improve Guidance Counseling Services Using ICT for Junior High School Student

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Abstract

This paper will explain a research of some effort in Guidance Counseling (GC) class. This research carried out by the fact that some class VIII of Junior High School (JHS) students in Indonesia does not have the insight and good preparation for his/her career. The research was carried out two cycles. First cycle, applying career guidance services indirectly and not programmed. Second cycle, implementing career guidance services indirectly and programmed using ICT (Information and communications technology) media with mobile phone and PC. Research subject was 120 JHS students of class VIII ABCD, Academic Year 2008/2009. The subject consist of 55 male and 65 female. All students are followed its development until the rise in class IX ABCD. But specifically to be followed by the development and given special treatment is 44 students consisting of 20 men and 24 women who have value to the 9th stage of development aspects of insight and career preparation (TP9) ≤ 3. Special treatment in question is to increase individual counseling services either using or not using. On the average (120 students) there is an increase of 23.1% from the initial conditions to the second cycle, and for 44 students (which is specifically observed for TP9 value ≤ 3) the increase is higher at 40.6%.This suggests that GC service needs to be done directly and indirectly by using various media, especially ICT.

Keywords: content services, mobile phone, multimedia learning, career guidance.

1. Introduction

Graph the results of processing of Phase Analysis of Development (PAD) State Junior High School (JHS) 18 Purworejo Indonesia, Class VIII ABCD, Academic Year 2008/2009, can be seen that the 10 aspects of the existing (i.e. religious foundation, the foundation of ethical behavior, emotional maturity, intellectual maturity, awareness of responsibility, social roles as men and women, self-acceptance and development, economic self-reliance behavior, knowledge and career preparation and maturity of the relationship with peers), it is known that the aspect of insight and career preparation shows a graph of the lowest. This proves that most students do not understand insight and career preparation. This is supported also by the author when providing counseling services in the classical style of career direction was mostly not yet knows where the direction his career will continue after the junior.

By looking at the above facts, the authors wanted to know the students in understanding the insight into the preparation of the media tried out his career with ICT which has not been done. After using ICT media, supported by other techniques such as individual services or

groups, the authors hope at the beginning of 2009/2010 school year the students already have knowledge and career preparation are more mature than before, so after graduation to determine the right career choice. Thus the authors have made use of ICT to provide indirect guidance to students in understanding and preparing for his career. Therefore, the authors conducted a study "Improve Guidance and Counseling Services area Career services indirectly through the use of ICT for JHS Class VIII students". This research is expected to help solve the problems mentioned above.

2. Basis of Theory

Guidance and Counseling (GC) service in the JHS is an effort in helping learners to develop personal life, social life, learning activities, as well as planning and career development. Mentors try to help the development of learners, individual, group and or classical, according to the needs, potential, talents, interests, developments, conditions, and opportunities they have. This service also helps overcome the weaknesses and obstacles and problems faced by learners [1].

GC is a service to help students, either individually or in groups, to be able to independently and develop optimally, in the field of development of private life, social life, learning, and career planning, through various types of services and support activities, based on the norms applicable [1].

GC service in the school is an attempt to help learners in the development of personal life, social life, learning activities, as well as planning and career development. GC Services facilitate the development of learners, individual, group and or classical, according to the needs, potential, talents, interests, developments, conditions, and opportunities they have. This service also helps overcome the weaknesses and obstacles and problems faced by the learners [1].

GC Services at the school include "pattern 17" namely: the four areas (personal, social, learning and career), seven services (orientation, information, placement, learning, individual counseling, group counseling, and group counseling), and five supporting activities (instrumentation applications, case conferences, home visits, over the hands and assessment of follow-up) [2].

GC is a service specifically support / services provided to students so that students can find / understand the personal self, to know the environment, develop themselves, and plan its future [4][5]. In this way, school counselors have to share their lived stories of what works in a variety of contexts such as articles in professional journals and web sites [6]. In addition, school counselors must have leadership as a necessary skill and as a means of aligning their work more intentionally with school improvement goals [7].

In this study only covered four areas. First, the Field of Personal Guidance, which aims at helping students to recognize, discover and develop personal faithful and devoted to God the Almighty, independent, responsible, have self-concept, accept and appreciate the unique characteristics and abilities, as well as physically healthy and spiritual.

Second, Field of Social Guidance aimed at helping students to recognize the surrounding social environment, social ethics which is based on the noble character and social responsibility.

Third, field Tutoring aimed at helping students to recognize and develop the attitudes and good study habits to master knowledge and skill in accordance with the program of study in junior high school to prepare, continue the level of higher education

Fourth, the field of career guidance aims to help students recognize and develop your own potential through the mastery of knowledge and skills, understand the environmental

education and environmental sectors as an effective job, and develop the values of a positive attitude to prepare them to participate in community life.

GC in JHS services based on GC of Service Unit [3][4][5] concretely formulated through the steps as shown in Figure 1.
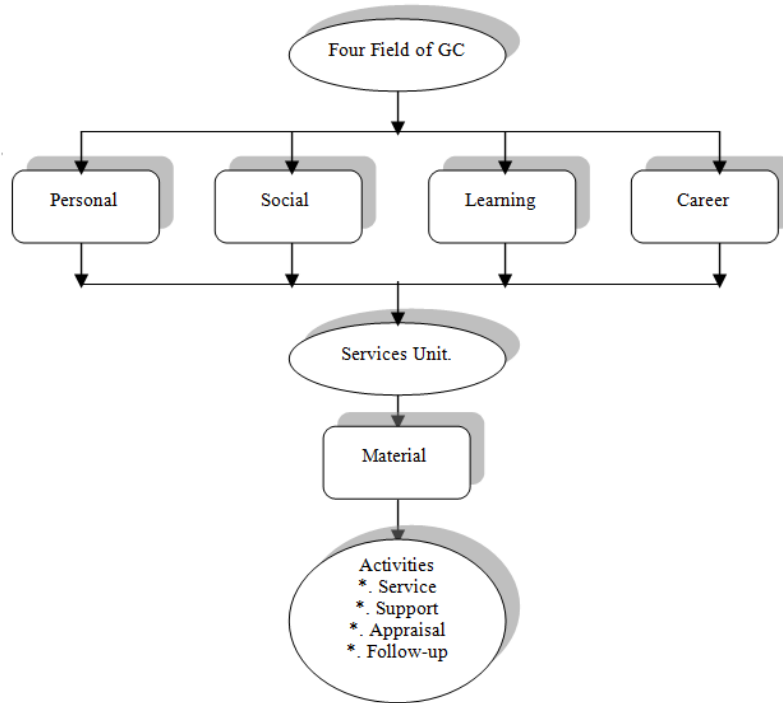

Figure 1. Four Field Guidance and Counselling (GC).

Referring to the four service areas of GC (Figure 1), the authors have developed ICT applications is content for the field of career guidance services [3], called m-NingBK© (Figure 2) and Power point: "The sorts of Career and School". ICT applications content that have been developed as shown by Table 1. However, because of time constraints the authors only develop one area of career guidance services. Career guidance is of particular importance to JHS students because this group of students is at the significant crosroads of their lives-encountering the challenge of school-to-school or school-to-work transition [8].

Figure 2. Examples Interface of m-NingBK©: "Career Guidance".

Tabel 1. GC Services that have been Developed on the Application m-NingBK© [3].

Personal guidance	Social guidance	Tutoring	Career guidance

• Understanding of self (strengths and weaknesses).
• Manage daily activities.
• Learning is responsible for daily life.
• Acceptance of yourself physically and develop your own potential.
• The rules and credit points
	• Same-sex Relationships.
	• Relationships with the opposite sex.
	• Ethics interactions with fellow friends, parents and teachers.
		• Overview How to Study
		• Method of reading SQ4R (*Survey, Question, Read, Recite, Record & Review*).
		• How to study effectively and efficiently:
		  ▪ How to registering.
		  ▪ How to memorize.
		  ▪ Increasing the concentration of study.
		• Reviewing the results of tests / value of the semester report cards and ways to improve it.
		• Motivation to learn (for what the school).
		• Facing the Tests:
		  ▪ Preparation faces test
		  ▪ When faced with a test
			• Reviewing the results of tests, interests and abilities.
			• Information about the high schools.
			• Make decisions about the school.

However, school career counsellors play a key role to prepare students who can successfully transitions to the next level, whether for further education or a job [9]. Also, school counsellors to provide career development interventions in new paradigm where not only narrowly focuses on a career decision making, but also assisting them in gaining necessary employability and self-management skills [10]. Also, school career counsellors have to help student to understand the reality of workplace [11].

Arifah (2005) conducted a study entitled "Effect of Career Guidance Students Against Independence of Students In Choosing a Career In Class III State of Vocational High School 2 Magelang (Business and Management Group) Academic Year 2005/2006". Based on research results Arifah stated that, career guidance significant effect on student independence in selecting a career at 38.3%, then the school should constantly improve the effectiveness of the implementation of guidance services to students independent in taking the right decision to choose her career. In general, the attitude of independence of the students in choosing a career still needs to be increased again to make it better; especially on increasing the responsibility of students to careers will be selected. This increase can be done by increasing seriousness in going out for the vocational school, raise awareness of students with goals / ideals of the career that will be selected and increase the motivation of students toward a career that will be chosen [12].

Nur Khayati (2006) has conducted a study entitled "Effectiveness of Information Service in Career Guidance Work Readiness Against Judging Psychological Aspects Of Students In Class III SMK Bhakti Praja Margasari Tegal Lessons Year 2005/2006". The results showed that psychological preparedness work at accounting third graders beginning with the category of being and after obtaining career guidance information services increased to a high category [13].

Fajar Santoadi (2008) conducted a study entitled "Preparation Experience Options Study / Career Students USD Semester, Academic Year 2006/2007 (explorative study-

Retrospective)". The results showed that the parental role is more prominent than the supervising teacher and the majority of students felt a lack of adequately GC [14].

In line with the Regulation of the Minister of National Education Republic of Indonesia Number 19 Year 2007 About Standards Unit Management Education by Primary and Secondary Education, one of the tasks the school/"*madrasah*" is to provide counseling services to students [15]. So, the authors are interested in doing research with the title "Improving GC Relief Services Career Guidance through the use of ICT for JHS Students Class VIII". This research is expected to help JHS students in grade VIII N 18 Purworejo in expanding horizons and career preparation.

3. Research Framework and Methodology

Research subjects were 120 State JHS students 18 Purworejo Indonesia, class VIII ABCD, Academic Year 2008/2009 that consisted of 55 male and 65 female. All students are followed its development until the rise in class IX ABCD. But specifically to be followed by the development and given special treatment for 1 year was 44 students consisting of 20 male and 24 female.

In general, few students of State JHS students 18 Purworejo Indonesia does not have the insight and career preparation. The study was conducted for students class VIII ABCD in Academic Year 2008/2009. Based on tests (using instruments Phase Analysis of Development/PAD by University of Education Bandung Indonesia) conducted on the 1 sd July 5, 2008 and analyzed on 7 July 2008 were grains of insight and career preparation rank lowest Development Phase (DP) value 3.292 and the average DP is 3.65, the highest DP value of 4.117. While students are given special treatment DP $\leq$ 3 has a value of which there are 44 students.

Based on this, the author is aware of the problems in students' knowledge and career preparation, resulting in the lowest point assessment. Through these research activities are expected students to have insight and a better career preparation. Figure 2 shows the frame of mind in the research conducted. There are two cycles for the actions taken are:

Cycle I:

- Planning B action: preparing lesson plans GC (according to the type of career guidance services)

- Implement Action: students are given career guidance services in the classical style, group or individual, and not hard-wired and not take advantage of ICT.

- Carry out observations: PAD junior researchers observed value for class student VIII ABCD who carried out three times, the results were observed displayed in the form of bar charts.

- Implement reflection by comparing the results of initial conditions with cycle I.

Cycle II:

- Planning Action: Repair the action I (stages according to the type of service)

- Implement Action: besides using the classical style of service, group or individual with conventional media, the author tried to use other additional media namely Information and Communications Technology (ICT) media primarily Hand Phone or mobile phone and computer application that is "m-NingBK© Career Guidance" and

the computer and the LCD to display the power point:" The sorts of Career and School ".

▪ Implement observation: PAD junior researchers observed value of VIII ABCD class student when the student up to class IX ABCD, the observed results shown in bar chart form.

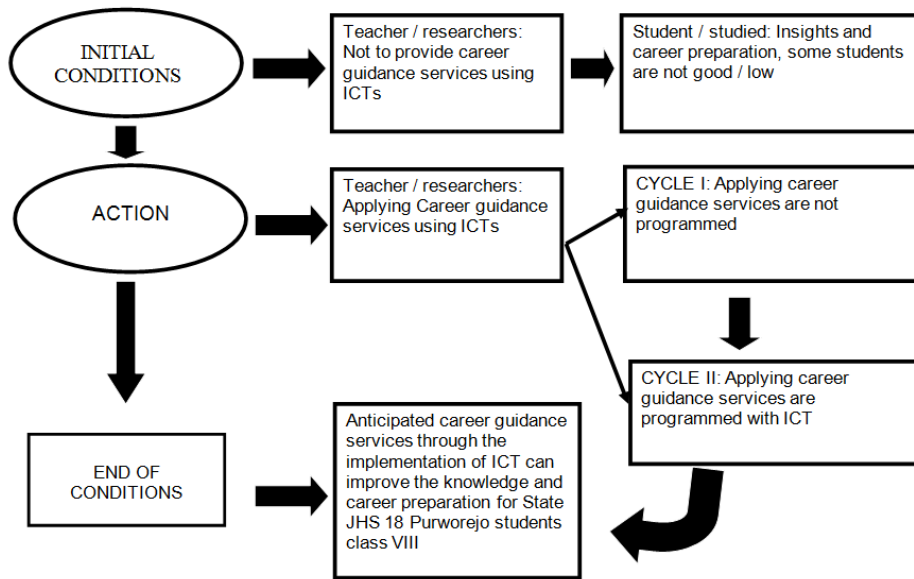▪ Implement reflection by comparing the results of cycle I and cycle II.

Figure 2. Research Framework

4. Result and Discussion

Table 2 shows the profile of class VIII ABCD: initial conditions, the cycle I and cycle II for all aspects of the treatment prior to the action, when. Table 3 after the action by providing additional services i.e. ICT using power point and the application of "m-NingBK© Career Guidance"

Table 2. Profile of class VIII ABCD: initial conditions, the cycle I and cycle II.

No.	Aspect	The initial condition of the DP	Cycle I value of DP	Cycle II value of DP
1	The foundation of religious life	3.54	3.54	3.554
2	The cornerstone of ethical behavior	3.51	3.513	3.635
3	emotional maturity	3.64	3.65	3.888
4	intellectual maturity	3.504	3.496	3.519
5	Awareness of responsibility	3.487	3.492	3.625
6	Social roles as men and women	3.742	3.74	3.89
7	Acceptance of self and its development	4.056	4.056	4.106
8	Independence of economic behavior	3.635	3.635	3.884
9	Insights and career preparation	3.292	3.56	4.046
10	Maturity relationships with peers	4.117	4.117	4.227

Table 3. Comparison of measures for class VIII ABCD: initial conditions, the cycle I and cycle II, a special aspect of "Insights and career preparation" (DP9)

action	Initial conditions	cycle I	cycle II
Tutoring services directly			
• classical	-	V	V
• Individuals	-	V	V
• Groups	-	V	V
• Posters	-	V	V
• ICT: Power Point	-	-	V
Undirect Tutoring services	-	-	V
• ICT: "m-NingBK©: Career Guidance"	-	-	V

The results of observations of the aspect of "Insights and career preparation" (DP9) for students class VIII ABCD have increased from the initial conditions I and from cycle to cycle I to cycle II. On the average (120 students) there is an increase of 23.1% from the initial conditions to cycle II (Table 4) and to 44 students (which is specifically observed for DP9 value ≤ 3) the increase is higher at 40.6%. This suggests that GC service needs to be done directly and indirectly by using various media, especially ICT.

Table 4. Comparison of the results of observations of the aspect of "Insights and career preparation" (DP9) for class VIII ABCD: initial conditions the cycle I and cycle II.

Results of the observation	DP value		
	Initial conditions	cycle I	cycle II
Average value DP9 class VIII ABCD students were observed (120 students)	3.29	3.56	4.05
DP9 value for class VIII ABCD students were observed (44 students)	2,81	3,55	3,95

The results based on empirical data, there are two things that can be disclosed, namely:

A. The learning process: the supervisor needs to be constantly looking for other media services, especially ICT to enrich both GC to the service directly or indirectly.

B. Learning outcomes:

- GC Service needs to be done in the classical style, individual and groups using a variety of media, especially with the ICT.

- GC Service indirectly using ICT media is using the application "m-NingBK© Career Guidance" that runs on mobile phones and computers and LCD to display the power point: "The sorts of Career Schools and School" may help increase the DP value.

5. Conclusion

Based on research results and the results of the analysis has been carried out with results that will be concluded as follows:

- Overview of insight and psychological preparation for students careers in class VIII BCD State JHS 18 Purworejo prior to using various media have Development Phase (DP) value has the lowest value compared to nine other aspects of 3.292. While the results after the service it provides career guidance information have increased 15.08%. So in general it can be concluded that the provision of effective career guidance information services to job readiness in terms of the psychological aspect.

- From the analysis of DP values showed significant differences in the average (120 students) there is an increase of 23.1% from the initial conditions to the second cycle and for 44 students (which is specifically observed for DP9 value ≤ 3) the increase is higher at 40 , 6%. This suggests that GC service needs to be done directly and indirectly by using various media, especially ICT.

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