

# Developmental guidance and counseling comprehensive in Indonesia

Agus Ria Kumara<sup>1)</sup>, Caraka Putra Bhakti<sup>2)</sup>, Fatwa Tentama<sup>3)</sup>

<sup>1,2</sup> *Guidance and Counseling Department*

<sup>3</sup> *Psychology Department*

*Ahmad Dahlan University, Indonesia*

<sup>1</sup>agus.kumara@bk.uad.ac.id

<sup>2</sup>raka.putra13@gmail.com

<sup>3</sup>fatwa.tentama@psy.uad.ac.id

## Abstract

Guidance and Counselling are an integral part of the education, which is an attempt at realizing the educational functions include function development, help individuals develop themselves in accordance with fitrah (potential) and diversity. Guidance and counseling are the comprehensive program developed in Indonesia, They are the paradigm of guidance and counselling services which adopted from the ASCA model. Competency standards proposed are divided into 5 areas of development, namely the development of spiritual area , academic development, the development of the field of personal/social development of the areas of career development, the field the attitude of citizens of a democratic and accountable.

Keywords: guidance and counseling, comprehensive, Indonesia

## Introduction

Guidance and Counselling are integral part of the education, which is an attempt at realizing the educational functions include function development, help individuals develop themselves in accordance with considering potential difference. According to the Depdiknas (2008) when this has occurred a change of paradigm approach to guidance and counseling, from traditional-oriented approach, remedial, clinical, and centered on a counselor, to development-oriented approaches and preventive. Approach to guidance and counseling developmental or comprehensive based on the achievement of the tasks of development efforts, development potential, and solving client problems.

Development and implementation of guidance and counseling comprehensive program is growing quickly in America. The research of Martin, Carey, and De Coster (Gysbers, 2012) found, "that the State has 17 new model programs that still, 24 of the State in the process of implementation of model programs, and 10 State is still at an early stage development model". Along with the development of the science guidance and counseling in the Americas, the development of guidance and counseling comprehensive program in Indonesia began in scientific forums talked about and supported Permendiknas No. 27 in 2008, guidance counseling service program in Indonesia led to a comprehensive approach as well as Permendikbud No. 111 2014 where all forms of services and components of the program led to the development of the learners.

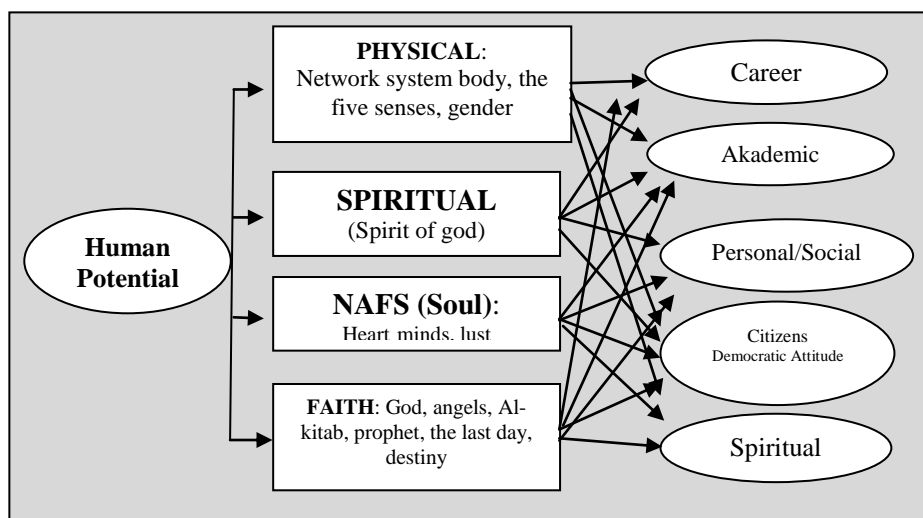
### **Developmental guidance and counseling in Indonesia comprehensive**

Guidance and counseling comprehensive in Indonesia, is the paradigm of guidance and counseling services which is adopted from the ASCA model. A comprehensive approach (*comprehensive in scope*) is the concept of service that reflects the approach on grounding system, program services, management and accountability. Guidance and counseling comprehensive model is strengthened by the 2013 curriculum of *Permendikbud* No. 111/ 2014 about guidance and counseling in primary and secondary education. In the regulation strengthens the role of the counselor as a teacher of guidance and counseling have to collaborate with the school's stakeholders in the development of the potential and competence of the students is based on the needs of students.

The term "Developmental Guidance and Counseling" which juxtaposed with the term "comprehensive approach" was taken from Myrick (2011): "Developmental Guidance and Counseling: A Comprehensive Approach" meant that developmental guidance and counseling as a comprehensive approach. This means that the development paradigm is much guidance and counseling, in the guidance and counseling the development focus is helping "the development of individual potential" fit the characteristics and "needs" of each. Because of the potential that individuals of diverse and quite a lot of coverage, all need to be developed as a whole (comprehensive) then in helping develop it isn't enough only when done by a school counselor, but needs collaboration with the various parties that allegedly could contribute to the development of individual potential. Like money, one side of the image to the contrary is indeed not the same, but the value is still one. One side talking focus, the other side speaking parts of focus that need attention.

From the understanding of the above can be understood that developmental guidance and counseling talks "focus" or the center of attention helps the development of potential, while guidance and counseling comprehensive talks "coverage" aspect of the overarching (comprehensive), meaning that it is not just the physical aspect only, or spiritual, but through. In this book, considering the results of the research conducted by Anwar Sutoyo (2006) found the existing potentialities in humans include the potential for physical, spiritual, nafs, and faith; then that becomes the focus of attention in the development of the guidance and counseling is the four-potential, which is done in collaboration between the parties together or with each other. This could be slightly different from the original concept that focuses on the development of academic, personal/social and career. In the view of the author of the fourth field is the impact or consequences of the growing potential for physical, spiritual, nafs, and faith in individuals. For more details are presented in the following diagram:

### Flowchart Guidance and Counseling Comprehensive in Indonesia



The purpose of the guidance and counseling comprehensive program that is systemic to overcome the gap between the standards of competence of students that will be achieved and actual ability of students in school or in a specific area. To develop standards of competence the students began by reviewing the educational purpose of the school and the State concerned. The purpose of education includes the contents of guidance and counseling focusing on topics such as academic achievement, career development, and personal-social development. Check the relevant literature, the statement of the Association as well as a review of culture and gender, and local issues that may become standard competences students (Gysbers, 2012).

The standard of competency students need to be identified early because this is the purpose of the guidance and counseling comprehensive program. To develop standards of competence of these students need in the analysis the purpose of national education in Indonesia as well as the institutional goals of the school. Law No. 20 of 2003 article 3 mentions, "national education serves to develop the ability to form character and the civilization of the peoples dignity in the framework of the intellectual life of the nation, aimed at the development of potential learners in order to become a man of faith and piety to God Almighty, precious, healthy, have learned, accomplished, creative, independent, and become citizens of a democratic and accountable.

As a comparison in American standards of competence of students divided into three areas (domains), namely academic, personal/social, and career (ASCA, 2005), while Florida (2010) suggested four areas of development (domain) that is academic, career, social, and personal involvement in the community and the development of Global Citizenship. While Utah (Gysbers, 2012) standard development competencies into four areas, namely the development of academic/learning, career development, multicultural/global citizens development, social and personal development.

The development of Standards of competence of students in Indonesia is different from other countries. Competency standards for student in Indonesia is adapted based on the purpose of national education, and the culture of Indonesia. Diverse culture in Indonesia makes a lot of input in the development of standards of competence for students. The results of the study of literature and the adaptation of standard competencies are developed by ASCA, Florida and Utah as well as FGD. We propose

the development field (domain) which is divided into 5 areas:

- (1) The development of Spiritual
  - Students understand about the nature of faith in God.
  - Students understand about the nature of love to God.
- (2) The development of the academic field
  - The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and the development of his lifetime.
  - Students can finish school with supported following the various self development to help further study options.
- (3) The development of the field of personal-social
  - Understand And accept the potential as well as empowering and developing potential.
  - Understand the talent and interest owned, have a positive vision of the future.
  - Have the self motivation and fighting power and developing independence behavior.
  - Has a sensitivity to the environment and develop skills utilizing nature.
  - Has excellent communication skills to build positive interpersonal relationships.
- (4) The development of career fields
  - Understand the development world careers, mengekplorasi ability, and is able to prepare (strategy) for the process of a career in the future.
  - Capable of overcoming the problems that exist in preparation for careers and able to take career decisions.
- (5) The development of the field the attitude of Citizens of a democratic and responsible
  - Knowledge and skills as responsible citizens, understand the cultural differences and caring nation.
  - Students can demonstrate as citizens of a democratic.

Standard of competence development in Indonesia is adapted to the culture of the country concerned, one of the fields into the idiosyncrasies in Indonesia is spiritual. It can be seen from the base of the Pancasila, the first point namely "divinity of the one true God". Bernard Lewis (Juntika, 2011) describes one of the principal elements of a civilization is a religion. Religion is an important factor that determines the characteristics of a civilization. In order to become a nation of civilized nations of Indonesia, then the values of the religion that exists in Indonesia should still be built and practised in everyday.

## Conclusion

Education has the functions of development, help individuals develop themselves in accordance with fitrah (potential), diversity, help individuals choose the right development direction according to the potential and integration. The potential of the individual and quite a lot of coverage, and all need to be developed as a whole (comprehensive) then in helping develop it isn't enough only when done by a school counselor, but need to work closely with the various parties that allegedly could contribute to the development of individual potential. The development of the potential of the individual that includes physical, spiritual, nafs, and faith have an impact on the field of Guidance and Counselling services. Competency standards proposed are divided into 5 areas of development, namely the development of the field of spiritual,

academic development, the development of the field of personal-social development of the areas of career development, the field the attitude of citizens of a democratic and accountable.

### Reference

- Anwar Sutoyo. (2006). Model konseling qurani untuk mengembangkan fitrah manusia menuju pribadi kaaffah. *Desertasi*. Bandung: UPI.
- American School Counselor Association. (2005). *The ASCA National Model: A framework for school counseling program*. Second Edition. Alexandria, VA: Author.
- Depdiknas. (2008). *Penataan pendidikan profesional konselor dan layanan bimbingan dan konseling dalam jalur pendidikan formal*. Jakarta: Depdiknas.
- Florida Departement of Education. (2010). *Florida's school counseling framework*. Florida: State of Florida Departement of State.
- Gysbers, N.C. & Henderson P. (2012). *Developing and managing your school guidance and counseling program, fifth edition*. Alexandria: American Counseling Assosiation
- Juntika Nurihsan. (2011). *Membangun peradaban bangsa indonesia melalui pendidikan dan bimbingan komprehensif yang bermutu*. Pidato Pengukuhan Jabatan Guru Besar. Bandung : UPI.
- Myrick, Robert D. (2011). *Developmental guidance and counseling: A practical approach, fifth edition*. Minneapolis: Educational Media Corporation.
- Peraturan Menteri Kebudayaan No 27 tahun 2008.
- Peraturan Menteri Kebudayaan No 111 tahun 2014.
- Undang-undang No 20 tahun 2003.