



PROCEEDING

1st Semarang State University International Conference on Counseling and Educational Psychology

*“Developing and Innovation
on Helping Profession for Better Life”*

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Department of Guidance and Counseling
Faculty of Education, Semarang State University

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PREFACE

Praise and grateful to the God Almighty because of His blessing the 1st Semarang State University International Conference on Counseling and Educational Psychology can be held and presented by Department of Guidance and Counseling, Faculty of Education, Universitas Negeri Semarang.

This international conference is organized to promote development and innovation in counseling and educational psychology, particularly in the region of Association of Southeast Asian Nation (ASEAN). The development and innovation is important because the interaction between ASEAN communities will increase in ASEAN Economics Community (AEC). This situation requires people to have competences in adaptation, developing a healthy interpersonal relationship, managing conflicts, tolerant, and respects.

In addition, the AEC encourages all ASEAN countries to produce the high quality of human resources who have capability for competing and exploiting the opportunity which arise in AEC era. Therefore, the educational system need to be reformed corresponding with the demands of community changes so that every citizen can contribute for the national development. Through the development and innovation, counseling profession can be expected for promoting and facilitating both people and students to effectively satisfy their needs and create social welfare.

Finally, we are welcoming all participants to promote and share your work through the 1st Semarang State University International Conference on Counseling and Educational Psychology. We thank and appreciate your participations.

The 1st SICCEP Committee

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Peran Asosiasi Bimbingan Dan Konseling Indonesia Dalam Pengembangan Dan Inovasi Konselor Indonesia

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Abstract

In the era of ASEAN Economic Community (AEC) and an open society in a globalized world of the 21st century, the Indonesian people live in a complex world, busy, constantly changing, and challenging in an effort to achieve the development of optimal self, independence and happiness in life. Counseling as a helping profession is the underlying concept of the role and function of counselors in today's society in order to help people to live a better life. In an effort to strengthen the existence of public confidence in the profession and the counselor, counselor profession as a profession humanitarian aid must always develop themselves and make innovations in an effort to help the lives of individuals who served the better. Interprofessional competition in the MEA and globalization in the 21st century requires the mastery and development of science and technology in carrying out the profession. Therefore, all professions vying for make science and technology as the basis of his profession. Development and innovation in order to strengthen and promote the identity, eligibility and accountability profession professional counselors nationally and internationally is very important and should be done by the counselors in running the counseling profession. ABKIN as professional organizations have an important role in helping to meet the standards of the profession counselor counselor so that counseling can win the public trust (public trust) through increased performance counseling. ABKIN encourages its members to promote themselves doing activities to improve performance of their professional skills, despite the fact that the main impetus for doing the activities that should emerge from the members of the profession themselves with the basic intention: learning to increase the ability and skills of counseling services. ABKIN directly concerned on the realization of the sides of the object of a specific practice of the profession, intellectuality, competence and care practices, communication, code of conduct, as well as the protection of its members. ABKIN fostering its members to have high quality in developing and maintaining the dignity of the profession. ABKIN served to increase counselor in the counseling profession runs a creative, innovative and fun to make the counseling profession to be strong and professional counselors exist so that accountability nationally in

Indonesia can be realized. Counselors are creative, innovative and fun will make the counseling process alive, growing, dynamic, and fun for those who served, giving rise to public trust (public trust).

Keywords: counseling, ABKIN, development and innovation counselor

1. Pendahuluan

Di Indonesia, konseling menjadi suatu profesi yang dikenal setelah berdirinya organisasi profesi konseling pada tahun 1975 yaitu Ikatan Petugas Bimbingan dan Konseling Indonesia (IPBI) yang pada tahun 2001 berganti nama Asosiasi Bimbingan dan Konseling Indonesia (ABKIN). Sekelompok orang yang mempunyai perhatian pada profesi konseling memulai untuk memberikan konseling pada masyarakat, khususnya di latar persekolahan. Sudah ada banyak hal yang berkembang sejak tahun-tahun awal ini, konseling tidak lagi menjadi satu kegiatan profesional yang dilakukan oleh orang-orang Barat, tetapi dengan sangat cepat berkembang menjadi profesi yang didominasi oleh orang-orang Indonesia.

Konseling adalah sebuah pekerjaan, disiplin keilmuan, atau profesi bantuan terhadap kehidupan manusia. Konseling sebagai profesi yaitu pekerjaan atau karier yang bersifat pelayanan keahlian dengan tingkat ketepatan yang tinggi untuk kebahagiaan individu yang dilayani. Konseling sebagai profesi yang bersifat membantu memiliki landasan ilmu dan teknologi serta wilayah praktek yang jelas dan dapat dibedakan dengan profesi-profesi lain yang bersifat membantu. Konseling merupakan profesi yang diperuntukan bagi setiap individu yang sedang berkembang dalam upaya pencegahan, pengembangan, eksplorasi, pemberdayaan, perubahan, kemandirian dan remediasi dalam kehidupan di dunia yang semakin kompleks dan penuh tantangan.

Konseling sebagai *helping profession* adalah konsep yang melandasi peran dan fungsi konselor di masyarakat dewasa ini dalam rangka untuk membantu individu dalam menjalani kehidupan yang lebih baik. Secara menyeluruh, pelayanan konseling terfokus kepada kehidupan manusia normal. Konseling didesain untuk menolong klien memahami dan menjelaskan pandangan mereka terhadap kehidupan, dan untuk membantu mencapai tujuan penentuan diri mereka melalui

School Counselor Management in Indonesian Middle Schools

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Abstract

Technological development requires the development of the quality of human resources. Developing the quality of human resources can be done by improving the quality of education. The education system of Indonesia obliges citizens to be educated until middle school level under 12 year mandatory learning program. Guidance and counseling is an integral part of education. There is a change of paradigm in guidance and counseling service i.e. from problem based toward the development of an effective guidance and counseling service pattern at schools. Guidance and counseling service management at schools becomes an important component serving as the basic guidance and counseling. Guidance and counseling service needs program management which is systemic and systematic. Service management arranged systematically considers learners and the environment and the services which are implemented by all stakeholders in the the system.

Keywords: *management, school counselor, guidance and counseling, middle school*

1. Introduction

In the 21st century, every learner is exposed to situations of a complex life which is full of opportunities, challenges and uncertainties. In the constellation of this kind of life, every learner needs various competencies to help them live an effective, productive and dignified life, both for themselves and their environment. The development of life competencies requires an education system which relies not only on the subjects related service, but also on a special service i.e. psycho-education provided through guidance and counseling service. Various activities of guidance and counseling are set up in order to develop the potential and competencies of the learners. By doing so, it helps facilitate learners with a systematic, programmed and collaborative learning so that each learner is able to achieve the expected competence.

The main objective of guidance and counseling in schools is to provide support to the attainment of maturity of personality, social skills, academic skills, and lead to the formation of individual career maturity is expected to be beneficial in the future (Fatur Rahman, 2012: 10). However, the implementation of such an ideal guidance and counseling service has faced various obstacles and a number of serious hindrances. The examples of the various obstacles and hindrances faced are: the big gap between the purpose of guidance and counseling and the goals of education, problem-oriented guidance and counselling service, the design of guidance and counselling program which is not based on the needs analysis, the lack of support from school officials, not so well informed paradigm of collaborative relationships among professions in an education unit and lack of positive response of the learners towards guidance and counseling services.

According to Brown & Trusty (in Fathur: 2012: 8), a research conducted by ASCA (American School Counselor Association) shows that most school counselors spend between 1 and 88% of their working time doing activities which are not professional and irrelevant to the duty of guidance and counselling service. does not there is a direct relation denngan BK service. According to Sunaryo (in Fathur 2012: 11) the activities of guidance and counseling services in schools in Indonesia has been more focused on the administrative and clerical activities, such as working with students' presence and absence in schools, giving disciplinary sanctions to the students who often come late to the school and or considered naughty.

According to the Ministry of Education (2008: 194), recently, there has been a paradigm shift of the guidance and counseling approach i.e. from the traditional-oriented, remedial, clinical, and counselor-centered approach to the one which is more development-oriented and preventive approach. Developmental guidance and counseling approach or

Comprehensive guidance and counseling approach is based on the efforts of achieving developmental tasks, potential, and solving counselee's problems.

Meanwhile, standards-based guidance and counseling refers to the situation where developmental tasks are formulated as competency standards that must be achieved by the counselee. Practically, a guidance and counseling approach commonly uses development-oriented approach which combines clinical, remedial and preventive approaches (Myrick, 2011: 8).

In accordance with the direction and spirit of 2013 school curriculum, the paradigm of guidance and counseling considers every learner / counselee has the potential to develop optimally. Optimum development is not limited to the learners' achievement which is based on their intellectual capacity and interests, but it refers to a developmental condition that allows learners to be able to make choices and decisions in a healthy and responsible way and to have high adaptation to the dynamics of life they face.

Each learner/ counselee differs from one another in terms of intelligence, talents, interests, personality, physical condition and family background as well as their learning experience. The difference illustrates the variation of the need of a wholistic and optimal development through guidance and counseling services. Guidance and counseling services include activities that are preventative, curing and healing, maintenance and development.

In 2013 curriculum, guidance and counseling service is carried out by a counselor or a teacher of guidance and counseling whose general job is to help achieve the goal of national education, and to help students / counselee achieve optimal self developed, self-sufficient, successful, prosperous and happy in life in particular. To achieve these objectives it requires a collaboration and synergy among the counselor or guidance and counseling teacher, subject related teachers, school leaders, administrative staffs, parents, and other related parties who can help learners make the process they go through and the development they undergo run smoothly, especially in personal, social, learning, and career aspects.

In line with the purpose of succeeding national education goals, it is necessary to manage guidance and counseling program seriously. The entire management stages (assessment, planning, organizing, implementing and supporting the core services, and evaluation) should be conducted by involving students and all relevant stakeholders. An effective guidance and counseling management requires a high qualified counselor. School counselor's competence includes the job of a coordinator of a guidance program, a leader of the entire implementation of the guidance and counseling service, and several other competencies.

2. School Counselor as a Program Coordinator

The process of guidance and counseling program development needs a carefully and cautiously designed plan which is based on the learners' needs and environment. (Gysbers, 2012). Guidance and counseling program is an integral part of the educational goals of the school and the country. To make sure that the guidance and counseling program is optimized and in line with the objectives of the school, it is absolutely necessary for the school counselor to active play the role of a coordinator of the guidance and counseling program

Coordination as a counselor's intervention is an indirect management process of guidance services given to each different learner which includes both general and specific activities. Coordination activities cover collecting data and information, allocating materials and resources, preparing and organizing meetings, developing and operating, supervising and monitoring others, and providing effective leadership. (Myrick, 2011: 369).

Coordination is a leadership process of a counselor upon another counselor in helping organize, manage, and evaluate guidance and counseling programs in a school. A counselor assists parents in obtaining needed services for their children through referral and follow-up process and serves as a liaison between the school and community organizations so that they can work together to help students (ASCA, 2003: 54)

In its early development, a counselor's main activity is coordination, consultation and counseling. Coordination is a form of indirect services to students. Coordination is a procedural activity of the organization in helping the counselor to understand the meaning and purpose of the activities undertaken and to avoid overlap unless they (counselors) deliberately planned some activities. Coordination activities cover all areas of activities such as service scheduling,

service delivery, evaluation, and related activities in guidance and counseling program. Myrick, 2011: 374

2.1. School Counselor as a Leader

2.1.1. Definition of Leadership

Leadership is an essential skill for school counselors as they develop and manage a comprehensive school counseling program. As the other themes of advocacy, collaboration and systemic change require leadership to some degree, leadership may be the foundation of the other essential skills needed for program implementation (Mason & McMahon, cited ASCA 2013). Leadership for the school counselor is fully participating as an integral part of the mission and function of schools, supporting every student to be a successful learner, and enabling student success. Leadership for school counselors requires joining forces with other educators and the larger school community to positively affect the opportunities students will have to be successful learners and to achieve high standards. Leadership means entering into partnerships to demonstrate commitment to help the principal and other internal and external stakeholders deliver critically important tasks to support student learning (Dahir and Stone, 2012).

2.1.2. Leadership Role and Skills

DeRoche (cited Dollarhide and Saginak, 2011) listed the following, which we have adapted to address the role of leader of comprehensive school counseling program:

- 2.1.2.1. Visionary for future direction for the program, the school, and the student
- 2.1.2.2. Designer and author of the mission statement for the school counseling program
- 2.1.2.3. Consensus builder for importance of the school counseling program, the developmental domains, and the values and content of the developmental curriculum.
- 2.1.2.4. Information provider about the program, the school, the developmental issues of student families, and current innovations the field of education, counseling, and school counseling
- 2.1.2.5. Standard bearer for the quality of the comprehensive school counseling program, including methods to “guide and judge the effectiveness of the implementation, maintenance and evaluations
- 2.1.2.6. Architect of implementation plan for the program
- 2.1.2.7. Role model for values and lessons of the developmental curriculum, comprehensive

school counseling, and the counseling and mental health professions.

- 2.1.2.8. Risk taker and advocate for development of all student
- 2.1.2.9. Communicator, the voice of the program, to inform all partner about the program, the student, the school, and counseling as a profession.
- 2.1.2.10. Collaborator in efforts to implement the comprehensive school counseling program
- 2.1.2.11. Resource provider, which may take the form of material or ideas for to integrate the developmental curriculum in to the classroom.

2.2. Program Management Skill

2.2.1. Administration

In micro level, an administrative guidance and counseling refers to an activity of controlling and managing guidance and counseling services traffic so that the program runs smoothly, effectively, and efficiently. The typical activities are students’ data recording, storing, reporting and delegating learners’ problem to a relevant expert. The implementation are like the following:

- 2.2.1.1. Given the fact that the guidance and counseling activities carried out by a counselor should be 80% focused on serve the students, thus, the administration work should be made minimum and not too time-consuming. In other words, the records should be done simple.
- 2.2.1.2. Individual records are kept confidential.
- 2.2.1.3. All data collected should be intended for the purposes of guidance and counseling services.
- 2.2.1.4. Any notes about the student should be easy to find.

2.1.2. Organization

The basis of the organization of guidance and counseling in schools is their collective agreement. It is a mutual agreement among teachers, who are also counselors, subject teachers, homeroom teacher or the principal. On this basis, guidance and counseling management and services of can involve all parties in the school as a source of the organization

2.2.3. Time Management

Time management is essential to good organization. School counselors who have already prioritized programs and goals are laying a foundation

for good time management. Bliss (cited Cobia, 2003) suggest dividing goals into three priority levels. A level are important and urgent priorities (eg. student in crisis). B-priority level are important but not urgent (eg. a program that is planned for Several months away). C-level priority are urgent but not important (2.g., request for non-school related information with a deadline of Tomorrow). Program Achieved balance is when counselor spends most his or her time on A and B priority and very little time on C-level priorities.

Silver (cited Cobia, 2003) seven time management tools to Consider are calendars, to do lists, master list. Tickler systems, planners / organizer, computerized systems, and electronic organizer. A calendar is a basic tool that Allows one to track events over time. Counselor should maintain only one calendar for both personal and professional information. The size should be adequate, but not burdensome. Important information should be photocopied in case of loss. The calendar should be accessible to you both in and out of the office.

A ticker system is a reminder system. For example, one might use an accordion file to keep cards to be mailed during A Certain month, or notes about items to do (eg, call speaker in January to schedule them for the career day). Or, one might develop an annual list of things that must be done each month ., Organizer, both paper and electronic, can be effective time management tools as well. There is a wide range available and one can actually customize an organizer to meet very specific needs.

2.2.4. Supervision

It is clear from the literature that there are problems in the field in terms of supervision of counselor (Dollarhide & Saginak, 2011). Supervision can be conceptualized in terms of three functions:

- 2.2.4.1. Administrative supervision, involving accounting for time, daily attendance, communication skills, adherence to school policies; may be provided by building or district administrator
- 2.2.4.2. Program supervision, involving feedback relative to the progress of the school counseling program is comprehensive; may be by district pupil service administrator counselor or supervisor within the building
- 2.2.4.3. Technical, clinical, counseling or supervision, involving feedback on counseling, intervention, and developmental curriculum delivery skills; best if provided by a more experienced counselor

It is important that you understand that each of the supervision of venues listed above is designed to Accomplish a unique purpose. The first is to help you function in school settings; the second, to help you function in an effective comprehensive school counseling program; and the third, to help you function Effectively with student families.

2.2.5. Communication

The Preparation for school counselor Often emphasize communication, we develop the relationship skills to relate positively and Effectively with our "counselee" Also serve us well in our effort to keep informed and exchange ideas with the persons Whose work we direct communication:

- 2.2.5.1. Keep informed people
- 2.2.5.2. Keep communication clear, precise, and positive
- 2.2.5.3. Use multiple communication channels
- 2.2.5.4. People Ask what they think and listen to Reviews their answer
- 2.2.5.5. Standardize communications when possible
- 2.2.5.6. Personalize communication

2.2.6. Involvement

Silver (1995), Myrick (2011), Dollarhide (2011) research indicates that a positive correlation between employee involvement and motivation, quality and productivity. A mechanism for both communication with and involvement of Reviews those persons who will carrying out the persons who where the task associated with coordinating the school counseling program. They have Increased the likelihood of an integrated effort directed toward the program goals they and their leadership team have established.

3. Middle School Counseling Program

3.1. Role School Counselor at Middle School

Typically, the range of student in middle school includes preadolescence between the age twelve and sixteen old, usually in grade seven through nine. The unique needs this group require special attention,

particularly those related to their physical and social development. Theoriest who promote the middle school curriculum advocate educate program thet appreciate and understand yhe energy, confusion, and uncertainly inherent in these transitional years.

Thornburg (cited Schmidt, 2008) noted that complex development of middle grades requires counselors who are skilled in understanding and communicating with these young people. The unique needs and developmental stage of middle grade student require counseling approaches that reflect this divergence. Any counselor who uses one approach or single format with all student, regardless of the natire concern or developmental level of the student, may become frustrated. This particularly true at the midle school level. Couseling middle-graders requires expanded approach that include individual helping relationship, group experience, peer support system, and other proceses

Schmidt (2008) Middle school counselor provide many service that enable student to make smooth transitions from their childhood years to adolescence. Included in these service are : (1) counseling student who fearfull of new surrounding, such as when moving from elemntary to middle school or from midle to high school; (2) helping student learn about the physical changes in their bodies through guidance activities and counseling service;(3) teaching communication skill to help student develop friendship and relate more effectively to their peer, parent, and teacher; and (4) presenting decision making models and skill for student to learn how to make choice and understand the consequences of their decisions

3.2. School Demographics

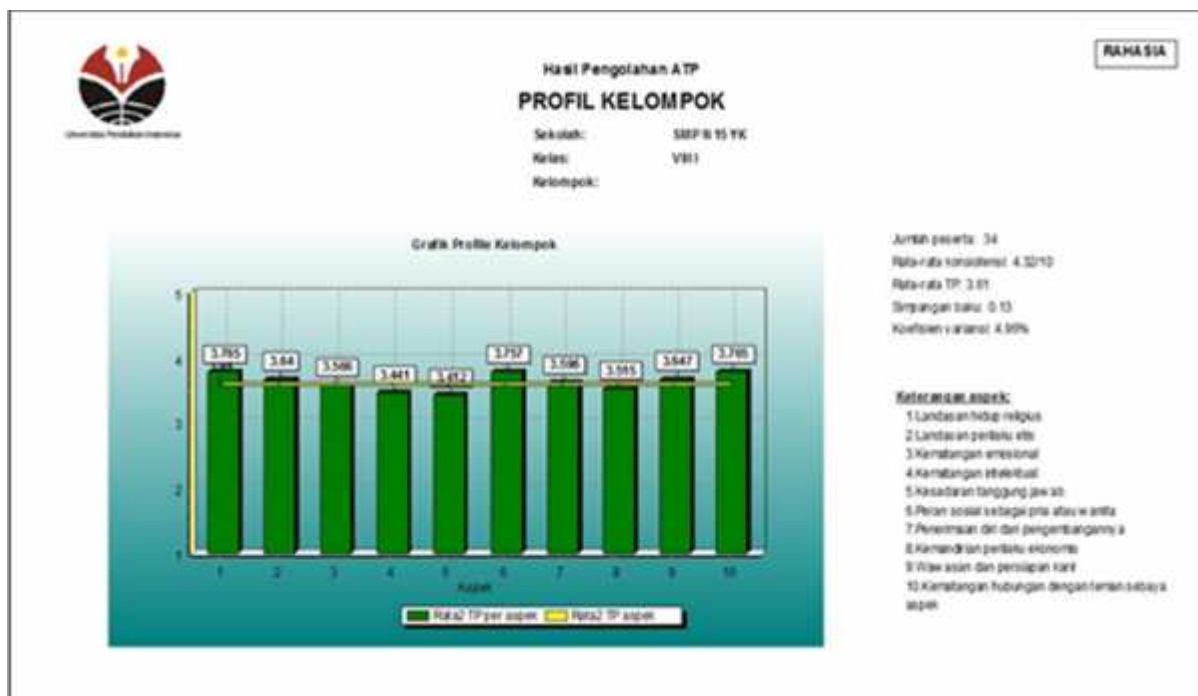
The formulation is based on the results of assessment of needs (needs assessment) learner / counselee and the environment into the formulation of the expected behaviors controlled by the learner / counselee (permendikbud No. 111 of 2014). The instrument assessment (ITP, AUM, DCM, Questionnaire Needs, etc.) is selected and used to determine the needs of learners to services BK. Here is a sample graph group profile based on the results of data collection through ITP (Inventory Task developments) that have been processed using the software ATP (Task Analysis development) SMP.

Based on the chart above, it is known that 34 students class VII shows the average TP of 3.61, the average consistency of 4:32 / 10, the standard deviation of 0:13, and the coefficient of variation of 4.96%. Seen from the graph group profiles, not all aspects of the development of students meet the average TP, there are some aspects of developments which have not yet reached the average TP. Ideally all aspects of students' development of ITP can be met so that students of class VII SMP I can achieve good progress and independence. Here is a table that shows the results of data collection class VII students as follows:

Table 1. The mean score Tasks Development (TP) on every aspect

No.	Aspect	The average TP
1	The cornerstone of Religious Life	3765
2	The cornerstone of Ethical Behavior	3.64
3	Emotional Maturity	3566
4	Intellectual maturity	3,441
5	awareness Responsibility	3412
6	Social role as Men and Women	3757
7	Self-Acceptance and Development	3,596
8	Economical Behavior independence	3515
9	Insight and Career Preparation	3,647
	Maturity	3765
10	Relationships with Peers	

From the table above, can be identified that of the 10 aspects of development there are at least five aspects of the development of students who have not yet reached the average TP or can be said yet reached by the first students of class VII SMP N 15 Yogyakarta. The five aspects to be considered in the preparation of guidance and counseling program. Where spending priorities are aspects with the lowest achievement scores. As for the aspects of the development of students who are still below the average TP and require immediate service covering the aspects of:



Picture 1. Profil Kelompok ITP

- 3.2.1. Awareness Responsibility (3412)
- 3.2.2. Intellectual maturity (3,441)
- 3.2.3. Independence Economic Behavior (3515)
- 3.2.4. Emotional Maturity (3566)
- 3.2.5. Self-Acceptance and Development (3596)

3.3. Delivery System

Delivery system includes the ways in which the guidance program is delivered to student and is further divided into the subcomponent of guidance and curriculum, individual planning, responsive service, and system support.

Guidance curriculum includes classroom guidance lessons, large group activities, and structured small-group guidance. Provides individual planning, working individually or in small group with children who are struggling with an array of issue having a negative impact on their academic performance. Responsive service include activities that meet the immediate needs and concern of student and include consultation, personal counseling, crisis counseling, and referral to community service. System support comprises management activities that support the guidance program through professional development, research and development, staff, and community

relations, and consultation activities with staff, parent, and the advisort council.

3.4. Managemen System

ASCA (2013) recommended school counselors spend 80 percent or more of their time in direct student services and indirect student services. The remaining 20 percent of time is set aside for program management and school support services, such as school counseling program foundation, management and accountability tasks. In addition, a small portion of the 20 percent of the school counselor's time is spent in fair-share responsibilities he "routine 'running of the school' responsibilities that all members of the school staff take equal turns doing to ensure the school's smooth operation" (Gysbers & Henderson, 2012).

Although spending 80 percent of time in direct and indirect student services is the general recommendation for a comprehensive school counseling program, use of time within the 80 percent may be allocated differently from school to school based on needs identified in school data. Although all components of direct and indirect student services are necessary for a program to be considered a comprehensive school counseling program, decisions about time allocation are based on student needs as

demonstrated in the school data profile and alignment with school and school counseling program goals.

Setting time estimates the proportion of each component service guidance and counseling programs in the educational unit in Curriculum 2013 there own rules. The percentage in each service and each level of education units based on data from the assessment needs of learners / counselee and education units. Thus the percentage can vary between educational units with one another, because it depends on the results of the needs assessment. Here is a table of time allocation guidance and counseling services in SMP / MTs.

Table 2. Allocation of time in junior high school

PROGRAM	SMP/MTs
Basic services	35-45%
Specialisation and Individual Planning Service	15-25%
Responsive service	25-35%
Support System	10-15%

For example, in one school year contained 36 weeks. Based on the above table it can be a percentage of the service as follows.

- 3.4.1. Basic services, taking a percentage of 40%
 $40\% \times 24-40 \text{ h} = 10-16 \text{ hours}$
- 3.4.2. Specialisation and Planning Services Individual 20%
 $20\% \times 24-40 \text{ hours} = 5-8 \text{ hours}$
- 3.4.3. Responsive Service 30%
 $30\% \times 24-40 \text{ h} = 7-12 \text{ hours}$
- 3.4.4. Support Systems 10%
 $10\% \times 24-40 \text{ hours} = 2-4 \text{ hours}$

Accountability
To achieve the best results for students, school counselors regularly evaluate their program to determine its effectiveness. School counselors implement data-driven comprehensive school counseling programs using accountability strategies to monitor student achievement, to continually evaluate and improve their school counseling program and to demonstrate the impact their program is having on students (ASCA,2013). The purpose of this component is to analyze the data that have been collected and make program decisions based on the analysis. There are three sections: (1) Data Analysis, (2) Program Result, and (3) Evaluation and Improvement.

4. Implication For School Counselor Management At Middle School

Effective guidance and counseling services in schools supported counselor competencies in program management and counseling bimbingfan.Dollarhide (2011: 51) asserts to be comprehensive, counselors in implementing guidance and counseling program must consider several things as follows:

- 4.1. Holistic, program-oriented guidance on all aspects of the development of students. Field developed is academic, career, and personal / social.
- 4.2. Systematic, to facilitate the optimal development of students who are affected by environmental systems. Systematic question is the whole activity of counseling services arranged in a systematic and involves all the elements.
- 4.3. Balanced, balanced perspective is kompehensif counselor activity should be proportionate to basic services, individual planning, and responsive service and support system
- 4.4. Proactive, proaktf in a comprehensive guidance and counseling program is a preventive counselors working on the problem may arise that can impede student success.
- 4.5. Integrated in kurukulum school, a comprehensive guidance and counseling program is not a separate part of the school curriculum, but is part of the school curriculum in order to achieve the vision and mission of the school.

5. Conclusion

Management guidance and counseling service at school become important component services as basic guidance and counseling. In service of the guidance and counseling needed management program that systemic and systematic. Management services arranged systematically by considering learners and the environment and service to be implemented by all stakeholders in systemic.

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