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“Developing and Innovation on Helping Profession for Better Life”

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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
# Table of Contents

Cover ........................................................................................................................................... i  
Editor Team ................................................................................................................................... ii  
Preface .......................................................................................................................................... iii  
Table of Content .......................................................................................................................... iv  

**Keynote**  
The Role of Indonesian Guidance and Counseling Association on Development and Innovation for Indonesian Counselor  
1. **Mungin Eddy Wibowo** ........................................................................................................ xii

**Speakers**  
2. Analysis of The Implementation of Guidance and Counseling Program Evaluation in High School Singkawang ................................................................. 1  
   **Tan Soo Yin**  
3. Using Child–Centered Filial Play Therapy with a Five Year Old Adopted Boy to Enhance Child–Parent Bonding and Prosocial Behavior: A Case Study in Progress ................................................................................................................. 4  
   **Diana Lea Baranovich Shoup**  
4. The Effective Peer Counselling Services: The Journey in Brunei Darussalam 13  
   **Salwa Dato Seri Setia Hj Mahalle**  
5. Human Dimension in the Perspective of the Holy Quran ......................................................... 20  
   **Anwar Sutoyo**  
   **Arif Ainur Rofiq, I Nyoman Sudana Degeng, Nur Hidayah, Adi Atmok**  
7. The Effort of Early Detection for Special Need Children in Preparing Education for Children .................................................................................................................. 32  
   **Alif Muarifah, Muya Barida, Agus Supriyanto**  
8. Career Guidance Service Program’s Evaluation on SMK Negeri 4 Banjarmasin ................................................................. 40  
   **Nina Permata Sari**  
9. Anger Management Coaching: Counseling Techniques to Reduce Aggressive Behavior of Students .................................................................................................................. 47  
   **Erni Hestiningrum, Wahyu Nanda Eka Saputra, Ulfa Danni Rosada**  
10. Social Emotional Development and Character as the Focus of the Education Policy .................................................................................................................. 50  
   **Rahmad Agung Nugraha, I Nyoman Sudana Degeng, Fattah Hanurawan, Tutut Chusniah**  
11. The Development of Ideal Personality Inventory of Dayak Ngaju Culture in Guidance and Counseling Services ................................................................................ 56  
   **Masnurrima Heriansyah**  
12. Student’s Self Concept of Dayak Ethnic of West Borneo ...................................................... 60  
   **Yenni Rizal**
13. Qualities of Leader in the Babad Nitik................................................................. Amien Wahyudi, Hardi Prasetyawan, Kusno Effendi
14. Model of Career Guidance to Realizing Teaching University with Multicultural Approach................................................................. Siti S. Fadhillah
15. Cinema Education Technique to Improve Junior High School Students’ Assertiveness ................................................................. Nur Hidayah
17. Implementing Positive Psychology and Flow in Instruction................................. Muhamad Takiuddin, W. Ardhana, Adi Atmoko, Imanuel Hitipeuw
18. Development of Guidance and Counseling Program Based Local Wisdom Gusjigang to Establish National Character in Primary School Children........ Indah Lestari, Agung Slamet Kusmanto, Edris Zamroni
19. Career Counseling Based on BH (Believes, Ideals and Hobbies) for Increasing Career Maturity ................................................................. Richma Hidayati, Nur Mahardika
20. The Effect of Anger Management Treatment on the Increase of Students’ Understanding of Anger Control in School................................. Lucia Hernawati1, Esti Rahayu, Petrus Soejowinoto
21. Analysis of The Implementation of the Evaluation of Guidance and Counselling Program at State Senior High Schools of Singkawang ................ Abd. Basith
22. The Relationship between Parenting Style and Self Efficacy in Aceh Junior High School Students ................................................................. Izzatur Rusuli
23. A ‘Malin Kundang’, Either be Right or Wrong: A Description of What Internet does towards Autonomous Learning In Indonesian EFL Classroom .. Fazl Ahmad Habib
24. Promote School Climate of Ensuring to Improve Student Learning Outcomes of Junior High School................................................................. Said Alhadi1, Bambang BudiWiyono, Triyono, Nur Hidayah
25. The Effect of Self-Regulated Learning, School Culture, and Gender on Academic Procrastination of Junior High School Students.................. Dahlia Novarianing Asri1, Punaji Setyosari, Imanuel Hitipeuw, Tutut Chusniyah
26. The Role of Counselor to Improve Self-Regulated Learning for Students ...... Oksa Kartika de Hambri
27. Career Counseling for Adjustment of Employees Beginners ............................ Blasius Boli Lasan
   **Fauziah, Bambang Budi Wiyono, Triyono, Blasius Boli Lasan**
29. Multicultural Counseling Approach in Dealing Asean Economic Community (AEC) ................................................................. 156
   **Ahmad Jawandi, Agit Purwo Hartanto**
30. Healing Smoking Addiction by Using Spiritual Emotional Freedom Technique (SEFT) for Teenagers .................................................. 159
   **Slamat Fitriyadi**
31. Impact of Self-Regulated Learning on Timorese Student’s Academic Achievement ................................................................. 163
   **Augusto da Costa, Fattah Hanurawan, Adi Atmoko, Imanuel Hitipeuw**
32. Multicultural Guidance Group to Improve Intercultural Communication Skill ...................................................................................... 170
   **Nita Fitria**
33. The Effectiveness of Group Guidance Service through Game Technique to Develop Career Maturity .................................................. 176
   **Ainur Rosidah**
34. The Relationship Between Undergraduate Students’ Self Efficacy and Academic Stress ........................................................................ 180
   **Aut Fatma Nofriza, Dony Darma Sagita**
35. The Implication of Group Guidance and Counseling Based on Siwalippari Value in Improving Students’ Emphaty ........................................ 183
   **Muhammad Junaedi Mahyuddin**
36. Increasing the Competence of Teacher Guidance and Counseling through Training of Action Research Guidance and Counseling .......... 188
   **Sukoco Kasidjan Wirjosoehardjo, Hanung Sudibyo**
   **Jarkawi**
38. Guidance and Counseling Role and Service Strategy in Dealing LGBT Phenomenon in Indonesia ....................................................... 198
   **Rudi Haryadi, Husnul Madihah**
39. The Role of Career Information through the Book Needs of Career Media to Improve the Student’s Understanding of Career Choice .............. 207
   **Septiani Zaroh**
40. The Introduction of Profession Using Interactive Media to Develop Career Information at Elementary School ........................................... 216
   **Multisari**
41. Peer Counseling with Solution-Focused Brief Therapy Approach For High School Students ........................................................................ 224
   **Hani’ Rosyidah, Rudi Haryadi**
42. Career Counselling With Reality Approach to Help High School Student’s Career Exploration Process .......................................................... 230
   Laelatul Anisah, Rudi Haryadi

43. Maintain the Altruistic Motivation With the Method of Narrative Key Messages ................................................................. 237
   Paulus Teguh Kusbiantoro, Punaji Setyosari, Marthen Pali, Dany M. Handarini M.

44. The Effectiveness of Reality Group Counseling to Enhance Self-Discipline of Junior High School Students ........................................ 247
   Lutfi Fauzan

45. To Increase Self-Esteem Through Spiritual Counseling ................................................................. 252
   Iip Istirahayu, Dian Mayasari

46. Student Perception of Academic Advising: Awareness, Use, and Satisfaction ................................................................. 255
   Titin Suprihatin, Inhastuti Sugiasih

47. School Counselor Professional Education Learning From Counseling Program and Previous Research in Developed Countries ........... 261
   I Wayan Dharmayana

48. The Effectivity of Scaffolding Method in Improving Students’ Counseling Capability by Employing Integrated Sharing Media in Learning Partnership Model ........................................................................ 271
   Henny Indreswari, Henry Praherdhiono

49. Causative Factors of Early Marriage: The Challenge and Opportunity for the Development of Family Guidance and Counseling ........................................... 277
   Nindiya Eka Safitri, Muhammad Afdau, Yenieria Verra Perbawati

50. The Strategy of Funds of Knowledge to Solve Learning Difficulties (An Ethnographically Informed Study of Children from Lower Socio-Economic Class) ................................................................. 287
   Rahma Ainun Nisa

51. The Development of Evaluation Instrument of Process Based Guidance and Counseling Program in The Secondary School .................................................... 290
   Sugiyono, Muslihat, Abdul Kholiq

52. STKIP Singkawang Students’ Learning Burnout Level ................................................................. 294
   Dian Mayasari, Iip Istirahayu

53. The Effect of Attribution Effort Toward Students’ Procrastination Behavior ................................................................. 297
   Siti Aminah

54. The Meaning of Gender Based on Culture in East Javanese ................................................................. 303
   Ari Khusumadewi and Evi Winingsih

55. Analysis of Conduct Schools and Implications of The Development of Moral Students ................................................................. 309
   Giri Harto Wiratomo

56. Improving Achievement Motivation Through Achievement Motivation Training ................................................................. 315
   Edwindhana Mareza Putra
57. Cultural Conflict Between Counselor and Counselee in Multicultural Counseling .......................................................... 319
   EliaFlurentin
58. Creative Counseling with Impact Counseling and Mind Mapping ............. 325
   Santi Widiasari, Devita Ayu Mei Dina, M.Alfarizqi Nizamuddin Ghiffari
59. Build Self Discipline Members of Scout Racana Pandega Through Psychoeducational Group Guidance .................................. 330
   Rr. Agung Kesna Mahatmaharti, Wayan Ardhana, Triyono, Fattah Hanurawan
60. Optimize Student's Development Through The Implementation of Perspective-Taking Skills Development Program .................. 336
   Eko Darminto, Johana E. Prawitasari, Danny M. Handarini, Adi Atmoko
61. Teachers’ Attitude: The Key Role of Social Participation in Inclusive Education ........................................................................ 349
   Lia Febrian, Anisa Rahmadani
62. Self-Actualization Development With Video-Role Playing Methods ........ 354
   Muslimin, Trubus Inggariani Kencana, Nurul Azizah Zain
63. Implementation of the Patrap Trilokain the Development of Critical Thinking Skills ............................................................. 358
   Retno T. Hariastuti, Johana E. Prawitasari, Danny M. Handarini, Adi Atmoko
64. School Counselor Management in Indonesian Middle Schools ................. 364
   Caraka Putra Bhakti, Agus Ria Kumara, Dian Ari Widyastuti, and Dwi Putranti
65. Education Programs for Gifted Children: How Can We Meet Their Needs .... 372
   Sri Susanti Tjahjadini, Immanuel Hitipieuw, Marthen Pali, Ramli, Triyono
66. Identification of Achievement Motivation of the Department of Guidance and Counseling Students of Universitas Negeri Surabaya (Unesa) Surabaya .................................................. 378
   Titin Indah Pratiwi
67. Implementation of Peer Counseling For Understanding Free Sex to Student.. 383
   Ariadi Nugraha, Utari Widya Pratami
68. Anger Management Training With Cognitive Behavior Modification For Preventive Agresive Behaviour of Adolescent ..................... 389
   Binti Isrofin
69. Inquiry-Based Learning Model and Learning Persistence .......................... 396
   Mukhoiyaroh, I. Wayan Ardhana, Adi Atmoko, Fattah Hanurawan
70. The Development of Dealing with Shyness Feeling Skill Training Guide Book for Junior High School Students .................................. 406
   Denok Setiawati, Denok Setiawati
71. Psychology Student’s Motivation of Semarang State University on Improves Learning Results .......................................................... 414
   Pentarina Intan Laksmiawati
72. Developing an Assessment Tool for Measuring the University Students’ Career Decision Making Skill ........................................... 417
   Wagimin
73. Revitalization of the Role and Function of Guidance and Counseling in College to Improve Student’s Academic Hardiness ......................... 429
   Zamroni, Nur Hidayah, M. Ramli, IM. Hambali
74. The Family of Support For Drug Addiction (Basic Counseling Program Development For Drug Addicts) ............................................. 440
   Agus Supriyanto, Nurlita Hendiani
75. Career Guidance Based on Appreciative Inquiry for Junior High School Students ............................................................................. 445
   Ledyana Dwi Mei Situngkir, Imroatun Nisya
76. Multicultural Peer Counseling Model of Pesantren as An Alternative to Help New Santri Adapted to the Pesantren environment .................... 448
   Yuliati Hotifah
77. The Chrisis Intervention for Victims of Floods Disaster Using Play Therapy Based on an Engklek Games ................................................. 455
   Latih Buran Tedra, Hotma Rosalin Tumanggor
78. Art Therapy in Children Counseling .................................................. 460
    M. Harwansyah Putra Sinaga
79. Potential Development of Children with Special Needs-Based Guidance and Counseling Development .................................................... 464
    Clara Oktovia, Anjas Wahyu Kintoko, Dian Nur Pitasari
80. Guidance Based on Sundanese Culture Concept “Silih Asah, Asih, Asuh” to Develop Survival and Safety Skills for Children ........................ 469
    Mayang Wulan Sari
81. The Role of Guidance and Counseling in Handle Agressive Behavior of Early Childhood ........................................................................ 476
    Nabila Diana
82. Inquiry Based Learning Model and Learning Persistence ....................... 485
    Mukhoiyaroh, I. Wayan Ardhana, Adi Atmoko, Fattah Hanurawan
83. Analyzing Resilience as One of Non-Cognitive Factors in Achieving Students Academic Success ........................................................ 494
    Riskiyana Prihatiningsih
84. Developing of Measurement Instrument for Counselor’s Personal Competence .................................................................................. 498
    Ulya Makhmudah
85. Development Model Guidance Group Technique to Improve the Inauguration Positive Discipline Students ........................................... 505
    Iswatun Khasanah, DYP Sugiharto, Imam Tadjri
86. Social Skills to Improve Social Adjustments by Peers Tutoring................. 511
   Elisabeth Christiana
87. Cultural Diversity Understanding Training Strategy for the Student of Vocational School.......................................................... 516
   Muslihati
88. Student’s Learning Behavior Patterns at Study Program Guidance and Counseling............................................................. 527
   Ella Faridati Zen, Adi Atmoko
89. A Solution-Focused Counseling Model to Improve Counselees’ Self-Discipline..................................................................... 535
   M. Ramli
90. The Integration of Entrepreneur Based Learning to Enhance Creativity of Elementary School Students........................................ 543
   Iis Ani Safitri, M. Ragil Kurniawan
91. "Randomized Control Trials (RCTs)" as Experimental Research in Guidance and Counseling.......................................................... 547
   Budi Purwoko
92. Career Planning Attitude of Javanese and Chinese Student....................... 551
   Sinta Saraswati, Zakki Nurul Amin
93. The Development of Solution-Focused Brief Group Counseling Guidebook to Improve Student’s Achievement Motivation at Vocational School........ 557
   Bambang Dibyo Wiyono
94. Counselors’ Strategies to Improve Self-Control Students in School.............. 562
   Yogi Budi Hartanto
95. Model of Interest Development Program at Guidance and Counseling Service in Junior High School as a Strategy to Optimizing the Students Potency in Learning........................................................................... 568
   Eka Wahyuni, Karsih
96. Increasing Empathy For Special Needs Student Through Experience Learning-Role Playing Technique In 7th Class Yunior High School Twelve State on Surakarta 2014/2015................................................................. 572
   Gunawan
97. Pattern of School Refusal Behavior on Student; Background, Triggers and Family Profile .................................................................................. 578
   Mochamad Nursalim, Nur Hidayah, Adi Atmoko, and Carolina L. Radjah
98. Contributions of Self-Talk in Counseling Processes................................... 585
   Irene Maya Simon
   Chandra Dewi, Ahmad Yunus
100. The Exploration Into Happiness of Javanese Children Aged 4-6 Years Old ... 595
    Yuli Kurniawati Sugiyo Pranoto, Jianzhong Hong
101. How to Deliver Sexuality Education to Preschool Age Children: A Practical Guide For Parents and Teachers ................................................................. 600
   Andromeda

102. Reading a Book to Enhance Adolescent Resilience in Orphanage .......... 605
   Eem Munawaroh, Esya Anesty Mashudi

103. Teaching on Spirituality of The Exegesis of The Qur’an and its Implication on Islamic Counseling at The Pesantren K.H. Aminuddin ......................... 609
   Najlatun Naqiyyah

104. Microanalysis as Communication Analysis Methods in Solution-Focused Brief Therapy (SFBT) ................................................................. 613
   Mulawarman

105. A Case Study of Self-Disclosure Among Female Street Children that Experienced Sexual Harassment ....................................................... 619
   Mulawarman, Edwindha Prafitra Nugraheni, Aldila Dyas Nurfitri

106. The Effect of Skill Goal Setting to Academic Success for Students .......... 625
   Nike Hardianti

107. Guidance and Counselling Implementation Problematic in Elementary School .................................................................................................. 630
   Kusnarto Kurniawan

108. Relationship the Principle of Harmony and Conformity with Behavioral Altruism in Nyumbang in Sekaran, Gunungpati, Semarang ....................... 634
   Carti, Afriyadi Sofyan, Galih Fajar Fadillah

109. Mindfulness Cognitive Behavioral Therapy for Wellness ..................... 642
   J.T Lobby Loekmono
Peran Asosiasi Bimbingan Dan Konseling Indonesia Dalam Pengembangan
Dan Inovasi Konselor Indonesia

Prof.Dr. MUNGIN EDDY WIBOWO, M.Pd.,Kons.
Ketua Umum Asosiasi Bimbingan dan Konseling Indonesia
Profesor Bimbingan dan Konseling UNNES

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

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 pengecahan, 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 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 competencie.

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 in 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 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 into 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, palners / 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 affective time management tools as well. There is a wide range available and one can actually customize an organizer to meet very spesific needs.

2.2.4. Supervision

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

2.2.4.1. Administrative supervision, involving accounting for time, daily attendece, 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 admintrator counselor or supervisor within the building

2.2.4.3. Techical, clinical, counseling or supervision, involving feedback on counseling, intervention, and delopmental currículum delivery skills; best if provided by a more experienced counselor

2.2.5. Communication

The Praparation 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 poeple
2.2.5.2. Keep communication clear, precise, and positive
2.2.5.3. Use multiple communication channels
2.2.5.4. Poeple Ask what they think and listen to Reviews their answer
2.2.5.5. Standardize communications when posible
2.2.5.6. Personalize comunication

2.2.6. Involvement

Siver (1995), Myrick (2011), Dollarhide (2011) research indicates that a positive coorelation berween employee involvement and motivation, quality and productivity. A mecanism for both comunnication 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 preadolescenc between the age twelve and sixteen old, usually in grade seven through nine. The unique needs this group require special attention,
particularely those related to their physical and social development. Theoriests who promote the middle school curriculum advocate educate program that appreciate and understand the energy, confusion, and uncertainties 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 students require counseling approaches that reflect this divergence. Any counselor who uses one approach or single format with all students, regardless of the nature of the concern or developmental level of the student, may become frustrated. This particularly true at the middle school level. Counseling middle-graders requires an approach that include individual helping relationship, group experience, peer support system, and other processes.

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 elementary to middle school or from middle 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>
<thead>
<tr>
<th>No.</th>
<th>Aspect</th>
<th>The average TP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The cornerstone of Religious Life</td>
<td>3.765</td>
</tr>
<tr>
<td>2</td>
<td>The cornerstone of Ethical Behavior</td>
<td>3.64</td>
</tr>
<tr>
<td>3</td>
<td>Emotional Maturity</td>
<td>3.566</td>
</tr>
<tr>
<td>4</td>
<td>Intellectual Maturity</td>
<td>3.441</td>
</tr>
<tr>
<td>5</td>
<td>Responsibility</td>
<td>3.412</td>
</tr>
<tr>
<td>6</td>
<td>Social role as Men and Women</td>
<td>3.757</td>
</tr>
<tr>
<td>7</td>
<td>Self-Acceptance and Development Economical</td>
<td>3.596</td>
</tr>
<tr>
<td>8</td>
<td>Behavior independence</td>
<td>3.515</td>
</tr>
<tr>
<td>9</td>
<td>Insight and Career Preparation Maturity</td>
<td>3.647</td>
</tr>
<tr>
<td>10</td>
<td>Relationships with Peers</td>
<td>3.765</td>
</tr>
</tbody>
</table>

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:
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 students 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 issues having a negative impact on their academic performance. Responsive service includes activities that meet the immediate needs and concern of students 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 advisor council.

3.4. Management 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 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 / counsellee 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

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>SMP/MTs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic services</td>
<td>35-45%</td>
</tr>
<tr>
<td>Specialisation and Individual Planning Service</td>
<td>15-25%</td>
</tr>
<tr>
<td>Responsive service</td>
<td>25-35%</td>
</tr>
<tr>
<td>Support System</td>
<td>10-15%</td>
</tr>
</tbody>
</table>

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% x 24-40 h = 10-16 hours

3.4.2. Specialisation and Planning Services
Individual 20%
20% x 24-40 hours = 5-8 hours

3.4.3. Responsive Service 30%
30% x 24-40 h = 7-12 hours

3.4.4. Support Systems 10%
10% x 24-40 hours = 2-4 hours

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, proaktif 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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7. Reference


