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Individual Student Planning: A Student Need Assessment Survey

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Abstract

The aims of this study are to describe the needs of students about individual planning services. The subjects of the study were junior high school students in Yogyakarta taken randomly amounted to 618 respondents. Instruments in the form of questionnaires developed based on aspects of individual planning services. The results show the questionnaire has three aspects, namely material advisement, placement, and career development. Overall score of 619, and on the aspects of the Career Development with a score of 615. While viewed from the highest score there are four items namely: need information about the talent and interests and opportunities of achievement of ideas, know the types of secondary schools (SMA, SMK), require information types of advanced education options in college, requires experience of successful people related to his ideas. This results as a basis for developing methods and media in individual planning services in junior secondary schools

Keywords: individual student planning, need assessment, student

1. Introduction

Currently, the guidance and counseling paradigm has shifted from curative counseling and guidance into the development of guidance and counseling. Myrick (2011: 33) counseling and guidance assume that the development of human flesh sequentially moving individual personality and positively towards the development of self. It makes us recognize that there is a force between us from one another which makes us believe that we are special and no one who resembles us. It also assumes that our individual potential is a valuable asset to the community and the future of humanity.

Model guidance and counseling development of increasingly widespread. Along with the development of guidance and counseling, development of comprehensive guidance and counseling program started much discussed in scientific forums and supported Permendiknas No.27 of 2008, program guidance and counseling services in the premises lead to a comprehensive approach. This approach was chosen because it is supported several studies on the effectiveness of a comprehensive guidance in improving the quality of education. Comprehensive counseling is able to contribute positively to the development of academic, personal, social, and career school students. Comprehensive guidance is also able to create a conducive learning climate for students in the school.

A comprehensive guidance program effectiveness in improving the quality of education was also examined by Richard Lapan, Norman Gysbers and Sun reported Timberlane Regional School District (Juntika, 2011: 23), the research results are as follows:

... the implementation of a Comprehensive Developmental Guidance Program will result in increased Including educational benefits of student achievement, more equitable service to the student, broader impact on student development and career decision-making, student satisfaction with the relevance of Reviews their education, and the development of a safe, orderly, connected school climate

According to Hidayat (2013), a model of comprehensive guidance and counseling in response to various studies that have been conducted by the American School Counseling Association (ASCA). Although this model was adopted from ASCA models in the United States, this model can be adapted in Indonesia. Possible adaptation ASCA models in Indonesia is very open because it provides a framework and a flexible framework. With such flexibility, this model can be adapted to the development of guidance and counseling in Indonesia.

Implementation of comprehensive guidance and counseling Indonesia has been going evidenced by a series of studies. Research conducted by Sunaryo Kartadinata and colleagues (2003: 50) suggests that the development of comprehensive guidance will improve the quality management system of guidance and counseling services in primary schools, secondary schools, and colleges. Caraka et al, 2016) said that "*Guidance and counseling programs in schools today Refers to the guidance and counseling development, roommates further Facilitate learners to be Able to develop Reviews their potential.*" Skeleton intact model of guidance and counseling comprehensively have three (3) Structural components (definition, assumption, and rationale) and four (4) components of the program (*guidance curriculum, individual planning, responsive services, and system support*)(Caraka, PB, 2015).

Gysbers (2012) reveals that the successful implementation of comprehensive guidance and counseling program is supported by the implementation of four components, namely (1) the basic services, (2) responsive service, (3) individual planning services, (4) support system. To be able to adopt the model of comprehensive guidance and counseling, the Indonesian government issued Permendikbud No. 111 2014 on Guidance and Counseling In Primary and Secondary Education (Messengers & Nindiya, 2015: 56). Permendikbud mentions no basic services program component, responsive service, individual planning services and interests, and support systems. In line with the implementation of the 2013 curriculum emphasis and specialization of individual planning services, focused on service specialization.

Curriculum 2013 load specialization program learners which is a process of selection and decision-making by learners is based on the understanding of the potential and opportunities that exist in the educational unit. Payload specialization learners include groups of subjects, subjects, cross-specialization, deepening specialization and extracurricular activities. In that context, guidance and counseling services to help learners to understand, accept, directing, making decisions, and realize the decision itself responsibly so as to achieve success, prosperity and happiness in life. In addition, guidance and counseling to help the learner / counselee in choosing, achieve and maintain a career to achieve a productive and prosperous life.

Service specialization in learners an arable area of guidance and counseling profession, which is included in the individual planning services (Permendikbud No. 111, 2014: 9). Event planning services is not only individual but conceptually specialization by Gysbers & Henderson (2012: 88) explains that the individual planning services is a systematic activity that is designed to help students understand and take action to develop future plans.

(P. E. Miller, cited in Severn, 2004, p. 24) explain that Keys to the success of this effort are the empowerment of young people to take control of their future; the strong relationship built between student, teacher/counselor and involved parents; and the accountability and responsibility that the students take on to meet their goals. No student is overlooked or lost; each has the opportunity to plan for and work towards a future that he or she believes in. These skills are essential preparation for the workplace that they will be entering.

Brown & Lent (2013) explain that work and career is one of the most important domains of life. And then Freud in Brown & Lent (2013) was said to have equated mental health with the capacity to love and to work. Although these capacities may not truly be sufficient to define mental health, it is clear that work has a central location in many people's lives—one that frequently intersects with other life roles and that can have an immense impact on one's overall quality of life.

Pellitteri, Stern, Shelton, and Muller-Ackerman (2006) Many students are unaware of how critical this skill, goal setting and planning, is to a full, rewarding, and successful life ... goals give us our bearing and point us in a purposeful direction. (pp. 209–210). In the 1990s, the importance of individual student planning was demonstrated by a study of young people in Indiana titled High Hopes Long Odds: Next Steps. The study found that: The difference in the high school experiences of students with plans for 4 years of high school courses and career plans versus students without such counselor-assisted plans was so great that providing help with these plans must be offered at every school. (Orfield & Paul, 1994, p. 11). From the explanation that's why individual student planning important. So that one of the most meaningful targets of intervention in our roles as counselors, therapists, educators, and advocates.

Service implementation strategy individual planning can be in the format of groups and individuals. The activities include the familiar personal character, measure the level of achievement of goals himself, and make decisions that reflect the planning itself. Based on the above, it is empirically keen to perform data mining (assessment) in order to determine the needs of individual students planning student at the Junior High School level.

2. Method

The method of this research is descriptive quantitative. The data collection method of the subject was 619 students from 20 different Junior High Schools in the research samples in Yogyakarta province. The method of data collection is using the questionnaires models. The instrument has been tested with fall items totaling 4 items. The validity test results show a valid questionnaire. Reliability results show a score of 0.876. Data analysis with descriptive statistics.

3. Result

Data about the material needs of the individual student planning services obtained from research through filling a questionnaire needs individual planning services to students can be seen in the following table.

Table 1. Material needs of the individual student planning

Scale	Aspects		
	Advise ment	Placement	Career Development
SB (Really Need)	350	323	298
B (Need)	257	266	292
TB (No Need)	12	29	26
Total	619	618	615

Based on the above table it can be seen that the questionnaire has three aspects, namely material advisement, placement, and career development. Overall results of material requirements planning services at the highest individual advisement aspect with a score of 619, then the Placement aspect with a score of 618, and on aspects of the Career Development with a score of 615. Based on the above table can be graphed material requirements planning services individually, as follows:

Meanwhile, material needs individual planning services as a whole can be seen score requirement in each aspect is as follows:

Table 2. Material Needs of Individual Student Planning in Advise ment Aspect

Skala	Advise ment	
	Educational planning	high school curriculum
SB (Really Need)	389	311
B (Need)	225	290
TB (No Need)	7	16
Total	620	617

Based on the above table are known materials requirement planning services individually on aspects advisement highest requirements on educational indicators planning with a score of 620, and the high school curriculum indicator with a score of 617.

Material requirement planning services individually on *advise ment* aspect can be seen in the highest score on each item needs as follows:

Table 3. Score of Material Needs of Individual Student Planning in Advisement Aspect

No Item	Frequencies			Total
	SB	B	TB	
Educational Planing				
1	424	192	6	626
2	353	257	8	618
High School Curriculum				
3	405	208	7	620
4	348	253	17	618
5	277	325	17	619
6	263	339	15	617
7	299	298	20	617
8	276	315	22	613

From Table 3 above the advisement aspect, there are two indicators of Educational Planning and High School Curriculum. In each of the indicators taken the first item will be the highest individual planning service material needs that item No. 1 with a score of 626, and item No. 3 with a score of 620.

Table 4. Material Needs of Individual Student Planning in Placement Aspect

Scale	Placement	
	High school choices	Work experience/service learning possibilities
SB (Really Need)	339	307
B (Need)	252	280
TB (No Need)	28	30
Total	619	617

Individual planning service requirements on aspects Placement highest requirements on indicators High school choices with a score of 619, and the indicator Work experience/service learning possibilities with a score of 617. Material requirement planning services individually on Placement aspect can be seen in the highest score on each item needs to be seen in the following table:

Table 5. Score of Material Needs of Individual Student Planning in Advisement Aspect

No Item	Frequencies			Total
	Very Need	Need	No Need	
High school choices				
9	362	234	24	620
10	325	268	26	619
11	317	269	33	619
12	351	238	30	619
Work experience/service learning possibilities				
13	307	280	30	617

From Table 5 above, it can be known that the placement aspect there are two indicators: High school choices and Work experience/service learning possibilities. In each of the indicators taken the first item will be the highest individual planning service material needs that item No. 9 with a score of 620, and item No. 13 with a score of 617.

Table 6. Material Needs of Individual Student Planning in Career Development Aspect

Scale	Career Development			
	Self-knowledge	Educational and occupational	Career Planning	Employability Skills
SB (Really Need)	257	324	235	375
B (Need)	330	275	337	226
TB (No Need)	29	18	44	13
Total	615	617	616	614

Needs individual planning services at Career Development aspects highest requirements in Educational and occupational indicators with a score of 617, then the indicator Career Planning with a score of 616, Self-knowledge indicators with a score of 615 and the indicator Employability Skills with a score of 614. From material requirement planning services individually on Placement aspect can be seen in the highest score on each item needs to be seen in the following table:

Table 7. Score of Material Needs of Individual Student Planning in Career Development Aspect

No Item	Frequencies			Total
	Very Need	Need	No Need	
Self-knowledge				
14	268	325	23	616
15	245	334	35	614
Educational and occupational				
16	322	275	16	613
17	303	292	24	619
18	284	313	22	619
19	387	219	10	616
Career Planning				
20	299	301	17	617
21	224	361	33	618
22	183	349	82	614
Employability Skills				
23	323	283	9	615
24	427	168	17	612

Keterangan :

From table 7 above on Career Development aspects, there are four indicators: Self-knowledge, Educational and occupational, Career Planning, and Employability Skills. In each of the indicators taken the first item will be the highest individual planning service material needs that item No. 14, 17, 21 and 23 with respective scores 616, 619, 618, and 615.

4. Discussion

Students must learn to understand and plan their lives after graduation. The key to the success of this effort is the empowerment of students to take control of their future; strong relationships built between students, teachers/counselors and parents; with full accountability and responsibility. All students have the opportunity to plan and work towards the future, without exception. Students need to have future planning skills to enter the workplace later. (PE Miller, quoted in Severn, 2004, p 24).

Future planning by students usually occurs in secondary schools through individual planning components. During this time, the student plan focuses on secondary school selection, graduation requirements and educational and occupational requirements after they graduate from junior high school.

The individual student planning services are implemented through strategies such as Individual Appraisal School counselors help students to assess and interpret their abilities, interests, skills and achievements. Individual advisement. School counselors help students use market advice about social, academic, career, and labor markets

to plan and realize their personal, social, academic, and career goals in life. Transition planning. School counselors and other education personnel help students make the transition from school to work or to additional education and training

The foundations for individual student planning is established during the elementary school years through guidance curriculum activities. Self-concept development, the acquisition of learning to learn skills, interpersonal relationships skill development, decision making skill building, and awareness and beginning of the exploration of educational and occupational possibilities. The subject so as to continue to be converted through the guidance curriculum during middle school and high school, providing new information and experience to enable students to regularly update, monitor, and manage their plans effectively.

Guidance and counseling teachers assist in the process of stabilizing the interests of students who have been selected and determined. In counseling teachers guidance and counseling in cooperation with Teacher lessons and parents. Assistance can be done individually, group and classical. Mentoring is very important to help learners make adjustments to the specialization in the subject groups, cross-subject specialization and deepening specialization subjects that have been set.

Individual student planning activities are not only limited assistance in the establishment of the study, but the teacher guidance and counseling provide life skills such as orientation to school, time management, self-assessment, communication, decision making, relationships, career development, and education planning. These skills are packed in various ways such as classical guidance, group counseling, group counseling, individual counseling and consultation.

Individual student planning is part guidance and counseling comprehensive program. Implementation of individual student planning in accordance with applicable regulations can be implemented properly if supported by intact competencies in guidance and counseling teachers Implementation of guidance and counseling programs required mastery of the concept of intact and skill that qualified. According to Galassi (2004) to implement a comprehensive counseling and counseling program that is completely consistent with developmental theory requires a truly trained counselor and master the theory of development). In addition to strengthening the knowledge side, guidance and counseling teachers need to be equipped with a comprehensive set of training in implementing comprehensive guidance and counseling programs. This view is in line with the results of Burkard, A., Gillen, M., Martinez, M., & Skytte, S. (2012) research that the practical training of comprehensive guidance and counseling programs is effective in improving the implementation of counseling and guidance programs at high schools in Winconsin, America.

5. Conclusion

Overall results of material requirements planning services at the highest individual advisement aspect with a score of 619, then the Placement aspect with a score of 618, and on aspects of the Career Development with a score of 615. This result is recommended to be one of the foundation counselors in developing material in individual planning services such as Individual appraisal School counselors help students to assess and interpret their abilities, interests, skills and achievements. Individual advisement. School counselors help students use market advice and information about social, academic, career, and labor markets to plan and realize their personal, social, academic and career life goals.

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