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PERSONAL GUIDANCE PROGRAM BASED ON HOPE PROFILE OF HIGH SCHOOL STUDENTS

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Abstract

The research is motivated by the importance of hope in the students' development. Hope is positive encouragement for the capacity of the self to achieve goals based on a sense of success in strategies and self-motivation development, which are then formulated into aspects, such as cognitive, affective, and psychomotor. The research aims to produce a personal guidance program based on the hope profile of high school students according to experts and practitioners. The main problems in this study are: 1) What is the hope profile of grade XI students 1 Margahayu Senior High School students; 2) What is a personal guidance program based on the hope profile of high school students at Margahayu 1 High School according to experts and practitioners. The study used a quantitative approach with descriptive methods. The study was done on 11th-grade students of 1 Margahayu Senior High School in 2018/2019 Academic Year consisting of 205 students using convenience sampling techniques. Data processing used the Rasch model on the Winstep application. The results showed that students' hope was in the medium category, as well as in every aspect and indicator. The guidance services strategy used in research are classical guidance and group guidance developed based on the needs of students in each indicator.

Keyword: *Hope, Personal Guidance Program.*

INTRODUCTION

Students at the high school level can be said to have entered their late teens. Because in general, students at the high school education level (SMA) are in the age range of 16-18 years. According to Hurlock (1990) adolescence is divided into two, namely early adolescence (11/12,-16-17 years) and late adolescence (16/17-18 years). Hurlock (1990) explained that in late adolescence, individuals have reached a developmental transition closer to adulthood.

The Pan American Health Organization (PAHO) classifies individuals in the 16 to 18 age range, as Middle and Late Adolescence. The age range included in the middle adolescence is 14-16 years for teenage girls and 15-17 years for teenage boys. While in late adolescence, the age range is 16-18 years for teenage girls and 17-18 years for teenage boys (Breinbauer & Maddelino, 2005).

Characteristics of youth in Middle and Late Adolescence include increased self-autonomy, problem-solving ability, academic and social hope as well as planning for the future, so youth needs to develop the right strategies so as not to go wrong in their development. The ability to develop strategies or set paths to achieve goals is an aspect of hope theory, namely pathways or way power. Hope is one theory or part of positive psychology.

Hope reflect individual perceptions of capacity to (1) conceptualize goals, (2) develop specific strategies to achieve those goals (pathways thinking), and (3) initiate and maintain the motivation to use such strategies(Snyder, et al., 2003). Hope theory suggests in addition to supporting statements such as "I will achieve goals," highly hopeful individuals will support statements similar to "I have plans for how I will achieve goals" and "I am motivated and confident in my ability to use plans to achieve these goals." (Gallagher & Lopez, 2009).

Hopeful individuals have the confidence to find a way to the desired goal and become motivated to use that path (C. R. E. Snyder & Lopez, 2002).. Marques & Lopez research (2014) showed a variety of important benefits associated with higher levels of hope in children and adolescents, including positive physical and mental health and positive interpersonal relationships (Otis, Huebner, & Hills, 2016). Hope can be a promising path to improving outcomes related to student achievement (Dixson & Stevens, 2018). Marques, Lopez, & Pais-Ribeiro (2011) found hopeful middle school students showed better grades and higher scores on standardized tests compared to students who had low hope. Other research shows teens with high levels of hope have better achievements in school and athletics, have better health, have better problem-solving skills, and better psychological adjustment (Snyder, 2002; Snyder, Cheavens, & Michael, 1999, in Linley & Joseph, 2012).

Hope is very important for learners. Guidance and Counseling teachers need to develop strategies to increase hope in students. Students who lack strength such as love, hope, passion, and gratitude, will be important for counselors to strategize to increase strength (Park & Peterson, 2010). Research shows agency-plus-pathways interventions that are components of hope can significantly reduce depression, despair, and anxiety (Klausner, in C. R. Snyder, 2000). Snyder, Cheavens, and Michael (in Danoff-Burg, Prelow, & Swenson, 2004) suggest high-hopeful individuals can implement better adaptive coping strategies than individuals with low hope. Highly hopeful individuals are considered capable of clearly conceptualizing goals, feel confident in their ability to effectively manage stressors, and are motivated to mobilize active coping efforts to pursue their goals. In addition to having greater coping effectiveness, high-hopeful individuals will have a broader list of coping strategies (Snyder, et al., in Danoff, et al., 2004).

Guidance and counseling have an important position in the personal development of learners, especially in increasing the hope of learners. Guidance and counseling as an effort to provide services to optimize the development of learners from the condition as it is to the condition that should be. Personal guidance services are the help of mentors to the guided (individuals) to achieve the goals and tasks of personal development in realizing a person who can socialize and adjust to the environment well (Tohirin, 2014). The purpose of personal guidance services is to help learners overcome personal problems due to a lack of adjustment to developmental aspects. Personal guidance is needed to provide services that facilitate students to increase expectations as capital for personal development, namely having clear goals, confidence in the ability to develop effective strategies to achieve goals, and important motivation for using strategies.

METHODOLOGY

Research using a quantitative approach with descriptive method. Design research is Survey Design. Survey Design is used because it is a procedure carried out by researchers to conduct surveys to respondents in collecting user data to provide information on the hope of students of grade XI 1 Margahayu Senior High School.

Participants in the study were students of 1 Margahayu Senior High School. The study sample was taken using convenience sampling techniques with respondents as many as 205 learners.

The instrument used as a data collection tool in the research is a questionnaire consisting of several closed questions that are used to reveal the self-hope profile of high school students. The instruments are based on Snyder's theory of hope (2000), Linley & Joseph (2012), and Lopez (2009) covering cognitive aspects (Goals and Pathways), affective(Agency), and psychomotor (Pathways and Agency).

Validity and reliability tests are performed using the Rasch Model with the help of Winstep app version 3.73. The result Uji validity indicates 35 items are said to be valid. Uji reliability shows the value of person reliability insufficient categories and reliability of items in special categories, meaning that the consistency of learners in choosing statements is good enough and instruments are worth using to express the hope of learners. The Cronbach alpha value obtained is 0.76, indicating the interaction between person and item is in a good category, meaning that the instrument can be trusted to be used as a means of collecting student expectations data.

RESULTS AND DISCUSSIONS

1.1. General Tendencies and Discussion of Hope of Students of Grade XI 1 Margahayu Senior High School The tendency of students in grade XI 1 Margahayu Senior High School is as follows.

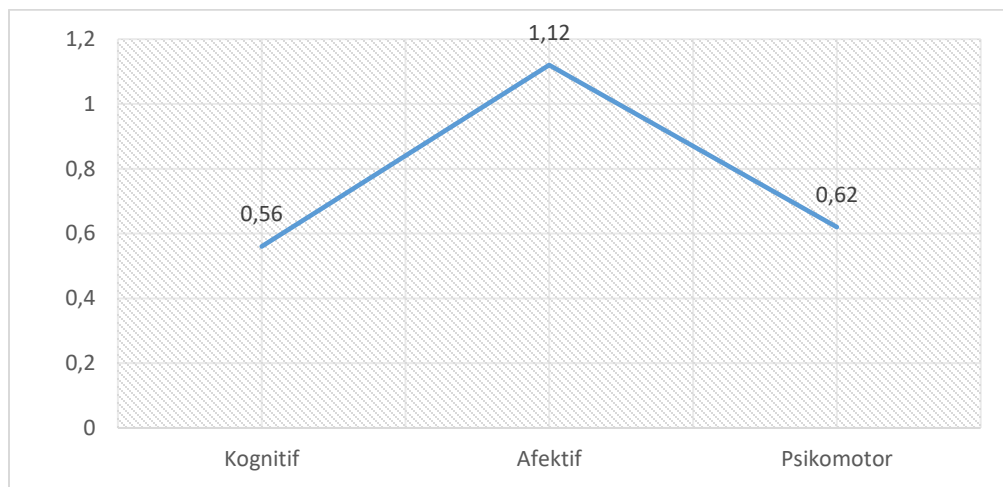
Table 1
General Tendencies of Hope

Mean	Category
0.66	Medium

Logit's mean person measure of 0.66 indicates the hope of learners in the medium category with the following explanation.

- Learners understand self-capacity, can conceptualize goals and determine goals but are less able to determine priority goals, have not been able to design strategies to achieve goals well, and do not have alternative plans in anticipation of obstacles.
- Learners can motivate themselves to achieve their goals well and be able to survive in passing obstacles.
- Learners can take action to achieve goals but have not been able to realize strategies to achieve goals.

Hope are reviewed from cognitive, affective, and psychomotor aspects. Graph of the average achievement aspect of students' hope in grade XI 1 Margahayu Senior High School Year 2018/2019 as follows.



Graph 1
Overview of Average Hope

Average achievement of students in grade XI 1 Margahayu Senior High School Academic Year 2018/2019 in each aspect is sorted from the highest aspect to the lowest aspect, namely affective aspects with an average of 1.12 logit, then Psychomotor aspects with an average of 0.62 logit and lastly Cognitive aspects with an average of 0.56 logit.

High-hopeful individuals have more valuable feelings, creativity, mental and physical health, positive emotions, and a confident outlook on life (Onwuegbuzie & Daley, 2011). Therefore, hopeful individuals can develop their intrapersonal and interpersonal abilities. This is in line with Character Education Strengthening efforts which include emphasizing efforts to strengthen individuals to work hard, creatively, communicatively, and socially. Besides, individuals with high hope can optimize their potential to be able to be creative, fill activities that support their physical and mental health.

Individuals with high hope will have good self-regulation, to improve honesty and discipline. Also, individuals who have high hope will be able to build better social relations, so that by PPK efforts to strengthen individuals in the aspect of tolerance. Then, high-hopeful Individuals have strong urges, positive interpersonal relationships, and have a good bond with those around them (Snyder, 1995). Based on this, by having high hopes the individual will be able to tolerate other individuals, be democratic, care socially, and be communicative.

The individual with high hopes can produce greater academic achievement, athletic success, and better work achievement (Hoy, et al., 2013). It supports efforts to strengthen education character on aspects of hard work and respect for achievement. So it can be said that individuals with high hope will have a hardworking character and be able to achieve achievements. Conversely, individuals with low hope mostly have negative behaviors, such as committing violence, experiencing depression, having problems in their academics, social deviations, to self-harm (Bolland, 2003; DuRant, Cadenhead, Pendergrast, Slavens, & Linder, 1994; Kashani, Reid, & Rosenberg, 2005; Spirito, Williams, Stark, & Hart, 1988; Stoddard, Henly, Sieving, & Bolland, 2011).

Hope is not only important for individuals in distress but also important for general well-being and positive physiological and emotional circumstances (C. R. Snyder et al., 2002). Therefore, hope is a tool to fight various forms of violence that directly or indirectly affect the fulfillment of human needs. For example, having hope and thought in a hopeful way can reduce forms of intrapersonal violence, such as suicide, which have an important relationship with depression and despair (Grewal & Porter, 2007).

The results of research on hope in students of grade XI 1 Margahayu Senior High School in Academic Year 2018/2019 showed that the level of hope of learners still needs to be optimized. Based on the results of research, there need to be guidance services to develop the hope of students. Personal guidance is the right assistance service for students to develop the hope of students. Students who lack strength such as love, hope, passion, and gratitude, will be important for counselors to strategize to increase strength (Park & Peterson, 2010). Research shows agency-plus-pathways interventions that are components of hope can significantly reduce depression, despair, and anxiety (Klausner, in C. R. Snyder, 2000). Snyder, Cheavens, and Michael (in Danoff-Burg, Prelow, & Swenson, 2004) suggest high-hopeful individuals can implement better adaptive coping strategies than individuals with low hope. Highly hopeful individuals are considered capable of clearly conceptualizing goals, feel confident in their ability to effectively manage stressors, and are motivated to mobilize active coping efforts to pursue their goals.

The personal guidance program is formulated based on the hope profile of students of grade XI 1 Margahayu Senior High School Academic Year 2018/2019 in general aimed at helping students develop their personal, especially in the aspect of hope. The service strategy provided is classical guidance and group guidance using service materials tailored to the needs of learners on each indicator. Added group counseling services for learners who are in the category of low hope with solution-focused therapy techniques. Personal guidance programs are then tested through judgment by experts and practitioners in the field of Guidance and Counseling. The feasibility test of the program is carried out by providing a conformity assessment on the program structure with the supposed structure. The due diligence aims to measure the extent to which the program can be used in developing the hope of learners. Program personal guidance based on the profile of students' hope grade XI 1 Margahayu Senior High School Academic Year 2018/2019 according to experts and practitioners is feasible to be used by improving some program structures.

The structure of the personal guidance program formulated refers to the structure of the guidance and counseling program in the Operational Guidelines for The Implementation of Guidance and Counseling in High School (POP BK SMA) consisting of: rational, legal basis, vision and mission, description of needs, objectives, program components, service areas, operational plans (action plans),

theme development, evaluation plans, report and follow-up, facilities and preparations, and cost budgets. The structure of the structured personal guidance program is described as follows.

1) Rational

Rationality is the basis of the importance of personal guidance programs to develop the hope of learners. The balancer stated that rational formulation is adequate, meaning that rational formulation explains the theoretical basis, empirical basis, concept, and assessment of needs in the preparation of programs based on the hope profile of high school students.

2) Legal Basis

The legal basis in the formulation of a personal guidance program is a juridical basis and a reference for the implementation of personal guidance programs. Experts and practitioners, the legal basis in the personal guidance program have been adequate. The legal basis underlying personal guidance services based on the hope profile of high school students refers to the basis of the following policies. 1) Law No. 20 of 2003 on the National Education System; 2) Government Regulation No. 87 of 2017 on Strengthening Character Education; 3) National Education No. 22 the year 2006 on Content Standards of Elementary and Secondary Education Units; 4) Permendiknas No. 27 Year 2008 on Content Standards for Academic Qualification Units and Counselor Competency; 5) Permendikbud Number 111 Year 2014 on Guidance and Counseling in Primary and Secondary Education; 6) Signs of the implementation of guidance and counseling in formal education pathways; 7) Operational Guidelines for The Implementation of Guidance and Counseling at the High School Level 2016.

3) Vision and mission.

Vision is the hope that is realized through personal guidance programs, while the mission is specific efforts to achieve the vision of personal guidance programs. The vision and mission of the personal guidance program are formulated based on a picture of hope that refers to the vision and mission of the school. According to experts and practitioners, the vision and mission of the personal guidance program based on the hope profile of high school students are adequate because it is by the school's vision and mission.

4) Description of Needs

The description of needs is structured based on the elaboration of the achievement of students' hope in general, based on indicator aspects. Experts and practitioners state that the description of the needs of the personal guidance program based on the hope profile of high school students is adequate because it has illustrated the development of indicators of student hope. Self-hope indicators of 1) understanding self capacity; 2) conceptualize the purpose; 3) determine priority goals; 4) develop strategies to achieve goals; 5) anticipate obstacles; 6) motivate yourself to achieve goals; 7) survive in passing obstacles; 8) action to achieve the goal; and 9) realize strategies to achieve goals.

5) Program Objectives

The purpose of the personal guidance program is the ability that learners must achieve after participating in personal guidance program activities. Objectives are formulated based on the results of an analysis of the needs of learners. Experts and practitioners state the purpose of personal guidance programs based on the hope profile of high school students is adequate because it illustrates the abilities that students must achieve both in general and in particular.

6) Program Components

The components of a personal mentoring program based on the hope profile of high school students consist of basic services and system support. Experts and practitioners state the program components are adequate because the basic services developed are based on aspects and indicators of hope that fit the description of the needs which include classical guidance and group guidance. Responsive service is provided to facilitate learners who are in the low hope category with solution-focused therapy techniques. The support system in the program has been described by the needs of the service, including the use of supporting tools and the use of school facilities and infrastructure.

7) Service Fields and Stages

Experts and practitioners state that the field and stages of service in the personal guidance program based on the hope profile of high school students are adequate. The areas of service in the personal guidance program based on the hope profile of high school learners include private areas that focus on helping to develop the hope of learners. The stages of personal guidance program services are based on the hope profile of high school students consisting of eight stages of service. The first stage is the orientation stage, the second stage to the eighth stage is the development stage of the hope indicator.

8) Operational Plan

An operational plan is the implementation plan of personal guidance services in detail and detail that is described in the form of a table containing the activities necessary to achieve the objectives. Experts and practitioners state that the operational plan of personal guidance program services based on the hope profile of high school students is adequate.

9) Topic Development

Experts and practitioners argue the theme or topic in the personal guidance program based on the hope profile of high school students has been adequate because the topic developed has been by the description of the needs of learners in a particular theme. Topics raised in the personal guidance program based on the hope profile of high school students are organized based on the description of needs on each indicator.

10) Facilities and Infrastructure

Experts and practitioners stated that the facilities and infrastructure in the personal guidance program based on the hope profile of high school students have been adequate because they have outlined the necessary facilities in the development of the program and described the supporting infrastructure of the service.

11) Evaluation

Evaluation is carried out to measure the achievement of the objectives of the personal guidance program given to learners. There are two types of evaluations carried out, namely process evaluation and evaluation of results. Evaluation of the process is carried out by providing worksheets to learners who aim to know the contribution of learners in personal guidance activities. Evaluation of results is carried out to uncover and measure hope indicators using instruments of hope, as well as to uncover the effectiveness of the implementation of personal guidance based on the hope profile of learners. Experts and practitioners have stated that the evaluation in the personal guidance program based on the hope profile of high school students is adequate.

12) Budget

Budgets are prepared based on the needs of guidance services to be given to learners. According to experts and practitioners, the cost budget has been adequate.

13) Service Implementation Plan (RPL)

RPL personal guidance program based on the hope profile of high school students is developed based on the topic of service. RPL is infiltrated using certain media, techniques, methods, and strategies that are by the objectives of the service to be achieved. According to experts and practitioners, RPL has been adequate only need to be added in detail general and specific purposes as well as credible reading sources.

1.2 Research Limitations

Research on Personal Guidance Program based on The Hope Profile of High School Students grade XI 1 Margahayu Senior High School is carried out by following the predetermined procedures. In its implementation, there are still limitations. Limitations on research are described as follows.

- 1) Research only involves class XI respondents, so personal guidance programs cannot be implemented at all grade levels.
- 2) The design of the personal guidance program is a hypothetical program, meaning it has not been implemented so that the effectiveness of the program has not been tested.

CONCLUSIONS

Based on the results of the research and research discussed in the previous chapter, conclusions are obtained as follows.

- 1) The hope of high school students are in the medium category, showing that students understand their capacity, can conceptualize goals and set goals but have not been able to determine priority goals, have not been able to design strategies to achieve goals well, and do not have alternative plans in anticipating obstacles. Students can motivate themselves to achieve goals well and be able to survive through obstacles. Students can take actions to achieve goals but have not been able to realize strategies to achieve goals.
- 2) A hypothetical personal guidance program is formulated based on the results of the need assessment through a study of the hope of high school students. Hypothetical personal guidance program structure consists of the rational, legal basis, vision, and mission, description of needs, objectives, program components, service areas, operational plans (action plans), development of themes/topics (Service Implementation Plans / RPL), evaluation and budget. Personal guidance programs are structured systematically which aim to develop students' hope. The personal guidance program based on the hope profile of high school students has been tested for feasibility by experts and practitioners, namely Guidance and Counseling Lecturers and Teachers.

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