

WORKSHOP AND ASSESSMENT ASSISTANCE FOR TEACHER GUIDANCE AND COUNSELING FOR JUNIOR HIGH SCHOOL SUKOHARJO REGENCY

Adi Dewantoro¹, Ma'rifatin Indah Kholili²

Universitas Sebelas Maret^{1,2}

adidewantoro@staff.uns.ac.id¹, marifatin.ink@staff.uns.ac.id²


Submitted : 20 November 2021 First Available Online : 26 December 2021
First Revised : 6 November 2021 Publication Date : 31 December 2021
Accepted : 8 December 2021

Abstract: The purpose of this community service is to provide assistance and assessment training for guidance and counseling teachers at the junior high school level in Sukoharjo Regency. The implementation method used is In-service training 1 (in class)-offline-On the job training (OJT)-In-service Training (In class) 2 offline, abbreviated as In1-OJT-In2 training model. In-1 offline mode activities include concept exposure activities, OJT activities include the implementation of assessments, presentations, discussions, In2 activities include evaluation and reflection. It is hoped that after this service program is carried out, guidance and counseling teachers have knowledge and insight related to guidance and counseling assessments so that they can improve guidance and counseling services even better.

Keywords: Workshop, Mentoring, Assessment, Guidance and Counseling Teacher

Psikoeduko: Jurnal Psikologi Edukasi dan Konseling
Website: <https://ejournal.upi.edu/index.php/Psikoeduko/index>

Permalink: <https://ejournal.upi.edu/index.php/Psikoeduko/article/view/41192>
How to cite (APA): Dewantoro, A. & Kholili, M. I. (2021). Workshop and Assessment Assistance for Teacher Guidance and Counseling for Junior High School Sukoharjo Regency. *Psikoeduko: Jurnal Psikologi Edukasi dan Konseling*, 1(2), 59-68.

 This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

INTRODUCTION

The development of the industrial revolution era 4.0 and the era of society 5.0 had a major impact on changes in all sectors of life, including the education sector. Along with these developments, humans are required to be ready to compete and ready to adapt to technological advances. Technological advances have changed human habits from carrying out conventional activities to digital- based activities by utilizing technological advances (Pencarelli, 2020). The world of education

¹Universitas Sebelas Maret, Indonesia; adidewantoro@staff.uns.ac.id

²Universitas Sebelas Maret, Indonesia; marifatin.ink@staff.uns.ac.id

cannot be avoided from the impact of technological advances and these demands. Learning activities used to be done conventionally through physical classroom meetings, but now it is very possible that learning can be done online by utilizing technological advances. Not to mention the demands of an increasingly complex world of work, of course, making education continue to improve and adapt to the progress of this era.

Education must at least be able to prepare its students to face three things: a) prepare children to be able to work whose jobs do not currently exist; b) prepare children to be able to solve problems whose problems have not yet arisen, and c) prepare children to be able to use technology whose technology has not yet been discovered. It is homework that is not easy for the world of education (Kaufman, 2013).

Education needs to facilitate graduates to have the competencies needed in the era of Industrial Revolution 4.0 and Society 5.0. These challenges and demands need to be addressed wisely by the world of education, including the field of guidance and counseling (Indrawan & Cendana, 2019). Nurkholis and Badawi (2019) stated that in the Industrial Revolution 4.0 era, demanding guidance and counseling teachers must be active, creative and master of technology, otherwise they will be left behind from the others. Optimal guidance and counseling services certainly need the role of counselors who have competent and qualified qualifications in providing counseling guidance services both pedagogic competence, social competence, professional competence, and personality competence. This is necessary so that the services provided to participants can run well and optimally (Nurpitasari & Kurniawan, 2018).

Counseling teachers in schools need to think about how efforts must be made to facilitate the development of the competencies needed by graduates to be able to compete in the Industrial Revolution 4.0 era (Amin & Mustaqim, 2021). This cannot be separated from the role of guidance and counseling as an integral part of independent education. To understand what are the competencies of students in dealing with the era of Industrial Revolution 4.0, of course, guidance and counseling teachers need to know what the needs of students at school are (Ismail et al., 2020). Given that so far there has been no national counseling curriculum for the implementation of counseling at various levels of education in Indonesia.

To understand the needs of students, of course, there needs to be an effort from the guidance and counseling teacher to conduct a needs assessment for students. The role of this assessment will capture the needs needed by students, as well as from these needs can be used by guidance and counseling

teachers as competencies that need to be taught to students in this era of Industrial Revolution 4.0. As there are content elements in the implementation of comprehensive guidance and counseling (Ziomek et al., 2016). Assessment is a process of obtaining information in recognizing the needs of students to be used as input in the preparation of guidance and counseling programs, assessment of the counseling guidance process, in addition to the purposes of the diagnostic process (Mappiare A, 2009).

According to Sutadji et al. (2021), the main purpose of both test and non-test assessment is to assess a person's behavior, mental skills, and personality characteristics to help them make decisions, forecasts, and decisions about a person. Seeing the central role of assessment in guidance and counseling services, guidance and counseling teachers should pay attention to implementing and implementing the results of the assessment into a comprehensive guidance and counseling program. However, the conditions in the field are still many assessment practices that are not as they should be. These practices include, 1) there are still many guidance and counseling teachers who use the results of last year's assessment to be used as the basis for developing the current year's program; 2) guidance and counseling assessments are quite numerous and always evolving so that they require practitioners in the field to master them; 3) guidance and counseling assessment take a long time to process, especially if it is done manually (Sujadi, et al, 2019).

The research of Suryani et al (2018), states that as many as 42% of guidance and counseling teachers carry out assessments using non-test instruments in the provision of guidance and counseling services in schools, and 58% of guidance and counseling teachers who do not carry out assessments with non-test instruments in the provision of guidance and counseling services. This means that guidance and counseling teachers have not fully implemented non- test instruments in guidance and counseling services at schools. Thus it can be concluded that there are still many guidance and counseling teachers providing counseling services that have not been based on an assessment of student needs and problems.

These problems have until now become obstacles in the implementation of guidance and counseling services in the field, especially the implementation of assessments carried out by guidance and counseling teachers in the field. In addition to these conditions, other obstacles related to the implementation of the assessment, none other than the relatively large number of items on the assessment instrument, are also separate problems. It does not stop there, the

orientation of guidance and counseling services at this time is on meeting the needs of students, no longer focusing on student problems, while there are still many standard assessment instruments in the field that are oriented to exploring student problems such as AUM, DCM, etc. So that guidance and counseling teachers need to transform to direct the implementation of assessments oriented to the needs of students, where this need becomes the standard of competence that will be developed through guidance and counseling services.

Through this mentoring activity, it is hoped that guidance and counseling teachers can carry out authentic assessments using valid instruments and are oriented to the needs of students. This is an effort to achieve the goals of Guidance and Counseling services which are illustrated in a series of activities that are systematical, structured, and written in a program whose implementation is oriented towards meeting needs and achieving developmental competencies by the tasks. development of students (Gendon, 2011).

Therefore, program planning, preparation of the guidance curriculum, formulation of goals, determination of service success criteria, implementation of program evaluation, and accountability for guidance and counseling service account must be placed on the fulfillment of developmental needs that underlie the achievement of competencies in actualizing the developmental tasks of students who become program service targets. For this reason, it is necessary to carry out a standardized assessment so that it can be used as a means of supplying accurate data in the development of the guidance and evaluation curriculum of the guidance and counseling program.

Based on the analysis of the situation, the problems faced by the guidance and counseling partners of junior high school in Sukoharjo Regency can be stated as follows.

- a. Guidance and counseling teachers at the Sukoharjo junior high school in carrying out assessments still focus on student problems so that the implementation of guidance and counseling services tends to be based on curative services, not based on preventive and development services by fulfilling the needs of students in developing potential.
- b. The guidance and counseling teacher of the Sukoharjo junior high school does not understand the development of the latest knowledge in the field of counseling, especially the orientation of counseling services which currently emphasizes developing the potential of students in all aspects (personal-social, career, academic

- c. Guidance and counseling teachers at the Sukoharjo Regency Junior High School still need to develop their competence, especially in carrying out assessments to develop a comprehensive counseling program

Therefore, workshops and assessment assistance need to be carried out so that guidance and counseling services can run optimally and can equip students with the competencies needed to live in the 21st century.

METHODS

This service uses the In-service training 1 (in class)-offline---On the job training (OJT)-- service training (In class) 2 offline model design, abbreviated as the In1-OJT-In2 training model. In-1 offline mode activities include concept exposure activities, examples of assessment implementation, presentations, discussions, evaluations, and reflections on the material. OJT activities are carried out by giving assignments to guidance and counseling teachers regarding the implementation of assessments in their respective agencies. In Activity 2, the training participants held a meeting again to discuss the implementation of the assessment that had been carried out, and to evaluate the implementation.

Activities In-1 Offline Mode: 2 days (16 JP)

First Day

1. Training program orientation: 1 JP (by P2M Team)
2. Presentation of material and discussion: (a) Concept Assessment; (2) Development of assessment instruments for student needs; 2 JP (by P2M Team)
3. Assignment of student needs assessment instrument development group: 2 JP (by P2M Team)
4. Presentation and discussion of the results of the development of the needs assessment instrument: 2 JP (by the P2M Team)

The second day

1. Delivery of instructional curriculum development materials based on ASCA mindset and behavior standard: 3 JP (by P2M Team)
2. Group assignments, discussions, and presentations on the results of the ASCA mindset and behavior-based instructional curriculum development Standard: 4 JP (by P2M Team)
3. OJT assignment information: 1 JP (by P2M Team)

On The Job Training (OJT) and online Mentoring Activities: 6 days @ 4 JP (24 JP)

1. Assignment to develop an ASCA-based instructional curriculum mindset and behavior Standards based on the results of a needs assessment (by the P2M Team and Partners)
2. Compilation of portfolio OJT results reports and broadcast materials (by P2M Team and Partners)
3. Online mentoring (by P2M Team and Partners)

In-2 OJT results reporting: 1 day: 8JP, Offline mode

1. Inspection and evaluation of report files: OJT 3 JP (by P2M Team)
2. Presentation and discussion of OJT results: 4 JP (by P2M Team)
3. Evaluation of education and training: 1 JP (by Partner)

FINDINGS AND DISCUSSIONS

From the distribution of survey instruments using a google form to 76 workshop participants, the results showed that 1) 87.5% stated that they understood the concept of assessment in the preparation of the guidance and counseling program; 2) 68% stated that so far they are still using problem assessment in developing guidance and counseling programs using DCM, AUM, Sociometry;

3) only 32% of participants have used a needs-based assessment instrument using AKPD (student needs analysis) and IKMS (student needs and problem instrument); 4) 52% stated that the guidance and counseling program was made based on the results of the assessment that had been carried out in the previous year; 5) 62% of participants stated that they had difficulty in analyzing the results of the assessment; 5) So far, there has been no initiation from the Sukoharjo Junior High School MGBK to develop their own assessment instrument that is ready to be used for middle school counseling teachers in Sukoharjo Regency.

The findings above actually indicate the need for guidance and counseling teachers to have the ability to master software/applications that can be used in analyzing and interpreting assessment data. Lubis et al. (2021) stated that every guidance and counseling teacher should have the ability to use software, especially when using the AUM instrument so that general AUM processing can be faster and easier. This opinion is reinforced by Tuazon & Tacuban (2017) that the processing of the assessment results using computers, in this case, software/applications, can make it easier for guidance and counseling

teachers to store, process, and interpret assessment data that has been filled in by students.

Rottinghaus & Park (2018) explain that assessment activities are a key component of the practice of career and guidance counselors, regardless of their specific area of activity. Broadly speaking, the guidance and counseling teachers of junior high school in Sukoharjo have understood and have carried out assessments in developing the counseling program they have prepared (Walker III & Peterson, 2012). Assessment within the guidance and counseling framework has a strategic position because the position is the basis for planning guidance and counseling programs that are as needed, where the suitability of the program and a description of the needs of students and environmental conditions can encourage the achievement of the goals of guidance and counseling services (Wahidah, et al, 2019).

It is hoped that with the implementation of the assessment, guidance, and counseling teachers can facilitate the needs of students to be able to develop the skills needed to live in the 21st century (Kim et al., 2019). In addition, it is hoped that the orientation of guidance and counseling services has now begun to shift to an orientation to meeting needs so that the direction of guidance and counseling services can focus on prevention and development functions. The assumption is that if these needs can be facilitated, it is hoped that no students will experience problems. Although it is also possible some students need to get more services (Ilyas et al., 2018)

Changes in guidance and counseling services today are certainly influenced by the direction of change in the industrial revolution 4.0 era related to changes in new skills needed in the future. Namely 1) analytical thinking and innovation, 2) active learning and learning strategies, 3) creativity, originality, and initiative, 4) technology design and programming, 5) critical thinking and analysis, 6) complex problem-solving, 7) leadership and social influence, 8) emotional intelligence, 9) reasoning, problem-solving and ideation, 10) systems analysis and evaluation (Nursalim, 2020).

Seeing the current change in new skills, it is necessary to have the ability to compile and develop assessment instruments for counselors in providing guidance and counseling services in schools (Arrieta & Valeria, 2021). The preparation and development of instruments are carried out to obtain the data or information needed because no instrument can measure these aspects. Even if it already exists, it can be adapted according to the characteristics of the subject and the administrative area. This ability for counselors is needed in the process of collecting data on the needs of students and environmental conditions. Furthermore, the

information obtained based on the results of the assessment is intended as a basis for planning programs and determining the right services for students (Wahyuni S, 2016). The role of the guidance and counseling teacher deliberation group (MGBK) is to become the driving force for the realization of an assessment instrument that can be used by guidance and counseling teachers in the Sukoharjo Regency.

In addition to the central role of MGBK, the awareness of guidance and counseling teachers is also needed in facilitating and optimizing guidance and counseling services in a more professional direction. Thus, a form of training, seminars, or workshops is needed to improve the professionalism and skills of guidance and counseling teachers. Andersson & Köpsén (2018) also suggests that the factor that contributes the highest to teacher skills is the training factor. The training activities should also be followed up with the attitude and concern of the guidance and counseling teachers to always learn and develop in a positive direction as something for work (Sitinjak & Canu, 2023).

CONCLUSION AND RECOMMENDATION

The implementation of workshops and assessment training for guidance and counseling teachers has gone well and smoothly. In detail, these activities can be concluded as follows:

- a. The understanding of the guidance and counseling teacher concept related to the guidance and counseling assessment is in the good category
- b. Through the practice of implementing the assessment, it can provide a good experience for guidance and counseling teachers in conducting assessments
- c. There is a desire from the MGBK management to carry out a follow-up workshop to discuss the development of an assessment instrument that can be used together.

To realize what the partners hope for, in this case, the Sukoharjo district junior high school MGBK, the following can be suggested:

- a. It still needs to be improved Partner cooperation with various parties and extra assistance to assist guidance and counseling teachers in developing assessment instruments.
- b. Assessment mentoring activities still need to be continued on comprehensive guidance and counseling program development activities.

REFERENCES

- Amin, M., & Mustaqim, B. (2021). Vocational Teachers Readiness in Integration The Principles of Industrial Revolution 4.0 into The Learning Process. *Elinvo (Electronics, Informatics, and Vocational Education)*, 6(2), 106-119.
- Andersson, P., Hellgren, M., & Köpsén, S. (2018). Factors influencing the value of CPD activities among VET teachers. *International Journal for Research in Vocational Education and Training (IJRVET)*, 5(2), 140-164.
- Andi, Mappiare AT. (2009). Assesmen Autentik dalam Bimbingan Konseling dengan Pertimbangan Nilai Sosial Budaya. *Jurnal Sains Psikologi*, 1 (2), 2085-2223.
- Arrieta, G. S., & Valeria, J. R. (2021). Counseling challenges in the new normal: inputs for quality guidance and counseling program. *Counsellia: Jurnal Bimbingan dan Konseling*, 11(1), 71-85.
- Gendon, B. (2011). Pengembangan Instrumen Asesmen Kebutuhan Perkembangan untuk Penyusunan Kurikulum dan Evaluasi Program Guidance and Counseling. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 15(1), 22-46.
- Ilyas, A., Ifdil, I., Ardi, Z., Fadli, R. P., Erwinda, L., Churnia, E., & Zola, N. (2018). Validation of AUM software: A counselor tool for analyse human problems on counseling and educational practice. In *Journal of Physics: Conference Series*, 1114(1).
- Indrawan, P. A., Lay, A. E., & Cendana, O. N. (2019). Guidance and counseling teachers' competency perspective in the era of industrial revolution 4.0. *The International Journal of Innovation, Creativity and Change*, 5(3), 147-161.
- Ismail, R. N., Mudjiran, M., Neviyarni, N., & Nirwana, H. (2020). Creative approach guidance and counseling facing independence learning policy: Minimum competency assessment and survey characters in the industrial revolution 4.0. *E-Tech*, 8(1).
- Kaufman, K. J. (2013). 21 ways to 21st century skills: why students need them and ideas for practical implementation. *Kappa Delta Pi Record*, 49(2), 78-83.
- Kim, S., Raza, M., & Seidman, E. (2019). Improving 21st-century teaching skills: The key to effective 21st-century learners. *Research in Comparative and International Education*, 14(1), 99-117.
- Lubis, L., Hadijaya, Y., & Wardani, S. (2021). Implementation of guidance and counseling Service Management. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(3), 559-569.
- Nurkholis, M.A & Badawi. (2019). Profesionalisme Guru Di Era Revolusi Industri 4.0. *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang*. 12 Januari 2019.
- Nurpitasari, E., Aji, B. S., & Kurniawan, S. J. (2018). Pengembangan

- Kompetensi Teknologi dan Peran Konselor dalam Menghadapi Peserta Didik di Era Disrupsi. *In Seminar Nasional Bimbingan Konseling*, 2(1), 10-14.
- Nursalim, M. (2020). Peluang Dan Tantangan Profesi Bimbingan Dan Konseling Di Era Revolusi Industri 4.0. *Prosiding Seminar & Lokakarya Nasional Bimbingan dan Konseling 2020*. Bimbingan dan Konseling JATIM & UNIPA SB
- Pencarelli, T. (2020). The digital revolution in the travel and tourism industry. *Information Technology & Tourism*, 22(3), 455-476.
- Rottinghaus, P. J., Falk, N. A., & Park, C. J. (2018). Career assessment and counseling for STEM: A critical review. *The Career Development Quarterly*, 66(1), 2-34.
- Sitinjak, C., & Canu, Z. (2023). The Importance of Guidance and Counseling In Effective School Learning. *Jurnal Ilmiah Global Education*, 4(1), 12-19.
- Sujadi, et al. (2019). Pengembangan Modul Asesmen Bimbingan dan Konseling Non-Tes. Tarbawi : *Jurnal Ilmu Pendidikan*, 15 (2), 153-170.
- Suryani, R., Said, A., & Sukmawati, I. (2019). Hambatan Yang Dialami Guru Bimbingan dan Konseling Untuk Melaksanakan Instrumen Non-Tes Dalam Pelayanan Guidance and counseling Dan Usaha Mengatasinya. *Biblio Couns : Jurnal Kajian Konseling dan Pendidikan*, 2(1), 33-40.
- Sutadji E, Susilo H, Wibawa AP, Jabari NAM, Rohmad SN. (2021). Authentic Assessment Implementation in Natural and Social Science. *Education Sciences*, 11(9), 534.
- Tuazon, J. L., & Tacuban, T. N. (2017). Guidance and Counseling Information Support System. *Asia Pacific Journal of Multidisciplinary Research*, 5(1), 9-15.
- Wahidah, N., Cuntini, C., & Fatimah, S. (2019). Peran Dan Aplikasi Assessment dalam Bimbingan dan Konseling. *Fokus: Kajian Bimbingan & Konseling Dalam Pendidikan*, 2(2), 25-36.
- Wahyuni, S. (2016). Asesmen dalam Bimbingan dan Konseling. *Jurnal Ilmu Da'wah Dan Komunikasi Islam*, 10(2), 1-18.
- Walker III, J. V., & Peterson, G. W. (2012). Career thoughts, indecision, and depression: Implications for mental health assessment in career counseling. *Journal of Career Assessment*, 20(4), 497-506.
- Ziomek-Daigle, J., Goodman-Scott, E., Cavin, J., & Donohue, P. (2016). Integrating a multi-tiered system of supports with comprehensive school counseling programs. *The Professional Counselor*, 6(3).