

# Descriptive Accountability Audit Program of Guidance and Counseling Senior High School

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**Abstract**—This study aims to find out the audit program to assess the suitability of counseling and guidance programs in schools. The program is a systematic process for collecting and analyzing information about its efficiency, effectiveness, and impact on programs and services for students. Guidance and counseling program audits at school been implemented and according to the needs of the students. The method used descriptive with Objects in this study audit guidance and counseling programs in high schools Taruna Mandiri, SMA GIS 2 Serpong and MAN IC Serpong. The audit result of guidance and counseling program in the whole school of SMA Taruna Mandiri, SMA GIS 2 Serpong, MAN IC Serpong in the enough system management and accountability of 66.0%. In the implementation of guidance and counseling programs in schools. There is the highest foundation of this means the guidance and counseling teacher knows the basics of the guidance and counseling program. Furthermore, the accountability of the three schools did not reach 70%, that there are some obstacles after the guidance and counseling teacher implement the program is not reported to the stakeholders. In the future between the teacher, guidance and counseling should cooperate and collaboration and the existence of communication with stakeholders so that programs that have been implemented or run by the teacher guidance and counseling in accordance with the needs of students.

**Keywords**—*guidance and counseling program; accountability audit program*

## I. INTRODUCTION

Establish performance improvement of school counselors in demonstrating the effectiveness of school counseling and counseling programs and their impact on student achievement. An audit program is needed to assess the appropriateness of school counseling and counseling programs. The program is a systematic process for collecting and analyzing information about its efficiency, effectiveness, and impact on programs and services [1].

Permendiknas No.27 Year 2008 School counselors are an important and central role in improving student achievement [2]. Administrators should see school counselors not as support personnel whose role is to react to problems, but as key personnel in the educator team whose goal is to provide academic preparation for all learners.

According to Henderson an important component of the development of guidance and counseling programs as well as convincing to determine the value of programs, activities, and personnel to make decisions or take action in the future [3].

Suherman comprehensive guidance is a cutting edge point of departure from positive assumptions about human potential [4]. Based on this assumption guidance is seen as a process of facilitating development that emphasizes the effort to assist all learners in all phases of its development. During this time guidance is often seen as service activities that promote healing or problem solving. Whereas besides guidance prevention function, education and development.

Hidayat and Herdi revealed that a comprehensive guidance and counseling model is designed to respond to the problems faced by school counselors [5]. This model was developed based on various theoretical studies, and research results have been carried out by ASCA on counseling and counseling programs and the school counselor profession. This model is an alternative model of guidance and counseling that provides opportunities for academics and counseling practitioners to improve school counseling and counseling services.

The guidance and counseling audit program is used to assess the school program with the National Model (ASCA). Audits serve to set standards for counseling and guidance programs in schools. The ASCA National Model uses audit steps such as: (1) planning, or are being designed to assess the progress of program development, (2) program implementation and outcomes, strengths and weaknesses and objectives appropriate for the next school year. In the ASCA audit model includes Bases of Confidence and Philosophy, Delivery Systems, Management Systems, Accountability.

The adopted American version of the comprehensive guidance and counseling model in Indonesia, the Indonesian government through the Ministry of Education issues Permendikbud Number 111 Year 2014 on Guidance and Counseling on Basic Education and Secondary Education. The substance of this Permendikbud includes program components, service areas, service program structure, as well as activities and time allocations. Permendikbud does not explicitly discuss about comprehensive counseling and counseling, but judging by its substance it shows a

comprehensive version of the counseling and counseling model.

This is in line with Coker, Agramovich and Hoskins explaining accountability audit program is a valuable tool for school counselors because it is considered a type of action research directed to monitoring and improving programs / services [1]. Sing accountability system in school explore the various definition and professional issue to showing program of guidance and counseling in school good [6]. This can be done on a smaller scale, can be planned and implemented by practitioners, and can be used to communicate the impact of the program on student achievement and other related variables to stakeholders. Program evaluation can help the counselor see whether the BK program audit accountability in the school has been implemented and matches the needs.

## II. RESEARCH METHODS

According Nana research method used in this study using descriptive study. Descriptive method is used to get a description or description of a situation as clear as possible without any treatment of the object under study. In this study no treatment was given or controlled as it was in experimental research, and there was no hypothesis testing [7].

According Azwar to data collection techniques used in the form of research observation sheet with 5 alternative answers using likers scale, this instrument to know the picture of accountability audit BK program in South Tangerang City [8]. While the data analysis techniques used to use quantitative descriptive analysis techniques. Researchers carry out research in SMA Tangerang Selatan. The object of this research is about audit of guidance and counseling program at SMA Taruna Mandiri, GIS 2 Serpong SMA and MAN IC Serpong.

The researcher gave a question in accordance with the observation sheet instrument that has been provided. Researchers asked respondents to show evidence of the answers proposed by researchers based on the instrument sheet with 5 alternative answers using likers scale.

## III. RESULTS AND DISCUSSION

Based on quantitative data the results of research conducted at three high schools located in the city of South Tangerang namely SMA Taruna Mandiri, Global Islamic School Serpong, and MAN Insan Cendekia Serpong about Audit Accountability Overview BK program in the category of Good Enough, as follows:

TABLE I. ACCOUNTABILITY AUDIT PROGRAM OF GUIDANCE AND COUNSELING

| Name Of Schools           | Accountability |
|---------------------------|----------------|
| <i>SMA Taruna mandiri</i> | 68.0%          |
| <i>SMA GIS 2 Serpong</i>  | 61.0%          |
| <i>MAN IC Serpong</i>     | 69.0%          |
| <i>All Percentages</i>    | 66.0%          |

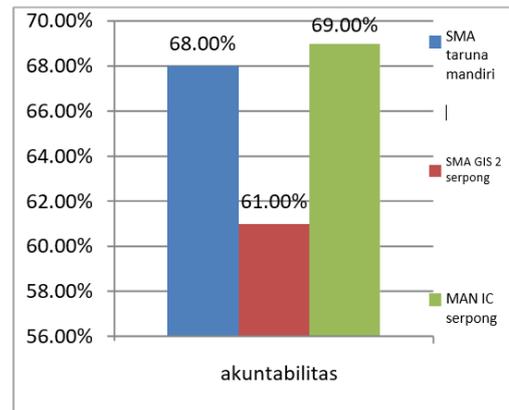


Fig. 1. Accountability audit program of guidance and counseling.

From the data above, the Audit Accountability Study of BK program in whole school of SMA Taruna Mandiri, SMA GIS 2 Serpong, MAN IC Serpong in category is good enough at accountability of 66.0%. Audit BK service program in high school Taruna Mandiri in the category Good enough with the acquisition dimension accountability of 68.0%.

In high school GIS 2 Serpong category good with percentage equal to 61% in accountability. Third at MAN MAN Serpong school the BK audit program results obtained on the accountability dimension of 69%.

The result of three schools in South Tangerang, dimensions of accountability that includes such reporting of results, evaluation for the work of the counselor, the program audit provides evidence of the program, as follows:

TABLE II. THE RESULT OF THREE SCHOOLS IN SOUTH TANGERANG, DIMENSIONS OF ACCOUNTABILITY

| Dimensions of accountability             | Percentage | Average o |
|--|------------|-----------|
| reporting of results                     | 61%        | 67%       |
| evaluation for the work of the counselor | 79%        |           |
| the program audit                        | 61%        |           |

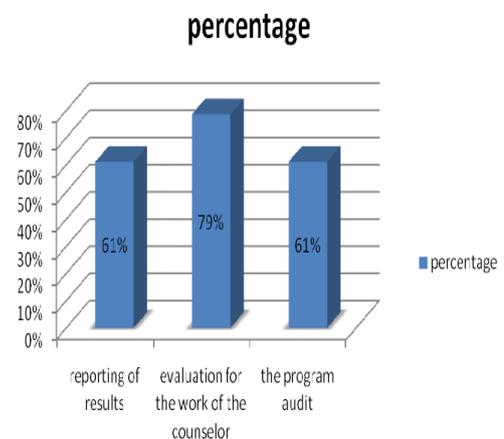


Fig. 2. The result of three schools in South Tangerang, dimensions of accountability.

The results of the three schools show that in the dimensions of accountability that includes such reporting of results, evaluation for the work of the counselor, the program audit provides evidence of the program in accordance with the National ASCA model. By having the primary purpose of gathering information is to guide future action programs and improve future student outcomes. The result of data obtained in accountability dimension is 67% which means good enough.

#### IV. CONCLUSION

Based on the results of the discussion can be concluded that the program of accountability audit guidance and counseling programs in schools in general in the category is quite good at the three schools of SMA Taruna Mandiri,

In the implementation of guidance and counseling programs in schools. There is the highest foundation in every school, it is that BK teachers know the basics of the BK program. Furthermore, the accountability of the three schools did not reach 70%, that there are some obstacles after the BK teacher implement the program is not reported to the stakeholders. In the future between the teachers BK should cooperate and collaboration and the existence of

communication with stakeholders so that programs that have been implemented or run by teachers BK in accordance with the needs of learners.

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