

Implementation of Comprehensive Guidance and Counseling Program Planning Model Assisted by Management Information Systems

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Abstract---Implementation of a comprehensive guidance and counseling program planning model assisted by management information systems by holding seminars and workshops in the guidance and counseling teacher deliberation forum. The implementation activity consists of 2 sessions, namely a session to identify needs and a session to prepare a guidance and counseling program. The purpose of this study is to determine the application of a comprehensive guidance and counseling program planning model assisted by management information systems. This study uses a qualitative design. Methods of data collection using interviews, observation and document study. The results of the implementation are 1) students and the environment are able to identify needs using a management information system, 2) school counselors are able to plan comprehensive guidance and counseling programs assisted by management information systems.

Keywords: implementation, planning, comprehensive guidance and counseling program, management information system

I. INTRODUCTION

A comprehensive guidance and counseling program is a program that is compiled in an integrated manner based on the identification of student needs and identification of environmental needs. Identification of environmental needs includes parents, subject teachers, homeroom teachers, and school principals. Identification of environmental needs is a description of the expectations or information of parents and schools for guidance and counseling services. Students are influenced by the environment both from parents and from the school. Identification of the needs of students is cross-checked with the identification of environmental needs to determine the appropriate counseling and guidance services. According to [2], [3], [5] and [6] explain that planning a comprehensive guidance and counseling program is based on an assessment of the needs of students and an assessment of environmental needs. The planning of comprehensive guidance and counseling programs prepared by school counselors

shows that the results cannot be categorized as a comprehensive guidance and counseling program because the identification of needs is only based on students, there is no identification of environmental needs.

Identification of the needs of students and the environment, the results are analyzed to determine a comprehensive counseling and guidance program. So far, counselors have processed and analyzed manually only from the results of identifying the needs of students who feel less effective. Moreover, if the counselor has to manually analyze the results of the identification of environmental needs, it will take a long time and be inefficient.

School counselors need information technology assistance to process and analyze the needs of students and the environment. Information technology assistance, more precisely with an online management information system, is because information from various parties can be managed in a management manner with an information technology system.

According to [1] in a research journal entitled *The Impact of Management Information System Adoption in Managerial Decision Making: A Review*, explains that Data are the lifeblood of today's organizations, and the effective and efficient management of data is considered an integral part of organizational strategy. Successful organizations should collect high quality data which will lead to high quality of information. For a successful and effective managerial decision making, it is necessary to provide accurate, timely and relevant information to decision makers. Management Information System is type of information systems that take internal data from the system and summarized it to meaningful and useful forms as management reports to use in managerial decision making. Management information system improves information quality and subsequently affects on managerial decision-making.

The planning model for comprehensive guidance and counseling programs assisted by management

information systems that has been compiled and tested is obtained, namely the model is considered to be able to assist counselors in accommodating the needs of students and the school environment and can plan a more efficient guidance and counseling program.

This model has gone through the implementation process of 9 stages from 10 stages of research and development. Stage 10, namely the dissemination and implementation stage, in this study the implementation of this model will be carried out by holding seminars and workshops on planning comprehensive guidance and counseling programs in the guidance and counseling teacher deliberation forum.

Implementation activities will be carried out in 2 sessions, namely a session to identify needs and a session to compile a comprehensive guidance and counseling program. The session to identify needs includes identifying the needs of students and identifying the environmental needs of parents, subject teachers, homeroom teachers and school principals.

The research objective was to determine the application of a comprehensive guidance and counseling program planning model assisted by management information systems.

II. METHODS

This study used a qualitative research design. According to [7] the qualitative research method is a method based on the philosophy of post-positivism, while to research on natural objects, where the researcher is a key instrument, data collection techniques are carried out by triangulation. Data analysis is inductive or qualitative, and the results of the study emphasize meaning rather than generalization.

In the study, the data sources included 5 students, 5 parents, 5 subject teachers, 5 homeroom teachers, 5 school principals and 30 school counselors at the junior high school level guidance and counseling teacher deliberations. Methods of data collection using interviews, observation, and document study. The data analysis technique in this study used a qualitative descriptive analysis in the form of an interactive analysis of the Miles and Huberman model. The data analysis activities are data reduction, data presentation and conclusion.

III. RESULTS AND DISCUSSIONS

The planning model for comprehensive guidance and counseling programs assisted by management information systems that have been compiled and tested has resulted in this model being able to accommodate the needs of students and the needs of the environment as well as being able to plan comprehensive guidance and counseling programs efficiently.

The implementation of the model is carried out by means of seminars and workshops on planning comprehensive guidance and counseling programs at the guidance and counseling teacher deliberation forum. The implementation activity is carried out through 2 sessions, namely a needs identification session and a counseling and guidance program preparation session.

The implementation of the needs identification session is by giving attendance invitations to 5 students, 5 parents, 5 subject teachers, 5 homeroom teachers and 5 principals / vice principals. The initial activity program is to provide seminars to participants about the urgency of activities, objectives, and steps to identify needs with management information systems assistance.

Workshop participants identify their needs: 1) participants access the web programpopbk.com, 2) participants register, 3) participants make choices as students or parents or school principals or homeroom teachers or subject teachers, 4) participants fill in data and statements existing needs, 5) participants save the data that has been filled in, 6) participants choose the exit button.

Based on the interview, it was found that the participants were easy to identify their needs using the help of a management information system and a filling statement according to the needs of the participants for guidance and counseling services to students.

Participants' observations in identifying needs obtained results, namely that participants were able to identify needs assisted by management information systems both from the operation of computers or cellphones and the process of identifying needs.

Implementation of the guidance and counseling program preparation session, namely by giving attendance invitations to 30 school counselors. The initial activity program, namely giving seminars to participants about the urgency of activities, objectives and steps in developing a comprehensive guidance and counseling program assisted by management information systems.

Workshop participants compile a comprehensive guidance and counseling program: 1) participants access the web programpopbk.com, 2) participants register, 3) participants make choices as school counselors, 4) participants fill in school counselor data, 5) participants manage and analyze the results of identification of needs students and the environment, 6) participants process the results of identification of needs into guidance and counseling programs, 7) participants save the processed data, 8) participants download the results, 9) participants choose the exit button.

Based on the interview, the results showed that school counselors felt helped by their duties in compiling guidance and counseling programs, the role of school personnel in helping to compile

programs was also activated, and school counselors were clearer in knowing the needs of students who were tailored to environmental needs and providing appropriate counseling guidance services.

Observations of participants in preparing guidance and counseling programs obtained results, namely that school counselors were able to use information technology both from operating computers or cellphones, filling in data and processing and analyzing and compiling comprehensive guidance and counseling programs.

Whereas the results of document studies from printed physical evidence of comprehensive guidance and counseling programs show that school counselors are able to compile comprehensive guidance and counseling programs assisted by management information systems.

IV. CONCLUSION

Implementation of planning comprehensive guidance and counseling programs assisted by management information systems can be concluded from students, parents, subject teachers, homeroom teachers and principals who are able to use management information systems and are able to identify needs. While the implementation of school counselors can be concluded that they are able to use management information systems, process and analyze needs with the help of management information systems, as well as compile comprehensive guidance and counseling programs assisted by management information systems. This implementation shows the advantage that the product is suitable for use by school counselors in

planning comprehensive guidance and counseling programs so that they are able to identify needs and compile programs efficiently and school counselors can provide appropriate counseling services based on the results of identifying student needs and identifying environmental needs.

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