

CHAPTER I

INTRODUCTION

A. Research Context

School counsellors or so-called guidance and counselling teachers are one of the spearheads of education practitioners because the task is to assist and direct learners according to their abilities, talents, and interests. In this case, school counsellors have a very important role in the development process of personality, social, intellectual, and career of future learners. For that school, the counsellor should be able to develop and create learning strategies and motivate learners to achieve these goals.

The Directorate General of the improvement of the quality of educators and education personnel revealed that the role of teacher guidance and counselling is as follows:

- a. Development of personal life, namely the field of service that helps learners in understanding, assessing talents and interests.
- b. Development of social life, the field of service that helps learners in understanding and assessing and developing social and industrial relations capabilities are harmonious, dynamic, fair, and dignified.
- c. Development of learning ability, which is the field of service that helps learners develop the ability to learn to follow the school/madrasah education independently.
- d. Career development, which is the field of service that helps learners in understanding and assessing information, as well as choosing and taking career decisions.¹

As has been disclosed by the directorate general of the quality improvement of educators and education personnel, one of the roles of school counsellors is to develop the career of learners. For that task, the counsellor is not easy because He must adjust to the demands of the times. The future education process is expected to produce graduates who not only have skills in science but also have the skills needed in the world of work. So the result of

¹Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan, *Pedoman Pelaksanaan Tugas Guru dan Pengawas* (Jakarta: Departemen Pendidikan Nasional, 2009).

education is to reduce the number of unemployment or even able to create new jobs.

Education has an important role in the life of a nation because the advancement of a nation is influenced by the quality of education itself. Schools as a means to build the quality of education need to pay attention to various aspects such as of management, curriculum, facilities infrastructure, and human resources. Therefore, the government seeks to improve the quality of education through schools so that human resources can be accommodated well. This is in line with the national education objectives as set forth in the Law of the Republic of Indonesia Number 20 the year 2003 on National Education System Chapter II Article 3, which contains:

National Education function to develop the ability and form the character and civilization of dignified nation in order to educate the life of the nation, aims to the development of the potential of learners to be a human being who believes and cautious to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, And become a democratic and responsible citizen.²

To achieve the goals of national education required the role of all components both from the school and government is in order to help learners in developing their potential. Nweze states that guidance and counselling, on the other hand, is a helping career, which is a moulding, rebuilding and rehabilitating process. It is a self-informative relationship, and it is both pre-emptive and restorative of maladaptive and self-destructive tendencies. Guidance and counselling focus on individual and its highly required in the schools, colleges, higher education institutions, hospitals, in courts, in the industries and companies.³

School counsellors referred to as “guidance counsellors” in the past, help every student improve academic achievement, personal and social development, and career planning. School counsellors in the 21st century are

²*Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*, Jakarta: Sinar Grafika, 2013.

³Tina Nweze and Ugochukwu Chinonso Okolie, “Effective Guidance and Counselling Programmes in Secondary Schools: Issues and Roles in Students’ Career Decision Making”, *IOSR Journal Of Research & Method in Education (IOSR-JRME)*, 4 (Juli, 2014), 63.

highly trained educators in pre-K—12 settings who uphold ethical and professional standards to design, implement and manage comprehensive, developmental, results-based school counselling programs that promote and enhance student success.⁴

The coaching process in schools is provided through guidance and counselling programs. School counsellors take full control of the activities of coaching learners. Because school counsellors are the main actors in the development of individuals in order to achieve the understanding and self-direction needed to make the maximum adjustment to schools, families and communities.

Guidance and Counselling Services in schools is an activity of assistance given to learners in order to find their own personality, recognising their strengths and weaknesses as a further development capital. The guidance and counselling framework includes six areas of guidance and nine types of services. The field of guidance consists of personal, social, learning, career, family and religious fields. In addition, the nine types of services include orientation services, information services, placement services, content services, individual counselling services, guidance and group services, group counselling services, consulting services, and mediation services. All of which is a form of assistance given to learners as an effort to self-development.⁵

School counselling and counselling services have a very important role. This was stated by Tina Nweze & Ugochukwu Chinonso Okolie in an international journal of research results in Nigeria that shows that to meet the goals and objectives of general education, by training people who will contribute positively to effective counselling and counselling programs in High School With due regard to issues and roles in economic growth and national

⁴D. T. Sciarra and H. J. Seirup, “Professional School Counseling”, *Journal of Education and Practice*, 5 (November, 2015), 1.

⁵Margaret Jepkoech K. Ruttoh, “Planning and Implementation of Guidance and Counseling Activities in Secondary Schools: A Case of Kamariny Division of Keiyo District, Kenya”, *Journal of Education and Practice*, 5 (Juli, 2015), 3.

development, guidance and counselling should be given due attention. For that, good management is required in the service.⁶

In addition to having a very important role, counselling and guidance services have a special purpose, as expressed by the Ministry of National Education:

The purpose of guidance and counselling is to help learners in developmental tasks so that learners have faith and devotion to God Almighty, has a positive attitude, dynamic towards physical and psychological development, has an emotional self and emotionally economic, has a pattern of good social relations In the family, school and community, has a good learning achievement and can plan and develop his career.⁷

Counselling and guidance services seek to bring, nurture, and optimise everything that is good within the counsellor itself, especially to his clients. Islam advocates the activity of guidance and counselling services it is a worship to Allah SWT for a help given to others. Professional guidance and counselling services are a form of a good deed and part of worship to God. As the word of God in Q.S. Al-'Ashr (103) verses 1-3:

وَالْعَصْرِ (1) إِنَّ الْإِنْسَانَ لَفِي خُسْرٍ (2) إِلَّا الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ وَتَوَاصَوْا بِالْحَقِّ وَتَوَاصَوْا بِالصَّبْرِ (3)⁸

In other words, humans are expected to give each other guidance in accordance with the ability and capacity of humanity itself. With guidance and counselling, people are taught to be patient and trustworthy in living their lives. This verse shows that people always educate themselves and others to a better direction. As contained in the following hadith:

حَدَّثَنَا يَحْيَى بْنُ يَحْيَى التَّمِيمِيُّ وَأَبُو بَكْرِ بْنُ أَبِي شَيْبَةَ وَمُحَمَّدُ بْنُ الْعَلَاءِ الْهَمْدَانِيُّ - وَاللَّفْظُ لِيَحْيَى - قَالَ يَحْيَى أَخْبَرَنَا وَقَالَ الْآخَرَانِ حَدَّثَنَا أَبُو مُعَاوِيَةَ عَنِ الْأَعْمَشِ عَنْ أَبِي صَالِحٍ عَنْ أَبِي هُرَيْرَةَ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ - « مَنْ نَفَسَ عَنْ مُؤْمِنٍ كُرْبَةً مِنْ كُرْبِ الدُّنْيَا نَفَسَ

⁶Tina Nweze and Ugochukwu Chinonso Okolie, "Effective Guidance and Counselling Programmes in Secondary Schools., 63.

⁷Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan, *Pedoman Pelaksanaan Pelayanan Bimbingan Konseling* (Jakarta: Departemen Pendidikan Nasional, 2004), 11.

⁸QS. Al-'Ashr (103): 1-3.

اللَّهُ عَنْهُ كُرْبَةٌ مِنْ كُرْبِ يَوْمِ الْقِيَامَةِ وَمَنْ يَسَّرَ عَلَى مُعْسِرٍ يَسَّرَ اللَّهُ عَلَيْهِ فِي الدُّنْيَا وَالْآخِرَةِ وَمَنْ سَتَرَ مُسْلِمًا سَتَرَهُ اللَّهُ فِي الدُّنْيَا وَالْآخِرَةِ وَاللَّهُ فِي عَوْنِ الْعَبْدِ مَا كَانَ الْعَبْدُ فِي عَوْنِ أَخِيهِ وَمَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ وَمَا اجْتَمَعَ قَوْمٌ فِي بَيْتٍ مِنْ بُيُوتِ اللَّهِ يَتْلُونَ كِتَابَ اللَّهِ وَيَتَدَارَسُونَهُ بَيْنَهُمْ إِلَّا نَزَلَتْ عَلَيْهِمُ السَّكِينَةُ وَغَشِيَتْهُمْ الرَّحْمَةُ وَحَفَّتْهُمُ الْمَلَائِكَةُ وَذَكَرَهُمُ اللَّهُ فِيمَنْ عِنْدَهُ وَمَنْ بَطَأَ بِهِ عَمَلُهُ لَمْ يُسْرِعْ بِهِ نَسَبُهُ» صحیح مسلم – (ج 8 / ص 71) 7028⁹

Based on the above hadith, it can be understood the basic values that should be developed in counselling guidance are a maximum effort of the counsellor in helping the counselee solve various problems that are faced. The counselee here is meant to learners who are facing various problems, especially the career that determines his future.

Career coaching is one form of counselling and guidance services in schools that can help students to get a picture and confidence in career selection. Career guidance services are activities and support services provided by school guidance and counselling teachers to learners for the purpose of generating self-esteem, understanding of learning and learning about the world of work so that students can be helped by career counselling services and can benefit better.

Career guidance in schools has a very important role in order to develop the career of learners. Career development itself is a series of changes that occur in every level of life that is influenced by self-understanding, values, attitudes, views, abilities and all expectations in determining career choices to choose. Teacher guidance and counselling have a very important role in the development effort of students in the field of personal, social, learning, and career.

School counsellors have become strong advocates for students as they strive to meet the challenges of the school system and prepare to make successful transitions out of high school.¹⁰ Comprehensive programs in academic, social-emotional and career development have been created to help school counsellors prepare students to transition out of high school. The

⁹Muslim ibn al-Hajjâj, *Shahîh Muslim* (Beirut: Dar al-Gharb al-Islami, 2008), 7028.

¹⁰C. Dimmett & J. Carey, "Using The Asca National Model to Facilitate School Transitions", *Professional School Counseling*, 10 (3) (February, 2007), 227.

American School Counselling Association (ASCA) emphasises the importance of considering local demographic needs when integrating and adapting the National Model to create an effective counselling program.¹¹ This study focuses on the career preparation of the students transitioning out of high school from the perspective of the vocational high school. With the movement towards a proactive, comprehensive, approach to career education; it is imperative to understand the experience of students in order to create and implement such a program successfully.¹²

In the framework of fulfilling the needs of career, students, especially vocational school will be faced with a variety of important life choices. Such as choices for study, the world of work, and work in accordance with the ability of talents and interests that are all forgiving in determining his choice. The impact is worrying if learners do not have career planning while graduating from vocational high schools, such as data auctioned by Hendra Kusuma through Online Detik Finance from the Head of Central Bureau of Statistics (BPS) Kecuk Suhariyanto, said:

In February 2017, the highest unemployment rate at the vocational school was 9.27%. This figure decreased 0.57% compared to February 2016. Diploma I-II and III 6.35%, high school 7.03%, University 4.98%, junior high school 5.36%. While the lowest open unemployment rate is in elementary school education down with 3.54% of the total workforce. The highest unemployment rate is at the level of vocational education at 9.27%. For that, it is expected that the majors contained in the vocational high school more expanded in order to avoid mistakes linked from being studied in school with that required in the world of work.¹³

In this case, schools have a very important role to be able to help students in career planning better in accordance with the talents and interests possessed by each individual. This is certainly a special homework especially for

¹¹Alexandria , *The Asca National Model: A Framework for School Counseling Programs* (American School Counselor Association, 2005).

¹²Courtney E. Cannan, "Career Education and Comprehensive School Counseling: The Needs of High School Seniors" (Theses MA, State University of New York, New York, 2008), 8.

¹³Hendra Kusuma, "Pengangguran Terbesar RI adalah Lulusan SMK", *Detik Finance Online*, <http://finance.detik.com>, May 5, 2017, Accessed September 3, 2017.

vocational high school institutions in formulating teaching programs. Because through a good teaching program will provide a good stock for future learners.

The location of this research is a public vocational high school in Kediri, they are SMKN 1 Kediri, SMKN 2 Kediri, and SMKN 3 Kediri. The three schools have different characteristics that are seen in the program of expertise offered at the school. To produce graduates of quality learners of course there is cooperation from all parties in order to help each learner in achieving the maturity of a chosen career. The existence of counselling and guidance services in this vocational high school has a great role in providing understanding and channelling the interests of the learner's career during the education process. Student self-understanding becomes an important thing in career planning so that each student can think realistically in determining his career in the future.¹⁴

Based on the above explanation, there are several basic reasons why the researcher chose SMKN 1 Kediri, SMKN 2 Kediri, and SMKN 3 Kediri as the object of his research. First, learners belong to the adolescence age range of 15-19 years. In this period learners begin to think and consider the selection of careers more mature in the process toward adulthood. Second, career guidance programs have been developed and implemented that are part of the counselling and guidance services to learners. Third, this school has produced students who have good quality and have channelled in the world of work. Fourth, these three schools are the favourite vocational schools in Kediri as evidenced by a large number of students interested in entering the school with the rigorous selection, but all three have different programming characteristics.

Departing from the various problems above, that career guidance for students is very important to support the future. Therefore this research is important to do. This condition ultimately encourages the authors to want to break down more about how the role of school counsellors in improving the career of students in SMKN 1 Kediri, SMKN 2 Kediri, and SMKN 3 Kediri.

¹⁴Observation, at SMKN 1 Kediri, SMKN 2 Kediri, and SMKN 3 Kediri, 15th Mei 2017.

B. Focus on Research

This research focuses on the role of school counsellors in developing students' careers, which include:

1. What the process of guidance and counselling service management in developing students careers at SMKN 1 Kediri, SMKN 2 Kediri, and SMKN 3 Kediri?
2. What the role of school counsellors in developing students careers at SMKN 1 Kediri, SMKN 2 Kediri, and SMKN 3 Kediri?
3. What the results of providing guidance and counselling services in developing students career at SMKN 1 Kediri, SMKN 2 Kediri, and SMKN 3 Kediri?

C. Research Purposes

Based on the research context and the research focus described above, the purpose of this study is to describe and analyse:

1. The process of guidance and counselling service management in developing students careers at SMKN 1 Kediri, SMKN 2 Kediri, and SMKN 3 Kediri.
2. The role of school counsellors in developing students careers at SMKN 1 Kediri, SMKN 2 Kediri, and SMKN 3 Kediri.
3. The results of providing guidance and counselling services in developing career students at SMKN 1 Kediri, SMKN 2 Kediri, and SMKN 3 Kediri.

D. Significance of Research

From the results of this study is expected to provide benefits and thought contribution for various parties, among others:

1. Theoretical
 - a. For the development of Islamic education management science, it is expected to formulate a program of guidance and counselling services in accordance with the needs of learners.

- b. For the development of guidance and counselling, it is expected to provide a detailed explanation on the optimisation of guidance and counselling services.

2. Practical

- a. For the Education Office, this research can be used as reference material for the implementation of counselling guidance program in schools to develop the career of student's especially vocational high school.
- b. For the principal, this study is expected to contribute to the vocational high school principals in Kediri to support the implementation of school counselling and counselling services.
- c. For teachers or school counsellors, this study is expected to be used as input in providing guidance and counselling services to learners to make their careers more manageable.
- d. For further researchers, this research is expected to be used as reference material in doing research related to guidance and counselling service problem.

E. Definition of Terms

Referring to the principal issue that will researcher, to be a more clear need to researcher explain the definition of terminology in this research, including:

1. Management is a process of activities to achieve goals with utilizing resources (human, environment, facilities, infrastructure, etc.).
2. Guidance and counselling is a process of providing assistance conducted through face to face counselling interviews by an expert to individuals who are experiencing a problem that leads at the top of the problem faced by the counselee and can utilize various potentials owned and existing facilities. So individual or groups of individuals it can understand itself for achieving optimal development, independent and can plan a better future for the prosperity of life.

3. Management guidance and counselling are all efforts or ways used principals to optimally utilize all components or resources (energy, funds, facilities/infrastructure) and systems information in the form of guidance data set to organize guidance and counselling services in order to achieve the goal.
4. The role of the counsellors is (1) to help learners understand their interests and talents, (2) to help learners develop harmonious, dynamic, fair and dignified social and industrial life, (3) to help learners to develop learning ability to follow education independently, And (4) assist learners in understanding and recognizing informs, as well as choosing and deciding career.
5. Career Development is the lifelong process of managing learning, work, leisure, and transitions in order to move toward a personally determined and evolving preferred future.

F. Previous Research

After the authors searched for a study directly related to “*The Role of School Counsellor in Developing a Student’s Career at Vocational High Schools.*” The author has not found the same topic with the research that the author will do. But there is some research indirectly related to the theme of discussion, including:

1. Owen Ngumi Ndung’u Dissertations by title “The Role of Career Guidance and Counselling in Career Awareness and Planning Among Public Secondary School Students in Kenya.” Research results show that students, school counsellors and class teachers perceived that career guidance and counselling played a significant role in the career awareness and career planning of secondary school students. The majority of the students in Kenya’s secondary schools were found to have high levels of career awareness and career planning.¹⁵
2. Tabatha McAllister Dissertations by title “School Counsellors' Perceptions of Their Role in Assisting Students with College Preparedness.” This study

¹⁵Owen Ngumi Ndung’u, “The Role of Career Guidance and Counselling in Career Awareness and Planning Among Public Secondary School Students in Kenya” (Dissertations Doctor, Egerton University, Kenya, 2008), 95.

obtained the perceptions of five school counsellors with five or more years of experience in providing pre-college counselling to students in high school. The results revealed six themes for successfully assisting students with the launch from high school to post-secondary pursuits.¹⁶

3. Christine Joy Basham Thesis by title “The Role of Career Education and Guidance for Students in Year 13 and Its Implications for Students’ Career Decision Making.” This research examines current careers education and guidance being delivered in secondary schools and determines whether it is relevant and helpful for students during their decision-making the process by asking the students directly. The findings highlight the very complex nature of careers education and guidance and show there are marked differences in terms of what the students and post students think they need in order to make informed career decisions and what the Careers Advisors are willing and able to deliver within the secondary sector. Also that students and parents should be consulted as part of any careers education programme and their individual circumstances considered.¹⁷
4. Courtney E. Cannan Thesis by title “Career Education and Comprehensive School Counselling: The Needs of High School Seniors.” Results indicated that 1) there is a difference in the needs of students depending on their post-high school choices, and 2) there is a need for a comprehensive school counselling program. Implications for school counsellors and future research were discussed.¹⁸
5. Diane Daniels Thesis by title “The Role of School Counsellors in Supporting Teaching and Learning in Schools of Skills in The Western Cape.” Research results show that roles of school counsellors are varied and involve the provision of support to various members of the school community in addition to teaching and administration. Challenges faced by school counsellors were highlighted as lack of human resources, lack of support and workload.¹⁹

¹⁶Tabatha McAllister, “School Counsellors’ Perceptions of Their Role in Assisting Students with College Preparedness” (Dissertations Doctor, University of South Carolina, Columbia, 2013), 106.

¹⁷Christine Joy Basham, “The Role of Career Education and Guidance for Students in Year 13 and Its Implications for Students’ Career Decision Making” (Thesis MA, Unitec Institute of Technology, Auckland, New Zealand, 2011), 110.

¹⁸Courtney E. Cannan, “Career Education and Comprehensive School Counseling: The Needs of High School Seniors” (Thesis MA, State University of New York, New York, 2008), 70.

¹⁹Diane Daniels, “The Role of School Counsellors in Supporting Teaching and Learning in Schools of Skills in The Western Cape” (Thesis MA, University of the Western Cape, South Africa, 2013), 74.

6. Niță Andreea Mihaela, Lecturer and Ilie Goga Cristina Journal by title “A Research on The Educational Counselling and Career Guidance in Romania.” The results showed guidance and counselling to help students a high school can benefit freely from these specialised services. Another important aspect highlighted by the study is that very few high school students or high school graduates resort to specialised career counselling on their own initiative, outside the educational institution, so we can see the importance of career counselling conducted in educational institutions and at the same time we can highlight the need to develop national policies to focus on the implementation as compulsory of these counselling and career guidance programs in high schools.²⁰
7. Samuel Asare Amoah, Isaac Kwofie and Faustina Akosua Agyeiwaa Kwofie Journal by title “The School Counsellor and Students' Career Choice in High School: The Assessor's perspective in a Ghanaian Case.” Results from the study showed that students strongly agreed that career guidance and counselling, career goal identification, an organisation of career days and conferences, administration of occupational interest inventory on students was among career intervention roles by the school counsellor influence their choice of career.²¹
8. John Mapfumo and Elliott Nkoma Journal by title “Freshman: guidance and counselling received in high school and that needed in University.” The results showed that at university most students from former government, mission and private schools preferred guidance on learning in large classes, adjustment difficulties, career and large workloads while those from rural schools mostly preferred personal/social counselling.²²

²⁰Niță Andreea Mihaela, Lecturer and Ilie Goga Cristina, “A Research on The Educational Counseling and Career Guidance in Romania”, *European Scientific Journal*, 2 (February, 2015), 32.

²¹Samulel dkk, “The School Counsellor and Students' Career Choice in High School: The Assessor's perspective in a Ghanaian Case”, *Journal of Education and Practice*, 23 (December, 2015), 57.

²²John Mapfumo and Elliott Nkoma, “Freshmen: Guidance and counselling received in high school and that needed in University”, *International Journal of Scientific and Research Publications*, 12 (December, 2013), 1.