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## Planning of the needs assessment program for the college in guidance and counseling in junior high school

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### ABSTRACT

Guidance and counseling programs in junior high schools are arranged based on the needs of students/counselees and school needs. Needs assessment is an activity that aims to find out the real conditions of students that will be used as a basis in planning guidance and counseling programs. A good guidance and counseling program at an educational institution is a well- done plan. The research method used is a literature study. Researchers dig up information through the google scholar search page and DOAJ (Directory Open Access Journal) to find traces of past research related to literacy skills. Through this research, it is expected to know the development of research that has been done about the need assessment in the planning of counseling and counseling programs in junior high schools.



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## Introduction

The guidance and counseling program is a series of activities guidance and counseling that has been prepared with full planning in an organized and coordinated manner with a number of parties within the environment schools, namely, principals, subject teachers and homeroom teachers and parents students (Rahmad & M. Husen, 2019). Based on the Regulation of the Minister of Education and Culture No. 111 of 2014 concerning Guidance and Counseling in Elementary Education and Secondary Education, the structure of the guidance and counseling program consists of rationale, vision and mission, description of needs, objectives, components programs, service areas, operational plans (action plans), development themes/topics, evaluation plans, reporting and follow-up, and budgets (KEMDIKBUD, 2016). The structure of the guidance and counseling program is components that must exist but not as a stage. The guidance and counseling program was created to help all participants students/counselees develop their potential through the provision of assistance development and special assistance to individuals regarding personal problems, social, career, or other unique educational needs (Gysbers & Henderson, 2014). If the program is not well planned, the guidance and counseling in schools will not be carried out smoothly, effectively and efficiently, and the results cannot be assessed properly (Farozin, Suwarjo, & Astuti, 2017).

Guidance and counseling programs in junior high schools are arranged based on the needs of students / counselees and school needs. In POB BK (2016) Operational Guidelines for the Implementation of School Guidance and Counseling Middle School, planning guidance and counseling programs, there are two stages, namely (1) the preparation stage and (2) the design stage. The preparation stage consists of (1) conducting a

needs assessment, (2) activities to get support from elements of the school environment, and (3) determine basic planning. The design stage consists of (1) compiling the annual program, and (2) compiling a semester program (KEMDIKBUD, 2016).

The importance of needs assessment is explained from the results of Sudibyo's research (2019) planning of guidance and counseling programs in schools starts from activities assessments, or activities to identify aspects that are used as inputs for planning the program. Accountable program development and relevant starting with assessing the counselee. Mastery of school counselor on the concept and practice of assessment in understanding the conditions, needs and the problem of the counselee becomes absolutely necessary (Maharani, Rosra, Yasmansyah, & Utaminingsih, 2019). Planning a comprehensive guidance and counseling program starts from identify student needs and environmental needs (Sudibyo, 2019). Needs assessment is an activity that aims to find the real conditions of students who will be used as the basis for learning planning guidance and counseling programs (KEMDIKBUD, 2016). Program good guidance and counseling in educational institutions is the fruit of well done planning. In order to plan the program it is necessary to carry out a needs analysis (needs assessment), to obtain accurate information regarding program needs (Ramli, Hidayah, Zen, Flurentin, Lasan, & Hambali, 2017).

In guidance and counseling school counselors identify needs (needs assessment) on students and the environment. To obtain information on student needs can be used, Developmental Task Inventory (ITP), Problem Expression Tool (AUM), Problem Checklist (DCM), Sociometry, or Test Interest talent. Meanwhile, environmental needs (parents, teachers, school principals, and other stakeholders) can be used as an instrument of interview, questionnaire or observation. Based on the description of these needs, analysis is then carried out and planned for planning guidance and counseling programs (Sudibyo, 2019). Implementation of needs analysis in the guidance and counseling program is an activity to group problems related to or existing in learners. Student needs or problems can be identified through recognize: (1) Characteristics of students, such as physical aspects (health and functioning), intelligence, learning motives, attitudes and study habits, temperament (cheerful, quiet, moody, or irritable), and character (such as honesty, discipline, and responsibility); (2) Participants' expectations students, schools, and communities can be analyzed from the developmental tasks described in the competency formulation and competency development materials exists (Ramli, Hidayah, Zen, Flurentin, Lasan, & Hambali, 2017).

A needs assessment is not just a speculative process that opinion based, but is a fact-finding activity to fulfill the real needs of students / counsees, so that they can develop programs guidance and counseling. Needs assessment is more based on two data The basics are the target population assessment and environmental assessment (Adiputra, 2016). The assessment is carried out to get an overview of the various conditions of the counselee and his environment as a basis for planning the guidance service program and counseling as needed (Komalasari, Wahyuni, & Karsih, 2011). Needs assessment in addition to aiming to obtain the counselee's data appropriately, examine in depth what causes counselee problems arise, assessment can also challenge a counselor to develop their expertise in conducting relevant assessments with the problem of the counselee (Wahyuni, 2016). Based on the results of the assessment, you can it is determined what types of services are needed by students/lonseli, with the results The assessment can also be designed for the programs needed in the services that will be used given (Yusri, 2019). Therefore, every BK teacher/counselor must carry out a needs assessment so that the program designed will be appropriate with the needs of students/counsees and school goals.

Based on the readings in this study, there are still not many examines the mastery of school counselors in developing assessments needs that are used as input for program planning. Based on explanation above, this research aims descriptively to analyze assessment of counselee needs in planning guidance and counseling programs in Junior high school.

## Method

This research methodology uses literature review. Literature review is activities that include searching, reading, and reviewing research reports and library materials that contain theories relevant to the research to be conducted. This literature review aims to build and construct conception is more strongly based on empirical studies that have been done. Literature review in a scientific research is an important part of overall steps of the research method. Cooper (in Khairunisa, 2019) suggested that the literature review has several objectives, namely; inform the reader of the results of other closely related research with the research conducted at the time, linking the research with the existing literature, and filling in the gaps in previous studies. Literature search starts from the year of publication 2016-2020.

## Results and Discussions

The results of this study indicate that the analysis of participants' needs students/counselees are important activities in the program preparation process guidance and counseling in junior high school. Accountable and relevant programming starting with an assessment of the target population. Good guidance and counseling program in educational institutions is the fruit of planning carried out by good. In order to plan the program in question, it is necessary to carry out an analysis needs (needs assessment), to obtain accurate information about program needs. In addition, research conducted by Rahmad & M. Husen (2019) shows that; (1) Student needs analysis activities begin with the preparation stage which includes the needs assessment stage, activities obtaining elements, establishing the basis for planning; (2) The steps that carried out by BK teachers in the activities of analyzing the needs of students/counselors including: identification of data, application of instrumentation, collecting data, analyzing / interpret data and follow-up; (3) Parties involved in activities to analyze the needs of students/counselors, namely the principal, teacher guardian class and subject teachers.

A needs assessment is not only an opinion-based speculative process, but is a fact-finding activity to meet the real needs of participants students/counselees, so they can develop guidance and counseling programs counseling. Every guidance and counseling teacher (BK)/counselor must implement needs assessment so that the program designed will be in accordance with the the needs of students / counselees and school goals.

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## Conclusions

Planning a comprehensive guidance and counseling program starts from identify the needs of students and environmental needs. Needs assessment is an activity that aims to find conditions real students who will be used as the basis in planning the program guidance and counseling. Good guidance and counseling program at the institution Education is the fruit of well-thought-out planning. In In order to plan the program in question, it is necessary to carry out a needs analysis (need assessment), to obtain accurate information regarding program needs. Needs analysis is defined as a process of recognizing needs and determine priorities. The implementation of needs analysis in the guidance and counseling program is an activity to classify problems relating to or existing in students. Participant's needs or problems Students can be identified through recognizing: (1) Characteristics of students, such as physical aspects (health and functioning), intelligence, learning motives, attitudes and study habits, temperament (cheerful, quiet, moody, or easy-going offended), and character (such as honesty, discipline, and responsibility); (2) Expectations of students, schools, and communities can be analyzed from assignments developments described in the formulation of competencies and materials development of existing competencies.

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