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How The Implications of Assessment for Guidance and Counseling in Schools?

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ABSTRACT

Assessment in counseling and guidance activities typically takes the form of outcome and process evaluation. The effectiveness of counseling services as viewed from the process is assessed through process evaluation. An evaluation of the outcomes is used to gather data on the efficiency of counseling and guidance services. An essential part of managing a mentoring program is assessment. Without an assessment, it would be impossible for us to determine whether the intended guidance program had been implemented successfully. The evaluation of the guidance program is to determine the degree to which the program's implementation has met its stated objectives. In other words, the outcome of the assessment activities will determine whether the program is successful in reaching its objectives.



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Introduction

Counseling guidance assessment activities are carried out by observing (Barbara & Hariastuti, 2011; BK & Hafid, 2007) changes in behavior shown by students (Kusdiyati, Halimah, & Faisaluddin, 2012). The teacher conducts the observational activities during the teaching and learning process as well as during breaks (Hanifah, 2014). The purpose of the teacher's observations is to assess how students are growing as people (Silaban & Napitupulu, 2012). Following counseling services, assessment tasks relating to guidance and counseling need to be completed (Silaban & Napitupulu, 2012).

Guidance and counseling has an ideal concept and function because, when it operates at its highest level, it can effectively address all of the demands and issues that students in higher education face (Kamaluddin, 2011). If a program of guidance and counseling services is not controlled under a quality management system, it is unlikely to be developed, executed, and successful in tertiary institutions. A program must be implemented in an organization to make use of all available resources in order to accomplish a task. The guidance and counseling program in the education unit also engages in planning in the form of a program.

Guidance and counseling is the process of helping students— (Luddin, 2010) individually and in groups— achieve the highest possible level of independence and growth in accordance with the relevant norms (Anak, 1995; Dinartiwi, 2010; Luddin, 2010). The systematic application of guidance and counseling through the coordination of guidance and counseling (Romlah, 2009; Bhakti, 2017). Guidance and counseling services must be based on management in order to fulfill the objectives, be precise and effective, and be efficient (Anni,

2012; Aisyah, 2014). Additionally, assistance and counseling are provided in classrooms as part of the general efforts made by higher education institutions to help students achieve their academic objectives (Pertama, 2006).

In higher education, counseling and guidance are subsystems of education that are always implemented with meticulous and methodical preparation. If an action is carried out haphazardly or without a plan, the outcomes are bound to be uncertain. It won't be feasible to determine how many results have been obtained in terms of their contribution to the attainment of educational goals in higher education if guidance and counseling are not provided in a planned and thoughtful manner. While the plan is a work schedule. The program is an activity that is planned and executed in a coordinated manner in order to accomplish specific goals (Santoadi, 2010).

The program is an organized schedule of tasks that are intended to be completed by a particular date and are written down. Guidance and counseling programs are a set of service and support activities designed by lecturers and counselors to be carried out for a specific amount of time in tertiary institutions (Fathurrohman, 2014).

The introduction of the guidance and counseling program will be carried out properly and efficiently thanks to the activity plan. The purpose of the activity plan is to assist students in attaining developmental objectives or competences. It is a complete description of the program that outlines the structure of the program content, including both in-school and out-of-school activities. The strategy needs to be evaluated in relation to the running counseling service program.

Long-term and short-term assessments are both possible for the assessment. We typically assess students' character in the short term after three months and in the long term after six months. In the meantime, we looked into the effectiveness of counseling and guidance services in shaping students' character as part of the evaluation process. Analysis of how teachers served as counselors and in other supportive roles during the evaluation was done.

Method

A library research strategy was used to write this article. We reviewed a number of articles from both domestic and foreign journals as we were composing this essay. The publications under consideration cover the effects of guidance and counseling evaluations in educational settings. The technique of choosing papers connected to assessments in guidance and counseling was used to obtain the linked publications. For each progress made, the chosen scientific articles are then read and analyzed. The author then draws conclusions from each study article's description of the significance of evaluation in guidance and counseling

Results and Discussions

Appraisal Concept

In managing a mentoring program, assessment is a crucial stage (Luddin, 2010). Without an assessment, it would be impossible for us to determine whether the intended guidance program had been implemented successfully. The evaluation of the guidance program is to determine the degree to which the program's goals have been attained through execution (Ilham, 2017; Luddin, 2010; Silitonga, Sarjono, & Anif, 2014). In other words, program success in achieving goals is a condition that cannot be observed by penilaian strategies.

The process of gathering and analyzing data to ascertain if student learning outcomes have been achieved is known as assessment in education (Permendiknas No. 20 Tahun 2007). All efforts, actions, or procedures used to evaluate the quality of progress made in activities connected to the implementation of guidance programs in schools are referred to as guidance activity assessment (Azizah, Ginting, & Utami, 2017) by referring to certain criteria or benchmarks in accordance with the guidance program implemented.

Some of the statutory provisions regarding assessment in guidance and counseling are: Law no. 20 of 2003 concerning the National Education System; Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers; Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards; Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers; Regulation of the Minister of National Education Number 20 of 2007 concerning Educational Assessment Standards; and Permendikbud Number 111 of 2014 concerning Guidance and Counseling in Primary and Secondary Education.

Various Service Result Assessments

Each counseling service provider is required to produce something that significantly supports the development of Effective Daily Life and/or the handling of Effective Daily-Interrupted Life in the subject being served. The success of the service is focused on the aspects of Reference, Competence, Effort and Taste (*AKUR*), namely: (1) reference: counseling services can be said to be successful if the subject being served develops positive references to behave Effective Daily Life as a the purpose of counseling services; (2) competence: the developed reference is expected to be accompanied by competence to manifest in the intended Effective Daily Life behavior; (3) business: if the reference is clear, and the competence is mastered, it is hoped that the subject being served will be able to develop a real business or activity for the realization of the behavior of Effective Daily Life in accordance with the direction of life he wants; (4) taste: the condition of the intended sense is related to the sense of self that occurs in the subject being served at the end of the service process, for example a sense of pleasure, a sense of relief, being free from the burden, and is also related to references, competencies and businesses that have been mastered and want to be implemented.

The Purpose Assessment

The objectives of the assessment include providing information that is used as the basis for: (1) making policies and decisions; (2) assessing the results achieved by students; (3) assess the curriculum; (4) give trust to the school; (5) monitor the funds that have been given; and (6) improving educational materials and programs. Meanwhile, the evaluation functions of the guidance and counseling program in schools are: (1) to provide feedback (feed back) to teachers and counselors to improve or develop the guidance and counseling program; (2) provide information to school leaders, subject teachers, and parents about the development of attitudes and behavior, or the level of achievement of student development tasks, in order to synergize or collaborate to improve the quality of BK program implementation in schools.

Assessment of the Guidance and Counseling Activity Process

When viewed from the nature of the evaluation, the evaluation of guidance and counseling is more of an "assessment in process" which can be done in the following ways (Depdiknas, 2008): (1) observing student participation and activity in guidance service activities; (2) express students' understanding of the materials presented or students' understanding/deepening of the problems they are experiencing; (3) disclose the usefulness of services for students and student gains as a result of their participation/activities in guidance service activities; (4) express students' interest in the need for further guidance services; (5) observing student progress from time to time (this point is mainly carried out in continuous guidance service activities); (6) disclose the smooth process and atmosphere of the service activity implementation.

Assessment of Supporting Activity Units

Some of the assessments on the unit of guidance and counseling support activities are:

1. Instrumentation application: (a) determining the evaluation material for instrumentation activities and the use of the results; (b) establish procedures and methods of evaluation; (c) carry out evaluation activities; (d) processing and interpreting evaluation results
2. Data collection: (a) assessing the systematic efficiency and use of the facilities used; (b) checking the completeness, accuracy, timeliness, and usefulness of the data in the data set.
3. The case conference: (a) evaluates the completeness and usefulness of the results of the case conference, as well as the participants' commitment in handling cases; (b) evaluate the process of conducting the case conference; (c) conduct an analysis of the effectiveness of the results of the case conference on the handling of cases.
4. Home visits: (a) evaluate the home visit implementation process; (b) evaluate the completeness and accuracy of the results of home visits, as well as the commitment of parents/guardians/other family members; (c) evaluate the use of home visit data in alleviating client problems; (d) analysis of the effectiveness of using the results of home visits for handling cases, especially alleviating client problems.
5. Display of literature: the assessment of the results of the display of literature is independent and carried out by the individual or the client concerned. This assessment refers to the usefulness of the results of the literature display to the level of its application in practice. The results of the display of the literature in the context of certain assignments or directions are evaluated according to those assignments and directions. Library display activities in the context of contracting techniques are evaluated in the process of advanced counseling services.
6. Transfer of the case: (a) discuss the results of the transfer of the case through; (1) the client in question, (2) the expert report that became the direction of the transfer of the case, 3) the analysis of the results of the

transfer of the case; (b) the counselor evaluates whether the case transfer activities are productive by doing *lajjapen* and *lajjapang*

Form of Guidance and Counseling Assessment Results

The results of the guidance and counseling assessment are in the form of a description of the assessed aspects (Kholili, 2013; Pramesti Ayuningtyas, 2015) (such as student participation/activity and understanding; the usefulness of the service according to students; student acquisition of the service; and student interest in further services; student development over time; acquisition of a supervising teacher ; commitment of related parties; as well as the smoothness and atmosphere of organizing activities). The description reflects the extent to which the process of providing services/support provides something of value for progress and development and/or provides materials or facilities for service activities to students.

Assessment Stages

Implementation of the assessment in guidance and counseling can take the following steps (Depdiknas, 2008):

1. Formulate the problem. Counselors need to prepare questions related to the things to be evaluated. These questions are basically related to two main aspects being evaluated, namely: (a) the level of program implementation (process aspect), and (b) the level of achievement of program objectives (outcome aspect).
2. Develop data collection instruments. To obtain the necessary data, namely regarding the level of implementation and achievement of the program, the counselor needs to develop instruments that are relevant to these two aspects. The instruments include inventories, questionnaires, interview guidelines, observation guidelines, and documentation studies
3. Gather and examine data. After the data is collected, it is examined to determine which programs have been executed and which have not, as well as which goals have been met and which have not.
4. Following up. This activity can be divided into two parts: (a) strengthening elements that are deemed weak, inaccurate, or less relevant to the goals to be attained; and (b) creating programs by modifying or including elements that are thought to increase quality. or the success of a program

Principles of Assessment Guidance Counseling

Assessment of student learning outcomes at the primary and secondary education levels is based on the following principles (Indonesia, 2003):

1. Valid, means that the assessment is based on data that reflects the measured ability
2. Objective, means that the assessment is based on clear procedures and criteria, not influenced by the subjectivity of the rater
3. Fair, means that the assessment is not beneficial or detrimental to students because of special needs and differences in religious, ethnic, cultural, customs, socio-economic status, and gender backgrounds.
4. Integrated, means that the assessment by educators is an inseparable component of learning activities.
5. Disclosure, meaning that the assessment procedure, assessment criteria, and basis for decision making can be known by interested parties.
6. Thorough and explore, assessment by researchers of all aspects of competence with appropriate assessment techniques, to develop students' abilities.
7. Systematic, means that the assessment is carried out in a planned and gradual manner by following standard steps.
8. Referring to criteria, means that the assessment is based on the size of the achievement of the specified competence.
9. Accountable, means that the assessment can be accounted for, both in terms of techniques, procedures, and results.

Assessment Management Implications

Evaluation reports can provide many benefits, but the most important are conveying messages, providing appropriate information to the audience about their findings and conclusions from the results of gathering information, analyzing, and interpreting evaluation information.

Problems and Solutions

1. Problems: As for the problems that developed around the concept of BK assessment in schools and the implications of its management, namely, (1) not a few supervising teachers know the concept of BK assessment, and (2) neglect of assessment principles
2. Solutions: to overcome the problems above, the solutions that are considered to be able to help resolve these problems are, (1) providing understanding through training/workshops/workshops regarding the assessment of BK, and (2) in conducting the assessment the supervisor must still pay attention to the principles -assessment principle

Conclusions

The form of assessment in counseling guidance activities for the formation of student character is carried out in the form of non-test. Because for the test, we don't have any material that we can test for students, so it's just a non-test. We made an observation sheet containing columns about student progress. So, we will find out whether there is a change in student attitudes or not and if not, follow-up will be carried out, namely by continuing to give assignments to students until students meet the expected characteristics.

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