

Urgency Analysis of the Needs of Banking and Country Services

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Abstract: As time went on, demands arose as desired by aid service users that a professional counselor must have a track record of academic education and professional education in the field of guidance and counseling. Today the main tasks of BK services are no longer handled side by side by school teachers who in fact are administrators of certain fields of study. The categorization of "educators" in the scope of education in addition to subject teachers and homeroom teachers (can be positioned as mentor teachers), also expanded with the introduction of the BK teaching profession as part of the educator component (recognition of the existence of this guidance and counseling profession as stated in the National Education System Law No. 20/2003 Article 1 paragraph 6 and Permendiknas No. 27/2008 concerning Academic Qualification Standards and Counselor Competencies). Along with the development, many hopes and optimism were based on BK teachers who could bring fresh air to changes in the atmosphere and process of education in schools. The focus of his work is clear and firm, facing the possibilities of the emergence of psychological problems in the lives of students and the development of students in the context of education. The demands faced by guidance and counseling teachers are currently very complex. We have all understood that guidance and counseling as integral parts of the education system have an important and strategic role in supporting the achievement of educational goals that are independent. The main purpose of BK services in schools is to provide support for the achievement of personality maturity, social skills, academic abilities, and lead to the formation of individual career maturities that are expected to be useful in the future.

1 INTRODUCTION

An understanding of guidance and counseling (BK) as a system and institutional framework cannot be separated from the general view that BK services are an integral part of the education system. The school BK program is a series of BK service activity plans in schools which will then become guidelines for each personnel in their implementation and accountability. If currently the BK program is development-oriented, the consequence is that the management of the BK program must meet the requirements.

The orientation of this development requires that BK services develop all aspects of students, all students in educational institutions without anyone being ignored and creating an environment that supports the development of students. The educational environment that supports the development of students can be in the form of schools, families, communities, communities, various kinds of information media that influence students' mindsets, attitudes and so on.

Initially, the term counselor was often attached to people who were considered to have the ability and important role in helping others, such as advisers, clerics, preachers, pastors, and so on. The term counselor profession also in its development later became a profession that is inherent in the main tasks for those who are engaged in the field of work that are helping others, such as doctors, nurses, and teachers.

As time went on, demands arose as desired by aid service users that a professional counselor must have a track record of academic education and professional education in the field of guidance and counseling. Today the main tasks of BK services are no longer handled side by side by school teachers who in fact are administrators of certain fields of study. The categorization of "educators" in the scope of education in addition to subject teachers and homeroom teachers (can be positioned as mentor teachers), also expanded with the introduction of the BK teaching profession as part of the educator component (recognition of the existence of this guidance and counseling profession as stated in the

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It seems that from time to time, the BK profession tries to answer the challenges that from time to time are increasingly complex. These challenges are answered in the formulation of the program that is able to cover all aspects of the needs of students. Over the past few years, various efforts have been made to address these challenges and have created a new paradigm of the ideal model of guidance and counseling services, namely comprehensive school guidance and counseling. Thus a comprehensive school BK program is structured to reflect a holistic approach to the foundation of program implementation, program implementation, management systems and accountability systems.

But on the other hand, the breakthrough regarding Comprehensive BK also needs to be analyzed what aspects are needed so that Comprehensive BK can always be implemented in the field by BK practitioners, of course. Analysis of this need is also not a simple matter. Many parties need to support both materially and non-materially so that the guidance counseling services that are packaged in a comprehensive format can be realized. Arikel This will specifically review the needs of counseling guidance formatted in the form of Comprehensive BK as a trend that is deemed appropriate to answer the challenges of the task context as well as the expectations of current BK services..

2 DISCUSSION

2.1 Comprehensive Bk Program Components

In the book Professional Professional Education Planning Counselors and BK Services in Counseling in the Formal Education Pathway (Ministry of Education, 2007), it is explained that the BK program contains four components of service, namely 1) basic guidance services; 2) individual planning services; 3) responsive service; and 4) system support. The understanding of each component of the service is as follows:

2.1.1 Basic Services

Understanding. Basic services are defined as the process of providing assistance to all counsees through activities in classically structured experience or group preparation which are presented systematically in order to develop long-term behaviors in accordance with the stages and development tasks (which are defined as independence competency standards) needed in developing capabilities choose and make decisions in living their lives.

In the United States itself, the term basic service is more popular as the *guidance curriculum*. Not much different from basic services, this guidance curriculum is expected to facilitate the improvement of knowledge, attitudes, and certain skills in students that are appropriate and in accordance with the stages of development (Bowers & Hatch, 2000)

The use of development assessment instruments and scheduled face-to-face activities in class is needed to support the implementation of this component. Needs assessment is needed to form the basis for developing the structured experience mentioned.

Aim. This service aims to help all counsees to get normal development, have a healthy mentality, and obtain basic life skills, or in other words help the counselee so that they can achieve their development tasks. In detail, the purpose of this service can be formulated as an effort to help counsees to (1) have awareness (understanding) about themselves and their environment (education, employment, social culture and religion), (2) able to develop skills to identify responsibilities or set of behaviors who is fit for adjusting to his environment, (3) able to handle or meet his needs and problems, and (4) able to develop himself in order to achieve his life goals.

2.1.2 Responsive Service

Understanding. Responsive service is the provision of assistance to counsees who face needs and problems that need immediate assistance, because if they are not immediately assisted it can cause disruption in the process of achieving developmental tasks. Individualized counseling, crisis counseling, consultation with parents, teachers, and transfer of hands to other experts is a variety of assistance that can be done in responsive services.

Aim. This responsive service aims to help counsees in meeting their needs and solving problems that are being experienced or helping counsees who experience obstacles and failures to achieve their development tasks. The purpose of this service is also as an intervention in personal counselee problems that arise immediately at that time, both regarding personal, social, learning and career issues. Responsive service will enable students to care by immediately neutralizing the turmoil of the problems they experience, because the longer he harbors problems that *in fact* he cannot solve themselves, the more obstructed the task of development in the counselee will be.

2.1.3 Individual Planning

Understanding. Individual planning is defined as assistance to the counselee in order to be able to formulate and carry out activities related to future planning based on an understanding of their strengths and weaknesses, as well as understanding the opportunities and opportunities available in their environment. The understanding of the counselee in depth with all its characteristics, interpretation of the results of the assessment, and the provision of accurate information in accordance with the opportunities and potential of the counselee is needed so that the counselee is able to choose and make the right decisions in developing their potential optimally, including giftedness and special needs counselee. Orientation, information, individual counseling, referral, collaboration and advocacy activities are needed in the implementation of this service.

Aim. Individual planning aims to help the counselee to (1) have an understanding of himself and his environment, (2) be able to formulate goals, planning, or management of his development, both concerning personal, social, learning and career aspects, and (3) can carry out activities based on

understanding, goals, and plans that have been formulated.

The purpose of this individual planning can also be formulated as an effort to facilitate counsees to plan, monitor, and manage their own education, career and social-personal plans. The contents of individual planning services are the things that the counselee needs to understand specifically about her own development. Thus, although individual planning is intended to guide the entire counselee, the services provided are more individual in nature because they are based on planning, objectives and decisions determined by each counselee. Through individual planning services, counsees are expected to be able to:

- 1) Prepare to take part in further education, career planning, and develop social-personal abilities, which are based on his knowledge, information about the School / Madrasah, the world of work, and the community.
- 2) Analyze his strengths and weaknesses in order to achieve his goals.
- 3) Measuring the level of achievement of his goals.
- 4) Take decisions that reflect his planning.

2.1.4 System Support

The three components above are direct giving guidance and counseling to the counselee. Whereas system support is a component of service and management activities, work procedures, infrastructure (eg Information and Communication Technology), and the development of professional counselor skills in a sustainable manner, which indirectly provides assistance to counsees or facilitates the smooth development of counsees.

This program provides support to counselors in facilitating the implementation of the above services. While for other educating personnel is to facilitate the implementation of educational programs in Schools / Madrasas. This component assumes that the more fulfilled the need for system support that improves the performance of the counselor, the more optimal the counseling services.

2.2 Need Analysis of Comprehensive BK Components

2.2.1 Basic Services

Development Focus. To achieve these objectives, the focus of behavior developed concerns personal, social, learning and career aspects. All of this is closely related to efforts to help counsees in

achieving their development tasks (as independence competency standards). Basic service material is formulated and packaged on the basis of independence competency standards including development: (1) *self-esteem*, (2) achievement motivation, (3) decision making skills, (4) problem solving skills, (5) interpersonal relationship skills or communicate, (6) awareness of cultural diversity, and (7) responsible behavior. Matters related to career development (especially at the junior / senior high school level) include development: (1) religious functions for life, (2) strengthening choice of study programs, (3) professional work skills, (4) personal readiness (physical- psychic, physical-spiritual) in the face of work, (5) development of the world of work, (6) the climate of the world of work, (7) how to apply for a job, (8) criminal cases, (9) the dangers of mass fights, and (10) the impact of free association.

Need Analysis. Meeting the needs of students' independence standards needs to be supported by the skills of the school's own counselors in managing and implementing the program designed. Counselors need to equip themselves with an understanding of the material related to the topic of student independence standards. In this context, the role of the system support component is the main thing so that basic comprehensive BK services can be realized optimally. The standard aspects of independence competence above include aspects of personal, social, learning, and career skills of students with the aim of cognitive, affective, and psychomotor skills of students. For this reason, it is necessary to support all facilities and infrastructure that enhance the transformation of insight into all aspects of the students' standard of independence. The facilities and infrastructure can be tangible material such as funding for tourism or scientific visits, practicum in the field, presenting speakers, making events / events, or providing innovative learning tools and facilities.

2.2.2 Responsive Service

Development Focus. The focus of responsive service depends on the problem or needs of the counselee. The problems and needs of the counselee are related to the desire to understand something because it is seen as important for their positive development. Another problem is related to various things that are perceived as disturbing the comfort of life or hampering the counselee's self-development, because their needs are not met, or failing to achieve

developmental tasks. Counselee problems are generally not easily known directly but can be understood through the behavioral symptoms they display.

Problems (symptoms of problem behavior) that may be experienced by the counselee include: (1) feeling anxious about the future, (2) feeling inferior, (3) behaving impulsively (childish or doing something without considering it carefully), (4) ditching from School / Madrasah, (5) lazy learning, (6) lacking positive learning habits, (7) lack of socialization, (8) low learning achievement, (9) lazy to worship, (10) promiscuity problems (*free sex*), (11) brawl problems, (12) stress management, and (13) family problems.

Need Analysis. As we understand together, the service function of BK is a preventive function (reinforcement), curative (healing), preservative (maintenance), and developmental (development). All of these functions can be framed in a plan that has been structured as a systematic program. Likewise responsive services in counseling that offer optimal services so that the assistance process can be provided even in situations of spontaneity or conditionality.

This condition naturally leads BK professionals and other parties who helped support the program in a joint commitment to prepare as much as possible all material services both informative, persuasive, and curative in order to achieve excellent service for the benefit of many parties. Not only that, responsive services also need to be supported by facilities that make it easy for counselors to provide assistance to the counselee immediately. Examples of such facilities include communication equipment, a place or location for convenient counseling, easily accessible information media, or even if it allows accommodation to prostitute operational counselor assistance.

To understand the needs and problems of counselees can be reached by way of assessment and analysis of the counselee's development, using a variety of techniques, such as inventory development tasks (ITP), counselee questionnaires, interviews, observation, sociometry, attendance list counselee, ledger, psychological test and list of problems counselee or tool reveals a problem (AUM).

2.2.3 Individual Planning

Development Focus. In detail the scope of the individual planning focus includes the development of aspects (1) of academics, including utilizing

learning skills, conducting the selection of further education or choice of majors, selecting appropriate courses or additional lessons, and understanding the value of lifelong learning; (2) careers include exploring career opportunities, exploring work practices, understanding the need for positive work habits; and (3) social-personal includes developing positive self-concepts, and developing effective social skills.

Analysis of Needs. As described in the previous sub-chapter, the purpose of individual planning services is the ability of students to understand themselves, plan themselves, and implement planning according to the understanding of the capabilities they have received. Then the elements of need that need to be provided so that the objectives of individual planning can be fulfilled is by launching various instruments that are able to track individual understanding both test and non-test. Various instruments of understanding individual tests or non-tests can be in the form of ITP, AUM, DCM, IKMS, Psychology, or other techniques such as interviews or personal and academic databases of students.

The above instruments will not fully describe aspects of the individual, but can be taken into consideration in formulating a self-planning. After the data from the results of the instrument are obtained, the counselor helps describe the data in a series of sentence editions that are able to be understood by the counselee, and especially able to be accepted by the counselee as an illustration of the counselee's personal condition. Furthermore, the counselor also needs a variety of information that will be shared with the counselee about knowledge, understanding, analysis, and evaluation of valuable values in life or insights around career and future. The next stage is to help the counselee step up in an effort to equip themselves with skills, so that the counselee is more ready to actualize herself in welcoming the future.

2.2.4 Support System

Development Focus. System support is formulated as activities that lead to self-development and professionalism of the counselor. Indirectly, the higher the quality of the counselor's performance, the guidance and counseling services received by the counselee will also be more optimal. On the other hand, system support also functions to facilitate the implementation of services because if these components are met as they should, the majority of

the needs of facilities and infrastructure will lead to perfection.

Needs Analysis. The implementation of the counseling program is synergized as analogous to the cycle of each element have portion and role determine quality guidance program counseling that alone. Elements involved in implementation of the guidance program counseling that is "input-process-output evaluation ". All element that is play a role in portion each and framed in something system framework work in it there is code ethics, context work, standard professional, as well as expectations the performance. System support consists of management activities that form, maintain and improve the effectiveness and efficiency of school guidance and counseling as a whole. Fathur Rahman (2008) explains that school counselors use their skills to promote systemic change. Below this will described aspects that need to be implemented by a counselor as form its contribution to development guidance counseling in the field, at the same time explain What just what is needed in fulfillment aspect the said ;

- a) Developing professional: school counselors routinely involved in updating and sharing their knowledge and professional skills through:
 - (a) Service training: school counselors attend school service training to ensure their skills will be updated in the areas of curriculum development, technology and data analysis. They are also given in-service teaching in the school counseling and counseling curriculum as well as other fields relating to school and society,
 - (2) Professional association membership: along with the concept and orientation of school guidance and counseling that continues to change and develop, school counselors can improve their competence by attending conferences and meetings professional association,
 - (3) Post-graduation education: in line with the completion of a series of work in school, school counselors should add insight and abilities by attending further education that contributes to the quality of their profession.
- b) Consultation, collaboration and group formation: through consultation, partner formation, collaboration and group formation, school counselors make an important contribution to the school system:
 - (1) Consultation: counselors should consult with teachers, school staff and parents / guardians of students on a regular basis in order to obtain information, provide support to the school community and to receive feedback

on students' needs, (2) Establishment of partners with staff, parents / guardians and related communities: this involves the orientation of staff, parents / guardians, business and industry, social organizations and community members in comprehensive school counseling programs through activities such as partnerships, local media, newspapers, and presentation, (3) Network development: activities included in this area are designed to help counselors gain knowledge about resources in the community, referral agents, sites, job opportunities and information about the local job market. this could also include visiting counselors to local business institutions, industries and agents on a habitual basis, (4) Advisory bodies: active school counselors in service at advisory bodies, community committees and so on by supporting other programs in schools and communities, then school counselors will get support for school counseling and guidance programs.

- c) Program management and operations: these activities include planning and management tasks needed to support activities carried out in the school counseling and guidance program, including responsibilities that must be borne as school staff members :
- (1) Management activities: include financing, facilitation, policies and procedures, as well as research and development of resources,
 - (2) Data analysis: the counselor analyzes the links between student achievement and guidance and counseling programs. This activity is useful for evaluating guidance and counseling programs, conducting research on the activities produced and finding gaps between groups of students that need to be straightened out. Data analysis helps develop school guidance and counseling programs along with the resources within them,
 - (3) Fair distribution of responsibilities: as members of the education system, school counselors must display a fair distribution of responsibilities.

2.3 Analysis of Other Needs That Support Guidance and Counseling

Gysbers (2005) explained that the implementation of the Guidance and Counseling program needs to be supported by resources that are divided into personnel, finance and political support. Personnel (human) resources include staff. Financial resources are used to support the provision of materials, equipment, and facilities for the implementation of guidance and counseling. Political resources are

shown by the policies made to support this program. Because of the diversity of resources that will be used in the guidance and counseling program, it requires commitment from the staff involved.

In more detail, Gysbers outlines the components that support the smooth running of the BK program, namely:

Personnel. Staff or employee school others too have role mentor in this program. In some school often a counselor share problem with party administration school. Then work same between all parties in the school very support the implementation of this program.

Source Power Finance. Source the intended power here is Support funds needed in the guidance program and counseling school. Supply material, equipment and amenities is some example that can supported. The firstthing to do is make design fees that will needed on the guidance program and counseling this. Although not there is post fund special for this program, however often fund school used for the same purpose. Collating salary para employee school, provision tool write, supply materials for guidance programs and counseling (books, videos or films, pamphlets, tests, and system assessment).Information this will give away perspective financing for this program. Costs required often more big from who has been estimated.

Material. Collection materials that already thereis play role that is not small too. Material could grouped based on needs or level existing class. Steps could traveled with way make list that loads title, content, date manufacture, rights copyright, and for is material that is will used. Need too for knowing How origin material that is to ban for borrow materials that is.

Equipment. With inventory equipment available then will known quantity and quality tool that will used. Equipment like audiovisual or computer not can underestimated its role adult this. Its utilization in a manner maximum will make it easier implementation of BK.

Amenities. Information about facilities available for guidance programs and counseling very much needed. Places as room class specifically who will functioned as room guidance or center information or information career will support this program. If development or manufacture The new space will eat

up more many time and cost then utilization existing space could make it easier the smooth running of this program. By because it's data about facilities available could give away sufficient information valuable in p this.

Source Power Political. Element political question here is on office service region or para maker policy; regulations area or related association with this program could help for make something standard feasibility. this too covers para staff working in the development program guidance and counseling this.

Policy. Policies issued by service region or national could provide a work barometer for programs that will you run it this. For compile a program, especially first we should recognize regulations, understanding that there are and aim from the program already walk for this; components structural from the guidance program and counseling. Executor guidance and counseling should knowing rules are applied government about education. State regulations governing about Policy financial for guidance programs and counseling. policies that support developing career, and education technology, prevention of drop out, prohibition consumption medicines forbidden etc. This fund flowed to governments local for then distributed to all over region.

Standard Professionalism. Standardization of guidance programs and counseling arranged by department education, regional accreditation, and association associated professionals. Standardization this covers ratio comparison between student counselor. ASCA, 2004, states that 1: 250 is the ratio that is considered right. Standard for guidance programs and counseling has been applied on more from 30 countriesparts in America (Sink and Macdonald, 1998) and ASCA (ASCA 2005).

Support Staff. Some counselor school very expect positive change and hope on Support from existing staff; while others tend to for make planning own with ignoring factor this. the insurer guidance program answer and counseling should consider too para existing staff and could work with staff both related in a manner directly with this program or not order this program could developing with good. Supportparty administration and teacher - form representative The main target of this program, student-very needed order for change could happen with effective. So too with Support from para counselor school. Then all the existing should want

what 's the best for para students. They too maybe will often ask about role a counselor school in development potential. Support from board school and party administration school too very expected could spur all party for support this program. Because without Support from all party then this program only will is over to be a plans are very beautiful only(Taylor, 2002).

3 CONCLUSIONS

The fundamental reason for the importance of needs analysis intended to support the implementation of the Guidance and Counseling program is that Guidance and Counseling services in schools have a positive impact on students and other parties who are also served. Guidance and Counseling services can occur incidentally without being planned. However, these incidental situations and needs also need to be formulated in a planned program even though there are predictive elements in them. Services without planning cannot guarantee the optimal positive impact on students.

Guidance and Counseling Komperhensif is perceived as a program that is able to answer various challenges and obstacles in today's education world. So BK needs analysis is more focused on what is needed Counseling Guidance with a comprehensive program in implementation in the field. Programs that have been neatly arranged in the form of details of activities and needs that are needed certainly require a strong commitment from all program staff not only Guidance and Counseling officers and counselors, but also supporting school leadership factors. This includes the involvement of subject matter teachers in understanding the philosophical and conceptual framework of the program and BK services that are supportive of learning programs. Through these supports, the service objectives and competencies that will be achieved can be realized optimally.

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