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## **MANAGEMENT PROFILE OF GUIDANCE AND COUNSELING IN JUNIOR HIGH SCHOOL**

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### **Abstract**

*Need analysis is required in school management, so is in guidance and counseling management. Planning is as well needed in conducting guidance and counseling (G&C) program for all cities and regencies of Bandung. The applied research method was Research & Development. The data were obtained by using documents, questionnaires, and interviews. The results show that there are still G&C personnel with irrelevant educational background, and have not fulfilled the quota. In supporting services, it is required G&C facilities and infrastructures (accessible room). G&C instruments already exist including data storage tool, but for the city of Bandung has not yet fulfilled its data completion tool.*

### **Keywords**

Profile, Management, Guidance and Counseling

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## **1. Introduction**

In the implementation of counseling services, especially in self-development still remains unbalanced. Giving student's questionnaires as well as parents' questionnaires at the first entrance to school containing student identity including academic, non-academic and psychological achievements have been filled completely, the facilities of the development of academic, non-academic and psychological achievements or ATP (Development Task Analysis) to facilitate needs, talents and learners' interests have been implemented in accordance with the program of learners' interests, but in reality the learners are lack of motivation to develop academic and non-academic achievement, (talent and interest) especially in the development of extracurricular.

Guidance and counseling have a very strategically role in facilitating the growth and development of learners in schools, as well as helping them overcoming various problems such as personal, social, learning and career problems.

Learners with their various characteristics that enter the learning process are influenced by various factors, i.e. central government rules that have been attached (UU RI, PP, Permen), school rules management in general, the curriculum used, teaching and learning process, methods, infrastructures, school internal environment, the surrounding school environment, school committee, guidance and counseling management, OSIS, including the extracurricular in that school.

The management of each school uses a different theory, but essentially the same, i.e. analyzing school needs, planning, organizing, actualizing, and evaluating. The implementation of uneven and different self-development in each school required a model of self-development guidance with a certain character.

The results of the first-year research states that between the regular guidance and counseling program and self-development guidance and counseling are separate, in the second-year research in Bandung regency states that the guidance and counseling program concerning self-development has not been implemented yet. In the program of guidance and counseling curriculum 2013 the self-development program is an urgent part of the effort to develop talent, interests, needs of learners, which are facilitated in the form of extracurricular activities and counseling services. Because of the urgency of self-development it is necessary to conduct a

research about guidance and counseling management in junior high school concerning learners' self-development.

This research steps on the 3rd year to validate the design of a character-based self-development program. The purpose of this study in general:

1. Guidance and counseling management profile in Junior High-School
2. To find out the guidance and counseling model that is used in Junior High-School
3. The efforts made by schools in character-based learners' self-development, while the major objectives are: Instruments used, hampering factors, guidance and counseling model implemented in junior high schools either in Bandung city or Bandung regency.

## **2. Formulation of the Problem**

Some of the phenomena as described above imply that: (1) self-development of learners is not optimal yet; (2) data collection instruments on learners' self-development are not yet relevant to reality; (3) tend to hamper the development of learners either in academic, non-academic or psychological field; (4) the uneven self-development guidance in junior high school so that it is necessary to design the model of self-development guidance for productive, creative, innovative and affective achievement of learners. Therefore the formulation of the problem in this research is what sort of management profile of guidance and counseling and learners' model of self-development guidance for junior high school in Bandung city and Bandung regency?

## **3. Research Question**

What is the management profile of guidance and counseling in junior high school? What is the model of self-development guidance for Junior High School students in Bandung city and Bandung regency? What efforts need to be done in creating a model of self-development guidance in Junior High Schools in Bandung city and Bandung regency?

The questions in this study are specifically formulated as follows:

1. What are the data collection instruments for academic, non-academic, and psychological development?
2. What are the obstacle factors so that the self-development of junior high school learners is not optimally implemented?
3. What kind of self-improvement guidance model is implemented in junior high school?
  - a. What is the purpose of self-development for junior high school learners?

- b. What kind of self-development materials to use for junior high school learners?
- c. Who are the personnel involved in self-development of learners in junior high school?
- d. Is basic, responsive, individual planning of guidance services or system support services that included in self-development materials for junior high school learners?
- e. How to evaluate the self-development?

#### **4. Literature Review**

Management is an art or organizing activity, the management requires planning, organizing, actuating, and supervising. The management here refers to guidance and counseling management. Self-development in the context of a competency-based curriculum is a self-development competency where competence is the basic knowledge, skills, basic values and attitudes reflected in thinking and acting habits. As it is stated by Tim MGBK (2008) that “..... in guidance and counseling, self-development is defined as natural thinking and acting based on high-character as social individual”. Thus, self-development is thinking and acting habit based on noble minds both as individual or social beings, as well as God creatures. The nobility is to behave based on religion rules, customs, scholarly rules, laws, and other rules prevailing in society.

What is stated above is a warning to educators, especially guidance and counseling teachers who are their main duty is to provide services to learners who have problems. In the KTSP proposed by Mulyasa, E (2010: 284) that “self-development is carried out through counseling services related to personal and social problems”.

In the implementation of guidance and counseling, learners’ self-development needs to be given material, the material needs to be adjusted to the circumstances and situations of that time. In providing materials, other than counselors, it may also be principals, teachers, homeroom, or other officers who have the ability to assist learners’ self-development.

The material presented for self-development activities can pick the topic, as stated, those are: 1) Filling in leisure time 2) Facing and solving problems in life 3) Knowing and understanding themselves 3) Teenagers and their problem; 4) The dangers of free-sex (literally “free socializing” can be defined as social interactions and behaviors deemed ‘outside of the norms of society’ or ‘free of rules’); 5) Understanding self-potential; 6) Learn from successful

people; 7) How to carry out a special prayer; 8) Being a trustworthy entrepreneur (Mulyasa, E, 2010: 285).

Self-development is actually not a new thing to Guidance and Counseling teacher (tutor). This whole time, Guidance and Counseling teacher (tutor) has actually been doing service activities to learners, which incidentally is a self-development activity. This can be seen in the Competency Based Curriculum (KBK) of 2004 and curriculum 2013, it is said that guidance and counseling is a support service for students, either individually or in groups, in order to be independent and to develop optimally.

From the description above it can be drawn a common thread that the service activities of self-development guidance is absolutely necessary on every educational unit. In accordance with the improvement of the curriculum and the demands of the era of globalization that need guidance and counseling teacher. Similarly, self-development in Junior High School, either in Bandung or outside Bandung, in public schools or private schools, in stagnant schools or advanced schools, in superior schools or not, in schools with stable students or not, because self-development is related to academic, non-academic and psychological field to form character-based education. The contents of the guidance services are the basic guidance services that are in accordance with the teenager's developmental tasks outlined above. Responsive services containing guidance of learning, social, personal, discipline, narcotic field as well as in the field of sexual behavior. Individual planning services contains education, career, personal and social field. While the support system is directed to program development, staff development, utilization of human resources, development and structuring policies, procedures, and guidance and counseling techniques.

The results of preliminary studies indicate that public and private junior high schools already have self-development guidance models but are uneven and different in their implementation. The existing model is not in accordance with the school's expectations. Each school has not been able to apply it in accordance with the reality of learners' developmental tasks. Developmental task analysis (ATP) already exists but has not been implemented optimally. Guidance models in schools are still diverse, some still use the old curriculum 2006, and there are schools that create guidance programs with the curriculum 2013, which is character-based.

According to the preliminary studies in some private junior high-schools including junior high-schools, the spread of self-development questionnaires are difficult to implement, based on the needs of each school, some accept learners based on their talents and interests and some accept learners based on the principle of "more learners, more fortunes" which means putting aside the input quality and developmental tasks analysis.

It is stated in the policy that counseling guidance services is implemented by teachers in context, also, guidance and counseling teacher should help each other for self-development so that learners can have achievement, but the reality of guidance and counseling teachers are not included in the learning process with their own schedules, entering the classroom only at free hours or free time schedule. Those things lead to hamper learners' self-development. Not to mention that the availability of guidance and counseling teachers in Indonesia is still lacking 92,572 of teachers and it is also stated in Permen that 1: 100 or until 250, so that general teachers can become guidance-counseling teachers in accordance with the choice of certification. It is stated in the curriculum 2013 that public schools has been planned the specialization services provided since learners first enter the school to try exploring their talents, interests, in accordance with their academic, non-academic and psychological potential.

Based on preliminary study at Education Department in Bandung, that there are certain points at private and public schools that always wanted by learners and their parents, while junior high school in district area is not certainly a desirable school, considering many factors that learners cannot explore their talents, interests, academic, non-academic and psychological potential in relation with their self-development, learners prefer to choose junior high school that is located in Bandung city with less positive consideration that actually the government has made the regional autonomy policy and schools cluster.

From the description above it can be drawn that in the implementation of guidance and counseling program concerning self-development has not been optimal, self-development instruments are not relevant with the reality in private schools mostly in junior high school Bandung district, guidance and counseling teachers are not in their own schedules and the school is still lacking of them. Based on these things, it is required a hypothetical and validation testing in Bandung city and district concerning learners' self-development guidance model character-based.

The research results from Ariadi Nugraha, Suwarjo regarding the evaluation model of comprehensive counseling and guidance program at Junior High School (2016), states that the evaluation model comprehensive counseling guidance generated from the research is feasible to be implemented in public junior high-school Sleman. (<http://journal.unnes.ac.id/sju/index.php/jubk>).

With the preliminary study and limited scale test in junior high school Bandung city and district hence the idea of descriptive qualitative study about learners' self-guidance model character-based become important and focus in this research. Through this research, it is expected to get an in-depth description regarding self-development guidance model that enables learners to be independent so that through the process of self-development, school graduates will have character and the school will have quality. This study is also expected to become a reference material in the implementation of curriculum 2013 in particular guidance and counseling concerning learners' self-development as well as in other counseling programs for private and public schools and / or senior high schools or become the reference for other province besides West Java.

## **5. Research Method**

The approach used in this research is research and development (R & D) which refers to R & D research developed by Borg and Gall. The research and development steps proposed by Borg and Gall consist of 10 steps, but for the purposes of this study the steps are simplified into four steps as proposed by Sukmadinata, N.S, ie: (1) Preliminary Study consists of literature study and field study, (2) Creating hypothetical model, (3) Trial of wide and limited scale, and (4) Validation test.

The instruments used in this study are: (1) questionnaire, to obtain data about: (a) Guidance and Counseling of self-development for learners in junior high school Bandung city and Bandung regency, (b) Guidance and counseling teachers' opinion towards learners' self-development program, (c) Learners problem in character-based self-development, (d) Character-based self-development model. Observation guidelines, to obtain data regarding guidance and counseling implementation program in junior high school Bandung regency. (3) Interview guideline, to obtain data about guidance and counseling teacher with character-based self-

development guidance model in junior high school Bandung city and Bandung regency (SMP Negeri 51 and SMPN 2 Solokan Jeruk).

This pattern will be used as the basis to formulate conceptual model of guidance and counseling, hopefully the formulation of this program can be used as a model in junior or senior high schools either in public or private schools in Bandung city or Bandung regency as the implementation of guidance and counseling curriculum 2013.

The results of the study can also be useful for explanatory material as an evaluation of guidance and counseling curricula, evaluation of guidance and counseling teacher performance and reference materials for education department in school management for junior high school and / or senior high school. While the source of data in this study is the principal, vice principal of curriculum affairs, counseling coordinator and guidance and counseling teachers SMP BPI Bandung city (limited scale test and has been implemented in 2015 as research year I), SMP Negeri 2 Cicalengka Bandung regency for large-scale trials (for year 2), SMPN 51 Bandung city and SMPN 2 Solokanjeruk Bandung regency for validation test (for year 3). All data sources have the same value, and the three schools are the primary data source.

## **5. Research Analysis**

Junior high schools in Bandung city and Bandung regency at the time when making a guidance and counseling team, the principal and vice principal of curriculum affairs team carry out the analysis of the needs of learners. The needs of learners in Bandung city and Bandung regency have similarities and differences. The similarity is that Guidance and Counseling activities as one form of educational implementation in the school environment, having a principle of emphasizing the development of potential learners optimally, so that the program of guidance and counseling ideally covers all aspects of life and the development of learners as a subject of guidance and counseling services, which means that personality development must be based on the learners' development aspects.

### **5.1 Planning**

Based on the results of analysis AUM General, Observation, Information, as well as counselor's experience hence the existing problems in SMPN Bandung district can be identified as follows:



The number of learners who use untidy uniforms; Speaking disrespectfully with a friend or with an older person in school environment; quit class on certain subject hours; do not attend the class without permission often; Smoking in school environment; unhealthy intercourse with the opposite sex; activate phone during the teaching and learning process; Lazy and not excited to learn; The lack of faith and devotion to the God Almighty; Lack of understanding about the future.

While in Junior high school Bandung city in implementing guidance and counseling planning program, the counsellor conducts needs analysis to learners by using Development Task Inventory (ITP) that is to measure the extent of success level of development tasks that have been achieved by students. The Development Task Inventory (ITP) that is used as a tool of need assessment is based on the developmental tasks that must be achieved by the learners. There are 10 aspects that must be fulfilled by junior high school students: 1) the foundation of religious life, 2) The foundation of ethical behavior, 3) Emotional Maturity, 4) Intellectual Maturity, 5) Responsibility Awareness, 6) The Social Role As Men or Women, 7) Self-Acceptance and Development, (8) Independence of Economic Behavior, 9) Insights on Career Preparation, 10) Relationship Maturity with Peers

The identification of the needs of junior high school learners in Bandung city based on instruments that have been used are as follows:

For the 8th grader: a) Relationship Maturity with Peers: b) self-acceptance and development; c) the social role of men and women; d) the foundation of religious life; e) Independence of economic behavior. For class 7: a) Social role as male or female; b) Relationship Maturity with Peers.; c) Acceptance and development; d) intellectual maturity; e) Awareness of responsibility.

Based on the needs of counseling, hence the specific purpose of guidance and counseling in junior high school Bandung city is as follows:

- a) Living the religious values as a guide to behaving
- b) Behave on the basis of decisions that consider the aspects of values and brave
- c) Have the ability to control themselves (Self-control) in expressing emotions or in fulfilling self-needs
- d) Able to solve the problem fairly and objectively
- e) Maintain the values of friendship and harmony in interacting with others

- f) Uphold the natural values of men or women as a basis in social life.
- g) Develop self-potential through positive activities.
- h) Enriching strategies and finding opportunities in various life challenges that is increasingly competitive.
- i) Develop and maintain the mastery of behaviors, values and competencies that support higher education options.
- j) Convinced the values contained in the family as an effort to create a dignified society

Guidance and counseling services in the overall education unit are packed into four service components, a). Basic Services (the focus of development activities is directed to the development of personal, social, learning and career aspects); b). Specialization and individual planning services (curricular programs provided to accommodate the interests, talents and / or capabilities of learners / counselees with a centered orientation, extension, and / or deepening of subjects and / or vocational content) ;c). Responsive Services (A responsive service is the provision of assistance to learners / counselees who face problems and require immediate help, so that learners / counselees do not experience barriers in the process of achieving their development tasks. Responsive service strategies include individual counseling, group counseling, consultation, collaboration, home visits and referral, and d) system support (network development concerning counselor or guidance and counseling teachers activities including (1) consultation, (2) organizing cooperation programs, (3) participating in planning and carrying out educational unit activities, (4) conducting research and development).

#### Service Field

The guidance and counseling of the education unit includes four service areas, which are areas of service that facilitate personal, social, learning and career development. In essence, the development is a unified whole that cannot be separated in each individual student / counselee: 1) Personal guidance and counseling; 2) Social Guidance and Counseling, 3) Study guidance and counseling; 4) Career guidance and counseling.

#### **5.2 Organizing**

Action plans as a useful tool for responding to identified needs, implementing specific stages to meet needs, and identifying parties who are responsible for each stage, and organizing schedules in annual and semiannual programs and implementing them on monthly and daily programs.

Personnel of guidance and counseling service are all related elements within guidance and counseling service organigram with guidance and counseling teacher coordinator / counselor as main executor. In the formation of students in the school required the cooperation of all school personnel including: subject teachers, homeroom teachers, guidance and counseling teachers and principals.

- a. Subject Teachers: Help to provide information about learners' data which includes: List of student's scores; Observation report; Anecdotal notes
- b. Homeroom Class: In addition to being a second parent, he/she helps coordinate information and data completeness in the schools including: Score list; learners' Questionnaire; Parents' Questionnaire; Observational reports of learners; Anecdotal notes; home visit notes; Interview notes.
- c. Guidance and counselling teacher: In addition to the task of providing information services to learners, also handling the data that includes: academic cards; Counseling notes; Psychological data; Case conference record. The guidance and counseling teachers also need to complete the data obtained from subject teachers, homeroom teachers, and other relevant sources that will be done by the learners' personal books.
- d. As the person who is in charge of the implementation of the guidance and counseling in the school need to know and check the activities undertaken by subject teachers, homeroom teachers and guidance and counseling teachers. The activities of guidance and counseling teachers that need to be known include: Periodic meetings conducted by guidance and counseling teachers every month; guidance and counseling activity report once a month; Data completeness report.

### **5.3 Actuating**

The mechanism to handle if there are learners who have problems then the first one to handle is the teacher maple / picket, then transferred to the last class of guardians given to the teacher BK / counselor.

Types of guidance and Counseling Services: orientation service, information, Placement and Distribution, Content Mastery, Individual Counseling, Group Guidance, Group Counseling, Consultation, mediation and advocacy. Guidance and Counseling Services Supporting Activities: Instrumentation Applications, Data Collection, Case Conferences, Home Visits, Librarian Views, Case Hand Over.

Guidance and Counseling Service Format: Individual, Group. Classical, Field, Special/ Collaborative Approach, Distance, Schedule of Activities: Direct Contacts / Face-to-face with learners: scheduled and out of hours learning (direct and non-face-to-face contacts via data set, home visits, case conferences, collaborations, and consultation.

#### **5.4 Evaluation, Reporting, and Follow Up**

Evaluation on the success of guidance and counseling service implemented both for classical and non-classical activities, including process assessment and assessment of results of activities with focus on the ability of daily effective life.

1) Evaluation of guidance and counseling service activity process is conducted through analysis of the involvement of elements as stated in SATLAN / RPL and, to know the effectiveness and efficiency of the implementation of activities; 2) Evaluation of the results of guidance and counseling service activities is done through: 3) Immediate assessment (LAISEG), i.e. Evaluation at the end of each type of service and supporting activities of guidance and counseling to know directly the acquisition of students served; 4) Short-term evaluation (LAIJAPAN), i.e. evaluation in specific time (short term: one week to one month); 5) Long-term evaluation (LAIJAPAN), i.e. Evaluation within a certain time (one month to one semester) after one or more services and or supporting activities of guidance and counseling to the learners concerned and the overall follow-up direction.

For each guidance and counseling service activities (implemented through the activities of the type of services and supporting activities, the classical and non-classical format, including specialization services) are arranged by the Guidance and counseling teacher or the report counselor in the form of Program Implementation Report (LAPELPROG). Volume and time for the implementation of Guidance and counseling service activities in the classroom and outside the classroom every week is best utilized by Guidance and counseling teachers or counselors with the approval of the head of the educational unit. In this case, the frequency of participation of learners in Guidance and counseling service activities every semester made report by the teacher Guidance and counseling or Counselor. The value of service result, i.e. in the framework of long term evaluation in the unit of time semester, in the form of qualitative evaluation, is reported in certain format.

Follow-up on program reports and guidance and counseling implementation will be an important tool in follow-up to support the program in line with the planned, analyzed program

effectiveness used to make decisions on whether the program is continued, revised or discontinued, improving the program, and is used to support the changes in the school system.

In supporting services required facilities and infrastructure of guidance and counseling, guidance and counseling space location easy to access and the counseling room remains not too open. Counseling room and guidance and counseling group room is needed, only in District still not representative. Guidance and counseling instruments already exist including guidance and counseling data storage tool, but for Bandung district data collection tool has not been implemented effectively.

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Facilities and infrastructures needed, to support guidance and counseling service activities are:

a. Data collection tools, both test and non-test, such as: 1) Questionnaires (learners and parents) .2) Form (activity journal, observation, interview, anecdote etc.); 3) Home visit (notice and report) 4;) Service formats (service plans, plans, activities, reports) 5) Administrative items, such as stationery, service plan format and support activities, guest books and mail administration books.

b. Work program

c. Technical Handbook / Signs of guidance and counseling Implementation

d. Learners data

Guidance and counseling infrastructure that are not yet available are: a) representative guidance and counseling room; b) 2 (two) individual counseling rooms; c) 1 (one) group counseling room; d) 4 (four) tables and 4 (four) chairs for the work of guidance and counseling

teachers; e) 2 (two) pieces of cupboard as data storage; f) 1 (one) cupboard as a place to view the literature; g) 1 (one) set of personal bookshelf; h) 1 (one) set of guest chairs; i) 2 (two) counseling desks; j) 8 chairs for guidance and counseling/ group counseling; k) A set of computers and printers; l) 1 (one) screen and LCD; m) 2 (two) fans.

Data collection instrument SMPN Bandung city uses NEM and ITP, while in SMPN Bandung regency uses NEM and the general content questionnaire (AUM) in the registration form.

In public junior high-school Bandung city, the dominant obstacle factor is the IPTEK (science and technology) gap between children and parents, so the solution is needed, such as home visit, whereas in Bandung regency is the unsynchronized time of children with parents because of working factor in the factory.

Self-development activities are adjusted to the tasks of child development, talents, interests, languages, mathematics, and music. Service strategy implemented in junior high school Bandung city using basic services classically and in group; responsive services, individual planning and system support, while the most dominant service in responsive services starts from the problems of learning difficulties that develop into personal problems, group cases, family cases, economic cases, social cases, large groups (must accept the nearest rayon), non-focused services, and the presence of children with special needs (dyslexia).

Character-based self-development guidance models have been applied regularly, spontaneously, modeled and programmed to be modified with the "*Hebat*" (great) program (healthy with friends) plus PIK R (adolescent counseling information center) to realize the Genre program which contains: basic concept of PIK R, consolidation and family function, parent role in child and adolescent development, adolescent growth, adolescent health reproduction, TRIAD KRR (adolescent health reproduction), toward the development of qualified family.

While the model of self-development guidance in junior high school Bandung regency, the program is included into the guidance and counseling program in general with character-based guidance is applied regularly, spontaneously, modeled and programmed in accordance with the developmental tasks of junior high school learners.

Regarding guidance and counseling personnel, some are still not professionals, and still have not fulfilled the quota and in the evaluation of self-development guidance and counseling character-based either in Bandung city or Bandung regency by using the results assessment with

*Laiseg, Laipen and Laijapan*, while the assessment process is done by analyzing the involvement of elements in the RPL. In theory, character-based self-development is adjusted to the developmental tasks of learners and in schools both Bandung city and regency is already in accordance with the theory. For self-development material in junior high school Bandung city is more superior compared to junior high school in Bandung regency.

Self-development guidance and counseling activities for SMPN in Bandung city have been implemented in accordance with schedule combined with the program "*Hebat*" (Great) (Healthy life with friends) and PIKR with school clubs like *Paskibra*, PMR, Volley, Badminton, Karate, Basketball, Art, PIK R and Choir while in SMPN Bandung district self-development is adjusted to the school program with school clubs like Scouts, Paskibra, futsal, Sindo and PMR.

For guidance and counseling management in Bandung city and regency particularly management in general, it is already in accordance with the management theory, that there is planning, organizing, actuating, evaluation and reporting. Only in character-based self-development guidance in junior high school Bandung city is superior in the term of its implementation compared to schools in Bandung district including facilities as well as guidance and counseling personnel.

## **6. Conclusion**

In school management requires needs analysis, as well as in Guidance and Counseling Management. In all cities and regencies of Bandung needs planning when they are going to implement guidance and counseling program. In planning, it is required assessment, vision, mission, and goals. At the basic service of guidance and counseling the percentage of service is about 35% -45%, responsive about 25% -35%, individual planning service 15% -25%, system support 10% -15%. The Guidance and Counseling program is detailed into annual, semiannual, monthly and weekly calendar activities. In the strategy of basic service programs implementations adjusted to the needs of schools, responsive services are needed through individual and group counseling. Individual planning in personal, social, learning and career aspects also require system support, research, and development. In the evaluation and accountability, evaluation of processes and outcomes is conducted then analyzed. This research uses R & D method with questionnaire, observation guidance, and interview guide instruments. Personal development activities tailored to the tasks of child development, tailored to the talents,

interests, languages, math, and music. Regarding guidance and counseling personnel, some of them are not yet professional, and has not fulfilled the quota. In supporting services required guidance and counseling facilities and infrastructure, guidance and counseling space location that is easy to access and the counseling room remains not too open. Counseling room and guidance and counseling group room is needed, only in District are still not yet representative. Guidance and counseling instruments already exist including guidance and counseling data storage tool, but for Bandung city, the data collection tool has not fulfilled yet. For future research, it is expected to conduct research and develop guidance and counseling in Bandung regency because the implementation of guidance and counseling still needs special attention, either in terms of guidance and counseling management or in learners' self-development.

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