

Implementation of Guidance and Counselling Services in the Independent Curriculum High Schools

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Abstrack

A comprehensive guidance and counselling service manager is included in the curriculum. Independence is a skill that BK teachers must possess. This study aims to determine the Implementation of Comprehensive Guidance and counseling services in the independent curriculum of Pontianak City High Schools in 2024. The method used is descriptive with a Subick survey research form. This is Pontianak City High School, which has implemented the Independent Curriculum. The research instruments used are interview guides and questionnaires. The results of the study include a comprehensive description of guidance and counselling services in the implementation of the independent curriculum. The implementation of guidance and counselling services in Pontianak City High Schools has been running well, although some aspects need improvement. The rules regarding the suitability of service programs, the programming of development activities, and the distribution of BK teachers according to the number of students indicate room for improvement in evaluating original programs and compiling service programs, as well as the Independent Curriculum.

Keywords: comprehensive guidance and counselling, independent curriculum, counselling

Abstrak

Pengelola layanan bimbingan dan konseling yang komprehensif dalam kurikulum. Kemandirian merupakan keterampilan yang harus dimiliki oleh guru BK. Tujuan dari penelitian ini adalah untuk mengetahui Implementasi Layanan Bimbingan dan Konseling Komprehensif dalam Kurikulum Mandiri di SMA Negeri Kota Pontianak Tahun 2024. Metode yang digunakan adalah metode deskriptif dengan bentuk penelitian survei Subick dalam penelitian ini adalah SMA Kota Pontianak yang telah menerapkan Kurikulum Mandiri. Instrumen penelitian yang digunakan adalah panduan wawancara dan kuesioner. Hasil penelitian berisi tentang gambaran layanan bimbingan dan konseling komprehensif dalam implementasi kurikulum mandiri dimana pelaksanaan layanan bimbingan dan konseling di SMA Kota Pontianak sudah berjalan dengan baik, meskipun ada yang perlu ditingkatkan. Kaidah-kaidah dalam kesesuaian program layanan, pemrograman kegiatan pengembangan, dan distribusi jumlah guru BK sesuai dengan jumlah siswa menunjukkan bahwa masih ada ruang untuk perbaikan dalam evaluasi program awal dan menyusun program layanan, BK yang sesuai dengan kurikulum Mandiri.

Kata kunci: bimbingan dan konseling komprehensif, kurikulum mandiri, konseling

Article info

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INTRODUCTION

Improving the competence of guidance and counselling teachers continues to experience challenges in the 5.0 era. The role and function of guidance and counselling services in schools are expected to contribute positively to student development Existing civilisations (Biyani, 2019) . The implementation of guidance and counselling services requires management so that the services provided are well-planned and have systematic and well-coordinated implementation (Yusup, 2024). BK teachers who have the authority to manage BK services properly are undoubtedly responsible for the governance of BK management in schools. BK teachers have an essential task in enabling students to apply the science they learn at school effectively (Nisa et al., 2022). This is related to how students have character and abilities as expected (Anggara et al., 2024). Students become part of a society that embodies character values embedded in each precept of Pancasila (Wulandari et al., 2022). Through guidance and counselling services provided in various fields, including personal, learning, social, and career, it is hoped that students will have the opportunity to develop their potential. This can also be related to supporting the independent learning program initiated by the Ministry of Education and Culture to produce adaptive, flexible, and altruistic graduates to compete in the world of work (Sumantri, 2019).

Management is a science in planning, organising, directing, implementing, coordinating, and supervising resources and equipment to achieve an organisation's or institution's goals that can be carried out effectively and efficiently (Handayani, 2024). Management can accommodate all available resources to achieve goals in the organisation. Management is critical because it significantly influences the activities to be carried out (Sinaga et al., 2022). Good management will also produce a good work order; vice versa, poor management will ensure that effective and efficient activity goals are not achieved (Fawri, 2021).

Management in guidance and counselling is necessary so that guidance and counselling services can be carried out correctly (Rahmawati et al., 2023). To carry out management properly, it is essential to understand the existing theoretical framework, regulations, and mechanisms (Mufaridah et al., 2023). The world of education is faced with curriculum developments and changes, so everything related to management, especially guidance and counselling, must refer to the development of curriculum changes. Regulations on the role and function of guidance and counselling in schools and the rules governing the work mechanism of guidance and counselling teachers in the independent curriculum are certainly adjusted to the demands of the existing curriculum that emphasises the role of comprehensive BK (Usrotun et al., 2024).

One of the skills needed by guidance and counselling teachers today is the ability to organise and manage comprehensive guidance and counselling services in the independent curriculum. This can be seen in their ability to implement basic services, individual planning, responsive services, and system support (Rokhyani, 2022).

William Bennett argues that humans always try to adapt to their environment, both biologically and culturally (Silvie, 2023). Adapting to change is the most appropriate alternative to the problem (Izzati, 2016). However, based on data and information found in the field, with the implementation of the independent curriculum, there are still many guidance and counselling teachers who are confused about the application of their services, and there are guidance and counselling teachers who have difficulties in implementing the Comprehensive BK in the independent curriculum. Based on this fact,



the researcher conducted a study titled “Implementation of Comprehensive Guidance and Counselling Services in the Independent Curriculum at Pontianak City High School.”

The research was conducted to identify the effectiveness and suitability of comprehensive guidance and counselling services in response to the demands of the latest curriculum changes. The approach in this study emphasises comprehensive analysis that integrates the latest standards as an evaluation framework that has not been widely implemented in previous studies on guidance and counseling services as well as an integrative perspective that connects practice in the field with curriculum needs to create a holistic approach to improve guidance and counseling services at Pontianak City High School.. The implications of this study encompass the actual conditions and standards established at Pontianak City High School, the basis for evaluation, and the policy framework for enhancing the quality of services.

METHOD

The method used in this study is descriptive. Descriptive research describes and interprets the data that occurred during this study and is taking place and presents it as it is (Bahri et al., 2022). The form of research used is survey research. This form of research is carried out by the researcher conducting a direct survey at the research location (Sahir, 2022). The instruments used were interview guidelines and Likert-scale questionnaires. The data analysis used in this study employs descriptive statistics, which aim to analyze data by describing the information collected. The subject in this study is Pontianak City High School, which has implemented the Independent Curriculum. The subject is based on the suitability of information needs and field facts that refer to almost all levels of high schools in Pontianak City, implementing an independent curriculum. These schools include AL Mumtaz IT High School, State High School 10, State High School 2, State High School 11 Pontianak, State High School 4 Pontianak, State Islamic High School 1 Pontianak.

RESULT AND DISCUSSION

Overview of the Implementation of Comprehensive Guidance and Counselling Services in Independent Learning at Pontianak City High School

Implementation of Basic Services in the Independent Curriculum at Pontianak City High School in 2024

Table 1.
Pancasila Student Profile

NO	Dimensi	Elemen	Sub Elemen
1	Faith, Fear of God Almighty and Noble Character	Religious Morals	Implementation of Worship Rituals
		Personal Morals	Integrity
			Take care of yourself physically, mentally, and spiritually



		Morality to humans	Prioritize similarities with others and respect differences
			Empathize with others
2	Global Diversity	Getting to know and appreciate culture	Reconciling cultural differences
		Reflection and responsibility for the experience of diversity	Reconciling cultural differences
		Social justice	Participate in the joint decision-making process
3	Mutual Cooperation	Collaboration	Mutual communication cooperation
			Social coordination
		Concern	Responsive to the social environment
4	Self-sufficient	Self-understanding and the situation at hand	Recognize the qualities and interests of the self and the challenges faced
5	Critical reasoning	Analyze and evaluate reasoning and its procedures	Elements analyze and evaluate reasoning and its procedures
6	Creative	Come up with original ideas	Have the flexibility to think in finding alternative solutions to problems

Based on the table above, the research results indicate that basic services are provided in the form of classical guidance related to Pancasila student profiles, encompassing various fields of guidance and counseling, including personal, learning, social, and career aspects. (Nisa et al., 2022). The implementation of classical guidance in the field of personal guidance includes the delivery of material on Pancasila student profiles, the power of positive thinking, self-personality, gender awareness in adolescents, confidence, the first step to achieving dreams, self-discipline is the key to attaining achievements, honesty and self-integrity, adolescent reproductive health, and human intelligence.

Various materials in the social field include social media skills, the impact of negative online games, bullying, sexual harassment, tolerance, and effective communication in social life. The material in the field of learning consists of: Tips for success in education.



- a. Implementation of Responsive Services in the Independent Curriculum at Pontianak City High School in 2024.

The interview results indicate that the implementation of Responsive Services in the Independent Curriculum at Pontianak City High School in 2024 has been successful, despite several challenges. This service enables BK teachers to provide more personalised and flexible support tailored to the needs of students, thereby helping them develop in both academic, personal, social, and career aspects. With a more holistic and adaptive approach, students are expected to reach their maximum potential and be ready to face future challenges.

- b. Implementation of Individual Planning Services in the Independent Curriculum at Pontianak City High School in 2024.

An interview with a BK teacher at Pontianak City High School revealed that implementing Individual Planning Services in the Independent Curriculum is very effective in helping students plan their future more clearly and in a more targeted manner. This service not only assists students in planning their learning but also guides them in choosing a career and developing skills relevant to their life goals. Despite the challenges in its implementation, the service has a positive impact on students, helping them to be better prepared for the future and achieve their personal goals.

- c. Implementation of System Support in the Independent Curriculum at Pontianak City High School in 2024

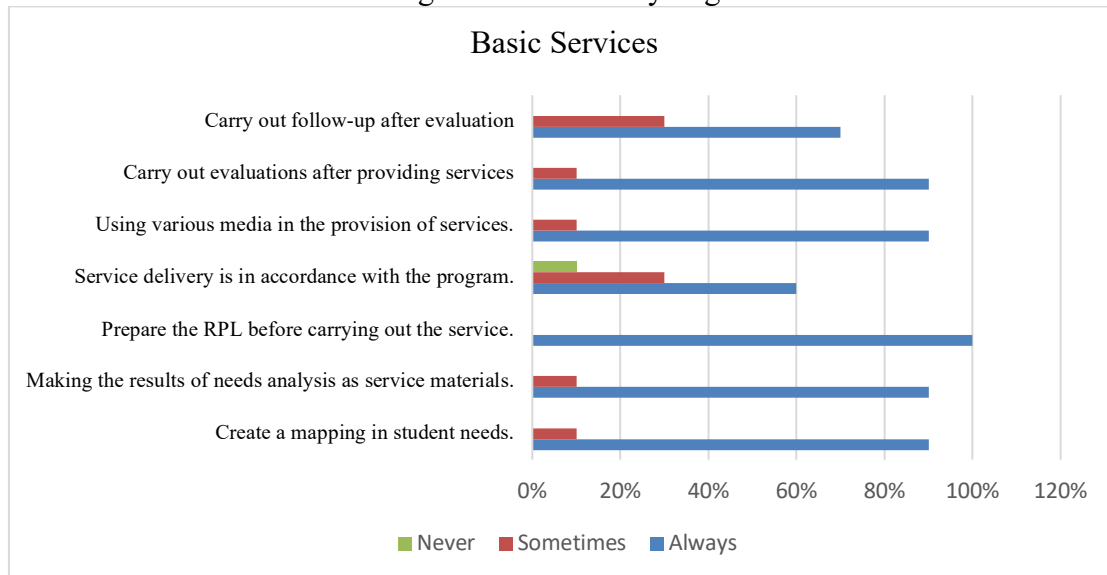
Based on an interview with BK teachers at Pontianak City High School, it can be concluded that the implementation of system support in the Independent Curriculum has been successful, despite challenges related to limited resources and access to technology. The support of this system is essential in creating an environment that supports students as a whole, both academically, socially, and personally. Through collaboration between teachers, parents, and students, as well as the optimal use of technology, the support of this system has a positive impact on the development of students' character and skills, by the principles of Freedom of Learning, which is more flexible and adaptive.

Results of the survey on the Implementation of Comprehensive Guidance and Counselling Services in Independent Learning at Pontianak City High School

The results of the study on the Implementation of Comprehensive Guidance and Counselling Services in Independent Learning at Pontianak City High School are illustrated in the following graphs:

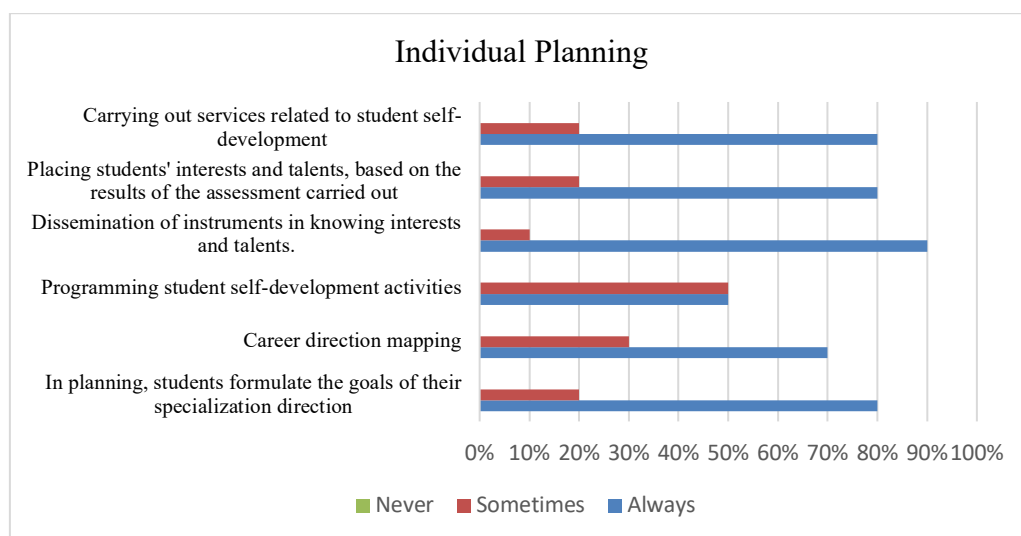


Graph 1.
Implementation of Comprehensive Guidance and Counselling Services in Independent Learning at Pontianak City High School



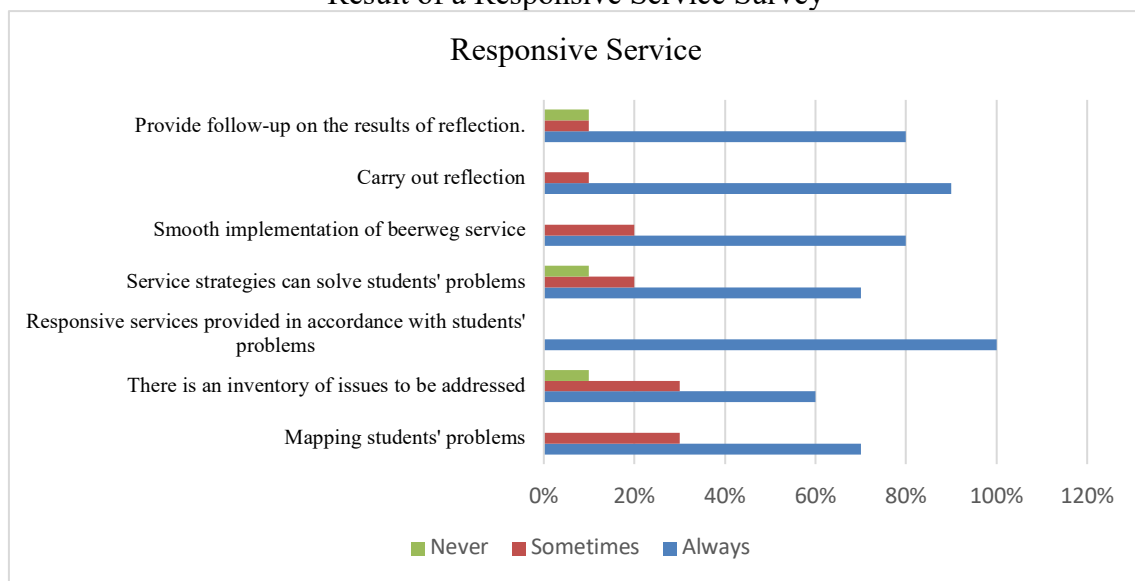
Graph 1. The above is the result of a basic service survey in implementing comprehensive guidance and counseling services in independent learning at Pontianak City High School, information was obtained, namely, 90% of BK teachers always make needs mapping and 10% sometimes make needs mapping, 90% always make the results of needs analysis as service material, 100% always make RPL before providing services, 60% always offer services by the program, 30% sometimes according to the program, 10% never according to the program, 90% of BK teachers always provide services using various media, 90% always provide evaluations after providing services, 70% of BK teachers always provide follow-up to evaluations.

Graph 2.
Result Of a Survey Of Individual Planning Services



Graph 2 The above is the result of a survey of Individual planning services so that information is obtained, namely; 80% of BK teachers always formulate the purpose of the direction of students' specialisation, 20% sometimes; 70% always make mapping the career direction of learners and 30% sometimes make mapping; 50% program students' self-development activities and 50% occasionally program; 90 always disseminate instruments to find out the interests and talents of students and 10% sometimes disseminate them; 80% always put students' interests and talents as a result of the assessment carried out, and 80% always provide services related to students' self-development.

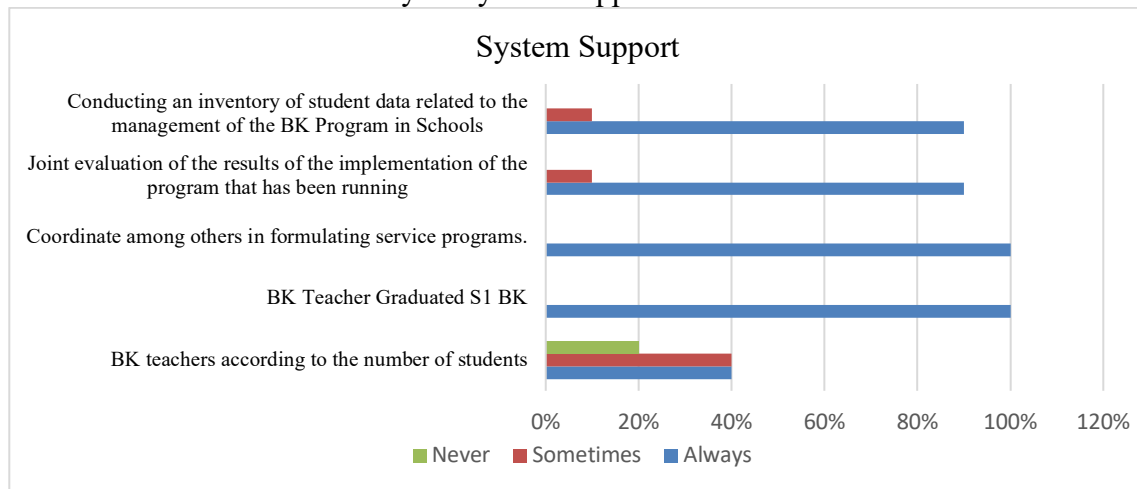
Graph 3.
Result of a Responsive Service Survey



Graph 3 above is the result of a responsive service survey, so that the information obtained is that 70% of BK teachers always map out student problems and 30% sometimes make maps, 60% always have an inventory of issues that must be handled, 30% sometimes, and 10% never, 100% of responsive services provided are by student problems, 70% of service strategies can always overcome student problems, 20% sometimes, and 10% never, 80% of services run smoothly and 20% sometimes.



Graph 4.
Results of a Survey of System Support Services so That Information



Graph 4, the above are the results of a survey of system support services so that information is obtained, namely; 40% of BK teachers always correspond to the number of students, 40% sometimes correspond, and 20% never correspond; 100% of BK teachers graduated from S1 BK; 100% always coordinate between others in formulating service programs; 90% continually evaluate together regarding the results of the implementation of the program that has been running, and 10% sometimes; 90% always conduct an inventory of student data related to the management of the BK program at school, and 10% sometimes.

Based on the results of interviews with BK teachers at Pontianak City High Schools, implementing basic guidance and counseling services in the Merdeka Curriculum is crucial in supporting the overall development of students, encompassing personal, social, academic, and career aspects. This service provides students with provisions in character formation, social skill development, and readiness to learn, all of which support them in facing life's challenges. This cannot be separated from the role of BK teachers, who, as educators, have a great responsibility to produce quality students with good character and morals (Loloagin et al., 2023). The results of Graph 4 show that most BK teachers (90%) regularly map student needs. Mapping is an activity that identifies students' needs. Mapping is carried out to create learning that meets their needs and potential (Swandewi, 2021). This demonstrates a serious commitment to understanding the needs of each student.

Additionally, 90% of BK teachers consistently use the results of student needs analysis as the basis for the service materials provided, ensuring that the services offered are tailored to meet students' needs. Needs analysis is a crucial step in the BK management process, an activity that identifies student needs (Retna Sukmadiningsih, 2025). Each BK teacher also ensures that they create a Guidance and Counselling Service Implementation Plan (RPLBK) before providing services, with 100% of BK teachers reporting it.

Creating RPL is essential so the service delivery process can run systematically and according to needs. A good RPLBK will include differentiation and awareness of the uniqueness of each student (Apriatama & Ginting, 2024). However, there is a slight irregularity regarding the suitability of services to the program. As many as 60% of BK



teachers consistently provide services according to the prepared program, while 30% sometimes do not, and 10% never do, according to the program. This shows the need to improve consistency in the implementation of service programs. A good program suits the needs and goals of developing students. In Sasu Lam, 90% of BK teachers utilize various media to provide services and consistently conduct evaluations after the service is delivered. However, follow-up on the evaluation results is only carried out by 70% of BK teachers, which is an area for further improvement. Program evaluation is crucial for assessing a program's effectiveness and efficiency, enabling follow-up measures to be implemented. Follow-up in program evaluation can be the program is continued if it is based on achievements, the program is developed if there are deficiencies or the need for additions, or even the program can be replaced with a new one if there is no conformity with the needs of students (Musyofah et al., 2021).

Individual planning services are highly effective in helping students plan their educational and career paths by providing guidance to choose a path that suits their interests and life goals (Daempal, 2021). This guidance also helps students understand 21st-century skills, digital literacy, and innovative learning, ultimately developing career strategies through individual planning (Setyawan, 2023). Although there are challenges related to limited time and resources, the impact is positive, especially in improving student readiness for the future. The planning process in BK management for the program can run smoothly, and all students and school residents can experience the program's benefits. The results of Graph 4 regarding individual planning show that 80% of BK teachers clearly formulate students' interest goals, and 70% of BK teachers consistently map students' career directions. However, 30% of the population sometimes makes the map. As many as 50% of BK teachers also program self-development activities for students, but there is irregularity in this regard, with the other 50% only occasionally carrying out these activities. The role of BK teachers in this case is not optimal. Self-development programs are critical in efforts to explore the potential of students. Self-development programs are mandatory activities that must be carried out in the form of extracurricular activities and guidance and counseling services (Takwil, 2020), thereby becoming a key component of individual planning, which includes students' future careers.

Guidance and Counselling teachers at Pontianak City High School also distribute instruments/assessments to determine students' interests and talents, with 90% always doing so. The results of this assessment are then utilized effectively, as 80% of Guidance and Counselling teachers base their placement of students' interests and talents on the results obtained. In addition, services related to self-development are provided by 80% of Guidance and Counselling teachers, which demonstrates a high level of attention to the development of individual students. Providing instruments is crucial for exploring information about students' conditions, including their basic potential, talents and interests, personal characteristics, health, environment, and the problems they encounter (Kusnadi, 2018), thereby enabling the program to be designed according to the students' needs.

Furthermore, responsive services are provided to students with immediate handling, as they can hinder their development tasks (Khadijah et al., 2022) if no assistance is provided. Additionally, responsive services within the independent curriculum enable BK teachers to offer more personalized and flexible support (Setyawan, 2023). Despite several challenges, this service will allow students to develop holistically, achieve in various fields, and be ready to face the future more confidently.



Developing 11th-century competencies, such as critical thinking skills, communication, collaboration, and problem-solving (Sinaga et al., 2022), supports this. Despite several challenges, this service allows Students to grow holistically, achieve in various fields, and be ready to face the future more confidently. This is evident in the results of the responsive service graph in Graph 3, which indicates that most BK teachers (70%) consistently map student problems, and 60% always take inventory of issues that require attention. Only 10% do not take inventory of problems at all. The services provided are always tailored to address student problems (100%), which demonstrates that these services are well-designed to meet individual student needs. In addition, 70% of BK teachers believe that the implemented service strategies can consistently address student problems, while 20% think the service is sometimes ineffective. As many as 80% of services run smoothly, although 20% admit they sometimes face obstacles.

Finally, system support is a component of management services and activities, work procedures, infrastructure such as information and communication technology, and professional skills development for BK teachers (Khadijah et al., 2022). System support in the independent curriculum has a significant influence by creating an environment that supports student development in academic, social, and personal aspects (Hasibuan, 2024).

Collaboration is part of the system support, where collaboration between teachers, parents, and optimal use of technology helps students develop character and skills through the principles of independent learning, making the education system more adaptive and flexible (Seprianto et al., 2024). Overall, implementing these services went well, despite facing several challenges, and positively impacted the development of students' potential to the maximum. This can be seen from the results of graph 3.4 related to system support, which shows that 40% of BK teachers feel that their number is always equal to the number of students. In comparison, another 40% think their number is sometimes inappropriate, and 20% never think it is appropriate. This indicates an imbalance between the number of BK teachers and the number of students.

On the other hand, all BK teachers (100%) in Pontianak City High School have a BK S1 qualification, which shows good competence in carrying out their duties. This is in accordance with the Minister of National Education Regulation Number 27 of 2008, which concerns the standards of academic qualifications and counsellor competencies. BK teachers have graduated from undergraduate education (S1) in guidance and counselling and have received professional education as counselors (Usrotun et al., 2024).

Coordination between fellow BK teachers is going well, with 100% of BK teachers always coordinating in formulating service programs. Additionally, 90% of BK teachers consistently conduct joint evaluations of the service programs' implementation results, demonstrating strong collaboration in improving services. Collaboration in the guidance and counselling service process serves as a forum for exchanging information related to students so that student development can be known in an integral (integrated) manner (Ramdani et al., 2020). Implementing Guidance and Counselling services at the collaboration stage can help BK teachers parents inventory student data, which BK teachers also carry out well.

CONCLUSION

Based on the results of this study, it can be concluded that the implementation of guidance and counseling services in Pontianak City High Schools has been running smoothly, although some areas still require improvement. Irregularities in the suitability



of service programs, the programming of self-development activities, and the distribution of BK teachers according to the number of students indicate room for improvement.

However, in general, this guidance and counseling service has had a positive impact on students' development, both in personal, social, academic, and career aspects. It can continue to be improved by paying attention to the findings of this survey.

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