

REVIEW ON PHILOSOPHY, THEORY AND PRACTICE OF DEVELOPMENTAL GUIDANCE AND COUNSELING

A Good Way to Grow

GUIDANCE & COUNSELING FOR ALL



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GUIDANCE

- **WITHIN SCHOOL CURR THAT AIMS AT THE MAXIMUM DEV. OF INDIV POTENTIALITIES → GENERAL ED. PHILOSOPHY OR AN EDUCATOR'S STATE OF MIND**
- **SERVICES AIMED AT PERSONAL AND CAREER DEVELOPMENT AND SCHOOL ADJUSTMENT**
- **CREATE A LEARNING ENVIRONMENT THAT FACILITATE STUDENTS TO GET SCHOOL LEARNING SUCCESS**

COUNSELING

Not used exclusively by school counselor

Denotes a relationship between a trained helper and a person seeking help in which both the skills of the helper and the atmosphere that he or she creates help people learn to relate with themselves and others in more growth-producing ways.

WKG: PESAN BIDANG STUDI & TUJUAN UTUH PENDIDIKAN

INSTRUCTIONAL MOVES THAT EDUCATE

NURTURES
INSTRUCTS

Teacher Soliciting

CHARACTER & SOFT-SKILLS

HARD SKILLS

INADVERTENTLY NURTURES

Teacher Structuring

Learner responding

MEMORIALIZATION OF FACTS

Teacher Re-acting

KEUNIKAN WILAYAH KOMPLEMENTARITAS GURU DAN KONSELOR (ABKIN, 2007)

Perkembangan Optimum Peserta didik

<p><u>Pemenuhan Standar Kemandirian Peseta didik: perwujudan diri secara akademik, vokasional, sosial dan personal, melalui Bimbingan dan Konseling yang Memandirikan</u></p>	<p><u>Pemenuhan Standar Kompetensi Lulusan: Penumbuhan karakter yang kuat serta penguasaan <i>hard skills</i> dan <i>softskills</i>, melalui Pembelajaran yang Mendidik</u></p>	
<p><u>Wilayah Layanan B & K yang Memandirikan</u></p>	<p><u>Penghormatan kepada Keunikan dan Komplementaritas Layanan</u></p>	<p><u>Wilayah Layanan Pembelajaran yang Mendidik</u></p>

Counseling vs. Psychotherapy

- **Counseling** deals mostly with normal people
- **Counseling** is more educative, supportive, conscious oriented, and short term
- **Counseling** is more structured and directed toward limited, concrete goals
- **Psychotherapy** deals primarily with those who are psychologically disturbed
- **Psychotherapy** is more reconstructive , confrontational, unconscious oriented, and long term
- **Psychotherapy** is purposely more ambiguous and has goals that change and evolve as the person progresses

FOUR APPROACH TO GUIDANCE AND COUNSELING

- THE CRISIS APPROACH**
- THE REMEDIAL APPROACH**
- THE PREVENTIVE APPROACH**
- THE DEVELOPMENTAL APPROACH**
- A COMPREHENSIVE APPROACH**

DEVELOPMENTAL GUIDANCE: A COMPREHENSIVE APPROACH

- **BASIC ASSUMPTIONS AND NEEDS**
- **THEORY OF DEVELOPMENTAL GUIDANCE**
- **DEVELOPMENTAL GUIDANCE CURRICULUM AND GOALS**
- **PRINCIPLES OF DEV GUIDANCE**
- **GUIDANCE AND COUNSELING PROGRAM**
- **NEED FOR A NATIONAL MODEL**

BASIC ASSUMPTIONS AND NEEDS

- Manusia adalah makhluk individual yang berkembang secara sekuensial dan positif menuju pengayaan diri (self-enhancement).
- Manusia berkembang melalui tahapan umum dan tugas-tugas perkembangan
- Internal drive manusia yang sifatnya personal dan unik memerlukan kompromi dengan faktor lingkungan
- Perkembangan yang sehat berlangsung melalui interaksi yang sehat antara individu dengan lingkungan (yang sehat)
- Program pengembangan diorganisasikan ke dalam guidance curriculum

THEORY OF DEVELOPMENTAL GUIDANCE

- **Berbasis teori perkembangan manusia**
 - Lifelong
 - Involves an interaction between individual and different environment
- **Developmental stages and Tasks**
 - Piaget's cognitive development
 - Erikson's emotional development
 - Kohlberg's moral development
 - Perry's ethical development
 - Development of empathy, self concept
- **Developmental Theory and Counseling → integration**
- **Developmental Condition for Learning → psychological interaction/relation**

DEVELOPMENTAL GUIDANCE CURRICULUM AND GOALS

- ...is a planned effort to provide each student with a set of skills and experiences that helps enhance all learning
- Related to facilitating the instructional process
 - → not as supplemental to academic ones but as integrated part of the education program
 - → the outcome might be considered desirable for any ed. Program (instructional vs nurturant)

DEVELOPMENTAL GUIDANCE CURRICULUM AND GOALS

GOALS

- **Understanding the school environment**
- **Understanding self and other**
- **Understanding attitude and behavior**
- **Decision making and problem solving**
- **Interpersonal and communication skills**
- **School success skills**
- **Career awareness and educational planning**
- **Community pride and involvement**

PRINCIPLES OF DEVELOPMENTAL GUIDANCE

- DG is for all
- DG has an organized and planned curriculum
- DG is sequential and flexible
- DG is an integrated part of the total educational process
- DG involve all school personnel
- DG helps students learn more effectively and efficiently
- DG includes counselor who provide specialized counseling services and intervention

GUIDANCE AND COUNSELING PROGRAM

- Emphasizes three domains:
 - Self-knowledge and interpersonal skills
 - Life roles, setting, and events
 - Life career planning
- Program components:
 - Guidance curriculum → structured classroom activities
 - Individual planning
 - Responsive services
 - System support

A NATIONAL MODEL



RAMBU-RAMBU PENYELENGGARAAN BIMBINGAN DAN KONSELING DALAM JALUR PENDIDIKAN FORMAL

DIREKTORAT JENDERAL PENINGKATAN MUTU PENDIDIKAN
DAN TENAGA KEPENDIDIKAN
DEPARTEMEN PENDIDIKAN NASIONAL
2007

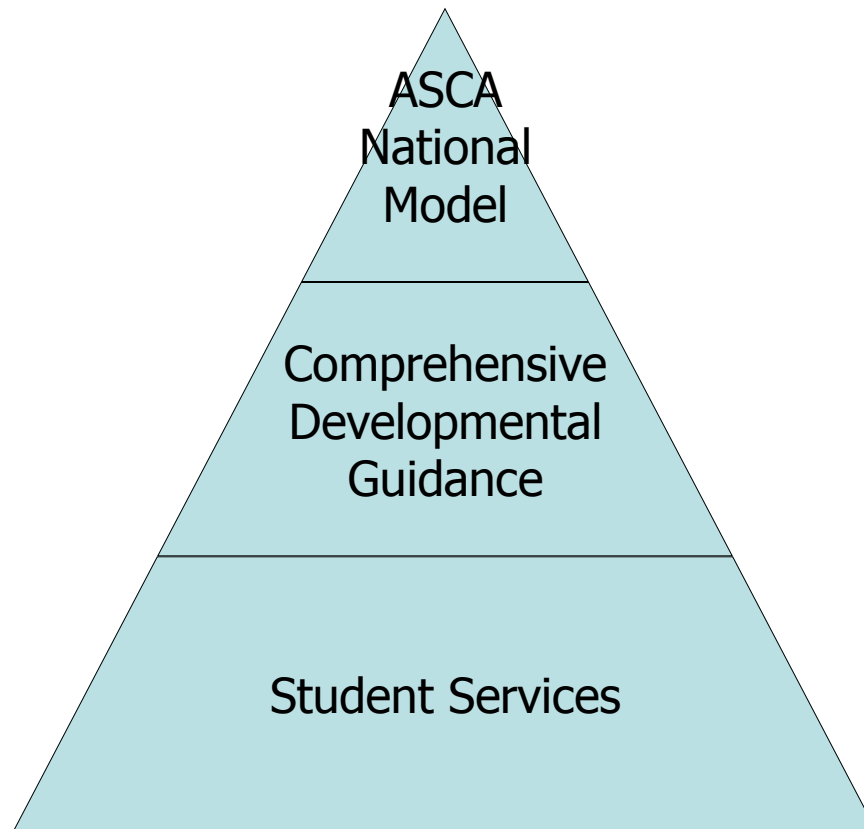


BACA
DAN
FAHAMI

ROLE OF TEACHER AND SCHOOL COUNSELOR

- TEACHER AS STUDENT ADVISOR
- COUNSELOR AS:
 - A DEVELOPMENTAL GUIDANCE SPECIALIST
 - FACILITATOR
 - COUNSELOR INTERVENTION IN:
 - INDIVIDUAL COUNSELING
 - SMALL GROUP COUNSELING
 - LARGE GROUP GUIDANCE
 - PEER FACILITATOR PROJECTS
 - CONSULTATION
 - GUIDANCE COORDINATOR
- ACCOUNTABILITY

Three Phases of Massachusetts School Counseling Models



STUDENT SERVICE

- **Career Placement and Humanistic Theory, Remedial, Problem Orientation**
- **School Counseling provides services to those in the most need**
- **School Counseling operates from Needs Assessment**
- **School Counselors use one-on-one counseling**
- **Counselors are accountable for case loads and student contacts.**

COMPREHENSIVE DG

- **Career Development and Human Development Theory, Preventative/Developmental Orientation**
- **School Counseling programs ensure that all students receive services**
- **School Counseling Programs Operate from a Local Curriculum with Academic, Career, and Personal/Social Domains.**
- **School Counselors use Individual Planning, Responsive Services, Guidance Curriculum and System Support.**
- **School Counselors are accountable for time spent on different activities.**

ASCA

- **Human Development Theory and Standards-Based Education**
- **School Counseling programs ensure that all students achieve academically**
- **School Counseling Programs Operate from a Curriculum with Academic, Career, and Personal/Social Domains that is based on ASCA National Standards and connected to State Frameworks.**
- **School Counselors use Individual Planning, Responsive Services, Guidance Curriculum and System Support**
- **School Counselors are accountable for measurable changes in academic achievement and school-related behavior.**

Comprehensive Developmental Guidance Norm Gysbers

- Developed in 1970s, adopted by 35+ states
- Guidance as a core educational program not a set of ancillary support services
- Guidance works to promote development and to prevent problems
- Guidance works from a formal curriculum that specifies student learning outcomes
- Guidance is organized to serve all students well

Comprehensive Developmental Guidance Curriculum

- Student competencies grouped by domain (Academic, Career, Personal/Social)
- Student competencies specified by grade level, K-12
- Used to coordinate guidance activities, K-12
- Used to coordinate guidance activities with academic curricula and classroom instruction

Comprehensive Developmental Components

- Curriculum delivery
 - Guidance lessons
 - Coordination with academic instruction
- Individual/Family planning
 - Appraisal
 - Advising and placement
- Responsive services
 - Crisis counseling
 - Referral and follow-up
- System support
 - Duties to be assigned

School Counselor Time Allocation

	K-6 Elementary	Middle School	High School
Curriculum Delivery	35-45%	25-35%	15-25%
Individual/ Family Planning	15-10%	15-25%	25-35%
Responsive Services	30-40%	30-40%	25-35%
System Support	10-15%	10-15%	15-20%