

**BUKTI KEGIATAN INDICATOR KINERJA TAMBAHAN**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH PALANGKARAYA**



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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## SERTIFIKAT

NO: 13/Pan-WebinarFTIK/VI/2020

*Diberikan kepada:*

Dr. M. Fatchurahman, M. Pd., M. Psi.

Atas partisipasinya sebagai **PESERTA**  
Pada Kegiatan Webinar Nasional dengan Tema  
“Strategi Penguatan Moderasi Beragama & Kebangsaan di Era Pandemi Covid-19” yang  
diselenggarakan pada tanggal 25 Juni 2020.

Palangka Raya, 25 Juni 2020

**Ketua Panitia**

Dr. Ahmadi, S.Ag., M.S.I.  
NIP. 196710031993032001

Mengetahui,

**Dekan FTIK IAIN Palangka Raya**



  
Dr. Rodhatul Jennah, M.Pd.  
NIP. 196710031993032001

**WEBINAR NASIONAL**  
“Strategi Penguatan Moderasi Beragama & Kebangsaan di Era Pandemi Covid-19”  
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya  
Diselenggarakan tanggal 25 Juni 2020

<b>No</b>	<b>Keynote Speaker dan Narasumber</b>	<b>Sub Tema</b>
1.	Dr. Muhammad Syabri, M.A.	Penguatan Moderasi Beragama dan Kebangsaan
2.	Dr. KH. Marshudi Syuhud	Strategi Penguatan Moderasi Beragama dan Kebangsaan di Pesantren dan Kaum Milenial
3.	Prof. Dr. Arskal Salim, MA.	Strategi Penguatan Moderasi Beragama dan Kebangsaan di PTKIN
4.	H. Iwan Kurniawan, .SH. M.Si.	Strategi Penguatan Moderasi Beragama dan Kebangsaan di PTKIN dan Masyarakat dalam Perspektif DPR RI
5.	Dr. Khaiil Anwar, M.Ag.	Strategi Penguatan Moderasi Beragama dan Kebangsaan di IAIN Palangka Raya



**Dekan FTIK IAIN Palangka Raya**

**Dr. Rodhatul Jennah, M.Pd.**

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MAJELIS PENDIDIKAN TINGGI PENELITIAN DAN PENGEMBANGAN  
(DIKTILITBANG)  
PIMPINAN PUSAT MUHAMMADIYAH

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

# Sertifikat

No : 0633/I.3/D/2020

Dengan ini memberikan penghargaan kepada:

**Dr. M. Fatchurahman, M.Pd., M.Psi.**

Sebagai

## PESERTA

Dalam acara

Webinar Perguruan Tinggi Muhammadiyah 'Aisyiyah  
"STRATEGI EKSTISTENSI PTMA DITENGAH ANOMALI COVID-19"  
yang diselenggarakan oleh Majelis Diktilitbang Pimpinan Pusat Muhammadiyah

Yogyakarta, 21 Mei 2020

Ketua

Prof. H. Lincoln Arsyad, M.Sc., Ph.D.



Sekretaris

Muhammad Sayuti, M.Pd., M.Ed., Ph.D.

# SERTIFIKAT

Diberikan Kepada:

**Dr. ASEP SOLIKIN, MA**

Sebagai :

**PEMATERI**

dalam seminar BKKBN dengan tema "KELUARGA SEJAHTERA" yang dilaksanakan di aula hotel luwansa pada tanggal 12 februari 2018

a.n. Kepala Perwakilan BKKBN Provinsi Kalimantan Tengah  
Kabid Keluarga Sejahtera dan Pemberdayaan Keluarga



Hj. Milla Rahmawati, M.S



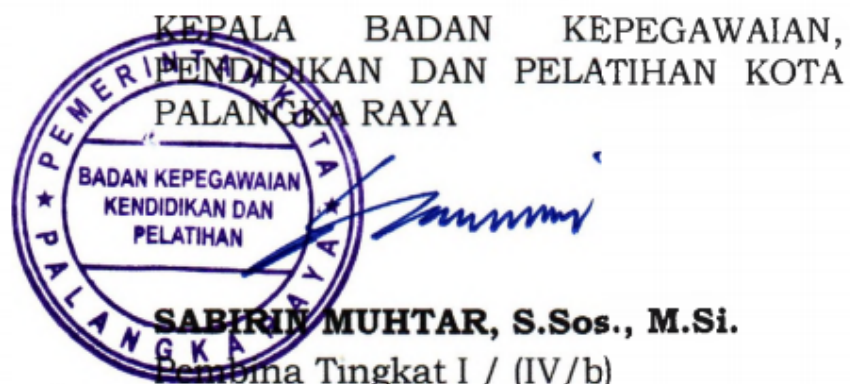
# SERTIFIKAT

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DIBERIKAN KEPADA

## DINA FARIZA TS, M.PSI

atas partisipasinya dalam kegiatan assesmen pejabat di lingkungan kota Palangka Raya pada tanggal 15 januari 2018



**SABIRIN MUHTAR, S.Sos., M.Si.**

Pembina Tingkat I / (IV/b)

NIP 19690308 199003 1 007



# Sertifikat

No:255/PTM63.R5/FKIP/Q/2018

Diberikan Kepada:

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Sebagai **PEMATERI** Pada  
**Saresehan dan paparan**  
**Analisis Hasil tes Psikologi dalam penelitian**  
Yang Diselenggarakan Oleh Prodi Bimbingan dan Konseling  
Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Muhammadiyah Palangkaraya  
Pada 5 Septemer 2018



Dekan FKIP

Diplan, M. Pd  
NIK. 05.000.016

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diberikan Kepada

**Dr. M.Fatchurahman, M.Pd**

atas partisipasinya sebagai

**PEMATERI**

dalam kegiatan

seminar yang dilaksanakan oleh prodi BK FKIP UM Palangkaraya

dengan tema

**Penguat Peran Guru Bimbingan dan Konseling Di Sekolah**

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Dekan FKIP



  
Diplan, M. Pd  
NIK. 05.000.016





**UNIVERSITAS MUHAMMADIYAH PALANGKARAYA**  
**LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT**  
**(LP2M)**

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Diberikan Kepada

**KARYANTI, M.Pd**

**ATAS PARTISIPASINYA SEBAGAI PESERTA LOMBA POSTER PENGABDIAN PADA MASYARAKAT**  
**"PEKAN ILMIAH DOSEN"**  
**UNIVERSITAS MUHAMMADIYAH PALANGKARAYA**  
**8 FEBRUARY TAHUN 2018**

Kepala,



**Dr. Nurul Hikmah Kartini., S.Si., M.Pd**  
**NIK. 12.02.03.008**

*The Green Islamic Campus*



**UNIVERSITAS MUHAMMADIYAH PALANGKARAYA**  
**LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT**  
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**SERTIFIKAT**

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Diberikan Atas Prestasinya Sebagai Pemenang:

**JUARA HARAPAN 1**

**"LOMBA POSTER PENGABDIAN PADA MASYARAKAT"**  
**UNIVERSITAS MUHAMMADIYAH PALANGKARAYA**  
**8 FEBRUARY TAHUN 2018**

Kepala,  
  
Dr. Nurul Hikmah Kartini., S.Si., M.Pd  
NIK. 12.02.03.008

*The Green Islamic Campus*



Sekali Di Udara Tetap Di Udara

## KEPALA LPP RRI PALANGKA RAYA

Mengundang Bapak/Ibu/Saudara/Saudari pada acara :

# PENYULUTAN OBOR TRI PRASETYA

Yang diselenggarakan pada:

Hari Rabu, 11 September 2019, Pukul 10.00 WIB

Bertempat di Hall Lantai Dasar LPP RRI Palangka Raya

Jalan M.H.Thamrin No. 1 Palangka Raya

Atas kehadiran Bapak /Ibu /Saudara/Saudari, diucapkan terima kasih

Kepala LPP RRI Palangka Raya,



EDDY IVAN, S.I.Kom

catatan :

- Undangan harap hadir 15 Menit sebelum acara dimulai
- Contact Person : Agung HP. 081349004884

Pakaian : Yang berlaku pada hari itu



Sekali Di Udara Tetap Di Udara



# Piagam Penghargaan

Diberikan Kepada :

Karyanti, M.Pd

Sebagai

Pengisi Acara Siaran LPP RRI Palangka Raya

Palangka Raya, 04 September 2019,  
Kepala LPP RRI Palangka Raya,



*Eddy Ivan*  
EDDY IVAN, S.I.Kom

NIP. 19630102 198703 1 006



# SERTIFIKAT

NOMOR: 07/PANSEMNAS/FKIP/IX/2018



Diberikan Kepada

**M. Andi Setiawan, M.Pd**

Sebagai

**PEMATERI**

Kegiatan Seminar Nasional Metodologi Penelitian Pendidikan  
yang diselenggarakan oleh  
Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Muhammadiyah Palangkaraya  
pada Selasa, 18 September 2018 Bertempat di Aula Utama  
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Dekan FKIP

Dr. Diplan, M.Pd  
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Ketua panitia

Dr. Chandra A Putra, M.I.Kom

Palangka Raya, 19 September 2018  
Sekretaris

Agung Riadin, M.Pd

PANITIA  
SEMNAS NASIONAL

Supported by:



**BNI**  
Syariah



# **MONITORING DAN EVALUASI KINERJA DOSEN TAHUN 2019**



**GUGUS KENDALI MUTU  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

**UNIVERSITAS MUHAMMADIYAH PALANGKARAYA  
FAKULTAS KEGURUAN ILMU PENDIDIKAN  
PALANGKARAYA, 2019**

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## **I. PEDOMAN DOKUMEN SENDIRI EVALUASI KINERJA DOSEN**

### **A. Latar Belakang**

Setiap perguruan tinggi umumnya, dan Prodi pada khususnya berlomba-lomba mencetak sumber daya manusia berkualitas yang dituntut mampu menghasilkan lulusan yang cerdas, mampu bersaing sesuai dengan kebutuhan pasar dan mampu beradaptasi dengan perkembangan Ipteks.

Dalam rangka peningkatan pelayanan dan mutu Prodi-prodi di FKIP UM Palangkaraya, diharuskan adanya suatu sistem yang menyeluruh yang meliputi proses perencanaan, pelaksanaan, pengawasan terhadap kegiatan akademik di Prodi masing-masing. Proses pengawasan dapat dilakukan dengan pemantauan/monitoring, supervisi, dan evaluasi.

Salah satu komponen utama dalam perkembangan ilmu pengetahuan pada perguruan tinggi adalah keberadaan mutu dosen yang berkualitas dan profesional yang bersungguh-sungguh melaksanakan peran, kewajiban dan tanggungjawabnya dalam melaksanakan catur Dharma Perguruan Tinggi, serta mampu berinovasi demi kemajuan Ipteks. Karena dari tangan-tangan dosen inilah diharapkan mampu mencetak lulusan yang berkualitas, mandiri dan mempunyai kecerdasan hard skill maupun soft skill.

### **B. Tujuan**

Tujuan dari pelaksanaan monitoring dan evaluasi dari kinerja dosen di Prodi BK UM Palangkaraya adalah untuk:

1. Mengetahui dan mengevaluasi kinerja dosen pada proses pembelajaran
2. Mengetahui dan mengevaluasi kinerja dosen pada bidang penelitian
3. Mengetahui dan mengevaluasi kinerja dosen pada bidang Pengabdian pada Masyarakat
4. Mengetahui dan mengevaluasi kegiatan penunjang yang dilaksanakan
5. Peningkatan performa dari Prodi BK UM Palangkaraya.

### **C. Pedoman**

Seorang Dosen dapat dilayani secara administratif dimonitor dan dievaluasi

1. Dosen merupakan dosen tetap Universitas.
2. Dosen tidak sedang mengikuti tugas belajar
3. Monitor dan evaluasi dengan menggunakan instrumen EWMP, Absensi, Penilaian mahasiswa, kecukupan tatap muka, DP3

## **D. Prosedur**

1. Monitoring dan evaluasi kinerja dan rekam jejak dosen dilakukan setiap semester dengan menggunakan instrument yang mencakup pelaksanaan kegiatan Catur Dharma Perguruan Tinggi dan Penunjang/tugas tambahan
2. Dalam absensi dosen tercatat materi yang diberikan dan model pembelajaran sesuai dengan SAP. Monitoring dan evaluasi dilakukan GKM Prodi
3. Evaluasi dosen juga dievaluasi dengan menghitung kecukupan tatap muka dosen sesuai aturan, yaitu minimum 12 kali tatap muka untuk perkuliahan dalam satu semester. Monitoring dan evaluasi dilakukan GKM.
4. Dosen dan materi serta proses/model pembelajarannya dievaluasi oleh mahasiswa dengan instrument kuisioner. Monitoring dan evaluasi dilakukan GKM Prodi
5. Setiap tahun dosen dievaluasi sesuai dengan unsur-unsur di dalam DP3.

## **II. PEDOMAN TUGAS DAN PERAN DOSEN**

### **2.1. PERAN DOSEN**

Sebelum membahas berbagai hal yang berkait dengan Standar Prosedur Operasional (SPO) Dosen Prodi dalam pelaksanaan CaturDharma Perguruan Tinggi. maka perlu dipahami terlebih dahulu tentang Standar Peran Dosen dalam melaksanakan kewajiban dosen dalam Tri Dharma Perguruan Tinggi.

#### **A. Bidang Pengajaran**

Dalam pelaksanaan Pembelajaran Kurikulum Berbasis Kompetensi (KBK), maka perlu dipahami terlebih dahulu tentang Standar Peran Dosen dalam pelaksanaan KBK. Adapun peran dosen yang paling hakiki dalam KBK adalah sebagai (i) penuntun; (ii) fasilitator; dan (iii) motivator, dalam proses pembelajaran untuk mencapai tujuan pembelajaran tersebut.

Adapun Standar Prosedur Operasional Dosen dalam pelaksanaan pembelajaran KBK adalah sebagai berikut.

1. Menyiapkan Silabus, SAP dan Kontrak Perkuliahan sebelum proses pembelajaran dimulai.
2. Menyiapkan media pembelajaran.
3. Menyiapkan sumber pembelajaran dan menginformasikan sumber pembelajaran yang dimaksud (buku ajar, bahan ajar, jurnal ilmiah, dan berbagai referensi lainnya) kepada mahasiswa.



4. Menyampaikan salam, ketika memasuki ruang kelas, demikian juga ketika akan meninggalkan ruang kelas.
5. Memulai perkuliahan pada minggu pertama, dengan: (i) melakukan perkenalan diri; (ii) menyampaikan *guideline* materi perkuliahan sesuai SAP; (iii) menyampaikan Standar Kompetensi (SK) atau tujuan pembelajaran dari mata kuliah; (iv) memotivasi kemandirian belajar mahasiswa; (v) membimbing mahasiswa untuk mengetahui berbagai prinsip budi-pekerti, etika/moral sebagai insan akademik; (vi) membimbing mahasiswa untuk melakukan doa; dan (vii) menandatangani kontrak perkuliahan bersama wakil mahasiswa.
6. Memfasilitasi pembentukan *Small Group Discussion* (SGD),
7. *Problem Based Learning* (PBL), dll, sesuai strategi pembelajaran yang akan diterapkan, yang berlandaskan *Student Centered Learning* (SCL)
8. Membimbing praktikum atau praktek lapangan/ kerja praktek.
9. Mencari solusi bila muncul permasalahan dalam proses pembelajaran. Memberikan tugas-tugas kepada mahasiswa dan memberi *feedback* atau nilai dari seluruh tugas-tugas yang diberikan (termasuk quiz, PR,UTS, dan UAS).
10. Memberikan kuliah (tatap muka) sebanyak 12 kali (minimal) dalam satu semester, tetapi belum termasuk untuk pelaksanaan UTS dan UAS.
11. Dalam memberikan kuliah, agar sebelumnya menyebutkan materi pembelajaran yang harus diselesaikan hari itu (sesuai SAP).
12. Memberi kesempatan kepada mahasiswa untuk melakukan tanya-jawab / diskusi.
13. Menyampaikan kesimpulan/ *summary* materi perkuliahan menjelang akhir jam kuliah.
14. Melakukan penilaian terhadap *soft skills* mahasiswa, pada proses/pelaksanaan pembelajaran.
15. Mengabsen mahasiswa, sebelum akhir proses pembelajaran.
16. Menyampaikan *closing statement*.
17. Menghubungi anggota *team teaching*, bila berhalangan hadir, atau memberikan tugas-tugas tertentu kepada mahasiswa, agar tetap ada aktivitas pembelajaran pada hari tsb.

## **B. Bidang Penelitian**

Penelitian merupakan salah satu tugas pokok sivitas akademika UM Palangkaraya dalam melaksanakan Catur Dharma Perguruan Tinggi; Penelitian adalah kegiatan dalam upaya menghasilkan pengetahuan empirik, teori, konsep, metode, model, atau informasi baru

yang memperkaya dan mengembangkan ilmu pengetahuan, teknologi dan/ atau kesenian. Untuk mencapai tujuan tersebut maka setiap karya ilmiah harus dipublikasikan.

Publikasi ilmiah adalah kegiatan pemaparan hasil penelitian dalam forum ilmiah, publikasi dalam jurnal ilmiah maupun penerbitan buku. Suatu penelitian dianggap selesai bilamana telah dipublikasikan.

Penelitian dan publikasi ilmiah dilaksanakan dengan menggunakan pendekatan yang sesuai dengan pedoman yang dikeluarkan oleh institusi pemberi dana, peraturan penelitian dan publikasi ilmiah. UM Palangkaraya dan ciri spesifik disiplin keilmuan yang ada di UM Palangkaraya. Standar Prosedur Operasional Dosen dalam pelaksanaan Penelitian adalah sebagai berikut:

1. Setiap dosen diwajibkan membuat proposal penelitian minimal 1 (satu) proposal per periode penelitian.
2. Setiap dosen diharapkan untuk melaksanakan penelitian dan publikasi ilmiah sebagaimana yang tercantum dalam Peraturan Akademik Universitas
3. Setiap penelitian yang dilakukan diharapkan melibatkan mahasiswa.
4. Setiap peneliti yang telah disetujui untuk didanai diwajibkan menyetor kontrak Penelitian dan laporan Akhir penelitian.
5. Setiap Penelitian wajib di publikasikan.

### **C. Bidang Pengabdian Masyarakat dan Penunjang**

Pengabdian kepada masyarakat adalah pengamalan ilmu pengetahuan teknologi dan seni (Ipteks) yang dilakukan oleh perguruan tinggi secara melembaga melalui metode ilmiah langsung kepada masyarakat, dalam upaya memberikan sumbangan demi kemajuan masyarakat.

Teknologi adalah cara atau metode serta proses atau produk yang dihasilkan dari penerapan dan pemanfaatan berbagai disiplin ilmu pengetahuan yang menghasilkan nilai bagi pemenuhan kebutuhan, kelangsungan dan peningkatan mutu kehidupan.

Pengabdian adalah pengabdian kepada masyarakat yang diselenggarakan oleh UM Palangkaraya dengan pelaksana adalah LPPM dan Fakultas di lingkungan UM Palangkaraya.

Standar Prosedur Operasional Dosen dalam pelaksanaan Pengabdian Masyarakat dan Penunjang adalah sebagai berikut:

1. Setiap dosen diwajibkan membuat proposal Pengabdian Pada Masyarakat minimal 1 (satu) proposal per periode penelitian.

2. Setiap dosen diharapkan untuk melaksanakan Pengabdian Pada Masyarakat dan publikasi ilmiah sebagaimana yang tercantum dalam Peraturan Akademik Universitas.
3. Setiap Pengabdian Pada Masyarakat yang dilakukan diharapkan melibatkan mahasiswa.
4. Setiap peneliti yang telah disetujui diwajibkan menyetor kontrak Penelitian dan laporan Akhir penelitian.
5. Setiap Pengabdian Pada Masyarakat wajib di publikasikan.

#### **D. Bidang Al Islam dan Kemuhamamdiyahan**

Monitoring dan evaluasi kinerja dosen di bidang Al Islam dan Kemuhamamdiyahan dilakukan oleh LPPKK. Setiap tahunnya LPPKK membuat program kerja dalam bidang Al Islam dan Kemuhamamdiyahan yang wajib diikuti oleh setiap Dosen di UM Palangkaraya. Kegiatan – kegiatan tersebut seperti Kultum Ba'da Ashar yang telah dijadwalkan oleh LPPKK setiap harinya, kegiatan Baitul Arqam yang dilakukan setiap bulan Ramadhan, kegiatan menghafal surah pendek dan pengajian rutin setiap bulan.

Monev dilakukan LPPKK dengan melihat keaktifan para dosen setiap kegiatan dengan bukti yaitu absen. Dari monev yang sudah dilakukan pada setiap kegiatan hasilnya akan didiseminasikan dalam bentuk rekomendasi pada rector untuk ditindaklanjuti jika ada temuan dosen yang tidak aktif dalam melaksanakan kegiatan Al Islam dan Kemuhamamdiyahan.

### **III. PEDOMAN MONITORING KEGIATAN PENDIDIKAN**

#### **A. Monitoring**

Pelaksanaan monitoring dan evaluasi yang dilaksanakan di Prodi dilakukan secara sistematis dengan tahapan sebagai berikut:

- a. mengembangkan instrument monitoring dan evaluasi, berupa kuesioner pelaksanaan penelitian, pengabdian masyarakat dan penunjang yang diisi oleh dosen yang dilengkapi dengan mengumpulkan berkas berupa piagam atau kontrak penelitian yang dilakukan setiap akhir semester.
- b. mengembangkan instrument monitoring dan evaluasi, berupa kuesioner pelaksanaan proses pembelajaran yang dilakukan oleh mahasiswa yang dilakukan minimal 1 (satu) kali setiap semester yaitu pada tengah atau akhir semester.
- c. melaksanakan evaluasi terhadap keseluruhan kuesioner yang telah diisi, evaluasi dilakukan oleh tim monev GKM Prodi.

- d. menyampaikan hasil monitoring dan evaluasi pada rapat Prodi untuk meningkatkan kinerja setiap dosen di Prodi masing-masing.

## **B. Kriteria Capaian**

Kuesioner yang dikembangkan dan dijadikan instrument dalam pelaksanaan monitoring dan evaluasi di Prodi terdiri dari:

- Kuesioner yang ditujukan dan diisi oleh setiap dosen di Prodi
- Kuesioner yang ditujukan dan diisi oleh mahasiswa.
- Check List

## **C. Kuesioner yang Ditujukan dan Diisi oleh Mahasiswa**

Kuesioner ini lebih menitik beratkan kepada menggali informasi langsung tentang pelaksanaan proses pembelajaran KBK yang telah dilakukan oleh dosen. Dengan adanya Kuesioner ini akan dapat diperoleh gambaran secara umum kesiapan, penyampaian seorang dosen dalam melaksanakan proses pembelajaran.

## **D. Check List**

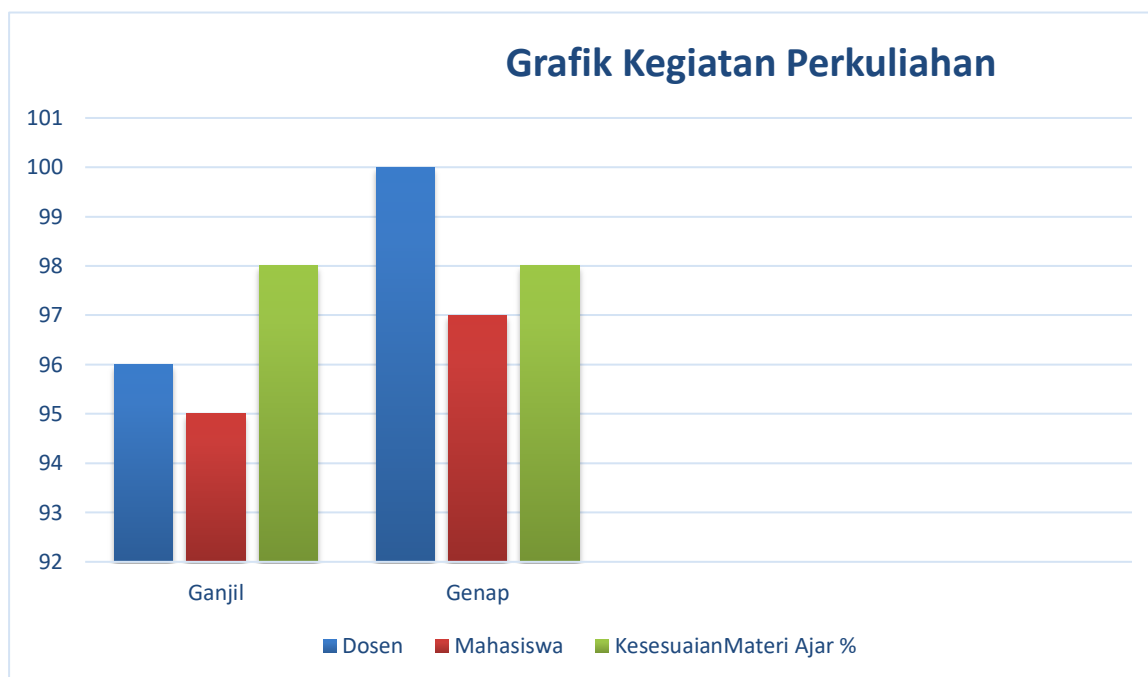
Kegiatan ini dilakukan untuk verifikasi hasil pendataan melalui ke dua kuesioner tersebut maka dikembangkan pula check list pertanyaan untuk memeriksa kebenaran informasi dari kuesioner serta menggali informasi tambahan yang diperlukan.

# **IV. HASIL MONITORING EVALUASI KINERJA DOSEN**

## **A. Bidang Pendidikan**

Tabel 1. Rekapitulasi Kegiatan Perkuliahan di Program Studi BK Um Palangkaraya pada Tahun 2019/2020

	Semester	Kehadiran (%)		Kesesuaian materi ajar (%)
		Dosen	Mahasiswa	
	Ganjil 2019/2020	96	95.2	97.8
	Genap 2019/2020	100	96.8	98



## B. Bidang Penelitian

Tabel 2. Jumlah dan Sumber Dana Penelitian Dosen

Tahun	Jumlah penelitian	Sumber Dana	
		Mandiri	LP2M
2019	6		6

Tabel 3. Rekapitulasi penelitian Dosen di Prodi BK UM Palangkaraya

Tabel 3 Rekapitulasi Penelitian Prodi BK UM Palangkaraya

Tahun	Judul Penelitian	Sumber dan Jenis Dana	Jumlah Dana* (dalam Juta Rupiah)
(1)	(2)	(3)	(4)
2020	Penerapan Media Pembelajaran Powerpoint Untuk Meningkatkan Hasil Belajar Mata Pelajaran IPA Di SMP Negeri 1 Kahayan Kuala	Pribadi	5
2019	Aplikasi monitoring ruangan menggunakan webcam dengan dengan J2ME pada handphone	Hibah Penelitian LP2M UM Palangkaraya	10
2019	OBKmalisasi Handphone untuk Monitoring Ruangan Menggunakan Webcam sebagai Peningkatan Kinerja Karyawan pada Kantor Kelurahan Karang Mekar Kecamatan Banjarmasin Timur	Hibah Penelitian LP2M UM Palangkaraya	10
2019	Upaya meningkatkan hasil belajar	Hibah Penelitian	10

	Bahasa Indonesia dengan Menggunakan Media Tiga Dimensi Visual Proyektable	LP2M UM Palangkaraya	
2019	Hubungan Intensitas Pemanfaatan Internet di sekolah dan minat belajar dengan prestasi belajar	Hibah Penelitian LP2M UM Palangkaraya	10
2019	Upaya meningkatkan hasil belajar IPA melalui model sains teknologi masyarakat (STM)	Hibah Penelitian LP2M UM Palangkaraya	10
2019	Upaya meningkatkan hasil belajar IPA menggunakan kombinasi media grafis jenis bagan dan media video	Hibah Penelitian LP2M UM Palangkaraya	10

### C. Bidang Pengabdian Pada Masyarakat

Tabel 4. Jumlah dan Sumber Dana Pengabdian Pada Masyarakat

Tahun	Jumlah Penbadian pada Masyarakat	Sumber Dana	
		Mandiri	LP2M
2019/2020	6	1	6

Tabel 5. Rekapitulasi Pengabdian Pada Masyarakat Prodi BK UM Palangkaraya

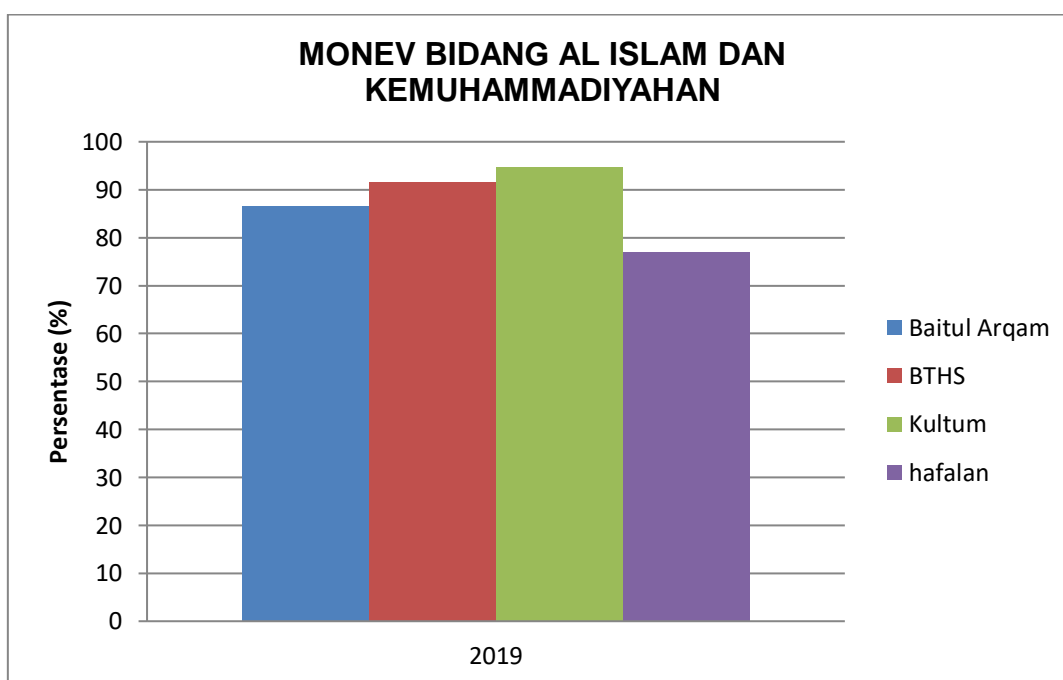
Tahun	Judul Kegiatan Pelayanan/Pengabdian kepada Masyarakat	Sumber dan Jenis Dana	Jumlah Dana (dalam Juta Rupiah)
(1)	(2)	(3)	(4)
2020	Membangun Kreatifitas Siswa Dengan Memberikan Pelatihan Public Speaking	Hibah Pengabdian Kepada Masyarakat LP2M UM Palangkaraya	10
2020	Pelatihan Pembuatan Media Pembelajaran Berbasis Multimedia Power Point Di SD Muhammadiyah Barito Selatan	Hibah Pengabdian Kepada Masyarakat LP2M UM Palangkaraya	10
2019	Pengembangan Model Pembelajaran Untuk Guru SD tahun 2017	Hibah Pengabdian Kepada Masyarakat LP2M UM Palangkaraya	10
2019	Pelaksanaan Bimbingan Karier di Sekolah "Mengenal Karier dan Potensi Diri"	Hibah Pengabdian Kepada Masyarakat LP2M UM Palangkaraya	10
2019	Konseling Traumatika Pasca Kebakaran Puntun	Hibah Pengabdian Kepada Masyarakat LP2M UM	10

		Palangkaraya	
2019	Workshop Pengembangan Bahan Ajar Pendidikan Seni, Budaya, Sains dan Lingkungan Hidup Pada Pembelajaran TK dan SD di Kota Palangka Raya	Hibah Kepada LP2M Palangkaraya	Pengabdian Masyarakat UM 10
2019	Layanan Konseling Keterampilan Hidup Dalam Program Pendidikan Life Skills di Panti Sosial Bina Remaja dan Karyawanita Majar Tabela Palangka Raya	Hibah Kepada LP2M Palangkaraya	Pengabdian Masyarakat UM 10
2019	Penyuluhan Pendidikan Karakter Sebagai Pilar Dalam Membangun Moral dan Akhlak Anak	Hibah Kepada LP2M Palangkaraya	Pengabdian Masyarakat UM 10

#### D. Bidang Al-Islam dan Kemuhammadiyah

Tabel 6. Rekapitulasi Kegiatan Al-Islam dan Kemuhammadiyah

Tahun	Baitul Arqam (%)	BTHA (%)	Kultum (%)	Hafalan (%)
2019	86.6	91.7	94.8	77



#### V. Rencana Tindak lanjut

Sesuai hasil monitoring dan evaluasi di atas maka Program Studi BK UM palangkaraya memberikan apresiasi kepada dosen pengampu mata kuliah atas

terselenggaranya proses pembelajaran sesuai dengan yang direncanakan. Diharapkan untuk proses pembelajaran semester berikutnya dapat dipertahankan dan ditingkatkan lagi. Terkait hasil monitoring dan evaluasi kinerja dosen oleh mahasiswa, maka prodi BK UM Palangkaraya memberikan rekomendasi kepada dosen yang dinilai kurang oleh mahasiswa, agar kedepannya dapat ditingkatkan lagi kinerjanya





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<b>Mata Kuliah (MK)</b>	: BK Kelompok	<b>Kode MK</b>	: 17WP02121
<b>Mata Kuliah Prasyarat</b>	:	<b>Bobot MK</b>	: 3 SKS
<b>Koordinator MK</b>	: M. Andi Setiawan, M.Pd	<b>Semester</b>	: IV
<b>Dosen Pengampu</b>	:	<b>Alokasi Waktu</b>	: 150 Menit
<b>Capaian Pembelajaran</b>	<b>Tgl Penyusunan</b> : 17 September 2020		
<b>a. Program Studi (khusus)</b>	Sikap: <ol style="list-style-type: none"> <li>1. Bekerjasama dan memiliki kepekaan social serta kepedulian terhadap masyarakat dan lingkungan;</li> <li>2. Menunjukkan sikap bertanggungjawab atas pekerjaan dibidang keahliannya secara mandiri;</li> <li>3. Memiliki etika ilmiah dan mampu mengembangkan nilai-nilai kepribadian melalui mata kuliah belajar dan pembelajaran</li> </ol> Keterampilan Khusus: <ol style="list-style-type: none"> <li>1. Mampu menyajikan alternative solusi sebagai dasar pengambilan keputusan yang tepat dalam memecahkan masalah belajar dan pembelajaran di kelas khususnya dalam pengelolaan dan pemanfaatan serta penerapan media dan teknologi yang relevan</li> <li>2. Mampu mengembangkan kemanfaatan keilmuan belajar dan pembelajaran untuk diaplikasikan di dalam kelas dengan situasi dan kondisi yang relatif berubah-ubah</li> </ol> Ketrampilan Umum: <ol style="list-style-type: none"> <li>1. Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya</li> <li>2. Mampu menunjukkan kinerja mandiri, bermutu, dan terukur</li> <li>3. Mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang keahliannya, berdasarkan hasil analisis informasi dan data</li> <li>4. Mampu memelihara dan mengembangkan jaringan kerja dengan pembimbing, kolega, sejawat baik di dalam maupun di luar lembaganya</li> </ol>		
<b>b. Mata Kuliah</b>	: Mata kuliah ini merupakan salah satu komponen primer MKBS yang diarahkan untuk membentuk dan		

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mengembangkan keterampilan profesional dasar dalam bimbingan dan konseling kelompok.

**Deskripsi Singkat MK :** Mahasiswa diharapkan sekurang-kurangnya dapat memberikan bantuan yang dibutuhkan oleh individu dalam situasi kelompok dengan mengembangkan rancangan dan mempraktekkan:

- a. Prosedur dasar Bimbingan dan Konseling kelompok
- b. Satu bentuk teknik pemberian informasi
- c. Satu bentuk teknik Diskusi kelompok (kelas)
- d. Satu bentuk teknik Sosiodrama/Psikodrama
- e. Satu bentuk teknik Psikodrama
- f. Satu bentuk teknik Pelatihan kelompok kecil
- g. Dua bentuk teknik Permainan dinamika kelompok

Minggu ke	Kemampuan Akhir yang Diharapkan (sesuai tahapan belajar)	Indikator Penilaian	Kriteria dan Bentuk Penilaian	Bentuk, Metode Pembelajaran & Penugasan (Media & Sumber Belajar)	Materi Pembelajaran	Bobot Penilaian (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
I	Orientasi perkuliahan	Orientasi perkuliahan	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> <li>• Hasil tugas</li> </ul>	Resitasi dan FGD	Orientasi Perkuliahan: penjelasan tentang posisi dan urgensi MK, prasyarat, tagihan, komponen materi, sumber primer	

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					dan sekunder, dan sistem penilaian.	
II	Memahami tentang Pengembangan Satuan Kegiatan Bimbingan dan Konseling Kelompok (SKBK).	Mahasiswa Mampu Memahami tentang Pengembangan Satuan Kegiatan Bimbingan dan Konseling Kelompok (SKBK)	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> <li>• Hasil tugas</li> </ul>	Resitasi dan FGD	Pengembangan Satuan Kegiatan Bimbingan dan Konseling Kelompok (SKBK).	
III	Memahami tentang Pengembangan Satuan Kegiatan Bimbingan dan Konseling Kelompok (SKBK).	Mahasiswa Mampu Memahami tentang Pengembangan Satuan Kegiatan Bimbingan dan Konseling Kelompok (SKBK).	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> <li>• Hasil tugas</li> </ul>	Resitasi dan FGD	Pengembangan Satuan Kegiatan Bimbingan dan Konseling Kelompok (SKBK).	
IV	Memahami tentang Mengimplementasikan SKBK di kelas	Mahasiswa Mampu Memahami tentang Mengimplementasikan SKBK di kelas	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> <li>• Hasil tugas</li> </ul>	Resitasi dan FGD	Simulasi mengimplementasikan SKBK di kelas/laboratorium dan pemberian balikan	
V	Memahami tentang Mengimplementasikan SKBK di kelas	Mahasiswa Mampu Memahami tentang	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> </ul>	Resitasi dan FGD	Simulasi mengimplementasikan SKBK di	

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		Mengimplementasikan SKBK di kelas	<ul style="list-style-type: none"> <li>• Hasil tugas</li> </ul>		kelas/laboratorium dan pemberian balikan	
VI	Memahami tentang Mengimplementasikan SKBK di kelas	Mahasiswa Mampu Memahami tentang Mengimplementasikan SKBK di kelas	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> <li>• Hasil tugas</li> </ul>	Resitasi dan FGD	Simulasi mengimplementasikan SKBK di kelas/laboratorium dan pemberian balikan	
VII	Memahami tentang Observasi lapangan	Mahasiswa Mampu Memahami tentang Observasi lapangan	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> <li>• Hasil tugas</li> </ul>	Resitasi dan FGD	Observasi lapangan (sekolah atau lokasi-lokasi lain) yang akan dijadikan tempat praktek mahasiswa.	
VIII	<b>UJIAN TENGAH SEMESTER</b>					
IX	Mengimplementasikan bk kelompok di lapangan	Mahasiswa mampu mengimplementasikan bk kelompok di lapangan	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> <li>• Hasil tugas</li> </ul>	Resitasi dan FGD	Pelaksanaan praktek di lapangan	
X	Mengimplementasikan bk kelompok di lapangan	Mahasiswa mampu mengimplementasikan bk kelompok di lapangan	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> <li>• Hasil tugas</li> </ul>	Resitasi dan FGD	Pelaksanaan praktek di lapangan	

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XI	Mengimplementasikan bk kelompok di lapangan	Mahasiswa mampu Mengimplementasikan bk kelompok di lapangan	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> <li>• Hasil tugas</li> </ul>	Resitasi dan FGD	Pelaksanaan praktek di lapangan	
XII	Mengimplementasikan bk kelompok di lapangan	Mahasiswa mampu Mengimplementasikan bk kelompok di lapangan	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> <li>• Hasil tugas</li> </ul>	Resitasi dan FGD	Pelaksanaan praktek di lapangan	
XIII	Mengimplementasikan bk kelompok di lapangan	Mahasiswa mampu Mengimplementasikan bk kelompok di lapangan	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> <li>• Hasil tugas</li> </ul>	Resitasi dan FGD	Pelaksanaan praktek di lapangan	
XIV	Penyusunan laporan dan bukti-bukti praktek di lapangan.	Mahasiswa mampu Penyusunan laporan dan bukti-bukti praktek di lapangan.	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> <li>• Hasil tugas</li> </ul>	Resitasi dan FGD	Penyusunan laporan dan bukti-bukti praktek di lapangan.	
XV	Penilaian	Penilaian	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> <li>• Hasil tugas</li> </ul>	Resitasi dan FGD	Penilaian keberhasilan praktek melalui laporan tertulis oleh tim dosen	
XVI	<b>UJIAN AKHIR SEMESTER</b>					

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## Daftar Pustaka :

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3. Ben net, (1972), Group Guidance.
4. David W. Johnson & Frank P Johnson, (1979), Joining Together.
5. Corey, (1985), Group: Processes & Skills.
6. Corey, (1985), Theory and Practice of Group Counseling.
7. Gazda, G.M., (1984), Group Counseling: A Developmental Approach.
8. Jacobs, Harvil & Masson, (1988), Group Counseling: Strategies and Skills.
9. Marvin E. Shaw, (1979), Group Dynamics.
10. Mortensen, D.G. & Schmuller, A.M., Guidance In To Day's School

**Mengetahui,  
Ketua Program Studi,**

**M. Andi Setiawan, M.Pd  
NIK. 16.0204.008**

**Dosen Pengampu,**

**M. ANDI SETIAWAN  
NIDN.1111098801**

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<b>Mata Kuliah (MK)</b>	: Praktikum Asesmen Psikologis Teknik Non Tes	<b>Kode MK</b>	: 17WP02118
<b>Mata Kuliah Prasyarat</b>	:	<b>Bobot MK</b>	: 2 SKS
<b>Koordinator MK</b>	: M. Andi Setiawan, M.Pd	<b>Semester</b>	: IV
<b>Dosen Pengampu</b>	:	<b>Alokasi Waktu</b>	: 100 Menit
<b>Capaian Pembelajaran</b>	<b>Tgl Penyusunan</b> : 17 September 2020		
<b>a. Program Studi (khusus)</b>	<p><b>Sikap:</b></p> <ol style="list-style-type: none"> <li>1. Bertaqwa kepada Tuhan dan mampu menunjukkan sikap religius</li> <li>2. Mampu bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan</li> <li>3. Mampu menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri</li> </ol> <p><b>Keterampilan Khusus:</b></p> <ol style="list-style-type: none"> <li>1. Mahasiswa memiliki kemampuan yang komprehensif tentang Praktikum Asesmen Psikologis Teknik Non Tes</li> <li>2. Mahasiswa menerima dengan kritis pentingnya Praktikum Asesmen Psikologis Teknik Non Tes</li> <li>3. Mahasiswa dapat menerapkan teori-teori yang diperoleh dari kajian Praktikum Asesmen Psikologis Teknik Non Tes</li> </ol> <p><b>Ketrampilan Umum:</b></p> <ol style="list-style-type: none"> <li>1. Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya</li> <li>2. Mampu melakukan proses evaluasi diri terhadap kelompok kerja yang berada dibawah tanggung jawabnya, dan mampu mengelola pembelajaran secara mandiri</li> <li>3. Mampu mendokumentasikan, menyimpan, mengamankan, dan menemukan kembali data untuk menjamin kesahihan dan mencegah plagiasi</li> </ol>		

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4. Mampu merancang dan memproduksi program pembelajaran yang didesain untuk belajar mandiri sesuai karakteristik peserta didik.

**b. Mata Kuliah** : Mata kuliah ini mempersiapkan mahasiswa menguasai konsep dan praksis asesmen untuk memahami kondisi, kebutuhan, dan masalah konseli. Pembahasan materi fokus pada penguasaan konsep dasar asesmen dalam bimbingan dan konseling, memahami berbagai asesmen teknik non tes, langkah pengembangan, penggunaan, pengolahan, analisis dan observasi, daftar cek masalah, sosiometri, angket, dan melakukan kalibrasi instrumen non tes. Secara praksis, dalam mata kuliah ini mahasiswa dibekali keterampilan untuk merencanakan layanan asesmen, menggunakan, mengolah, menganalisis hasil penggunaan asesmen teknik non tes, serta melaporkannya. Selain itu mahasiswa melakukan kalibrasi (penyamaan/validasi) instrument. Aktivitas lebih kepada praktik supervise dan mandiri. (AUM-Umum, AUM-PTSDL, inventori tugas perkembangan (ITP)).

**Deskripsi Singkat MK** : Mahasiswa memiliki keterampilan untuk merencanakan layanan asesmen, menggunakan, mengolah, menganalisis hasil penggunaan asesmen teknik non tes, serta melaporkannya. Selain itu mahasiswa melakukan kalibrasi (penyamaan/validasi) instrumen. Aktivitas lebih kepada praktik tersupervisi dan mandiri. (AUM-Umum, AUM-PTSDL, Inventori Tugas Perkembangan (ITP)).

Minggu ke	Kemampuan Akhir yang Diharapkan (sesuai tahapan belajar)	Indikator Penilaian	Kriteria dan Bentuk Penilaian	Bentuk, Metode Pembelajaran & Penugasan (Media & Sumber Belajar)	Materi Pembelajaran	Bobot Penilaian (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
I	Mahasiswa mampu memahami struktur isi materi perkuliahan, bentuk tugas dan bentuk laporan,	Mahasiswa mampu memahami struktur isi materi perkuliahan, bentuk tugas dan bentuk laporan,	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> <li>• Hasil tugas</li> </ul>	<ul style="list-style-type: none"> <li>• Resitasi dan FGD</li> </ul>	<ul style="list-style-type: none"> <li>• Orientasi perkuliahan</li> </ul>	5

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II	Mahasiswa mengetahui dan memperoleh esensi pemahaman individu melalui kegiatan <i>assessment non tes</i>	Mahasiswa mengetahui dan memperoleh esensi pemahaman individu melalui kegiatan <i>assessment non tes</i>	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> <li>• Hasil tugas</li> </ul>	<ul style="list-style-type: none"> <li>• Resitasi dan FGD</li> </ul>	<ul style="list-style-type: none"> <li>• Konsep dasar pemahaman individu teknik non tes</li> </ul>	10
III	Mahasiswa mengetahui esensi observasi, dapat merumuskan instrument observasi, menganalisis hasil observasi serta mengadministrasikannya	Mahasiswa mengetahui esensi observasi, dapat merumuskan instrument observasi, menganalisis hasil observasi serta mengadministrasikannya	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> <li>• Hasil tugas</li> </ul>	<ul style="list-style-type: none"> <li>• Resitasi dan FGD</li> </ul>	<ul style="list-style-type: none"> <li>• Observasi</li> </ul>	5
IV	Mahasiswa mengetahui esensi wawancara, dapat merumuskan instrument wawancara, menganalisis hasil wawancara serta mengadministrasikannya	Mahasiswa mengetahui esensi wawancara, dapat merumuskan instrument wawancara, menganalisis hasil wawancara serta mengadministrasikannya	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> <li>• Hasil tugas</li> </ul>	<ul style="list-style-type: none"> <li>• Resitasi dan FGD</li> </ul>	<ul style="list-style-type: none"> <li>• Wawancara</li> </ul>	10

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V	Mahasiswa mengetahui esensi dokumentasi, menganalisis hasil dokumentasi serta mengadministrasikannya	Mahasiswa mengetahui esensi dokumentasi, menganalisis hasil dokumentasi serta mengadministrasikannya	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> <li>• Hasil tugas</li> </ul>	<ul style="list-style-type: none"> <li>• Resitasi dan FGD</li> </ul>	<ul style="list-style-type: none"> <li>• Dokumentasi</li> </ul>	5
VI	Mahasiswa mengetahui esensi Sosiometri, dapat menganalisis hasil Sosiometri serta mengadministrasikannya	Mahasiswa mengetahui esensi Sosiometri, dapat menganalisis hasil Sosiometri serta mengadministrasikannya	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> <li>• Hasil tugas</li> </ul>	<ul style="list-style-type: none"> <li>• Resitasi dan FGD</li> </ul>	<ul style="list-style-type: none"> <li>• Sosiometri</li> </ul>	5
VII	Mahasiswa mengetahui esensi angket, dapat merumuskan instrument angket dan menganalisis hasil angket serta mengadministrasikannya.	Mahasiswa mengetahui esensi angket, dapat merumuskan instrument angket dan menganalisis hasil angket serta mengadministrasikannya .	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> <li>• Hasil tugas</li> </ul>	<ul style="list-style-type: none"> <li>• Resitasi dan FGD</li> </ul>	<ul style="list-style-type: none"> <li>• Angket</li> </ul>	10
VIII	<b>UTS</b>					
IX	Mahasiswa mengetahui esensi skala psikologis,	Mahasiswa mengetahui esensi skala psikologis, dapat merumuskan	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> </ul>	<ul style="list-style-type: none"> <li>• Resitasi dan FGD</li> </ul>	Skala psikologis	

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	dapat merumuskan instrument skala psikologis dan menganalisis hasil skala psikologis serta mengadministrasikannya	instrument skala psikologis dan menganalisis hasil skala psikologis serta mengadministrasikannya	<ul style="list-style-type: none"> <li>• Hasil tugas</li> </ul>			
X	Mahasiswa mengetahui esensi home visit, dapat menganalisis hasil home visit serta mengadministrasikannya	Mahasiswa mengetahui esensi home visit, dapat menganalisis hasil home visit serta mengadministrasikannya	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> <li>• Hasil tugas</li> </ul>	<ul style="list-style-type: none"> <li>• Resitasi dan FGD</li> </ul>	<ul style="list-style-type: none"> <li>• Home Visit</li> </ul>	
XI	Mahasiswa mengetahui esensi Biografi dan Otobiografi, dapat menganalisis hasil Biografi dan Otobiografi serta mengadministrasikannya	Mahasiswa mengetahui esensi Biografi dan Otobiografi, dapat menganalisis hasil Biografi dan Otobiografi serta mengadministrasikannya	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> <li>• Hasil tugas</li> </ul>	<ul style="list-style-type: none"> <li>• Resitasi dan FGD</li> </ul>	<ul style="list-style-type: none"> <li>• Biografi dan Otobiografi</li> </ul>	
XII	Mahasiswa mengetahui dan	Mahasiswa mengetahui dan memahami esensi	<ul style="list-style-type: none"> <li>• Proses diskusi</li> </ul>	<ul style="list-style-type: none"> <li>• Resitasi dan FGD</li> </ul>	<ul style="list-style-type: none"> <li>• Daftar Cek Masalah (DCM)</li> </ul>	

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	memahami esensi DCM, dapat menggunakan aplikasi DCM, menganalisis hasil DCM, mengadministrasikan hasil DCM	DCM, dapat menggunakan aplikasi DCM, menganalisis hasil DCM, mengadministrasikan hasil DCM	<ul style="list-style-type: none"> <li>• Keaktifan partisipasi</li> <li>• Hasil tugas</li> </ul>			
XIII	Mahasiswa mengetahui dan memahami esensi AUM, dapat menggunakan aplikasi AUM, menganalisis hasil AUM, mengadministrasikan hasil AUM	Mahasiswa mengetahui dan memahami esensi AUM, dapat menggunakan aplikasi AUM, menganalisis hasil AUM, mengadministrasikan hasil AUM	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> <li>• Hasil tugas</li> </ul>	<ul style="list-style-type: none"> <li>• Resitasi dan FGD</li> </ul>	<ul style="list-style-type: none"> <li>• Alat Ungkap Masalah (AUM)</li> </ul>	
XIV	Mahasiswa mengetahui dan memahami esensi IKMS, dapat menggunakan aplikasi IKMS, menganalisis hasil	Mahasiswa mengetahui dan memahami esensi IKMS, dapat menggunakan aplikasi IKMS, menganalisis hasil IKMS,	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> <li>• Hasil tugas</li> </ul>	<ul style="list-style-type: none"> <li>• Resitasi dan FGD</li> </ul>	<ul style="list-style-type: none"> <li>• Identifikasi Kebutuhan dan Masalah Siswa (IKMS)</li> </ul>	

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	IKMS, mengadministrasikan hasil IKMS	mengadministrasikan hasil IKMS				
XV	Mahasiswa mengetahui dan memahami esensi ATP-ITP, dapat menggunakan aplikasi ATP-ITP, menganalisis hasil ATP-ITP, mengadministrasikan hasil ATP-ITP	Mahasiswa mengetahui dan memahami esensi ATP-ITP, dapat menggunakan aplikasi ATP-ITP, menganalisis hasil ATP-ITP, mengadministrasikan hasil ATP-ITP	<ul style="list-style-type: none"> <li>• Proses diskusi</li> <li>• Keaktifan partisipasi</li> <li>• Hasil tugas</li> </ul>	<ul style="list-style-type: none"> <li>• Resitasi dan FGD</li> </ul>	<ul style="list-style-type: none"> <li>• Aplikasi Inventori Tugas Perkembangan (ATP-ITP)</li> </ul>	
XVI	<b>UJIAN AKHIR SEMESTER</b>					

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# Development of Classical Guidance Modeling for Penyang Hinje Simpei to Prevent Child Abuse in High Schools

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The development of the Classical Guidance Model of the Penyang Hinje Simpei Guidance is an innovation to prevent child abuse in high schools based on the wisdom of the Central Kalimantan Dayak tribe. The research procedure was adapted from the previous research development research procedure, which consisted of a triangular stage: the preparation stage, the product preparation stage, and the product validation or test phase. The results of field trials using the repeated measures design and the Wilcoxon sign rank test statistical analysis displayed that the use of interventions can improve students' understanding; the impacts of violence so that the Classical Guidance Model of the Penyang Hinje Simpei can prevent child abuse in high school. The study recommends that further research on the development of the classical guidance model of Penyang Hinje Simpei needs to be done to prevent child abuse in Upper Middle School by using a counselor's and a student's guide. Secondly, these models and guidelines must be used for the implementation of Guidance and Counseling services in Upper Middle Schools.

**Key words:** *Child Abuse, Classical Guidance, Kebom Penyang Hinje Simpei*

## Introduction

Some schools have launched child-friendly schools because child abuse tends to occur in the school environment. Child abuse is not a new phenomenon; parents have long felt concerned if their children are involved in child abuse. Child abuse or which is often synonymous with child maltreatment or child abuse and neglect is the wrong treatment or physical or psychological mantras committed by an adult to a child (Hidayah, 2007).

Child abuse is an act of violence repeatedly physically and emotionally against children through the urge of desire, uncontrolled bodily punishment or degradation, and permanent ridicule and neglect, making children lose the opportunity to develop their unique potential as human beings optimally (McCoy & Keen, 2013).

Physical abuse: Violence by someone in the form of injuring a child's body part.  
Emotional abuse: Emotional violence is all acts of condescension or disparages of others.  
Sexual abuse: Sexual violence includes the coercion of sexual relations committed against people who live within the scope of the household (such as wives, children, and domestic workers)(Noviana, 2015).

Cases of child abuse reported in 2015 were recorded 1,975 and increased to 6,820 in 2016. From that number, as much as 88.24 percent of girls and 70.68 percent of boys in Indonesia aged 13-17 years experience physical violence. While for the category of emotional abuse, 96.22 percent of girls and 86.65 percent of boys in Indonesia had experienced. The report "Global Report 2017: Ending Violence in Childhood" noted 73.7 percent of Indonesian children aged 1 - 14 years experienced physical violence and psychological aggression at home as an effort to discipline (violent discipline). Meanwhile, according to data from the Witness and Victim Protection Agency (LPSK), in 2019, there were 350 cases of sexual violence against children.

Intervention to prevent child abuse is essential so that students do not get involved in child abuse in the school environment either as perpetrators or victims. Given the negative impact of child abuse on students, offenders are more likely to become involved in criminal acts in the future, and victims will experience psychological disorders, such as anxiety, stress, and depression that result in victims committing suicide (Charak & Koot, 2016). Behavior among child abuse victims has implications for adolescents. Studies of children and adolescents who are victims of child abuse further show that victims report more significant psychological problems, including stress, post-traumatic stress symptoms, depression, suicidal behavior, and difficulties drug use (Finkelhor et al., (2007), Ford et al., (2010) and Karsberg et al. (2014). A research study with a nationally representative sample of 2,030 children aged 2-17 found that victims' experienced trauma symptoms. (Arata et al., 2005), while still researching Roesler & McKenzie (Law of the Republic of Indonesia Number 23 the Year 2002 Regarding Child Protection) indicates that sexual harassment has the most negative effect on adjustment.

The phenomenon of child abuse that occurs in the school environment is increasing, such as physical bullying, verbal bullying, psychological bullying, and child sexual abuse. Following the definition of Olweus, bullying refers to intentional and oppressive behavior towards others that causes physical and mental harm (Hymel & Swearer, 2015). Bullying is rude behavior that is usually repeated from time to time; that is, such action is not just one incident.



Authors such as Wong et al. (2008) and Egan & Todorov (2009) believe that bullying includes physical intimidation, verbal intimidation, social exclusion, and extortion includes asking for money or other people's property. Often, real or perceived imbalances of power persist amongst the harmer and the victims (Hymel & Swearer (2015); Wong et al., (2008) and Egan & Todorov (2009).

Protection Law number 23 of 2002 article 4 explains that every child has the right to be able to live, grow, develop, and participate appropriately according to human dignity and dignity, and to be protected from violence and discrimination (Rigby, 2007). With this in mind, child abuse behavior is very contrary to child protection rights, as the nation's next generation of children must be protected from child abuse behavior either as perpetrators or victims.

Based on the results of preliminary studies conducted by senior high school counseling experts and counselors in the city of Palangka Raya who are members of the Senior High School Guidance and Counseling Teachers' Consultation, a specific guidance strategy has not been developed that aims to prevent child abuse in the High School environment. Often high school counselors report that child abuse has an impact on the daily lives of students in the school environment; students as victims will isolate themselves and avoid associating with other students.

Even the more significant impact students as victims will choose to leave school and perpetrators will be punished. The tendency is less deterrent for the offender so that if the child abuse case is severe enough, it will be handled by the police. School counselors are expected to develop a guidance and counseling program to be used as a service that can prevent child abuse behavior in the school environment.

Classical guidance is guidance that is carried out in class settings, given to all students, in the form of face-to-face meetings scheduled every class/week, given coherently, expected in class and carried out by the counselor with class discussion activities, questions and answers, and direct practice (Andriati, 2015). Classical guidance aims to develop students' potential and deliver service activities that create the possibility of students or achieve developmental tasks (concerning physical, emotional, intellectual, social, and moral aspects of the spiritual), to achieve educational goals (EKP Hui, 2010). Guidance can be done classically or in groups. The classical guidance function has three main approaches in dealing with student problems, namely, remedial, preventive, and developmental guidance (Team, 2008). Based on the ASCA model (Associated school counselors in America), authoritative guidance is a form of activity that included the primary service component of the guidance curriculum (Hui et al., 2011).

Classical guidance that has been applied in the school environment, especially schools in Palangkaraya City, were adopted from western theories. School counselors in Indonesia

were required to be creative and innovative in designing a classical guidance service that can be assimilated to the local culture and region. As a comparison, humility in learning, as part of the counselor's orientation, can help facilitate strong work alliances with clients in various cultural backgrounds (DeBlaere et al., 2019).

Local wisdom has a meaning as a regional philosophy. One of the originators of the development of guidance and counseling services based on local knowledge is Karyanti & Setiawan (Karyanti & Setiawan, 2019), which has developed mitigation services for the prevention of sexual abuse of children through character education based on local wisdom. The facility designed is a standard guidance service based on Dayak adat philosophy, namely:

- Fair Ka'talino means fair to others.
- Bacuramin Ka'saruga means reflecting on heaven.
- Basengat Ka'jubata means to depend on God.

The development of guidance services conducted by researchers is currently a standard guidance service based on local wisdom from the Central Kalimantan Dayak tribal philosophy. Philosophy is an attitude about life and the universe, a method of thought (Scolnicov, 2013). Philosophy seeks happiness and truth through reflection (Zakaria & Long, 2013). The philosophy of life of the Dayak tribe is a profound thought that is presented as a view of life and applied in everyday life (Karyanti & Setiawan, 2019).

The guidance model developed is based on local wisdom in the form of Dayak philosophy, the philosophy of Penyang Hinje Simpei. The philosophy of Penyang Hinge Simpei is living side by side, in harmony and peace for the common welfare (Riswanto et al., 2017). Penyang Hinje Simpei is a language that is united between Penyang Hinje Simpei Paturung Humba Tamburan, meaning that there is an awareness of life in a pluralistic society there must be social integration or unity and unity (Lampe & Karliani, 2017). Penyang Hinje Simpei has the meaning of living with peace, togetherness, equality, harmony, tolerance, upholding the law, and cooperation to achieve mutual prosperity (US Pelu & Tarantang, 2018). Perda No. 16 of 2008 (Fatchurahman & Bulkani, 2018; Habsy et al., 2019; Pelu et al., 2019).

The development of the classical guidance model of the Penyang Hinje Simpei is research that produces the traditional guidance of the Keith Penyang Hinje Simpei, which is systematic by adapting the Gysbers & Henderson framework (Gysbers & Henderson, 2014). This framework included four different categories:

- The nature of classical guidance
- Classical guidance function
- The role of the counselor
- Classical guidance techniques

The Model Framework for the classical guidance of Penyang Hinje Simpei adapted led to Osborn-Parnes Creative Problem Solving (CPS) techniques (Mitchell & Kowalik, 1999). The Osborn-Parnes Creative Problem Solving (CPS) include the following methods:

- Creative (C) is an idea that has an element of novelty or uniqueness.
- Problem (P) is any situation that presents a challenge, opportunity, or problem.
- Solving (S) is finding ways to answer, meet, or solve problems by mess finding (finding troublesome situations); data finding (data search); problem finding (finding problems), Idea finding (Idea findings), solution finding (finding a solution) and acceptance finding (receiving results) (Sidabutar, 2016).

Therefore, this study seeks to answer the following main- and sub-research questions:

**Which classical guidance model can be developed for Penyang Hinje Simpei to prevent child abuse in high schools?**

The main research question was the foundation of the study, and the following sub-questions were investigated:

- What are the characteristics of an effective model which can prevent child abuse?
- How can this model meet the criteria of acceptance through accuracy, usefulness, and implementation?

## Method

The following examples and points will be explained briefly, discussing the classical guidance model of Penyang Hinje Simpei, which was adapted from the Gysbers & Henderson framework. Petama, Itself Guidance, the Dayak tribe community instills character education for the young generation based on culture as an identity to make individuals different and unique.

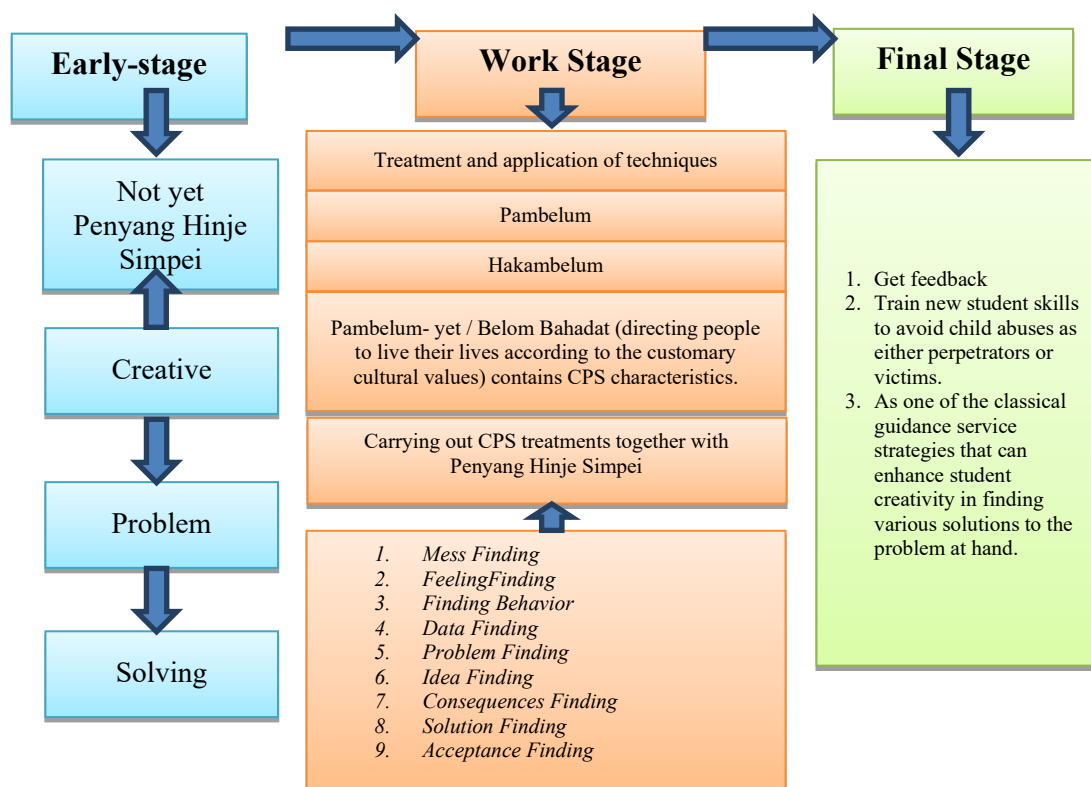
Furthermore, guidance is an activity aimed at warming humans and to facilitate students to become:

- Mamut Menteng (Strong gallant)
- Harati (Clever)
- Bakena (unusual, and wise)
- Bahadat (Beradat)
- Bakaji (Science)
- Barendeng (Listener)

Lastly, counselors facilitate that students have attitudes such as:

- Pambelum: awareness to fulfill life's necessities and avoid conflicts that are considered normal in meeting life's needs.
  - Hakambelum: must revive one another with help and tolerance.
  - Pambelum- yet: the order of traditional cultural values.
- fourth classical guidance technique stated in the CPS framework is as follows
- *Mess Finding* (Finding Troublesome Situations)
  - *FeelingFinding* (finding feelings)
  - *Finding behavior* (emerging behavior)
  - *Data Finding* (Data search)
  - *Problem Finding* (Found a problem)
  - *Idea Finding* (Idea Findings)
  - *Consequences Finding* (finding a consequence)
  - *Solution Finding* (Finding a Solution)
  - *Acceptance Finding* (Receiving Findings)

Finally, the classical guidance stage is divided into three stages, namely: the early stage, the work phase, and the final stage. Figure 1 explains the Classical Guidance Framework in more detail.



**Figure 1.** Classical Guidance Framework Penyang Hinje Simpei

The classical guidance model of Penyang Hinje Simpei sees that the counselor is a creative person and can facilitate students to be creative in finding solutions to problems faced in everyday life. Classical guidance facilitates students to have attitudes: Pabelum is students having the awareness to fulfill life's interests and avoid conflicts that usually occur in the school environment, such as child abuse behavior. Students who can realize about conflicts in being in the school environment will be able to apply the attitude of Hakabelum is an attitude of students who have to revive each other by helping and tolerance. Furthermore, students will be able to show the perspective of Bahadat as pembatinaan, namely: mikh, maha men, and mangalah.

Based on the background of the problems that were previously described, child abuse behavior must be prevented so that students do not become perpetrators or victims. The development of the classical guidance model of Penyang Hinje Simpei is required as one of the strategies of guidance and counseling services in schools to prevent child abuse.

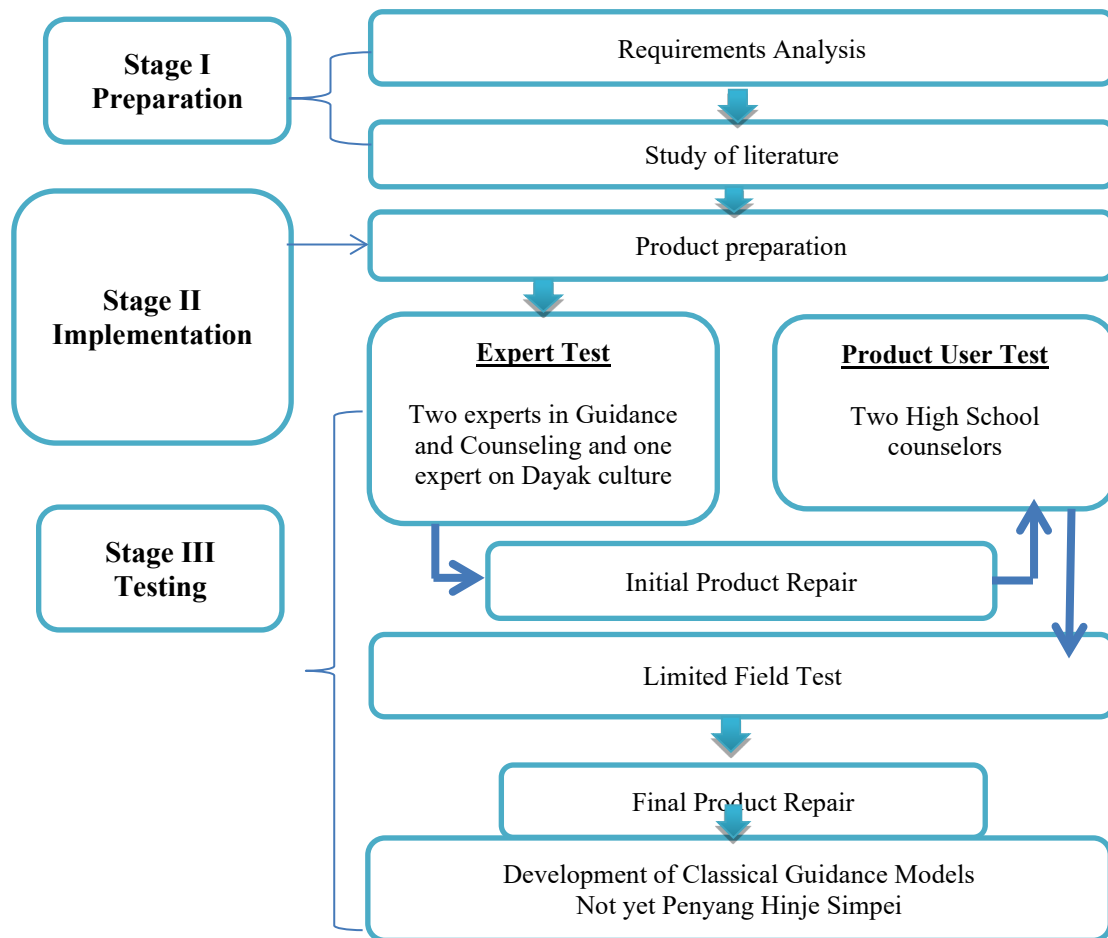
Next, this development research will produce a classical guidance model. Not yet Penyang Hinje Simpei, most of which are theoretical, practical, and feasible to use through accuracy, usability, and implementation. The product of this research will be a model and guide for the classical guidance of Penyang Hinje Simpei, which will be tested for effectiveness and product testing.

The classical model guidance of Penyang Hinje Simpei produced will be used to prevent child abuse in High School. Model development classical guidance of Penyang Hinje Simpei adapted to the research and development design model created by (Borg & Gall, 1983; Nana Syaodih Sukmadinata, 2010; Setyosari, 2016).

The development design stage includes the following three steps:

- Step 1: The preparation phase, includes a needs analysis, literature study, determination of the development objectives and preparation of the required materials
- Step 2: The work phase, which includes the design of the classical model guidance of Penyang Hinje Simpei to prevent child abuse in high school.
- Step 3: Stage of product testing or validation, including trials, expert measurement, practitioner testing (counselor), and limited field testing.

The research workflow and development of the classical guidance model of Penyang Hinje Simpei can be seen in Figure. 2



**Figure 2.** Research and Development Workflow

## Results and Discussion

### The results of the preparation phase

The results of the phasing phase consist of needs analysis and the results of the literature study. The needs analysis was carried out by distributing questionnaires to counselors who were situated in ten high schools across Palangkaraya City. The results of the survey showed that 63.5% of school counselors who were the subjects of the study needed classical guidance from Penyang Hinje Simpei. In comparison, 36.5% of school counselors needed classical guidance services by utilizing the local wisdom of various cultures in Indonesia, combined with creative media Guidance and Counseling services and innovative. The literature study was carried out to obtain a theoretical basis for developing the classical guidance model of Penyang Hinje Simpei.

### **The results of the product development stage**

Based on the results of needs analysis and literature studies, at this stage, the activity carried out is to prepare products to be developed. Prepare instruments used for product assessment, such as expert test scales and test scales for product users. Development of the classical guidance model of Penyang Hinje Simpei to prevent child abuse, consisting of five components of the implementation of guidance services:

- The nature of classical guidance
- Classical guidance function
- The role of the counselor
- Classical guidance techniques
- Classical guidance stage

The classical guidance guide of Penyang Hinje Simpei to prevent child abuse consists of three parts:

- Rational
- General Guidelines
- Procedure for conducting classical guidance of Penyang Hinje Simpei

The research steps are visualized and explained in Figure. 2. Data analysis is done quantitatively through descriptive statistics. The data was collected from an expert rating scale, which was collected from a survey by using the Standards theory for Program Evaluation, Projects, and Educational Materials. Ituskala consists of three aspects, namely, accuracy, usability, and implementation (Taxation, 1981). The assessment results were analyzed using quantitative and descriptive analysis. Quantitative data from experts and prospective users were analyzed using an inter-rater agreement (Gregory, 2011), while descriptive data are analyzed based on input, suggestions, and comments on the suggestion sheet.

Description of relevance uses inter-rater agreement:

- A: Low relevance from experts 1 & 2
- B: High significance of experts 1 & low importance of experts 2
- C: Low relevance of experts 1 & high relevance of experts 2
- D: High relevance from experts 1 & 2 (Gregory, 2011).

The accuracy, usability, and implementation each has eight items having gradations from 1 to 4, with a minimum score obtained  $8 \times 1 = 8$ , while the maximum score is  $8 \times 4 = 32$ . The determination of criteria was based upon expert and counselor ratings within the accuracy of the model; four criteria were developed as follows. First, reach the maximum 32 figure; second, achieve a minimum score of 8; third, calculate the difference between the maximum and minimum scores (i.e.,  $32 - 8 = 24$ ); and fourth, determine the interval to get the four criteria by dividing the four maximum gain scores difference by

the minimum (i.e.,  $24/4 = 6$ ). The next step is to determine the classification of these scores at six intervals, as shown in Table 1.

**Table 1. Evaluation Criteria for Accuracy, Use, and Implementation**

Score	Accuracy Criteria	Usability Criteria	Implementation
26 - 32	Very precise	Very useful	Very appropriate
20-25	Right	Useful	Corresponding
14-19	Less precise	Not Useful	Not suitable
8-13	Incorrect	Useless	It is not following

The second step was the collection of the qualitative data, and the result of the qualitative data was explained in tables 2 and 3.



## Qualitative Data Results Expert Test

**Table 2. Qualitative Data Results in Expert Test**

No	Suggestions for improvement	Before Revision	After the Revision
<b>Expert I Guidance and Counseling</b>			
1	Guidance material	Clarity of material that is following the philosophy of Keith Penyang Hinje Simpei should be added	Adds an explanation of the philosophy of Keith Penyang Hinje Simpei in the guidelines
2	Creative Problem Solving (CPS) Stage	The explanation of the stages in the CPS technique is less clear	Adds a description of the stages of CPS in-depth, so it is easy for users to understand
<b>Expert II Guidance and Counseling</b>			
1	Time Allocation	The time allocation is not per the Guidance and Counseling Hours in High School	Adjust Guidance and Counseling Hours in High Schools
2	Guidance media	Guidance media tend to be unattractive	Change the guidance media into innovative media
3	Step guidance activities	The activity steps are unclear	Ebih clarifies the steps of the activity in the guide
<b>Dayak Culture Expert</b>			
1	The Philosophy of Converting Hinje Simpei	The philosophy of the Penyang Hinje Simpei should be explained well in the guidelines	Adds an explanation of the philosophy of Penyang Hinje Simpei to the guide
2	Human nature based on Unregistration	Explanation of the nature of human beings in the guidance on the Un regard not included.	Include explanations and guidance material on Not Yet Bahadat
3	The purpose of the guidance is the Penyang Hinje Simpei	For classical guidance does not yet reflect the personality of the Dayak people who should be emulated by students and also be a student personally	Adds an explanation of the personal Dayak tribe students must have

## Qualitative Data Results of User Tests

**Table 3 Qualitative Data Results of User Tests**

No	Suggestions for improvement	Before Revision	After the Revision
Expert, I School Counselor			
1	CPS technique	There is no explanation about the CPS technique	Add an explanation of the CPS technique
2	User suggestion	There are no user recommendations in the guide	Add user suggestions to the guide
3	Evaluation Format	There is no reflection sheet format yet	Make a reflection sheet at each meeting
Expert II School Counselor			
1	User suggestion	Descriptions of user recommendations are not included in the guide	Add user suggestions to the guide
2	Assignments between sessions	In the Tues between sessions, the information and explanation of the task is difficult to understand	Make explanations and explanations in a language that is easy for students to understand assignments between sessions.

## Discussion of Expert and User Test Results

Based on the results of expert and user tests regarding the accuracy, usefulness, and implementation of the classical guidance model of Penyang Hinje Simpei in quantitative terms, the model can be used as a service to prevent child abuse. The test results of three experts, consisting of two guidance and counseling experts and one Dayak culture expert, on the aspect of expert accuracy one total score 29 with a specific category, expert two overall counts 27 with a particular group, Dayak culture expert total score 28 with a very appropriate group. Usability aspects, expert one total score 28 with very useful categories, expert two total scores 30 with very useful types, Dayak culture experts total score 29 with very useful groups.

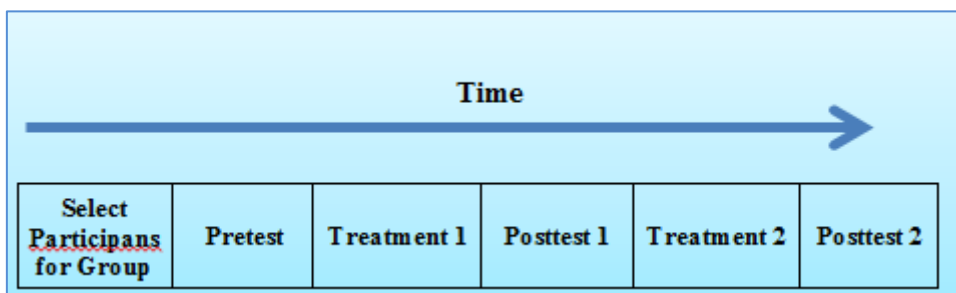
User test results from two school counselors, in the aspect of the accuracy of counselor one the total score of 28 with a very appropriate category, counselor two an overall rating of 28 with a very relevant group. Aspects of the use of counselor one total score of 29 with very useful categories, counselor two overall scores of 28 with very useful types. The elements of the implementation of the counselor one total score of 29 with a very appropriate category, counselor two overall scores of 30 with a very relevant type. Based on the ratings and total categories given for each aspect by experts and users, it can be

concluded that classical guidance model of Penyang Hinje Simpei meets the acceptance criteria as follows:

- Accuracy, very precise in formulating goals and techniques to prevent child abuse in high school.
- Usability is very useful for counselors and students as a service to prevent child abuse.
- Implementation is very much following the needs of counselors to develop a Guidance and Counseling service strategy.

### Field Test

Test the implementation of the classical guidance model Penyang Hinje Simpei using repeated measures design. Analysis using the Wilcoxon Signed Rank Test. An experimental design that has the advantage of using only one group is a repeated action design. Repeated measures design, all participants in one group participated in all innovative treatments, with each group being their control (Creswell, 2002). Researchers compared the group's performance with the classical guidance model of Penyang Hinje Simpei (treatment 1) with conventional classical guidance (treatment 2). After each treatment, the researcher obtained a measure. Figure 3 demonstrates the repeated design in more detail.



**Figure 3.** Repeated Measures Design

Researchers in field testing: the first step was to determine the research sub-group using one group of 15 subjects, the second stage was to carry out a pretest, the third stage was to carry out treatment 1, namely the classical guidance model of the Penyang Hinje Simpei, the fourth stage post-test, the fourth stage to carry out treatment two namely conventional classical guidance, fifth stage post-test. The scale used to see the level of student understanding of child abuse in the pretest and post-test uses a range of the type of child abuse that researchers developed based on the concept of the theory of the kinds of child abuse (McPherson, 2002):

- Physical abuse
- Sexual violence
- Emotional violence (psychological damage)

- Child neglect (neglect) (McPherson, 2002)

The scale of the type of child abuse developed by the researchers was 42 items, with the following criteria:

**Table 4. Scale Score Criteria**

Score	Accuracy Criteria
137 - 168	High
106 - 136	Is
74 - 105	Low
42-73	Very low

Tables 4, 5, and 6 show a comparison of the results of students' level of understanding of child abuse through pretest and post-test one after implementing treatment 1, namely the classical guidance model of Penyang Hinje Simpei, the second post-test after applying treatment 2, namely conventional classical guidance. As follows:

**Table 5. Pretest and Posttest Results 1**

Counselee	Pretest	Criteria	Posttest	Criteria	Enhancement
EDF	54	Very low	139	High	85
NG	69	Very low	152	High	69
HN	80	Low	120	Is	40
ALK	71	Very low	132	Is	61
MHS	96	Low	145	High	49
FB	83	Low	163	High	80
SY	47	Very low	128	Is	81
NK	64	Very low	150	High	86
RH	78	Low	142	High	64
MCH	88	Low	110	Is	22
IM	74	Low	137	High	63
BFN	57	Very low	115	Is	58
STA	80	Low	140	High	60
AGN	61	Very low	130	Is	69
PS	70	Very low	146	High	76

**Table 6. Pretest and Posttest 2 results**

Counselee	Pretest	Criteria	Posttest	Criteria	Enhancement
EDF	54	Very low	108	Is	54
NG	69	Very low	76	Low	7
HN	80	Low	104	Low	24
ALK	71	Very low	112	Is	41
MHS	96	Low	110	Is	14
FB	83	Low	115	Is	32
SY	47	Very low	78	Low	31
NK	64	Very low	109	Is	45
RH	78	Low	121	Is	43
MCH	88	Low	100	Low	12
IM	74	Low	113	Is	39
BFN	57	Very low	91	Low	34
STA	80	Low	96	Low	16
AGN	61	Very low	130	Is	69
PS	70	Very low	93	Low	23

Analysis of the Wilcoxon sign rank test with SPSS 19 shows the results of the first test shows that the pretest and post-test scores for negative rank are 0 on the N value and the mean rank. A value of 0 means there is no decrease in the results from pretest to post-test. The positive rank between pretest and post-test from the data of 15 people experienced an increase in the change between pretest and post-test. These changes take the form of an Increase in higher scores between pretest and post-test. The mean or average increase occurring is as much as 8.0, while the number of positive rankings or the sum of rank is 120. The test statistics can be seen that the Amp.sig (2-tailed) is worth 0.001. because 0.001 is smaller than 0 of the classical guidance of Penyang Hinje Simpei.

Analysis of the Wilcoxon sign rank test with SPSS 19 in the second post-test after treatment 2 with general guidance services, also showed significant results where the Amp.sig value was still 0.001 and because 0.001 was smaller than 0.05, the results of the second treatment were significant there were differences between achievement and post-test in the second test. Still, the change in value is not so great.

It seems clear that Treatment 1 with the Model classical guidance of Penyang Hinje Simpei which has a significant impact on the very great changes between before and after treatment. As such, it can be concluded that the Model classical advice of Penyang Hinje Simpei to prevent child abuse could and possibly should be used to amplify students' understanding of child abuse.

The classical guidance model of Penyang Hinje Simpei to prevent child abuse in high school is considered very appropriate because it uses the Gysbers & Henderson tori framework (Gysbers & Henderson, 2014).

- The nature of classical guidance
- Classical guidance function
- The role of the counselor
- Classical guidance techniques

Model Framework classical guidance of Penyang Hinje Simpei adapted and led to Osborn-Parnes Creative Problem Solving (CPS) techniques (Mitchell & Kowalik, 1999) which was developed into several stages of CPS by researchers: mess finding, feeling finding, finding behavior, data finding, problem finding, idea finding, consequence finding, solution-finding, and acceptance finding.

Cultural-based classical guidance can add insight into counselors in designing Guidance and Counseling services in schools. Counselors must have assumptions, cultural values, and biases, beliefs, and attitudes, including:

- Cultural counselors do not realize the importance of cultural sensitivity.
- Skilled cultural counselors are aware of their cultural background and experiences, attitudes, and values and the biased influence of psychology.
- Skilled cultural counselors must recognize the limits of their competence and expertise.
- Cultured counselors are also able to create a sense of comfort and do not discriminate against race, ethnicity, culture, and beliefs (Sue et al., 1992). They need to fill in the Model guide of the Classical Guidance of Penyang Hinje Simpei by completing the following sections: rational, strategy, time allocation, procedure, and evaluation. The completion of these sections might help cultural counselors to do their work more effectively.

## **Conclusion**

Cultural understanding of Guidance and Counseling services can add insight to school counselors in designing creative and innovative services based on local wisdom. This research is a breakthrough to increase the counselor's insight into the understanding of Dayak cultural values, especially the philosophy of life of the Central Kalimantan Dayak tribe, namely the philosophy of Penyang Hinje Simpei. Further research on the development of the classical guidance model of Penyang Hinje Simpei needs to be done to prevent child abuse in Upper Middle School by using a counselor's guide and a student's guide. These models and guidelines must be used for the implementation of Guidance and Counseling services in schools.

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# Development of Classical Guidance Modeling for Penyang Hinje Simpei to Prevent Child Abuse in High Schools

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The development of the Classical Guidance Model of the Penyang Hinje Simpei Guidance is an innovation to prevent child abuse in high schools based on the wisdom of the Central Kalimantan Dayak tribe. The research procedure was adapted from the previous research development research procedure, which consisted of a triangular stage: the preparation stage, the product preparation stage, and the product validation or test phase. The results of field trials using the repeated measures design and the Wilcoxon sign rank test statistical analysis displayed that the use of interventions can improve students' understanding; the impacts of violence so that the Classical Guidance Model of the Penyang Hinje Simpei can prevent child abuse in high school. The study recommends that further research on the development of the classical guidance model of Penyang Hinje Simpei needs to be done to prevent child abuse in Upper Middle School by using a counselor's and a student's guide. Secondly, these models and guidelines must be used for the implementation of Guidance and Counseling services in Upper Middle Schools.

**Key words:** *Child Abuse, Classical Guidance, Kebom Penyang Hinje Simpei*

## Introduction

Some schools have launched child-friendly schools because child abuse tends to occur in the school environment. Child abuse is not a new phenomenon; parents have long felt concerned if their children are involved in child abuse. Child abuse or which is often synonymous with child maltreatment or child abuse and neglect is the wrong treatment or physical or psychological mantras committed by an adult to a child (Hidayah, 2007).

Child abuse is an act of violence repeatedly physically and emotionally against children through the urge of desire, uncontrolled bodily punishment or degradation, and permanent ridicule and neglect, making children lose the opportunity to develop their unique potential as human beings optimally (McCoy & Keen, 2013).

Physical abuse: Violence by someone in the form of injuring a child's body part.  
Emotional abuse: Emotional violence is all acts of condescension or disparages of others.  
Sexual abuse: Sexual violence includes the coercion of sexual relations committed against people who live within the scope of the household (such as wives, children, and domestic workers)(Noviana, 2015).

Cases of child abuse reported in 2015 were recorded 1,975 and increased to 6,820 in 2016. From that number, as much as 88.24 percent of girls and 70.68 percent of boys in Indonesia aged 13-17 years experience physical violence. While for the category of emotional abuse, 96.22 percent of girls and 86.65 percent of boys in Indonesia had experienced. The report "Global Report 2017: Ending Violence in Childhood" noted 73.7 percent of Indonesian children aged 1 - 14 years experienced physical violence and psychological aggression at home as an effort to discipline (violent discipline). Meanwhile, according to data from the Witness and Victim Protection Agency (LPSK), in 2019, there were 350 cases of sexual violence against children.

Intervention to prevent child abuse is essential so that students do not get involved in child abuse in the school environment either as perpetrators or victims. Given the negative impact of child abuse on students, offenders are more likely to become involved in criminal acts in the future, and victims will experience psychological disorders, such as anxiety, stress, and depression that result in victims committing suicide (Charak & Koot, 2016). Behavior among child abuse victims has implications for adolescents. Studies of children and adolescents who are victims of child abuse further show that victims report more significant psychological problems, including stress, post-traumatic stress symptoms, depression, suicidal behavior, and difficulties drug use (Finkelhor et al., (2007), Ford et al., (2010) and Karsberg et al. (2014). A research study with a nationally representative sample of 2,030 children aged 2-17 found that victims' experienced trauma symptoms. (Arata et al., 2005), while still researching Roesler & McKenzie (Law of the Republic of Indonesia Number 23 the Year 2002 Regarding Child Protection) indicates that sexual harassment has the most negative effect on adjustment.

The phenomenon of child abuse that occurs in the school environment is increasing, such as physical bullying, verbal bullying, psychological bullying, and child sexual abuse. Following the definition of Olweus, bullying refers to intentional and oppressive behavior towards others that causes physical and mental harm (Hymel & Swearer, 2015). Bullying is rude behavior that is usually repeated from time to time; that is, such action is not just one incident.

Authors such as Wong et al. (2008) and Egan & Todorov (2009) believe that bullying includes physical intimidation, verbal intimidation, social exclusion, and extortion includes asking for money or other people's property. Often, real or perceived imbalances of power persist amongst the harmer and the victims (Hymel & Swearer (2015); Wong et al., (2008) and Egan & Todorov (2009).

Protection Law number 23 of 2002 article 4 explains that every child has the right to be able to live, grow, develop, and participate appropriately according to human dignity and dignity, and to be protected from violence and discrimination (Rigby, 2007). With this in mind, child abuse behavior is very contrary to child protection rights, as the nation's next generation of children must be protected from child abuse behavior either as perpetrators or victims.

Based on the results of preliminary studies conducted by senior high school counseling experts and counselors in the city of Palangka Raya who are members of the Senior High School Guidance and Counseling Teachers' Consultation, a specific guidance strategy has not been developed that aims to prevent child abuse in the High School environment. Often high school counselors report that child abuse has an impact on the daily lives of students in the school environment; students as victims will isolate themselves and avoid associating with other students.

Even the more significant impact students as victims will choose to leave school and perpetrators will be punished. The tendency is less deterrent for the offender so that if the child abuse case is severe enough, it will be handled by the police. School counselors are expected to develop a guidance and counseling program to be used as a service that can prevent child abuse behavior in the school environment.

Classical guidance is guidance that is carried out in class settings, given to all students, in the form of face-to-face meetings scheduled every class/week, given coherently, expected in class and carried out by the counselor with class discussion activities, questions and answers, and direct practice (Andriati, 2015). Classical guidance aims to develop students' potential and deliver service activities that create the possibility of students or achieve developmental tasks (concerning physical, emotional, intellectual, social, and moral aspects of the spiritual), to achieve educational goals (EKP Hui, 2010). Guidance can be done classically or in groups. The classical guidance function has three main approaches in dealing with student problems, namely, remedial, preventive, and developmental guidance (Team, 2008). Based on the ASCA model (Associated school counselors in America), authoritative guidance is a form of activity that included the primary service component of the guidance curriculum (Hui et al., 2011).

Classical guidance that has been applied in the school environment, especially schools in Palangkaraya City, were adopted from western theories. School counselors in Indonesia

were required to be creative and innovative in designing a classical guidance service that can be assimilated to the local culture and region. As a comparison, humility in learning, as part of the counselor's orientation, can help facilitate strong work alliances with clients in various cultural backgrounds (DeBlaere et al., 2019).

Local wisdom has a meaning as a regional philosophy. One of the originators of the development of guidance and counseling services based on local knowledge is Karyanti & Setiawan (Karyanti & Setiawan, 2019), which has developed mitigation services for the prevention of sexual abuse of children through character education based on local wisdom. The facility designed is a standard guidance service based on Dayak adat philosophy, namely:

- Fair Ka'talino means fair to others.
- Bacuramin Ka'saruga means reflecting on heaven.
- Basengat Ka'jubata means to depend on God.

The development of guidance services conducted by researchers is currently a standard guidance service based on local wisdom from the Central Kalimantan Dayak tribal philosophy. Philosophy is an attitude about life and the universe, a method of thought (Scolnicov, 2013). Philosophy seeks happiness and truth through reflection (Zakaria & Long, 2013). The philosophy of life of the Dayak tribe is a profound thought that is presented as a view of life and applied in everyday life (Karyanti & Setiawan, 2019).

The guidance model developed is based on local wisdom in the form of Dayak philosophy, the philosophy of Penyang Hinje Simpei. The philosophy of Penyang Hinge Simpei is living side by side, in harmony and peace for the common welfare (Riswanto et al., 2017). Penyang Hinje Simpei is a language that is united between Penyang Hinje Simpei Paturung Humba Tamburan, meaning that there is an awareness of life in a pluralistic society there must be social integration or unity and unity (Lampe & Karliani, 2017). Penyang Hinje Simpei has the meaning of living with peace, togetherness, equality, harmony, tolerance, upholding the law, and cooperation to achieve mutual prosperity (US Pelu & Tarantang, 2018). Perda No. 16 of 2008 (Fatchurahman & Bulkani, 2018; Habsy et al., 2019; Pelu et al., 2019).

The development of the classical guidance model of the Penyang Hinje Simpei is research that produces the traditional guidance of the Keith Penyang Hinje Simpei, which is systematic by adapting the Gysbers & Henderson framework (Gysbers & Henderson, 2014). This framework included four different categories:

- The nature of classical guidance
- Classical guidance function
- The role of the counselor
- Classical guidance techniques

The Model Framework for the classical guidance of Penyang Hinje Simpei adapted led to Osborn-Parnes Creative Problem Solving (CPS) techniques (Mitchell & Kowalik, 1999). The Osborn-Parnes Creative Problem Solving (CPS) include the following methods:

- Creative (C) is an idea that has an element of novelty or uniqueness.
- Problem (P) is any situation that presents a challenge, opportunity, or problem.
- Solving (S) is finding ways to answer, meet, or solve problems by mess finding (finding troublesome situations); data finding (data search); problem finding (finding problems), Idea finding (Idea findings), solution finding (finding a solution) and acceptance finding (receiving results) (Sidabutar, 2016).

Therefore, this study seeks to answer the following main- and sub-research questions:

**Which classical guidance model can be developed for Penyang Hinje Simpei to prevent child abuse in high schools?**

The main research question was the foundation of the study, and the following sub-questions were investigated:

- What are the characteristics of an effective model which can prevent child abuse?
- How can this model meet the criteria of acceptance through accuracy, usefulness, and implementation?

## Method

The following examples and points will be explained briefly, discussing the classical guidance model of Penyang Hinje Simpei, which was adapted from the Gysbers & Henderson framework. Petama, Itself Guidance, the Dayak tribe community instills character education for the young generation based on culture as an identity to make individuals different and unique.

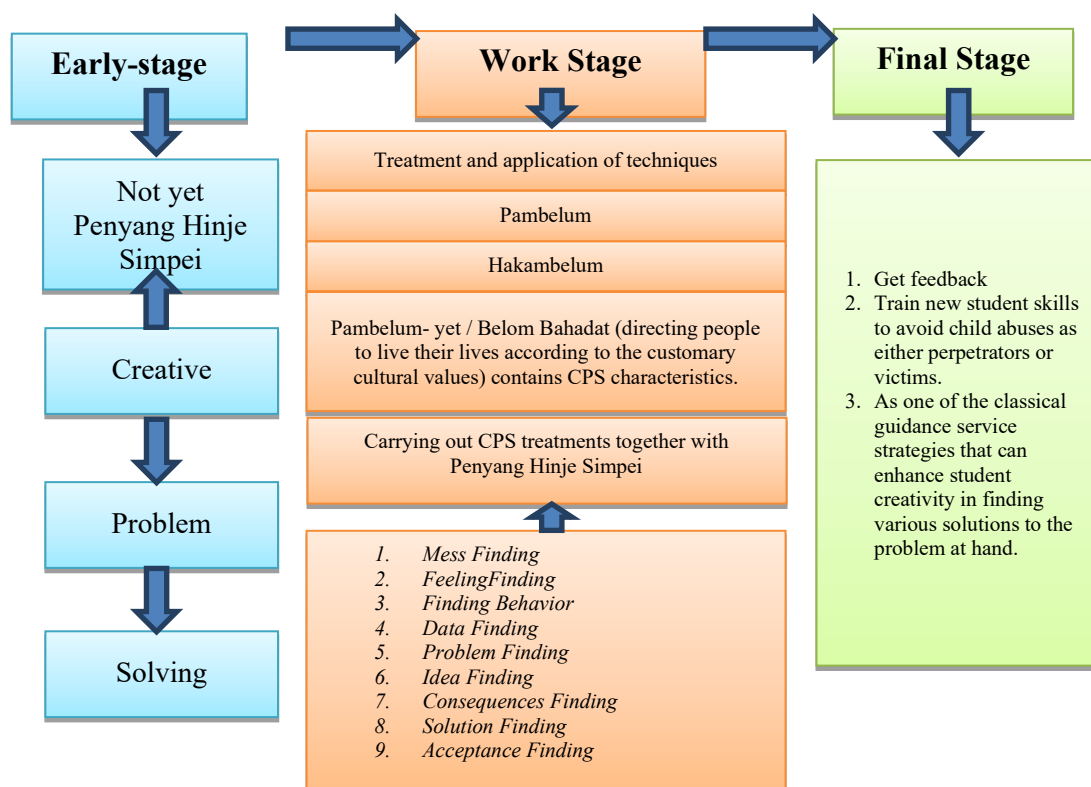
Furthermore, guidance is an activity aimed at warming humans and to facilitate students to become:

- Mamut Menteng (Strong gallant)
- Harati (Clever)
- Bakena (unusual, and wise)
- Bahadat (Beradat)
- Bakaji (Science)
- Barendeng (Listener)

Lastly, counselors facilitate that students have attitudes such as:

- Pambelum: awareness to fulfill life's necessities and avoid conflicts that are considered normal in meeting life's needs.
  - Hakambelum: must revive one another with help and tolerance.
  - Pambelum- yet: the order of traditional cultural values.
- fourth classical guidance technique stated in the CPS framework is as follows
- *Mess Finding* (Finding Troublesome Situations)
  - *FeelingFinding* (finding feelings)
  - *Finding behavior* (emerging behavior)
  - *Data Finding* (Data search)
  - *Problem Finding* (Found a problem)
  - *Idea Finding* (Idea Findings)
  - *Consequences Finding* (finding a consequence)
  - *Solution Finding* (Finding a Solution)
  - *Acceptance Finding* (Receiving Findings)

Finally, the classical guidance stage is divided into three stages, namely: the early stage, the work phase, and the final stage. Figure 1 explains the Classical Guidance Framework in more detail.



**Figure 1.** Classical Guidance Framework Penyang Hinje Simpei



The classical guidance model of Penyang Hinje Simpei sees that the counselor is a creative person and can facilitate students to be creative in finding solutions to problems faced in everyday life. Classical guidance facilitates students to have attitudes: Pabelum is students having the awareness to fulfill life's interests and avoid conflicts that usually occur in the school environment, such as child abuse behavior. Students who can realize about conflicts in being in the school environment will be able to apply the attitude of Hakabelum is an attitude of students who have to revive each other by helping and tolerance. Furthermore, students will be able to show the perspective of Bahadat as pembatinan, namely: mikh, maha men, and mangalah.

Based on the background of the problems that were previously described, child abuse behavior must be prevented so that students do not become perpetrators or victims. The development of the classical guidance model of Penyang Hinje Simpei is required as one of the strategies of guidance and counseling services in schools to prevent child abuse.

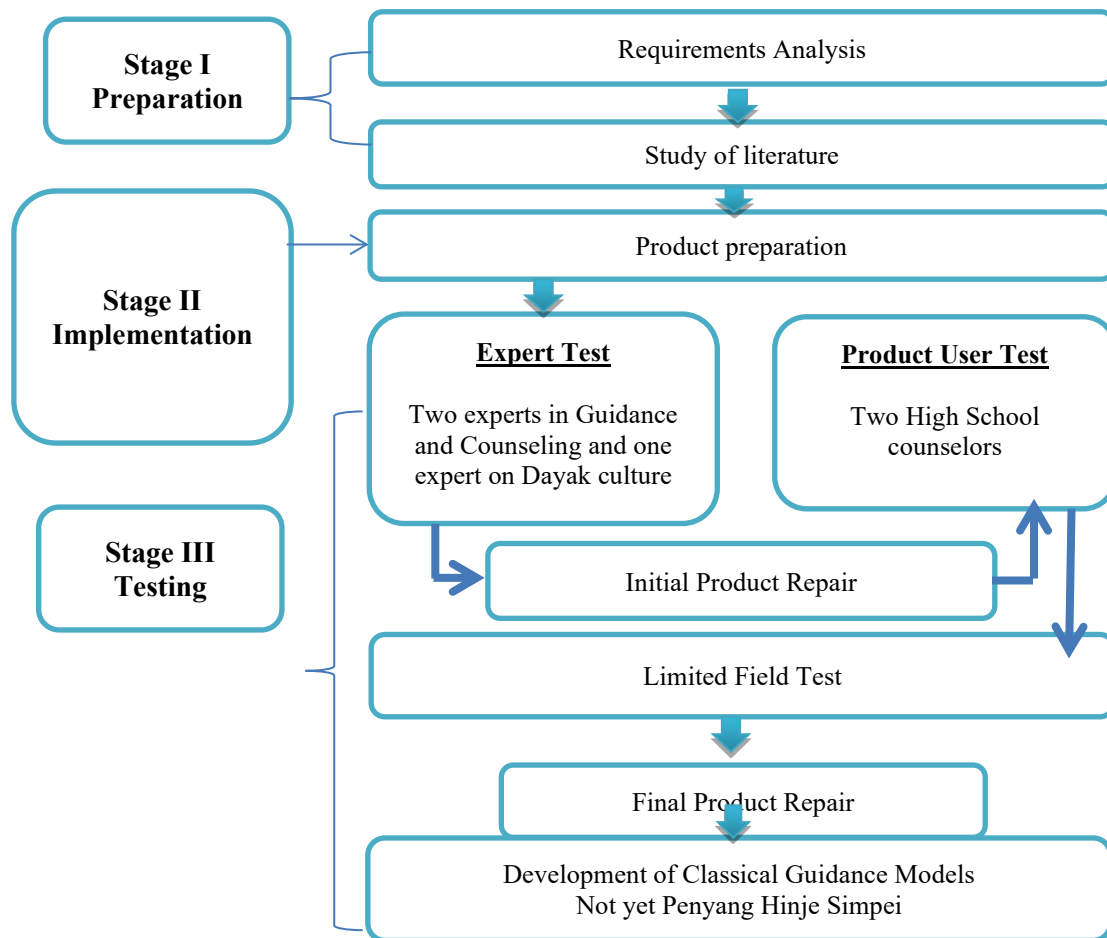
Next, this development research will produce a classical guidance model. Not yet Penyang Hinje Simpei, most of which are theoretical, practical, and feasible to use through accuracy, usability, and implementation. The product of this research will be a model and guide for the classical guidance of Penyang Hinje Simpei, which will be tested for effectiveness and product testing.

The classical model guidance of Penyang Hinje Simpei produced will be used to prevent child abuse in High School. Model development classical guidance of Penyang Hinje Simpei adapted to the research and development design model created by (Borg & Gall, 1983; Nana Syaodih Sukmadinata, 2010; Setyosari, 2016).

The development design stage includes the following three steps:

- Step 1: The preparation phase, includes a needs analysis, literature study, determination of the development objectives and preparation of the required materials
- Step 2: The work phase, which includes the design of the classical model guidance of Penyang Hinje Simpei to prevent child abuse in high school.
- Step 3: Stage of product testing or validation, including trials, expert measurement, practitioner testing (counselor), and limited field testing.

The research workflow and development of the classical guidance model of Penyang Hinje Simpei can be seen in Figure. 2



**Figure 2.** Research and Development Workflow

## Results and Discussion

### The results of the preparation phase

The results of the phasing phase consist of needs analysis and the results of the literature study. The needs analysis was carried out by distributing questionnaires to counselors who were situated in ten high schools across Palangkaraya City. The results of the survey showed that 63.5% of school counselors who were the subjects of the study needed classical guidance from Penyang Hinje Simpei. In comparison, 36.5% of school counselors needed classical guidance services by utilizing the local wisdom of various cultures in Indonesia, combined with creative media Guidance and Counseling services and innovative. The literature study was carried out to obtain a theoretical basis for developing the classical guidance model of Penyang Hinje Simpei.

### **The results of the product development stage**

Based on the results of needs analysis and literature studies, at this stage, the activity carried out is to prepare products to be developed. Prepare instruments used for product assessment, such as expert test scales and test scales for product users. Development of the classical guidance model of Penyang Hinje Simpei to prevent child abuse, consisting of five components of the implementation of guidance services:

- The nature of classical guidance
- Classical guidance function
- The role of the counselor
- Classical guidance techniques
- Classical guidance stage

The classical guidance guide of Penyang Hinje Simpei to prevent child abuse consists of three parts:

- Rational
- General Guidelines
- Procedure for conducting classical guidance of Penyang Hinje Simpei

The research steps are visualized and explained in Figure. 2. Data analysis is done quantitatively through descriptive statistics. The data was collected from an expert rating scale, which was collected from a survey by using the Standards theory for Program Evaluation, Projects, and Educational Materials. Ituskala consists of three aspects, namely, accuracy, usability, and implementation (Taxation, 1981). The assessment results were analyzed using quantitative and descriptive analysis. Quantitative data from experts and prospective users were analyzed using an inter-rater agreement (Gregory, 2011), while descriptive data are analyzed based on input, suggestions, and comments on the suggestion sheet.

Description of relevance uses inter-rater agreement:

- A: Low relevance from experts 1 & 2
- B: High significance of experts 1 & low importance of experts 2
- C: Low relevance of experts 1 & high relevance of experts 2
- D: High relevance from experts 1 & 2 (Gregory, 2011).

The accuracy, usability, and implementation each has eight items having gradations from 1 to 4, with a minimum score obtained  $8 \times 1 = 8$ , while the maximum score is  $8 \times 4 = 32$ . The determination of criteria was based upon expert and counselor ratings within the accuracy of the model; four criteria were developed as follows. First, reach the maximum 32 figure; second, achieve a minimum score of 8; third, calculate the difference between the maximum and minimum scores (i.e.,  $32 - 8 = 24$ ); and fourth, determine the interval to get the four criteria by dividing the four maximum gain scores difference by

the minimum (i.e.,  $24/4 = 6$ ). The next step is to determine the classification of these scores at six intervals, as shown in Table 1.

**Table 1. Evaluation Criteria for Accuracy, Use, and Implementation**

Score	Accuracy Criteria	Usability Criteria	Implementation
26 - 32	Very precise	Very useful	Very appropriate
20-25	Right	Useful	Corresponding
14-19	Less precise	Not Useful	Not suitable
8-13	Incorrect	Useless	It is not following

The second step was the collection of the qualitative data, and the result of the qualitative data was explained in tables 2 and 3.

## Qualitative Data Results Expert Test

**Table 2. Qualitative Data Results in Expert Test**

No	Suggestions for improvement	Before Revision	After the Revision
<b>Expert I Guidance and Counseling</b>			
1	Guidance material	Clarity of material that is following the philosophy of Keith Penyang Hinje Simpei should be added	Adds an explanation of the philosophy of Keith Penyang Hinje Simpei in the guidelines
2	Creative Problem Solving (CPS) Stage	The explanation of the stages in the CPS technique is less clear	Adds a description of the stages of CPS in-depth, so it is easy for users to understand
<b>Expert II Guidance and Counseling</b>			
1	Time Allocation	The time allocation is not per the Guidance and Counseling Hours in High School	Adjust Guidance and Counseling Hours in High Schools
2	Guidance media	Guidance media tend to be unattractive	Change the guidance media into innovative media
3	Step guidance activities	The activity steps are unclear	Ebih clarifies the steps of the activity in the guide
<b>Dayak Culture Expert</b>			
1	The Philosophy of Converting Hinje Simpei	The philosophy of the Penyang Hinje Simpei should be explained well in the guidelines	Adds an explanation of the philosophy of Penyang Hinje Simpei to the guide
2	Human nature based on Unregistration	Explanation of the nature of human beings in the guidance on the Un regard not included.	Include explanations and guidance material on Not Yet Bahadat
3	The purpose of the guidance is the Penyang Hinje Simpei	For classical guidance does not yet reflect the personality of the Dayak people who should be emulated by students and also be a student personally	Adds an explanation of the personal Dayak tribe students must have

## Qualitative Data Results of User Tests

**Table 3 Qualitative Data Results of User Tests**

No	Suggestions for improvement	Before Revision	After the Revision
Expert, I School Counselor			
1	CPS technique	There is no explanation about the CPS technique	Add an explanation of the CPS technique
2	User suggestion	There are no user recommendations in the guide	Add user suggestions to the guide
3	Evaluation Format	There is no reflection sheet format yet	Make a reflection sheet at each meeting
Expert II School Counselor			
1	User suggestion	Descriptions of user recommendations are not included in the guide	Add user suggestions to the guide
2	Assignments between sessions	In the Tues between sessions, the information and explanation of the task is difficult to understand	Make explanations and explanations in a language that is easy for students to understand assignments between sessions.

## Discussion of Expert and User Test Results

Based on the results of expert and user tests regarding the accuracy, usefulness, and implementation of the classical guidance model of Penyang Hinje Simpei in quantitative terms, the model can be used as a service to prevent child abuse. The test results of three experts, consisting of two guidance and counseling experts and one Dayak culture expert, on the aspect of expert accuracy one total score 29 with a specific category, expert two overall counts 27 with a particular group, Dayak culture expert total score 28 with a very appropriate group. Usability aspects, expert one total score 28 with very useful categories, expert two total scores 30 with very useful types, Dayak culture experts total score 29 with very useful groups.

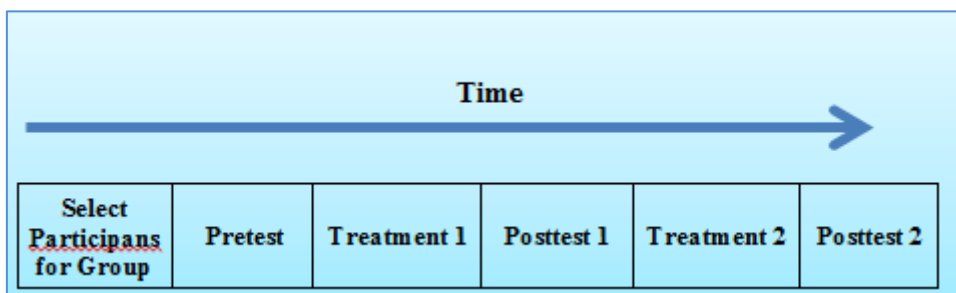
User test results from two school counselors, in the aspect of the accuracy of counselor one the total score of 28 with a very appropriate category, counselor two an overall rating of 28 with a very relevant group. Aspects of the use of counselor one total score of 29 with very useful categories, counselor two overall scores of 28 with very useful types. The elements of the implementation of the counselor one total score of 29 with a very appropriate category, counselor two overall scores of 30 with a very relevant type. Based on the ratings and total categories given for each aspect by experts and users, it can be

concluded that classical guidance model of Penyang Hinje Simpei meets the acceptance criteria as follows:

- Accuracy, very precise in formulating goals and techniques to prevent child abuse in high school.
- Usability is very useful for counselors and students as a service to prevent child abuse.
- Implementation is very much following the needs of counselors to develop a Guidance and Counseling service strategy.

### Field Test

Test the implementation of the classical guidance model Penyang Hinje Simpei using repeated measures design. Analysis using the Wilcoxon Signed Rank Test. An experimental design that has the advantage of using only one group is a repeated action design. Repeated measures design, all participants in one group participated in all innovative treatments, with each group being their control (Creswell, 2002). Researchers compared the group's performance with the classical guidance model of Penyang Hinje Simpei (treatment 1) with conventional classical guidance (treatment 2). After each treatment, the researcher obtained a measure. Figure 3 demonstrates the repeated design in more detail.



**Figure 3.** Repeated Measures Design

Researchers in field testing: the first step was to determine the research sub-group using one group of 15 subjects, the second stage was to carry out a pretest, the third stage was to carry out treatment 1, namely the classical guidance model of the Penyang Hinje Simpei, the fourth stage post-test, the fourth stage to carry out treatment two namely conventional classical guidance, fifth stage post-test. The scale used to see the level of student understanding of child abuse in the pretest and post-test uses a range of the type of child abuse that researchers developed based on the concept of the theory of the kinds of child abuse (McPherson, 2002):

- Physical abuse
- Sexual violence
- Emotional violence (psychological damage)

- Child neglect (neglect) (McPherson, 2002)

The scale of the type of child abuse developed by the researchers was 42 items, with the following criteria:

**Table 4. Scale Score Criteria**

Score	Accuracy Criteria
137 - 168	High
106 - 136	Is
74 - 105	Low
42-73	Very low

Tables 4, 5, and 6 show a comparison of the results of students' level of understanding of child abuse through pretest and post-test one after implementing treatment 1, namely the classical guidance model of Penyang Hinje Simpei, the second post-test after applying treatment 2, namely conventional classical guidance. As follows:

**Table 5. Pretest and Posttest Results 1**

Counselee	Pretest	Criteria	Posttest	Criteria	Enhancement
EDF	54	Very low	139	High	85
NG	69	Very low	152	High	69
HN	80	Low	120	Is	40
ALK	71	Very low	132	Is	61
MHS	96	Low	145	High	49
FB	83	Low	163	High	80
SY	47	Very low	128	Is	81
NK	64	Very low	150	High	86
RH	78	Low	142	High	64
MCH	88	Low	110	Is	22
IM	74	Low	137	High	63
BFN	57	Very low	115	Is	58
STA	80	Low	140	High	60
AGN	61	Very low	130	Is	69
PS	70	Very low	146	High	76



**Table 6. Pretest and Posttest 2 results**

Counselee	Pretest	Criteria	Posttest	Criteria	Enhancement
EDF	54	Very low	108	Is	54
NG	69	Very low	76	Low	7
HN	80	Low	104	Low	24
ALK	71	Very low	112	Is	41
MHS	96	Low	110	Is	14
FB	83	Low	115	Is	32
SY	47	Very low	78	Low	31
NK	64	Very low	109	Is	45
RH	78	Low	121	Is	43
MCH	88	Low	100	Low	12
IM	74	Low	113	Is	39
BFN	57	Very low	91	Low	34
STA	80	Low	96	Low	16
AGN	61	Very low	130	Is	69
PS	70	Very low	93	Low	23

Analysis of the Wilcoxon sign rank test with SPSS 19 shows the results of the first test shows that the pretest and post-test scores for negative rank are 0 on the N value and the mean rank. A value of 0 means there is no decrease in the results from pretest to post-test. The positive rank between pretest and post-test from the data of 15 people experienced an increase in the change between pretest and post-test. These changes take the form of an Increase in higher scores between pretest and post-test. The mean or average increase occurring is as much as 8.0, while the number of positive rankings or the sum of rank is 120. The test statistics can be seen that the Amp.sig (2-tailed) is worth 0.001. because 0.001 is smaller than 0 of the classical guidance of Penyang Hinje Simpei.

Analysis of the Wilcoxon sign rank test with SPSS 19 in the second post-test after treatment 2 with general guidance services, also showed significant results where the Amp.sig value was still 0.001 and because 0.001 was smaller than 0.05, the results of the second treatment were significant there were differences between achievement and post-test in the second test. Still, the change in value is not so great.

It seems clear that Treatment 1 with the Model classical guidance of Penyang Hinje Simpei which has a significant impact on the very great changes between before and after treatment. As such, it can be concluded that the Model classical advice of Penyang Hinje Simpei to prevent child abuse could and possibly should be used to amplify students' understanding of child abuse.

The classical guidance model of Penyang Hinje Simpei to prevent child abuse in high school is considered very appropriate because it uses the Gysbers & Henderson tori framework (Gysbers & Henderson, 2014).

- The nature of classical guidance
- Classical guidance function
- The role of the counselor
- Classical guidance techniques

Model Framework classical guidance of Penyang Hinje Simpei adapted and led to Osborn-Parnes Creative Problem Solving (CPS) techniques (Mitchell & Kowalik, 1999) which was developed into several stages of CPS by researchers: mess finding, feeling finding, finding behavior, data finding, problem finding, idea finding, consequence finding, solution-finding, and acceptance finding.

Cultural-based classical guidance can add insight into counselors in designing Guidance and Counseling services in schools. Counselors must have assumptions, cultural values, and biases, beliefs, and attitudes, including:

- Cultural counselors do not realize the importance of cultural sensitivity.
- Skilled cultural counselors are aware of their cultural background and experiences, attitudes, and values and the biased influence of psychology.
- Skilled cultural counselors must recognize the limits of their competence and expertise.
- Cultured counselors are also able to create a sense of comfort and do not discriminate against race, ethnicity, culture, and beliefs (Sue et al., 1992). They need to fill in the Model guide of the Classical Guidance of Penyang Hinje Simpei by completing the following sections: rational, strategy, time allocation, procedure, and evaluation. The completion of these sections might help cultural counselors to do their work more effectively.

## **Conclusion**

Cultural understanding of Guidance and Counseling services can add insight to school counselors in designing creative and innovative services based on local wisdom. This research is a breakthrough to increase the counselor's insight into the understanding of Dayak cultural values, especially the philosophy of life of the Central Kalimantan Dayak tribe, namely the philosophy of Penyang Hinje Simpei. Further research on the development of the classical guidance model of Penyang Hinje Simpei needs to be done to prevent child abuse in Upper Middle School by using a counselor's guide and a student's guide. These models and guidelines must be used for the implementation of Guidance and Counseling services in schools.

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# Focused Solution Group Counseling as a Solution to Improve Career Choice Decision-making Abilities

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Received August 22, 2020; Revised October 26, 2020; Accepted November 1, 2020

## Cite This Paper in the following Citation Styles

(a): [1] M. Fatchurahman, Muhammad Andi Setiawan, Dina Fariza Tryani Syarif, Maria Efasanty, "Focused Solution Group Counseling as a Solution to Improve Career Choice Decision-Making Abilities," *Universal Journal of Educational Research*, Vol. 8, No. 12, pp. 6635-6640, 2020. DOI: 10.13189/ujer.2020.081227.

(b): M. Fatchurahman, Muhammad Andi Setiawan, Dina Fariza Tryani Syarif, Maria Efasanty (2020). *Focused Solution Group Counseling as a Solution to Improve Career Choice Decision-Making Abilities*. *Universal Journal of Educational Research*, 8(12), 6635-6640. DOI: 10.13189/ujer.2020.081227.

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**Abstract** The purpose of this study was to decide whether the Solution Focused Brief Therapy group counseling could improve the career choice decision-making ability. This study applies a quasi-experimental approach with a population of 47 students at the Muhammadiyah 1 Palangkaraya Senior High School. The sample amounted to sixteen people taken purposefully from the results of the Likert scale of career choice with low understanding criteria in career choice and the results of the recommendations of counseling guidance teachers in schools. The research data were collected by several data collection instruments, namely scales, observations, and a checklist of students' problems. The results of the experimental group's statistical analysis showed that the significance value of the t-test value was  $-1,700$ , with a significance level of  $0.234$ . Because  $T \text{ count} < T \text{ table} (df = 7)$  with an amount of  $-1,300 > 1,894$ , the null hypothesis test is accepted, and the alternative hypothesis test rejects. While in the control group, the significance of the t-test value was  $0.823$ , with a significance level of  $0.438$ . The  $T \text{ count} < T \text{ table} (df = 7)$  with a value of  $0.823 < 1.894$  then, the null hypothesis test is accepted. From the results of the two groups, there was a more significant influence on the solution-focused therapy group's counseling services than the group counseling without using techniques on students' ability to make career choice decisions.

**Keywords** Career Choice Decision-making Ability, Solution Focused Brief Counseling, Group Counseling

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## 1. Introduction

Students at the high school level have an age range of fifteen to eighteen years. Adolescence is often prone to changes in various fields, both personal, social, learning, and career. During this period, there will be many changes concerning psychosocial relationships with parents and dreams of the future. Along with the diverse development of adolescents, adolescents are too faced with various problems. As a part of the school, students cannot avoid multiple issues such as individual problems: learning problems, self-confidence, self-esteem. Group problems: adjustment, bullying, romance [1]. Individuals as unique individuals have many differences, such as intellectual abilities, personalities, self-development, characteristics, and diverse needs, and cannot equate.

The aspiration or ability to plan a career in the future is one thing that must be achieved as a form that he has reached the appropriate development for his time. Students can jump into higher education at the high school level, in line with the goals of Senior High School education, namely, to prepare students who will continue their education to a higher level, in contrast to vocational high schools, which have a skill set according to their expertise, they can directly enter the work world [2].

Students in Senior High Schools must be able to prepare everything related to their career choices later. The decision is taken by yourself with a variety of careful

considerations to no disappointment or regret in the future. Every choice that makes it appropriately accounts for, and if a problem founds later, students expect to take attitudes and actions to solve them correctly. Students who will continue their education or go straight to work cannot just do it but go through a planning or decision-making process related to the desired career. Mistakes in making career choices will have a harmful impact in the future, so there is a need for proper treatment by carrying out a meta-analytic procedure of career choice as has been done [3]. Besides that, you can also use a test tool to find suitable career options [4].

A career is a description of a person's personality and behavior related to activities and experiences in the span of a person's work journey [5]. In making career choices, a person usually adapts to their talents and interests [6]. Career consists of a sequence of experiences or a person's life, which gives continuity and tranquillity to individual attitudes and behaviors.

Career choice decisions are planning in determining career choices. Factors that influence career decision-making are internal and external [7]. Krumboltz's career theory explains factors that influence decisions, namely intrinsic factors, environment, life experience, and personal skills [8]. When a person has decided, he is expected to commit, believes in his abilities, has the power in his field, and be mature because of his personality development.

Decision-making influences my interest [9]. Health also has a significant contribution to make in determining career choices [10]. The career journey process is a long process that a person will experience from choosing options that follow the abilities and skills he has and assessing the choices made. The next stage is to mature on the choices he has made as an inseparable part of himself.

Judging from various factors that influence people in making career decisions, people are required to make career plans as early as possible, one of which is to have all matters related to career choices, when someone with career information tends to have problems in determining future careers. Therefore, it is necessary to prepare to face these conditions, namely after the educational process following their skills and abilities.

Teenagers, as a transitional period, often experience career choice problems [11]. The majority of adolescents who are not yet aware of their career choices will join with their peers to make choices. When this condition occurs, and these adolescents do not have the ability and expertise in that field, career choice problems will arise. Often also encountered adolescents who make career choices based on their parents' preferences, and most of them tend to be silent and follow them, resulting in a lack of motivation in students.

Indecision and ignorance in making career choice decisions have an impact on less realistic career choices. This choice arises because students are not interested in

their fields, compulsion. Such a career choice is because the person cannot yet be independent in strengthening his career choice. Previous studies on career options have also been carried out by [12, 13, 14, 15, 16, 17]

Based on the analysis of a checklist of problem topics in Muhammadiyah 1 Palangka Raya Senior High School, the highest proportion is future problems and dreams. The results of interviews with several students were doubtful about the majors they would like to take. Counseling is one way to solve problems, as has been done by several previous studies [18, 19]. One alternative to improve the ability to make career decisions is to use brief counseling. This counseling brief has been in use since the 1980s [20]. Solution-Focused Brief Counseling is an approach that develops based on strengths and skills in constructing the problems it is facing [21].

The metadata results for the past five years of counseling have focused on practical solutions to career problems. Other studies also show that the Solution Focused Brief Counseling is superior to dialectical counseling [22]. Short Solution Focused Counseling is also useful for dealing with various issues related to anxiety [23]. Brief counseling sees as effective in dealing with multiple problems [24]. Solution Focused Brief Counseling is an approach that emphasizes a postmodern view [25]. Solution-focused brief counseling is most effective when both the counselor and the counselee set clear goals in the counseling process [26]. A Short Solution Focused Counseling Approach emphasizes the strengths you have to transform yourself into a more effective person [27]. This approach emphasizes solutions to help the counselee. It is not too focused on the problem because the problem must be immediate to ignore, and a solution finds following the ability and choice of the counselee's heart. Although focusing on solutions does not mean that this counseling is very short, this counseling will focus more on planning to solve students' problems and arranging students on what to do. Brief counseling is an approach that aims to deal with counsees from various backgrounds because this approach does not emphasize diagnosis. This approach focuses on the counselee's frame of reference. This approach also encourages the counselee to integrate and enhance actions that have been proven successful and in accordance with their terms of reference [28, 29].

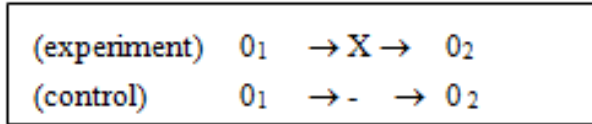
## 2. Materials and Methods

### 2.1. Research Methods

The type of research used in this research is the quasi-experimental research design Nonequivalent Groups Designs. Quasi-experimental research design Nonequivalent Groups Designs will guide so that the study's objectives can be achieved [30]. The purpose of



this experimental research use to find a relationship between one variable and another [31], [32]. Research variables that will seek are the Ability of Career Choice Decision Making, and Solution Focused Brief Counseling. Below is a picture of the research design used.



The flow of this quasi-experimental research begins by forming two groups, namely the control group and the experimental group. The experimental group gives solution-focused counseling treatment, while the control group did not get this treatment. The control group used to compare the experimental group's results to compare the pretest and post-test between the control group and the experimental group. In the next stage, before the solution-focused counseling, the researcher conducted a pretest to the control group and the experimental group. When the counseling focused on the experimental group's solution, the next stage of this research is to post-test the experimental and control groups. The final step in this research is to analyze the pretest and post-test to determine whether the counseling focuses on practical solutions or is not used to make career decisions. The analysis results can also use to answer whether the research hypothesis is accepted or rejected.

**2.2. Population and Sample**

Population in experimental research is an absolute must, with the research population determining the examination [33]. This study's population was students majoring in Social Sciences at Muhammadiyah Senior High School, amounting to 47 people. The following is a detailed breakdown of the study population.

**Table 1.** Research population

No	Class	Students		Total
		Male	Female	
1	XI social Sciences 1	11	11	22
2	XI social Sciences 2	13	12	25
Total		24	23	47

From this population, then identified so that research samples can found. The sample selection used purposive sampling. From the results of the purposive sampling analysis, it found that the study sample was 16 people. The sample consisted of eight women and eight men who had career choice problems. The sample selection obtains from the Likert scale analysis results, and 16 people had low career selection abilities. The class teacher also recommended the 16 people in question because they

tended to experience confusion in determining career choices.

**2.3. Data Collection Techniques**

Appropriate data collection techniques also need to be taken into account so that when the data collection process is doing, it can produce objective and accountable data. Researchers who are involved directly in the field will allow for a more in-depth collection of research data. Researchers in this study used observation and a Checklist of Problems as a preliminary research data collection technique, while for data collection related to career choice using a scale.

From this observation process, it will be possible to determine what people need or what problems occur in the population. In this case, the researcher made observations to observe students' behavior in class XI social Sciences. The use of problem checklists shows things that have happened or are happening in a person's life, especially career selection. This process takes place by selecting and filling out the Problem Checklist according to the conditions they are experiencing. This study uses the Problem Checklist as a tool to find out how students' career choice decisions make.

**2.4. Research Instrument**

Researchers will use the Likert scale as an instrument in data collection. This research instrument is important because it is a tool to measure the understanding of research activities [34]. The scale uses to measure personality about career choices. The choice of answers on the Likert scale uses the options Strongly Disagree, Disagree, Agree, Strongly Agree, for all items listed on that scale according to the respondent's situation. The Likert scale used in this study consists of 61 items that measure the ability to make career decisions. The scale consists of three sub-studies, namely (1) knowledge and self-understanding of career choice decisions as many as 33 items, (2) knowledge of understanding the world of work in making career choice decisions 28 items, and (3) reasoning about the world of work with five items. The analysis used in this research is quantitative data analysis using the Paired-Sample T-Test, Paired-Sample T-Test, or better known as the Pre-Post Design. This design involves two measurements on the same subject to get a specific effect or treatment.

**3. Result**

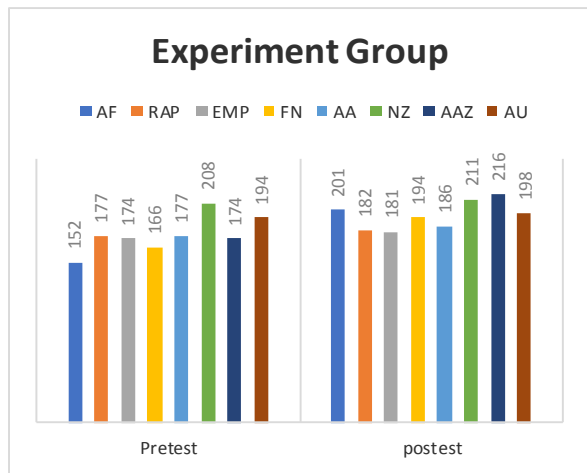
The research analysis results showed that the researcher conducted a brief therapy group counseling focused on improving students' career choice decision-making at Senior High School Muhammadiyah 1 Palangkaraya. Researchers used a career choice understanding scale as a research data collection tool to determine the difference

between the pretest and post-test results. Following are the results of the analysis in question

**Table 2.** The results of the pretest and post-test data analysis

NO	Name	Experiment group		Name	Control Group	
		Pretest	Posttest		Pretest	Posttest
1	AF	152	201	MM	183	183
2	RAP	177	182	IL	212	188
3	EMP	174	181	AM	187	175
4	FN	166	194	MG	178	182
5	AA	177	176	T	180	189
6	NZ	208	176	M	201	181
7	AAZ	174	216	MI	176	188
8	AU	194	193	ZA	169	169

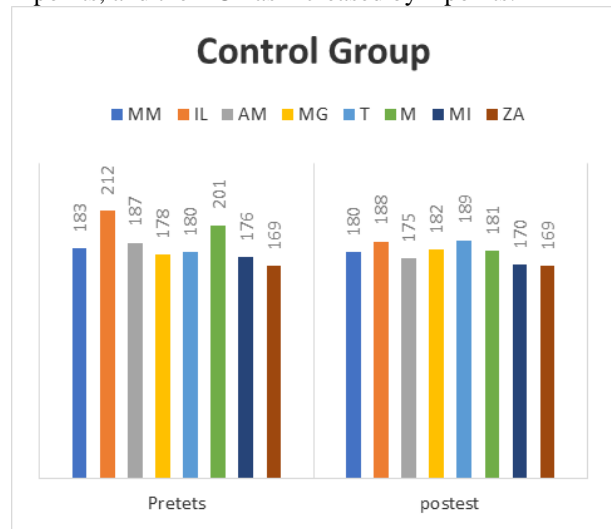
The pretest-posttest table analysis results for the experimental group and the control group above show that the eight control group and eight experimental group people have significant changes. Changes in scores between the experimental and control groups show that the difference a better seen in the experimental group than in the control group. The following is an explanation of the results of the calculation of SPSS in implementing solution-focused short therapy group counseling to improve career choice decision making at Muhammadiyah 1 Palangkaraya Senior High School. To clarify the following discussion following is presented in diagrammatic form.



**Figure 1.** Experiment group

The experimental group analysis results showed that each student experienced a better chance, and it could prove by a post-test score that was better than the pretest score. The diagram analysis above can also understand that brief solution-focused counseling is useful for improving student career choice. AF students had an increase of 48 points, RAP students had an increase of 7 points, EMP had an increase of 7 points, the FN had a rise of 28 points, AA had an increase of 7 points, NZ had an

increase of 3 points, AAZ had an increase of as much as 42 points, and the AU has increased by 4 points.



**Figure 2.** Control Group

The diagram above analysis clarifies that there is no significant change; the study results show that only one person has changed, namely the initials T. Better among his classmates. Results of the Pretest and Posttest of the Experiment Group and the Control Group. The following is a presentation of the results of the SPSS calculations in the implementation of solution-focused brief Counseling group counseling to improve career choice decision-making student at Muhammadiyah 1 High School, Palangkaraya

**Table 3.** Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	62.00	8	6.164	2.055
	Posttest	110.33	8	5.635	1.878

Based on the table above, it seems there was a process of increasing, on average, from 62.00 to 110.33. An average increase of 48.33 occurred. With the analysis results above, so that solution-focused counseling can increase the ability to make career decisions. The results of the analysis to test the hypothesis on the experimental group shows that Asymp. Sig (2-tailed) of 0.024, so it can conclude that the Asymp Sig. (2-tailed) < significant level ( $\alpha/2 = 0.05$ ), which is 0.235, which means that there is a significant effect.

Solution-focused counseling has a significant role in increasing understanding of career choice for students. The right career choice in life will help a person be more productive and develop better abilities according to his career choice. A career is an absolute thing in a person that ultimately must be chosen and lived. Studies conducted in Greece show that career choices are influence by gender stereotypes [35]. Men are more dominant in a career, as evidenced by men's presence in

every career field choice. However, that does not mean that women have low career opportunities. Everyone has the same career opportunities and choices according to the abilities they have. So that students need to get support in choosing an appropriate career [36]. One of the services that can help students make the right career choice is counseling that focuses on solutions. This counseling service has proven to help students make career choices, as evidenced by the increase in the average from 62 to 110.33. This counseling service will guide students to be able to choose careers according to their talents and interests. The selection of the appropriate career will create a harmonious career path in his life. Students will not experience difficult career problems later if they receive careers and treatment from an early age. Solution-focused counseling services create a deep understanding of how to make a person responsible for his choices. Students also are guided in determining the right choice and according to their abilities.

#### 4. Conclusions

The researchers concluded that from all the analysis results, it could see that the solution-focused brief therapy group counseling can improve career choice decision-making skills. The significant value of the t-test value -1,700, with a significance level of 0.234. Because t count <t table (df = 7) with an amount of -1,300> 1,894, the null hypothesis test is accepted, and the alternative hypothesis test is a reject. Whereas in the control group that was only given counseling treatment without special treatment, the t-test technique's significance value was 0.823, with a significance level of 0.438. Because t count <T table (df = 7) with a value of 0.823 <1.894, the null hypothesis test is accepted and alternative hypothesis testing. The hypothesis concluded a more significant effect of solution-focused therapy group counseling than group counseling without using techniques for retrieval career choice decisions. Suggestions in this study are other than parents who contribute in determining children's career choices. The school also plays an essential role in career choices. School is a bridge for children to be able to choose suitable career options. The school hopes to provide service facilities to students in providing career choice services. Guidance and counseling teachers in schools hope to be active in providing appropriate services so that children can develop their careers optimally. The right career choice will create job satisfaction and work motivation, and impact work productivity, getting better.

#### Acknowledgments

We want to express our deep gratitude to Muhammadiyah University Palangkaraya, who always

supports both morally and materially to all lecturers at the Muhammadiyah Palangkaraya University for consistently working and producing quality publications.

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# Sijil Penyertaan

Dengan Ini Disahkan Bahawa

**ELGA KRISDEYA FEPI**

Telah Menyertai Dengan Cemerlang Dan Penuh Komited

**PROGRAM LAYANAN KONSELING INDIVIDUAL, LAYANAN BIMBINGAN  
KELOMPOK DAN PEMBERIAN MOTIVASI MAHASISWA JURUSAN  
BIMBINGAN DAN KAUNSELING FAKULTAS KEGURUAN DAN ILMU  
PENDIDIKAN UNIVERSITAS MUHAMMADIYAH PALANGKARAYA**

**22 Julai 2019 Sehingga 17 Ogos 2019**

**Rumah Perlindungan HIV Darul Ukhwah Yayasan Al-Ijabah**

  
DR SITI TANIZA TOHA



Dr. Siti Taniza Bt. Toha  
(Presiden Persatuan Kaunselor  
Pendidikan Malaysia)

**LAPORAN KEGIATAN MAGANG/PPL DAN PENGABDIAN  
DI PEKA MALAYSIA**



**NAMA**

Elga Krisdeya Fepi

**UNIVERSITAS MUHAMMADIYAH PALANGKARAYA  
FAKULTAS KEGURUN DAN ILMU PENDIDIKAN  
PROGRAM STUDI BIMBINGAN DAN KONSELING**

## **KATA PENGANTAR**

Segala puji syukur praktikan panjatkan kehadiran Tuhan yang maha Esa yang telah melimpahkan rahmat-Nya sehingga dapat menyelesaikan magang III dan pengabdian di Persatuan Kaunselor Pendidikan Malaysia (PEKA).

Dalam penyelesaian magang III dan pengabdian BK praktikan banyak mendapatkan bantuan, dorongan serta bimbingan dari berbagai pihak. Untuk itu pada kesempatan ini praktikan ingin menyampaikan ucapan terima kasih yang sebesar-besarnya kepada:

1. Tuhan yang maha Esa yang senantiasa melimpahkan kesehatan kepada praktikan sehingga dapat menyelesaikan laporan ini dengan tepat waktu.
2. M. Andi Setiawan M.Pd selaku dosen pembimbing yang selama ini selalu membimbing dan memberikan petunjuk serta saran kepada praktikan dalam penulisan laporan.
3. Dr. Siti Taniza Bt. Toha selaku Persiden Persatuan Kaunselor Pendidikan Malaysia, yang dengan senang hati menerima, membantu serta memfasilitasi praktikan sehingga magang dapat terlaksana dengan baik.
4. Muhammad Saffuan Abdullah selaku konselor yang telah banyak membantu praktikan dalam melaksanakan magang III dan pengabdian.
5. Muhammad Firdaus selaku staf kantor PEKA yang telah membantu praktikan dalam melaksanakan magang III dan pengabdian.
6. Ustadz Asmi selaku kepala pengurus Darul Ukwah Yayasan AlIjabah rumah perlindungan HIV/AIDS.
7. Seluruh staf yang telah membantu dalam proses pelaksanaan magang III dan pengabdian di Darul Ukwah Yayasan Al-Ijabah rumah perlindungan HIV/AIDS, Selangor.


8. Seluruh staf yang telah membantu dalam proses pelaksanaan magang III dan pengabdian di Persatuan Kaunseling Pendidikan Malaysia (PEKA).
9. Rekan-rekan mahasiswa BK Semester VI (Enam) yang merupakan teman seperjuangan yang melaksanakan Magang III dan pengabdian di Persatuan Kaunselor Pendidikan Malaysia, Shah Alam Selangor.

Praktikan menyadari sepenuhnya bahwa laporan yang dibuat ini masih banyak kekurangan baik dari segi susunan kalimat maupun dari segi bahasanya, oleh karena itu penulis sangat mengharapkan saran dan kritik dari para pembaca agar dapat membangun kesempurnaan laporan ini.

Praktikan banyak-banyak mengucapkan terima kasih yang sebesar-besarnya semoga magang III dan pengabdian ini dapat bermanfaat.

Palangka Raya, September 2019

Mahasiswa praktikan

  
Elga Krisdeva Fepi  
16.21.017240



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# **BAB I**

## **PENDAHULUAN**

### **A. Latar Belakang**

Pendidikan dipandang sebagai salah satu aspek yang memiliki peranan pokok dalam membentuk generasi mendatang, yang diharapkan dapat menghasilkan manusia berkualitas dan bertanggung jawab serta mampu mengantisipasi masa depan. Pendidikan dalam maknanya yang luas senantiasa menstimulir dan menyertai perubahan-perubahan dan perkembangan umat manusia dan berupaya untuk senantiasa mengantar dan membimbing perubahan dan perkembangan hidup serta kehidupan manusia.

Perguruan tinggi merupakan salah satu institusi pendidikan yang diciptakan untuk mengembangkan sumber daya manusia yang memiliki daya saing baik di tingkat regional, nasional ataupun internasional. Agar peran yang strategis dan besar tersebut dapat di jalankan dengan baik, maka sumber daya manusia perguruan tinggi haruslah memiliki kualitas yang unggul dan berdaya saing. Mahasiswa sebagai sumber daya manusia bukan hanya mampu dalam menguasai teori yang ada di perguruan tinggi tetapi juga mampu dalam mengaplikasikan ilmunya dalam praktiknya. Magang merupakan bagian dari pendidikan yang ada di perguruan tinggi dan bertujuan untuk memperkenalkan dan menumbuhkan kemampuan mahasiswa dalam dunia kerja nyata. Magang dilaksanakan melalui hubungan yang intensif antara mahasiswa magang dan guru pamong di instansi sekolah guna menerapkan teori yang sudah di dapatnya pada semester sebelumnya.

Magang merupakan salah satu kegiatan kurikuler yang wajib di tempuh oleh mahasiswa Prodi Bimbingan dan Konseling Universitas Muhammadiyah Palangkaraya untuk mendapatkan gelar sarjana Bimbingan Konseling. Kegiatan ini diharapkan mampu membentuk empat kompetensi yang di persyaratkan untuk menjadi guru yang professional, yaitu : Kompetensi pedagogik, Kompetensi profesional, Kompetensi kepribadian dan Kompetensi sosial. Kegiatan magang terdiri atas 3 magang yang tercangkup : Magang 1 (Observasi administrasi BK), Magang 2 (Assesment kebutuhan), dan Magang 3 (Praktik layanan BK). Sesuai dengan UU Guru dan Dosen No. 14 tahun 2005 seorang guru wajib memiliki kualifikasi akademik, kompetensi, sertifikat pendidik, sehat jasmani dan rohani, serta memiliki kemampuan mewujudkan tujuan pendidikan nasional.

Pedoman ini merupakan pedoman magang 3 yang merupakan lanjutan dari magang 2, diharapkan pedoman ini dapat mempermudah pemahaman terhadap pelaksanaan program magang 3, sehingga program tersebut dapat dilaksanakan dengan baik dan efektif.

## **B. Tujuan Magang**

### **1. Umum**

Tujuan kegiatan magang III dan pengabdian bagi mahasiswa Prodi BK adalah sebagai berikut:

- a. Magang III dan pengabdian bertujuan membentuk mahasiswa agar menjadi calon tenaga kependidikan yang profesional, sesuai dengan prinsip-prinsip pendidikan berdasarkan kompetensi pedagogik, kepribadian, profesional, dan sosial.

- b. Membangun jati diri pendidik dengan memantapkan kompetensi akademik melalui pelaksanaan pelayanan BK secara langsung di lingkungan sosial.
- c. Melatih kemampuan mahasiswa untuk menjadi pribadi-pribadi yang mandiri, mampu bersikap, mampu memecahkan masalah dan mengambil keputusan dalam bekerja.
- d. Menumbuhkan kemampuan berinteraksi sosial dengan orang lain.

## **2. Khusus**

Program Magang III dan pengabdian BK di Persatuan Kaunselor Pendidikan Malaysia bertujuan agar mahasiswa:

- a. Memberikan layanan sesuai dengan kebutuhan pengidap HIV, yaitu: layanan konseling individual, layanan bimbingan kelompok, layanan pemberian motivasi, ice breaking dan literasi.
- b. Terampil dalam memberikan layanan sesuai dengan kebutuhan pengidap HIV yang sudah di asesment.
- c. Untuk dijadikan sebagai bekal dalam mempersiapkan diri terjun ke dadalm masyarakat dan dunia kerja yang sesungguhnya.

## **C. Manfaat Magang**

Magang BK di Persatuan Kaunselor Pendidikan Malaysia (PEKA) dapat memberikan manfaat terhadap semua komponen yang terkait yaitu mahasiswa, sekolah, dan perguruan tinggi yang bersangkutan.

### **1. Mahasiswa**

- a. Mengetahui dan mengetahui secara langsung kegiatan konseling di PEKA dan kegiatan pemberian layanan konseling pada khususnya.

- b. Memperdalam pengertian dan penghayatan mahasiswa tentang pelaksanaan bimbingan dan konseling di PEKA, dan pendidikan pada umumnya.
- c. Mendapatkan kesempatan untuk mempraktekkan bekal yang telah di peroleh selama kuliah ke dalam seluruh konteks dan proses pendidikan.
- d. Meningkatkan keterampilan mahasiswa dalam menangani berbagai tugas sebagai calon guru pembimbing khususnya dan tenaga kependidikan pada umumnya, mengatur (asesmen) bimbingan dan konseling.

**2. Lembaga Persatuan Kaunseling Pendidikan Malaysia (PEKA)**

- a. Lembaga PEKA di harapkan akan mendapatkan inovasi dalam kegiatan pelayanan Bimbingan dan Konseling serta proses pendidikan pada umumnya.

- 3.** Lembaga PEKA membagi program kaunseling di Darul Ukhwah Yayasan Al-Ijabah kepada mahasiswa yang magang sehingga mahasiswa magang dapat membantu kaunselor PEKA melaksanakan program.

**4. Program Studi Bimbingan dan Konseling**

- a. Memperoleh masukan tentang perkembangan pelaksanaan praktek pendidikan umumnya, dan bimbingan dan konseling khususnya, dan mempelajari teknik-teknik konseling yang ada di malaysia.
- b. Memperluas dan meningkatkan kerja sama dengan kantor PEKA tempat praktek.

**D. Tempat dan Waktu Program Magang III dan pengabdian BK**

### **1. Tempat Program Magang III dan pengabdian BK**

Program Magang III dan pengabdian BK dilaksanakan di lembaga konseling yang telah di tentukan oleh LP-PPL UM Palangkaraya, yaitu di Persatuan Kaunselor Pendidikan Malaysia (PEKA) dengan alamat Jl. Kristal S7/AS No. 23 Seksyen 7 Shah Alam, Selangor.

### **E. Waktu Program Magang III dan pengabdian BK**

Waktu program magang III dan pengabdian BK di laksanakan pada semester ke-7, berlangsung selama 1 bulan yaitu pada bulan Juli-Agustus dengan bobot 4 SKS.

### **F. Tempat Praktek Konseling**

Pada magang III yang dilaksanakan di Persatuan Kaunselor Pendidikan Malaysia penulis bersama 3 Orang lainnya melaksanakan prakltek konseling di Darul Ukhwah Yayasan Al-Ijabah, Selangor Malaysia.

### **G. Pembimbing Magang III dan pengabdian**

Dosen pembimbing adalah dosen yang sudah di tetapkan oleh pihak pengurus Magang BK di Universitas Muhammadiyah Palangkaraya. Serta Konselor yang membimbing kami selama di magang adalah :

<b>Dosen pembimbing</b>	<b>Konselor Pembimbing</b>	<b>Mahasiswa praktek</b>
1. Karyanti, M.Pd	1. En. Muhammad Saffuan Abdullah 2. En. Muhammad Firdaus	Wiwie Sholeha Putri Wahyuningsih Elga Krisdeya Fepi Pransiska Arum

## **H. Program Kegiatan**

Dalam penyusunan program bimbingan dan konseling di Darul Ukhwah Yayasan Al-Ijabah praktikan membuat program berdasarkan bidang bimbingan yaitu bidang pribadi, sosial. Program kegiatan yang akan dilaksanakan berupa layanan sebagai berikut :

1. Layanan Bimbingan Kelompok
2. Layanan Konseling Individual
3. Layanan Pemberian Motivasi
4. Ice Breaking
5. Literasi

## **BAB II**

### **KEGIATAN MAGANG 3**

#### **A. Program Bimbingan dan Konseling**

Untuk memperoleh tujuan yang dapat mendekati sempurna dalam sebuah pelaksanaan kegiatan bimbingan dan konseling seorang guru bimbingan dan konseling atau konselor dituntut untuk memiliki suatu program yang matang sebagai sebuah rencana yang akan dilaksanakan nantinya. Oleh karena itu sebagai mahasiswa praktikan juga dituntut untuk dapat membuat suatu program pelaksanaan kegiatan bimbingan dan konseling dalam praktik pengalaman lapangan yang akan dijalankannya. Sehingga pada saat mahasiswa praktikan terjun langsung dalam dunia pendidikan sebagai guru bimbingan dan konseling atau konselor, mahasiswa tidak akan merasa kesulitan lagi dengan masalah pembuatan program karena telah memiliki pengalaman dalam pembuatan program pada saat praktikum. Dalam pembuatan program tersebut praktikan akan dibantu oleh konselor pembimbing dan berkolaborasi dengan dosen pembimbing agar program yang akan dilaksanakan tersebut dapat berkembang dengan baik untuk membantu pencapaian perkembangan secara optimal.

Sebelum praktikan atau seorang konselor membuat program kegiatan praktik pengalaman lapangan maka secara khusus praktikan atau seorang konselor diharapkan memiliki pemahaman mendalam tentang hal-hal berikut ini:

1. Menyiapkan program
2. Mengemas topik atau materi bimbingan kelompok
3. Mengembangkan media BK



4. Menyiapkan dan melakukan kegiatan pendukung
5. Menilai proses dan hasil program BK
6. Menindak lanjuti hasil penelitian

## **B. Pelaksanaan Kegiatan Magang III dan pengabdian yang di Programkan**

Menurut Sukardi (2000:43-51), Berbagai jenis layanan dan kegiatan perlu dilakukan sebagai wujud penyelenggaraan pelayanan bimbingan dan konseling terhadap sasaran layanan, yaitu peserta didik. Jenis layanan kegiatan tersebut perlu terselenggara sesuai dengan keempat bidang bimbingan yang telah diuraikan terdahulu. Layanan dan kegiatan pokok tersebut ialah:

### **a. Bimbingan Kelompok**

Layanan bimbingan kelompok yaitu layanan bimbingan yang memungkinkan sejumlah pengidap HIV secara bersama-sama memperoleh berbagai bahan dari nara sumber tertentu (terutama dari konselor pembimbing) yang berguna untuk menunjang kehidupannya sehari-hari baik individu maupun sebagai kelompok, anggota keluarga dan masyarakat serta untuk pertimbangan dalam pengambilan keputusan. Layanan bimbingan kelompok mempunyai 3 fungsi, yaitu:

- a. Berfungsi informatif,
- b. Berfungsi pengembangan,
- c. Berfungsi preventif dan kreatif.

Pelaksanaan kegiatan layanan kegiatan bimbingan kelompok dapat dilaksanakan melalui kegiatan home room yang berfungsi untuk menyampaikan informasi dan pengembangan, psikodrama yang berfungsi untuk keperluan terapi

untuk masalah-masalah psikologis, sosiodrama yang berfungsi untuk keperluan terapi bagi masalah-masalah konflik sosial.

Layanan bimbingan kelompok (topik tugas) diberikan pada tanggal Senin 05 Agustus 2019 dengan kurun waktu 120 menit

#### **b. Konseling Individual**

Konseling Individual yaitu layanan bimbingan dan konseling yang memungkinkan pengidap HIV yang mendapatkan layanan langsung secara tatap muka dengan konselor pembimbing dalam rangka pembahasan dan pengentasan permasalahan klien, dapat mengikuti langkah-langkah sebagai berikut:

- a. Pengenalan dan pemahaman permasalahan.
- b. Analisis yang tepat.
- c. Aplikasi dan pemecahan permasalahan.
- d. Evaluasi, baik evaluasi awal, proses, ataupun evaluasi akhir.
- e. Tindak lanjut.

Melihat kepada teknik penyelenggaraan konseling perorangan terdapat macam-macam teknik konseling perorangan yang sangat ditentukan oleh permasalahan yang dialami klien. Teknik konseling perorangan yang sederhana melalui proses/ tahap-tahap sebagai berikut:

- 1) Tahap pembukaan.
- 2) Tahap penjelasan (eksplorasi).
- 3) Tahap perubahan tingkah laku.
- 4) Tahap penilaian/tindak lanjut.

Materi layanan konseling perorangan meliputi:

- 1) Pemahaman sikap, kebiasaan, kekuatan diri dan kelemahan, serta penyalurannya.
- 2) Pengentasan kelemahan diri dan pengembangan kekuatan diri.
- 3) Mengembangkan kemampuan berkomunikasi, menerima dan menyampaikan pendapat, bertingkah laku sosial, baik di yayasan dan masyarakat.
- 4) Mengembangkan sikap kebiasaan sosial yang baik. Disiplin dan berlatih sesuai dengan kemampuan, kebiasaan, dan potensi diri.
- 5) Pengambilan keputusan sesuai dengan kondisi pribadi, keluarga, dan sosial.  
Layanan konseling individual di berikan pada klien pengidap HIV yang berinisial K dengan permasalahan kesalahpahaman dalam keluarganya.

**c. Ice Breaking**

- 1). Tembak Dor

Manfaatnya untuk melatih kekompakan, kerja sama kelompok dan juga bisa melatih konsentrasi.

- 2). Ku pikir-pikir 1, 2, 3

Manfaatnya untuk membuat suasana menjadi semangat kembali.

- 3). Tepuk Pundak

Manfaatnya untuk melatih konsentrasi pada klien.

- 4). Tepuk 1, 2, 3

Manfaatnya untuk melatih konsentrasi pada klien.

**d. Pemberian Kata-Kata Motivasi**

Kami semua memberikan kata-kata motivasi dengan judul sebagai berikut:

- 1). Untuk kamu yang sedang berjuang
- 2). Ketika kamu merasa tidak berharga
- 3). Jangan berputus asa dan sedih
- 4). Optimis melanjutkan hidup
- 5). Ketika kamu berada di titik terendah
- 6). Ketika kamu hancur berkeping-keping
- 7). Ketika semangat mu mulai padam
- 8). Ketika kamu terjatuh
- 9). Optimis melanjutkan hidup
- 10). Ketika hati belum bisa ikhlas

**e. Literasi**

Literasi yang diberikan bertema “kebermaknaan hidup”.

**C. Pelaksanaan kegiatan-kegiatan magang III dan pengabdian yang tidak diprogramkan**

Dalam pelaksanaan magang III dan pengabdian, Kegiatan di Persatuan Kaunselor Pendidikan Malaysia (PEKA) yang tidak diprogramkan diantaranya :

1. Administrasi pendaftaran seminar “Kemurungan”
2. Mendekorasi ruangan kantor.
3. Membantu mencari bahan pembuatan buku untuk konselor.
4. Mengikuti seminar “Save Life & Stop Pornografi” yang dilaksanakan oleh konselor di Sekolah Menengah Sains Banting.
5. Menerima staff kantor PEKA curhat.

### **BAB III**

#### **ANALISIS DAN BAHASAN**

##### **A. Analisis**

Program magang III dan pengabdian yang dilaksanakan bertujuan untuk mengasah kemampuan yang dimiliki oleh mahasiswa dalam penerapan pengetahuan yang telah dipelajari. Dalam pelaksanaan kegiatan Magang III dan pengabdian ini memiliki beberapa tujuan yang harus dicapai yaitu melaksanakan layanan Bimbingan dan Konseling. Bidang bimbingan yang diwujudkan dalam bentuk layanan yaitu layanan bimbingan kelompok, layanan konseling individual, layanan pemberian motivasi, ice breaking dan literasi. Sebelum layanan tersebut dilaksanakan dan diberikan kepada pengidap HIV/AIDS, praktikan membuat jadwal program terlebih dahulu dan kemudian setelah itu langsung melaksanakan layanan sesuai jadwal program yang telah dibuat. Praktikan secara langsung mengeluarkan kemampuan dan juga secara langsung belajar menjadi seorang konselor.

Program magang III dan pengabdian mengajarkan kepada mahasiswa bagaimana cara untuk menerapkan teori-teori yang telah didapatkan selama proses perkuliahan, mengajarkan bagaimana cara mengatasi siswa yang bermasalah bagaimana menangani siswa yang berperilaku berbeda-beda dalam suatu kelas. Dalam penyampaian layanan informasi hal yang harus diperhatikan adalah bagaimana kita sebagai guru bimbingan dan konseling harus bisa melihat kondisi kelas dan keadaan kelas apakah siswa siap untuk menerima layanan atau tidak.

Program magang III dan pengabdian mengajarkan kepada mahasiswa agar mampu mengetahui keadaan pengidap HIV yang beragam, sebagai seorang konselor harus mampu menjadi fasilitator bagi pengidap HIV yang memerlukan bantuan, harus siap dalam segala situasi saat pengidap HIV membutuhkan. Menjadi seorang konselor bukan suatu hal yang mudah karena harus lebih bisa mendekati mereka agar mereka mau datang ketika terjadi suatu permasalahan, peran konselor tidak hanya menangani pengidap HIV yang bermasalah tetapi juga tidak memiliki semangat hidup lagi, layanan ice breaking dan literasi yang diberikan kepada pengidap HIV bertujuan untuk memberikan gambaran tentang semangat hidup dan berbagi semangat hidup.

Adapun faktor pendukung dan penghambat pelaksanaan Magang III dan pengabdian BK di Darul Ukhwah Yayasan Al-Ijabah

**a. Faktor pendukung**

- a. Ustadz dan Ustazah sertastaf karyawan di Darul Ukhwah Yayasan Al-Ijabah menyambut hangat dan membantu Praktikan dalam rangka pelaksanaan pemberian layanan pada Magang III dan pengabdian BK dan membantu praktikan dalam penyelesaian tugas laporan Magang III dan pengabdian BK.
- b. Adanya kerjasama dengan konselor pembimbing dan dosen pembimbing yang senantiasa memberikan arahan dan bimbingan selama pelaksanaan Magang III dan pengabdian BK di Darul Ukhwah Yayasan Al-Ijabah.
- c. Konselor pembimbing yang sudah profesional dan berpengalaman yang mampu membimbing praktikan dalam menjalankan Magang III dan pengabdian BK dan juga sangat berperan penting dalam penyelesaian pembuatan laporan Magang III dan pengabdian BK.

- d. Konselor pembimbing yang banyak membantu dan mengarahkan praktikan baik dalam kegiatan Magang III dan pengabdian BK maupun dalam pembuatan laporan Magang III dan pengabdian BK sehingga Magang III dan pengabdian BK dan laporan Magang III dan pengabdian BK dapat selesai. Hal ini berkat kesabaran dan bimbingan yang baik.

### **1. Faktor penghambat**

- a. Kekurangan yang ada pada praktikan mengingat masih pada tahap belajar.
- b. Praktikan masih merasa canggung dan sedikit gugup ketika pertama kali memberikan layanan terlebih juga karena praktikan memberikan layanan di lingkungan sosial yang baru bagi praktikan akan tetapi berjalanya waktu praktikan mulai terbiasa.
- c. Praktikan merasa bingung untuk mencari bahan layanan yang tepat untuk diberikan kepada pengidap HIV di yayasan. Akan tetapi konselor pembimbing memberikan kesempatan yang luar biasa bagi praktikan dan juga praktikan sangat dibantu oleh konselor dalam hal meminjamkan modul program layanan BK, sehingga praktikan bisa memberikan layanan dan mengeluarkan ilmu yang dipelajarinya selama di bangku kuliah dan memberikannya secara langsung kepada pengidap HIV.
- d. Terkadang jadwal masuk layanan terhalang oleh kegiatan yang diadakan oleh pihak yayasan seperti hari Raya Idul Adha.

### **B. Bahasan**

Dalam praktik Magang III dan pengabdian BK praktikan mendapatkan beberapa ilmu yang dipelajari dan pengalaman di kantor Persatuan Kaunselor Pendidikan Malaysia (PEKA) sebagai berikut:

1. Praktikan diberikan kesempatan dan kepercayaan dari konselor pembimbing untuk melaksanakan praktek magang dengan memberikan layanan Bimbingan kelompok, Konseling individual, pemberian motivasi dan literasi kepada pengidap HIV.
2. Praktikan dapat belajar secara langsung memberikan layanan kepada pengidap HIV berdasarkan program yang telah dibuat oleh praktikan. Sebelum melaksanakan layanan praktikan membuat jadwal program terlebih dahulu.
3. Praktikan melaksanakan 2 layanan wajib dan juga 3 layanan tambahan yang dimana semua layanan tersebut sudah dilaksanakan praktikan sesuai dengan program yang telah dibuat praktikan.
4. Praktikan memberikan layanan kepada pengidap HIV sesuai dengan tugas yang diberikan oleh konselor pembimbing.



## **BAB IV**

### **PENUTUP**

#### **A. Kesimpulan**

Dengan diselenggarakannya program Magang III dan pengabdian, merupakan suatu jalan bagi mahasiswa untuk bersosialisasi dengan masyarakat, khususnya dengan dunia pendidikan secara nyata. Sebagai wadah bagi mahasiswa untuk mengaktualisasikan pengembangan diri sebagai calon tenaga pendidik untuk dapat memahami kondisi nyata di lingkungan sosial. Sehingga nantinya mahasiswa dapat menerapkan baik konsep pendidikan, maupun pengalaman disiplin ilmu yang sudah didapatkan dibangku kuliah ke dalam dunia pendidikan yang sebenarnya. Hal ini dapat disebabkan karena mahasiswa dituntut untuk tampil dan berkompeten secara profesional saat lulus dari perguruan tinggi.

Manfaat yang dapat diambil dari kegiatan Magang III dan pengabdian BK seperti mendapatkan ilmu, mendapatkan pengalaman dan mendapatkan kepercayaan dari konselor pembimbing untuk melaksanakan layanan kepada pengidap HIV dan juga diberikan kesempatan menunjukkan kemampuan dan menunjukkan ilmu yang telah didapat dibangku kuliah dan membagi ilmu tersebut, mengenal secara langsung lingkungan sosial dan melihat pribadi yang ada pada pengidap HIV dan pengurus yayasan yang dimana kebanyakan pribadi pengidap HIV dan pengurus yayasan di Darul Ukhwah Yayasan Al-Ijabah sangat baik dan

ramah serta menerima dengan baik kegiatan Magang III dan pengabdian BK yang dilakukan.

Selama kegiatan Magang III dan pengabdian BK berlangsung, praktikan dapat belajar dan memperoleh pengalaman dari konselor pembimbing yang sudah profesional dan berpengalaman PEKA. Untuk itu praktikan selalu berusaha melakukan komunikasi dengan konselor pembimbing dan pengurus yayasan baik di kantor maupun diluar luar. Tetapi praktikan merasa masih banyak ilmu dan pengalam yang ingin di dapatkan oleh praktikan seperti ingin memperdalam lagi tentang pelaksanaan layanan dan pemberian layanan.

Pelaksanaan kegiatan Program Magang III dan pengabdian oleh mahasiswa Bimbingan dan Konseling Siti Sarah Azzahrah di SMP Muhammadiyah Palangka Raya, yang dimulai pada bulan Juli 2018 sampai dengan Oktober 2018, secara umum dapat berjalan dengan lancar.

Berdasarkan pelaksanaan kegiatan Magang III dan pengabdian di SMP Muhammadiyah Palangka Raya yang telah ditempuh, maka dapat diambil kesimpulan sebagai berikut:

- 1) Pada umumnya pelaksanaan program Magang III dan pengabdian individu berjalan dengan baik. Program kegiatan dapat direalisasikan
- 2) Kegiatan Magang III dan pengabdian memberikan suatu pengalaman yang nyata, sehingga bisa membandingkan kondisi di lapangan dengan kajian teoritik di bangku kuliah
- 3) Kegiatan Magang memberikan kesempatan bagi mahasiswa BK untuk dapat mengembangkan potensi dan kreativitasnya, misal dalam pengembangan media,

menyusun materi sendiri berdasarkan kompetensi yang ingin dicapai, dan kemampuan dalam melakukan bimbingan maupun konseling.

- 4) Meningkatkan taraf pemahaman terhadap karakteristik lingkungan dan karakteristik pengidap HIV yang sangat penting untuk diperhatikan dalam suksesnya pelaksanaan pelayanan program BK. Proses bimbingan kelompok akan terlihat berjalan lancar apabila didukung oleh adanya kesiapan konselor dan pengidap HIV, adanya hubungan yang harmonis.

Dari deskripsi di atas semoga penagalaman ini dapat menambah ilmu pengetahuan bagi praktikan dalam menerapkan ilmu dan melanjutkan aktivitas sebagai calon pendidik atau sebagai seorang calon konselor. Kerja sama yang telah terjalin ini semoga dapat terpelihara dengan baik dan dapat benar-benar mewujudkan tujuan dari kegiatan Magang III dan pengabdian BK yaitu mewujudkan kependidikan yang profesional yang dimana salah satunya adalah dari Praktek pemberian layanan Bimbingan dan konseling.

## **B. Saran**

Sebagai penutup praktikan dapat memberikan saran-saran sebagai berikut: Semoga laporan Magang III dan pengabdian ini bisa bermanfaat dan bisa menjadi bahan acuan untuk membuat laporan Magang bagi adik tingkat atau bagi mahasiswa Magang selanjutnya.

## DAFTAR PUSTAKA

- Supriatna. Mamat. 2011. *Bimbingan dan Konseling Berbasis Kompetensi Orientasi Dasar Pengembangan Profesi Konselor*. Jakarta: PT RAJAGRAFINDOPERSADA
- Sukardi. K. D. 2000. *Pengantar Pelaksanaan Program Bimbingan Dan Konseling di Sekolah*. Jakarta: PT RINEKACIPTALKj QAWERF

## Lampiran lampiran

1. Mahasiswa Program KKN/PPL di PEKA (Persatuan Kaunselor Pendidikan Malaysia)



Mahasiswa yang mengikuti Program KKN/PPL Luar Negeri angkatan I ini berjumlah 4 orang yang terdiri dari penulis sendiri ; Putri Wahyuningsih (Prodi Bimbingan Konseling), Elga Krisdeya Fepi (Prodi Bimbingan Konseling), Fransiska Arum (Prodi Bimbingan Konseling), Wiwie Sholeha (Prodi Bimbingan Konseling). Dan difoto tersebut bersama Presiden PEKA Ibu Dr. Siti Taniza Toha dan Konselor PEKA Bapak Muhammad Saffuan Abdullah.

2. Sekolah Menengah Sains Banting



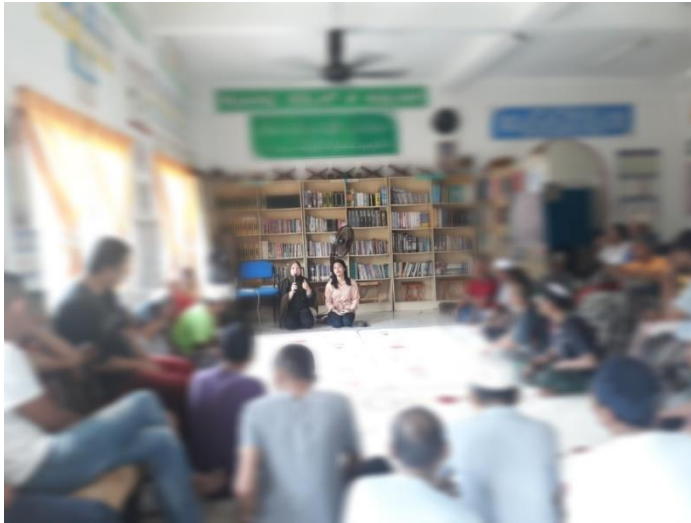
Pada tanggal 24 Juli 2019 telah dilaksanakan kegiatan seminar “Save Life & Stop Pornografi” di Sekolah Menengah Sains Banting. Kami melakukan ice breaking dan membantu konselor dalam memberikan Konseling Art.

3. Seminar “Kemurungan” di Kantor PEKA (Persatuan Kaunselor Pendidikan Malaysia)



Kegiatan seminar “Kemurungan” yang diadakan pada tanggal 31 Juli 2019 di Kantor PEKA oleh Konselor Muhammad Saffuan Abdullah. Kegiatan ini ditujukan untuk pelatihan konselor sekolah di Malaysia.

4. Kegiatan KKN/PPL di Darul Ukhwah Yayasan Al-Ijabah



Kami melaksanakan bimbingan kelompok, konseling individual, ice breaking, pemberian kata motivasi dan literasi di Rumah Perlindungan HIV Darul Ukhwah Yayasan Al-Ijabah.



## 5. Pemberian Sertifikat dan Piagam di Darul Ukhwah Yayasan Al-Ijabah



Pemberian sertifikat dan piagam ini sekaligus dengan acara perpisahan dengan Presiden PEKA Ibu Dr. Siti Taniza Toha dan Konselor PEKA Bapak Muhammad Saffuan Abdullah serta pengurus Darul Ukhwah Yayasan Al-Ijabah yang dilaksanakan pada tanggal 17 Agustus 2019.



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Pantiasuhan Ayahbunda Palangkaraya



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Pelatihan Keterampilan  
Komunikasi Dan Konseling bagi Guru  
SD Muhammadiyah Palangkaraya  
Tahun 2018

