

IMPROVING THE PERFORMANCE OF THE GUIDANCE TEACHER AND COUNSELING IN CAREER DEVELOPMENT STAGE THROUGH ACADEMIC SUPERVISION

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Abstract: This research aims to improve the performance of guidance and counseling teachers in the stages of career development through academic supervision. Career guidance has an important role in helping students achieve independence competency standards in the aspect of developing insight and career readiness. To achieve these competencies, students need to have the character of independence in making career decisions. By having an independent character, students will have confidence and be responsible for doing something, so that students are able to recognize themselves and can determine career choices for their future from an early age.

Keywords: teacher performance, academic supervision counseling guidance, career development,

Introduction

Career guidance is needed for junior high school students, considering that high school age children can be categorized as early teens. In general, when they are in high school, they are in their early teens after they have gone through elementary school education. Early adolescence or puberty is a unique and special period characterized by developmental changes that do not occur in other stages of the life span.

In their early teens, they begin to get to know a new system in school, among others, by getting to know many teachers who have various characteristics and personalities. This shows the need for the ability to adapt to various situations. They also begin to recognize various subjects that must be studied with various characteristics. In high school there are no problems regarding the choice of majors but can face problems regarding continuing education.

Career Guidance and Education service plans using the approach *active guidance* and determine the 'minimum service package' that each student must receive. This service plan is a tool that counselors in schools can easily use in structuring class-based and group-based sessions which are face-to-face sessions with students. This service guide aims to develop the character of independence in making career decisions for high school students.

Based on observations in the field, it shows that career guidance activities have been carried out in this school. There are several problems faced in the career development stage, namely: a) students do not understand more precisely about the circumstances and abilities of students, b) students have not been able to foster awareness of the values that exist in students' personal, c) lack of introduction to various type of high school and understand how to choose a major that matches your abilities such as SMA/SMK/MA, d) Not familiar with various types of work, e) Feeling anxious about getting a job after graduating from school, because the family does not have the money to continue school, f) Family opposed in choosing a school or major, and g) Fear of not being accepted into the desired department or school

Observing this reality, the authors are interested in conducting research to improve the Performance of Guidance and Counseling Teachers in the Career Development Stage through academic supervision activities. The use of academic supervision in improving teacher performance to improve the Performance of Guidance and Counseling Teachers in the Career Development Stage is based on the consideration that academic supervision has advantages because in the process it is carried out in a programmatic and continuous manner so that any developments in the performance of guidance and counseling teachers in carrying out career

guidance activities can be observed and given input in accordance with the context of the problems faced by teachers in the career development stage .

Theoretical Studies

Career Guidance in School

Career guidance is a process of assistance provided by school counselors to students in the context of providing career and job information so that students become aware of themselves to choose jobs according to their talents, interests and abilities.

The functions of career guidance in high school are: a) Provide direction to students to have an objective initial insight into further education and employment opportunities ; b) Providing additional provisions in going through a systematic transition from student status to being a productive member of society ; c) Provide opportunities to recognize and foster attitudes, interests, and values towards the world of work ;

The strategy used in career guidance services is group counseling and group discussion. The purpose of this strategy is to improve students' ability in problem solving and decision making. According to Sears-Jones, adding about strategies that can be used to provide career guidance to high school students include: a) students can use their time function by working for their parents, and b) participate in extracurricular activities in their school.

Career guidance is a process of assistance provided by school counselors to students in the context of providing career and job information so that students become aware of themselves to choose jobs according to their talents, interests and abilities.

Services will achieve optimal results if managed properly. This shows the need for career guidance management activities so as to contribute to the implementation of ideal guidance activities.

Nurihsan (2005:39) suggests the management aspects or the management of career guidance services , namely: a) Program planning and timing of career development stages ; b) Implementation of the Duties of Guiding Teachers (Counselors) ; c) Organization of Career Guidance ; d) Utilization of Supporting Facilities for Career Guidance Activities ; e) Administration of Career Guidance Activities ; f) Direction, Supervision and Assessment of Career Guidance Activities .

The Nature of Academic Supervision

Glickman (in Indrayanto , 2015:1) defines academic supervision as a series of activities to help teachers develop their ability to manage the learning process in order to achieve learning objectives. This definition implies that academic supervision is an effort to help teachers develop their abilities to achieve learning goals. Thus, it means, the essence of academic supervision is not at all assessing teacher performance in managing the learning process, but helping teachers develop their professional abilities.

Sutisna (2007:12) suggests that ability development in this context is not interpreted narrowly, it is only emphasized on increasing the knowledge and teaching skills of teachers, but also on increasing commitment (commitment) or willingness (willingness) or motivation (motivation) teachers, because by increasing the ability and work motivation of teachers, the quality of learning will increase.

Research Methods

The research was carried out for 3 (three) months, from October 2021 to December 2021 . The subjects in this study were counseling guidance teachers. The variables in this study are as follows.

- 1) variables are students , teachers, and facilities.
- 2) Process variables with indicators:
 - a) Introduction of self-concept with regard to talents and tendencies of career/position choices as well as the direction of career development.
 - b) Introduction to career guidance, especially with regard to job choices.
 - c) Orientation and information on positions and businesses to earn income.
 - d) Introduction of various types of jobs that can be entered by high school graduates.

- e) Secondary education orientation and information in accordance with the ideals of continuing education and career development

Output variables namely increasing teacher performance in the career development stage .

To obtain accurate data in this study used a data collection model, namely observation and documentation.

Research Results And Discussion

Preliminary Observation Activities

Before researchers carry out research activities, initial observation activities are carried out to see the real conditions of teacher performance in the career development stage. The results of observations related to teacher performance in the career development stage in the initial observations are shown in the following table.

Table 1. Teacher Performance in Career Development Stage Early Observation Stage

Criteria Aspects assessed	Achievement Score			
	80-100 Well	51-69 Enough	31-50 Not	0-30 Not good
Able to introduce self-concept regarding talents and tendencies of career/position choices and career development directions	-	-	-	√
Able to introduce career guidance, especially with regard to job choices	-	-	-	√
Able to conduct orientation and information on positions and businesses to earn income	-	-	-	√
Able to introduce various types of jobs that can be entered by high school graduates	-	-	-	√
Able to facilitate the process of orientation and secondary education information in accordance with the ideals of continuing education and	-	-	-	√
Amount	0	0	0	5
%	0	0	0	100%

Source: *Processed Primary Data, 2021*

Table 1 shows that teacher performance in the career development stage is very low . The table generally shows that the teacher's performance in the career development stage is all in the bad category.

Table 2. Teacher Performance in the Career Development Stage Early Observation Stage

Criteria Aspects assessed	Achievement Score			
	80-100 Well	51-69 Enough	31-50 Not enough	0-30 Not good
Able to introduce self-concept regarding talents and tendencies of career/position choices and career development directions	-	-	√	-
Able to introduce career guidance, especially with regard to job choices	-	-	-	√

Able to conduct orientation and information on positions and businesses to earn income	-	-	-	√
Able to introduce various types of jobs that can be entered by high school graduates	-	-	-	√
Able to facilitate the process of orientation and secondary education information in accordance with the ideals of continuing education and career development	-	-	-	√
Amount	0	0	1	4
%	0	0	20%	80%

Source: Processed Primary Data, 2015

Table 2 shows that teacher performance in the career development stage is very low. The table generally shows that the teacher's performance in the career development stage is all in the bad category.

Based on the findings from the initial observation activities, cycle I activities were carried out with a focus on efforts to improve and improve teacher performance in the career development stage. The implementation of activities to improve teacher performance in this stage of career development is carried out using academic supervision techniques.

Cycle I . Activities

Cycle 1 activities are carried out with the following stages.

a. Planning

Planning activities are carried out by: a) Compiling observation sheets and conducting initial observations of research subjects; b) Arrange academic supervision schedule; c) Conducting academic supervision consistently; d) Make improvements and guidance to teachers in accordance with the problems encountered ; e) Facilitating to improve teacher performance in the career development stage.

b. Implementation

The implementation of the first cycle of actions was carried out by conducting academic supervision. The focus of academic supervision is on efforts to improve teacher performance in the career development stage. The process of implementing academic supervision carried out refers to the plan that has been formulated. The steps for implementing academic supervision in the first cycle are as follows.

- 1) Carry out academic supervision according to a schedule to introduce self-concept regarding talents and tendencies in career/position choices as well as career development directions.
- 2) Undertake academic supervision to introduce career guidance, especially with regard to job choices .
- 3) Conduct academic supervision according to schedule to conduct orientation and information on positions and efforts to earn income .
- 4) Carry out academic supervision according to schedule to introduce various types of jobs that can be entered by high school graduates
- 5) Carry out academic supervision To facilitate the orientation process and secondary education information in accordance with the aspirations of continuing education and career development

c. Reflection

Reflection is carried out on the academic supervision carried out. At this stage the results that have been obtained from the observation and evaluation stages are collected and analyzed together between observers and teachers, qualitatively. From the results of this analysis, the teacher can reflect on himself by looking at the observation data of the activities carried out to determine the success that occurred during the academic supervision process.

From the observations, the percentage of teacher performance achievements in the career development stage of the first cycle is shown in the following table.

Table 3. Teacher performance in the career development stage of Cycle I

Criteria Aspects assessed	Achievement Score			
	80-100 Well	51-69 Enough	31-50 Not	0-30 Not good
Able to introduce self-concept regarding talents and tendencies of career/position choices and career development directions	√		-	-
Able to introduce career guidance, especially with regard to job choices	√		-	-
Able to conduct orientation and information on positions and businesses to earn income	-	√	-	-
Able to introduce various types of jobs that can be entered by high school graduates	-	√	-	-
Able to facilitate the process of orientation and secondary education information in accordance with the ideals of continuing education and career	-	-	√	-
Amount	2	2	1	0
%	40%	40%	20%	0

Source: Processed Primary Data, 2021

Table 3 shows that teacher performance in the career development stage has increased from the results of previous initial observations, this is indicated by the increase in several components of teacher performance so that they can reach the good category .

Table 4. Teacher performance in the career development stage of Cycle I

Criteria Aspects assessed	Achievement Score			
	80-100 Well	51-69 Enough	31-50 Not	0-30 Not good
Able to introduce self-concept regarding talents and tendencies of career/position choices and career development directions	√	-	-	-
Able to introduce career guidance, especially with regard to job choices	√		-	-
Able to conduct orientation and information on positions and businesses to earn income	√		-	-
Able to introduce various types of jobs that can be entered by high school graduates	-	√	-	-
Able to facilitate the process of orientation and secondary education information in accordance with the ideals of continuing education and career development	-	√	-	-
Amount	3	2	0	0
%	60%	40%	0	0

Source: Processed Primary Data, 2021

Table 4 shows that the teacher's performance in the career development stage has increased significantly from the previous initial observations. The table generally shows that the teacher's performance in the career development stage in general has increased from the previous initial observation activities.

Based on the findings from the first cycle of activities, it is necessary to improve the performance of teachers in the career development stage in the second cycle so that it is expected that all components used to assess teacher performance have all increased in accordance with achieving good categories.

Cycle II Activities

a. Planning

Cycle II activities were carried out referring to the weaknesses made by the teacher in cycle I.

Planning activities are carried out by: a) Compiling observation sheets and conducting initial observations of research subjects; b) Develop an academic supervision schedule with teachers referring to the improvement of 5 indicator components implementing academic supervision techniques to improve teacher performance in the career development stage; c) Conducting academic supervision consistently ; d) Make improvements and guidance to teachers in accordance with the problems encountered ; e) Facilitating to improve teacher performance in the career development stage.

b. Implementation

The implementation of the actions in cycle II was carried out by observing the 5 indicators used to measure teacher performance in the career development stage. In carrying out this second cycle of activities the teacher conducts academic supervision with the following steps:

1. Undertake academic supervision to introduce self-concept regarding talents and tendencies in career/position choices as well as career development directions.
2. Undertake academic supervision to introduce career guidance, especially with regard to job choices .
3. Conduct academic supervision according to schedule to conduct orientation and information on positions and efforts to earn income .
4. Carry out academic supervision to introduce various types of jobs that can be entered by high school graduates
5. Undertake academic supervision to facilitate the orientation and information process for secondary education in accordance with the ideals of continuing education and career development .

c. Reflection

Based on the results of the reflection shows that there is an effort to improve teacher performance in the career development stage. In this context, academic supervision carried out by teachers is able to improve the quality of implementing academic supervision techniques implemented in schools

From the observations, the percentage of teacher performance achievements in the second cycle of career development is shown in the following table.

Table 5. Teacher performance in the career development stage of Cycle II

Criteria Aspects assessed	Achievement Score			
	80-100 Well	51-69 Enough	31-50 Not enough	0-30 Not good
Able to introduce self-concept regarding talents and tendencies of career/position choices and career development directions	√	-	-	-
Able to introduce career guidance, especially with regard to job choices	√	-	-	-
Able to conduct orientation and information on positions and businesses to earn income	√	-	-	-

Able to introduce various types of jobs that can be entered by high school graduates	√	-	-	-
Able to facilitate the process of orientation and secondary education information in accordance with the ideals of continuing education and career development	-	√	-	-
Amount	4	1	0	0
%	80%	20%	0	0

Source: Processed Primary Data, 2021

Table 5 shows that teacher performance in the career development stage has increased from the previous cycle I activities. This is indicated by the increase in 4 components of teacher performance in the career development stage so that all of them have increased until they reach the good category, and there is only 1 indicator that is in the sufficient category.

Table 6 . Teacher performance in the career development stage of Cycle II

Criteria Aspects assessed	Achievement Score			
	80-100 Well	51-69 Enough	31-50 Not enough	0-30 Not good
Able to introduce self-concept regarding talents and tendencies of career/position choices and career development directions	√	-	-	-
Able to introduce career guidance, especially with regard to job choices	√	-	-	-
Able to conduct orientation and information on positions and businesses to earn income	√	-	-	-
Able to introduce various types of jobs that can be entered by high school graduates	√	-	-	-
Able to facilitate the process of orientation and secondary education information in accordance with the ideals of continuing education and career development	√	-	-	-
Amount	5	0	0	0
%	100%	0%	0	0

Source: Processed Primary Data, 2021

Table 6 shows that the teacher's performance in the career development stage has a very significant increase from the results of the previous first cycle. The table generally shows that the teacher's performance in the career development stage in general has increased from the previous initial observation activities. Based on the findings from the activities in cycle II, the research was not continued to cycle III because it had already achieved the expected target.

Discussion

Career guidance in high school is a process of assistance provided by school counselors to students in the context of providing information about careers so as to foster attitudes and appreciation of the type of education, type of work, so that awareness arises in students to choose jobs and education according to their talents, interests and abilities

Based on the results of the school action research carried out for 2 cycles , the data obtained from the research results related to improving teacher performance in the career development stage.

From the first cycle of activities, it shows that the teacher's performance in the career development stage has increased from the results of the previous initial observations . In this context the teacher has been able to implement several indicators with sufficient categories which were previously in the bad category .

The summary of the performance of the mentored teachers in the first cycle is shown in the following table .

Table 7: Summary of Teacher Performance in the Stages of Career Development Cycle I

No	Principal's Name	Achievement Score			
		80-100 Well	51-69 Enough	31-50 Not enough	0-30 Not good
1	High School 1 Surade	40%	4 0%	20%	0
2	High School 1 Jampang Kulon	6 0%	4 0%	0	0
Average		50%	40%	10%	0

The table shows that the level of teacher performance in the career development stage after being subjected to action in cycle I has increased but has not reached the performance indicators. The results of the average achievement of teachers' abilities in the career development stage for the good category are 50%, the sufficient category is 40% and the less category is 10%

The real conditions that occur from improving teacher performance in the career development stage through academic supervision are shown, among others, by several things, namely: a) Teachers are generally able to introduce self-concepts regarding talents and tendencies in career/position choices as well as career development directions ; b) Teachers are generally able to introduce career guidance, especially with regard to job choices ; c) Teachers are generally able to conduct orientation and information on positions and businesses to earn income ; d) Teachers are generally able to introduce various types of jobs that high school graduates can enter .

Conclusion

Based on the description of the results of the School Action Research and discussion, it can be concluded that: teacher performance in the career development stage has increased after the actions taken in the form of academic supervision through cycle I and cycle II ; Improving teacher performance in the career development stage is marked by optimal teacher mastery of 5 indicators of using the environment as a learning resource, namely 1) indicators of being able to introduce self-concepts regarding talents and tendencies in career/position choices and career development directions, 2) indicators of being able to introduce guidance career choices, especially with regard to job choices, 3) indicators of being able to conduct orientation and information on positions and businesses to earn income, 4) indicators of being able to introduce various types of jobs that can be entered by high school graduates, and 5) indicators of being able to facilitate the process of orientation and information on secondary education according to with aspirations of continuing education and career development .

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