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Native Expertise and Eco-environmental Adaptations in the Fostering of Folk Traditions through Time
Author: R. M. Sarkar
Pages: 275-286
Show/Hide Abstract

Perspectives of Physical Anthropology in Andhra Pradesh
Author: V. Rami Reddy
Pages: 287-337
Show/Hide Abstract

Chotanagpur Plateau – Its Ethno-Historical and Socio-Demographic Evaluation in the Context of Its Pristine Eco-Environmental Plathora
Author: Prodyot Gangopadhyay
Pages: 339-401
Show/Hide Abstract

Environmental Migration of Cattle: An Inevitable Way of Survival for Some of Communities of Western Rajasthan- A Study with Special Reference to Haryana
Author: Satpal Singh
Pages: 403-418
Show/Hide Abstract

An Ethnoarchaeological Study of Earthenware Production System in Loisingha Block, District Bolangir, Odisha
Author: Sakir Hussain and Ramesh Chandra Naik
Pages: 419-427
Show/Hide Abstract

Nats of Mirzapur: Continuity and Culture Change
Author: Purna Chandra Upadiyaya
Pages: 429-447
Show/Hide Abstract

Status of Development of Parhaiyas of Jharkhand
Author: Rajeev Kamal Kumar
Pages: 449-461
Show/Hide Abstract


Tribal Paintings of Rajasthan: A Micro-study of Continuity and Change
Author: Tilak Bagchi and Prithish Chaudhuri
Pages: 463-482

Show/Hide Abstract

Management of Sustenance Activities in Island Environment
Author: Samira Dasgupta, Umesh Kumar D. N. Pandey and Amitabha Sarkar
Pages: 483-495

Show/Hide Abstract

Are We Going to Speak a Different Tongue? The Case of Language Change among the Rajbanshi Children
Author: Dripta Piplai
Pages: 497-506

Show/Hide Abstract

Meitei Pangals of Manipur and Identification of their Stature using Cephalometric Measurements
Author: S. Dilipkumar Singh and S. Jibonkumar Singh
Pages: 507-513

Show/Hide Abstract

The Role of Cooperative in Empowerment of Tribal Women: A Study in West Bengal
Author: Suchismita Sen Chowdhury and Supratim Bhattacharya
Pages: 515-534

Show/Hide Abstract

Some Rice Cooking Rituals as Gleaned from Ancient Indian Literature and Culture
Author: K. G. Sheshadri
Pages: 547-551

Show/Hide Abstract

RSBY implementation in West Bengal: A Case Study
Author: Joydeep Guha and Bhaskar Chakrabarti
Pages: 553-568

Show/Hide Abstract

Fostering Collaboration Street Children in Makassar
Author: Muh. Ilyas Nur, Andi Agustang Tahir Malik, Muh. Ikhsan and Gufran Darma Dirawan
Show/Hide Abstract

New Paradigm Shift in Worker Life in the Phase of Globalization
Author: Nilanjana Goswami
Pages: 577-590

Show/Hide Abstract

Thinking Against Caste Hierarchies: An Analysis Through Yadav Community
Author: Devi Prasad
Pages: 591-603

Show/Hide Abstract

Factors Affecting Work Life Balance of IT Industry Professionals in Pune
Author: Samant Shant Priya, Anup Mayank Kamal Panda, Rutuja Jadhav & Samir Patil
Pages: 605-615

Show/Hide Abstract

Using the Pocket Book as Media of Learning Guidance and Counseling for Students of Senior High School (A case of Indonesia)
Author: Wenny Hulukati
Pages: 617-624

Show/Hide Abstract

Performance Evaluation of the Community Development at the District Governments in Makassar
Author: Widiawati Said, Rakhmat, Suradi Tahmir Rifdan and Gufran Darma Dirawan
Pages: 625-632

Show/Hide Abstract

Decision Making Strategic Value Based Local Wisdom Tongkonan North Toraja
Author: Petrus Ma’na, Andi Agustang, Jonathan Salusu Andi Ikhsan and Gufran Darma Dirawan
Pages: 633-639

Show/Hide Abstract

Environmental Effect on Knowledge Community Participation in the Preserve the Environment in the Coastal Lake Tempe South Sulawesi
Author: Muhammad Nur, Gufran Darma Dirawan Mulyadi and Nurlita Pertiwi
Pages: 641-647

Show/Hide Abstract
Onion Farmers Behavior in Ecosystem-based Pest (Ebp) Control in Sigi District of Central Sulawesi Province
Author: Kasman Jaya, Muhammad Ardi Sylvia Sjam dan Gufran Darma Dirawan
Pages: 649-659

Show/Hide Abstract

The Evaluation of Mangrove Ecosystem Damageas Result Conversion of Total Fishpond in Coastal Areas of Makassar Strait South Sulawesi
Author: Budiman Yunus and Gufran Darma Dirawan
Pages: 661-672

Show/Hide Abstract

Analysis of Sustainable Development Urban Farming (A Case Study in Makassar South Sulawesi)
Author: Abdullah, Gufran Darma Dirawan and dan Nurlita Pertwi
Pages: 673-684

Show/Hide Abstract

Analysis on Environmental Sanitation in Patients Typhoid Fever at Daya General Hospital Makassar
Author: Idris, Mulyadi, Nurlita Pertwi Ahsan S. Mandra & Gufran Darma Dirawan
Pages: 685-694

Show/Hide Abstract

Effect of Knowledge and Reproductive Health of Family Planning Family Planning Program Participation in Fertile Age Women Poor Families in the City Makassar
Author: Sitti Nurfaizah, Wasir Thalib, Asmawati and Gufran Darma Dirawan
Pages: 695-701

Show/Hide Abstract

Evaluation of Environmental and Socio-cultural Dimensions of Sustainability Eco-airport International Airport Sultan Hasanuddin
Author: Natsir Abduh and Gufran Darma Dirawan
Pages: 703-713

Show/Hide Abstract

Knowledge, Attitudes, and Behaviors Students in the Prevention of HIV/Aids in Senior High School I South Pamona District Poso in Central Sulawesi
Author: Asrijun Juhanto and Gufran Darma Dirawan
Pages: 715-726

Show/Hide Abstract
Relationship Analysis of Knowledge of Food and Nutrition and The Economic and Social Disease Patients Coronary Heart (CHD) Outpatient Government General Hospital Dr. Wahidin Sudirohusodo Makassar
Author: Andi Nursiah, Wasir Thalib, Lahmig Gufran Darma Dirawan
Pages: 727-740
Show/Hide Abstract

Best Method of Testing (Bmt) Students’ Knowledge and Skills in Arts and Science Colleges
Author: X. John Paul, G. Anburaj and Habib Subhan
Pages: 741-743
Show/Hide Abstract

Assessment of Financial Literacy levels – A Case of Financial Attitude, Behaviour and Parental Influence among Postgraduate Students
Author: M. V. Subha and P. Shanmugha Priya
Pages: 745-752
Show/Hide Abstract

Health and Economic Condition: A Study on Tannery Workers in Ambur and Vanniyambadi of Vellore District
Author: S. Rita, J. Vignesh Kumar and P. Nivethitha
Pages: 753-764
Show/Hide Abstract

Behavior Change Society Against Slum Sanitation Environment (Case Study of Makassar)
Author: Agussalim Djirong, Gufran Darma Dirawan Mulyadi and Muhammad Jufri
Pages: 765-771
Show/Hide Abstract

Correlation of Environmental Knowledge and Attitude to Preserve the Environment in the Coastal Area of Makassar City
Author: Alimuddin, Muhammad Ardi Bakhirani Rauf and Gufran Darma Dirawan
Pages: 773-779
Show/Hide Abstract

Influence of Attitude and Motivation of Behavior in the Community Environmental Riparian Maros District of South Sulawesi Province
Author: Syafri, Gufran Darma Dirawan, Husain Syam Hamsu Abdul Gani
Pages: 781-793
Show/Hide Abstract
Strategies for Increasing Awareness on Environmental Sanitation in Maintenance Knowledge Society Environment in Makassar
Author: Ronny, Gufran Darma Dirawan Muhammad Ardi, Bakhrani Rauf
Pages: 795-803
Show/Hide Abstract

Impact of Character Education Integrated Environmental Management Program Based Adiwiyata: Case in Junior High School 4 Bantimurung
Author: Sumiati, Alimuddin Mahmud and Gufran Darma Dirawan
Pages: 805-812
Show/Hide Abstract

Math Problem Solving with Metacognitive Skills Involving Foreign Students Senior High School 3 Parepare
Author: Mas’ud, Arifin Ahmad and Gufran Darma Dirawan
Pages: 813-820
Show/Hide Abstract

Analysis Understanding of the Smp Students Build Concept and Principles of Flat in Math
Author: Takdirmin, Patta Bundu, Hamzah Upu Gufran Darma Dirawan
Pages: 821-827
Show/Hide Abstract

Effectiveness of STAD Cooperative Learning Model-Based Character Education In Primary Schools
Author: Ibrahim, M. Alimuddin Mahmud Syamsul Bachri Thalib and Gufran Darma Dirawan
Pages: 829-839
Show/Hide Abstract

On Biology and Culture: Inaugural Address at the National Seminar on the Anthropology of Cardio-metabolic Adversities on 25 September 2015 (organized by the Department of Anthropology, University of Delhi)
Author: Vinay Kumar Srivastava
Pages: 849-854
Show/Hide Abstract
USING THE POCKET BOOK AS MEDIA OF LEARNING GUIDANCE AND COUNSELING FOR STUDENTS OF SENIOR HIGH SCHOOL (A CASE OF INDONESIA)

Wenny Hulukati

This research deals with the availability of “Pocket Book” as a media of guidance and counseling learning that can be used by high school guidance counselor at the school, especially in high school. The objectives of this study are: (1) Developing a draft of “Pocket Book” as the media of learning guidance and counseling which includes: (a) Book 1: book interpretation, (b) Book 2: How to Memorize, (c) book 3: How to study alone and study in group, (d) book 4: tricks to face examination, (2) Developing expert validity instrument, which includes: (a) design expert, (b) language expert, (c) guidance and counseling expert, (3) Implementing expert validation and revision, and (4) Developing “Pocket Book” as a final product. This refers to the development of model of research development according to Borg Grall, which involves five major steps, namely: (1) analysis of the initial product to be developed, (2) development of initial products, (3) expert validation and revision, (4) field test in small scale and revision of products, and (5) large-scale field test and the final product. Out of the five steps above, this study only focused on step 3 considering the limited of time and budget allocation of research.

The data analysis used in this research was qualitative analysis, which is used to analyze the data of expert validation result, namely the design expert, language expert, and guidance and counseling expert.

Introduction

Learning is an important activity which should be done by students at school or outside of school. Learning is considered to become main activity of student. If students are successful in learning, they will be surely successful at school. Therefore, students are required to possess learning skill.

School is a place to study for students which absolutely plays important role to help students to have learning skill. One of educational system components at school to be responsible is counseling and guidance service.

There were four elements in counseling and guidance service at school, such as learning counseling and guidance, personal counseling and guidance, social counseling and guidance, career counseling and guidance.

In fact, some students who are still experiencing learning difficulties to affect low point of student’s learning achievement. They were as no interpretation of book, lack of learning arrangement, lack of individual and group learning, less competence in handling test. On the other hand, many students as having been considered to the importance of learning activity experience learning difficulty,
therefore learning counseling and guidance of teacher needs to be optimized. One of helpful components for teacher applying counseling and guidance is media.

Counseling and guidance service at school can be implemented individually, in group, and classically. The implementation can be communication between counsellor and students. Media is required to facilitate communication. Thus, counseling and guidance service at school exclusively require media availability called counseling and guidance media.

Based on observation at schools, availability of learning counseling and guidance is limited. The situation is presumably attributable to the incapacity of teachers to develop. So, counseling and guidance service is not certainly optimum which is associated with less optimum to the achievement of counseling and guidance goal at school.

As mentioned before, the research will develop counseling and guidance media such as pocket book to become learning guidance media. The research aimed at the availability of learning counseling and guidance media for students at senior high school such as pocket book which can be utilized by teacher at senior high school.

**Literature Review**

Specifically, counseling and guidance service aims at assisting students to (1) design study accomplishment, career development and future existence, (2) develop all optimum potentials and powers, (3) adjust with educational area, society, and workplace, (4) overcome obstacles and difficulties encountered during study, educational area adjustment, society, and workplace (DIKNAS, 2007:17). To achieve the previous purposes, it surely requires solemnity of counselor as person in charge and organizer of counseling and guidance service at school.

Learning counseling and guidance is one of counseling and guidance divisions which are targetted to assist students encountering and resolving learning problems. Learning guidance is conducted by developing helpful learning and teaching atmosphere to prevent learning difficulty. Teacher assists students to overcome learning difficulty, develop effective learning activity, assist students to be successful in learning and adjust with mandate of educational program exclusively. Learning guidance requires teacher to facilitate students seriously in achieving learning goals.

Winkel (cited by Tohirin, 2007:132) stated learning guidance and academic guidance are a support from teacher to students in discovering exact learning style, selecting proper study program, and surmounting difficulties appeared to associate with student’s learning requirement in educational institute. According to Surya (1988) learning guidance is an obliging guidance for students in encountering and overcoming educational difficulties. Thus, learning counseling and guidance is an activity to assist students in educational aspect broadly and learning aspect moderately.
Learning counseling and guidance is commonly addressed to all students in which they are infinitely acknowledged to have learning difficulty but students with no learning difficulty. Students with no learning difficulty are treated to prevent them against various learning difficulties while assisting potential development in learning is aimed at acquiring optimum learning achievement. Most students appropriately have potential in learning, yet less understanding of developing the potential influences student’s learning achievement opposed to his/her ability.

Considering the previous explanation, learning counseling and guidance have important role to assist students in developing many learning potentials in terms of gaining optimum learning achievement. Hence, teacher/counselor attempts to run learning counseling and guidance along with their purposes to assist students.

**Objectives of Learning Guidance**

Learning guidance generally aims at assisting student/individual to accomplish optimum development in all aspects of life. In addition, learning counseling and guidance specifically aims at assisting students to tackle and overcome learning difficulties in order to accomplish learning achievement based on the potential.

**Types of Learning Counseling and Guidance Service**

Tohirin (2007, 131-132) explained types of learning counseling and guidance as follows: (1) Focusing on students (primarily new students) is related to instructional purposes (school objective, curriculum substances, school organization, precise learning styles, self regulation toward educational system at school, (2) Renewing precise learning style periodically is held during classroom activity at school, madrasah, and home either it runs individually or in group; (3) Assisting students to decide relevant department or study program, non-academic activities to support learning and advanced study program for higher education level. The guidance encompasses information distribution (information service) of available study program in particular education level. (4) Data collection of student (data collection service) are concerned intellectual ability, distinctive talent, interest, life objective toward study program or particular department; (5) Assisting students to overcome learning difficulties such as less competent to arrange and obey learning program at home, less prepared to encounter tests, less concentration, lack of precise learning mastery in various subjects, home atmosphere troubles regular learning activity, and (6) Assisting students to create learning groups and arrange group learning activities in order to run effectively.

**Role of Media in Guidance and Counseling System**

As a system, guidance and counseling have components which related each other to achieve the goal. The components includes: problem, goal, technique, method, media and evaluation. (Nursalim and Mustaji, 2010: 5).
Process of implementation of guidance and counseling service always begins with identifying the problem or development task that should be achieved. Furthermore, the goal will be formulated, then it will be continued by determining the material or topic of service in order the material or the problem can be understood by the students. The students, finally, will find out the solution, or the students can achieve the development task well. Therefore, in this case, the media is needed.

It can be concluded that media has important role in guidance and counseling service. The media is one of determined factors of guidance and counseling service success. The use of media in guidance and counseling service will make the activity becomes more interesting and fun, besides it will help to make the information be clearer. The information that delivered verbally, sometimes, is hard to be understood wholly by the students, and also the teacher, sometimes, is difficult to explain the material or the problem of students. This is what a media has a role as mediator to clarify the role of guidance and counseling. The media can easily change the behavior of students to the right direction.

As one of components in guidance and counseling system, then the media is involved in determining the success of guidance and counseling service. If the guidance and counseling is a process of communication between teacher and student, then the media is a mediator in that communication.

**The Benefit of Media of Guidance and Counseling**

According to Nursalim and Mustaji (2010:7) media of guidance and counseling is something used to deliver the information of guidance and counseling which can stimulate mind, feeling, attention, and interest of students to understand their self, instruct their self, and solve the problem they meet. Thus, based on the previous definition, it has been described the benefit of media in guidance and counseling; to deliver the information of guidance and counseling which can stimulate mind, feeling, attention, and interest of students to understand their self, instruct their self, and solve the problem they meet.

If it is examined deeply, the benefit of media in guidance and counseling service are:

a. Clarifying the information in order to be not too verbal
b. Overcoming the limit of space, time, energy, and the capacity of five senses
c. Making the students’ interest increase, and create a direct interaction between students and teacher of guidance and counseling
d. Creating the same stimulation, create the same experience and perception
e. Making the process of guidance and counseling can be more interesting
f. Making the process of guidance and counseling can be more interactive
g. Increasing the quality of guidance and counseling
h. Increasing the students’ positive attitude to the material of guidance and counseling.

“Pocket Book” as a Media of Guidance and Counseling of Learning

Andersom (cited by Sardiman et al., 1996; Hamalik, 1994; Miarso et al., 1986) classified the books as print media which can be used in learning. Anderson mentioned three kinds of print media, namely programmed text book, hand book, and work book. The pocket book means here included in hand book. To make it clear, “pocket book” that has been developed has characteristics as follow:

a. Developed by applying learning technological principles in order to make the students easily learning or utilizing the developed content in the book.

b. Containing the information of learning guidance and counseling that easy to understand and practically to be implemented by the students. It is because of the information are developed in simple, clear, short and compact words.

c. Made in small size, that can be brought in the pocket of clot, and then it can be brought everywhere. Thus, it can be read whenever, such as it can be read in a vehicle, while waiting for the next subject, or when the teacher does not come to the class.

d. Completed by cover design, letter, and colors so that it is interesting for students in Senior High School or on an equal with it to have it.

The developed pocket book consists of four types, such as:

a. Book 1, contains the ways to read

b. Book 2, contains the ways to memorize

c. Book 3, contains the ways how to learn alone or in group

d. Book 4, contains the tricks to face the examination

Methodology

The research is a development research. It applied the procedures of development research, in which, according to Borg and Gall, it consisted of 5 steps, namely: (1) initial developed product analyzing, (2) initial product developing, (3) expert validating and revising, (4) field testing in small scale and revising, (5) field testing in large scale and finish product. Based on the previous five steps, this research only comes to the third step, considering the research time is short and the allocation of budget is limited.

To be clearer, the steps of research can be observed as follow:

Step I. Initial Product Analyzing that will be developed

In this step, it is determining the initial product that will be developed namely “pocket book”, which consisted of 4 books:
a. Book 1: Book interpretation  
b. Book 2: How to memorize  
c. Book 3: How to study alone and study in group  
d. Book 4: Tricks to face the examination  

Step II. Initial Product Developing  
In this step, it is developing draft of the developed initial product, namely the initial draft of “Pocket Book”.  

Step III. Expert Validating and Revising  
This activity begins with developing the instruments of field testing of initial product that has been developed, then it continues with expert validating which consisted of design expert, language expert, and guidance and counseling guidance. The result of validation is used to conduct product revision, and then it is developed becoming the final product.  

The steps of research activity are grewed as follow:  

Figure 1: The Steps of Pocket Book Development
Research Findings and Discussion

The description of research findings/ the development that refers to the special aim of the implementation of this research were:

a. Developing draft “Pocket Book” as media of guidance and counseling which includes (1) Book 1: book interpretation, (2) Book 2: how to memorize, (3) Book 3: how to study alone and study in group, (4) Book 4: tricks to face examination.

b. Developing expert validity instruments, includes: (1) design expert, (2) language expert, and (3) guidance and counseling expert.

c. Implementing expert validation and revision

d. Developing the final product.

Based on the gained data through expert validation toward the draft of the fourth book, then the revision is conducted to the draft of the fourth book. The revision is conducted by improving several aspects assessed by the experts which have not been appropriate or must be revised. The revision results the final product “Pocket Book” which consisted of:

a. Book 1: Book interpretation

b. Book 2: How to memorize

c. Book 3: How to study alone and study in group

d. Book 4: Tricks to face the examination

Guidance and counseling learning has important role in assisting the students developing several potentials of learning so that the students can achieve an optimal learning outcome. In this case, it is a task for the counselor to do several efforts in order the guidance and counseling learning can be running its function in assisting the students to achieve the success of learning. One of the efforts is by using an appropriate media in implementing learning assistance and counseling. The “Pocket Book” that has been developed through this research is expected can help the counselor to obtain which can be used to optimize the service of learning guidance and counseling, especially for students of Senior High School.

The development of this pocket book is done through several scientific steps and has been through expert validation, namely guidance and counseling expert, design expert, and language expert. Therefore, the book is viewed as an effective media in helping the students to have ability in interpreting the book, memorizing, studying alone and in group, and facing the examination. The problems of interpreting the book, memorizing, studying alone and in group, and facing the examination are the problems that often faced by the the Senior High School Students. If there is no solution of this problem, it will cause the learning activity and learning achievement of students not optimal.
Learning is an complex activity, that is why there are so many problems faced by the students, except the four problems that mention previously. Therefore, the research and development studied in this research are still having some lacks. Thus, it still needs further research and development to overcome this problem such as how to summerize the material of learning, how to study in class, how to avoid to play hooky, and how to finish the task.

**Conclusion and Recommendation**

This research and development results the product as “Pocket Book” that has been validated by the expert can be ready used by the counselor as media of learning guidance and counseling for the students. The books consisted of book 1: book interpretation, book 2: how to memorize, book 3: how to study alone and study in group, book 4: tricks to face examination.

The final product should be still continued by small group test and large group test. It should be conducted as an effort to test the use of product to the students as the targets of the product. Besides, to test the effectiveness of this product in improving learning activity and learning achievement of students, it should be conducted the further research in experimental research. Related to this case, it suggests to the research institution of Universitas Negeri Gorontalo to allocate the fund or budget.

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