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USING THE POCKET BOOK AS MEDIA OF LEARNING GUIDANCE AND COUSELING 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 aret: (1) Developing a draft of "Pocket Book" as the media of learning guidance and counseling which includees: (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,

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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 accomplishement, 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 acheivement. 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 advancedstudy program for higher education level. The guidance encompasses information distribution (information service) of avalialble 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 variuos 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 hey 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 color 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 growed as follow:

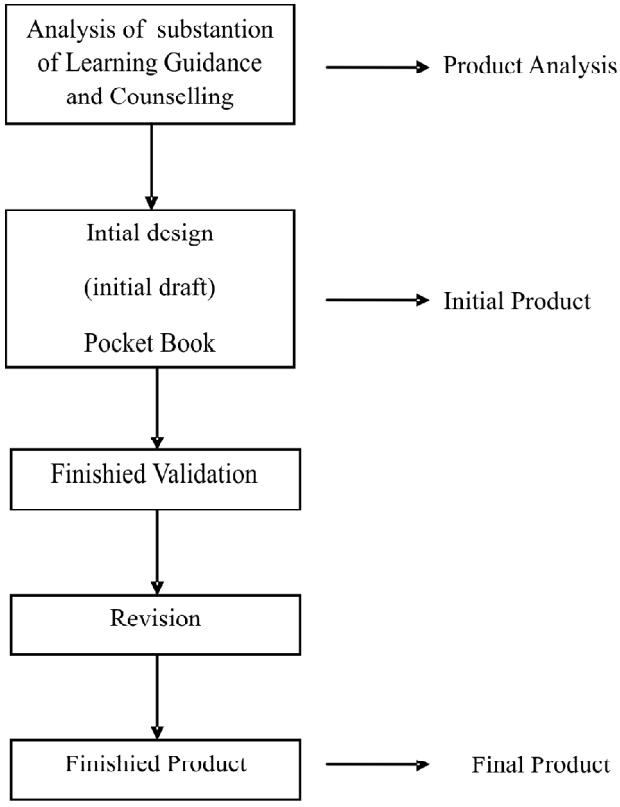

Figure 1: The Steps of Pocket Book Development

Research Findings and Discussion

The descriptiona 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 assesed by the experts which have not been appropriate or must be revised. The revision results the final product "Pocket Book" whcih 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 potencials 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 assitance 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 trhough 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 way there are so many problems faced by the students, except the four problems that mention previously. Therefore, the research and development studyied 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 learing, how to study in class, how to avoid to play hooky, and how to finish the task.

Conclussion 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 studnets. 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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