GUIDANCE AND COUNSELING PROGRAM PREPARATION

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Abstract

Guidance and counseling teachers have an important role in achieving optimal learner development. Thus, the need for a good understanding of the preparation of the counseling program is very important. Guidance and counseling programming is the process of planning programs to help students develop the abilities and skills needed to achieve their life goals in a structured and systematic manner. The purpose of this study is to explain the aspects in the process of preparing the counseling program in order to maximize the performance of counseling teachers optimally and sustainably. This research uses a literature study or literature review by reviewing the latest and relevant scientific books and journals as a source of literature. The results of the research on the preparation of the counseling program include: (1) Definition of the counseling program, (2) The role of the counseling teacher in the preparation of the counseling program, (3) The objectives and benefits of the preparation of the counseling program, (4) The components of the counseling program services, (5) The stages of preparing the counseling program, (6) Needs assessment, (7) Needs analysis, and (8) Independent curriculum-based counseling programs. Through the implementation of the guidance and counseling program preparation that has been well structured in accordance with the provisions and needs, it will have a significant positive impact on all students, especially the smooth implementation of the guidance and counseling program itself.

Keywords: Student Need Analysis, Guidance and Counseling Program Preparation, Guidance and Counseling Services

Abstrak

Guru BK memiliki peran penting dalam tercapainya perkembangan peserta didik yang optimal. Sehingga, kebutuhan akan pemahaman yang baik mengenai penyusunan program BK sangat penting. Penyusunan program bimbingan dan konseling adalah proses perencanaan program untuk membantu siswa mengembangkan kemampuan dan keterampilan yang diperlukan untuk mencapai tujuan hidup mereka secara terstruktur dan sistematis. Tujuan penelitian ini adalah memaparkan aspek-aspek dalam proses penyusunan program BK demi memaksimalkan kinerja guru BK secara optimal dan berkelanjutan. Penelitian ini menggunakan studi kepustakaan atau literature review dengan mengkaji buku-buku dan jurnal-jurnal ilmiah terbaru dan relevan sebagai sumber literatur. Hasil penelitian mengenai penyusunan program BK, diantaranya: (1)

Pengertian program BK, (2) Peran guru BK dalam penyusunan program BK, (3) Tujuan dan manfaat penyusunan program BK, (4) Komponen layanan program BK, (5) Tahap penyusunan program BK, (6) Asesmen kebutuhan, (7) Analisis kebutuhan, dan (8) Program BK berbasis kurikulum merdeka. Melalui pelaksanaan penyusunan program BK yang telah tersusun dengan baik sesuai dengan ketentuan dan kebutuhan, akan memberikan dampak positif yang signifikan bagi seluruh peserta didik terutama kelancaran dalam pelaksanaan program BK itu sendiri.

Kata kunci*: Analisis Kebutuhan Siswa, Penyusunan Program BK, Layanan BK*

INTRODUCTION

Guidance and Counseling (BK) is one of the important components in the education system that aims to assist students in developing the abilities and skills needed to achieve their life goals. The Guidance and Counseling (BK) program is designed to assist students in developing the abilities and skills necessary to achieve their life goals. According to Suhertina (2015), the BK program is an effort so that guidance and counseling teachers have definite and clear guidelines for implementing activities so that guidance and counseling activities in schools can run smoothly, effectively, and efficiently and can be assessed for the results of their implementation. The preparation of guidance and counseling programs is very important to improve the quality of services in schools. An effective counseling program involves collaboration between school counselors, parents, and other educators to create an environment that supports student learning achievement.

To be more directed, the guidance and counseling program should refer to the SKKPD that has been formulated by ABKIN, so that guidance and counseling services can run well and achieve the planned goals. As stated by Chairunnisa & Hasibuan (2018), the implementation of guidance and counseling aims to realize individuals who are independent, successful, and effective in everyday life. Guidance in schools is no longer considered an additional service or crisis management by some people, but has become a comprehensive program integrated into the curriculum. The program aims to stimulate the social and emotional development of each student (Jacobs & Struy, 2014).

This article educates educators, counselors, and other stakeholders on how to design a program that can meet the needs of the whole student. In addition, this article is to show the different ways that guidance and counseling can be used and how it can help students' social, emotional, and character development. This article also aims to provide knowledge about the role of guidance and counseling teachers in the preparation of guidance and counseling programs and the strategies used in the preparation of guidance and counseling programs. According to Mubarok (2020), the BK program must be developed by considering the needs and conditions of students, and must involve all relevant parties, including teachers, school staff, parents, and students.

The preparation of the BK program must involve several steps, namely identification of needs analysis, preparation of work plans, collaboration with stakeholders, implementation of activities, and evaluation and monitoring. The guidance and counseling teacher plays an important role in the preparation of the guidance and counseling program, namely as the main person in charge of guidance and counseling

services. BK teachers must have adequate abilities and skills to develop effective and efficient BK programs.

The counseling program preparation strategy includes several steps, namely identification of needs analysis, preparation of work plans, collaboration with stakeholders, implementation of activities, and evaluation and monitoring. This strategy can assist counseling teachers in developing effective and efficient counseling programs. According to Suhertina (2015), the preparation of the BK program must consider the needs and conditions of students, and must involve all relevant parties, including teachers, school staff, parents, and students.

In preparing the BK program, BK teachers must have adequate abilities and skills to develop an effective and efficient BK program. BK teachers must have adequate knowledge and skills about the theory and practice of guidance and counseling, and must have the ability to communicate effectively with students, teachers, and parents. According to Mubarok (2020), BK teachers must have the ability to analyze the needs and conditions of students, and must have the ability to develop effective and efficient BK programs.

Mudhar (2022) revealed that the Merdeka Curriculum is a new innovation in the world of education. Therefore, guidance and counseling services are expected to adjust to the Merdeka Curriculum. As an integral element in schools, guidance and counseling is expected to support the implementation of the Merdeka Curriculum or the concept of independent learning. In the guidance on the implementation of guidance and counseling for primary and secondary education levels in the Merdeka Curriculum, it is stated that the Pancasila learner profile is the basis for the implementation of guidance and counseling services. This service must hold the principle of inclusiveness and strive to achieve optimal development. Therefore, counseling teachers who act as counselors in schools must adapt their services to curriculum developments so that the guidance and counseling function in the Merdeka Belajar era can run optimally.

METHODE

Literature review is the method in this research. Creswell, John. W. (2014: 40) reveals that literature review conclusions are contained in the form of exposure to various theoretical information and thoughts contained in the past or present that come from various journals, books, and other documents that are managed into the discussion needed by researchers. According to (Habsy, 2017) expertise in deepening understanding of qualitative research in guidance and counseling is by mastering an intense understanding of research methods that can describe or explain research objects based on non-numerical or numerical procedures and data, such as verbal data, text data, content analysis techniques, conversation analysis techniques, focus groups, discourse analysis, and phenomenology to interpret a target phenomenon or event that occurs in the implementation of Guidance and Counseling services.

Tabel 1. Data Description

No.	Text Data	Source
1.	Definition of Guidance and Counseling Program	Mubarok, M. S. (2020). *Management of Guidance and Counseling on Learning Discipline.* International Journal of Islamic Khazanah, 10(2), 69-83. Delima, D., Neviyarni, N., & Ahmad, R. (2023). *Counseling Guidance Management Standardization in Schools Various Problems and Their Solutions.* Innovative: Journal Of Social Science Research, 3(3), 4836-4848.
2.	Basic Principles of the Independent Curriculum Guidance and Counseling Program	Sulalah, A., Pgsd, P., Pgri, S., Muhammad, S., Ar, M., Choli, S., Prodi, A., Pgri, B. S., Alamat, S., Gedungan, J. T., Batuan, K., & Sumenep, K. (2024). *STRATEGI LAYANAN BIMBINGAN KONSELING DI ERA MERDEKA BELAJAR.* Jurnal Ilmiah Research Student, 1(3), 301–308.
3.	Purpose of Programming in Guidance and Counseling	Mubarok, M. S. (2020). *Management of Guidance and Counseling on Learning Discipline.* International Journal of Islamic Khazanah, 10(2), 69-83.
4.	The Role of the Guidance and Counseling Teacher in Guidance and Counseling Programming	Rahmad, M., Husen, M., & Fajriani. (2019). *Analisis Kebutuhan Siswa dalam Penyusunan Program Layanan Bimbingan dan Konseling.*
5.	Service Components of the Guidance and Counseling Program	Aulia, D., & Firman, N. (2022). *Penyusunan Program BK di Tingkat SMA.* Yondris, Y., Ardimen, A., & Dasril, D. (2022). *Konsep dan Aplikasi Layanan Dukungan Sistem sebagai Komponen Program Konseling Komprehensif: A Literature Review.* Biblio Couns: Jurnal Kajian Konseling dan Pendidikan, 5(2), 220-227. Yuningsih, A. T., & Herdi, H. (2021). *Studi Literatur Mengenai Perancangan Program Bimbingan dan Konseling Komprehensif Bidang Layanan Perencanaan Individual.* JURNAL EDUKASI: Jurnal Bimbingan Konseling, 7(1), 15-26.
6.	Guidance and Counseling Program Development Stage	Ulviani, T., Syukur, Y., & Ahmad, R. (2023). *STRATEGI PENYUSUNAN PROGRAM BK DI MADRASAH.* DE_JOURNAL (Dharmas Education Journal) *4*(2), 595–600.
7.	Needs Assessment as Data Collection	Paramartha, W. E., & Dharsana, I. K. (2021). *Pengembangan Asesmen Minat-Bakat Berbasis*

		Computer Based Test. Jurnal Bimbingan dan Konseling Indonesia, 6(2), 199-206. Wahidah, N., Cuntini, C., & Fatimah, S. (2019). *Peran dan Aplikasi Assessment dalam Bimbingan dan Konseling.* FOKUS: Kajian Bimbingan dan Konseling dalam Pendidikan, 2(2), 45-56.
8.	Needs Analysis	Delima, D., Neviyarni, N., & Ahmad, R. (2023). *Counseling Guidance Management Standardization in Schools Various Problems and Their Solutions.* Innovative: Journal Of Social Science Research, 3(3), 4836-4848.

RESULT AND DISCUSSION

A.   Guidance and Counseling Program

According to Terry, as cited by Mulyono, a program is a unique process that involves the activities of planning, organizing, mobilizing, and supervising. This process is carried out to determine and achieve the established goals by utilizing human resources and other resources (Shandi & Hasthoro in Mubarok, 2020). In the context of guidance and counseling (BK), the term consists of two words: guidance and counseling. Guidance is a translation of the English word "guidance," which comes from the verb "to guide," meaning to show, provide direction, or lead someone towards a better goal for their life, both in the present and in the future (Rozikan & Fitriana in Mubarok, 2020). Meanwhile, according to Prayitno, counseling is a type of service that is an integral part of guidance. Counseling can be defined as a reciprocal relationship between two individuals, where one individual (the counselor) seeks to help the other individual (the client) understand themselves in relation to the problems they face in the future (Daulay, 2015).

Based on the explanation above, it can be concluded that the guidance and counseling program is a program implemented in the process of carrying out guidance and counseling. This program has a vision that is realized through planning, organizing activities, and other supporting elements of guidance and counseling. This opinion aligns with Sugiyo's statement, which suggests that the management of guidance and counseling involves several steps, namely: 1) Planning guidance and counseling activities, 2) Organizing activities and supporting elements of guidance and counseling, 3) Mobilizing human resources to carry out guidance and counseling activities, and 4) Evaluating guidance and counseling activities to assess the implementation of services and the results achieved (Silitonga in Mubarok, 2020).

The guidance and counseling program is part of the overall organizational structure of school counseling. The development of this program must consider the general model of guidance and counseling as well as the specific situations of each existing department. Hikmawati (in Delima, 2023) explains that a comprehensive guidance and counseling program should be implemented gradually, starting from the first semester of the first grade to the sixth semester of the third grade. This program operates dynamically from beginning to end. Each educational institution or school needs to

design a guidance and counseling program as an integral part of the overall school program. This program plan serves as a guide for the implementation of guidance and counseling services in each school.

Thantawi RMA in Hikmawati (in Delima, 2023) divides the two types of designs that need to be created, namely:

1. Annual planning, as part of the school program, is developed based on time allocation such as quarterly/semester, monthly, and weekly. This program includes the substance of activities as well as the types of services that correspond to the allocated time.

2. Planning of service activities for each guidance teacher, with clear task distribution in the school.

B. Basic Principles of the Independent Curriculum Guidance and Counseling Program

The policy initiated by the Ministry of Research and Technology, Nadiem Makariem, namely the Merdeka Learning Program aims to build Indonesian human resources in the 21st century with three main abilities, namely communication, cooperation, innovation, and problem solving. Merdeka Curriculum is an evolution of a free learning policy that prioritizes students' interests, talents, and abilities. One approach to the development of character education is independent learning. With this method, it is hoped that students will apply more Indonesian character values in their daily lives and environment, such as religiosity, respect for diversity, and mutual cooperation based on Pancasila values (Nugroho, 2023).

Guidance and counseling in the era of the Merdeka Curriculum basically aims to shape students' characters with the student philosophy of Pancasila, which is a feature of the nation's identity. It aims to create a relationship between humans and God and each other which consists of six elements, including faith and fear of God Almighty, noble character, globalization, mutual cooperation, creativity, critical thinking, and independence. The two main principles for implementing independent curriculum guidance and counseling services (BSKAP, 2022) are as follows:

1. Creating inclusion, which means that every student is entitled to professional services, which are shared by principals, teachers, and other educators.

2. Achieving optimal development, which means that every student has the right to receive independent curriculum guidance and counseling services. In addition, these guidance and counseling services are sustainable, flexible, and focused on developing students' interests, talents, and future careers.

C. The Role of the Guidance and Counseling Teacher in Guidance and Counseling Programming

As the main person responsible for guidance and counseling services, the counselor (BK teacher) plays a significant role in drafting the guidance and counseling program.

According to Rahmad (2019), some steps that the BK teacher needs to take in preparing the BK program include:

1. Conducting Assessment Activities (Measurement or Evaluation): (a) Identifying elements used as input in the creation of programs or services; (b) Identifying the goals and expectations of the school, parents, community, and other educational stakeholders, resources and facilities supporting the guidance program, qualifications and conditions of the counselor, and school leadership policies; (c) Assessing the characteristics of students for needs and problems, including intelligence, motivation, study habits and attitudes, interests, problems faced, personality, and psychological development.

2. BK teachers use the following strategies to achieve and implement the guidance and counseling services: (a) Creating a service delivery plan (RPL) for personal guidance and counseling services focusing on understanding self-abilities, family potential, the world of work, and further studies;Providing personal guidance and counseling services focusing on self-ability comprehension; (b) Identifying students' interests and talents through questionnaires; (c) Providing personal guidance and counseling focusing on understanding abilities.

D. Purpose of Programming in Guidance and Counseling

The preparation of a program is fundamentally aimed at ensuring the smooth implementation of guidance and counseling activities in schools, so that they can be carried out smoothly, effectively, efficiently, and the obtained data can be evaluated. According to Dewa Ketut Sukardi (in Suhertina, 2015), the preparation of a program in guidance and counseling is an effort to ensure that guidance and counseling teachers have a definite and clear implementation guide, so that guidance and counseling activities in schools can run smoothly, effectively, and efficiently, and their implementation results can be evaluated. The existence of a structured and implemented program in guidance and counseling not only ensures the achievement of the goals of guidance and counseling activities, but also is expected to establish accountability for guidance and counseling in schools.

On the other hand, the preparation of a program in guidance and counseling provides benefits to many parties, including school institutions, guidance officers, and education managers. Djumhur (in Suhertina, 2000) explains the benefits of preparing a program in guidance and counseling as follows:

1. Clarifying the goals of each guidance step.

2. Each guidance and counseling officer is aware of their duties and roles.

3. Facility provision will be more perfect.

4. Providing more regular and adequate services.

5. Enabling closer communication with various parties involved in guidance activities.

6. Clarifying guidance activities among the overall school program activities.

Meanwhile, Rochman Natawidjaja (in Suhertina, 2015) explains the benefits of preparing a BK program as follows: (a) Allowing guidance officers to save time, effort, and costs by avoiding mistakes and unbeneficial trial-and-error efforts. (b) Allowing students to receive balanced and comprehensive guidance services, both in opportunities and types of required guidance services. (c) Enabling each officer to know and understand their role and know how and where they should make precise efforts. (d) Allowing officers to gain useful experiences for their own progress and for the benefit of the students they guide.

E. Service Components of the Guidance and Counseling Program

In implementing counseling guidance services at the education level in the era of independent learning, counselors or counseling teachers need to develop a comprehensive strategy to meet student needs by maximizing the resources owned by educational units (Sulahah, et al., 2024). In the independent curriculum, there are four main components in guidance and counseling, namely:

1. Basic Services

Basic services are strategies designed in a structured manner to provide services to students periodically and systematically. The aim is to develop students' skills or potential as well as train new skills that support their development, according to their stage of development and achieve the Pancasila learner profile. In the Merdeka curriculum, this service is intended for all students and is preventive and developmental in nature. The implementation of basic services can be carried out in large classes (at least 1 lesson hour), outside the classroom using certain media, or in small groups of 4-8 students to discuss actual topics (Hariyadi et al., 2022). Basic service materials are compiled based on the results of the needs assessment, theories that support student independence, and educational policies that are relevant to students and counseling teachers.

This service aims to help counselees achieve normal development, maintain mental health, and acquire basic life skills, helping them complete their developmental tasks. In detail, this service aims to help counselees: (1) understand themselves and the environment (including educational, occupational, socio-cultural, and religious aspects), (2) develop skills in identifying responsibilities and appropriate behavior to adapt to the environment, (3) overcome or meet their needs and problems, and (4) develop themselves to achieve their life goals (Aulia & Firman, 2022).

2. Individualized specialization and planning services

Specialization and Individualized Planning Services are curricular programs that aim to adjust students' choice of interests, talents, and abilities with a focus on focusing, broadening, or deepening subjects and vocations. The specialization service assists students in recognizing their interests, while the individual planning service helps them plan for the future based on self-understanding and existing opportunities.In Merdeka

Curriculum, students are expected to be proactive in recognizing and developing interests in all dimensions of the Pancasila learner profile.

Therefore, this service aims to help students recognize their interests, talents and abilities early on. Students are also encouraged to join extracurricular activities as one of the best ways to recognize their interests and talents, especially if the activities are of their choice. The purpose of individual planning services is to help students to (1) understand themselves and their environment, (2) be able to formulate goals, plans, or management of self-development in personal, social, learning, and career aspects, and (3) carry out activities based on the understanding, goals, and plans that have been formulated (Aulia & Firman, 2022).

3. Responsive service

Responsive service is the provision of assistance to counselees who are faced with needs and problems that require immediate attention because if left unchecked it can hinder the process of achieving developmental tasks. Such support can be in the form of individual counseling, crisis counseling, counseling with parents and teachers, and referral to other professionals. Supported services include: a) Learning problems such as poor study habits or difficulty making lesson plans. b) Career problems, such as anxiety about career planning, difficulty in deciding career advancement activities, and difficulty in deciding to continue studies. c) Social problems such as conflicts with coworkers and low ability to interact socially; d) Personal problems, such as conflicts between ideals and abilities or inaccurate understanding of self-potential (Sulahah, et al., 2024).

The purpose of responsive services is to help students meet their needs and overcome the challenges they face, and support students who encounter obstacles or failures in achieving developmental tasks. The purpose of this service is also to intervene in the event of sudden concerns regarding students' personal problems, socio-personal problems, career development or education (Aulia & Firman, 2022).

4. System support

System support services are service components that include administrative activities, workflow, infrastructure (e.g., information and communication technology), and ongoing professional development for counselors or guidance counselors. These services indirectly assist students and counselors by enhancing their smooth development and supporting the effectiveness and efficiency of guidance and counseling service delivery. In this system support service, counselors or guidance consultants plan and implement guidance counseling based on the resources available at the education unit level.

The purpose of system support Services is to support guidance counselors and other teaching staff through capacity building to support the effectiveness and efficiency of teaching services and educational program delivery in the education unit. System support is needed to facilitate development in several areas. Specifically, the objectives are: (1) professional development of personnel in student guidance services, (2)

providing ongoing consultation services to optimize consultation services, (3) cooperation with all education personnel including administrative personnel and parents of learners, (4) strengthening peer counseling and (5) management of activities to ensure optimal implementation of guidance and education services (Ardimen, 2017).

System support activities include: (1) Management. Includes the implementation and follow-up of evaluation activities, home visits, development and reporting of guidance and counseling programs, preparation and management of evaluations and implementation of guidance and counseling mechanisms. (2) additional activities that provide professional development in the field of education and counseling in schools (Aulia & Firman, 2022);

Figure 1. Comprehensive BK Framework
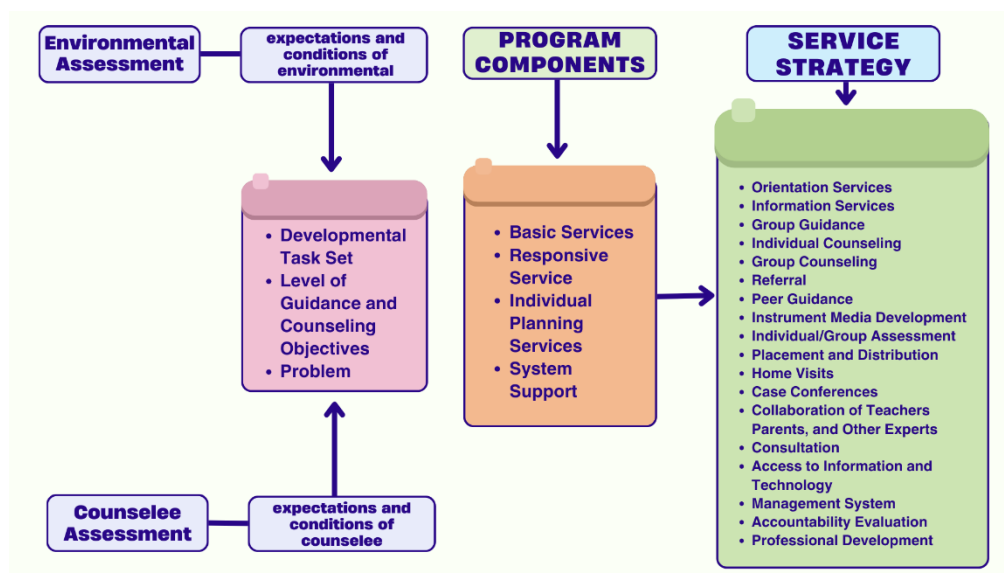
F.   Guidance and Counseling Program Development Stage

According to Tohirin (in Ulviani et al., 2023), there are five main steps in the strategy for preparing the BK program:

1. Needs Analysis Identification: Needs analysis involves collecting data and information regarding social, emotional, academic, career, and personal challenges faced by students. BK teachers can conduct needs analysis through assessments, questionnaires, observations, and interviews (Rahmad et al., 2019).

2. BK Teacher Work Plan Development: BK teachers develop a work plan based on the analysis conducted, with specific goals and targets. The work plan should include activities, strategies, methods, resources, responsibilities, and a clear implementation schedule for each activity (Pianda, 2018).

3. Collaboration with Stakeholders: The preparation of the BK program can involve all school-related parties, such as subject teachers, school staff, parents, and others. Collaboration can take the form of BK teachers working with subject teachers to provide information to students. Information provided can include student records, observations, anecdotes, and other necessary data for the BK

program. Once the information is received, it can be forwarded to the BK teacher to prepare the service program for the students (Sari et al., 2021).

4. Program Implementation: To ensure the BK program is effectively implemented, the designated parties and schedule must be followed. BK teachers are responsible for ensuring all activities in the BK program are carried out according to plan (Mutia, 2021).

5. Evaluation and Monitoring: During the implementation of the BK program, regular evaluations and monitoring can be conducted to assess the program's effectiveness. Evaluations can be done using data from student, teacher, and school staff feedback, as well as through surveys, observations, and other evaluation tools. Program improvements can be made if necessary (Mashudi, 2018).

G. Needs Assessment as Data Collection

Before preparing the BK program, the first step is to collect data by conducting assessments for students. Assessment is an activity aimed at measuring or exploring the dynamics underlying the emergence of problems. Assessment is beneficial as it determines the issues and understands their background (Wahidah et al., 2019). In guidance and counseling, assessments are divided into two categories: test and non-test assessments.

1. Test Assessments:

According to Cronbach (in Wahidah et al., 2019), test assessments are systematic procedures used for observation and demonstrating individual behavior using numerical scales or specific categories. The types of test assessments include:

a. **Intelligence Tests**: These tests aim to measure intelligence and IQ, which are believed to significantly impact academic performance (Paramatha & Dharsana, 2021).

b. **Interest Tests**: According to Whiterington (in Wahidah et al., 2019), interest tests measure an individual's availability towards objects, things, or situations related to them. The results of interest tests can be used for career, job, and student specialization decisions (Wahidah et al., 2019).

c. **Aptitude Tests**: These tests assess an individual's ability in specific performances. Aptitude tests measure potential in achieving certain activities or abilities. They are conducted to identify and support unrealized potential, provide information for career or educational advancement, and group similar talents for educational development purposes (Wahidah et al., 2019).

d. **Personality Tests**: These tests measure mental aspects to compare individuals. They are designed to measure various psychological factors such as emotions, motivation, interpersonal relationships, and attitudes (Paramatha & Dharsana, 2021).Non-test assessments are techniques that do not have standardized procedures. They are usually developed or created by the BK teacher (Paramatha & Dharsana, 2021). The design and analysis of non-test assessments are simpler compared to test assessments, making them easier to learn (Wahidah et al., 2019).

2. Non-Test Assessments

Here are the types of non-test assessments:

a. Interviews: This technique involves direct communication between the interviewer and the interviewee to obtain information. Interviews help to understand the background or causes of problems and to grasp potential, expectations, experiences, attitudes, thoughts, and issues. They also validate data obtained from other test techniques (Wahidah et al., 2019).

b. Observation: Data collection technique involving planned, systematic observation, interpreted to understand the observed subject. Advantages include: (1) identifying real behavior, (2) selective observation promoting development, and (3) providing or supplementing information from other techniques (Wahidah et al., 2019).

c. Questionnaires: Data collection technique involving a series of written questions or statements answered in writing. Types include open and closed questionnaires. Functions are: (1) collecting information for BK program design, (2) validating data from other techniques, (3) evaluating BK programs, and (4) understanding respondent attitudes and opinions (Wahidah et al., 2019).

d. Sociometry: Technique to obtain data on social relationships within a group based on personal preferences. Results include scores, relationship patterns, interaction intensity, and individual positions within the group. Used to understand active relations and group structure (Wahidah et al., 2019).

e. Problem Checklist (DCM): Technique involving a checklist designed to trigger the identification of problems experienced by individuals. Developed by Ross L. Mooney, containing 330 problem statements plus an "others" category with 3 open questions. Functions are: (1) facilitating problem disclosure, (2) prioritizing BK services based on problems, and (3) systematizing problems for analysis and synthesis with other techniques (Wahidah et al., 2019).

f. Problem Identification Tool (AUM): Technique to reveal individual problems. Divided into General Problem Identification Tool (AUM-U) and Learning Problem Identification Tool (AUM PTSDL) (Wahidah et al., 2019).

g. AUM-U: Used for common issues, with five formats: university students, high school, junior high school, elementary school, and community. Categorized into ten problem areas: physical and health, personal, social relationships, economic and financial, career, education and learning, religion, youth relationships and marriage, family relations, and leisure time. Conducted at the start of the first semester for BK program design, with follow-up evaluations in the following semesters (Wahidah et al., 2019).

h. AUM PTSDL: For junior high, high school, and university students, containing 75 items. Covers learning methods, motivation, and attitudes towards school activities. Developed considering format, content, usage

experience, translations, and adaptations from the Survey Of Study Habits and Attitude (SSHA) and the Disclosure of Study Habits and Attitudes (PSKB). Adaptable to Indonesia's conditions (Wahidah et al., 2019).

H. Needs Analysis

1. Student Needs Analysis

According to Rahmat (2019), needs analysis is a crucial activity for guidance and counseling teachers before preparing service programs, both annual and semester programs. It is essential as it helps teachers understand students' needs, including personal, social, academic, and career issues. After conducting the needs analysis, BK teachers can proceed to the next step of program preparation, serving as the basic guide for guidance and counseling activities in schools.

2. Preparation for Needs Analysis

    a. Needs Assessment

This involves several steps, such as:

      1) Identifying data required for service program preparation. The initial step in needs assessment is determining the data to be measured or uncovered for preparing the guidance and counseling service program. Necessary data includes information about developmental tasks, problems, and achievements of students/clients.

      2) Selecting appropriate data collection instruments, such as questionnaires, DCM, AUM PTSDL, general AUM, AKPD, or SKPD.

      3) Collecting, processing, analyzing, and interpreting the data from needs assessments (Kemendikbud, 2014).

3. Activities to Gain Support

Efforts to gain support can be carried out through various means, including counseling, coordination meetings, public relations, and advocacy. These activities can be done before program preparation or during orientation and counseling programs. Results from consultations, coordination meetings, socialization, and persuasion are reflected in policies supporting program implementation, program facilities, cooperation, and operational synergy in implementing guidance and counseling programs (Kemendikbud, 2014).

4. Basis for Student Needs Analysis Planning

The planning of guidance and counseling programs is based on philosophical and theoretical foundations (Kemendikbud, 2016). These foundations include philosophical and theoretical beliefs, such as the belief that each student/client is unique and should be served with care; each student/client can achieve success, requiring collaborative efforts; guidance and counseling programs are an integral part of the educational process; the programs are intended to meet the needs of every student. Additionally, program planning should be based on students' needs. Philosophical foundations, theoretical foundations, and needs assessment results are briefly explained in the rationale of the guidance and counseling program.

5.   Needs Analysis Steps

According to the Student Guidance and Counseling Scientific Journal, Volume 4, Number 2, 2019, the steps for conducting needs analysis begin with:

a.   Data Identification. Aimed at researching, examining, seeking, finding, collecting, and recording data and information. Collected data can be used for BK services, supporting the development of BK program plans, and providing information to other interested parties. (Namora, 2014) emphasizes the importance of identifying students' background and environmental conditions.

b.   Instrumentation Application. Aims to collect data and information about students/clients (both individual and group), their environment, and the broader environment (including educational and job information). It supports various services and activities, from program planning to individual determination, service material establishment, evaluation, and program development.

c.   Data set. Data relating to students is needed in developing service materials in Guidance and Counseling. Data obtained from data collection through tests and non-tests need to be collected in a data set or cumulative record. Some types of data from students needed by Guidance and Counseling teachers are:

   1)   Personal identity

   2)   Family background

   3)   Mental abilities, talents and personality conditions

   4)   Educational history, learning results, subject grades

   5)   Diagnostic test results

   6)   Health data

   7)   Extracurricular experiences and activities outside school

   8)   Interests and educational and occupational goals

   9)   Special achievements that have been obtained

   10)   Data about the environment can be in the form of: (a) Data on educational information including the type of program, curriculum learning system and so on, (b) Data on job information, including types of positions, opportunities and conditions of work and so on, and (3) Data about the social environment, including customs, norms and values of institutions/organizations and so on. (Hallen, 2002: 98)

d.   Data analysis

The stages of data analysis in guidance and counseling depend heavily on the type of data and information that has been collected. Data obtained from questionnaires, DCM, AUM, and the like are usually analyzed quantitatively and presented in statistical form, such as frequencies, percentages, and graphs. Meanwhile, data obtained from observations and interviews are usually analyzed qualitatively. After that, the data and

information that has been presented is interpreted and concluded, so that an accurate description of the success of the guidance and counseling program can be obtained, which can be well understood by all interested parties (Kemendikbud, 2014).

e. Follow-up

Follow-up activities are one of the essential program management components in guidance and counseling programs. Without this activity, it is certain that the implementation of counseling services in schools is not optimal. The implementation of follow-up should be tailored to the needs of each learner. In line with this, Nasruddin and Nusantoro (2015) explain that the inappropriateness of the follow-up provided by the counseling teacher will cause the problems faced by students to not be resolved as expected.

CONCLUSION

BK teachers are integral in planning and executing guidance and counseling programs by conducting comprehensive assessments, identifying critical development elements, setting clear objectives, evaluating student characteristics, and establishing robust strategies. These strategies include creating detailed service delivery plans, providing personalized guidance, identifying students' interests and talents, and fostering self-awareness. The Guidance and Counseling (BK) program is structured to equip students with the necessary skills and abilities to achieve their life goals, comprising four main service components: basic services, individual planning services, responsive services, and system support. Effective program preparation mandates the involvement of all relevant stakeholders, including teachers, school staff, parents, and students. The primary objectives and benefits of developing a comprehensive guidance and counseling program include clarifying each step's objectives, enabling guidance officers to save time, effort, and costs by minimizing errors and trial-and-error methods, providing balanced and comprehensive guidance services, and offering valuable experiences for the professional growth of guidance officers and the students they assist. To ensure the successful implementation of a BK program, data collection through both test and non-test assessments is crucial. These assessments provide a detailed understanding of student needs and issues, including intelligence, interests, aptitudes, and personality traits, thus contributing to various aspects of student development and potential. In conclusion, preparing a well-structured guidance and counseling program guarantees smooth, effective, and efficient implementation, clear goals, defined roles, improved facilities, regular services, and enhanced stakeholder communication. It also conserves time, effort, and costs while delivering balanced services to students and providing valuable experiences for guidance officers.

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