

Contributing Factors to the Implementation of Guidance Process at Kesatuan Bangsa Bilingual Boarding School

by Esti Setiawati

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Contributing Factors to the Implementation of Guidance Process at Kesatuan Bangsa Bilingual Boarding School

V. Ashyrnepesov¹ and V. Novianto²

¹Doctorate degree programme at UNY, Yogyakarta, Indonesia, ²Dr. Lecturer at PGRI University of Yogyakarta, Indoneisa

ABSTRACT. This research aims to discover 1)The implementation of guidance process at Kesatuan Bangsa Bilingual Boarding School (KBS); 2) Parents' involvement in guidance process at schools; 3)Supporting factors to the guidance process at Schools. The result of the research indicates that 1) The implementation of guidance process in Kesatuan Bangsa Bilingual Boarding School (KBS) is performed by teachers/homeroom teachers coordinated with guidance counselor by taking account students' developmental stages and managing direct collaboration with parents; 2) Parents' involvement in the implementation of guidance in Kesatuan Bangsa Bilingual Boarding School (KBS) is direct or indirect. Parents always communicate with school regarding guidance session or counseling class and other activities; 3) Supporting factors for the involvement of parents in guidance implementation at Kesatuan Bangsa Bilingual Boarding School (KBS) are school principal, guidance counselor and teacher/homeroom teacher. In addition to parents directly and indirectly involved in the implementation of the guidance, the three parties always support the guidance conducted at school.

Keywords: parents' involvement, guidance process, supporting factors

1. Introduction

The success in education system reflects the success of an advanced and developed country. Education is the means to improve human quality, either their personalities or intelligent, both will eventually result in the greatness of a nation. Moreover, education is a formal activities involving teachers, pupils, curriculum, evaluation, and simultaneous administration that nourish students into more knowledgeable people, skillful with good natures and it is done in accordance with the regularity of academic schedule. Education is also acculturation, developing inherent gift and individual potential in cultural setting.

All above points solely indicates that for the development process of personal gift and potential to advance manageable, certain profession such lectures and teachers are indispensable. Teachers are professionals tasked of educating, tutoring, guiding, supervising, training and evaluating their pupils in the preschool age, formal institution, elementary education and higher; while lectures, professional educators and scientists transform, develop and spread science, technology and art through education, research and public services.

In addition, professional educator's capability of optimally transferring their knowledge on teaching materials to their pupils are in demand especially at school. Either too hard, too easy or too monotonous, teaching materials might cause pupils to lose hope, experience fear and have less interest regarding lesson at hand. Novianto, Febriani et al. (2019) in their research concluded that teachers had to choose more varied teaching models, strategies, and techniques deemed suitable for the learning material to prevent boredom among students. Thus, teachers have to make extra effort to motivate students so that their discipline, self-confidence, and interest in learning process. The

availability of adequate learning facilities might lessen the difficulties. This may help teacher and smooth out teaching process as well.

In their daily circumstance teachers are confounded by several tasks i.e. they must provide similar lesson to different students. Such difference might originate from cultural background, social environment, gender, etc. The course of education may branch into two distinctive paths i.e. in-school learning and out-of school education. In-school learning is education within school classroom boundaries and accomplished using teaching-learning method simultaneously in defined stages. Out-of school education is done out of school yard through education process that might not be staged and regular. One of this is in-family education that provides faith, impart cultural values, moral virtues and skill (Law of Republic of Indonesia No. 20 Year 2003:14-15). Therefore family, too, plays an important role in education, as such family background must be taken into account when aiming for maximum education result.

Success is the communal responsibility of family members (parents), society in general and also government. Family is the first social entity known to children and in the family certain attitude that influence their further development can be nourished. The family is responsible in providing finance for their education. Family (parents) with good social-economic standing will have little trouble in fulfilling their education need, unlike family with lower income. When fulfillment of children need is not met, their academic progress might be hampered, and their academic achievement tend to be on the lower side. Parental guidance during learning also plays role in improving children's academic outcome. Therefore harmonic cooperation between teachers and parents is mandatory. Through this relationship it is expected that parents can be familiar with their children activities at school. Parents' participation in guiding their children during learning process as to help them attain good academic achievement is expected as well.

According to observation at Kesatuan Bangsa Bilingual Boarding School (KBS) which employs bilingual-boarding model, teaching is not done within the confine of classroom only, but also during when pupils reside in school dorms. Here teachers play role as their guiding parents, providing education and supervision to students regarding knowledge on ethics and politeness, and help them to develop good attitude and behavior. Observation also revealed that teachers at Kesatuan Bangsa Bilingual Boarding School (KBS) always maintain collaboration with parents to ensure good cooperation, such that when students return to their family at home parents are aware of how far their children have develop at school.

With all above taken into consideration, the writers think parents should be involved in guidance process at Kesatuan Bangsa Bilingual Boarding School (KBS).

2. Method

This research is a case study research using qualitative data. Data analysis is based on descriptive-qualitative technique. Since this is a qualitative study, method or approach selected and used during research is focused over certain target which is treated as a case study. Data gathered from case study can come from all parties involved; in other words, any study like this relies on many sources (Hadari Nawawai, 2003: 1). Research subjects are students of aided by teachers and parents in the institution. Data collection method relied on interview and observation. Data analysis method in this study is descriptive analysis.

3. Results

2.2 School Profile

Kesatuan Bangsa School has a bilingual learning system that relies on Indonesian and English as their official languages. Kesatuan Bangsa School uses Cambridge curriculum enriched with national

curriculum. Kesatuan Bangsa School as an education institution was established in 2011 and aims to bring forth alumni with ability to make contribution in social and cultural life, motivated by noble spirit. To this end, Kesatuan Bangsa School seek to optimize an academic system capable of encouraging students to channel their talents while orienting motivated focus to attain even higher academic achievement.

Kesatuan Bangsa School is committed to educate and guide students both in academic needs and moral. This include imparting virtues such honesty, respect for other's right and interest, and self-awareness that freedom is how to act responsibly with regard to rights and obligation by leaning on noble spirit. Kesatuan Bangsa Education Foundation laid the groundwork for human resource development through education with international appeal and a modernized system, in effort to bring forth golden generation from among the Indonesian students with all their colorful ethnical, racial and religious background. In this spirit, Kesatuan Bangsa School (KBS) was founded in Special Region of Yogyakarta.

Kesatuan Bangsa School spreads its wings toward the future horizon by combining campus that is comfy and conducive to learning as well as dedicated teaching staff, full of sacrifice and love for their profession, who can be expected to nourish a new generation with strong moral, strong determination and willingness to serve as youth of the nation. We believe that there will rise poets, scientists, musicians, artists, painter and athlete with professionalism in their own respective field. They would be the multilingual alumni with strong nationalistic spirit, awareness for democracy and a promise of glory for Indonesia in the future.

1. Vision

Creating golden generation with noble character, high intelligence, having global knowledge with strong Indonesian cultural root capable of actualizing themselves in real social life.

2. Mission

2.1. Developing our school into the best educational institution at providing space for potential growth to students and teachers alike.

2.2. Improving the quality of teachers' professionalism and understanding with regard to the current trend in education world.

2.3. Preparing students to move forward into higher education level using quality education system and application of novel technology.

2.4. Nurturing students' loving attitude toward the others, the nation and toward themselves.

2.5. Enhancing the active role of society (parents) in educational activities.

3. Goals

3.1. Improving human resource quality to be able to withstand global competition by emphasizing the creation of competitiveness as priority.

3.2. Applying education system oriented toward scientific transformation and novel technology.

3.4. Motivating as well as facilitating students to engage in various academic competition both academic and non-academic on national and international level.

3.5. Facilitating teaching staff to improve their professionalism in carrying their duties.

3.6. Producing teaching staff with ability to operate modern information technology and communication means.

3.7. Develop and improve the quality of school's education system according to recognized global standard.

3.8. Providing quality educational service to compensate for competition on both local and global scale.

3.9. Developing educational and guidance system by continuously adapt to dynamic change in environment.

3.10. Develop guidance system with strong orientation toward creating human with noble character.

3.11. Optimizing guidance survive to improve faith in the God the One.

3.12. Building harmonic relationship with parents and society to ensure educational success at school.

4. Education from Academic Perspective

4.1. Global education in national context

Curriculum in Kesatuan Bangsa School is unique and accommodating universal development in education world in our national context. The output of their curriculum are students with strong readiness to face global challenge wherever they are without leaving behind national values and nationalism. Development of curriculum is an ongoing process that should be constantly evaluated by taking account all advancement in science and technology.

4.2. Bright future through quality education

In education world, strong foundation will generate big potential. For this reason quality education should be provided as early as possible. The school's curriculum is focused on children's vital development aspects i.e. cognitive, social, emotional, and involve personal touch and individual attention in every aspects, to allow them to attain optimal growth.

4.3. Education with love and trust

In effort to develop innovation, creativity and curiosity among students, school's curriculum is designed as such and tailored according to their specific needs. Through the provision of education at Kesatuan Bangsa, their main focus is realizing students' potential in academic field, in socializing with peers, in physical health and mastery in information as well as ensuring that all students are following the right direction.

4.4. Combination of teaching staff and national curriculum

Using a mixture of international and national curriculum and supported by competent teaching staff, students are expected to develop their global vision. This will enable them to adjust easily in multinational setting.

4.5. High target in education

Regular meeting and workshop for teachers of every subject is the key to success in the school. Subject meeting does not only strengthen educational productivity, but maintains communicative harmony in general within the institution as well.

4.6. Class with limited capacity

The number of students is important factor that determines how effectual teacher-students interaction is in a classroom. One of their mission is to improve education quality, and as such the number of students attending a classroom is minimized as low as possible. With total 24 pupils per class, the school expect better communication between teachers and students as such that learning environment will feel more conducive.

4.7. Scholastic Assessment Test (SAT)

SAT measures students' analytical skill in Math and English. This test is also one of the requirements to enroll in universities in diverse countries. Students can compare their achievement to all other students' from many different places in the world.

4.8. TOEFL iBT

For those who have high skill in English, TOEFL iBT is mandatory. This test is internationally standardized and is very useful for students wishing to continue their study to higher degree.

4.9. Our language policy

The school apply bilingual education in learning-teaching process. Science such as Math, Physics, Chemistry and Biology are given in English with support from books written in similar language. Meanwhile non-science subject are given in Indonesian with support from books using the same language.

4.10. Intensive English course

English education standard is provided based on Common European Framework of Reference (CEFR). Under this strict criteria, students are focused on the four core skills in language i.e. reading, writing, listening and speaking. In addition, the presence of our native speakers strengthen the habit of using proper English language during lesson.

4.11. Internationally standardized test

Using CEFR (Common European Framework of Reference) students' skill is examined through Cambridge test every year. This test is vital to measure the progress in our students' skill using a standard that is recognized globally. Depending on their respective year, every students will take KET (Key English Test), PET (Preliminary English Test) or FCE (First Certificate of English).

4.12.Exploration of science in education

Education methodology should be improved continuously to stay relevant. As we live in information era, classical methods in teaching gradually lose their prominence and the need for more effective, active and attractive methods is on the rise. Thus, they combine contemporary education with modern technology at Kesatuan Bangsa sbelieving they have created a more interactive and advantageous learning environment for students.

4.13.Preparation for national exam

To meet the need, the school provides intensive preparation program for UN apart from the regular as integral part of national curriculum. Students need to prepare themselves for national exam (UN) which serves as a means to evaluate their competence, in addition to as requirement in order to proceed to higher education level.

4.14.Science Olympiad means so much at Kesatuan Bangsa School

At the beginning of semester, students who wish to join school Olympiad team will be put in an initiation program and selected through several very competitive tests. After that, it will be decided which students join what Olympiad team and also which one of them will be sent to participate in National Olympiad Competition (OSN) that year. Olympiad program help students have stronger discipline in learning, improve their analytical thinking ability and gain chance to receive educational grant at higher education level.

4.15.Creative individual in scientific field

Many scientific project at the school have the purpose of raising students' ability to conduct research and analysis. These future inventors learn under the supervision of teachers. Students along with their project results do not only represent a brighter future for our country but also for the world.

4.16.Creativity with art

Visual art give students chance to express their thoughts and ideas as well as to display their knowledge and talent through countless techniques, materials and technology in the field of design. Using both traditional and contemporary resources, the school program help students to gain mastery over numerous methods in expressing their art as well as improving their ability in manipulating various materials for artistic purpose.

4.17.Sport for healthier life

Keeping body and mind active and healthy requires extensive training. The school offer various sport activities and other exercise to ensure students fit and help them figure out their athletic talents. In addition to regular sport curriculum, students can join a number of sport clubs available all the year round.

4.18. Analyzing our students' success

Students are prepare to go through many types of tests the whole year, and their results will be analyzed further in our evaluation and report program. Reports are given to students following completion of test as to give a broad picture of their academic capability as well as their scores in detail. This enables parents to follow their children's latest development and provide assistance—if necessary—in due time.

4.19.Learning must be real

Learning does not have to take place in classroom. In every semester students will engage in a study tour visiting various places according to topics previously discussed in class. By participating in study tour, students can have greater chance to conduct direct observation and analysis of various topics in a much friendly atmosphere.

4.20.National and international study tour

Study tour can be a pleasant experience to the students and beneficial academically speaking at the same time. Study tour program is divided into four groups i.e. local or within city boundaries, national area, worldwide and study tour for project purpose.

4.21.Sharing knowledge and information

Seminar and workshop both are regularly held at Kesatuan Bangsa School. Multitude of topics spanning from education to hobbies and experience can be useful sources for all students, teachers and parents. Those invited to share their knowledge in seminar and workshop are usually public figures, academics, experts, teachers and alumni including parents of the students.

4.22.Quality education for everyone

The school truly appreciate students with high achievement and strong dedication. As a token of goodwill they are committed to provide educational grant through various channels and disciplines both from academic perspective or non-academic perspective to as many as 20% of our total students annually.

5. Education from Non-Academic Perspective

5.1.Moral and Character Education

Kesatuan Bangsa School puts strong emphasis on moral education for their students. They aim to engage in building new generation with strong competence and solid moral standard. In addition, moral virtues are gradually imparted through various character building activities. Integrating moral virtues is vital for students at their age and it is expected as they move further to pursue higher education they will carry their moral strength as a part of their personalities.

5.2.Moral Education through Various Activities

Kesatuan Bangsa School plans and holds many activities the whole year in effort to improve students' social qualities such as moral, tolerance, loyalty and solidarity which are crucial to help students grow into mature and more responsible citizens.

5.3.Homeroom Teacher as the foundation of Communication

The school optimize the function of homeroom teacher for the maximum development of every student. Homeroom teacher is fully responsible for their students be it in academic matters or with regard to character education. Relationship between students, homeroom teachers and parents are kept as warm as possible through various positive activities that allow communication with students and their progress remain under good control.

5.4. One by one meeting

In addition to managing class communal activity that takes place every week, every homeroom teacher is also tasked to meet with his students one by one periodically. In this meeting a natural communication encourages students to share their thought concerning whatever they have in mind. Each student need some time and space for sharing session both in group or individually.

5.5. Parent teacher Home Visit

As an integral part of guidance and counseling service, home visit is a mandatory agenda for homeroom teacher and is conducted every year. We do not really consider distance and time. Those live in other island too will be visited. The visit build relationship as well ensure every parents are adequately involved in their children's' education.

5.6.Higher Education and Career Counseling

The school believe mature plan is necessary to guarantee success for students both in academic field and non-academic field. They also believe as the main actors students should be involved as early as possible to plan the future suitable to them. To answer this compounding problem the school have established specialized department for higher education guidance and carrier aiming to help students and parents figure out the correct plan for further education in universities as well as their prospect in professional field. As proven, students with strong involvement since early stage usually has deeper sense of responsibility later in life.

5.7.Part of the society

They care about students' character education, especially with regard to their social sensibility. By involving students, parents, and national academic communities, the school hold various social-communal activities. In a year there are three regular programs to follow i.e. Ramadan gift, Qurbani and donation for orphans. Students are involved as main organizer in each activity.

5.8. Social Program

Under the guidance and counseling department organizes several community service and other useful programs. Parents are involved to some of these programs.

5.8.1. Ramadan Gift

Every Ramadan Kesatuan Bangsa School holds several actives such iftar with orphans and distribute gift to the poor. Kesatuan Bangsa School collaborate with several universities and pesantrens in allocating Ramadan gift. In addition, iftar with parents and students is an agenda which is routinely held.

5.8.2. Distributing Qurbani meat

In Eid al-Adha, annually the school engages in slaughtering sacrifice animal. Aside from way of expressing gratitude, this activity seeks to build social sensitiveness among our students by sharing with those impoverished. This program involve students, parents, all academic community at school and society in general.

5.8.3. Gift for orphans

Every year they collect fund and devote gifts or parcels to orphans living nearby. This event involves everyone and especially students, parents and donators.

5.8.4. Various ways to tackle boredom

The school realize that sometimes everyone experiences boredom, students included. Therefore, at the beginning of each semester students are requested to engage in a relaxing activity i.e. outing to various tourist destinations. This program also improves communication between students and their teachers.

5.8.5. Club activities

The development of students' ability to interact socially is as important as their academic progress. Building their individual quality and assist them discover their hidden talents can help them to grow as self-confident persons. This explains why Kesatuan Bangsa provides several clubs/extracurricular activities to choose in social field, sport, culture and science. Clubs at Kesatuan Bangsa School are: basketball club, taekwondo club, badminton activities, futsal club, volleyball club, cooking club, drama club, painting and drawing club, guitar club, musical ensemble club, robotic club, English club, journalistic club and science club.

5.8.6. Reading is a part of life

Reading is important not just in leisure time but as a need to understand the outside world in a better way. Knowing this, the school offer various reading programs to students through activities with their homeroom teachers and camping activities at the end of semester meant to nourish love for reading among students.

5.8.7. Intra-school Organization (OSIS)

OSIS (*organisasi siswa intra sekolah*) is the place where students develop skill in social interaction as well as their leadership. Starting with democratic election students engage in various activities during the whole academic year. This organization imparts a lot of social skills that they cannot possibly obtain in classroom alone.

5.8.8. Flag ceremony and observance of national days

As a space to nourish nationalism and discipline, flag raising ceremony is mandatory activity for every students. Guided by teachers, students command, train and practice regular flag raising ceremony for every Monday and other national days.

6. Educational with supporting facilities

6.1. Supporting facilities

Comfortable school campus is replete with many facilities for the learning of art, sport and science allowing students to engage their study in modern atmosphere conducive to productive learning.

6.2. Three pillars of communication

Academic Information System (AIS) combines three major pillar of education i.e. teachers, students and parents. AIS enable parent to follow report on students' academic activities online, everywhere and anytime. This system is simple and allow parent to monitor students' presence, scores, task and the behavior of their children at school.

6.3. The boarding school

The school aims to provide differentiated academic quality by offering boarding facility. Their boarding system differs from that of many boarding schools. They have guides who live 24 hours with the students. They serve as good example for the pupils and supervise their learning. Harmonic relationship unifies guide and peers and creates a comfortable and homelike atmosphere.

4. Description of Research Data

1. Guidance at Kesatuan Bangsa Bilingual Boarding School

According to Prayitno and Amti (2004: 99) Guidance is the process of delivering assistance by an expert to a person or several people, either children, teens, or adults, so that those gain that aid can develop themselves and attain independence by using individual strength and available means and grow further in accordance with existing norms. Regarding the application of Guidance at Kesatuan Bangsa Bilingual Boarding Junior and Senior High School the research sought to source the data both from the parents and teachers alike.

Below is the result from interview and observation pertaining parents' involvement in the guidance process at Kesatuan Bangsa Junior and Senior High School:

During interview with teachers at Kesatuan Bangsa senior and junior high school it was explained that guidance is generally conducted by classroom teacher who provides direction to students in accordance with their task and individual progress. In other words, guidance counselor is not then only one person responsible for guidance process. Both teachers and counselor cooperate to assess students' development. Meanwhile guidance counselor provides guidance according to their program such as individual counseling, group guidance and other forms of classical guidance.

The writers also conducted observation during learning process, and as it was evident that students were close to their teachers at Kesatuan Bangsa junior and senior high school, which ease the provision of guidance to the pupils.

Individual counseling at Kesatuan Bangsa Junior and Senior High is directly provided to students who need it. This conforms to what was revealed during interview with teacher at Kesatuan Bangsa Junior and Senior High School. *"We always try to be open to our students, whatever their complaint we will keep on listening. We make them our friend, and there is no gap between teachers and students. Therefore there is no wall that separates us, and it becomes even easier to us to approach them as they remain open with all their problem. With the availability of individual counseling we can always provide direct service to our students be it concerned with learning guidance or their social life."*

As a part of guidance and counseling service, parent teacher visitation program is mandatory agenda for homeroom teachers at the beginning of every semester. They don't really take distance and time as issue; those living out of the island too will be visited. This visit in addition to build relationship also ensure that parents are adequately involved in their children's education no matter where they live. This was confirmed during interview with guidance and counselor at Kesatuan Bangsa Junior and Senior High School. Counselor elaborated that *"Guidance activities at Kesatuan Bangsa Junior and Senior High is done regularly and visiting parents is always our mandatory agenda and is meant to help us build strong relationship with them."*

2.1.1. Parents' Involvement in guidance Process at Kesatuan Bangsa Bilingual Boarding School

Parents are directly and indirectly involved in the guidance process at Kesatuan Bangsa Junior and Senior High School. Direct involvement means several parents visited their children at school and collaborate with teachers to conduct guidance. Indirect involvement on the other hand mean providing a sincere support to teachers as they practice guidance at school.

Quoting the interview with student's parents at Kesatuan Bangsa Senior High School: *"I always pay attention to our child's progress both at home and at school. I always try to be cooperative if the school asks for information about my child. This is to ensure good communication between us and school and therefore I can keep track on my child's advance at school. When my child experienced problem, I always tried to help my child but sometimes my child isn't always fully open to his parent. That's why I stay in touch with the guidance counselor to stay informed about my child."*

Parents' response is very positive and they seem so proud of their children's changes in attitude. Result is from questionnaires distributed among parents which also reveals that guidance and counseling takes place in many activities conducted by the school in real world.

Guidance and counseling at Kesatuan Bangsa Junior and Senior High School is conducted by homeroom teacher under the leadership of Head of Guidance and Counseling. Both students living in school residence or outside are provided with one resident guide responsible for guiding the students during their lodging at school facilities. All other extracurricular and club activities also serve as a part of guidance and counseling program. Camp program at the end of semester is also a part of guidance and counseling program and is mandatory to all students to follow. Days spent at camp program are recognized as active school days and parents are sincerely expected not to bring their children home for whatever reason. Parents can also consult with homeroom teachers for a more detail schedule.

According to interview with parents of students at Kesatuan Bangsa high school, parents' involvement can be described as follows:

For a parent, communication with a child should be done by assuming them he is "a person" who "means so much". And as such, communication should adequately reflect love and care. During interview, one of the parents expressed his opinion that every child as a person is individually responsible for his actions; parents are obliged to stress this without being over-protective or permissive. The school acts as a partner for parents in nurturing children's' character, not enemy or competitor. Both school and parents alike have similar goodwill to cooperate for the benefit of the children.

According to Astrida (2011:5) there are several responsibilities of parents toward their children and their children's rights must be fulfilled if parents are able to do so.

In guidance process at Kesatuan Bangsa Junior and Senior High School, parents play a very important role and also assume full authority over their children. As such, teachers always hold regular meeting with parents to discuss their development.

3. Factors that Support Parent's Involvement in Guidance Process at Kesatuan Bangsa Bilingual Boarding School

2.1. School Principal

Several factors contribute significantly to parental involvement in guidance process at Kesatuan Bangsa junior and senior high school. One of them is the school principal. Interview with headmaster reveals that guidance process at Kesatuan Bangsa can be described as follows:

"I constantly support all activity programs that every teachers came up with at Kesatuan Bangsa junior and senior high school. At the beginning of academic year every teacher can propose his own programs that will be executed in the next full year and one of them is camp program that seeks to educate students to be independent, regular parent teacher visitation and several other programs that support learning and guidance process at school. Our

school always tries to facilitate all activities and ensure they can be held successfully and students can benefit from all the program and activates that they follow."

The writers find that in this particular matter the school principal has fulfilled his duty as the leader very well by exerting all school academic community to succeed with their vision and mission. Direction is always provided by the headmaster; in this matter the research would like to underline that Kesatuan Bangsa Junior and High School uses bilingual approach and headmaster direct teaching staff and manages school environment according to the task delegated. During activities principal provides additional knowledge of ways and methods to form enjoyable learning that can ease and attract students. Not only during workshop, but also in meeting and discussion, principal constantly provides direction and meeting can be arranged spontaneously to respond to an activity or regularly at the beginning and at the end of every semester. Quoting to interview:

"The contribution from school principal is substantial because he has a good nature in communicating with all other school members; always helpful and ready to serve anyone who has trouble, and to provide direction and advice to all his staff. His role in motivating all his staff to actively participate in every activity have resulted in progress of the institution both pertaining teachers' performance and schools' or students' own achievement."

The benefit of involving all the staff in every activities and as their position and capability allow is to make goals more attainable; it is vital that headmaster as a leader directs every staff to reach communal purpose together. In addition, as the leader principal is also expected to maintain strict discipline with regard to punctuation and fulfillment of duty, while attempting to avoid the use of punishment as a means to force staff to work their best but instead relies on building trust and sense of responsibility among the staff to complete their task satisfactorily.

2.2.Guidance Counselor

Dewa Ketut Sukardi (2002: 20) states that "Guidance is the process of providing aid to someone or some people in continuous and systematical order by the guide so as to help the person or people become independent." Counselor plays major role in dealing with student with below average scores at school. In handling pupils suffering from low grades and personal troubles, according to interview guidance counselor usually relies on several efforts i.e. optimizing the application of learning principles to improve students' motivation, creating conducive atmosphere in classroom to enhance students' attention, involvement and the like, including what learning principles that can function optimally in a given circumstance. Guidance counselor seeks to optimize dynamic aspects in learning that are prone to change i.e. from non-existent to real, from faint to overwhelming. This aspects also pertains teaching material and its sourcing, teaching aids and their utilization, learning atmosphere and its enhancement, students' personal condition and their preparation. According to interview with guidance counselor at Kesatuan Bangsa Junior and Senior High School, it was revealed that:

"I am here to coordinate all guidance and counseling activities done by homeroom teachers. I and all the homeroom teachers always communicate with each other with regard to students' development, and this is purported to ready ourselves to decide on the next step that must be taken to handle all sorts of problem that might arise. Besides, I too keep several counseling programs that I designed at the beginning of academic year, which I then discussed with school principal and teachers/homeroom teachers so as to allow all of us to synergize our effort to develop and assess students' progress and educate them with good moral approach, in accordance with the norms."

According to Syamsu Yusuf (2010: 13) guidance is purported to help a person. According to Hamdan Bakran Adz Dzaky in Tohirin (2007: 37-38) the purpose of guidance and counseling is to bring about change, improvement, mental and spiritual health and purity. Guidance counselor optimizes students own personal experience. It is much pleasurable for students to engage in new lesson if they previously have been familiar with that. Therefore, careful selection in providing lesson examples in introducing new concept is a must; this examples should have close resemblance

or proximity with students' environment. In addition, students have dreams and aspirations in learning. *"But not all students can attain success. Success can improve aspiration, and failure can result in weaker aspiration. To improve their aspiration, students should not be exposed to constant failure. Prolonged failure may cause students to lose enthusiasm in reaching their dream. It is better to give them chance to formulate their own study goals according to their individual ability, as such their motivation can be strengthened to attain those goals and their achievement will rise accordingly."*

According to interview with guidance counselor at Kesatuan Bangsa Junior and Senior High School, *"Apart from providing guidance to students, we also provide academic major guide and conduct test to measure interest and talent for students in grade 9 and 12. 9th graders will undergo talent test whose result that can serve as point of reference before deciding to enter Natural Science class, Social Science Class or Language class from the beginning of academic year. This also give clearer picture to parents as to what major their children should enter at high school level. As for 12th graders, test for interest, talent and preliminary potential recognition is done at the start of academic year. This can help in selecting majors at university."*

Aside from identifying students' talent and interest, the school also learns what specific field of studies that can fit their students' ability. This is included in career guidance program created by guidance counselor at Kesatuan Bangsa Junior and Senior High School. Career guidance also pertains to the development of cognitive ability, affective aspects, as well as students' creativity skill in building their own positive self-image.

Inclined with the views, when it is translated into the teaching process, Novianto, Yogiarni, Meidasari et al. (2019) in their research also concluded that students' creativity are expected to be able to solve problems individually and in groups as well. Students are then able to come up with novel ideas or relevant tangible products. Thus, they and both of the school have the same arguments which firmly believed in making decision with regard to career, inevitably good understanding is required besides prudence, so as to ensure that when they enter the real social-cultural life that constantly shifts, correct decisions can be made.

2.3. Homeroom Teachers

Homeroom teacher should be selected among teachers who teach in a class due to the function of homeroom teachers in guidance activities. In elementary school and equivalent level, classroom teacher is tasked with handling the mission but in higher level i.e. junior and senior high school or equivalent homeroom teacher is specified to handle guidance activities. The role of homeroom teacher is more specific; it involves both academic and non-academic guidance. Homeroom teacher is appointed directly by the school principal using a certain procedure, normally at the beginning of academic year. From structural perspective, homeroom teacher serves as principal's extension in managing classroom. In essence, the school principals delegates his authority to homeroom teacher.

The most prominent role of homeroom teacher is as the leader of a family in class. This basically means that he is responsible for creating an environment which is conducive to interactive learning between one student and the other and as such the class can successfully engage as a learning community and progress together.

To create a conducive and productive learning environment, a homeroom teacher must first understand students' psychological development. Therefore, in dealing with arising problems, homeroom teachers will have the ability to diagnose those who are troubled, provide necessary training to develop self-awareness, able to bridge communication between students' teachers, students-principal or students-parents and integrating various options to solve issues in class. Nurturing tolerant attitude is vital for homeroom teacher. Especially because they must act as parents at school, and parents are the closest persons to students. By involving homeroom teacher in developing tolerance, homeroom teacher can readily assess the attitudinal progress of their students with regard to tolerance value and provide assistance and guidance in nourishing their tolerant

attitude even further, and that can be expected to contribute positively to their conduct in everyday life.

5. Conclusion

According to the research findings above there are several conclusions that can be drawn:

1. Guidance program at Kesatuan Bangsa Bilingual Boarding Junior and Senior High School is carried by teachers/homeroom teachers and coordinated by guidance counselor by taking account students' developmental stage and collaborate directly with parents.
2. Parents' involvement in the guidance process at Kesatuan Bangsa Junior and Senior High School Bilingual Boarding School is either direct or indirect. Parents regularly converse about school activities, be it guidance and counseling class or other activities.
3. Several prominent factors that support the involvement of parents in guidance process at Kesatuan Bangsa Bilingual Boarding School are school principal, guidance counselor and teachers/homeroom teachers. In addition to parents' engagement in guidance process either directly or indirectly, the other three parties above constantly support the success of guidance mission at school.

Suggestions

1. For Teachers

Teachers play distinctive role in guiding children at school, because teachers act as model for their pupils and as such they should provide decent example for their students to follow.

2. For Parents

In the effort to bolster guidance as provided by the teachers, parents are suggested to be more cooperative during counseling session, spare some time with their children to communicate properly at home and create suitable atmosphere for harmonic living between them.

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