

The Study on Blue Ocean Strategy in Guiding and Counselling of Senior High School in Indonesia

by Periyadi Periyadi

Submission date: 06-Aug-2020 12:33AM (UTC+0900)

Submission ID: 1352494635

File name: n_Guiding_and_Counselling_of_Senior_High_School_in_Indonesia.pdf (244.96K)

Word count: 3590

Character count: 20561

The Study on Blue Ocean Strategy in Guiding and Counselling of Senior High School in Indonesia

Jarkawi¹, Sultani², and Mahfuz³

Counselling and Guidance Education Department
Faculty of Teaching Training and Education

University of Islam Kalimantan Muhammad Arsyad Al Banjari Banjarmasin South of Kalimantan Indonesia

ABSTRACT

Objective – The development of science and technology has had a rapid and unexpected impact on human life. It also creates chaos and presents a challenge to various aspects of life, including to procedures of guidance and counselling in senior high schools. This area of research requires a dynamic movement to create a new world or new value in counselling and guidance management to increase its effectiveness, efficiency, creativity and productivity. This study aims to determine student behavior in the science and technology era, using the blue ocean strategy of guidance and counselling to create new value.

Methodology/Technique – The study uses a descriptive qualitative method using 4 teachers as the source of primary data and 4 principals and 8 students as the source of secondary data.

Findings – The results show that student behavior is very adaptive to independent learning and, on the other hand, the groups tend to behave politely.

Novelty – The blue ocean strategy of guidance and counselling has created a new world in accordance with the needs of students through assessment and innovation of counselling and guidance programs in senior high schools.

Type of Paper: Empirical.

Keywords: Blue Ocean Strategy; Counselling and Guidance, School, Indonesia

JEL Classification: A20, A29

1. Introduction

Human beings in the scientific and technological advancement era should aim to delineate clear roles and objectives when they are employed within an organization. This drives an organization to be more effective, efficient, creative, and productive. Suharsaputra (2015:47) states that human beings need organization for strength and sustainability.

* Paper Info: Revised: June 8, 2018

Accepted: September 28, 2018

* Corresponding author:

E-mail: jarkawi@uniska-bjm.ac.id

Affiliation: University of Islam Kalimantan Muhammad Arsyad Al Banjari Banjarmasin South of Kalimantan, Indonesia

Tina Sung, CEO of the American Society for Training and Development (in Suharsaputra 2015:47), also states that organizations, similar to individuals, should adapt faster and better to change, to their surrounding environment, and should learn and grow each time they experience failure. Marquard further comments (in Suharsaputra, 2015:47) that an organization will fail if it cannot survive.

Advancements in science and technology bring about changes to how humans interact, interrelate, and communicate. Sociologically, humans have reason. By reason, they want to feel safe and achieve spirituality. Ngafifim (2014) states that human action, or human behavior, can be influenced by technology and can therefore have an effect on the pattern of relationships and interaction among humans.

Science and technology have provided many new and innovative facilities for people from all walks of life and organizations. Advancements in science and technology also allow people to obtain and secure data for the benefit of human development. According to Adrian, the use of such data may also improve the efficiency of planning and decision-making processes within an organization.

The advancement of science and technology is typically an indicator of the progress of a nation. The higher their level of mastery of science and technology (high technology), the more respected a nation is. When a country is less able to adapt to the advancement of science and technology, that country is considered economically weak. Ngafifim (2014) in the postmodern society says, "Whoever controls technology, he or she will rule the world".

In the future, counselling and guidance services will play an integral role in education. Student development in the midst of scientific progress is a challenge and an inability to compete within that environment has the potential to endanger the development of students. This further affects the deterioration of students' life. The distribution of drugs in Indonesia is a growing concern and the number of drug users continues to grow each year. This poses a threat to the physical, psychological, and sociological development of students that have entered formal education institutions such as primary schools, high schools, and colleges.

Counselling and guidance services aim to foster and facilitate student life and development. The facilitators of counselling and guidance services in this context must therefore be skilled in mastering science and technology that may be applied in the provision of counselling and guidance services to students. The result of Etty Puji Lestari's, Gunoro Nupikso's, Etik Ipda Riyani's research (2015) shows that the progress of science and technology has had a positive effect on the grades of students at open university in the discipline of economic statistics. Further, the existence of online teaching materials such as web supplements and tutorial kits have aided students in understanding basic material contained within textbooks.

In the context of counselling and guidance competency, a guidance and counselling teacher, when planning and implementing counselling and guidance programs, is required to learn and to think about finding a new world of counselling and guidance, promising inner and outer welfare for students, schools, communities and nations. When counselling and guidance teachers are not proficient in this, students will find it more difficult to engage with the services being provided and the benefits it provides. In spite of being able to compete, those teachers are only at a lower management level, however, at the middle and higher levels, education management is fulfilled by educational outputs that create a new world full of meaning and value.

The development of science and technology in the future will be intensely competitive. In anticipation of the negative impact of scientific and technological advancement to student development, counselling and guidance services in formal education, such as senior high schools, require a special strategy to be able to create an innovative and valuable counselling and guidance programs. Mutohan (2014:33) states that counselling and guidance management requires competence and professionalism in terms of planning, organizing, implementing, and controlling programs. The Minister of Education and Culture of the Republic of Indonesia No.111 of 2014 on "Counselling and Guidance on Basic Education and Secondary Education" aims to govern this area.

The development of science and technology in the future will move fast, which will necessarily have an impact on student behavior both positively and negatively. Therefore, guidance and counselling services in senior high schools require a blue ocean strategy for focusing on counselling and guidance programs in promoting valuable and meaningful innovations.

2. Review of Related Literature

2.1 Education Systems

Section 13 of Chapter VI of the National Education System No. 20 of 2003 states that the educational path consists of formal and informal education that may compliment and enrich each other. Senior high school is one form of formal education. The impact of science and technology on the provision of counselling and guidance programs within the high school setting is an important area of research. Suharsaputra (2015:2) states that any new education facility should be integrated with the policy arrangements of the nation other institutions with regards to management and technical operations.

Sanusi (2015:192) states that the colonial education system in Indonesia replaced the Taman Siswa education system, the NU education system (Nahdatul Ulama), and the Pesantren education system. According to Kiai, or community leaders, colonial education was not suitable for Indonesians. There are 2 central education systems, namely, the Ministry of Education and Culture and Religious Education.

In recent times, the Indonesian education system has experienced rapid growth and expansion. Nowadays, the 2013 Indonesian curriculum aims to unlock the full potential of students through new learning methods and innovative fun and creative group learning strategies (cooperative learning). Eggen (2012:12) states that the process of learning and teaching is a group-orientated task, whereby students should work in groups of between 2 to 5 students to enable them to interact and communicate in solving a problem. In work groups, teaching and learning strategies are carried out to develop people's competencies, problem solving competencies, writing competencies. All of these competencies are needed by students in social life in society. Eggan (2012:129) states that problem solving and writing competencies are needed in social development and this is an important goal within the education system.

Changes to the education system with respect to the development and growth of the education sub-system, both at the micro, meso and macro levels, are in line with the changes and movements of the political system as supra systems. Sanusi (2015:206) states that the development of the current education system can be categorized as either quantitative or qualitative changes.

2.2 Blue Ocean Counselling and Guidance in Senior High Schools

The aim of counselling and guidance programs implemented in senior high schools is to create a new world in the educational system. Kartadinata et al (2007:25) illustrates that the area of counselling and guidance services within the education field as follows:

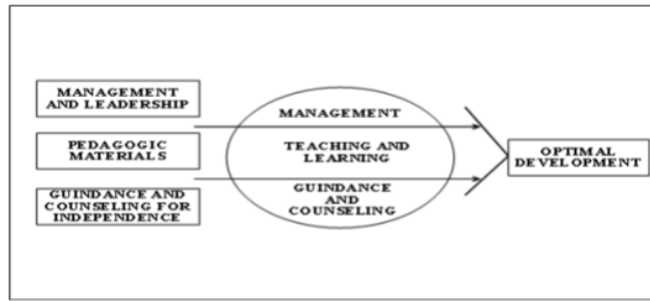


Figure 1. The Position of Guidance and Counselling

Article 1 of the Regulation of the Minister of Education and Culture No. 111 of year 2014 explains that counselling and guidance is a systematic, objective, logical, and sustainable program in which counselling and guidance teachers enable students to achieve independence. Further, Chan, Kim and Mauborge (2006) state that innovation is the foothold of the blue ocean strategy in counselling and guidance programs.



Figure 2. Differentiation and Counselling and Guidance Services

In creating innovative guidance and counselling programs, there are two important considerations. Firstly, the program must always carry out the function of management by conducting an evaluation of counselling and guidance programs in a sustainable manner, where the evaluation results in necessary amendments to the programs according to the development of science and technology. Secondly, the programs must take into account the students' needs in tailoring counselling and guidance services.

The blue ocean strategy is a pattern that can be used as reference material in implementing counselling and guidance services program within senior high schools. The framework is as follows:

- Any factor should be increased above the normal standard.
- Any factor should be upgraded to above the normal standard.
- Any factor should be reduced to below the normal standard.
- Any factor has never been offered until they have to be created.

This is illustrated as follows:



Figure 3. Blue Ocean Strategy Framework

In creating new values in counselling and guidance programs, counselling and guidance teachers must first undertake an analysis of what needs to be amended, both in terms of student's behavioral development as well as from a program management perspective. Teachers must also conduct an analysis of what will be created and what will be reduced for the development of student's behavior, in order to implement a program that is optimally based on the stages of development, that is able to provide value and meaning to students.

3. Research Method

This research uses a descriptive qualitative method which is related to time, place, deliberation of plural, whole and open, along with inductive analysis, to reveal special data in detail and to identify categories, dimensions, authenticity, open statements, and the totality of the phenomenon as a complex system. The respondents in this study include 4 counselling and guidance teachers and mentors, 4 principals, 4 homeroom teachers, 4 committee managers, 12 students, 2 counselors and 12 parents from state and private high schools. The instrument used to collect data is direct interviews across a period of 2 months implemented by visiting the schools as the place of research. Each interview result is confirmed and verified. At the end of the study, an in-depth discussion is conducted to deepen the results of the research.

4. Results and Discussion

Advances in science and technology have an impact on student behavior, which is both adaptive and non-adaptive. This adaptive behavior needs to be improved and non-adaptive behavior needs to be lowered or eliminated. When this is achieved by guidance and counselling teachers, as outlined in the counselling and guidance program strategy, the counselling and guidance service is said to have created value for students as the primary subject.

The blue ocean strategy aims to address the following: (a) what factors should be eliminated from the accepted factors? (b) what factors should be improved? (c) what factors should be reduced to below the normal standard? And (d) what factors have not been offered until they have to be created so that students get new values?

4.1 Non-adaptive Behavioral Strategy is Lowered or Eliminated

Counselling and guidance services strategies must be structured so that non-motivated, non-adaptive students are encouraged to share their thoughts and opinions in discussions and frequently ask questions, dress appropriately in class, attend school each day on time, and do not participate in bullying (threatening friends and mocking friends), and generally participate well in school (Sudarma and Nugraheni, 2006).

Further, Siswanto (2013) states that in order to build a good character in students, educational institutions should develop a strong school culture and ensure that all students are familiar with that culture and are encouraged to participate within it.

Handono Oki and Bashori (2013) explain that there is a high correlation between self-adjustment and social support and lower stress levels and vice versa. Therefore, counselling and guidance programs should aim to encourage non-adaptive students to develop friendships and build strong relationships within the school environment.

Oslon and Hergenbahn (2011) state that humans generally aim to be good and when there is a human that is not considered to be good (non-adaptive), the most likely cause of this behavior is their cultural, social or family conditions. Therefore, counselling and guidance services in religiosity should aim to promote safety, non-violence and the acceptance of all religions among all students.

In principle, the blue ocean strategy aims to reduce non-adaptive behavior through counselling and guidance programs. It is important to plan those programs so that the counselling and guidance subjects create the image of counselling and guidance programs as an integral part of the educational process. Similarly, research by Andriyani (2016) states that the family environment may contribute to the adjustment of students.

4.2 The Adaptive Behavior Strategy Should be Improved

Counselling and guidance services in the field of learning should aim to improve the behavior of adaptive students and support the learning process. This may be achieved by identifying learning materials related to the subjects that the teacher presents. Therefore, the activities that students undertake to learn effectively need to be amended so that students improve their academic performance (Asrini Ilmi, 2014).

Further improvements may be made to the personality of teachers with respect to enforcing the student's responsibilities in class such as finishing assignments on time. Hidayati and Setyawan (2010) state that there is a negative relationship between adjustment to academic procrastination in students.

Social skills are a further area of improvement. The development of social skills will have a positive effect on a students' active participation in group tasks, their creativity in completing tasks their engagement with group study, their willingness to share ideas with their peers, and their ability to give and receive constructive criticism. (Kumalasari and Ahyani Nur, 2012).

The blue ocean strategy in principle aims to improve counselling and guidance programs to bring new value to students in high school.

4.3 Strategy to Reduce the Less Effective

The number of guidance and counselling teachers is not proportional to the number of students (the standard ratio being 1:150). This ratio must be regulated to improve the implementation and provision of guidance and counselling programs. Article 7 of the Regulation of the Minister of Education and Culture No. 111 of 2014 on Guidance and Counselling in primary and secondary education states that the strategy of counselling services and guidance is: (1) the number of individuals served (2) the problems identified (4) the way communications are presented. This is in accordance with the principle of the blue ocean strategy, which suggests reducing the ratio to more than 1:150, to increase the effectiveness and value of counselling and guidance services program.

4.4 Strategy to Create the New Thing

Article Error (ETS)

The management of counselling and guidance requires an effective and efficient working order through the preparation of an organizational structure in accordance with existing jobs coupled with the mechanism of counselling and guidance work in handling troubled students and with the whiteboard, as well as annual and semi-annual meetings conducted by counselling and guidance teachers to assess the design of the program and other internal and external factors.

Counselling and guidance facilities should adhere to the 6 x 8 meters parameters. This includes waiting rooms, administrative spaces, workspaces, and meeting rooms and furniture, such as desks and work chairs and guest chairs. Further, counselling services should be scheduled in accordance with the Minister of Education and Culture of the Republic of Indonesia No.111 of 2014: "Guidance and Counselling in Basic Education and Secondary Education". Scheduled counselling and guidance services coupled with adequate facilities and infrastructure adds significant new value to counselling and guidance management.

5. Conclusion

The strategy of blue ocean counselling and guidance has created a new world for the needs of students in senior high schools by adjusting the services provided to specifically tailor to the needs of each student. Further, annual and semi-annual meetings should be held to review current programs and to suggest further amendments as and when required to improve the services being provided.

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