

Information Technology-Based Quality Strategy Management for Public Trust-Oriented Guidance and Counseling Services

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Information Technology-Based Quality Strategy Management for Public Trust-Oriented Guidance and Counseling Services

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Abstract:

This study aims to describe students' perceptions about guidance and counseling program, the school personnel's perception towards the use of information technology-based guidance and counseling program, parents' view on students' success in learning, principals' policies in empowering guidance and counseling program in realizing their vision and mission, and teachers' guidance and counseling efforts in the preparation of program to create public trust. The approach in this study utilized a qualitative approach with descriptive qualitative phenomenological research method. The achievement targets cover strategic policies for the success of the school vision and mission in creating public trust, strategic policies for the success of quality guidance and counseling service culture, and strategic policies for the success of stakeholder involvement in creating public trust towards guidance and counseling services.

Keywords: Strategy Management, Guidance and Counseling Service Quality, PublicTrust.

I. Introduction

Guidance is a conscious effort of an expert in providing assistance to students so that students' aspects of the natural potential can develop in accordance with their level and stage of development optimally. In addition, students are free from private, general, learning, career and faith problems. Anwar Sutoyo (2013: 22) mentioned that guidance is an aid so that individuals learn to develop their self-nature by empowering their faith, mind and will as the gift from Allah SWT for them in learning the guidance of Allah SWT and Rasulullah SAW. The provision of guidance and counseling service in formal education should be carried out by an expert. In the Law on Teachers and Lecturers No. 5 of 2004, it has been that teachers are required to possess 4 competences, i.e. personality competence, social competence, pedagogical competence and professional competence. In terms of the pedagogical

competence, teachers' educational background must at least have a bachelor degree (bachelor of guidance and counseling) and be able to perform guidance and counseling management services by planning, implementing, evaluating and following up in order to raise public trust.

Guidance and counseling management services in formal education in the context of providing education in a school is an integral part of the educational activity programs, in the sense that the guidance and counseling service program must not conflict with the vision and mission of the school programs and stakeholders. According to the Director General of Teachers and Education Personnel of the Ministry of Education and Culture, it can be interpreted that guidance and counseling is completely and integratedly synergized with management and learning services (curriculum). Involving stakeholders in the implementation of guidance and counseling services is very important, so that the stakeholders feel responsible for the

provision of guidance and counseling services. As a consequence, this will create public trust to the provision of guidance and counseling services in schools. Furqon [1], [2] explained that *accountability* is an ethical concept that is close to public administration/ public management of the government. Wibowo [3] suggested that it can be interpreted that *accountability* is a system with systematic and interrelated steps implemented by an institution as a form of accountability for the success and or failure in achieving the determined goals and objectives.

The implementation of guidance and counseling services should not only be observed from the aspect of the guidance and counseling service program but it should be further than that, which is with the management function of guidance and counseling services covering more broad aspects, starting from the vision and mission, goals and programs, and strategies. More specifically, in the implementation of guidance and counseling services in formal education, there are many aspects that include the aspects of content, process, infrastructure, finance, human resources, administration and supervision, and assessment, all of which require a strategy of service quality management in order to give rise to the public trust towards guidance and counseling services. National Standard of Education (SNP) of quality assurance is required in the world of education to oversee the implementation of the learning process. This is in line with the issuance of Law Number 20 of 2003 concerning the National Education System and Government Regulation Number 19 of 2005 regarding the Minister of National Education Regulation Number 13 of 2007 about the Principal Competency Standards. One of the contents of the Minister of National Education Regulation (Permendiknas) is managerial potential as one of the competency standards that must be possessed by school principals as the spearhead in the implementation of guidance and counseling quality assurance in schools.

Guidance and counseling service management has not maximized to the proper function of the process of internal and external analysis factor (strategic systems). The results of the evaluation of guidance and counseling services are still in the comfort zone since they have not been carried out comprehensively in the aspect of planning, execution and evaluation for the betterment of guidance and counseling service implementation (follow up strategy). The results of the evaluation are not sufficiently effective to utilize as the primary source in following up a problem that will be applied into the following planning so that a sustainable improvement of service quality (service quality strategy) will be created in the guidance and counseling services. Strategic management can be interpreted as an internal and external analysis that becomes a powerful tool in formulating strategies by maximizing strengths and opportunities, minimizing weaknesses and suppressing threats that must be faced [4].

If the implementation of guidance and counseling services at formal educational institutions is observed, it is still weak in terms of the involvement of guidance and counseling teachers in new student admission (PSB) activities. The reasons are that guidance and counseling room is integrated with Student's Council (OSIS) room (infrastructure), guidance and counseling teachers do not have bachelor degree of guidance and counseling (human resources), and funding is still very minimal (financial) despite the high necessity of funds for the implementation of guidance and counseling services in order to realize the guidance and counseling service program. It seems that the aspect of quality guidance and counseling service management could be considered to get less attention, be lack of focus and be not powerful enough in the commitment for quality guidance and counseling service culture. Therefore, it is natural that the quality of guidance and counseling service is stagnant, meaning that it seems invisible, cannot meet the costumers' needs, and often creates opinions among teachers of other lessons who

underestimate guidance and counseling teachers, lack of focus from the leadership of the schools, opinions of students who call guidance and counseling teachers as the school police, an angel and various kinds of nick names attached to the guidance and counseling teacher at schools [5].

The problem is that management strategy for the quality guidance and counseling services in schools does not merely emphasize the aspects of strengthening the theory, and guidance and counseling service practice but will be in touch and closely related to the aspect of guidance and counseling management itself. To achieve a sustainable quality so that there is a change, of course the entire people and all areas are committed to the sustainable quality by prioritizing the primary importance for students as the primary service costumers.

In the development and improvement of the guidance and counseling service quality in formal education in order to create a sustainable quality culture, there is a necessity of a strategy management in improving the quality of guidance and counseling services on formal education by orienting to the public trust that is carried out by regarding several principles in the management of guidance and counseling service quality: 1) Participation of school constituents in order to create a sense of ownership and shared responsibility for the implementation of guidance and counseling in schools, 2) Authority delegation from the school that is centered from the administration to the focus on quality management development towards a change, 3) Implementation of a decentralized decision making system that will produce benefits by obtaining various sources of data and funding in solving problems.

Strategy is a precise and accurate design to achieve goals by rational thinking, and correct, creative and useful logic. The word “strategy” comes from the Greek word “*strategos*” which is a combination of the words *stratos* or army and *ego* or leader. The basic of strategy is to achieve goals and basically strategy is a means to an end. The aim of the

strategy is to obtain and maintain advantages as efficiently as possible against the competitors. Determining the strategy requires an ability in the form of competence or skill in mastering the knowledge and expertise that is carried out consciously and based on plan [6].

To achieve a good and prosperous future, both physically and mentally, students require a strategy with an appropriate and accurate design. Gregory G. Dess and Alex Miller [7] stated that strategies that actually materialize in time are realized strategies. Strategy is a learning approach that is applicable in a variety of materials and is employed to meet a variety of learning objectives [8]. Strategy is the correct step and integrated in achieving goals. Strategy represents a number of integrated and coordinated actions that are taken to exploit the core competencies and gain a competitive advantage [9].

Strategy management needs to be carried out through a strategic management in planning, coordinating, controlling and evaluating and following upto achieve goals. Strategy management is a process that combines three interrelated major activities, i.e. analysis strategy, formulation strategy, and implementation strategy [10], [11]. In harmony with John Andrew Pearce and Ricard Benjamin Robinson, strategymanagement is an assessment of decisions and actions in achieving goals. In strategymanagement, there are several elements that need to be observed to be effective, efficient and productive in achieving a goal. As suggested by *Strategic Management*, there are several elements to achieve a goal, which are: the element of objectives to be achieved both the general and the specific ones, the element of policy or directions from an organization that must be present and complied by every person in every field in an organization to achieve the organizational goals, and the element of planning that is the stages that must be carried out by an organization towards the achievement of objectives.

Guidance and Counseling is a process of providing services to the entire students so that students can

develop optimally in accordance with the levels and stages of their development and their lives are meaningful for themselves, their families, the national community and the state community. Counseling is a guiding effort to help optimize an individual. Guidance and counseling services have several foundations so that these services can help optimize the potential of students in achieving their life goals and meaningfulness in life [12]. Prayitno [12] mentioned that the foundations of guidance and counseling are: (1) philosophical, (2) religious, (3) psychological, (4) socio-cultural, and (5) pedagogical, which is in line with the one implied by Syamsul Yusuf (2014: 85-157) that the foundations of guidance and counseling are: 1) Historical, 2) Philosophical, 3) Socio Cultural, 4) Religious, and 5) Psychological. In addition, Sutisna [13] also explained that the foundations of Guidance and Counseling are: 1) Philosophical, 2) Psychological, 3) Socio Cultural, 4) Science and technology, 5) Pedagogical, 6) Religious, and 7) Formal Juridical.

II. Method

The research method selected for this study was a survey study [14] with a primary population of high school/ equivalent level students in Banjarmasin City with the total of 36,924 students spread in 97 public and private schools. These data can be broken down again into 19 public schools and 67 private schools. From the institutional background, 51 schools include religious curriculum where 48 schools include Islamic curriculum and the other 3 include non-Islamic curriculum. This research was conducted from February 25 to May 7, 2019, at the same time as the community service at SMK Negeri 5 Banjarmasin, the participants of which were guidance and counseling teachers from state vocational high schools (SMK) in Banjarmasin city. The researchers took the data by conducting interviews with the guidance and counseling teachers after the community service was completed. To corroborate the results of the study, an in-depth interview was conducted on February 25 to May 7,

2019. In this interview, the informants were the guidance and counseling teachers from state vocational high schools (SMK) in Banjarmasin including the Guidance and Counseling Teacher Forum (MGBK) Coordinator of state vocational high schools (SMK) in Banjarmasin. In accordance with the in-depth interviews conducted by researchers about the students' perceptions on the guidance and counseling program in vocational high schools, the results showed that there are several students who are still doubtful to the guidance and counseling program because some guidance and counseling service programs are not running as they should be, for example the provision of individual counseling services. Individual counseling services in one of the SMKs have not run well because of the principle of confidentiality that is not guaranteed considering that there is no special room for individual counseling services.

III. Results and Discussion

The survey results show that the majority of teachers choose technology-based management because it is considered capable of overcoming distance and time barriers which often become the obstacles to the overall evaluation and supervision process. Table 1 shows their tendency to choose technology as a quality management strategy.

Table 1. Interest in Using Technology in Guidance and Counseling Strategy Management

No	Component	Use of Technology	Conventional
	Situation		
1	Analysis	61	39
2	Planning	59	41
3	Supervision	65	35
4	Evaluation	63	37
5	Follow-up	53	47
	Average	60.2	39.8

The data of the study results were obtained through in-depth interviews conducted by the researchers in the period of 2 months, from February 25 to May 7,

2019 the informants of which were state vocational high schools (SMK) in Banjarmasin including the Guidance and Counseling Teacher Forum (MGBK) Coordinator of state vocational high schools (SMK) in Banjarmasin. In accordance with the in-depth interviews conducted by researchers about the students' perceptions on the guidance and counseling program in vocational high schools, the results showed that there are several students who are still doubtful to the guidance and counseling program because some guidance and counseling service programs are not running as they should be, for example the provision of individual counseling services. Individual counseling services in one of the SMKs have not run well because of the principle of confidentiality that is not guaranteed considering that there is no special room for individual counseling services.

It is also supported by the statement from the school personnel who is the homeroom teacher. When the researchers asked about guidance and counseling programs in schools at the initial observation, they said that in general, the guidance and counseling programs were still not going well. Only some were going well, such as group guidance services in accordance with the Operational Guidelines of Guidance and Counseling Implementation (POP BK). Other services, however, were not going well because of incomplete facilities and infrastructure, such as the absence of a special room for individual counseling and the less scheduled implementation of information services; thus, according to the school personnel, there have to be significant improvements in the implementation of guidance and counseling programs in order to keep up with operational standards of guidance and counseling services.

In order to be able to carry out their profession, guidance and counseling teachers must have a broad and deep vision and mission in the field of their profession so that they can take appropriate and accurate service actions, along with a high dedication to the interests of users (clients) [15]–

[17]. As a consequence, a guidance and counseling teacher should be able to win the public trust. One public trust that must be won is the confidence of parents in regards to the learning success of students in school since it is broadly known that student success in learning cannot be separated from the role of guidance and counseling teachers in providing guidance and counseling services.

Based on in-depth interviews with the Guidance and Counseling Teacher Forum (MGBK) Coordinator of state vocational high schools (SMK) in Banjarmasin, parents' trust regarding student success in learning has increased from before. This was evidenced by the active communication of students' parents with the guidance and counseling teachers and the willingness of parents to come to school to meet the guidance and counseling teachers albeit without being summoned by the school. Whenever there was a problem with their children at home or they just wanted to ask about the learning progress of their children in school, they did not hesitate to visit the school to meet the guidance and counseling teachers, homeroom teacher or the principal. Therefore, it can be concluded that students' parents already trust the school in terms of their children's learning progress.

The implementation of quality guidance and counseling services cannot be separated from the policies taken by the principal [18] as the man in charge of the entire educational activities in school. Based on the interview conducted with the Guidance and Counseling Teacher Forum (MGBK) Coordinator of state vocational high schools (SMK) in Banjarmasin, the policies made by the school principal were not optimal in empowering guidance and counseling programs in several state vocational high schools in Banjarmasin. One of the most prominent ones was the policy regarding the use of facilities and infrastructure in providing guidance and counseling services, less scheduled activities in providing information services, and vision and mission of guidance and counseling services that are still not in accordance with the vision and

mission of the school. Hence, from the explanation above, it can be concluded that there are some State Vocational Schools that still have not maximized the empowerment of guidance and counseling programs.

Based on the research results above, it can be identified that a guidance and counseling teacher must be able to win the public trust through the improvement of the guidance and counseling service quality. Therefore, a guidance and counseling teacher not only helps students by providing solutions, but must also have the capability and can carry out their responsibilities, for example, making guidance and counseling teacher work plans, creating flexible guidance and counseling work programs, and making reports, all of which must be based on Guidance and counseling SOPs that are based on Operational Guidelines of Guidance and Counseling Implementation (POP BK). The implementation of the guidance and counseling service management in vocational high schools in Banjarmasin must be in accordance with the development stage and needs of students [18], [19]. This is carried out so that the guidance and counseling services provided can be in accordance with the problems faced by students. In addition, the implementation of guidance and counseling service management is carried out in a programmed, directed, orderly and continuous manner. The programs include annual programs, semester programs, monthly programs, weekly programs and daily activities.

The successful implementation of the guidance and counseling service management is inseparable from the active role of the guidance and counseling teachers. Therefore, the whole guidance and counseling teachers are required to be able to do and implement work programs, service units, and supporting activities of guidance and counseling service management in order to create quality guidance and counseling services oriented to public trust [20]–[22]. The implementation of guidance and counseling service management is actually not only for problematic students. More than that, guidance

and counseling teachers must always provide information to students about various things in an effort to develop the ability or potential of students. As the practitioner of guidance and counseling service management, guidance and counseling teachers must know and understand the methods and techniques in guidance and counseling service management because competence and knowledge of the profession are one aspect of improving the quality of guidance services in schools. In addition, the methods and techniques used must be adapted to the needs and problems of students [23], [24]. Without knowledge and understanding about sharing methods and techniques, guidance and counseling teachers will encounter a lot of difficulties in providing guidance and counseling services. Provided that this occurs, then the guidance and counseling services will not be of good quality. Even public trust to the capability of guidance and counseling teacher in helping students to succeed in his learning will vanish [25]–[27].

Guidance and counseling service management will be carried out well if supported and performed by good and controlled organizational management. Good and controlled management organization is a vehicle that will support the realization of an effective working mechanism in organizing guidance and counseling service management [28]–[30]. Therefore, the organization of guidance and counseling service management in state vocational high schools (SMK) in Banjarmasin must always increase the cooperation between the guidance and counseling teachers with the Principal as a policy maker, with other school personnel that refers to subject teachers and homeroom teachers, and students' parents in order to achieve the optimal organization of guidance and counseling service management [31]–[33]. This way, the guidance and counseling service will have a better quality. The better the guidance and counseling service quality, the higher the public trust regarding the guidance service in schools, which in this case refers to state vocational high schools in public sphere.

IV. Conclusion

According to the results of research and discussion, the conclusion is that in order to improve the guidance and counseling service quality, counseling and guidance teachers must change students' perception so that there are no more doubtful students on the guidance and counseling service programs that have been created. Unfortunately, strategy management in improving the guidance and counseling service quality has not been maximally implemented. Coordination between school principals and guidance and counseling teachers has not been coordinated to the maximum. In order to improve the guidance and counseling service quality, good organization is very much needed. Therefore, the support and cooperation between the school personnel and the guidance and counseling teachers must run well. To improve public trust, guidance and counseling teachers must have the appropriate competence and good knowledge of their profession so that the guidance and counseling service quality can be improved.

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