

The Importance Of Coordination Guidance And Counseling Services To Increase AccountabilityS Guidance And Counseling In Vocational High School

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Submission date: 30-Jul-2020 10:35AM (UTC+0900)

Submission ID: 1352494635

File name: Importance_Of_Coordination_Guidance_And_Counseling_Services.pdf (312.18K)

Word count: 8391

Character count: 49853

THE IMPORTANCE OF COORDINATION GUIDANCE AND COUNSELING SERVICES TO INCREASE ACCOUNTABILITY'S GUIDANCE AND COUNSELING IN VOCATIONAL HIGH SCHOOL

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Abstract. The students' interest of Vocational High School (VHS) in Banjarmasin in using guidance and counselling services can be still weak. In order to create accountability of guidance and counselling services, not only to the implementation of service delivery, but also the more important thing is to coordinate with stakeholders on guidance and counselling services, especially when conducting data collection of student needs assessment and in guidance and counselling programs planning. The research method used is qualitative naturalistic method at Vocational High School (SMK) in Banjarmasin with the main participants as data source are guidance and counselling teachers. Supportive participants are students, principals, vice principals, subject teachers, and parents of students. Data mining techniques used are observation, interview and documentation. The results of research on guidance and counselling coordination in Vocational High School (SMK) in Banjarmasin are: 1. Guidance and Counselling has analysed the need of services assessment for students through several techniques of data mining (Checklist of Problems, Questionnaires, Psychoses), 2. Planning is needed for the guidance and counselling program: annual, semi-annual, monthly and service delivery plan, 3. Only conducted the limited coordination of guidance and counselling program, only partially to the principal, while the coordination with subject teachers, parents and school supervisor is not maximally done. The conclusion of this research is guidance and counselling teacher's coordination in creating accountability to stakeholders is only limited to the principal while the subject teachers, parents and school supervisors have not been maximized.

Keywords: Coordination, Guidance and Counselling, Accountability

INTRODUCTION

Guidance and counselling services activity is an effort to provide satisfactory services in accordance with the needs of students. The potential of a student hoped can be developed according to their stage of development, the students may be independent, and useful to their life in society in the future. Nurihsan (2014:8) explains that guidance is a coaching to help optimize individual's potential.

Guidance and counselling services as professional activities should be accountable to improve growth of public trust. Accountability is a guidance and counselling services necessity can't be separated from accountability management concept. Myrick (2003) in

Furqon (2014:21) explain that accountabilities is an ethical concept close to government public administration.

In the development of guidance and counselling services, there are still underestimated perception about it, such as: 1) counselling same with education, 2) guide and counsellor is a doctor or psychiatry, 3) guidance and counselling services only for students who have problems, and 4) misperception and disconnection student's parents to student problems in class. Cut Ita Zahara (2017) in her researches tell us that there is positive relationship between student perceptions of counsellors with the interest of counselling guidance services.

Misperceptions of guidance and counselling services may also be due to the lack of coordination to stakeholder especially for students as primary customer service, so rise the nick name to BK teacher is "banyak komentar" teacher. This is not good because it has an impact for student, which makes the students become uninterested to use the services, like the statement of Badrujaman (2014:3) that students don't care or not interested about guidance and counseling programs. Agus Hadi Cahyono, dkk (2013) tell us there is a significant correlation between student's perception toward guidance and counselling with student's interest in using guidance and counselling services. Diatuti, dkk (2017) recommend that the guidance and counselling teachers should be able to create a conducive atmosphere and build a positive perception of students to counselling services and Abdul Basith and Awalya (2015:49-57) in their supervisor research results supervision also explain that supervisors of guidance and counselling teachers don't supervise without identifying to guidance and counselling teacher's needs.

For the wider community and the educators, it is not simple and clear about the function of guidance and counselling (Winkel (2007:42)). To introduce the function and job of guidance and counselling services, it must be done by a competent person and expert.

It is very important to build coordination between guidance and counselling services to stakeholder for creating an accountable guidance and counselling service because this can rise responsibility sense together. Because that teachers of the guidance and counselling services at vocational high school in Banjarmasin are not only in order to implement the various service but more importantly is to coordinate in digging the students need for service provided with various data mining techniques and also in planning the guidance and counselling program.

LITERATURE REVIEW

Guidance and counselling services are educational services that encourage students in formal education, such as in high schools and vocational schools, through a wide range of services provided by professional guidance and counselling teachers with undergraduate education in guidance and counselling, as Government Regulation No. 111 year 2014 on guidance and counselling implementation in the realm of formal education from primary education, junior secondary education, up to senior secondary education including Vocational High School (SMK-*Sekolah Menengah Kejuruan*)

Basic Concepts of Guidance and Counselling

Guidance and Counselling is a process of services provided to all students, so the students can develop optimally according to the level and stage of their development, and it will be meaningful for the lives of students and families, communities, nations and countries. As stated by Nurihsan (2014: 8) that guidance is a counselling effort to help optimizing the individual.

Guidance and counselling services have several foundations, so these services really help to optimize the potential of students in achieving life goals and meaningful life. Prayitno (2013: 135) states that the basis of guidance and counselling are: (1) philosophical, (2) religious, (3) psychological, (4) socio-cultural, and (5) pedagogical. Syamsul Yusuf (2014: 85-157) also suggests that the foundations of guidance and counselling are: 1) Historical, 2) Philosophical 3) Social Culture 4) Religious 5) Psychological. Also explained by Sutisna (2013: 36), the foundations of guidance and

counsellingare, 1) Philosophical; 2) Psychological; 3) Social Culture; 4) Science and technology; 5) Pedagogical; 6) Religious and 7) Formal Juridical.

Guidance and Counselling Services Division

Guidance and counselling services in formal schools such as Vocational High School, is a service that encourages students in accordance with their development stages, so that guidance and counselling services can help students in formal education. There are four areas of guidance and counselling services stated by Sukardi (2010: 53): (1) private area, (2) social area, (3) learning area, (4) career area. Then according to Arikunto (2011: 42), there are 4 types of guidance: (1) personal guidance, (2) learning guidance, (3) social guidance, and (4) career guidance.

Guidance and Counselling Services Program

Guidance and counselling program is a very important thing done by guidance and counselling teachers. In order to create accountability of guidance and counselling, services are redesigned and implemented, where in planning and implementation of guidance and counselling program will reflect accountability, so that by accountable program conducted will create trust public trust service towards guidance and counselling. A. Muri Yusuf (2002) states that it will be accountable if the implementation activities have been: 1) Determine the objectives appropriately, 2) Develop standards required for achieving objectives, 3) Promoting the implementation of standards, 4) Develop standards effectively, economically and efficiently.

Guidance and counselling program is an activity plan of guidance and counselling service that will be conducted related to activity method, activity material and time, also activity evaluation in order to help students to develop optimally according to their stage of development, and make the next life worthed and meaningful. Prayitno (2013) states that the guidance and counselling program is a unit of service activities plan and support activities of guidance and counselling to be implemented at a certain period of time.

Guidance and counselling programs are the content of the overall guidance and counselling organization at the educational unit level. Each educational unit is very important to plan the program as an integral part of the educational unit level program, such as in Vocational High School (SMK), and the program is used as guidance for the guidance and counselling services implementation in educational unit. Kasypul Anwar (2012) explained that planning happened at the level and scope, there are levels of micro, meso and macro education, and in terms of time in planning the program agenda of long-term, intermediate, annual, semester, monthly, weekly and daily plans.

Need Assessment

In designing a guidance and counselling service program that will be delivered to students, to be more effective, efficient and productive, guidance and counselling teachers first analyze students' needs. If it is implemented without analyzing the services needs to be provided, it can make the guidance and counselling program less accountable. Edris Zamroni and Susilo Rahajo (2015) explains that the guidance and counselling service should rely on the needs of students both in their development and overcome the problems they face with the aim to achieve a happy life and prosperity with guidance and counselling professional services.

Coordination

Coordination is one of the functions of management, whether material, people, or time, for an activity in order to achieve the objectives set out effectively and efficiently. Included also in the activities of guidance and counselling services, in order to help students to grow maximally, will certainly relate to other sub sections in a school, both individual and organizational schools, such as principal, vice principal, subject teachers, students, students' parents, guidance and counselling supervisors. Grace (2013) explains that coordinating is an activity to unite or align everyone, an action in achieving the goals that have been set.

Accountability

Accountability is a necessity of every guidance and counselling service to develop public trust. Myrick (2003) in Furqon (2014: 21) states that accountability is a necessity in creating public trust. The American School Counselors Association/ASCA incorporates accountability as one of four components in a comprehensive guidance and counselling program in addition to delivery, system, and philosophy.

Guidance and counselling is a service that is covered by the law in its implementation in formal education institution, such as Vocational High School in Banjarmasin as mentioned in Government Regulation No. 111 year 2014 about the implementation of guidance and counselling in the realm of formal education from primary, junior high school up to senior high school including Vocational High School.

The provision of guidance and counselling services at formal educational institutions in Vocational High School is a public service provided to stakeholders, in this case, are students. Guidance and counselling as a service-related to the public, of course, can not be separated from the influence of the accountability concept in the management area. Furqon (2014: 21) explains that accountability is an ethical concept that close to government public management.

Seriwati Bukit (2015) states that accountability activities towards the implementation of guidance and counselling is very necessary because through this accountability activities results of guidance and counselling activities are divided into the weekly program until the annual program it can be seen whether implemented or not implemented, and can also be seen the factors barriers, as well as supporting factors that can be evaluated for next year's activities. A professional counselor is expected in the performance of his/her duties and should always include accountability activities at the end of each activity.

METHODOLOGY

The method used in this research is naturalistic qualitative method at Vocational High School in Banjarmasin, with the participants as data source are 6 (six) guidance and counselling teachers (3 people from Public Vocational School and 3 people from Private Vocational School), 12 students (6 people from Public Vocational School and 6 people from Private Vocational School), 6 principals (3 people from Public Vocational School and 3 people from Private Vocational School), 6 vice principal (3 people from Public Vocational School and 3 people from Private Vocational School), six subject teachers (3 people from Public Vocational School and 3 people from Private Vocational School), 6 homeroom teachers (3 people from Public Vocational School and 3 people from Private Vocational School), 3 Guidance and Counselling supervisors, 12 students' parents (6 people from Public Vocational School and 6 people from Private Vocational School).

The research guided by the focus of the problem that has been formulated, and in-depth assessment of guidance and counselling theory, guidance and counselling programs, need assessment, coordination and accountability of guidance and counselling. Furthermore, also been made the research framework and guidelines for observation, interview and documentation as a tool to dig the data, while the research instrument is direct research.

Assessment of data mining tools is conducted through discussions and consultations with peers in the areas of counselling and mentoring expertise, and in the field of education management, and education itself. This was done so that the tools used in the study actually can be tested internally by arranging the framework (Validation of Contents) and expert test, appropriate scientific fields, as well as discussions in Focus Group Discussion (FGD) practitioners of guidance and counselling (guidance and counselling teachers and principals), once considered to have been well tested and then we set a schedule to the study site (school) in order to obtain data about the coordination of guidance and counselling program in six (6) Vocational High schools (SMK) in Banjarmasin.

Data analysis techniques are used to analyze previously formulated problems with interactive analysis models, developed by Miles and Huberman (in Sugiyono 2011, 334), namely: Data Collection, Data Reduction, Data Serving, and Conclusion Withdrawal. It stated clearly as follows:

1. Technique of data mining through observation, starting with observation of school situation and condition in general, and guidance and counselling room from each school become site of research, more deeply observation was done in term with social interaction situation between guidance and counselling teachers, also guidance and counselling teachers with students, guidance and counselling teachers with subject teachers, counselling teachers with principals and vice principals, students with students.
2. In-depth data retrieval in face to face, through interviews with guidance and counselling teachers related to intensive guidance and counselling programs, and subsequently confirmed to principals

and vice principals in relation to coordination of guidance and counselling programs, for administration related to the administrative coordination of guidance and counselling program, furthermore related to academic in this case the learning process is done with the subject teachers to know how far the guidance and counselling teachers was coordinated in improving academic achievement, whereas with the homeroom teachers related to coordinate with student's daily development, guidance and counselling supervisors in the coordination of guidance and counselling programs related to academic coaching and managerial of guidance and counselling teachers.

3. Documentation performed in exploring various archives of guidance and counselling programs, track record of guidance and counselling coordination and various photographs of activities that guidance and counselling teachers have done. Simultaneously as a verification and confirmation of the track record of the interview in order to obtain and collect data that is credible and accurate.
4. The collected data through data mining tools (observation, interviews, documentation), then data reduction is done, the incomplete data will be completed by re-done the data mining as the results of the research team's discussion then for the completeness and accuracy of the data.
5. After the data is collected and considered to be complete, describe the coordination of guidance and counselling programs, the data was grouped and data can be presented either in the form of graphs, systematized recording and discussed in the form of description.
6. The research results or the research results conclusions are described in the form of numbers and graphs, descriptions with explanations that explain the phenomenon and interpretation related to coordination of guidance and counselling programs in creating accountability and reported in the form of research results report.

DISCUSSION

For the guidance and counselling teachers at Vocational High School in Banjarmasin, it is important to coordinate guidance and counselling services with various stakeholders in creating accountability, as well as reducing the misperceptions of guidance and counselling services. Especially when conducting students' needs assessment, guidance and counselling programs are implemented.

Coordination of guidance and counselling services is certainly appropriate with the duties and functions of guidance and counselling teachers, as the results of research Dessy Debrilliantawati W, Choirul Saleh, Minto Hadi (2013) that can be interpreted that the coordination is adjusted based on roles and functions, so that the implementation of guidance and counselling services is accordingly with programs and objectives expected. While the research finds that the ratio of teachers to students 83.34% exceeds the standard of 1:150. This is certainly an obstacle in coordination. So as to make roles and functions, teachers of guidance and counselling in running the guidance and counselling services program to be less effective, less efficient and less productive.

Coordination of guidance and counselling services that has been done by guidance and counselling teachers at Vocational High School in Banjarmasin, can be seen from the coordination frequency image below:

Teachers of guidance and counselling has been coordinating with stakeholders. Where the results of research indicates that teachers of guidance and counselling from each vocational school has been coordinating. The finding of research is in a year of coordination conducted by teachers and guidance counselling varies among others, there is one school that more intensely coordinate with students and principal, while other schools have not been maximized. Coordination is done with school principals and vice principals, subject teachers, and homeroom teachers conducted during the early semester and beginning of the new school year. In order to coordinate with the supervisor of all schools only once a year. More deeply, the finding of research is in one of vocational schools has strong coordination that was done to give stakeholder concern contribution (principal) toward guidance and counselling, such as the principal's policy support for guidance and counselling program and budget allocation of psychotest and computer facilities for guidance and counselling benefit.

From the results of this finding it can be interpreted that the better and intense coordination guidance and counselling teachers coordinate, the better the planning and implementation of guidance and counselling programs. This is evidenced in the research finding that an intensive guidance and

counselling counsellors have received support such as one of the schools supported by the principal in the execution of the psychological test and obtained the budget for the implementation of guidance and counselling programs from the school, the computer support for guidance and counselling benefits in improving guidance and counselling services, so that guidance has data and some programs (soft copy) are easily accessible, and also the data is real-time. In line with the results of research done by M. Andi Setiawan (2016) who states that information technology (IT) in the guidance and counselling has a very big contribution to the implementation of guidance and counselling services.

Need Assessment

The provision of guidance and counselling services to students in order to be effective, efficient and productive should be done by conducting need assessment by using various media of guidance and counselling and coordinate with various stakeholders which poured into guidance and counselling programs. Wahyu Nanda Eka Saputra (2015) states that professional counsellors actively use the results of need assessment to build and improve the objectives of the counselling program.

The research finds that the program of guidance and counselling based on need assessment by using various guidance and counselling media such as; Checklist of Problems (*DCM-Daftar Cek Masalah*), Problem Screening Tool (*AUM-Alat Ungkap Masalah*), Students Interest Questionnaire (*APP-Angket Peminatan Peserta Didik*), psychotest, and sociometry. In line with the results of the study done by Luky Kurniawan (2015) who states that the data (Use of data) used in the guidance and counselling services program are Personal Data, Development Duty Instrument, Checklist of Problems, Sociometry, Who Am I Test, Habit Study, Student Presentation, Recap of Learning Achievement, Anecdotal Record, Student Interview Result and Counselling Card. Use of time is based on program content and management support, time allocation for service launch is 15% - 25%, 25% - 35% for responsive service, 25% - 35% for individual planning, and 15% - 20% for system support.

The coordination conducted by guidance and counselling teachers with principals regarding the application of the use of tools, while the new admissions committee for the implementation of assessment tools is given to new students, in the form of Student Interest Questionnaire (APP) and Psychotest, to support the coordination among students and subject teachers conducted in relation to the use of sociometric devices, DCM (Checklist of Problems), and AUM (Problem Screening Tool).

Coordination of guidance and counselling teachers do needs assessment for students. The research results found that guidance and counselling teachers do needs assessment with a variety of tools used and each school has varies in the tools used as shown below:

Guidance and counselling teachers have done need assessment through several data collection techniques such as DCM (Checklist of Problems), AUM (Problem Screening Tool), Psychotest, APP (Students Interest Questionnaire), and Sociometry. Need assessment is an analytical process in collecting data as the basis for establishing the vocation and providing services for students who are done in a transparent, coordinated and has been running every new academic year. In line with what Edris Zamroni and Susilo Rahajo (2015) found in which guidance and counselling service should always rely on the needs of students both in its development and overcome the problems facing the goal thrust is to achieve a happy life.

Guidance and Counselling Program

Guidance and counselling programs are based on students' need assessment in Vocational High Schools, performed by guidance and counselling teachers where the teachers coordinate for input, resulting in order to have an accountable guidance and counselling program and reducing misperceptions of guidance and counselling services.

Based on the research findings that guidance and counselling programs are coordinated through discussions in the Teachers of Guidance and Counselling Group forum that is jointly reviewed and discussed, resulting in a tested program among counselling and mentoring practitioners. In line with the results of Jarkawi's (2015) study, the guidance and counselling program planning is conducted through the Teachers of Guidance and Counselling Group, parents, guidance and counselling teachers, and school committees on various anniversaries of Islamic holidays and the implementation of guidance and counselling programs for the needs of students. So the research result by Luky

Kurniawan (2015) states that the development of guidance and counselling services program is done under the validation of expert program and Focus Group Discussion (FGD).

Other finding is the teachers of guidance and counselling have coordinated with principals, subject teachers, homeroom teachers, students, parents and supervisors of guidance and counselling, as evidenced by some documentation of the results of meetings and notes by guidance and counselling supervisors. In the implementation of guidance and counselling program in the academic year 2017-2018, the researcher finds that after the implementation of coordinated guidance and counselling programs, has an impact on students, such as the students have been able to refuse the invitation of their friends to smoke politely, create a healthy school environment, clean, discipline and safe to support the quality of education. and distinguish the aggressive behavior and assertive behavior and apply it in the association, also improve the achievement. Students also have polite nature, ways to behave in a polite manner in society. In line with the results of the research, Ita Juwitaningrum (2013) interpretes that the guidance program has been proved to be effective to improve student maturity so it is feasible to be applied in guidance and counselling services.

Coordination

Coordination of guidance and counselling program at Vocational High School in Banjarmasin is important for teachers of guidance and counselling to the stakeholders. The research finds that guidance and counselling teachers have already coordinated with stakeholders such as, with principals, vice principals, subject teachers and homeroom teachers as well as students and school committees, and supervisors of guidance and counselling. In line with the results of research by Luky Kurniawan (2015) guidance and counselling coordinate through collaboration with subject teachers and homeroom teachers and related parties in the implementation of guidance and counselling services program.

For guidance and counselling coordination in Vocational High School in Banjarmasin can be seen in the figure below:

Coordination with School Principal

Coordination of the program and the guidance and counselling services implementation for guidance and counselling teachers is very important because coordination is very influential on guidance and counselling teachers' performance, especially in terms of coordination with stakeholders, in this case, coordination with the principal.

The research finds that from the school which has more intense coordination to the school principal, has an effect on school policy as evidenced by the budgeted cost of psych test for new students, has improved the productivity and guidance and counselling service performance, such as the Maestro Vocational High School, while other schools have not budgeted even though coordination has been done. In line with the research done by Sofar Silaen and Yunus (2013), can be interpreted that the coordination affects on employee productivity, and also there is the effect of coordination and work commitment together toward work productivity.

The finding of the study also shows that the principal who does not budget the cost of the guidance and counselling services implementation; because the school budget still cannot meet the needs of the cost of providing guidance and counselling services, especially in private schools, thus affects the performance of guidance and counselling teachers. It can be interpreted that the guidance and counselling teachers have not maximally coordinated in convincing the policy makers to budget the cost of the guidance and counselling service implementation, so it gives impact to the performance of guidance and counselling teachers. Donny Feronika Octorano (2015) interpretes that the coordination affect the employees' performance, and coordination affect the quality of work, and also coordination, competence, discipline give simultaneously positively and very significant impact on employee performance. Sri Purwanti (2013) interpretes that teachers and employees will carry out their work well if there is a high encouragement motivation factor from the principal.

Coordination with Vice Principal

The vice principal with his duties and functions to help the principal in matters of student affairs, including student discipline enforcement, and handle student issues related to academic achievement, thus the vice principal acts as a leader in the field of student affairs.

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Coordination on the program and implementation of guidance and counselling services for guidance and counselling teachers with vice principals in the field of student affairs has been conducted. The research result finds that the teachers of guidance and counselling do the coordination related to student discipline that is in enforcing school rules through coordination of guidance and counselling teachers with vice principal. The Vice Principal requests that school rules be submitted to students through information services in guidance and counselling programs so that the school environment becomes orderly and obedient to rules and discipline. Furthermore, the finding of research result is the teachers coordinate with the vice principal who roles a leader in handling of students who do not attend school, where the absence of students is due to lack of tuition fee, and the students do not attend school due to work in the workshop in order to pay the tuition fee and daily expenses. Furthermore, coordination related to handling of students involved drugs by calling the parents of students involved drugs, where the vice principal gave a letter to summon parents who involved drugs, and the student's handling is complete where the students go back to school as usual, but still the guidance and counselling teachers coordinate with the homeroom teacher. This can not be separated from the role and function of the vice principal in the field of student affairs as a leader who gives direction and guidance in the field of student affairs. Vivi Rusmawati (2013) stated that the vice principal as a student affairs leader plays a role in providing guidance and supervision, increasing the willingness of educational staff, and open two-way communication. Thus the success of guidance and counselling teachers is strongly supported from the coordination of guidance and counselling services with the vice principal as a leader in the field of student affairs.

Coordination with Subject Teachers

Subject teachers are the spearhead of guidance and counselling services, therefore it is important for guidance and counselling teachers to coordinate the program in the implementation of guidance and counselling.

The finding of the research, guidance and counselling teachers coordinate with subject teachers that are related in motivating students to improve learning achievement through the provision of effective learning information services. In line with Richma Hidayati who stated that the understanding obtained through information services is used as a reference to improve learning achievement, develop goals, organize the life and take a decision. Likewise Richma Hidayati (2015) states that the information service equip individuals with various things that are useful to know themselves, plan and develop the pattern of life as a student, family members, and society.

The research result also found that there are teachers who are less familiar with guidance and counselling program by guidance and counselling teachers, in more depth after being examined, subject teachers know that guidance and counselling teachers only handle students with problem and handle indiscipline student in school. It can be interpreted that guidance and counselling teachers have not maximally coordinated with subject teachers. Due to the weak coordination of guidance and counselling programs, it gives an impact on student discipline and student achievement and it is evidenced by the documentation of students who are less disciplined and low learning achievement. Bambang Sumantri (2010) states that there is a significant influence between the disciplines of learning with student achievement.

Coordination with Homeroom Teachers

The homeroom teacher is the educational staff who gets the task and responsibility towards the development of students in a class with the regulation in the form of a decision letter from the principal in accordance with the results of teachers' board meetings with the principal, including guidance and counselling teachers.

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The finding of the study, that teachers of guidance and counselling during meetings with teachers, where the homeroom teacher is also at the meeting. The homeroom teacher responds well to the counselling teachers' coordination, particularly with regard to service materials on the dangers of smoking, the use of free time and further study and the world of work in relation to career services through counselling group. Sri Marjanti (2015) states that group counselling services can improve student self-confidence. It can be interpreted that the coordination done by the homeroom teacher can help the students in their development is proven by the students' self confidence to stop smoking, leisure time is used with group learning and the students feel confident by obtaining information of

further study and work world through information service of career related with further study and work world.

Coordination with Students

Students as primary customer service in getting information and knowing and empowering of guidance and counselling service for student development in accordance with its development phase is very important, hence guidance and counselling teachers coordinate about program and guidance and counselling implementation to students, so that wrong perception of student can be resolved well.

The research finds that guidance and counselling teachers have coordination of guidance and counselling programs through program implementation through managed wall magazines. Coordination done by the students in the utilization of wall magazines is in the delivery of vision, mission and program conducted by guidance and counselling teachers, as well as installed and plastered in front of the guidance and counselling room, added with the oral delivery as guidance and counselling teachers are in the class to give guidance and counselling services. This result gives students awareness of the functions and benefits of guidance and counselling services for their own development, as evidenced by the track record of students visiting the guidance and counselling room to obtain guidance and views on career and further study of students as evidenced by the documentation (student visit book). Through these findings in which teachers coordinate with students in assisting guidance and counselling services with the wall magazine they manage, and based on student visits to guidance and counselling rooms, this indicates that misperceptions are gradually diminishing. Nunung Desyolmita Firman (2013) stated that there is a significant relationship between perception with the role of students in the implementation of program activities.

Coordination with Students' Parents

Parents are informal educators in the family environment that are responsible for the development of students, so the guidance and counselling teachers provide the coordination in order to get support and cooperation in handling students through monitoring of attitudes and developments in the family environment.

The findings obtained from the results of research, the coordination of guidance and counselling teachers was done by doing home visit, evidenced by documentary track record in the visiting book (home vision) which is owned by guidance and counselling teachers, letters from the principal as an introduction addressed to parents. Teachers of guidance and counselling also meet once a semester with parents, when the distribution of student achievement outcomes (reports) for one semester and when the announcement of national exam results in general to parents/students' guardians.

Other finding of the research results, parents are not familiar with guidance and counselling programs, parents are more familiar with homeroom teacher, where parents assume student issues related to the lesson and discipline of students associated with homeroom teacher, while the problem of guidance and counselling is only known when the researcher ask about guidance and counselling programs. The parent's knowledge of guidance is dealing with naughty and often truant students. It can be interpreted that guidance and counselling teachers have not evenly coordinate In introducing program of guidance and counselling. Sisak Manda Sari, Faizal Santo, Indah Sukmawati (2013) stated that teachers of guidance and counselling experience barriers in doing home visit activities. This is an indication of the weak coordination of guidance and counselling programs. Aziza, A. Muri Yusuf, Indah Sumawati (2013) stated that guidance and counselling teachers have not been maximally committed to parents in relation to family counselling.

Coordination with School Supervisor

The role of guidance and counselling supervisors in improving the role of guidance and counselling services in schools by guidance and counselling teachers needs to be done in coordination, so that the implementation of guidance and counselling become effective, efficient and productive.

The finding of research, guidance and counselling teachers in terms of program and implementation of guidance and counselling get coaching and mentoring managerial and academical on average once in a semester. Guidance and counselling teachers coordinate with supervisors of guidance and counselling, i.e. counselling programs are shown to supervisors and supervisors provide some insights into individual and group counselling techniques. This is evidenced by the notes in the

form of documentation shown by guidance and counselling teachers, in the documentation found supervisor notes in providing advice and views related to guidance for teachers of guidance and counselling continues to improve the profession and competence. Sugiyo, Edy Purwanto Ulfa (2014) stated that supervision of guidance and counselling is applied; (1) the preparation of guidance and counselling programs; (2) the preparation of guidance and counselling services. Permendiknas No. 27 Year 2008 on academic qualification standards of counsellor competence whose service description refers to the Regulation of the Minister of Education and Culture No. 81.A Year 2013 on Curriculum Implementation, especially in the appendix IV section VIII on the concept and strategy of guidance and counselling service direction of the implementation of the guidance and counselling program containing five components (a) basic guidance services, (b) development services, (c) special interest services, (d) therapeutic services, and (e) expanded services coupled with evaluation report components and follow-up plans of professional competence aspects in guidance and counselling service based on Permendikbud Number 81.A Year 2013 about Curriculum Implementation.

From the results of research findings and views of other research results, it can be interpreted that the coordination in the program and guidance and counselling services implementation has been done by guidance and counselling teachers with supervisors, so that it will increase the insight of guidance and counselling teachers about the guidance and counselling from the supervision conducted by supervisors in order to provide coordination.

Coordination Mechanism

Coordination mechanism of guidance and counselling services is done through a process with the concept of guidance and counselling programs offer to stakeholders, in order to facilitate the coordination of guidance and counselling services implementation to be effective, efficient and productive. The coordination mechanism can be described as follows:

The concept of guidance and counselling service programs conducted by guidance and counselling teachers through a process of students need assessment coordinated to stakeholders. It is important that the stakeholders also feel responsible for the program and the implementation of guidance and counselling services.

The findings of this study are guidance and counselling teachers first design guidance and counselling programs after the need assessment process of students, then the program planning was consulted with the principal and vice principal of the student affairs to ask for input and as well as the official determination by the principal in the form of decision letter. But before formally decided, the program is also coordinated to homeroom teachers and subject teachers through teachers' board meetings. Coordination with the parents of students was done through meeting with the parents of students during the distribution of students' learning outcomes, and the announcement of the results of the national exam/school exam for grade 12.

Other finding is for the students, it was coordinated during the need assessment by guidance and counselling teachers providing coordination when filling wall magazines, the implementation of guidance and counselling services with group counselling services, individual and classical guidance.

Furthermore, after all coordination is done, the teachers perfect the program that is ready to be done. More deeply finding, with the coordination that has been done, it can create guidance and counselling programs accountability. It is proven that 1) the principal gives a decision letter to be implemented, 2) puts the budget for guidance and counselling costs into the School Work Plans that is proven by the document in the form which contains the guidance and counselling activities, 3) the students know about the guidance and counselling, 4) subject teachers believe in student handling related to discipline, 5) parents respond well to guidance and counselling activities. From the findings of the study, it can be interpreted that the guidance and counselling teachers have done the process of accountability of the program and the implementation of guidance and counselling services in the school as well as the creation of public trust. This is inseparable from the support of school leaders. Sri Purwanti (2013) stated that the principal acts as a motivator by providing motivation to the teacher and regulating the physical environment and also working atmosphere, also the teachers will carry out their work well if there is a high motivation factor from the principal's encouragement. Nia Juliawati (2012) stated that the process of work within an organization is divided into activities and sub-

activities, and coordination mechanisms determine the coordination efforts done and coordination will in turn determine the effectiveness of the coordination process performed.

Accountability of Guidance and Counselling Services

Accountability of guidance and counselling services is important to create a public trust, so it can attract the stakeholders to engage and feel responsible for the provision of guidance and counselling services. The process of creating accountability of guidance and counselling services to the public trust through a process can be described as follows:

Guidance and counselling services with programs designed based on need assessment and coordinated in the implementation, makes service programs verified and validated through coordination to stakeholders, so it can create accountability both in the process and in the implementation stage.

The finding of guidance and counselling services that have conducted accountability process, proven that guidance and counselling programs have been tested and verified through coordination to school principals, vice principals, subject teachers, homeroom teachers, students, parents and supervisors. According to Permata Sari and Jihan Zul Fahmi (2017), accountability helps counselors in facilitating the implementation of programs involving school stakeholders by communicating in front of managers and providing feedback. So, it can give effect and understanding for school managers about the benefits of counselling program. Wahyu Nanda Eka Saputra (2015) stated that professional counselor outcomes of counselling practices communicated to stakeholders in the context of a larger service system is an accountability. This affects students sustainably, counsellors can effectively implement guidance and counselling programs. Furthermore, the other finding is the creation of a public trust which has been proven that it was proceed the coordination process and the principal provides support with the issuance of a decision letter.

Other findings prove that guidance and counselling teachers have been coordinating in creating accountability to achieve the public trust, in which guidance and counselling programs have defined the objectives of the method, evaluation and follow-up, as well as in service delivery plans as an activity systematically designed and have clear steps. Mungin Eddy Wibowo, Imam Tadjri, Dinar Mahdalena (2013) stated that guidance and counselling is made based on the analysis of developmental tasks, and the needs of school in the modules form and within the module there are components of (1) introduction, (2) activity framework and interactive multimedia-based career guidance service plan, and (3) evaluation, answer keys and follow-up.

In relation to guidance and counselling teachers coordination with stakeholders (principals, vice principals, subject teachers, homeroom teachers, students, parents and supervisors of guidance and counselling), the research findings prove that teachers who are the intensely coordinating guidance and counselling programs has received support of increased program accountability and implementation of guidance and counselling services such as, financial support, policy support, cooperation support. This proves that coordination can create accountability and trust of stakeholders (public trust) for guidance and counselling program, because stakeholders notice and know about guidance and counselling program

More deeply of the research findings results that coordination that was done as well as implicitly socialized about the program and the implementation of guidance and counselling services to stakeholders, because at the time of coordination has been conveyed several information related to a product or a process of guidance and counselling services, so the counselling is well known and understood by all stakeholders. Nanang Fatah (2000) stated that socialization is an activity to introduce a new management to related parties in an education system at school.

From the findings and discussion with other results of study, it can be interpreted that the coordination of guidance and counselling teachers about the needs assessment, program and implementation of guidance and counselling can create accountability and also create public trust to stakeholders and especially to students as primary customer service.

CONCLUSION

Guidance and counselling teachers can coordinate with the stakeholders in creating accountability to the public trust namely; 1) Provide a needs assessment of services for students through several data mining techniques (Checklist of Problems, Student Interest Questionnaire, psych

test, Sociometry); 2) Need planning for guidance and counselling services (annual, semi-annual, monthly and service delivery plan).

Coordination of guidance and counselling teachers with stakeholders in creating accountability to the public trust is only limited to part of the principal while the subject teachers, parents and school supervisors have not been maximized. This makes a false perception of guidance and counselling services.

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