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FACULTY OF EDUCATION STATE UNIVERSITY OF MALANG

theme:

**Improving the Quality of Education and Training
through Strengthening Networking**



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NETWORKING”**

**Malang, 4-6 November 2016
at A3 Building Universitas Negeri Malang**

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PREFACE

The International Conference on Education and Training (ICET), Faculty of Education, State University of Malang, 2016 took place in Malang, Indonesia, between 4 and 6 November, 2016. ICET is an international conference covering research and development in the field of education and training. The conference aims at creating a forum for further discussion for an education and training field incorporating a series of issues and/or related to quality improvement in education and training. Therefore, the call for papers was addressed to scholars and/or professionals of the field of education and training. Driven by the fast-paced advances in the education field, this change is characterized in term of its impact on the education implementation.

During the conference, 4 keynotes speakers were held in order to advance and contribute to specific research areas in the field of education. More than 250 pre-registered authors submitted their work in the conference. The ICET 2016 finally accepted and hosted 200 original research papers. All papers submitted to the conference were reviewed using a double-blind peer review process. The conference committee decided about the acceptance or not of the submitted papers, with the contribution of competence and expertised reviewers.

We would like to thank all members that participated in any way in the ICET 2016, especially: (a) the Inderscience Publisher for supporting and receiving the selected papers to be published as the Special Issues Edition of the International Journal of Innovation in Education; (b) the Co-organizing Universities and Institutes for their support and development of a high-quality conference; (c) the members of the scientific committee that honored the conference with their presence and provided a significant contribution to the reviewer of papers as well as for their indications for the improvement of the conference; and (d) all members of the organizing committee for their willing to organize the conference as good as possible.

Dean,

Prof. Dr. Bambang Budi Wiyono, M.Pd

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IMPROVING QUALITY OF EDUCATION THROUGH COLLABORATION SYSTEM IN THE PERSPECTIVE OF COMPREHENSIVE GUIDANCE AND COUNSELING

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ABSTRACT

21st-century education requires collaboration with various parties in various educational activities. Collaboration is an activity where there is cooperation between the various parties in realizing the goals of education, both parties from inside and outside the institution. Collaboration can be conducted by the school itself, the university, the community, the experts, who have a positive influence on the achievement of learners and the school experience. At school, collaboration is conducted in the entire school program, including guidance and counseling. Guidance and counseling programs in schools today refers to the guidance and counseling development, which further facilitate learners to be able to develop their potential. Practically, guidance and counseling program refers to a comprehensive guidance and counseling which emphasizes on the collaboration activities. It is said that the guidance and counseling program is a collaborative effort that will benefit students, parents, teachers, administrative staff, and all members of society. Collaboration in guidance and counseling is the cooperation activities between guidance and counseling teachers/counselors and some of the related parties for the achievement of guidance and counseling services program objectives. Between guidance and counseling teachers/counselors and related parties, there is a collaborative relationship through a variety of guidance and counseling services, mutual help in data collection, materials and services strategy development, policy formulation, referral activity up to the assessment or evaluation.

Keywords: *Education – Collaboration - Guidance and Counseling - Comprehensive*

Life paradigm in the global era challenges learners to have life competence to develop their life effectively, productively, beneficially and helpful, and their environment has high quality. Developing life competence requires education service system in the educational unit. Djohar (2006) considered that education is essentially directed to learners' fulfillment of needs and interests for the future to meet world life waiting for them.

Qualified learners only formed through quality education. Juntika (2011) revealed that a quality education is an education that leads learners to meet their needs, both today and in the future. According to Tilaar in Juntika (2011), to achieve quality education, the quality education process is required. Capabilities provided through a quality education is not only about the academic aspects, but also regarding various comprehensive life aspects which cover the development of personal, social, individual maturity, and value systems.

21st-century education requires collaboration with various parties in various educational activities. Collaboration is an activity where there is cooperation between the various parties in realizing the goals of education, both parties from inside and outside the institution.

Collaboration can be implemented by the school itself, the university, the community, the experts, who have a positive influence on the achievement of learners and the school experience. Thus, the collaboration is a concrete and systematic step in educational environments that have a direct impact on improving the quality of education.

Guidance and counseling as an integral part of the educational process have contributed to the preparation of qualified human resources. In the perspective of guidance and counseling, learners are individuals in the process of developing or becoming, which are developing toward maturity or independence. To reach maturity, people need guidance, because they are still a lack of understanding of their ability, environment, and experience to achieve a better and quality life.

According to Boharudin (2011), along with the global development in the era of the MEA, the guidance and counseling experienced a tendency to shift from isolation or solitary situation towards the linkages with various aspects and dimensions of the process. Thus, guidance and counseling not only touches the surface but more thorough and complete so that the learners/counselee problems can be solved completely. In environmental education, guidance and counseling services are implemented comprehensively by covering various

area and type of services, with the involvement of all school personnel and other related parties. Areas of services provided include the fields of personal, social, learning and career. Type of services includes services in the classroom and outside the classroom.

Various activities in guidance and counseling strived to develop the effective potential and life competencies of learners and facilitate them systematically, programmatically and collaboratively so that each learner achieve development competency or expected behavior patterns. Executors of guidance and counseling services are played by guidance and counseling teachers/counselors. Legally, the presence of guidance and counseling teachers/counselors is listed in article 1, paragraph 6 National Education Act of 2003, which states that counselors as one of the qualifications of educators.

As an educator, a counselor has the qualification standards as outlined in Permendiknas 27 Year 2008. In Permendiknas 27 of 2008 stipulated that one of the standard academic qualifications and professional counselors in the aspect of social competence that is mastering the skills of inter- and trans-profession communication and professional collaborative of inter and trans-profession, stating that a counselor needs to do professionals communication and collaboration inter and trans-profession. Thus, systematically the school counselor should initiate colleague's relationships with diverse educational and medical experts who provide additional services to the population or students in school. Collaboration between the counselors and professionals is essential in delivering the spectrum of services extensively which are expected in school guidance and counseling program. In forming a good collaboration, it is required a clear understanding of the services expected, as well as knowledge about the types of services offered in the society. At the same time, professionals working in the community agencies, health departments, family centers, and other organizations need to know the role of and training of school counselors. By obtaining a mutual understanding on the role and functions of each profession, the school counselors and society practitioners can develop a profitable relationship with the students, teachers, and families as well as the collaborative relationship.

This collaborative relationship is not limited to professionals in schools and communities, but also included and may have started with a cooperative association created by the school counselor from the success of school

counseling program at every level. Thus, the school counselor should strive to develop a communication line with home, inviting parents to plan educational goals for their children, offering services of the school counseling program, and if possible, involve the parents in the study on critical problems of their children and teenager. Collaboration is an important aspect of all relations consultancy established by the school counselor.

Guidance and counseling teachers/school counselors need to understand the professional literature about collaboration so that they can convey the sense of that term to students of other service groups members, teachers, and parents. In this discussion, we will use the view that collaboration is a form of consultation, in particular, are widely used in schools, because the emphasis is on developing partnerships with parents, professional teachers of students' services, and other personnel in the school system and the community.

Discussion Model of Comprehensive Guidance and Counseling

Comprehensive guidance and counseling is a model of principled guidance and counseling development. The basic assumption of development guidance and counseling approach is the idea that the development of healthy individuals will occur in a healthy interaction between individuals and the environment. In other words, the environment for the individual becomes the learning environment. "Being educate for its proportional emphasis is on prevention and improvement, not corrective and therapeutic, Being developmental for its play goal of counseling is to develop human capacity by providing a developmental environment" (Myrick 2011). The word healthy in this case does not only refer to the interaction between the individual and the environment, but the environment itself must also be healthy.

The environment in question is a structured learning environment and has been deliberately designed to provide opportunities for students to learn new behaviors, establish expectations and perceptions, repair and even replace the inappropriate behavior, refine and internalizing behaviors. Developing environment is a vehicle to describe, explain, predict, and control the dynamic interactions and transactions between the individual and the environment and all the equipment that must be maintained (Supriatna, 2011).

There are three structures within the developing environment that should be designed by the counselor. First, the opportunity structure defined in the task of development, problems or situations

that encourage students to learn various life skills and new behaviors. This new behavior is regarding diverse aspects of development such as education, career, personal, decision-making, and family, religious. Concrete actions that can be done by the counselor is designing and choosing materials, topic or theme to suit the task of development, needs, and expectations of students as well as environmental factors and cultural contexts. Second, the support structure, which means the preparation and development of the resources that can be obtained by students in developing new behavior to respond a variety of environmental stimuli. The essence of the supporting structure is a transaction in the process of guidance and counseling. A real effort that can be done by a counselor is to build and maintain a transaction within the group or individual communications so that motivation, optimism, and commitment of students towards behavior or results targeted keep growing and maintained. And third, reward a structure, which means the provision of assessment and feedback to reinforce the new behavior of students. A real effort that can be done by a counselor is to provide feedback throughout the process of guidance and counseling in progress, diagnosis and identification of difficulties and sought to improve and strengthen the new behavior of students (Kartadinata in Supriatna, 2011).

In practice, a comprehensive guidance and counseling is based on the principles of collaboration. According to Permendikbud No. 111 of 2014 on Guidance and Counselling In Primary and Secondary Education, the collaboration is a fundamental activity of guidance and counseling services in which a counselor or guidance and counseling teacher cooperate with a bunch of various parties on the basis of the equality principle, mutual understanding, mutual respect and mutual support. Therefore, regarding improving the quality of education, counseling teacher/counselor cannot work alone. However, it requires the cooperation of all parties involved, both parties in the school environment and outside the school environment.

Nature of Collaboration in the Comprehensive Guidance and Counseling

Although school counselors have the primary responsibility for developing comprehensive programs, they cannot meet this global challenge without the help and support of other professionals, the school system, and the community. Thus, systematically the school

counselor should initiate colleague's relationships with diverse educational and medical experts who provide additional services to the population or students in school. (Hidayat, 2013).

Permendikbud 111 in 2014, explained that collaboration is a fundamental activity of guidance and counseling service in which the counselor or guidance and counseling teacher in collaboration with various parties by the principle of equality, mutual understanding, mutual respect and mutual support. All of a collaborative effort aimed at a common interest, namely how to make every learner/counselee achieve optimal development in the aspect of personal development, social, learning and career. Collaboration conducted between counselor or guidance and counseling teacher and subject teachers, homeroom teacher, parent, or other relevant parties to build understanding and or joint efforts in helping to solve problems and develop potential learner / counselee.

Sommers-Sommers-Flanagan & Flanagan in Neukurg (2011) said that collaboration in the counseling relationship involves communicating to your client that you value his or her feedback and that you want to come to a mutually agreed upon the decision about the next phase of treatment. Here, the counselor is asking for feedback from the client as to his or her assessment of the counseling relationship and uses techniques that lead to a mutual decision about the future of treatment. Effective collaboration implies that one has built graduation rates in 2011 and 2012.

A strong therapeutic alliance and is increasingly used in a wide variety of counseling approaches (Neukurg, 2011). The collaborative relationship is not limited to professionals in the school and community. Rather, they include, and perhaps begin with the cooperative associations that create the parents of school counselors. Parental involvement he is a vital ingredient of successful school counseling programs at all levels (Schmidt, 2008). Furthermore, Thomson et.al (2007) explained that collaboration is a process in which autonomous or semi-autonomous actors interacted through formal and informal negotiation, jointly creating rules and structures governing reviews their relationships and ways to act or decide on the issues that brought them together; it is a process involving shared norms and mutually beneficial interactions.

In doing a collaboration, counselor requires knowledge and skills to support the implementation of both internal and external collaboration. Dettmer, Dyck & Thurston in Hidayat (2013) offers another perspective by asking the collaborative school consultant approach which requires facilitative communication skills of counselor, cooperative relationships with school personnel, and coordination of service required.

In Hidayat (2013) explained that there are many groups and professionals who collaborate with schools to develop effective services for students. These groups are classified into two categories, namely school services and community agencies. The explanation is as follows:

School services

Schools and school systems consist of a large number of professionals and volunteers who provide unlimited service for students, parents, and teachers. In comprehensive programs, school counselors interact directly or indirectly with all these groups. Indeed it is not an easy achievement. Time demands often prevent counselors in finding supportive services under their counseling program. Because the primary role of the counselor is to provide direct services to students in schools, counselors rarely creates a shallow focus for their programs, but emphasizes counseling and consultation with students themselves. As a result, the counselor did not do collaboration and consultation with agencies and individuals to support these services.

In some cases, the tendency to oversee school programs or community, often miss important services that can be used counselors to assist students directly and effectively when compared to doing it themselves. The first step in making sure that this does not happen is to learn all about the services based on the school and the professionals who display these functions. At the same time, counselors learn the parents and guardians of students in the school. As previously described, the collaboration between parents and guardians has a significant impact on direct counseling services with students.

Public Agencies

The school has a principal agent in the community, but the school cannot offer all the necessary human services to help the city, village or institution to educate its citizens; provide health care, and offering basic services to improve the human condition. The primary mission of schools, a particularly primary mission of the school counseling program is to ensure the development of the education of all students. In their efforts to achieve this goal, the school personnel, offers some related services such as counseling, psychological evaluation, and social services. They offer this service to assist schools in primary education mission.

The assumption is that when students' personal needs, health problems and learning problems identified the student's educational progress

will certainly evolve, and the chance of student success in life can be achieved. When the services offered by the school are not enough to fix the problem of students and families, counselors and teachers are turning to community sources. Since not all people have adequate services, the school counselors put the services available and develop collaborative professional relationships for the benefit of students, parents, and teachers. Successful collaborative relationships partially located on the school's ability to fulfill the role and mission in this community resource while studying the role of an agent. The primary mission of public agencies and private practitioners in the community is to help one or more service areas being. For example, most people have access to health departments that offer a wide range of medical services and health education programs.

Forms of Collaboration in the Comprehensive Guidance and Counseling

Here is a form of involvement of various relevant social environments in a comprehensive guidance and counseling program that is put forward as a comparison. Comprehensive guidance and counseling program is to fulfill the needs of students, parents, teachers at all levels of education (primary, secondary, high) (Schmidt, 2008). Everything has its role in the whole framework of improving the quality of education through guidance and counseling.

The descriptions of the roles of each party mentioned above as described by Dawn (2010) are as follows:

Principal

The principal as the leader of the school has the authority and power as a leader, education managers, and innovators. The school principal also referred to as the coordinator of all educational activities in schools, which provide infrastructure and personnel guidance and counseling; supervise, monitor and develop planning and implementation of guidance and counseling programs.

Vice Principal

Deputy Principals are responsible for assisting the principal in particular fields related to planning and implementations of guidance and counseling program.

Coordinator of Guidance and Counseling

Coordinator of guidance and counseling is responsible to coordinate all guidance and counseling teachers to draw up, implement, evaluate and report on and be accountable for guidance and counseling program.

Guidance and Counseling Teacher / Counselor

Teachers are the core personnel and experts in the process of conducting a comprehensive guidance and counseling program. The main obligation is to popularize the guidance and counseling program in the school environment and the community with a wide range of packaging services. Guidance and counseling teachers served as planners, implementers, evaluators and reporters of guidance and counseling program with the support of other stakeholders.

Subject Teachers

As people who know about the situation and condition of the learning process in the classroom, subject teachers can participate in the successful implementation of guidance and counseling program in schools. Subject teachers help to promote the guidance and counseling program, helping the collection of data and information, referral students who require services to guidance and counseling teachers, as well as participating in case conferences or home visit. About the learning process, teachers of guidance and counseling require information and data from subject teachers (Adriani, et al, 2013).

Homeroom Teacher

Homeroom is the person responsible for the situation and the condition of a class, as an advisor, facilitator, and supporter of the progress of the class. Homeroom had a big hand in encouraging students to receive services and help a teacher of guidance and counseling in some tasks such as case conferences, referrals, and home visit.

Administration Staff (Administration)

In the implementation of a comprehensive guidance and counseling program, administrative staff (administration) has a special role, which is related to the fulfillment of administrative guidance and counseling.

School Committee

The school committee became an intermediary between the school and parents, as well as the general public. The Committee also assists in the dissemination of guidance and counseling program, helping the collection of data and information, as well as monitoring the implementation of the guidance and counseling program in schools based on community input.

Parents

Parents are the primary educators for students when they are outside the school. Parents are involved in the process of mutual

communication about the program of guidance and counseling and development of learners. Parents also help with collecting data and information and help the success of guidance and counseling with monitoring services outside of school.

Those various roles are important contribution in the implementation of guidance and counseling program in schools effectively and efficiently. It is given that each party has its needs in its role as a stakeholder guidance and counseling. If the needs of the various parties about to be met, there are implications for the following should be done and is as follows:

- a. Circumstances and needs of the parties contributing significantly to the development of students should be considered and used as a basis for formulating a realistic guidance and counseling program. Therefore, parents and members of the community (community of students' origin) should be involved in the process of assessment. Their involvement, in this case, may be a source of accurate data on the circumstances (family background, educational background, socio-economic background) in the call needs.
- b. Guidance and counseling services (guidance services) not only provided for the students, but also for all those who will be seen in the growth process of the students. In other words, all the important parties for the development of students are eligible to receive guidance and counseling services.
- c. For guidance and counseling teacher / school counselor to further increase its cooperation with other teachers in the school; that tried to enter any professional organizations existing guidance and counseling; and to further increase cooperation with other professional personnel (Efendi, et al, 2013).

As alluded to a previously, one of the greatest concerns and challenges in preparing adolescents to be ready for college and career is the number of students leaving high school before graduation. Across the US, low graduation rates are alarming. There are currently close to one million high school dropouts each year, and the overall dropout trajectory is decreasing very slowly (Balfanz, Bridgeland, Bruce, & Fox, 2012). Even more troubling is the percentage of dropouts continues to be very high for minority students. According to the Grad Nation brief task force, only six in 10 minority students finish high school with reviews their classmates (Balfanz et al., 2012, p. 5). The Civic Marshall Plan and Grad Nation task force has set in place a goal of reducing so-called drop-out factories (schools roommates produce the highest percentages of dropouts) and raising graduation rates to 90% by the year 2020 (Balfanz et al., 2012,

p. 5). Progress toward this goal can be gauged by the benchmarks established by the task force, and a review of the benchmarks indicates that the biggest impact would ensue if more school staff and faculty collaborated instead of working as a single Crusader to ensure the success of reviews their students (Balfanz et al., 2012). Most recently, Balfanz et al.'s (2013) report confirmed that educator collaboration is one of the strategies that has contributed to reducing the overall dropout trend and increasing graduation rates in 2011 and 2012 (Calvery & Hyun, 2013).

Conclusion

21st-century education requires collaboration with various parties in various educational activities. Collaboration is an activity where there is cooperation between the various parties in realizing the goals of education, both parties from inside and outside the institution. School guidance and counseling program also emphasizes the collaboration. The collaboration in the guidance itself involves a variety of stakeholders, ranging from school principals, vice principals, coordinators of guidance and counseling, guidance and counseling teachers, subject teachers, homeroom, administrative staff, the school committee up to the parents. The purpose of this collaboration is to bring guidance and counseling services which are effective and efficient for the achievement of high-quality education.

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