

Implementation of differentiated guidance and counseling services at junior high school

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Abstract

This research aims to determine the implementation of differentiated guidance and counseling services at SMP Muhammadiyah 3 Yogyakarta, one of private junior high schools in Yogyakarta, Indonesia. This research was carried out by taking a sample of 4 classes, namely 8a, 8b, 8c, and 8d. The methods used in this research are observation and study literature to strengthen the research argument. Apart from that, we also used a qualitative descriptive approach in answering the questions in this research. SMP Muhammadiyah 3 Yogyakarta implements differentiated guidance and counseling services by distributing questionnaires to determine students' learning needs and characteristics. From the results of the questionnaire, a service implementation plan was prepared as a guideline for implementing guidance and counseling services in the classroom.

Keywords: differentiated learning; guidance and counseling; qualitative approach

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INTRODUCTION

In the current era of technological disruption, the world of education, which includes guidance and counseling (BK) services, plays an important role in accommodating students' needs in various aspects of their lives. The hope is that students can have the competence or skills and good adaptability to continue to exist in this era of disruption, which requires everyone to have the 4Cs, namely creativity, critical thinking, communication, and collaboration (Handaka et al., 2022). This makes it important to implement guidance and counseling services by taking into account the various learning styles and potential of each student.

Apart from that, the Independent Curriculum program is the idea of the Indonesian Ministry of Education, Culture, Research and Technology (MOECRT) which emphasizes providing ample space for educators and school stakeholders to develop learning content that suits the character or profile of students or can also be called differentiated learning (Nur, 2023).

Differentiated learning is an approach or philosophy for teaching effectively in diverse classes, including various methods to enable students with diverse backgrounds, such as ways to access material, formulate, develop, or analyze ideas, and design learning tools and an assessment tool that can be used by all students with various levels of ability, so that learning can take place effectively, Tomlinson in (Alhafiz, 2022). Apart from that, differentiated learning also means

mixing all the differences to get information, grow ideas and express what students get during the learning process (Suwartiningsih, 2021).

Self-study is a way for someone to receive and process information according to their abilities. Each individual in the process of receiving learning material can be influenced by several factors, including internal factors and external factors of the student. The various characteristics or learning profiles of these students must be accommodated by guidance and counseling teachers with differentiated guidance and counseling services (Alhafiz, 2022).

The concept of differentiated learning based on a guidance and counseling perspective is not something new. This is because BK services always provide space for students according to each individual's needs. The differentiation process in guidance and counseling services is realized through a needs assessment given to students to develop a guidance and counseling service program (Nur, 2023).

Guidance and counseling teachers need to know the potential of each student in the teaching and learning process, before that, an assessment needs to be carried out which can be carried out by the guidance teacher as a form of collaboration or cooperation in screening each student's learning profile. Guidance and counseling teachers can utilize the results of non-cognitive assessments to develop guidance and counseling programs so that they can provide guidance and counseling services that suit students' learning characteristics (Sugianto et al., 2023). Therefore, guidance and counseling teachers must be able to explore students' needs through service areas, such as personal, social, learning, and career.

The importance of differentiated guidance and counseling services is that students get a study space that suits their respective learning styles or profiles. This right has been applied to BK services at SMP Muhammadiyah 3 Yogyakarta. The author considers it important to carry out research regarding the implementation of differentiated guidance and counseling services at SMP Muhammadiyah 3 Yogyakarta.

RESEARCH METHOD

We used a qualitative descriptive approach in this research. Apart from that, we also used observation methods to collect data and used literature studies to strengthen the theory used. The location of this research is SMP Muhammadiyah 3 Yogyakarta, Indonesia.

We made observations regarding service tools, implementation, and output in the differentiated guidance and counseling service process for students at SMP Muhammadiyah 3 Yogyakarta. Observational research is a research method in which researchers make observations on a particular phenomenon or condition (Tersiana, 2018).

RESULTS AND DISCUSSION

Based on the results of observations made by researchers, the implementation of differentiated guidance and counseling services at SMP Muhammadiyah 3 Yogyakarta has gone quite well. This is proven by the availability of service tools such as service implementation plans (RPL) and student worksheets (LKPD) which are adapted to different student profiles or learning styles. Apart from that, the guidance and counseling teacher at SMP Muhammadiyah 3 Yogyakarta at the beginning of the semester of the new academic year also assessed student needs.

The implementation of the needs assessment uses an AKPD-type assessment (Students' Needs Assessment) which begins with distributing a questionnaire via Google Forms to students. Students fill out a questionnaire form consisting of fifty statement items that have been adapted to the student's class level, namely eighth grade. These statements contain various problems that are likely to occur in students covering four areas, namely personal, social, learning, and career. The captured questionnaire data is then input into the AKPD application.

The image shows a screenshot of a data entry sheet titled 'HASIL LEMBAR JAWAB AKPD'. The sheet is for SMP Muhammadiyah 3 Yogyakarta, class VIII, and the subject is 'JAWAB SOAL'. It contains a table with columns for 'No', 'Nama Siswa', 'Nilai', and 'Status'. The table lists 15 students with their respective scores and status (e.g., 'Lulus', 'Tidak Lulus'). The table is color-coded with green for 'Lulus' and red for 'Tidak Lulus'.

No	Nama Siswa	Nilai	Status
1.	ALYIA LATHIFAH PERDANA	85	Lulus
2.	ALYIA LATHIFAH PERDANA	85	Lulus
3.	ALYIA LATHIFAH PERDANA	85	Lulus
4.	ALYIA LATHIFAH PERDANA	85	Lulus
5.	ALYIA LATHIFAH PERDANA	85	Lulus
6.	ALYIA LATHIFAH PERDANA	85	Lulus
7.	ALYIA LATHIFAH PERDANA	85	Lulus
8.	ALYIA LATHIFAH PERDANA	85	Lulus
9.	ALYIA LATHIFAH PERDANA	85	Lulus
10.	ALYIA LATHIFAH PERDANA	85	Lulus
11.	ALYIA LATHIFAH PERDANA	85	Lulus
12.	ALYIA LATHIFAH PERDANA	85	Lulus
13.	ALYIA LATHIFAH PERDANA	85	Lulus
14.	ALYIA LATHIFAH PERDANA	85	Lulus
15.	ALYIA LATHIFAH PERDANA	85	Lulus

Figure 1. Display of AKPD data entry sheet

Apart from AKPD, guidance and counseling teachers in SMP Muhammadiyah 3 Yogyakarta implemented differentiated guidance and counseling services also provide diagnostic assessments. This diagnostic assessment is in the form of a questionnaire containing various tests to determine students' learning styles, personalities, and intelligence. The guidance and counseling teacher at SMP Muhammadiyah 3 Yogyakarta also uses the *akupintar.id* application to track student characteristics. In the *akupintar.id* application, students will receive an assessment of learning style, personality, and multiple intelligences.

The results of AKPD and diagnostic assessments using the *akupintar.id* application is the basis for the process of implementing or providing guidance and counseling services to students. The guidance and counseling teacher at SMP Muhammadiyah 3 Yogyakarta implemented differentiated guidance and counseling services using the results of the diagnostic assessment that had been carried out previously. Making student activity sheets (LKPD) contained in the service implementation plan (RPL), especially classical guidance made by guidance and counseling teachers pays attention to the results of diagnostic assessments that can determine students' learning styles, namely audio, visual, and kinesthetic.

For example, guidance and counseling teachers make three types of assignments in classical guidance and counseling RPL. There are three types of assignments, such as making posters or mind maps for students who have a visual learning style; making video presentations or mini vlogs for students who have an audio learning style, and making practice videos for students who have a kinesthetic learning style. Making various types of assignments is of course still adjusted to the previously determined material. This makes students proactive in participating in guidance and counseling services, especially in class.



Figure 2. Example of learning style assessment results

Differentiated guidance and counseling services are very important to implement in schools. Guidance and counseling teachers must pay attention to several things before designing a guidance and counseling program to then implement differentiated services in the classroom, one of which is assessing the needs and learning profiles of students. Assessment will be very helpful in collecting and analyzing information and student needs (Prabowo, 2019).

Diagnostic assessments are carried out at the beginning of the semester and can take the form of oral questions, quizzes, etc. The assessment carried out by guidance and counseling teachers at SMP Muhammadiyah 3 Yogyakarta uses the akupintar.id application, which produces data related to learning styles, personality, and multiple intelligences. This data is used as the basis for implementing BK services differentiated.

The differentiated counseling service at SMP Muhammadiyah 3 Yogyakarta itself has been running quite well. According to Suwanjal and Apriani (2023), there are three important elements in differentiated learning, namely content differentiation, process differentiation, and outcome differentiation. This has an impact on students' active participation in guidance and counseling service activities. This was proven at the beginning of the semester or pre-service, guidance, and counseling teachers distribute assessments to determine the needs and characteristics of students as material for designing the annual guidance and counseling program.

Content differentiation is an effort made by different teachers for each student according to the characteristics or needs of each student. Process differentiation is the steps taken by students to obtain information or a way for students to understand a learning process. Meanwhile, product differentiation is evidence of what students have learned and understood. In this element, the results are different for each student, namely evaluation products which are presented in various forms, such as posters, videos, etc. (Suwanjal & Apriani, 2023).

CONCLUSION

From the findings during the research, differentiated guidance and counseling services are needed to accommodate the needs and characteristics of students. Differentiated guidance and counseling services are also very good for increasing student participation in guidance and counseling services, especially in the classroom, to become more active. SMP Muhammadiyah 3 Yogyakarta and the implementation of BK services have used differentiated BK services.

However, not all class levels have implemented this service model. For example, the guidance and counseling services in grade seven still use the 2013 curriculum. This means that differentiated guidance and counseling services have not been implemented comprehensively at each grade level at SMP Muhammadiyah 3 Yogyakarta.

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