

THE URGENCY OF DIGITAL TECHNOLOGY IN IMPLEMENTING BK NEED ASSESSMENTS IN SCHOOL

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Abstract

The Guidance and Counseling Program in Schools is structured based on an assessment to find logical, relevant, systematic, and quality conditions that will be used as the basis for planning guidance and counseling programs. However, the reality in the field is that there are many problems experienced by BK teachers in the implementation of BK assessments, both from the administrative process, processing and application of the results of the BK assessment. Digital technology is one solution in implementing an effective and efficient BK assessment need. Therefore, in accordance with developments, it is expected that BK teachers can be more creative in designing various BK assessment processing applications, so that the implementation of the BK program is felt to be of higher quality.

Keywords – BK assessment; Digital Technology; Guidance and Counseling Program.

1. Introduction

Guidance and Counseling in Basic Education and Secondary Education is organized with a rational guidance and counseling program structure, vision and mission, description of needs, objectives, program components, service areas, operational plans (action plans), development of themes/topics, evaluation plans, reporting and follow-up, and budget (Kemendikbud, 2016). Guidance and counseling programs are organized to develop the potential of students through the provision of development assistance and special assistance to individuals regarding personal, social, career, or other unique educational needs (Gysbers & Henderson, 2012). Guidance and counseling programs in schools are prepared based on the needs of students/counselors and school needs through two stages, namely (1) the preparation phase and (2) the design phase. The preparation stage consists of (a) conducting a needs assessment, (b) activities to get support from elements of the school environment, and (c) establishing the basis for planning. While the design stage consists of (a) compiling an annual program, and (b) compiling a semester program (Kemendikbud, 2016).

Service activities in guidance and counseling are carried out based on a need assessment and are realized in the form of a BK program. Assessment is an "evaluation method used by counselors to better understand the characteristics of individuals, places and other things" (Hays, 2013). Guidance and counseling teachers or counselors can use self-developed instruments with steps such as the construction of test instruments. The steps for developing a test instrument include: setting the purpose of disclosing personal data, determining the aspects and or dimensions to be measured, formulating an operational definition, choosing the measurement method used, instruments and answer sheets, formulating a manual for using the instrument, scoring or processing, as well as its interpretation. The non-test assessment techniques that are often used for guidance and counseling purposes include: (a) observation, (b) interviews (c) questionnaires, (d) sociometry, (e) documentation, (f) biography or autobiography. Data collection instruments that are often used to identify

problems and the need for assistance services include: (a) problem check list (DCM), (b) problem solving tool (AUM), (c) developmental task inventory (ITP) and Student Needs Analysis (AKPD) (Kemendikbud, 2016).

Utilization of assessment data is data obtained through test and non-test techniques. The data from the understanding of the students/counselors can be used to: 1) Create an individual profile of each student/counselor, based on the data from the assessment, each student/counselee can be arranged a profile that describes the student's self-identity, characteristics of developmental tasks, classification of intelligence , talents, interests, learning motivation, readiness to learn, ability in social relations, emotional maturity, academic and non-academic achievements, family-school-community background and others, as well as an overview of the strengths and weaknesses of each student/counselee. 2) Create a class profile. Based on the individual student/counsel data, a class profile is developed, so that each class has its own profile. The profile should be written in the form of a matrix, for example in landscape excel format, or in the form of a graph so that all data can be entered. With this class profile, it can be seen the position of the student / counselee in his class. The profile will describe the variety of guidance and counseling service needs which include: personal, social, study, and career guidance and counseling. 3) Develop a program design for guidance and counseling services. Based on individual and class profiles, a guidance and counseling service program design is prepared individually, in groups, classically, in large classes or across classes, and/or using the media. Guidance and counseling services can be specifically designed to be carried out by guidance and counseling teachers or counselors and can also be designed in collaboration with other staff (Kemendikbud, 2016).

Furthermore, in the implementation of the Guidance and Counseling program, BK teachers are required to be able to choose assessments and develop programs in a logical, relevant, systematic, and quality manner (Anni et al., 2018; Fitriani et al., 2021) or develop a structured or appropriate BK program and not in a hurry (Fitriana et al., 2021). Furthermore, the development of the BK program

begins with conducting an assessment (Permadin & Herdi, 2021) therefore, the mastery of BK teachers about the concept and praxis of assessment is very necessary (Maharani et al., 2021).

2. Method

This literature study was obtained from research articles related to title sobtained from Google Scholar. The authorof this article is devoted to knowing how the relationship between counselors and counselors helps. The selection of articles is carried out through a process of identification, screening andeligibility. Of the many articles found through a search on Google Scholar, selected several articles that are relevant to the objectives and issuesraised by the author.

3. Result and Discussion

The urgency of BK teachers/counselors in implementing BK is that they are required to be able to carry out assessments to obtain various client data and information (Hermawan, 2022). However, the problem is the implementation of the assessment before, during and after it is felt that it is not optimally carried out by the BK teacher. Not a few BK teachers who carry out assessments but do not carry out thoroughly, one of which is because the administrative method uses conventional methods that take time and energy. Moreover, evaluation activities are rarely carried out by BK teachers. Feeling that they are short of time so they don't have time to do an evaluation is the reason the BK teacher is not optimal in conducting assessments and doesn't even do evaluations (Imawanty & Fransiska, 2019;Aji et al., 2020).

Tere & Herdi (2021) revealed that there were no revisions to the implementation of BK. as for revising the program if there are demands and there is an assessment from the service. In other words, the program was not made with the aim of directing BK teachers in carrying out their duties of providing services to students. The basis for making programs is not based on an assessment of children's needs. Once an assessment is made, it does not arrive at a needs analysis which will become a topic in service delivery. So the program organized

by BK teachers is based on the experience of the previous year. In addition, the needs assessment was distributed to children, but was not continued with processing because the BK teacher found it difficult to process it. In line with the research results disclosed Sujadi et al., (2019), that the inhibiting factors for BK teachers from not carrying out assessment activities are the low competence of BK teachers in utilizing BK assessments such as: (a) the inability of BK teachers to use BK assessments properly which is caused by quite a lot and the development of BK assessments in the field, (b) boredom of BK teachers in manual BK assessment processing, (c) lack of mastery of computer-based application assessment processing.

Imawanty & Fransiska (2019) revealed that the implementation of the BK assessment is less than optimal, namely that there are still many MK teachers who use paper-based questionnaires in data collection so that it requires large costs. Cahyawulan et al., (2019) revealed that the BK teacher did not have much time to analyze and interpret the results of the questionnaire assessment or administer the assessment in the field, it was still in the form of paper so it took a lot of time. Even the results of the latest research conducted Andriani & Oktasari (2021) revealed the inhibiting factors for the implementation of BK assessments, namely 1) limited time in carrying out assessments, 2) limitations in using PTSDL AUM technology/application 4) Online learning system that requires adjustments to the instruments used for assessment, and 5) BK teacher limitations in processing, analyzing and interpret the data obtained from the results of the instrument.

Based on several research results, it can be concluded that the implementation of BK assessment requires tools. Research result (Ridhani & Fauzi, 2019) revealed that the implementation of the BK assessment needs to be integrated using the sophistication of information technology. Computer applications are one of the technologies that can be used in processing AUM PTSDL (Andriani & Oktasari, 2021). Furthermore, the implementation of the BK program assessment can be carried out with the help of the google form, through this tool it can provide understanding and competence of BK teachers/counselors in

conducting assessments, compiling programs and providing online guidance and counseling services to students in schools. (Sudibyo & Budiman, 2021).

4. Conclusion

Determination of an assessment that is updated with the condition of students will determine how successful the guidance and counseling program will be. Therefore, counselors should continue to upgrade their abilities so that they can carry out various assessments and according to student needs. Furthermore, not only using the old assessment results from year to year, but still conducting regular assessments. The important thing that does not escape is knowing the basic concepts of assessment in guidance and counseling, including forms of assessment and non-test assessments, namely observation, interviews, DCM, data collection, sociometry. While the assessment tests, including IQ tests, personality, talents, interests and creativity to be able to create BK assessment applications based on digital technology.

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