

**MULTICULTURAL-BASED GUIDANCE AND COUNSELING PROGRAM FOR STUDENTS
SMP NEGERI 3 SUNGAI RAYA KUBU RAYA REGENCY**

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Abstract

Education is expected to direct the community in self-development as a demand of a multicultural society. These efforts can be carried out through the BK program. Research objectives: to produce a multicultural-based BK program. Research design: Research and Development, the research subjects of 77 students were selected by Disporportionate Stratified Random Sampling. Data collection instruments through interviews and scales. Descriptive statistical data analysis. Research results: 1) The program has not touched the need assessment; 2) The program has not involved stakeholders; 3) The implementation of the program has not been in accordance with the plan; 4) Limited infrastructure, manpower, funds. 5) Problems of multicultural attitudes and or behaviors: a) Tolerance and Kinship (20.78%); b) Humanism, Discrimination and Marginalization (19.48%); c) Intercultural Rationality and Prioritizing Common Interests (16.88%); d) Prioritizing Consensus Deliberation (12.99%); e) Equality (10.39%); f) Prioritizing the Integrity of the Nation (9.09%); g) Piety and Maintaining the Balance of Rights and Obligations (7.79%). Conclusion: 1) The BK program in schools already exists, the scope of content only contains services and materials and the number of managers is far from the ideal level. 2) The implementation has not involved stakeholders, need assessment, and is not in accordance with the plan. 3) The preparation of a multicultural-based BK program includes: rationality, vision and mission, definition, objectives, description of needs, components, operational plans, theme development, evaluation. Accommodated in a calendar of activities that have been validated by experts/experts and practitioners through Focus Group Discussion score 67.20..

Keywords: guidance and counseling program, multicultural.

INTRODUCTION

Conflicts between tribes and religions appear like mushrooms in the rainy season. The unity and unity that has been coveted so far turned out to be a mere pseudo, what emerged later was the interests of tribes, regions, races or religions by putting aside other realities or interests. Some of the cases that occurred had a huge impact on the development of the nation's children, especially for those who were in the midst of conflict. Seeing this phenomenon, Ali and Moh. Asrori (2004:78) stated that, "Junior high school students who enter adolescence are a transition period from childhood to adulthood or a transition period, who are essentially looking for their identity so that their stance is still unstable and easily influenced by the environment". Initial observations made at SMP Negeri 3 Sungai Raya, obtained problems related to multiculturalism such as mocking friends using regional languages, some students who want to make friends with their fellow races, often feel sarcastic with the words of friends from various tribes. Another phenomenon that occurs in the field shows that the BK program in schools has not fully paid attention to ethnic diversity and involves collaboration between staff (team-building approach).

Based on the initial research, it encourages researchers to develop multicultural-based guidance and counseling programs. The objectives of this study include: in general to formulate a multicultural-based BK program in grade VIII students of SMP Negeri 3 Sungai Raya, Kubu Raya Regency, and specifically: (1) Knowing the BK program and its implementation in grade VIII students of SMP Negeri 3 Sungai Raya, Kubu Raya Regency. (2) The preparation of a multicultural-based BK program that is suitable for grade VIII students of SMP Negeri 3 Sungai Raya, Kubu Regency.

In the book *Multicultural Education: A Teacher Guide to Linking Context, Process, and Content*, by an expert on multicultural education from California State University, United States, Hilda Hernandez (in Mahfud, 2010:29). This definition intends to reflect the importance of culture, race, gender, ethnicity, religion, social status, economy, and exception exceptions in the educational process. The cultural approach that is carried out on the basis of the spirit of Bhineka Tunggal Ika, namely similarity over diversity, contains several potential materials that are relevant to multicultural-based programs, including: a. The theme of Godhead: Madjid (2000:66), said that what is relevant in people's lives is how a religion is understood and lived in real life, with its various impacts that may not be entirely positive for human life. b. Humanitarian Theme: According to Muhiet (2000:77), namely: Humans in this world do not live alone, but are surrounded by their society, community and the surrounding nature, therefore they must try to maintain good relations with others on the basis of equality and feeling. c. Theme of Unity and Unity: Purwasito's national spirit (2003:88) is love of the homeland or patriotism. d. People's Theme: One of the forms of Indonesian culture is the culture of consensus deliberation. It is intended to form a democratic attitude, be open to

diversity, respect the aspirations of others and uphold the values of truth in realizing a peaceful and dignified pluralist society (Maksum, 2011:174).e. Justice Theme: Multicultural education helps students understand, accept, and value people from different ethnicities, cultures, and values. For this reason, students need to be invited to see other cultural values, so that they understand deeply, and finally can appreciate them. The model is not to hide other cultures, or to standardize them as national cultures, so that local culture disappears Suparno (in Mahfud, 2010:180).

Guidance and counseling is a translation of "*guidance*" and "*counseling*" in English. Literally, the term "*guidance*" from the root word "*guide*" means: (1) to direct, (2) to pilot, (3) to *manage*, and (4) to *steer*, Nandang Rusmana (2009:88). From the above definition, it can be said that guidance is a process, which is continuous, not an immediate or accidental activity.

RESEARCH METHOD

This study uses the research and development method and design of Borg and Gall (in Samsudi, 2009:46) by simplifying the steps into two stages, namely: (1) the preliminary study stage (research); and (2) the model development stage.

3.1 Development Model

(1) Preliminary study stage (research): literature study and field study, to be further described as factual findings; (2) Development stage: formulation of BK program design format, preparation/development, expert judgement, evaluation and improvement, so as to produce a final product that has been validated. Until this step, there have been products that have been produced but have not been tested for effectiveness. However, the resulting product has been theoretically tested by expert and practitioner validation through FGD (Focus Group Discussion).

3.2 Research Subject

The subjects of the population and sample test were grade VIII students of SMP Negeri 3 Sungai Raya from various tribes consisting of: Malay, Madura, Dayak, Chinese, Bugis, and Javanese, from grades VIII A – VIIG for the 2011-2012 academic year.

3.3 Data Collection Techniques and Instruments

Data collection instruments: scale and interviews: (1) the scale used intends to obtain an overview of the multicultural profile of students concerning the dimensions of: divinity, humanity, unity and unity, democracy and justice; (2) Interview: It is intended to find out the program and implementation of the program at SMP Negeri 3 Sungai Raya. The data analysis technique used is a descriptive statistical analysis technique with the help of SPSS 18 for windows.

RESULTS AND DISCUSSION

The BK program at the school is managed by 2 (two) teachers with S1 (strata) BK educational qualifications. Program management has not involved all *stakeholders* in the school. Based on the comparison between the number of students and supervisors, the addition of supervisors is needed, in accordance with the Joint Decree of the Minister of Education and Culture and the Head of the State Administration Agency Number: 0433/P/1993 and Number: 25 of 1993 explaining: that each school must have an officer who carries out guidance services, namely supervisors or counselors for 150 students. Facilities and infrastructure in the form of inadequate BK service rooms, which are 4 x 5 M², for this reason it is necessary to prepare facilities including; counselor workspaces, group guidance service rooms, guest waiting rooms, administrative staff rooms and library rooms. The implementation of the guidance and counseling program at SMP Negeri 3 Sungai Raya, Kubu Raya Regency is as follows:

a. *BK Program Planning in Schools*: Planning guidance and counseling programs does not involve all personnel in the school, only is carried out by supervisors and this planning has not fully considered the *need assessment* to produce a multicultural environment. Apart from that, the limited budget/funds and the limitations of facilities/infrastructure that are not supportive. Therefore, program planning is needed that can accommodate the needs of the environment to improve students' multicultural attitudes and or behaviors in the life of the nation and state, through guidance and counseling services.

b. *Implementation of the BK Program in Schools*: The procedure for implementing the BK program at SMP Negeri 3 Sungai Raya, Kubu Raya Regency only prioritizes incidental services or problems that are currently occurring, so that there is no compatibility between planning and program implementation. As for improving the program, it is only limited to revising according to the activities that have been carried out, through class attendance, picket teacher records and from the students themselves, this is due to the limitations of personnel, facilities and infrastructure and budget/funds. For this reason, it is necessary to have a program implementation procedure that prioritizes program planning that has been formulated through an annual, semi-annum, monthly and weekly activity calendar.

c. *Evaluation of the BK Program in Schools*: Preparation in evaluating the program is carried out by collecting information from various documents, such as class attendance, special notes for picket teachers, teacher assessment lists, as well as from the students themselves and other preparations that need to be carried out, namely: setting evaluation objectives, evaluation functions, evaluation aspects and evaluation steps.

d. *Obstacles to the Implementation of the BK Program in Schools*: Obstacles to the implementation of guidance and counseling programs in schools are due to the lack of infrastructure support and the lack of support for personnel who should take part in the successful implementation of the program that has been prepared. The factors

that cause obstacles to the implementation of the program are caused by less conducive activity venues, limited time, limited funds, lack of cooperation with stakeholders in the school, difficulty in establishing relationships with students' parents due to busy reasons.

In general, the attitude and behavior of students in looking at the uniqueness of others without distinguishing race, culture and ethnicity, there were 71 students (92.20%) in the high category and 6 students (7.80%) in the low category with an average achievement rate of 2.83 (72.30%). The six students who are the most dominant in their multicultural attitude and or behavior problems are: (E.15 and E.38 with an average achievement rate of 2.18 (56%); (E.04, E.05 and E.60 with an average achievement rate of 2.27 (58%); and (E.27 with an average achievement rate of 2.45 (62%). The description of the problems faced by students related to their attitudes and or behaviors based on the multicultural dimension consisting of the dimensions of divinity, humanity, unity and unity, populism and justice can be concluded based on the order of the most dominant problems faced by students, namely: **First:** The most dominant problems faced by students are: **The Dimension of Democracy** This means that students experience problems related to attitudes and/or behaviors in forming a democratic personality, being open to diversity, respecting the aspirations of others and upholding the values of truth in realizing a peaceful and dignified pluralist society with a percentage (11.69%), with a total of 9 (nine) students consisting of: Madura students 2 students (E.04 and E.15), Dayak tribe (E.05, E.27, E.38 and E.60), Chinese 2 students (E.06, E.28, E.39); **Second:** The second dominant problem, namely problems related to students' attitudes and or behaviors is based on: (1) **The Humanitarian Dimension**, namely: the problem of students' attitudes and or behaviors lacking in forming an attitude of caring and upholding human values, by recognizing equality of degrees, equality of rights and equality of obligations of fellow human beings, experienced by 7 students (9.09%) consisting of 3 students from the Madura tribe (E.04, E.15 and E.70), Dayak tribe 3 students (E.05, E.27, and E.60), Chinese tribe 1 student (E.72); (2) **The dimension of unity and unity**, namely: the problem of students' attitudes and or behaviors in forming thoughts, understandings and attitudes or behaviors that do not prioritize collective integrity and sovereignty as citizens of society and citizens of the nation with the spirit of intercultural plurality, experienced by 7 students (9.09%) consisting of Madura tribe 3 students (E.04, E.15, E.70), Dayak tribe 4 students (E.05, E.38, E.49, E.60); (3) **The Dimension of Justice** is: problems faced by students related to forming empathy for others and lack of social sensitivity towards fellow humans, feeling equal and equal in social relations and anti-discrimination or marginalization, experienced by 7 students (9.09%) consisting of Dayak students 2 students (E.38, E.60), Chinese (E.28, E.39, E.50, E.72), Javanese 1 student (E.55); **Third:** The third dominant problem, namely the problem of **the Divine**

Dimension, means the problem of students' attitudes and or behaviors that are lacking in forming a conscious attitude towards values, norms of student religiosity, believing and practicing religious teachings in accordance with their religion and beliefs in living in a diverse society, so that there is less harmony in living in diversity, experienced by 3 students (3.09%), consisting of Madura students 2 students (E.04, E.15) and Dayak students (E.60).

Meanwhile, the problems faced by students related to the aspects of these dimensions can be described based on the most dominant levels, namely as follows: (1) Kinship Aspect of 16 students (20.78%); (2) Tolerance Aspect of 16 students (20.78%); (3) Humanist Aspect 15 students (19.48%); (4) Aspects of Discrimination and Marginalization 15 students (19.48%); (5) Aspects of Prioritizing Common Interests 13 students (16.88%); (6) Aspects of Intercultural Rationality 13 students (16.88%); (7) Aspect of Prioritizing Consensus Deliberation 10 students (12.99%); (8) Equality Aspect 8 students (10.39%); (9) Aspects of Prioritizing the Integrity of the Nation 7 students (9.09%); (10) Aspect of Piety 6 students (7.79%); (11) Aspects of Maintaining the Balance of Rights and Obligations of 6 students (7.79%).

Analysis/Discussion

The results of the empirical study on the preliminary study of the BK program that have been carried out previously and the results of the analysis of students' attitudes and or behaviors in the multicultural dimension are used as the basis for developing products, namely the Multicultural-Based BK Program. The characteristics of the program are systematically arranged as follows: (1) rational, (2) vision and mission, (3) definition, (4) program objectives, (5) description of needs, (6) components, (7) operational plan, (8) appropriate service materials, (9) evaluation, which are accommodated in the calendar of annual, semi-year, monthly and weekly program activities. Based on the results of validation from experts/experts, namely the supervisor (1) Prof.Dr.DYP. Sugiharto, M.Pd.Kons and (2) Dr.Anwar Sutoyo, M.Pd and practitioners in the field consist of: principal, vice principal for curriculum, teachers in the field of study, supervisors and administrative staff, in FGD (*Focus Group Discussion*) activities, the final product of the multicultural-based BK program is formulated into a calendar of annual, semi-year, monthly and weekly program activities. The BK program is multicultural-based, developed based on *environmental needs assessment* and *need assessment* of students from various tribes. On that basis, the implication of the BK program is oriented to efforts to facilitate students to overcome problems and improve their multicultural attitudes and or behaviors including: the dimensions of divinity, humanity, unity and unity, populism and justice.

CONCLUSION

Based on the results of data analysis as explained in the previous sections, starting from the preliminary research stage to the *Focus Group Discussion* (FGD) stage, the following can be concluded. 1. Guidance and counseling programs at SMP Negeri 3 Sungai Raya, Kubu Raya Regency already exist. The preparation of guidance and counseling programs is carried out by supervisors who have not fully involved all *stakeholders* or components in the school. Related to the scope of the content of the guidance and counseling program in schools, it contains guidance and counseling services and materials in the field of development. The scope of the content of the guidance and counseling program at this school has not yet contained about; rationality, understanding, objectives, vision and mission, description of needs, and evaluation of programs that are accommodated into annual, semester, monthly and weekly programs. 2. The implementation of guidance and counseling programs for grade VIII students of SMP Negeri 3 Sungai Raya, Kubu Raya Regency is managed by 2 (two) supervisors with S1 (strata) BK educational qualifications showing a ratio of 876 students: 2 (two) BK teachers, so that it reflects far from the ideal level that should be 1 (one) BK teacher handling 150 students, so that 5 to 6 BK teachers are needed. The implementation of the program has also not analyzed *the need assessment* of the environment and students from the cultural background of students from various tribes consisting of Malay, Madura Dayak, Chinese, Bugis and Javanese. Meanwhile, the limitations of facilities and infrastructure, budgets/funds and the lack of cooperative relationships with all components in schools are obstacles in the implementation of the BK program in schools. The implementation of the program is also not in accordance with the planning that has been prepared previously in the activity calendar, then in evaluating the program has not set the objectives, functions, aspects and evaluation steps. 3. The preparation of a multicultural-based guidance and counseling program that is suitable for use in grade VIII students at SMPN 3 Sungai Raya Kubu Raya Regency systematically includes: (1) rational; (2) the vision and mission of the program; (3) the definition of the program; (4) program objectives; (5) a description of the needs; (6) program components; (7) operational plan; (8) theme/topic development; (9) evaluation, which is accommodated in the calendar of annual program activities, semester programs, monthly programs, and weekly programs. The full list can be seen in the appendix list.

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