

THE IMPORTANCE OF SERVICE PLACEMENT AND CHANNELLING TO PREPARE HUMAN RESOURCES FOR STUDENTS TO MEET THE CAREERS OF THE FUTURE

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Abstract. Placement and distribution Service aimed at helping put and passing students in accordance with the potential, interests, and talents. Placement and distribution services, namely continuous process to facilitate learners achieve success the process and results of the study as well as optimal development in order to achieve the goals of national education. Guidance and counselling Services in the form of peminatan provide ample opportunity for learners to channel and put yourself on the path to a more appropriate in the framework of the completion of the studies are focused, successful, educated and clear in next. The purpose of the service placement and channelling instill interest subjects, confirming the interest of subjects, as well as select and establish an interest group of subjects, the cross-subjects and study subjects who followed in the education unit, which was being pursued, career choice and/or advanced course options up to the College

Keywords : Service placement and Distribution, school

I. INTRODUCTION

A series of activities guidance in helping students to transmit or place themselves in a variety of school programs. Placement and distribution Service is a service that allow the learners acquire the placement and channelling in classrooms, study groups, departments/courses, training programs, internships, extracurricular activities in accordance with their potential, talents, interests and the attached conditions, with the goal of keeping learners can develop all your talents, interests and all the other potential. Service placement and distribution functions for the development. Peminatan is a curricular programs provided to accommodate the choice of interests, talents and/or ability learners/konseli with the orientation of the centralizing, expansion, and/or the study subjects and/or vocational charge. Peminatan learners in the 2013 meaning Curriculum: (1) an interest-based learning students appropriate learning opportunities exist in education; (2) a process of selection and determination of peminatan learning offered by educational units; (3) a process of retrieval options and decisions by learners of peminatan learning based on understanding self and potential options available on units of education as well as the prospect of peminatannya; (4) is a continuous process to facilitate learners achieve success the process and results of the study as well as optimal development in order to achieve the goals of national education; and (5) service peminatan learners is arable area of profession guidance and counselling, which is covered on individual planning service.

Since the implementation of the 1975 curriculum, guidance and counseling is expressed as an integral part of

the overall system of education in schools. The position is strengthened by the enactment of Laws – laws of the RI Numbers 20 in 2003 about the system of national education, National Education Minister Regulation Number 27 in 2008 about the standards of academic qualification and competence of counselors, and Perturan of the Minister of education and culture Number 111 2014 of guidance and counselling in primary and secondary education.

Based on the prevailing regulations, guidance and counselling has a strategic position in participation helps learners to achieve the optimal level of development. In other words, the role of guidance and counselling as one element in the educational system, it is very urgent that is manifested in the Organization of the Ministry of guidance and counselling memandirikan learners as the nation's future cadres who have high competitiveness in the globalization community (Department of national education, 2007).

One of the field of guidance and counselling is a service of peminatan learners are guidance and counselling is a very important and decisive success in learning, development and future of each learner. To that end, pelaksanaannya BK. teachers or counsellors require a competent and professional in carrying out tasks, functions and professional role helping learners in choosing and determining the proper peminatan for success in terms of learning. This corresponds directly in invalid constructs and content Curriculum by 2013 that can produce decent productive Indonesia, creative, innovative, affective through the strengthening of attitudes, skills and knowledge.

II. DISCUSSIONS

The sense of Placement and distribution Service

Service placement and channelling efforts are helping students plan for the future in school/Madrasah and after graduating, choose advanced courses as a preparation to assume an Office. (Winkel, 1991).

Service placement and distribution according to Mulyadi (2006) guidance and counselling is a service which allows clients obtain placement and distribution that suits your talents, interests, and abilities that are owned by the individual

Service placement and channelling attempted to reduce the mismatch condition (mismatch) on the individual so that the individual can develop itself optimally, so that individuals can get a suitable place for him to develop all the potential of the individual.

The implementation of guidance and counseling in the curriculum of 2013 for primary and secondary education level are marked with peminatan learners, is part inseparable and integrated in the program of the Ministry of the education unit at BK complete and intact should contain activities peminatan learners. This service is an attempt to help learners in the vote, determine and live programs or activities to achieve the needs in accordance with the desires of the heart or a strong desire associated with learning program that depends on the units of education. In the service of these learners are expected to understand the potential and conditions yourself, understand and choose the direction of your career and prepare ourselves as well as choose further education and careers to high keperguruan. This is where the role of the teacher or Counsellor BK has an important role to help learners with the service peminatan the learners, in order to select and determine the proper selection of a group of subjects peminatan, choice group choice groups, cross-cross-peminatan and/or deepening the interest will follow. (Kemendikbud, 2001).

Through guidance and counselling service, teacher or Counsellor BK help in fulfilling the direction peminatan in accordance with the basic abilities, talents, interests and inclinations of each public private learners. Guidance and counselling services in the form of peminatan provide ample opportunity for learners to channel and put yourself on the path to a more appropriate in the framework of the completion of the studies are focused, successful, educated and clear in next.

The purpose of the placement and Service Penyaluran Adapun the purpose of the placement and distribution services are as follows:

General purpose, according to Prayitno (2004) the general objective of service placement and channelling is the 63rd place in accordance with the development potential of the individual to himself. Conformity with the place of self development that is related to the school environment, organizations, and places of work.

Special purpose, according to Prayitno (2004) special purpose of placement and distribution service is to help students reach maturity in mastering the development of science, technology and arts in accordance with program curriculum and career through persipan plans the

continuation of education to higher education, as well as play a role in public life.

From the explanation above can we understand that services peminatan aims to give learners the opportunity to develop the competencies of the students attitudes, competencies, knowledge, skills and competence of learners in accordance with the interests, talents and/or academic ability in a group of academic subjects, as well as capabilities in areas of expertise, skills, and expertise.

Meningat this will be the basis for subsequent life and career journey, setting the option must be followed by the service learning that educate, aksesibilitas wide and terdiferensi development, and preparation of development environment that supports learning. In this context the guidance and counselling role and function collaboratively, in the following points.

1. Strengthen educational Learning

The atmosphere and the learning process that facilitates the development of educating potential learners. The atmosphere of the learning process is, at hakiakatnya is the advocate and facilitate the process of the development of the learners in its application requires the application of the principles of guidance and counseling. To realize the intended learning environment, the teacher should be; (1) understand the readiness in pembelajaran, (2) conduct assessment of potential learners, (3) conducting diagnostic difficulty progression and learn learners, (4) encourages the occurrence of internalization of values as the process of individuation as learners. The fourth manifestation of this principle can be developed collaborative learning with melalalui guidance and counseling.

2. Facilitating advocacy and Aksesibilitas

In the curriculum requires the existence of diversified services to 2013, namely the peminatan service. Guidance and counselling role advocate, accessibility, and facilitation in the differentiation and diversification of educational services for the development of personal, social, career learning and learners.

3. Organizing Outreach Function

The curriculum emphasizes learning as a process of 2013 empowerment and pembudayaan. To support the principle referred to counseling then perform outreach (expansion) oriented at strengthening power support environment development as a learning environment. In this context the BK teacher/Counselors collaborate with teachers subjects in larger spaces, namely: (1) collaboration with parents, (2) collaborate with the world of work and educational institutions, (3) an institution associated with the purpose of helping the development of learners.

Step Principal Peminatan

Peminatan group of subjects was started as early as possible, i.e., since learners realise that her chance to choose the type of school and/or subjects and/or career direction

and/or further study. Steps-steps tailored to the level of a certain peminatan.

1. First Steps: Data Collection

This step is performed to collect data about:

- a. Personal Data of general basic ability learners (intellect), talent and interest as well as the tendency of potential.
- b. Keluarga
- c. Environmental conditions
- d. Subjects
- e. Learning System
- f. Job/career Information
- g. Career information Materials
- h. Advanced educational information Material
- i. Data learning activities
- j. Learning outcome Data
- k. Special Data about learners

2. Step two: information Peminatan

This step is performed at the beginning of entering the school at the time of orientation of study, enter the new class, and towards the end of the study, learners are given full information in accordance with the type and level of unit education learners, i.e. information about:

- a. The school or the program that they follow and after they finish school.
- b. Curriculum and subjects that they would travel
- c. Information about the career or the type of work that needs to be understood and/or which can be reached by a graduate education is being pursued now, especially with regard to vocational peminatan.
- d. Information about further study setamat education that are being taken now.

3. Third step: identification and determination of Peminatan

This step is focused on identifying potential, interests and peminatan group of subjects, the cross-subjects, and deepening the existing subjects in the educational unit that entered the order. In 2013, this curriculum at least 2 (two) things into consideration the determination of peminatan learners, that choice and the ability of the learners. The choice of students against peminatan subjects, the cross-subjects, and subjects dijaring deepening through the now. In the elections to the peminatan, learners are required to consider potential, learning achievement and accomplishment of non academic who has been obtained, the ideals, the learning interest and attention to the elderly. In pemilihandaan peminatan assignment, learners should discuss with parents. In case of difficulty or incompatibility between selection of learners with the parents, then the students and/or parents can consult a BK Teacher/Counselor. As for knowing the capabilities of the learners performed by BK/Counselor by analyzing the value of report cards the classes VII, VIII and IX, the value of the UN in junior high, and achievements of non academic. The analysis of the trend of peminatan learners in a choice of peminatan group of subjects, the choice of cross-subject, peminatan and

peminatan options for study subjects. When available data such as the detection of potential learners and Teacher recommendation BK/JUNIOR Counselors/MTs can also be used as a consideration.

4. Step four: Adjustment

The next step is the adjustment against the peminatan peminatan group of subjects, the cross-subjects, and peminatan deepening the subjects selected and designated learner. When learners are still wavering, hesitation or worry with peminatannya, then it can consult a BK Teacher/Counselor. If the decision of the selection of peminatan learners right but school/madrasah was or will be followed by the desired option is not available, then the learners in question can be encouraged to take that option in another school. Further, if the right decisions and choices and facilities in schools/madrasah is available, but the moral and financial support of a parent does not exist, then it needs to be done with individual counseling with students and discussions with parents of learners to find a solution which is advantageous for learners. If the choice and decision is not appropriate, then the learners in question can change the choice of peminatan group lessons, peminatan cross peminatan subjects and other subjects for study and the necessary adaptations on learners and of related parties.

5. Step five: Monitoring and follow-up

BK teacher/Counselors, teachers, Subjects and teachers collaborate in Homeroom performs monitoring activities the students overall educational program through which depends, in particular with regard to the selection of groups of subjects, peminatan peminatan cross peminatan, and subjects for study subjects. Developments and issues in the student education program in school/madrasa anticipated, evaluated and followed up through the Ministry of guidance and counseling.

III. CONCLUSIONS

Effort choice peminatan groups of subjects, peminatan cross-subjects, and peminatan deepening subjects is an important part of the quality improvement efforts so that graduates have an impact on the preparation of the next generation. Peminatan is intended to cater for the interests of students in the framework of the development and success of them optimally, in accordance with the common basic abilities (intelligence), talents, interests and inclinations of each selection of learners, particularly with regard to academic peminatan, Commissioner, and further study. To that end, all parties need to find the best way for the attainment of educational objectives by putting the interests of the learners as the most dominant. Remember this will be the basis for subsequent career journey of life. In this regard, the role of Teachers as Counsellor/BK executing main central positions and in carrying out its work should, in cooperation with the leadership of the unit education, teachers of subjects, teachers Class, along with the elderly learners. The setting of the option must be followed by the service learning that educate, aksesibilitas an extensive

development and differentiate, and preparation of a development environment that supports learning.

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