

Development Of Standard Competencies Of Learning Skills: A Literature Review

Ani, Edi Purwanta

Abstract: This study aims to examine the implementation of guidance and counseling in several countries through a literature review. Comparative studies focus on students' competency standards in the academic field by comparing competency standards based on ASCA (American) studies, Counseling Guidance in Indonesia, Malaysia, and Finland. The result of this study is in the form of design development for an assessment instrument of learning competency standards by collaborating on competency standards implemented in four countries and adjusting them to the values and goals of education in Indonesia including creativity, learning time management, self-potential, learning barriers, learning attitudes and habits, lifelong learning motivation, effective learning skills, learning objectives, learning strategies and methods as well as information and communication technology skills

Keyword: competency standards, academic.

1. INTRODUCTION

Academic services are guidance and counseling services that make students independent in learning activities. These services help teachers in shaping students' learning behavior that is relevant to the learning demands so that teachers are more efficient and effective in organizing learning. Guidance and counseling applies academic competency standards according to regulations as a guideline for providing guidance and counseling. In addition, academic services also help teachers in adapting the learning process to better suit the characteristics of students. With teachers' support, this service will shape independent learning behavior on students as it is in line with the demands of information society in the 21st century. Education plays a very important and strategic role in building a knowledgeable society that has the skills in: (1) technology and media literacy; (2) effective communication; (3) critical thinking; (4) problem solving; and (5) collaborating. (Wahyono and Pujiyanto, 2010).

2. THEORETICAL REVIEW

A. Comprehensive Guidance and Counseling

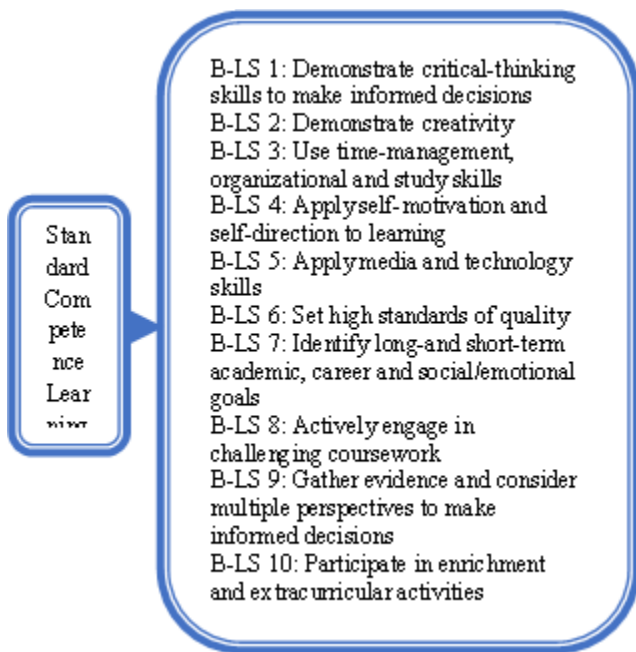
Guidance, by Shertzer and Stone (1980) is taken as a process of providing assistance to individuals to be able to understand themselves and their environment. Sunaryo Kartadinata (2011) calls what is idealized by Shertzer and Stone as optimum development. It means, developments that are in accordance with the adopted potential and value systems, optimum development conditions are dynamic conditions that are characterized by the readiness and ability of individuals to improve themselves (self-improvement) in order to become a fully functional person, that is what Sunaryo is speaking of as fully-functioning, beneficial to their surroundings.

This is purely related to the internal and external relations of individuals. There are some shifts that occur in the guidance and counseling scientific field. According to the Ministry of National Education (2008: 194), the approach used is initially traditionally oriented, remedial, clinical, and counselor-centered, but later on, it is more oriented on development and prevention. The latter approach, often also referred to as a comprehensive approach or standard-based approach (Karimah, 2017). Myrick (1993) in Murro and Kottman (1995) highlights that the latter approach has bigger potential to combine several trends in the previous approach, such as clinical, and preventive. Uman Suherman (2010: 51) states that the comprehensive viewing style is the most recent among other perspectives, the interesting content (novelty) of this approach lies in the effort to synthesize (Karimah, 2017). Comprehensive guidance and counseling programs have tried to transform and implement the roles, tasks and functions carried out by school counselors. The critical need to transform school counseling from marginal peripheral services to central programs to the mission of each school has been well recognized (Brown & Trusty, 2005; Gysberg, 2001; Gysberg & Henderson, 2000; Dollarhide & Saginak, 2008; Schmidth, 2008). In education, a comprehensive approach is more directed at planning academic, personal-social and career completion activities.

B. Academic Competency Standards

Academic Competency Standards is one of the objectives to be achieved in the field of comprehensive counseling. Learning competency standards are formulated based on the guidance and counseling model applied in each country that referred to the ASCA competency standard. The academic competency standards according to ASCA are as follows:

- Ani is a Doctoral Student at the Education Science Concentration Guidance and Counseling Post Graduate Program, Yogyakarta State University, Indonesia. Phone +6285729703668 or +681227494175. Email: ani.2019@student.uny.ac.id
- Edi Purwanta is a Professor at the Guidance and Counseling Study Program, Yogyakarta State University, Indonesia. Phone +62816681078. Email: edi_purwanta@uny.ac.id.



3. RESEARCH METHODS

The research method used is literature review. It is a critical and in depth evaluation of previous research (Shuttleworth: 2009), from various sources in the form of textbooks, regulations, manuals and journals related to the theme of the discussion namely academic competency standards for guidance and counseling. The literature review results produce a product in the form of an academic competency standard design in order to develop instrument development.

4. RESULTS AND DISCUSSION

a. United States

In United States, student competency standards are divided into three fields (domains), academic, personal/social, and career (ASCA, 2012: 29), while Florida (2010: 20) proposes four areas of development (domain) namely academic, career, private, and social. Utah (Gysbers, 2012: 66) states that the development of guidance and counseling competency standards are divided into four areas, namely academic development/learning, career development, multicultural/global citizen development, and social personal development. In the academic field, United States as an oriented-center for guidance and counseling sets the student competency standards that based on ASCA standards i.e. Creativity, Time Management, Self Motivation to learn, Apply Media, Technology Skills, High standard quality, Academic goals, Actively, Decision making, Participate in enrichment, and Participate in extracurricular activities (ASCA, 2012)

b. Malaysia

The development of guidance and counseling in Malaysia is somewhat similar to that in the United States (Amla et al., 2009; Pope et al., 2002; Abdul Malik et al, 2013). Malaysia implements a comprehensive counseling guidance model, where the student competency standards are divided into three areas, namely academic, social, personal and career.

One comprehensive program developed by American School Counselor Association (ASCA) is the Missouri Comprehensive Program Guide, or commonly referred to as the Missouri Model. Gysbersg and his colleagues designed this model in the 1980s and have undergone various transformations from time to time (Oscodal, 2005). The Missouri model consists of three elements namely; (1) content, which involves the academic, career, and personal/social development of students; (2) organizational framework, which consists of three structural components (program definition, rationale, and assumptions on which it is based) and (3) resources, which include human resources, financial resources, and politics (Gysbers & Henderson, 2001). The Missouri model is also called as the Comprehensive Counseling Guidance (Safoel, 2013). Determination of academic competency standards for counseling guidance based on the Missouri model including Study skills, Goal Setting, Pre-employment Skills, Job Preparation and Post-Secondary Decision Making (Gysbers, 2017)

c. Finland

In Finland, guidance and counseling develop concepts Lifelong Guidance. The Finnish Ministry of Education and Culture states that the implementation of guidance and counseling is carried out comprehensively in accordance with the level of Education (guidance and counseling at different education levels) starting from comprehensive education, secondary education both general and vocational (upper secondary school), college (higher education), to adult education institutions. The duties of the counselor are specifically outlined at each level of Education to provide the best guidance and counseling services. Finland has a good quality of education due to various factors, one of which is the minimum teacher competency with a Master's degree, including Guidance and Counseling teachers. Academic competency standards developed by the Finnish Ministry of Education and Culture viz The Learning and study process, Individual study plan, Planning studies, Choosing courses, Learning methods and strategies, Strengths and weaknesses as student.

d. Indonesia

Based on Permendikbud No. 111 in 2014, guidance and counseling was divided into 4 areas namely personal, social, study and career. Guidance and counseling in the study field (academic) aims to help students to 1) realize their potential in aspects of learning and understand various learning barriers, 2) have positive attitudes and learning habits, 3) have high motives for lifelong learning, 4) have effective learning skills, 5) have further education planning and determination skills and 6) have exam preparation readiness. The design development of a learning assessment instrument based on the results of the comparative study above is as follows:

Design of Learning Competency Standards

No.	Aspect	Definition	Indicators
1.	Creativity	Something new (novelty), as never before, and (useful) that it can be	1. Novelty 2. Useful 3. Understandable

		understood by everyone (David, 1986: 11)	
2.	Learning Time Management	Process/Actions that determine needs (determining needs), set goals to achieve needs (goal setting), prioritize and plan (planning) the task required to achieve the goal (Laiken in Claessens, Van Eerde, Rutte, & Roe, 2007)	1. Setting goals and priorities 2. Mechanics—planning and scheduling 3. Preference for organization 4. Perceived control of time.
3.	Self-potential	The basic ability of something that is still buried inside, waiting to be manifested into a real strength in something (Wiyono, 2006: 37).	1. Physical 2. Character 3. Interest 4. Talent 5. Intelligence 6. Values
4.	Learning barriers	A condition where students cannot learn naturally, due to threats, obstacles or disruptions in learning (Slameto, 2013)	1. Internal factors a) Physical factors (health and disability) b) Psychological factors (intelligence, attention, interests, talents, motivation, maturity, and readiness) c) fatigue factor (sleep and rest). 2. External factors a) family factors (parenting, relationships between family members, home atmosphere, family economic situation, parental understanding, and cultural background) b) school factors (teaching methods, curriculum, teacher-student relationships, student-student relationships, school discipline, learning tools, school time, excessive learning standards, building conditions, learning methods, and homework assignments) c) community factors (student activities)

			in the community, mass media, friends, and life forms of community)
5.	Learning attitudes and habits	The way or technique that settles on students when receiving lessons, reading books, doing assignments, and setting the time to complete activities (Prayitno in Irma, 2015: 108)	1. How students do assignments at school (Delay Avoidance) 2. Habits in carrying out learning activities (Works Methods) 3. Attitudes towards teachers (Teacher Approval) 4. Attitude in accepting lessons (Education Acceptance) (Prayitno, 1999: 282)
6.	Lifelong learning motivation	The tendency of students to do learning activities that are driven by a desire to acquire achievement or the best learning outcomes (Clayton Alderfer in Nashar, 2004: 42)	1. Activity duration 2. Activity frequency 3. Persistency on the purpose of the activity 4. Endurance, perseverance and ability in dealing with activities and difficulties to achieve goals 5. Devotion and sacrifice to achieve goals, 6. The level of aspiration to be achieved with the carried out activities, 7. Qualification level of achievement 8. Direction of attitude towards the activity target
7.	Effective learning skills	A set of systems, methods, and techniques that are good in an effort to master the knowledge material delivered by the teacher in an agile, effective and efficient manner (Gie in Ida Umami)	1. basic reading, writing, counting skills 2. learning skills in class 3. Note-taking skills 4. Questioning and answering skills (both oral and written) 5. Skills to do assignments 6. Reporting skills 7. Paper writing skills, 8. The skills of preparing and taking exams, and following up on results/assignments/ tests, (Prayitno, 1988).
8.	Learning Objectives	A number of learning outcomes that show students have done acts of learning which generally include new knowledge, skills and attitudes (Sadirman, 2011)	1. To Gain Knowledge 2. Embedding Concepts and Skills 3. Shaping Attitude (Sadirman, 2011)
9.	Learning strategies and methods	Cognitive operators consist of processes that	1. Rehearsal strategies 2. elaboration strategies

		are directly involved in completing a task (learning). (Michael Pressley in Trianto, 2013)	3. organization strategies 4. metacognitive strategies
10.	Information and communication technology skill	A set of abilities to use tools in the learning process by utilizing information technology	1. Computer 2. LCD projector (Liquid Crystal Display) 3. OHP (Over Head Projector) 4. Radio 5. Television 6. Internet 7. GPS (Global Positioning System) 8. Fax 9. Communication satellite 10. Mobile

5. CONCLUSION

Academic services are guidance and counseling services that make students independent in learning activities. Academic competency standards are the basis for providing services provided by counseling guidance teachers in accordance with the needs of students. Thus the services provided can provide optimal results.

6 ACKNOWLEDGMENT

The authors wish to Post Graduate Program Yogyakarta State University.

7 REFERENCE

- [1]. A.M. Sadirman. (2011). *Interaksi Dan Motivasi Belajar Mengajar*. PT. Rajagrafindo: Jakarta
- [2]. Abdul Malek Abdul Rahman & Nor Junainah Mohd Isa Azizah Atan, (2013) *A Guidance And Counseling Model Practiced Within Malaysian Schools*, International Journal of Education and Research, Vol. 1 No. 4 April
- [3]. American Counseling Association, *Counseling around the world: An International Handbook*, editors, Thomas H. Hohenshil, Norman E. Amundson, Spencer G. Niles
- [4]. American School Counselor Association (2012). *The ASCA National Model: A Framework for School Counseling Programs*, Third Edition. Alexandria, VA: Author
- [5]. Amla Salleh, Zuria Mahmud & Salleh Amat. (2009). *Bimbingan Dan Kaunseling Sekolah (Edisi Kedua)*. Bangi: Penerbit Universiti Kebangsaan Malaysia.
- [6]. Bachrie ,Saifoel. (2013) *Pengembangan Manajemen Bimbingan Dan Konseling Berbasis ICT*, Jurnal Bimbingan dan Konseling "PSIKOPEDAGOGIA, Vol. II, No. 1
- [7]. Caraka Putra Bhakti dkk, "Postsecondary Options" Android Application for Junior High school Student: A Model Hypothetical, International Journal Of XXXXXXXX, Vol 1, Issue 1
- [8]. Champbell, David. (1986) *Mengembangkan Kreativitas*, Yogyakarta: Kanisius.
- [9]. Claessens, B., Van Eerde, W., Rutte, C., & Roe, R. (2007). *A Review Of Time Management Literature*. Personnel Review, 36(2), 255-276.
- [10]. Gerald Golden & Michel Hersen (eds), 2000. *Handbook of Psychological Assessment*, New York : Elsevier Science.
- [11]. Gysbers, N.C. & Henderson, P. (2001). *Comprehensive Guidance And Counseling Programs: A Rich History And A Bright Future*. Professional School Counseling, 4, 246-256.
- [12]. Gysbers, N.C. (2004). *Comprehensive Guidance And Counseling Programs: The Evolution Of Accountability*. Professional School Counseling, 8, 1-14
- [13]. Karimah, Ummah. 2017, *Peran Bimbingan dan Konseling dalam Penguatan Pendidikan Karakter*, Prosiding Seminar Nasional Universitas Ahmad Dahlan
- [14]. Kartadinata, S. 2011. *Menguak Tabir Bimbingan dan Konseling sebagai Upaya Pedagogis*. Bandung : UPI Press
- [15]. Komalasari, Gantina (2011) *Teori dan Praktik Konseling*, Jakarta: Indeks.
- [16]. Magfirah, Irma dkk, (2015) *Pengaruh Konsep Diri Dan Kebiasaan Belajar Terhadap Hasil Belajar Matematika Siswa Kelas VIII SMP Negeri 6 Bontomatene Kepulauan Selayar*, MaPan : Jurnal Matematika dan Pembelajaran p-ISSN: 2354-6883 ; e-ISSN: 2581-172X Volume 3, Nomor 1, Juni.
- [17]. Margarent M. Vandeven, *Missouri Comprehensive School Counseling Programs: Linking School Success with Life Success 2017*, Missouri Departement of Elementary and Secondary Education.
- [18]. Nashar. (2004). *Peranan Motivasi dan Kemampuan Awal dalam Kegiatan Pembelajaran*. Jakarta: Delia Press
- [19]. Novitasari, Yuni (2017) *Muhammad Nur, Bimbingan Dan Konseling Belajar (Akademik) Dalam Perspektif Islam*, Indonesian Journal Of Educational Counseling Volume 1, No.1, Januari.
- [20]. Novitasari, Yuni. (2016) *Bimbingan dan Konseling Belajar (Akademik)*, Bandung: Penerbit Alfabeta.
- [21]. Oscodal, P. (2005). *Perspectives Of School Counselors Compared With The Comprehensive School Counseling-Guidance Model Of Gysbers And Henderson: A Qualitative Study Of A School Counselling-Guidance Program*. Tesis phd yang tidak diterbitkan. Syracuse University
- [22]. Permendikbud No. 111 Tahun 2014 *Tentang Bimbingan Dan Konseling pada Pendidikan Dasar Dan Pendidikan Menengah*.
- [23]. Shertzer, B. & Stone-Shelley, C. (1980). *Fundamental of Guidance*. New York : Houghton Mifflin Company.
- [24]. Slameto. (2013) *Belajar dan Faktor-Faktor yang Mempengaruhinya*, PT. Rineka Cipta, Jakarta
- [25]. Supriyanto, Agus. (2016) *Kolaborasi Konselor, Guru, Dan Orang Tua Untuk Mengembangkan Kompetensi Anak Usia Din Melalui Bimbingan Komprehensif*, Jurnal CARE (Children Advisory Research and Education), Volume 04 Nomor 1 Juni

- [26]. Umami, Ida. (2018) Keterampilan Belajar sebagai Komponen Layanan Penguasaan Konten Dalam Bimbingan Konseling, Issn 2018-9623e-Issn2442-780
- [27]. Utah State Office of Education. (2008). The Utah Model For Comprehensive Counseling And Guidance Program. Diadaptasi daripada: American School Counselor Association (2005). The ASCA National Model: A framework for school counseling program (2nd. ed). Alexandria, VA: American School Counselor Association.
- [28]. Wiyono, Slamet. 2006. Manajemen Potensi Diri. Jakarta: PT Grasindo.
- [29]. Yusuf LN, Syamsu. (2009) Program Bimbingan dan Konseling di Sekolah, Bandung: Rizqi Press.