

**Proceeding**

**Seminar Internasional  
Forum FIP-JIP se Indonesia**

MEDAN, 29 - 31 Oktober 2013

**BUKU 1**

**MAKALAH**

**UTAMA**

T e m a :

**PENGUATAN ILMU PENDIDIKAN UNTUK  
MENGHASILKAN LULUSAN TERDIDIK DALAM  
IMPLEMENTASI KURIKULUM 2013**



**UNIMED PRESS**

*Dr.  
Ernyanti*

# PROCEEDING

## MAKALAH UTAMA

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TERDIDIK DALAM IMPLEMENTASI KURIKULUM 2013

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## ENHANCING GUIDANCE AND COUNSELING IN THE IMPLEMENTATION OF CURRICULUM 2013

Muh. Farozin  
Jurusan BK - FIP UNY

*Abstract.* Government and society has always endeavoured to improve education quality, at which Curriculum 2013 is also aimed. It, however, takes many factors to make its implementation a success. Guidance and counseling, as a sub system and a profession, contributes significantly to the efficient running of quality education. Guidance and counseling department in different Institutes for Teaching and Education Professionals has a primary role in producing graduates who are expert and qualified in performing counselor professional responsibilities. To do so, the department requires lecturers with high and relevant academic qualification, sufficient educational infrastructures, proportional class size, high potential and selected students as well as government policy in relation to education quality. With these requirements being met, counselors with high ethic and ethos are in the making. Such counselors greatly influence their students. With needs-assessment, thorough literary and relevant government policy bases, guidance and counseling at schools becomes more effective as expected. In Curriculum 2013 in particular, students of grade X are given (restricted) choices of subjects of their interest to concentrate learning further. Making the restricted choices is part of services provided by guidance and counseling. Restricted choices are offered to students through a series of processes, that cover selecting and selection making, mentoring, developing, distributing, evaluation and following-up. The selecting and selection processes are done through test and non-test. Prior to that is disseminating information about restricted choices to students. After tests are conducted, the result makes the data based on which, after being analyzed and interpreted, counselors determine and declare the choice(s) made. The more accurate the choice made, the more likely students become more successful in their learning and future career. In higher and lower secondary schools, these processes will be made more effective when there is a cooperation among guidance and counseling teachers or counselors, subject teachers, parents, guidance and counseling departments, industries and other stakeholders. With regard to that, association of counselor profession is bound with moral responsibility in preparing highly professional counselor, enhancing quality of counselor, achieving high standar of guidance and counseling services, and setting supervision and control mechanism toward counselor's performance. Using common technical terms and registers in guidance and counseling provides working direction in the field. Blueprint of development of the association, whose performance report is systematically documented and filed, indicates its existence and its being established. Graduates of guidance and counseling who make outstanding and excellent counselors whose professional performance is always sustained bring positive image to the work of counselors. In addition, enhancing and upgrading counselor's quality demand further higher education, seminar, workshop, training, research, legislation of profession documents/manuscript by government and other professional societies, by which counselor as profession can be more strongly recognized.