

# Evaluation Program Planning Individual Learning Plans for Education in SMP Negeri 1 Barabai: Discrepancy Model

Akhmad Sugianto

Guidance and Counseling Major  
Universitas Lambung Mangkurat  
Banjarmasin, Indonesia  
sugianto.bk@ulm.ac.id

**Abstract**—Individual Learning Plans (ILP) is a guidance and counseling program that can be used to help learners educational planning and decision making further studies SMA / MA / SMK. In order to implement professional programs, the program organized by following the rules of implementation of ILP existing program. However, the implementation of the ILP program on educational planning of students in the school is not just using established standards. research purposes disparities in aspects of the preparation, organization, implementation, and assessment in implementing the ILP program at the school. Evaluation study using a discrepancy model oriented towards a program decision. The approach used is a systems approach that is focused on aspects of the preparation, organization, implementation, and evaluation of the ILP program. This evaluation study using a mixed method design with a concurrent model of triangulation. The results showed that the implementation of the Individual Learning Plans program at SMPN 1 Barabai by 45% from the standard 100%, which means that the implementation of the Individual Learning Plans concluded very far below established standards. Based on the results of the study, the proposed recommendation to be continued with the requirements made a number of improvements.

**Keywords**—Evaluation Program; Individual Learning Plans; Educational Planning

## I. INTRODUCTION

Guidance and counseling program in junior high school (SMP) based on the curriculum applied by each school. The guidelines set forth in the form of guidelines for guidance, and is structured to be a guideline for implementing the program [1]. The curriculum is more sensitive and respect for the differences in the ability and speed of learners, and for SMP / MTs provides more opportunities open to students to consolidate their learning and be able to determine the interest to make the choice of further studies among high school / vocational or MA as well as develop various potentials owned learners are flexible according to the general basic ability (intelligence), talents, interests, and personality traits, in other words, optimal competence development of learners [2]. Guidance and counseling services provided should be systematic, programmatic, and collaborative so that individual learners or counsees really achieve competence development.

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 on guidance and counseling in primary education and secondary education said there are four guidance and counseling services that can help develop the potential of learners in an optimal one of which is a specialization and individual planning services [3]. Specialization and individual planning services provide opportunities for learners to develop competency attitudes, knowledge competence, and competence skills of learners in accordance with their interests, talents, and academic skills in a group of subjects of science, as well as the ability in the field of expertise or programming skills. The purpose of this service can also be formulated as an effort to facilitate learners to plan, monitor, and manage educational plans, career, personal and social development by itself. But in fact, based on the results of unstructured interviews with counselors and the students claimed that the counselor does not help students in educational planning further study because the counselor is more focused on basic services such as the provision of career information service, academic, personal and social. That problem was also expressed by [4], namely a lack of confidence counselor in terms of their ability to collect and analyze data and utilize the results to develop a program of guidance and counseling in schools. The counselor who has the skills to evaluate guidance and counseling programs fear the results of the evaluation has been carried out both positive and negative [5], This is a direct impact to students, namely (1) the learners are having doubts about the decision for further study to the high school, MA or vocational school, and (2) any coercion from parents to enter secondary school at the will of the parents who do not fit with the potential and ability of learners [6]. In order to help learners do not have doubts about planning further study is needed is a planned program of ILP.

ILP is a program in guidance and counseling that can be used by counselors in helping learners to plan advanced education studies to decision making [7]. Domains in the program ILP three-academic, social and personal career with nine standards set by the American Association of school counselors [8]. Reference [9] to declare a counselor can use the ILP as a counselor in an effort to help learners prepare a plan for the future education. Program ILP to minimize the obstacles or risks that would be experienced by learners when implemented educational planning[10],

II. METHOD

This research uses evaluation research. Evaluations were conducted in this study using the Mixed Method Design Discrepancy oriented model with a decision (a decision-oriented evaluation, structured approach) to assist administrators in making decision [11]. The approach used is a systems approach focus on the preparation, organization, implementation, and assessment of Individual Learning Plans program in educational planning students of SMP Negeri 1 Barabai.

Mixed Method Design is a combination or quantitative joint research approach and qualitative approaches in a single study [12]. Mixed Method Design have been selected with the aim to understand better phenomenon more comprehensive than when using just one approach. Mixed Method Design in its application has several models. In this study using a Concurrent model Triangulation [13], this model selection according to [13] is useful as an attempt to, confirm, Cross-Validate and Collaborate study findings.

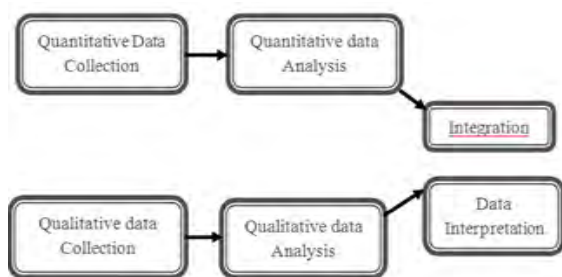


Fig. 1. Model Concurrent Triangulation

Free to evaluate the program ILP using a standard program evaluation Individual Learning Plans that have been established by the American School Counselor Association [8] that in the adoption of the State of Rhode Island and Providence Public School in ILP Program Guide The following stages were included in the evaluation procedure:

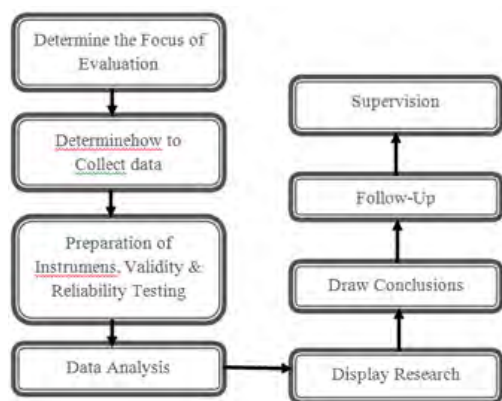


Fig. 2. Stages of Evaluation

Statistical data analysis is done in two stages: (1) Test Comparative Modified, which was conducted to determine the actual profile of the combined school in graphic form, and (2) Test Comparative Constant, conducted to determine the actual profile of each school research presented in the form of a chart.

Modified comparative test calculations and Constant Comparative Test with SPSS version 20.0

The formulation of the recommendations made related to the level of program implementation gaps Individual Learning Plans, there are three formulas: (1) Individual Learning Plans implements a program at the school recommended to be continued; (2) Implementation of the Individual Learning Plans program at the school recommended to proceed with the proviso made a number of improvements; (3) Individual Learning Plans implements a program at the school recommended to be stopped first.

III. INDIVIDUAL LEARNING PLANS

ILP program can help students to record what they want to accomplish in the course of their learning and development objectives and be used as consideration in arranging a plan for what they will do in the future [14]. Benefits of ILP for students: (a) to make decisions about their own learning style; (b) understand and how they would rearrange upcoming future planning; (c) give confidence to the students in designing a future goal will come; (d) identify and understand the barriers to learning and where they can find solutions to overcome barriers to learning; and (e) measuring learning goals and planning already drafted their own.

Planning of individual students through Individual Learning Plans program implemented by the counselor is a systemic program designed to help individual students set personal goals and develop plans for the future. School counselors coordinate activities that help all students plan to monitor and manage their own learning as well as meet the competencies in academic, career and personal or social development [8].

TABLE I. STANDARD PROGRAM INDIVIDUAL LEARNING PLAN (ILP) [15]

Domain	Standard
Academic A	Students will acquire the attitudes, knowledge, and skills that support effective learning in school and throughout the lifespan.
Academic B	Students will complete school with the academic preparation to choose from a wide range of high school, including college.
Academic C	Students will understand the relationship of academics to the world of work and life at home and in the community.
A Career	Students will acquire the skills to investigate the world of work in relation to knowledge of self and make career decisions information.
Career B	Students will apply the strategy of future career success and satisfaction in a career.
Career C	Students will understand the relationship between personal qualities, education and training, and the world of work.
Personal / Social A	Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
Personal / Social B	Students will make decisions, set goals, and take the necessary measures to achieve the goal.
Personal / Social C	Students will understand safety and survival skills.

IV. RESULT AND DISCUSSION

Analysis and interpretation of data SMPN A Barabai described by Description Matrix and Criterion Matrix

summarized in evidence from the field (concrete experiences) that includes four focus or aspects: (1) Focus setup that includes: arranging courses Individual Learning Plans, support personnel (peer peers, teachers, principals and parents), support Facilities and Infrastructure; (2) Organizing focus include: job description Program Individual Learning Plans, coordination personnel (peers, teachers, lead school and parents); (3) The focus of implementation include: the feasibility of the materials provided, the relevance of service delivery with the schedule set, collaborate with the parties involved in the success of the program, the use of facilities and infrastructure supporting the success of the program; (4) The focus of assessment that includes: an evaluation of the performance of implementing the program by the principal and colleagues, the program management team aware of the strengths and weaknesses of the program, the follow-up or follow-up of the results of the evaluation of the program, there is a follow-up to students have received education planning services already made the students study further.

TABLE II. DATA ANALYSIS PROFILE SMPN 1 BARABAI

Focus / Aspect	Score	X <sup>2</sup>	Z-Score
1	32	1024	-0.15161
2	25	625	-1.09495
3	43	1849	1.33079
4	32.5	1056.25	-0.08423

Field findings reinforce that the preparation of infrastructure such as card development of the I-PASS (Individual, Physical, Academic, Social, Success Plan) program Individual Learning Plans also already be in place before the program was implemented in order to facilitate counselors in monitoring the progress of planning made students

Organizing or focus 2 in the school is approaching the standards set, yet so there are still some parts that are not carried out on aspects of organizing such Field findings show that the counselor is not coordinating with stakeholders (principals, teachers and parents) so as not achieving a goal from the stage of organizing is to do the division of tasks with the parties involved in implementing the program.

Implementation of the program Individual Learning Plans observed that the counselor is aware of the advantages and disadvantages when implementing the program, but the counselor did not follow up on what the shortcomings of the program so that when drafting the new program counselors tend to overlook these shortcomings so that these weaknesses are not complete solution but growing. Processes that do not involve the evaluation of principals, the evaluation was conducted only limited peer evaluation process alone should also be attended by the principal as the person in charge.

Counselors implement Individual Learning Plans program since a long time, but it is recognized counselor in practice is still not know the standard that must be implemented in the program action and counselors do not seek references on ILP

program standard with a lot of busyness counselor reasons to be done. The gap that occurs in every aspect and component of the aspects of the implementation of the program is clear evidence that counselors implement programs that do not promote the principles of the program.

## V. CONCLUSION

Based on the results, the results showed that the implementation of the ILP program at SMPN 1 Barabai by 45% from the standard 100%, which means that the implementation of the ILP concluded very far below established standards. Based on the results of the study, the proposed recommendation to be continued with the requirements made a number of improvements.

## REFERENCES

- [1] M. Supriatna, *Bimbingan dan konseling berbasis kompetensi: orientasi dasar pengembangan profesi konselor*. Jakarta: Rajawali Pers, 2011.
- [2] H. E. Mulyasa, *Pengembangan dan implementasi kurikulum 2013*. Bandung: Remaja Rosdakarya, 2013.
- [3] Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 111 Tahun 2014 Tentang Bimbingan dan Konseling Pada Pendidikan Dasar dan Pendidikan Menengah, 2014.
- [4] Isaacs and L. Madelyn, "Data-driven decision making: the engine of accountability," 2003. [Online]. Available: [stemcareer.com](http://stemcareer.com). [Accessed: 28-Nov-2014].
- [5] M. B. Lusky and R. L. Hayes, "Collaborative consultation and program evaluation," 79, 2001. [Online]. Available: [counselingoutfitters.com](http://counselingoutfitters.com). [Accessed: 12-Nov-2014].
- [6] Moorfoot and Sheffield, *Initial assessment of learning and support needs and planning learning to meet needs*, Nottingham: Departement for Education and Development, 2001.
- [7] Learning and Skills Improvement Service, *Individual learning plans in foundation learning at key stage 4*, London: Foundation Learning Support, 2009.
- [8] American School Counselor Associations, *The ASCA National Model: A Framework For School Counseling Programs*, 2nd ed. Alexandria: Author, 2005.
- [9] G.Baker and I. Goldberg, *The individualized learning system. educational leadership: association for supervision and curriculum development*, 1970.
- [10] M. Rosyid, *Ilmu pendidikan sebuah pengantar menuju hidup prospektif*, Semarang: UNNES Press, 2004.
- [11] [11] C. Dimmitt, "Evaluation in school counseling: current practices and future possibilities," *Couns. Outcome Res. Eval.*, vol. 1, no. 1, pp. 44–56, 2010.
- [12] R. Gay, G.Mills, and P. Airasian, *Educational research: competencies, for analysis and application*. New Jersey: Pearson Education, Inc., 2009.
- [13] W. E. Hanson, J. W. Creswell, V. L. P. Clark, K. S. Petska, and J. D. Creswell, "Mixed methode research design in counseling psychology," *J. Couns. Psychol.*, vol. 52, no. 2, pp. 224–235, 2005.
- [14] National Contrac Service, *Individual Learning Plans; Helping Learners Plan Their Learning*. Washington DC: National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership, 2003.
- [15] Curriculum and Innovative Learning Centre, "Reading Recovery (NSW). Sydney," Department of Education and Training, 2010. [Online]. Available: [http://www.curriculumsupport.education.nsw.gov.au/earlyyears/reading\\_recovery/index.html](http://www.curriculumsupport.education.nsw.gov.au/earlyyears/reading_recovery/index.html)