

The Role of the School Counselor in High School Student Majors Programs: A Comparative Study

Beni Azwar^{1*}

[1] Institut Agama Islam Negeri Curup, Bengkulu, Indonesia.

Abstract

This research aims to examine the role of School Counselors in placement and distribution services by comparing two patterns, namely majors in the 2013 Curriculum at SMAN 5 Bengkulu and subject selection in the Merdeka Curriculum at SMAN 3 Bengkulu Selatan. The research methodology used is a comparative approach with a qualitative descriptive method, using in-depth interviews with School Counselors as participants regarding the patterns used by the two schools. The first study's results show that School Counselors at SMAN 5 Bengkulu with the 2013 curriculum are more active and understand the typical yearly majoring pattern for Class X students. The data used are recommendations from the originating junior high school, parental support, and psychological test results that are not available. Alums and professionals who provide information and motivation are brought in to strengthen the process. The weakness is that choosing majors in SNPTN must consider the value of science majors such as Mathematics, Physics, Biology, and Chemistry. On the other hand, School Counselors at SMAN 3 Bengkulu Selatan, with the independent Merdeka curriculum, must be more innovative and creative in subject selection carried out in Grade XI. The data used is a majoring questionnaire with a choice of 5 subjects (3 in science and 2 in social studies, or 2 in science and 3 in social studies), and each choice is adjusted to the majors to be taken, with one subject choice for each major in tertiary institutions. Psychological test results that still need to be available in the school and a questionnaire signed by parents are also required. The difficulty lies in moving classes simultaneously, as well as differences in the wishes of parents and children.

Keywords: curriculum; school counselor; senior high school

Article Info

Artikel History: Submitted: 2023-05-07 | Published: 2022-08-30

DOI: <http://dx.doi.org/10/24127/gdn.v12i2.7672>

Vol 12, No 2 (2022) Page: 38 - 49

(*) Corresponding Author: Beni Azwar, Institut Agama Islam Negeri Curup, Bengkulu, Indonesia, Email: beniazwar1967@gmail.com



This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/), which permits unrestricted use, distribution, and reproduction in any medium provided the original work is properly cited.

INTRODUCTION

Majors are very necessary for the preparation of students' futures, careful initial planning by considering various matters relating to the student's personal condition becomes the main thing as a determinant of the majors to be taken. The objectives of the Department are to group students based on their skills, potential, and talents, to help prepare students for tertiary education and the world of work, to help match their achievements, abilities with majors to be taken and future predictions (Reza et al., 2017). Some of the problems caused by misdirection are; students are forced to complete their studies at tertiary institutions because they obey their parents' wishes, tend to be slow in completing studies, after working less than optimally, because they do not match their talents and potential, have problems in completing targets and quality of work, difficult to increase career paths.

School Counselors with placement and distribution services are responsible for the direction of students in schools, in addition to the vice principal for curriculum matters, homeroom teachers and parents or family. For this reason, the School Counselor needs to have a plan, set criteria and assist students in making decisions to be taken. In terms of planning; when will the selection of subjects of interest be determined in the last two years, the parties that will be involved later, the criteria to be used, other supporting data. The implementation stage is by realizing the program properly and effectively, while the evaluation is by looking at the effectiveness and the minimum problems that arise. This study determines the role of the School Counselor in carrying out placement and distribution services, especially the majors in the 2013 curriculum at SMAN 5 Bengkulu and the selection of subjects in the independent curriculum at SMAN 3 Bengkulu Selatan. The problems at SMAN 5 Bengkulu are the difficulties for school counselors in carrying out majors and selecting subjects (specializations), there is no data on psychological test results to see IQ, talents and interests of students and differences in the wishes of parents and children. In the independent curriculum, the School Counselor's task of determining subject choices increases with the freedom to innovate, meaning that by still being guided by the students themselves, the academic track record of students from elementary school, the results of student aptitude and interest tests, as well as the aspirations and support of parents, and School counselors must also be able to be creative and innovative. Like; mastering information technology and related information. Based on the phenomenon above, the author is interested in raising research with the title; The Role of the School Counselor in majors and specializations in SMA.

Student majors

Majoring is a form of assistance to students in determining schools or majors, special subject groups that are useful for further studies and in accordance with their abilities, talents and interests.

Majoring (2013 curriculum) is carried out in class X at the beginning of the odd semester of the academic year, students must be equipped with special knowledge that will support the continuation of majors in tertiary institutions. for example, science majors will be a reference for students to determine majors according to their aspirations. Majors have been implemented before, but in the 2013 curriculum students may take cross-interested subjects, such as science majors can take economics/accounting cross-interests, if after graduation they wish to enter the economics faculty. Some of the important things rationalization of majors in SMA is done are: 1) Humans are not the same (unique), even though they are identical twins, there must be differences, including; talents, interests, abilities and personality, 2) students have the right to choose according to their

circumstances, 3) the time to enter college is getting closer and after that preparation for work according to the major they occupy, and 4) because of the part contained in the curriculum (Prayitno, 1998). Majors can help students recognize their potential, and direct positively and constructively by preparing for the selection of majors in tertiary institutions that match their aspirations. As stated, that students based on skills, potential, special talents, and interests, 2) Helps prepare students for college and the world of work, 3) Predicts the success rate of students for further studies and the world of work. 4) Contribute to strengthening the success and suitability of the achievements to be achieved in the future (continuing studies and the world of work) (Prayitno., 2012)

There are several factors that must be considered in majoring in SMA, namely: 1) learning outcomes, is the embodiment of various student abilities both in learning., 2) Student interest, interest is a tendency due to encouragement from external factors, someone who is characterized by feelings of pleasure or dissatisfaction, likes or dislikes. Interest arises from information or knowledge about work, objects, or results of situations. 3) parents' expectations of their children, 4) psychological test results. This test can reveal intelligence, special talents, interests, creativity and personality, 5) attractiveness, namely how many classes will be accepted, how many students, and how many people per class (Gani, 2005). For talents and interests it is very important to be traced considering that this is an important aspect for determining career planning, as well as for being more motivated and achieving later in college (Marsidi & Hatta, 2020).

For the high school curriculum (High School) there is a design major with provisions, namely: 1) Student learning outcomes and competencies can be expressed in the form of practical skills and competencies, majoring begins in class X, the advantage is that it can reduce the number of lessons in class X which are considered difficult. So that students can focus fully on study in fields that are too dense, 2) interest in continuing their education. The advantages of this policy, the selection of subjects to continue their studies, allows them to choose the subjects of interest, 3) There are no majors (SKS), the advantage is that students study subjects that suit their interests and choose subjects related to their further studies (Hidayat, 2013).

Based on the explanation above, it can be seen that the majors are carried out in class X, in addition to the majors that must be implemented in the 2013 curriculum, taking into account various aspects of student abilities, including; learning outcomes, talents, interests, and expectations of parents. As for the placement in the department, it can be seen that the Language and Culture major must have a high score in English, while the Natural Sciences must score MIPA and this is a differentiator from the Social Sciences and Languages majors (Rizki et al., 2020).

Merdeka Curriculum

The Kurikulum Merdeka and Merdeka Belajar is a form of recovery from the Covid 19 condition, carried out because; 1) distance learning or studying from home online, 2) using the WA Group channel, Zoom meeting, Google Classroom, etc. or technology-based learning media. 3) Adaptation of methods in learning. 4) adaptation of learning evaluation to determine grade promotion criteria. 5) collaboration between parents and teachers to overcome children's problems in learning (Mansyur, 2020).

This curriculum was implemented in 2022–2026 and will be evaluated in 2024. The independent curriculum is also called the prototype curriculum with the essence that each student has different talents and interests, and this is an effort to reduce the risks or impacts due to Covid 19, and it is undeniable that less optimal learning, both in terms of process

and results obtained. This curriculum is beneficial for students and important for students' self-development. This curriculum has the characteristics of a project-based learning process aimed at developing various skills and Pancasila character, focusing on exploring important subject matter, such as literacy and numeracy, and teachers must be flexible in seeing differences in student abilities and able to adapt to learning content and local culture.

According to the Minister of Education and Culture and Research and Technology, on 11 February 2020 there will be no more majors and specializations replaced with students being free to make their choice of subjects for the last 2 (two) years. The reasons for the abolition of majors and specializations are; 1) the need to strengthen the basic competencies of students, before making decisions on talent development, interest in learning, 2) academic decision-making will be more mature in high school not in junior high school, 3) students can use 1 year of study in high school to get to know the choices that provided by the education unit, before making decisions regarding the subjects they want to study 4) provide more opportunities for students to discuss with parents/guardians and the School Counselor about their interests and talents as well as future plans (Kemendikbud, 2022).

This means that for class X there are still general subjects in parallel for all students, only after grade 11 students choose subjects according to their aspirations and abilities. In class X the big role of the School Counselor in preparing students for selecting subjects, it is necessary to study the academic track record of the previous school, the academic achievements that have been achieved, such as; science and earth Olympiad competitions, etc. Cumulative record data (collection of student data records) is very necessary and must be well documented. This data, if possible, from elementary school already exists and is used as a basic requirement for continuing to the next school, so that from junior high school the data gets richer and reaches senior high school. With an independent curriculum or prototype there must be innovation and creativity of school counselors (there must be school counselors in elementary schools) from manual data migration to information technology, so that the data is not easily lost and it is easy to access the data when and wherever it is needed. So that the student's choice of subject is truly the right choice, taking into account aspects of the student's self-related to his strengths and weaknesses, not a baseless choice, joining friends, or suggestions of parents who want their children to enter certain majors, so there is no recycling, because they feel they don't match their choice, because a wrong choice will be fatal for their future. Many problems occur due to major errors, such as; not optimal in developing potential, inappropriate behavior as a form of rejection, students change majors because they feel unsuited, etc. The complexity of supporting data is needed for the effectiveness of the major/specialization. We recommend that data from previous schools recorded in the cumulative record need to be reopened, because it will show history of education, health, student organizations, parents' employment and income, etc.

One of the weaknesses of the majors is the lack of compatibility with the student's career trends. The point is that in the independent curriculum there is no need for large groups of supporting subjects which are sometimes not always needed, because they are not relevant to the aspirations of students. Like; to be able to study in the agriculture department, only the strength of the value of agriculture and chemistry subjects, while the subject groups in the natural sciences department consist of mathematics, physics, biology and chemistry. Likewise, to be able to study in the Engineering major, students must be strong in mathematics and physics. For social studies majors, it is also seen that to be able

to study law majors, students must be strong in constitutional studies and Civics (Citizenship Education), while economics and accounting, sociology and history are also part of the IPS major group.

In response to the current problems, university entrance examinations through any route must be changed and no longer be guided by the focus group which must focus on the Natural Sciences, Social Sciences or IPC groups (a mixture of Science and Social Sciences). But focus on the majors that students will go to in tertiary institutions, and if possible, consider cumulative record data in digital form that has been simplified and recommended by previous schools and taken into consideration if needed with certain procedures.

School Counselor

Related to the problem above is changing the mindset of school counselors who are comfortable with conventional patterns with majors, as well as conventional patterns with routine and manual work. The School Counselor provides recommendations and considers which majors students will enter, whether Science or Social Studies based on the calculation of report card grade data criteria, psychological tests, specialization questionnaires and academic tests that have been processed in the system (Taufiq & Mustofa, 2017). In the independent curriculum the School Counselor really becomes a mainstay in being able to assist students in selecting these subjects, the parties involved, such as; subject teachers, homeroom teachers and parents with the aim that the data obtained can be concluded precisely, besides that the School Counselor with supporting services and activities, in terms of substance, must really suit the needs of students. For this reason, the School Counselor must absorb complete information and data from various relevant parties and hold joint discussions to obtain input that will be used as service material, as well as activities needed in directing student choices.

Relevant Research

The Role of School Counselors in Preparing Students to Face the Free Learning Curriculum (Research on Class XI Students of the Tourism Study Program at SMK Negeri 1 Karanganyar TP 2020-2021). Nisa Fadillah Dwi Arumsari, et al. With result; 1) the role of the School Counselor is very visible in developing students' abilities, 2) Assistance for students' further studies; 3) introduction to the world of work for the future of students; 4) provision of information services; and 5) introduction and socialization of the curriculum to students.

Multiple Intelligence Determines Majors in High School with Multi-Attribute Decision Making Techniques. Moh. Ahsan, Purnomo Budi Santoso, and Harry Soekotjo Dachlan. The result is that several things that determine student majors are academic grades, psychological tests (talents and interests) and parents' desires. Based on research on 280 students. The results are majors on the basis of student desires with compatibility with SAW 80%. As for the AHP method with a 30% match according to the wishes of the students (Ahsan et al., 2015).

The Role of School Counselors in the Selection of Majors for Class X Students of SMAN 2 Ballikpapan. selection of majors is the first step in planning a student's career and future, majors need support with subjects that are suitable according to the talents, interests and abilities of students, and for this we need the help of a school counselor (Adeliana et al., 2021). Seeing the 3 (three) studies above, no one has examined the comparison of majors in the 2013 curriculum with specializations in the independent learning curriculum.

METHOD

This research was conducted using a qualitative descriptive approach with a comparative method, namely by looking for differences and similarities in facts or the object of research on the basis of a framework of thinking. Comparative approach is a type of descriptive research to find answers fundamentally about causality, by analyzing the factors that cause certain phenomena to occur. This means that comparative research is a type of research to compare two or more groups of certain variables or objects (Nazir, 2005). This research compares two models of student placement with different curricula in preparation for majors in high school. Namely, the Majors model in the 2013 curriculum at SMAN 5 Bengkulu and the subject selection model in the independent curriculum at SMAN 3 Bengkulu Selatan. Data collection by interviews and documentation. Interviews were conducted with the School Counselor as a participant who carried out the majors' model and the subject selection model. In preparation for majoring in college.

RESULT AND DISCUSSION

Guidance and Counseling Services

Bengkulu 5th State Senior High School; This school uses 2 patterns of counseling, Guidance and Counseling Pattern 17 and Comprehensive Guidance and Counseling, as the School Counselor said;

"We use 2 models of counseling, Guidance and Counseling with Pattern 17 and comprehensive Guidance and Counseling, the reason being Guidance and Counseling Pattern 17 the types of service sections are clear, while Guidance and Counseling is comprehensive with complete basic service material. Before the Covid 19 pandemic, services were carried out face-to-face, while during the pandemic, they were carried out online. Regarding majors, students are really prepared from all aspects, because majors are the first step in laying students' aspirations.

In the Guidance and Counseling service, an annual, semester and monthly program is first made which is used as a reference in the implementation of Guidance and Counseling in schools. Then program implementation and evaluation. In implementing the program, continue to apply to Guidance and Counseling Pattern 17 with 4 areas of guidance, 7 types of services and 6 supporting activities. Majors which are part of the placement and distribution services.

Based on the results of interviews with supervising teachers regarding majors at this school, they still use the pattern that is in accordance with the 2013 curriculum, that in the 2013 curriculum majors are carried out in class X, with the types of science, social studies and language majors. For Science majors (Mathematics, Biology, Chemistry and Physics), IPS (Sociology, Economics/accounting, anthropology and geography), and Languages (Indonesian, English, Arabic, etc.).

From data last year it was seen that 50% of the students who passed SNPTN graduated with the major they wanted. They graduated from various state universities (PTN) in Indonesia, such as UGM, UNS, UI, IPB, etc. For the last 2 years, UNIB Bengkulu has also become a favorite, because of the improved accreditation and absorption of the world of work, especially the law faculty. There is a difference that before 2016 each student from IPA could take 3 choices of majors at PTN, 2 choices of majors at local PTN, 1 outside of local PTN, or vice versa 2 outside of local PTN, but in 2019 only 2 choices of majors are

allowed and both are allowed outside the local PTN, or only 1 outside and 1 local PTN major.

For official schools it is different from ordinary PTNs, because they must be equipped with UTBK scores. Last year students were accepted at official schools, including at STAN, one person for STIS, 3 students for STPDN, 1 person for AKPOL, and 1 person for AKMIL. The school also cooperates with D3 (diploma 3) vocational education with the requirement that they pay attention to 6 subjects (MIPA, English and Indonesian) in semester 5. Students accepted for vocational education are 4 people at UI, there are also at ITS and IPB with the OSIS leader line. If there are 3 students who are interested in the same major at the same PTN, then they are called and seen with a higher score that is recommended, while 2 students with low scores are advised to choose another PTN majoring in medicine, but their passing grade is below the original PTN.

SMAN 3 South Bengkulu

Guidance and Counseling services at SMAN 3 Bengkulu Selatan use Guidance and Counseling pattern 17, with a larger portion of family guidance. the school thinks that because of the limited number of school counselors while there are almost 600 students with various problems, the school takes a policy that every student problem must be accompanied by parents, and solving problems is faster than without parents, because the problems in this school are very complex, such as; fights, drugs, drunkenness, even students who were expelled for raping.

Home visits are carried out if there are differences in perceptions of parents and children regarding interests and aspirations, such as; children want to go to engineering while parents want medicine. It doesn't happen much just a few students. In the independent curriculum there are no students who stay in class, all students go to class, it's just repetition. other schools, while they also don't want to be transferred to remote schools.

Required Aspect

Bengkulu 5th State Senior High School

Some of the components considered in the majors are academic grades, (50% - 60%), recommendations from previous schools (SMP) (20% - 30%), and parental input (10% - 20%). For class X there are 10 parallel classes consisting of 8 classes for science majors and 2 classes for social studies majors, the favorite major is natural sciences, if there are too many interested in natural sciences and exceeds the quota, students will be ranked according to the quota, such as; for natural science, 280 students are needed with 8 parallel classes and 30 students per class.

Table 1. The Majors are Academic Grades

No	Class	Amount	Major
1	X IPA 1	36 people	IPA
2	XIPA 2	36 people	
3	XIPA 3	36 people	
4	XIPA 4	36 people	
5	X IPA 5	36 people	
6	X IPA 6	36 people	
7	X IPA 7	36 people	

8	XIPA 8	36 people	
9	X IPS 1	36 people	IPS
10	X IPS 2	36 people	

The majors are guided by the quota per class with relatively the same number, while the implementation of the majors is in class XI in the 2022/2023 academic year. The aspirations of students are based on majors, and science majors may also take social majors in tertiary institutions, and for college entrance examinations all subjects in the major group will be tested. Such as TKA Saintek (mathematics, physics, chemistry, biology) majors, TKA Soshum (Geography, history, sociology and economics) with English TPS. Mixed examination groups, TPS English, TKA Saintek and TKA Soshum.

The number of parallel classes is based on the number of teachers teaching each subject in each department. The problems that occur are parents who force their children to enter the Science major, while their children's abilities and talents are in the Social Sciences major. As stated by the School Counselor:

"The problem that occurs in majors is that parents force their children to enter science majors because of the prestige of their parents as officials. Schools provide opportunities for the last 3 months before odd semester exams. Around 6-7 students apply to move majors from science to social studies, the reason for moving is because they feel they are unable to deal with science subjects, even though the junior high school counselor's recommendation is to major in natural sciences. This is because many science majors in tertiary institutions accept social studies majors, and there are even private tertiary institutions that accept social studies majors for the Faculty of Medicine."

With regard to other supporting data, such as psychological data there is no yet because psychological tests require funds that must be approved by the school committee. Even though the data is really needed, such as IQ test results, differential aptitude tests (Verbal, numerical, scholastic, mechanics, spatial relations, abstract abilities), as well as job interest tests, as stated by the School Counselor:

"For majors, a psychological test is urgently needed, so that students can be placed according to their academic abilities, talents and interests, but this cannot be implemented because permission from the school is required, while no school counselors in this school have a psychological test certificate, so for school majors, it is guided by academic grades, previous school recommendations and parental input."

SMAN 3 South Bengkulu

In contrast to SMAN 5 Bengkulu, SMAN 3 Bengkulu Selatan has used the independent curriculum since 2020. The difference compared to the 2013 curriculum is that the independent curriculum does not have science, social studies and language majors, with specializations in certain subjects, such as; chemistry, physics, biology, geography, economics/accounting, anthropology, Arabic, etc. The specialization is in class XI while in class X they are still studying general. Specialization also considers the number of teachers for each subject. In class X students fill out a student interest questionnaire, so that it will be mapped and implemented after class XI students. As the School Counselor said;

"Filling out the questionnaire was carried out in class X, and each student could choose 5 elective subjects from 2 groups, such as 3 subjects in the Science group (Physics, chemistry and biology) + 2 subjects in the Social Studies group (Sociology and economics) or 2 group subjects Science (Physics, advanced

mathematics) + 3 social studies group subjects (economics, geography and anthropology), or it could be the language group (Indonesian and advanced English), at the same time each subject taken must be directly related to the projection of the major to be taken at Higher Education, and this questionnaire must be signed by students and known by parents."

From the results of processing the questionnaire, it turned out that the Biology subject had the most interest, and for Social Sciences the most was geography. For the Natural Sciences group the least interested was Chemistry, and for the Social Sciences group the least interested was Anthropology, while for Language (Indonesian and advanced English) the average. For the projection of higher education majors in this school, it offers 162 majors in tertiary institutions.

In this case, School Counselors are required to be more active, creative and innovative, both in terms of finding the right Guidance and Counseling service materials, seeking information and creating it into something interesting for students. The specialization of each subject varies according to the aspirations of students, with details:

Table 2. List of specializations for each subject

No	Specialization subjects	Amount	Group
1	Physics	65 people	IPA
2	Chemistry	62 people	
3	Biology	95 people	
4	ICT/Informatics	63 people	
5	Advanced math	43 people	
6	Sociology	103 people	IPS
7	Economy	112 people	
8	geography	85 people	
9	Anthropology	20 people	Language
10	Indonesian	44 people	
11	Advanced English	33 people	

The table above is the result of processing the specialization questionnaire, in the questionnaire students determine 5 (five) choices of majors in tertiary institutions and their intended tertiary institutions. Based on this, students determine 5 (five) subjects chosen based on specialization, which will be realized after they are in class XI in the 2022/2023 school year. As stated by the School Counselor, that:

"Student interest is only for 5 (five) subject choices, while students must still complete compulsory subjects, including; PAI, Indonesian (compulsory), Mathematics (compulsory), English (compulsory), Citizenship Education (PKn), Cultural Arts, Physical and Health Education, History, Crafts, students must complete all of these subjects. Even though in the independent curriculum all students must go to class, if there are subjects that are not completed they will be remedied after they go to class".

In the independent curriculum, the learning process has permanent classes for compulsory subjects and moving classes, for specialization classes, students who are looking for learning classes, such as; chemistry class, physics class, sociology class, etc. Problems that arise when students have to enter two classes, such as physics and

economics classes. In carrying out the learning process, each class is supervised by two teachers, whether the teacher enters simultaneously or is scheduled and enters alternately. For the number of students per class there is no limit, if too many classes are divided into parallel classes with a class of 25-30 people per class. But even though it is less than the number of standard classes it is still considered 1 (one) class. In this case the School Counselor provides as many as 162 majors in tertiary institutions (science, social and language), and students can add these majors if their choice has not been accommodated in the 162 majors. The problem that arises is that students who enter the armed forces and police are still confused about their interest in which subjects to take.

Support

Bengkulu 5th State Senior High School

There is external support in the majors at this school, namely; parents and alumni. Oran support can be seen from the support for children in determining majors. 90% of parents agree with their child's major at school. As the School Counselor said, that:

"90% of parents agree with the majors where their children go to school, 10% there are still disputes, this is because the parents did not come at the meeting, there are also those who insist that the majors suit their wishes. There was even a student whose parents forced him to major in science, after graduating from taking medicine and dropping out in semester 5, because he couldn't afford it, and there were also students who graduated Engineering from UNS, but didn't take it, because the child felt that his talent didn't match.

In addition, alumni support is very important in fostering student motivation in learning and preparation for tertiary education. As the School Counselor said;

"To motivate students, alumni who are already working and who are still in college are often brought in to motivate class XII students, such as doctors for science majors and judges for social studies majors, even alumni from AKPOL and AKMIL are used to motivate their younger siblings. The police chief was even brought in to motivate the students. The result with the use of alumni is very positive, students are more receptive, maybe because they are not too old, so they can speak from heart to heart."

SMAN 3 South Bengkulu

The school also brings in successful alumni, such as; governor of Bengkulu, director of RBTB and every month certain professions, such as doctors, judges, architects, etc. This will motivate students to focus more on their goals. All of the above activities are inseparable from the work program of the School Counselor who has organized the activity program effectively. As stated by the School Counselor;

"The Guidance and Counseling Program is structured in such a way, by including the areas of guidance, types of services and supporting activities. Even for orientation services at the beginning of the school year, the school invites parents to school, in class students are told to stand while parents sit in student chairs and listen together and make commitments related to school rules, activities to be carried out in the future, curriculum, etc. Guidance and counseling services of a general nature are carried out as usual, such as; orientation services, individual counselling, etc.

Besides that, alumni who are still in college were brought in to motivate their younger siblings in preparing for college. Students really feel the benefits, students are more familiar and free to ask questions. This is because their ages are not much different, even those from STPDN enter with their uniforms which makes the other students more motivated. At this school alumni come directly to specialization classes, such as physics classes for alumni majoring in Engineering. Biology class for students who want medicine, agriculture, etc. So students are not all collected, with the aim of being more focused according to their ideals.

Discussion

The difference from the service is the placement and delivery service. In the 2013 curriculum, majors are still used, while in the independent curriculum there are specializations in subjects. From 2 different schools SMAN 5 Bengkulu by placing students in the local science, social studies and language majors to study permanently. Whereas SMAN 3 South Bengkulu with specializations in subjects, and students study with moving classes, namely students who are looking for their study class. The problem is that students have difficulty adjusting to the hours of their specialization subjects, such as; at the same time students study biology, while at the same time they also have to study geography.

Another thing is also in the 2013 curriculum students who will study in the agricultural department must take the Science formula with the Mathematics, Physics, Chemistry and Biology tests at the SBMPTN, students must understand 4 subjects in the Science group. Meanwhile, the student's independent curriculum only deepens subjects related to agriculture, such as; biology and chemistry.

These two schools also have not used the results of psychological tests for majors at SMAN 5 Bengkulu and specialization at SMAN 3 Bengkulu Selatan, so they cannot reveal the IQ, aptitudes and interests of students, while this data is very important for choosing majors at universities. Some of the problems that occur at SMAN 3 Bengkulu Selatan are the difficulty of changing students' mindsets about curriculum changes and awareness to learn and find the information they need, such as; majors in college, while they have androids that can access any time.

CONCLUSIONS

From the results of the study, it can be concluded that the majors in the 2013 curriculum at SMAN 5 Bengkulu are strengthened by cross-major specialization subjects, with majors in Science (subjects of Mathematics, biology, physics and chemistry), Social Sciences (subjects of economics, anthropology, sociology and geography), and Language (Indonesian, English, Arabic, etc.), and carried out in class X supported by the recommendation of the previous SMP principal, parental support. The problem is to major in college. For example, majoring in agriculture does not require mathematics and physics subjects. The selection of subjects at SMAN 3 South Bengkulu is called specialization, carried out in class XI and each student must choose 5 specialization subjects, maybe 3 in the Science group and 2 in the Social Sciences group, or vice versa. The problem is that it is difficult for students to arrange study schedules at the same time. The advantage is that specialization subjects are taken according to the desired majors in college. In connection with the title above, then some suggestions: 1) Need a better understanding in terms of

innovation or creativity in IT School Counselors, both regarding majors in the 2013 curriculum, as well as specialization in the independent curriculum. 2) The need for psychological test results as the main supporting data, especially in majors and specialization of subjects. So that the majors you occupy really match the choice of majors with your talents, interests and abilities.

REFERENCES

- Adeliana, A., Anwar, K., & Susanto, D. (2021). *Peran Guru Bimbingan Konseling dalam Pemilihan Jurusan Terhadap Siswa Kelas X SMA Negeri 2 Balikpapan*.
- Ahsan, M., Santoso, P. B., & Dachlan, H. S. (2015). Multiple Intelligence Menentukan Jurusan Di SMA Menggunakan Teknik Multi-Attribute Decision Making. *Jurnal EECCIS*, 9(1), pp.25-30.
- Gani, R. A. (2005). *Bimbingan Karis*. Angkasa.
- Hidayat, S. (2013). *Pengembangan Kurikulum Baru*. Serang: Remaja Rosdakarya Bandung.
- Kemendikbud. (2022). *Kepmendikbudristek No. 56 Tahun 2022 Pedoman Penerapan Kurikulum dalam rangka Pemulihan Pembelajaran (Kurikulum Merdeka)*.
- Mansyur, A. R. (2020). Dampak COVID-19 Terhadap Dinamika Pembelajaran Di Indonesia. *Education and Learning Journal*, 1(2), 113. <https://doi.org/10.33096/eljour.v1i2.55>
- Marsidi, S. R., & Hatta, A. R. (2020). Penelusuran Bakat Minat pada Siswa SMA di Bekasi. *Fakultas Psikologi Universitas Esa Unggul*, 1–9.
- Nazir. (2005). *Metode Penelitian*. Jakarta: Ghalia Indonesia.
- Prayitno. (2012). *Dasar dan dinamika hubungan konseling*. Pendidikan Profesi Konselor Universitas Negeri Padang.
- Prayitno. (1998). *Seri Pemandu Bimbingan Konseling di Sekolah*. Debdikbud.
- Reza, A., Syukur, A., & Soeleman, M. A. (2017). Penentuan jurusan siswa sekolah menengah atas disesuaikan dengan minat siswa menggunakan Algoritma Fuzzy C-Means. *Jurnal Cyberku*, 13(1).
- Rizki, N. A., Fendiyanto, P., & Jariah, A. (2020). Perbandingan Klasifikasi Penjurusan Peserta Didik pada Model Diskriminan dan Regresi Logistik Multinomial. *Metik Jurnal*, 4(2), 49–54. <https://doi.org/10.47002/metik.v4i2.177>
- Taufiq, R., & Mustofa, I. S. (2017). Perancangan Sistem Pendukung Keputusan Kejurusan Menggunakan Metode Simple Additive Weighting (SAW) Di SMA Negeri 15 Tangerang. *Jurnal TI Atma Luhur*, 4(1), 103–114. <https://doi.org/10.30656/jsii.v1i0.80>