PROBLEM-BASED COLLABORATIVE LEARNING GUIDANCE IN ADDRESSING LOW ACHIEVING STUDENTS

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ABSTRACT

Collaboration is the main motivator in advocacy and implementation of leadership in comprehensive guidance. collaborative learning guidance which berorintasi on student problems can be used as media in optimizing student competence so that the fulfillment of academic needs and the intensity of learning problems faced by students. relationship co-learning guidance collaboration is based goals, activities, challenges, and outcomes for students, teachers and parents. Media that can be used in designing and carry out the service through information collaboration, formal meetings and informal conversations between counselors, subject teachers and parents. Mutual trust and mutual respect must be in the fore. a collaborative form of tutoring that can be provided to students covering partnership program of Parent-faculty, co-traning, material review, parent training and information center / parent resource parent model. the school should also be able to set clear rules and structures to support and facilitate family involvement in a good school program with fellow teachers as professionals as well as with parents of students.

Keywords: guidance, collaborative, low achievement

INTRODUCTION

Implementation of Guidance and Counseling Services at school has undergone transportation ie increased counselor accountability in carrying out his profession in school because in recent years, there has been an increasing recognition in many countries around the world to offer the needs of a comprehensive counseling and counseling program to students in Primary and Secondary Schools (Gysbers & Henderson, 1994). This condition is also followed by Indonesia with the issuance of the Minister of Education and Culture of the Republic of Indonesia number 111 Year 2014 on guidance and counseling on primary and secondary education which is known as BK Comprehensive.

Implementation of guidance and counseling in schools is an integral part of the educational process, because the purpose of guidance and counseling must be in line with the purpose of education (Sunaryo Kartadinata 2011: 47) so that in the implementation of the service should be supported by advocacy, leadership and collaboration (Conn, 2008: viii) and all elements are responsible as well as engaging in the process of achieving competence and student developmental tasks. The achievement of guidance and counseling services in schools can be monitored through evaluation of program implementation. According to Gysbers, (2004) evaluation of programs and activities of guidance and counseling services has been a professional dialogue since the 1920s. Today counselors are asked to show the design of the BK

program and contribute to the success of students, especially students of academic achievement. (McGannon, Carey, J & Dimmitt, 2005).

Professional counselor in carrying out his duties at school also combine education, social and personal guidance, as well as the counseling component, in the program (Gysbers & Henderson, 1994). More diverse psycho-social issues in relation to the concerns and needs of students (Stewart, W.J 1993) also became the focus due to the evaluation of comprehensive guidance and counseling programs in schools indicates that the program does not adequately contribute for students' social adjustment as a result from inadequate facilities, and ineffective strategies on counseling and counseling programs (Auni, R.T. et al (2014: 69-76). school counselor and principals also have not naturally become partners in running education whereas they can be strong allies for school reform, through a focus on helping students understand and meet the more stringent academic standards. (Stone, C.B & Clark, M.A. (2001: 46)

Various previous research results have featured reality that many BK programs in schools have not contributed due to inappropriate strategy and lack of collaboration with related parties. The service implementation focuses on the areas of personal, social and career guidance while the field of tutoring is still very rare. This becomes an interest for researchers to study further regarding the implementation of the field of tutoring in school because the evaluation result from PISA (Program for International Student Assessment) shows that Indonesia is ranked 68 out of 72 countries (OECD, 2016: 5) so in general academic ability of learners in Indonesia still relatively low when compared to the countries of the world, why is that? Are our students experiencing many learning problems? Is the counseling guidance of the field of learning obtained by students at school? What are the constraints of BK teachers so that BK service learning field is not implemented.

This condition needs to have a professional concern, focused, serious and programmed through mutually supportive communication and collaboration in realizing the implementation of counseling guidance field of learning in school because "Collaboration is a professional tyles to use to accomplish a goal they share" (Frans & Bursuck, 1994: 76) the reality in the field has not been done professionally and the strategy needs to be developed. Therefore it is necessary to design a problem-based collaborative program in overcoming low achievers with program expectations can help solve the problems of the mentor teacher in carrying out its tuption and help solve learning problems on low-performing students

RESULTS

The development of globalization era have an impact on the accountability of school counselors who are increasingly being asked to provide information to parents, administrators, and legislators will be the effectiveness of counseling counseling activities (Foster, et al, 2002, in Gysbers, Norman C. 2004; 15) this illustrates that the collaboration of various stakeholders needs to be done well. Designed strategies should be programmed and "conceptualized as a result-based system (Lapan, R.T 2001: 289) because it can facilitate the mentor teacher and all parties concerned in measuring achievement in carrying out the professional responsibilities of the learners.

Various activities at school is expected to develop students' academic skills and results especially on basic skills and minimum competence (Treffinger, 1995 in June Ruff Leasure & Laura Sanchez-Fowler; 2011) mastery of learning, which is an effective school characteristic (Jamieson, I & Wikeley, F. 2000) and monitoring of student progress should

often be done (Zigarelli, M.A. 1996) to know the level of achievement that has been taken during the education process.

The success of learners in the education process can be measured by academic achievement (Michael C. W. Yip, 2007: 597) which is influenced by dynamic interactions involving personal, social, and environmental factors (Rowe, S.L et al, 2016) . Acquisition of value achievement over the completeness kreteria minimum even more is a category of students who succeed in achieving academic achievement but otherwise then the student is indicated to have problems in learning and entry in the category of students who have low academic achievement. Schools and policy makers are committed to improve achievement for all students (Oberle, E. et al 2014) to close the achievement gap (Lee, J.S & Bowen, N. K. 2006) the role of tutors in the school is in need, because of the behavior, emotional, or social consequences that often accompany the student who are struggling academically (Graziano, P. A et al 2007) so it requires direction and guidance in dealing with and overcoming learning problems experienced.

Therefore, the counselor needs to evaluate and explore the problems faced by the students and must arm himself with a series of emotional, behavioral, and cognitive knowledge (Jin Kuan Kok & Sew Kim Low, 2017) so that the service delivery process of BK can be resolved in accordance with the problems faced by students. Many studies prove that the high achievement of learning obtained by the child influenced by many factors including the implementation of academic curriculum (Valli, L. et al 2007) school behavior such as dwarf academic growth (McLeod, Uemura, & Rohrman, 2012), self-esteem or self-concept (Wiggins, J.S. et al, 1994), emotional characteristics (Oberle et al., 2014) which has an impact on the perpetuation of depression in students (Fathi-Ashtiani, A., et al, 2007) factors of poverty and household income (Baek, 2010), expectations of parents (Murayama, K., et al, 2015), style of parent education (Kim, K., & Rohner, RP 2002) and parental involvement in supporting activities related to their child's learning achievements (Singh, K., et al., 1995) is also a factor that affects the achievement of academic achievement of children.

Factors from teachers can also be a cause of learning difficulties and earned a low achievement. The teaching method is very important for the achievement of academic achievement, class management and application of rules (Stough, L. M., & Palmer, D. J. (2003). need teachers to apply for successful students in learning, they also need a positive and effective environment including sufficient academic time in combination with high odds to respond to academic tasks (Keel, M.C., et al., 1999) to avoid problems in learning. Various empirical data show that factors that affect student achievement include ecologically, dynamically dynamic systems and ontogenetic (Yujeong Park, et al, 2017) so that the failure of students in understanding the subject matter entered on the category of low achieving students not just from the interen factors of the students only but also from exteren factors.

Various causes of learning problems in low achievement students requires awareness of understanding in social and psychological context so academic performance is required for students at risk comprehensively to cover the gap in student achievement (B. J. Fraser, B. J & Walberg, H, J., 2005). so that students' intrinsic motivation can grow then around the students should be able to contribute much, because the extrinsic motivator can bring the desired result in behavior (Bronstein P., et al, 2005) individuals who are motivated. Besides learning problems and low achievement experienced by students will have a negative impact on personal

life, social and career later so school counselors are required for proportional and professional subscribers in overcoming the various learning problems that are in the natural students in school.

Counselors in schools have a primary concern in child development and responsible for helping all students in need (Nwachukwu FJ & Ugwuegbulan, CN, 2007) both academically and personally (Brammer, L, M., 1996,) in order to understand themselves and their environment so it can be more productive and effective (Olugbenga David Ojo & Ogidan Rotimi, 2014: 64) he is also a happy and cheerful person in helping those in need "(Denga, D.I., 1986) because counselors can assist students in developing self-study skills, self-analysis and self-understanding (Ipaye, 1983) it is implemented so students can optimize their potential and can overcome various challenges as well as problems in learning so the goal of education can be achieved.

But lack of effective coordination and oversight a failure factor for instilling in-school counseling services (Fox, C., & Butler, I., 2009) so that coordination and collaboration among school personnel is made the basis for the implementation of BK services. Results of research on collaboration in the form of partnerships in schools can facilitate counselors to be involved in implementing capabilities and strategies in helping students (Bryan, J., & Henry, L. 2008). and is a breakthrough in building partnerships (Hoover-Dempsey K.V., et al, 2005) which can form collaborative activities with all the elements that exist in the school. The counselor needs to be more active in helping the school to organize behavior, and maintain school programs, families, and community partnerships to improve student success (Graham-Clay, S, 1999).

Collaborative is a method chosen by professional workers used to achieve common goals (Frans & Bursuck, 1994: 76) and beneficial to each other (Allen, 1994) collaboration in counseling and guidance is a social constructionist theory and a new group (Tom Strong, 2000) Collaborative approach is one method which can help overcome some reluctant students to start a visit to a professional counselor so clients get the help they need (Kenneth M. Coll., et al; 2003: 18) collaborative teams in schools consist of all stakeholders in the life and education of children (Seligman, M & Darling, R. B., 1997)

Collaboration processes should be well programmed in terms of content, implementation time and executive personnel involved in counseling activities so that partnerships can be formed and implemented as expected as a result of a survey of more than 200 school counselors at ASCA show that relevant professionals are involved in the development of partnership programs if they are in school where they work together on various topics, and counselors, personally, believe that partnership is important so it can cause self-confidence to build partnership program steps (Bryan, J & Holcomb-McCoy, C., 2007). Related studies show that the attitude of school counselors about teamwork and enhanced partnerships with professional development on various topics (Manz, P. H., et al, 2009).

Partnerships and collaborative school counselors with parents has been proven has a positive connection from family involvement with students achieving success in high school (Sanders, M.G & Epstein, J.L., 2000). But the collaboration of school counselors with subject teachers still rarely done so it needs to be improved, because the basic components in improving the sustainable quality of the program in primary, secondary and high school (Sanders, M.G & Lewis, K., 2005) is a real form of school counselor performance in building

partnerships with leaders, families and teachers to help eradicate problems and develop student potential.

Collaboration program to be designed should be productive and constructive because of the collaboration between counselor and teacher will generate profits for teachers, counselors and learners because it can improve the effectiveness and efficiency of education, and improve the welfare of learners as well as the competencies of the learners. (Chen & Charles, P., 2005: 20). Collaboration between the professions that counsel the counselee (Bertolino & O'Hanlon, 2002: 6) necessary and the parties involved should be able to understand the terms of collaboration namely the existence of mutual trust and have the skills to interact, can contribute to the environment, can define goals and choices and prioritize results (Bertolino & O'Hanlon, 2002: 2) voluntary, equality of relationships between the parties concerned, should be the basis for collaborative execution because it has the same goals and responsibilities of decisions and outcomes to be achieved, and willing to be a source in contributing to activities performed such as, time, expertise, place and other equipment (Cook & Fred in Frans and Bursuck, 1994: 94). Approach to collaborate between several experts proven to get the best results and bring positive results rather than by individual experts (Pratt Nuseet et al, 1989).

Collaborative in this research oriented toward a behavioral approach in helping students with learning problems and included in low-achieving students. As for the advantages in the implementation of collaboration 1) increase understanding of students through different perspectives, 2) improve the ability to overcome obstacles more broadly, 3) share instruction strategies with fellow collaborative group members, 4) share ideas on how to meet the needs of students, 5) improve consistency in communication, 6) maximize your time through cooperation and organizing existing resources and personnel, 7) sharing with each other the decisions taken, 8) share responsibility. (National Parent Technical Assistance Center / NPTAC, 2008: 5)

There are several aspects that need to be considered by the counselor in order to improve the success of the collaborative process: 1) The parties involved in the collaborative process can adapt, support or meet the needs and desires of the client. 2) emphasize on ability and resources owned by the client, 3) maximize the environment and support networks around existing clients, 4) shows spontaneous changes that may occur in the treatment process, 5) emphasizes empathy, respect and client's self-honesty, 6) increase the client's desire, expectation and self-control, 7) contribute to self-esteem, self-esteem and client self-understanding (Bertolino, Bob & O'Hanlon, Bill, 2002: 18)

Collaborative procedures can be done by building collaborative relationships, include 1) developing aid plans, starting to solve problems, communicating, changing the conversation and a lot of client listening and future-oriented, 2) clarify complaints, problems, objectives and the preferred result, 3) create change of views, actions and atmosphere, 4) evaluate, plan and end activities and end the session (Bertolino, Bob & O'Hanlon, Bill, 2002: 31) There are two factors that a counselor can do to succeed in collaboration: 1) establishing informal links and communication links; and 2) mutual respect, understanding, and trust. Success factors establish informal relationships and communication relationships by establishing personal relationships (Zizys, T., 2007) need a counselor pay attention to the quality of experience in order to create open communication and unofficial personal relationships but positive among partners in maintaining the focus of purpose, work, and

maintain commitment among collaborators (Roberts, J. M 2004). Co-leadership among collaborators ie "work together to make both strategic and operational decisions (Provan, K.G., et al 2007: 504) is also one of the basic elements for success in collaboration (Ellen Perrault, et al. (2011: .291) which should be planned in the form of a real program the results of the collaboration of various stakeholders who are responsible for the achievement of the educational process low-performing learners.

DISCUSSION

Various research results and theories of effectiveness implementation of counseling services collaborative counseling in helping low achievers is expected to contribute and change to meet the needs and hatching problems faced by students who have been still not optimal implementation. The results showed that low achievers reported that their parents are low on supervision, support, and affection, as well as having higher levels of conflict with students (Pedro F, et al 2005). so students feel unable to achieve success in performing the task whereas they were able to do so (Miller, W. R., & Seligman, M. E. P) as a result of pressure from both parents who blamed student failure. And when parents do the opposite then academic achievement can be achieved, because parental involvement has proven positive affect student achievement, reduce behavior problems, and create positive sense of self-efficacy to achieve school-related tasks (Van Voorhis, FL., 2003), but parental involvement tends to decline in secondary schools (DePlanty, J. et al, 2007) so it is necessary to improve parental involvement through invitations from schools in order to create a warm and friendly atmosphere (Green, et al, 2007) in improving the academic achievement of their children.

Brown & Campione, 1994 in Paul A. Kirschner et. al, 2006: 79) explains that frustration, and student's inwardness in learning which can lead to misunderstandings because of the lack of feedback and guidance from teachers who are often inefficient (Schäuble, L., 1990) teacher relationships with students who tend to be negative impacts on the meaningless of students in the classroom both in interacting with curriculum materials (Hughes, J & Kwok, OM 2007) as well as relationships with friends / associates (Demanet, J., & Van Houtte, M. (2016); other than that material in the form of graphs, diagrams, or concept maps is one of the causes of learning disabilities and low achievement of subject matter (Di Cecco & Gleason, 2002). Various factors eksteren in student face became one of the causes of low academic achievement so that collaboration between counselors, teachers / school personnel with parents need to be programmed in real terms and all parties involved understand its rights and responsibilities in helping low achievers

CONCLUSION

Problem-based collaborative learning guidance in assisting underachieving students should be a clear guide for counselors, teachers, parents and school personnel in executing duties and responsibilities, through information collaboration, formal meetings and informal conversations (Mattessich et al., 2001) between each other in partnership is expected to bring a change of world view of all parties for the purpose of education can be achieved. Develop a culture of trust and respect between members is also a factor in the success of the collaboration process. (Armistead, C., et 2007) So the program is designed to be result of discussion together based on problem faced by learners.

There are several collaborative models that can be used in helping low achieving students include: Parent-faculty partnership programs, co-traning, material review, Parent Training and information centers / community parent resource center model. (NPTAC, 2008: 5) In carrying out collaborative relationships can be based on the existence of objectives, activities, challenges, and results for students, results for parents, and results for teachers. The school should be able to develop clear rules and structures to support and facilitate family involvement in school programs both with fellow teachers as professionals as well as with parents of students.

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