



SURVEY OF THE ROLE OF GUIDANCE AND COUNSELING TEACHER IN DISTRIBUTING THE TALENT AND INTEREST OF STUDENTS AT NORTH JAKARTA VOCATIONAL HIGH SCHOOL

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Abstract

This study aims to find out about the Role of Guidance and Counseling Teacher in Distributing the Talent and Interest of Students at North Jakarta Vocational High School. The research method used in this research is qualitative method with descriptive approach, that is how to collect real data, what is at the time of research conducted. Sources of data in this study are students of class XI Accounting, amounting to 40 students and class XI Office Administration amounting to 20 students as a sample of research or data sources totaling 60 students. Determination of data source using purposive sampling technique. The research instruments used in this research are observation, interview and questionnaire. Observations were made by observing the school environment and the state of the school, interviewing the principal and teacher guidance and counseling and questionnaire addressed to students or respondents. Data analysis technique is done by collecting data, grouping data, analyzing data, and interpreting data and then concluded as research result. The conclusion of the research result is the Role of Guidance and Counseling Teacher in Distributing Talent and Student Interest in Vocational High School Nusantara North Jakarta in good enough category.

Introduction

In the current era, talent and interest problems faced by each student are so complex that in responding to and addressing the problem of talent and interest of each student, a properly planned program is needed so that its implementation can run efficiently and effectively. The program is the provision of guidance services to every student who is difficult to direct his talents and interests or a difficult student to develop talents and interests that already know. A good program and guidance should meet the needs of the students according to the problem of talent and interest experienced by a student that becomes a priority and needs to be developed in stages.

The guidance program is directed to all students in Vocational High School concerned with issues of talent and interest in a balanced and equitable manner. Guidance programs are provided only in schools alone because it has the purpose to provide special services for students who experience problems with talent and interests. In addition, the guidance program is also intended for all educational personnel in the schools concerned and also in the community outside the school, as long as it is related to providing guidance and assistance to students of his talents and interests. The guidance and assistance provided to each student who experiences problems with his or her talents and interests may include understanding to familiarize yourself with the inner self in order to also determine the direction of his or her talents and interests, an understanding of the outside world or the environment around the student that helps to support talent and Interest in having, determining, understanding and solving students' difficulties for their talents and interests, placing students in conditions appropriate to their talents and interests that are also viewed in terms of students' potential and skills, and follow-up as a form to control the development of their talents and interests continues to grow.

Guidance and Counseling Teacher

According to Yusuf and Nurihsan (2008), literally the meaning of "guidance" comes from the root word "guide" which means: 1) directing, 2) guiding (to pilot), 3) managing (to manage) and 4) To steer. In addition to the notion of guidance as literally as above, understanding of guidance according to experts, as proposed by Shertzer and Stone (Yusup and Nurihsan, 2008) defines guidance is the process of providing assistance to individuals to be able to understand themselves and their environment.



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According to Kartadinata (Yusuf and Nurihsan 2008) defines guidance as a process of helping individuals to achieve optimum development. According to Natawidjaja (Yusuf and Nurihsan 2008) defines guidance as a process of providing assistance to individuals who are done on an ongoing basis, so that the individual can understand himself, so he is able to direct himself and can act fairly, in accordance with the demands of life in general.

Based on some opinions of experts above, the authors conclude that Guidance is a continuous process, not an activity that is instantaneous or coincidental. Guidance is a series of stages of systematic and planned activities that are directed towards the achievement of goals. In addition, the Guidance is "helping", which is identical to "aiding", assisting "or" availing ", which means help or help. The meaning of assistance in guidance indicates that those who are active in making decisions are individuals or learners themselves.

While the term counseling to eradicate the problem of talent and interest of students in school at the vocational high school level is not exactly defined as counseling because counseling in schools is a more specific activity, not the same as other extension activities such as counseling in agriculture, And health education. To establish the specificity of the term counseling and counseling is used because counseling services are very specialized and not everyone can provide guidance and be able to provide this type of counseling services.

The nature of counseling services is a manifestation of guidance activities with other services. The counseling process can be a continuation of other services such as data collection, information sharing, placement, and so on. In the issue of student talent and interest, counseling services are the beginning of the activities of these services. Counseling services are often referred to as the core of the overall counseling service, because through direct counseling assistance can be concerned with students' talent and interest's issues. Counseling aims to get students to finally get a good self-concept to live by knowing their talents and interests

To get a more adequate understanding of counseling, below will be presented some opinions according to experts, as proposed by Brammer and Shostrom (Surya, 2009), counseling is as a more rational planning, problem solving, decision making intentionality, preventing. The emergence of adaptation problems and support in the face of situational pressures in everyday life. According to Mortensen (Surya, 2009) said that counseling is the core and the most important tool in the overall system and guidance activities. Jones (Surya, 2009: 1) mentions that counseling as a professional relationship between a trained counselor with clients.

Based on the opinions of experts above, the authors conclude the definition of counseling is a process of assistance that exists between counselor and client through the process of interaction to overcome the problems experienced by the client. Furthermore, Pietrofesa et al (Yusuf and Nurihsan, 2008) show a number of characteristics of professional counseling as follows: 1) Counseling is a professional relationship that has been trained for the job, 2) In a professional relationship, the client learns decision-making skills, problem solving and new behaviors or attitudes, 3) The professional relationship is formed on the basis of volunteerism between client and counselor.

Talent and Student Interest

Bingham defines talent (Asmani, 2012) is the condition or unit of attributes as related to the symptoms of an individual's ability to acquire by the exercise of knowledge skills, response units such as language speech, music producing, and others. While Iskandar Djunaidi (Asmani, 2012) talent is an activity that is enjoyed by children continuously and accompanied by a strong interest. In contrast to Semiawan and Munandar (Sobur, 2003) talent (aptitude) is usually defined as a potential ability that is a potential (potential ability) that still need to be developed or trained to materialize.

According to Woodworth and Marquis (Asmani, 2012) states that aptitude including abilities are: 1. Achievement: the actual ability, which can be measured directly by a particular tool or test 2. Capacity: a measurable potential ability Indirectly through measurement of individual competence, 3. Aptitude: is a quality that can be expressed / measured by a specially crafted test.



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Based on the opinion of the experts, the authors conclude that the notion of talent is as an ability possessed by someone who comes from within himself based on talents that need to be developed gradually and for a targeted future. Talent can also enable students in Vocational High School to achieve achievement in a particular field, but also requires training, knowledge, experience and encouragement or motivation to make that talent come true. Like a Vocational High School student who has musical talent but if he is never given the opportunity to develop it, then the talent will not be visible.

While interest according to Astuti and Resminingsih (2010) is "a high inclination and passion or a strong desire for something". Student interest in learning according to Djamarah (2010) states that "a great interest in something is a big capital means to achieve or obtain objects or goals of interest". The author interprets the interest is as an element of attraction in love or in like by students who come from within the self itself that is useful for him in the world of education that occurs the process of learning and teaching. the understanding of interest is closely related to the learning system in a school.

For students at the Vocational High School level, an understanding of the diversity of forms of intelligence can help choose the majors of interest in school and choose majors in college. Thus, students will be more eager in learning if the diperelajatrinya something that suits his interests. Interests can be regarded as a driver of seseorang or desire someone to go to a certain target. Interests can be characterized by the impulse of curiosity and interest that will lead to satisfaction in him.

Research Methodology

The research method used in this research is qualitative method with descriptive approach. This study is a collection of data and information about the actual condition and symptoms and is a reality according to what it is at the time of research on the distribution of talents and interests of students in school. According Damayanti (2013) Research with a qualitative approach generally emphasizes the analysis of thought processes deductively and inductively related to the dynamics of the relationship between observed phenomena and always use logical ilmiah.

Qualitative research aims to develop the concept of sensitivity to problems encountered, explain the reality associated with the search theory of the grounded (theory) and develop an understanding of one or more of the phenomena encountered. The descriptive approach related to the qualitative research used by Damayanti (2013) explains that this descriptive approach performs descriptive analysis, only to the extent that it analyzes and presents data systematically, so that it can be more easily understood and disilkan. Descriptive approach is described systematically and accurately based on facts and characteristics about the population or on a particular field.

The population in this study is the total students in Jakarta Vocational High School, which amounts to 170 students. In determination of data source, writer use purposive sampling technique, that is: "Determining samples with certain consideration which considered to give maximum data". (Arikunto, 2012). Researcher use student sample based on student characteristic Sample in this research is student of class XI Vocational High School Nusantara Jakarta as many as 60 students.

To analyze observation and interview in this research using tri angulation technique. According to Moleong (2000) on tri-angulation, "tri-angulation is a technique of examining the validity of data that exploits something other than that data for checking purposes as a comparison of that data. This can be achieved by comparing observation data and interview data. While the data obtained through the questionnaire and calculated using the formula: $P = \frac{F}{N} \times 100\%$

Results and Discussion

Translation of data interpretation from number 1 to number 25, the explanation can be seen in table no. 1 to table no. 25 below:

**Statement 1**

The Counseling Guidance Teacher provides information about the condition of the school environment

No.	Alternative answers	Frekuensi	Persentase
1.	Strongly agree	1	2.4
2.	Agree	12	20
3.	Doubtful	34	55.2
4.	Disagree	8	13.6
5.	Strongly Disagree	5	8.8
Amount		60	100 %

Data source: May 2017

Interpretation:

Questionnaire: 20%, who answered Hesitantly: 55.2%, who answered Disagree = 13.6% and who answered Strongly disagree = 8.8%. Based on the data can be interpreted that the teacher provides information about the condition of the school environment (this item belongs to either category).

Statement 2:

Counseling Teachers provide information on the importance of channeling their talents and interests to students

No.	Alternative answers	Frekuensi	Persentase
1.	Strongly agree	18	29.6
2.	Agree	25	40.8
3.	Doubtful	8	13.6
4.	Disagree	3	5.6
5.	Strongly Disagree	6	10.4
Amount		60	100 %

Data source: May 2017

Interpretation:

Questionnaire: 40.8%, who answered Hesitantly: 16.8%, who answered Disagree = 5.6% and who answered Strongly disagree = 10.4%. Based on the data can be interpreted that the teacher BK provides information about the importance of channeling talents and interests to students (this item belongs to the category less).

Statement 3:

The Counseling Guidance Teacher provides information on the potentialities that need to be developed to channel the talents and interests of the students appropriately

No.	Alternative answers	Frekuensi	Persentase
1.	Strongly agree	16	26.4
2.	Agree	25	40.8
3.	Doubtful	10	16.8
4.	Disagree	3	5.6
5.	Strongly Disagree	6	10.4



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Amount	60	100 %
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Data source: May 2017

Interpretation:

Questionnaire: 40.8%, who answered Hesitantly: 16.8%, who answered Disagree = 5.6% and who answered Strongly disagree = 10.4%. Based on these data can be interpreted that the teacher BK provides information about the potentials that need to be developed to channel the talents and interests of students appropriately (this item fall into the category less).

Statement 4:

Counseling Guidance Teachers provide information that channeling the talents and interests of students should be based on students' self potential and not derived from factors outside the student self

No.	Alternative answers	Frekuensi	Persentase
1.	Strongly agree	5	8.8
2.	Agree	11	18.4
3.	Doubtful	30	48.8
4.	Disagree	7	12
5.	Strongly Disagree	7	12
Amount		60	100 %

Data source: May 2017

Interpretation:

Questionnaire: 18.4%, who answered Hesitantly: 48.8%, who answered Disagree = 12% and who answered Strongly disagree = 12%. Based on the data can be interpreted that the Counseling Guidance Teacher provides information that the distribution of talents and interests of students should be based on students' self potential and not derived from factors outside the students themselves (this item belongs to the category less).

Statement 5:

Counseling Teachers help students by placing students in departments that match the talents and interests of students

No.	Alternative answers	Frekuensi	Persentase
1.	Strongly agree	3	5.6
2.	Agree	13	21.6
3.	Doubtful	34	55.2
4.	Disagree	7	12
5.	Strongly Disagree	3	5.6
Amount		60	100 %

Data source: May 2017

Interpretation:

Questionnaire: 20%, who answered Hesitantly: 21.6%, who answered Strongly disagree = 55.2% and who answered Disagree = 5.6%. Based on the data it can be interpreted that the Counseling Guidance Teacher helps students by placing students in the appropriate majors of student's talents and interests (this item belongs to either category).

Statement 6:

Teacher Counseling Guidance plays an active role in supporting and motivating students to dare to choose the existing majors and tailored their talents and interests



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No.	Alternative answers	Frekuensi	Persentase
1.	Strongly agree	6	10.4
2.	Agree	26	42.4
3.	Doubtful	15	24.8
4.	Disagree	10	16.8
5.	Strongly Disagree	3	5.6
Amount		60	100 %

Data source: May 2017

Interpretation:

Questionnaire: 42.4%, who answered Doubly: 24.8%, who answered Disagree = 16.8% and who answered Strongly disagree = 5.6%. Based on the data can be interpreted that the Counseling Guidance Teachers play an active role to support and motivate students to dare to choose the existing majors and tailored the talents and interests of students (this item falls into the category less).

Statement 7:

Counseling Guidance Teachers provide learning guidance material to channel students' talents and interests

No.	Alternative answers	Frekuensi	Persentase
1.	Strongly agree	1	2.4
2.	Agree	12	20
3.	Doubtful	34	55.2
4.	Disagree	8	13.6
5.	Strongly Disagree	5	8.8
Amount		60	100 %

Data source: May 2017

Interpretation:

Questionnaire: 20%, who answered Hesitantly: 55.2%, who answered Disagree = 13.6% and who answered Strongly disagree = 8.8%. Based on the data it can be interpreted that the Counseling Guidance Teacher presents the learning guidance material to channel the students' talents and interests (this item belongs to either category).

Statement 8:

Teacher Counseling Counseling conducts personal counseling processes to students who have problems in channeling their talents and interests

No.	Alternative answers	Frekuensi	Persentase
1.	Strongly agree	18	29.6
2.	Agree	25	40.8
3.	Doubtful	8	13.6
4.	Disagree	3	5.6
5.	Strongly Disagree	6	10.4
Amount		60	100 %

Data source: May 2017

Interpretation:



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Questionnaire: 40.8%, who answered Hesitantly: 13.6%, who answered Disagree = 5.6% and who answered Strongly disagree = 10.4%. Based on the data it can be interpreted that the Counseling Teachers pass personal counseling process to students who have problems in channeling their talents and interests (this item belongs to the less category).

Statement 9:

Counseling Teachers provide an opportunity to consolidate to students to gain an understanding of the issues of channeling their talents and interest

No.	Alternative answers	Frekuensi	Persentase
1.	Strongly agree	14	23.2
2.	Agree	25	40.8
3.	Doubtful	13	21.6
4.	Disagree	7	12
5.	Strongly Disagree	1	2.4
Amount		60	100 %

Data source: May 2017

Interpretation:

Questionnaire: 40.8%, who answered Hesitantly: 21.6%, who answered Disagree = 12% and who answered Strongly disagree = 2.4%. Based on the data it can be interpreted that the Counseling Teacher provides an opportunity to consolidate to the students to gain an understanding of the problem of channeling their talents and interests (this item belongs to the less category).

Statement 10:

Teacher Counseling Counsel provides specific guidance on channeling students' talents and interests

No.	Alternative answers	Frekuensi	Persentase
1.	Strongly agree	28	45.6
2.	Agree	20	32.8
3.	Doubtful	7	12
4.	Disagree	4	7.2
5.	Strongly Disagree	1	2.4
Amount		60	100 %

Data source: May 2017

Interpretation:

Questionnaire: 45.8%, who answered Hesitantly: 12%, who answered Disagree = 7.2% and who answered Strongly disagree = 2.4%. Based on the data it can be interpreted that the Counseling Guidance Teacher provides special guidance on channeling students' talents and interests (this item belongs to the less category).

Statement 11:

Teacher Counseling Counseling is quite competent in providing guidance to channel students' talents and interests

No.	Alternative answers	Frekuensi	Persentase
1.	Strongly agree	6	10.4
2.	Agree	26	42.4
3.	Doubtful	15	24.8
4.	Disagree	10	16.8



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5.	Strongly Disagree	3	5.6
Amount		60	100 %

Data source: May 2017

Interpretation:

Questionnaire: 42.4%, who answered Doubly: 24.8%, who answered Disagree = 16.8% and who answered Strongly disagree = 5.6%. Based on these data can be interpreted that the Counseling Guidance Teachers are quite competent in providing guidance to channel the talents and interests of students (this item falls into the category less).

Statement 12:

Counseling Teachers recognize each student's self that is useful for channeling students' interests and talents

No.	Alternative answers	Frekuensi	Persentase
1.	Strongly agree	1	2.4
2.	Agree	12	20
3.	Doubtful	34	55.2
4.	Disagree	8	13.6
5.	Strongly Disagree	5	8.8
Amount		60	100 %

Data source: May 2017

Interpretation:

Questionnaire: 20%, who answered Hesitantly: 55.2%, who answered Disagree = 8.8% and who answered Strongly disagree = 13.6%. Based on the data it can be interpreted that the Counseling Teacher recognizes each student's self that is useful for channeling students' talents and interests (this item belongs to either category).

Statement 13:

Counseling Guidance Teachers help students become acquainted with themselves that can be useful for channeling students' interests and talents

No.	Alternative answers	Frekuensi	Persentase
1.	Strongly agree	18	29.6
2.	Agree	25	40.8
3.	Doubtful	8	13.6
4.	Disagree	3	5.6
5.	Strongly Disagree	6	10.4
Amount		60	100 %

Data source: May 2017

Interpretation:

Questionnaire: 40.8%, who answered Hesitantly: 13.6%, who answered Disagree = 5.6% and who answered Strongly disagree = 10.4%. Based on the data it can be interpreted that the Counseling Teacher helps students to know themselves which can be useful to channel students' talents and interests (this item belongs to the less category).

Statement 14:

Counseling Teachers make students able to choose majors based on their talents and interests



No.	Alternative answers	Frekuensi	Persentase
1.	Strongly agree	2	4
2.	Agree	4	7.2
3.	Doubtful	20	32.8
4.	Disagree	20	32.8
5.	Strongly Disagree	14	23.3
Amount		60	100 %

Data source: May 2017

Interpretation:

Questionnaire: 7.2%, who answered Doubly: 32.8%, who answered Disagree = 32.8% and who answered Strongly disagree = 23.2%. Based on these data can be interpreted that the Counseling Guidance Teachers make students able to choose the majors based on the talents and interests of students (this item belongs to the category less).

Statement 15:

Counseling Teachers provide motivation to students to always develop the talents and interests of students in the majors that have been selected students

No.	Alternative answers	Frekuensi	Persentase
1.	Strongly agree	1	2.4
2.	Agree	5	8.8
3.	Doubtful	21	34.4
4.	Disagree	18	29.6
5.	Strongly Disagree	15	24.8
Amount		60	100 %

Data source: May 2017

Interpretation:

Questionnaire: 8.8%, who answered Hesitantly: 34.4%, who answered Disagree = 29.6% and who answered Strongly disagree = 24.8%. Based on these data can be interpreted that the Counseling Guidance Teacher provides motivation to students to always develop the talents and interests of students in the majors that have been selected students (this item belongs to the category less).

Statement 16:

Counseling Guidance Teachers continue to provide positive support if students experience obstacles in the learning process in the chosen majors according to the talents and interests of students

No.	Alternative answers	Frekuensi	Persentase
1.	Strongly agree	1	2.4
2.	Agree	12	20
3.	Doubtful	34	55.2
4.	Disagree	8	13.6
5.	Strongly Disagree	5	8.8
Amount		60	100 %



Data source: May 2017

Interpretation:

Questionnaire: 20%, who answered Hesitantly: 55.2%, who answered Disagree = 13.6% and who answered Strongly disagree = 8.8%. Based on the data it can be interpreted that the Counseling Guidance Counsel still gives positive support if students experience barriers in the learning process in the chosen majors according to the students' talents and interests (this item belongs to either category).

Statement 17:

Teacher Counseling Advice provides advice or direction so that students do not easily give up in learning according to the majors that have been selected for future students

No.	Alternative answers	Frekuensi	Persentase
1.	Strongly agree	1	2.4
2.	Agree	4	7.2
3.	Doubtful	14	23.2
4.	Disagree	22	36
5.	Strongly Disagree	19	31.2
Amount		60	100 %

Data source: May 2017

Interpretation:

Questionnaire: 7.2%, who answered Hesitantly: 23.2%, who answered Disagree = 36% and who answered Strongly disagree = 31.2%. Based on the data can be interpreted that the Counseling Teacher gives advice or direction so that students do not easily give up in learning according to the majors that have been selected for the future of students (this item fall into the category less).

Statement 18:

Counseling Guidance Teachers have the right and quick way to generate students' learning spirit that is useful in the success of students in the chosen majors according to the talents and interests of students who are channeled

No.	Alternative answers	Frekuensi	Persentase
1.	Strongly agree	5	8.8
2.	Agree	15	24.8
3.	Doubtful	24	39.2
4.	Disagree	10	16.8
5.	Strongly Disagree	6	10.4
Amount		60	100 %

Data source: May 2017

Interpretation:

Questionnaire: 24.8%, who answered Doubly: 39.2%, who answered Disagree = 16.8% and who answered Strongly disagree = 10.4%. Based on these data it can be interpreted that Counseling Teachers have a precise and quick way to raise the spirit of student learning that is useful in the success of students in the chosen majors according to the talents and interests of students who are channeled (this item belongs to the category less).

Statement 19:



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Teacher Counseling Counseling has a special ability that is good in channeling the talents and interests of students appropriately

No.	Alternative answers	Frekuensi	Persentase
1.	Strongly agree	18	29.6
2.	Agree	25	40.8
3.	Doubtful	8	13.6
4.	Disagree	3	5.6
5.	Strongly Disagree	6	10.4
Amount		60	100 %

Data source: May 2017

Interpretation:

Questionnaire: 40.8%, who answered Hesitantly: 13.6%, who answered Disagree = 5.6% and who answered Strongly disagree = 10.4%. Based on these data can be interpreted that the Counseling Teacher has a good special ability in channeling the talents and interests of students appropriately (this item falls into the category less).

Statement 20:

Counseling Guidance Teachers are able to provide the right solutions to the problems of student talent and interests that have been channeled based on student potential

No.	Alternative answers	Frekuensi	Persentase
1.	Strongly agree	12	20
2.	Agree	23	37.6
3.	Doubtful	11	18.4
4.	Disagree	13	21.6
5.	Strongly Disagree	1	2.4
Amount		60	100 %

Data source: May 2017

Interpretation:

Questionnaire: 37.6%, who answered Doubly: 18.4%, who answered Disagree = 21.6% and who answered Strongly disagree = 2.4%. Based on these data can be interpreted that the Counseling Teachers are able to provide the right solution to the problems of talent and interest of students who have been channeled based on student potential (this item fall into the category less).

Statement 21:

Teacher Counseling Counseling has a good proximity to all students as an effort to recognize themselves to channel students' talents and interests

No.	Alternative answers	Frekuensi	Persentase
1.	Strongly agree	6	10.4
2.	Agree	26	42.4
3.	Doubtful	15	24.8
4.	Disagree	10	16.8
5.	Strongly Disagree	3	5.6



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Amount	60	100 %
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Data source: May 2017

Interpretation:

Questionnaire: 42.4%, who answered Doubly: 24.8%, who answered Disagree = 16.8% and who answered Strongly disagree = 5.6%. Based on the data can be interpreted that the Counseling Teachers have a good proximity to all students in an effort to recognize themselves students to channel the talents and interests of students (this item belongs to the category less).

Statement 22:

Teacher Counseling Counseling has good communication with each student to channel talents and interests according to students' self potential

No.	Alternative answers	Frekuensi	Persentase
1.	Strongly agree	1	2.4
2.	Agree	12	20
3.	Doubtful	34	55.2
4.	Disagree	8	13.6
5.	Strongly Disagree	5	8.8
Amount		60	100 %

Data source: May 2017

Interpretation:

Questionnaire: 20%, who answered Hesitantly: 55.2%, who answered Disagree = 8.8% and who answered Strongly disagree = 13.6%. Based on the data can be interpreted that the Counseling Teacher has good communication with each student to channel the talents and interests according to students' self potential (this item belongs to either category).

Statement 23:

Teacher Counseling Guidance pay attention to the growth of talents and interests of students according to the chosen majors

No.	Alternative answers	Frekuensi	Persentase
1.	Strongly agree	0	0.8
2.	Agree	9	15.2
3.	Doubtful	14	23.2
4.	Disagree	20	32.8
5.	Strongly Disagree	17	28
Amount		60	100 %

Data source: May 2017

Interpretation:

Questionnaire: 15.2%, who answered Hesitantly: 23.2%, who answered Disagree = 32.8% and who answered Strongly disagree = 28%. Based on these data can be interpreted that the Counseling Guidance Teachers pay attention to the growth of talent and interest of students according to the chosen majors (this item falls into the category less).

Statement 24:



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Counseling Teachers have a good working relationship with the Principal and all Teachers - Teachers to monitor the development of student talent and interests that have been properly channeled

No.	Alternative answers	Frekuensi	Persentase
1.	Strongly agree	18	29.6
2.	Agree	25	40.8
3.	Doubtful	8	13.6
4.	Disagree	3	5.6
5.	Strongly Disagree	6	10.4
Amount		60	100 %

Data source: May 2017

Interpretation:

Questionnaire: 40.8%, who answered Hesitantly: 13.6%, who answered Disagree = 5.6% and who answered Strongly disagree = 10.4%. Based on the data it can be interpreted that the Counseling Teachers have a good working relationship with the Principal and all the Teacher-Teachers to monitor the development of aptly delivered student talents and interests (this item belongs to the less category).

Statement 25:

Counseling Guidance Teachers attention to the development of students who have problems in the distribution of talents and interests

No.	Alternative answers	Frekuensi	Persentase
1.	Strongly agree	8	13.6
2.	Agree	11	18.4
3.	Doubtful	22	36
4.	Disagree	15	24.8
5.	Strongly Disagree	4	7.2
Amount		60	100 %

Data source: May 2017

Interpretation:

Questionnaire: 18.4%, who answered Doubly: 36%, who answered Disagree = 24.8% and who answered Strongly disagree = 7.2%. Based on these data it can be interpreted that Counseling Guidance Teachers pay attention to the development of students who have problems in the distribution of talents and interests (this item falls into the category less).

From the calculations contained in the tabulation of the results of data interpretation, the authors state that "The Role of Guidance and Counseling Teacher in Distributing Talent and Interest of Students in North Jakarta Vocational High School" is categorized less as the result of the most dominant calculation.

Conclusions and Recommendations

Based on the interpretation of data on "The Role of Guidance and Counseling Teacher in Distributing the Talent and Interest of Students in Vocational High School Nusantara North Jakarta" in the form of observation result, interview result and result of questionnaire, the writer can suggest that the activity of guidance and counseling program is running well and Guidance provided by guidance and counseling teachers may be accepted by students. In addition, good relationships are established with the cooperation between guidance and counseling teachers with principals who support actively in channeling the talents and interests of students.

Based on the above conclusions, the authors can put forward the recommendation that the teacher guidance and



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counseling to better channel the talents and interests of students appropriately through the program of guidance and counseling services and Students are expected to always follow the various activities provided by teachers' guidance and counseling useful for the distribution of talents and interests Appropriately and effectively.

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