Analysis of The Influence of Curriculum Enrichment, Strategic Plan Design and Digital Guidance Model on Teaching-Learning Quality

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Abstract

This study aims to test and analyze the educational guidance model used in several schools in Indonesia. This study is descriptive and verification. The study uses a qualitative approach and is non-experimental. Data were collected through questionnaires and interviews. The results of the study indicate that there is support that is tailored for students with learning difficulties is needed to help and improve students' abilities in facing exams or evaluations. School management can use diagnostic tests, interventions in the learning and teaching process and structured guidance models to obtain good final results for student academics. The results of the study also show that diagnostic interventions are considered less able to solve problems comprehensively because diagnostic interventions do not involve students' personal conditions. It is important for school management to integrate the clinical model with other broader approaches. Limited resources and administrative tasks of the teacher team are obstacles and have been proven to hinder the effectiveness of work, so it is important for educational institutions to increase resource allocation. Continuous and structured educational evaluation helps improve the quality of teaching. Integration of various approaches and continuous evaluation is absolutely necessary to create better academic quality.

Keywords: Students, School Management, Academic Quality.

1. Introduction

Learning guidance is not only a professional practice legitimized by educational institutions, but also an increasingly relevant field for research from a variety of perspectives. Educational guidance is an important practice in supporting students' academic, social, and emotional development [1]. However, the complexity of implementing this guidance frequently raises various challenges that necessitate innovative and adaptive approaches. The need to continuously update and align guidance practices with the demands of a dynamic era confronts educational institutions, the main drivers of educational guidance's legitimacy. However, educational guidance is not without problems. Guidance practitioners encounter various uncertainties and dilemmas amidst rapid social, economic, and technological changes [2]. In addition, the diversity of students' social and cultural backgrounds adds layers of complexity to providing effective and inclusive guidance. Therefore, we must continue to develop research in this field to find solutions that are relevant and responsive to changing times. The school management also needs to view the concept of educational guidance within a broader sociocultural context. Norms and values regarding education and guidance vary across different societies, shaping the practice and perception of guidance [3]. Understanding this sociocultural context is essential to developing guidance approaches that are relevant and effective for students from diverse backgrounds [4]. Given the challenges and uncertainties inherent in guidance, research in this area offers an opportunity to explore and develop new approaches. Researchers can examine how historical changes and sociocultural contexts have influenced guidance practices and explore ways to improve guidance's effectiveness in the face of new challenges. In addition, this research can help educational institutions and guidance practitioners anticipate and adapt to ongoing changes, thereby better supporting students' future development [5].

Since its inception, educational guidance has undergone significant evolution, with various definitions emerging from various perspectives. These definitions often go beyond the traditional boundaries of formal education and teaching [6]. The initial orientation of educational guidance that focused on mastering teaching methods and techniques, forming learning habits, and diagnosing personal skills has evolved over time. In its development, educational guidance is no longer limited to solving psychological problems that students may face. Its orientation has expanded to consider various other factors that influence the educational process [7]. In addition,

educational guidance now also includes humanitarian, sociological, and anthropological perspectives. These approaches emphasize the importance of understanding students not only as individuals with academic needs but also as social beings influenced by their cultural and environmental factors [8]. Thus, educational guidance has evolved into a holistic field, considering various aspects of students' lives to provide more comprehensive support. These changes in definition and orientation reflect the need to adapt educational guidance according to changing social and cultural dynamics [9]. With the increasingly complex challenges faced by students in the modern context, educational guidance must be able to provide solutions that are not only academically relevant but also sensitive to the various factors that influence their overall development [10].

In recent years, the orientation in educational guidance has adopted the principles of the constructivist paradigm, which emphasizes the individual's holistic development. This paradigm recognizes humans' multidimensional nature and ability to construct and restructure the personal and situational determinants that influence the learning process [11]. A constructivist approach transforms educational guidance from a one-way knowledge transfer to a collaborative process where students actively shape their own understanding. The educational curriculum increasingly integrates this guidance process, highlighting the significance of prevention, development, and diversity awareness [12]. By prioritizing the principle of prevention, educational guidance seeks to identify and address potential problems before they develop into major obstacles for students. Furthermore, the emphasis on development means that guidance not only helps students face challenges, but also plays a role in developing their potential to the fullest. Diversity is also a key element in this approach, where educational guidance seeks to respect and respond to the different needs of individuals, both in terms of cultural background, social background, and life experiences [13]. Social interventions, as part of the guidance process, enable students to receive support that is appropriate to their social context so that they are able to face the challenges they may face in their environment. The systemic view, which sees educational guidance as part of a larger system in which various elements such as family, school, and community interact with each other, closely links all these approaches. Educational guidance with a systemic approach not only focuses on the individual, but also considers the influence of the surrounding environment and how these various components work together to support the student's holistic development. This signifies a significant change in the understanding and implementation of educational guidance, leading to a more comprehensive and inclusive approach [14].

Several previous researchers have suggested that counselors are often overwhelmed by the range of psychosocial problems that students face. These problems include family crises, violence, learning disabilities, economic problems, addictions, and other issues that can affect students' well-being. The educational context faces a paradox that contradicts reform goals such as the complexity and magnitude of psychosocial problems limit the availability of guidance interventions [15]. This is often due to the limited resources, time, and support available to counselors to deal effectively with these problems. The educational guidance orientation encompasses a variety of intervention models provided by different types of organizations and possible courses of action. These models aim to tackle the difficulties encountered in guidance practice, providing diverse methods for student support. In this case, interventions are more individualized and focus on healing and improving the psychological condition of the student [16]. In contrast, the constructivist model focuses on holistic development and the formation of the individual's capacity to construct and restructure their own understanding. This approach encourages students to actively engage in their own learning and personal development, with an emphasis on experiential learning and reflection. In this context, guidance not only addresses existing problems but also plays a role in strengthening skills and coping strategies that students can use to face future challenges. By focusing the analysis on these two models, this thesis aims to explore the effectiveness and application of each approach in the context of educational guidance and to identify how these two models can complement each other in providing comprehensive support to students [17].

The constructivist paradigm views reality as something complex and multiform. In this context, constructivism sees the world not only as a static and measurable entity, but as something dynamic and changing, depending on the interaction between individuals and their environment. This approach encourages action research and the creation of intervention strategies that are adaptive and responsive to changes in context [18]. The constructivist paradigm emphasizes the importance of internal dynamics that occur in an organized social and cultural environment. This environment includes various aspects such as family, society, and educational institutions, all of which play an important role in the student's learning and training process. The family can provide emotional and social support that influences the way students process information and face challenges. Society, on the other hand, forms norms and values that influence students' attitudes and behaviors [19]. Within this framework, educational guidance seeks to understand and utilize these dynamics when designing intervention strategies. Action research, as one of the approaches adopted in the constructivist paradigm, allows practitioners to be actively involved in the change process [20]. By involving students and communities in designing and implementing interventions, this approach ensures that the strategies used are relevant and effective in specific contexts. In addition, the constructivist paradigm emphasizes that student learning and development occur in a broader context than just the school environment. Interactions with family, community, and personal experiences

play an important role in shaping students' understanding and skills [21]. Therefore, educational guidance based on the constructivist paradigm not only focuses on academic aspects, but also considers social and cultural factors that influence students' overall development. Thus, the constructivist paradigm provides a framework that allows educational guidance to be more holistic and integrated, taking into account the complexity and richness of students' experiences in their social and cultural contexts. This approach supports the creation of more inclusive and responsive strategies, which can optimize students' learning and training processes in various aspects of their lives.

2. Research Methods

Descriptive research aims to identify and determine the important characteristics of people, groups, communities, or other phenomena that are the objects of analysis. In this descriptive research design, the focus is on non-experimental and qualitative approaches. A non-experimental approach means that this research does not involve manipulation of variables or experiments, but only observes and describes conditions or phenomena as they are. The qualitative approach concentrates on gaining a comprehensive comprehension of the significance and background of the phenomenon under investigation. To collect data, this study used two main tools: opinion questionnaires and interviews with key informants. We developed the questionnaire using a Likert scale, enabling respondents to rate statements or questions on a scale range. We conducted interviews with key informants in addition to the questionnaire to gain deeper and qualitative insights into the phenomenon under study. Key informants are individuals who have significant knowledge or experience related to the research topic, allowing them to provide more detailed and contextual information. Researchers can explore personal perspectives and gain a comprehensive understanding of the factors that influence the studied phenomenon through these interviews. By combining questionnaires and interviews, this descriptive research aims to produce a holistic and in-depth picture of the research subject, as well as provide valuable information for further analysis and data-based decision-making.

3. Results and Discussion

Personalized support for students with learning disabilities is a crucial aspect of educational guidance. In the guidance office, this process involves administering diagnostic tests to identify specific student needs, providing appropriate support, and referring students with learning deficits to other institutions if necessary. This task necessitates the active involvement of the guidance team, which incorporates a clinical model into its approach. The clinical model currently used focuses on addressing learning problems through a diagnostic and therapeutic approach. This includes identifying individual learning problems, providing relevant interventions, and referring students to institutions that can provide further assistance if needed. The goal of this model is to improve students' learning outcomes by providing specific, problem-focused support. However, there are challenges in integrating this clinical model into a broader educational orientation approach. A more comprehensive educational orientation approach emphasizes the need to broaden the scope of guidance to encompass multiple aspects of student development rather than focusing solely on clinical problem interventions. This entails paying attention to the overall learning needs and considering the student's social, emotional, and cultural context during the guidance process. One major challenge is the perception of the clinical model as favoring interventions that might not fully resolve the problem or simplify more complex school issues. There is concern that this approach may overlook broader factors that influence students' learning difficulties, such as the learning environment, family support, or school policies. Therefore, there is a need to align the clinical model with a more holistic approach that considers the whole educational context and development of the student. Therefore, we must carefully integrate the clinical model into educational guidance to guarantee that the interventions not only tackle the current issue but also foster broader and more inclusive educational development. A balanced approach between clinical interventions and a broader educational orientation can help ensure that students receive the support they need in a more holistic and holistic context.

Although most schools have designated guidance teams to provide support to students, they often do not have all the professionals required by education legislation. This incompleteness implies that guidance teams might not include all the necessary professionals, including psychologists, counselors, and educational specialists. This can limit their ability to comprehensively and effectively address the full range of student needs. Furthermore, guidance teams do not always work across the institution's operational shifts. These limitations can lead to a lack of consistency in the support provided to students, especially if the guidance team is unavailable during certain times or cannot provide full attention throughout the day. These time and accessibility constraints can affect the quality of intervention and support received by students. Additionally, the shortage of teachers or other actors in schools often forces guidance team members to take on tasks that are not relevant to their work. These additional tasks not only divert attention from their primary responsibilities but can also reduce their effectiveness in providing the necessary guidance and support. This situation creates significant challenges in efforts to provide effective and adequate assistance to students. Limited resources and diversion from primary responsibilities can

hinder the ability of guidance teams to carry out their roles optimally. Educational institutions must address these issues by improving resource allocation, increasing the availability of needed professionals, and ensuring that guidance teams can concentrate on tasks directly related to student support and development.

For some teachers, conducting educational diagnosis is often seen as a task that is only applied in cases of problems that require a quick and effective corrective response. This perspective views educational diagnosis as a remedial measure, not an essential component of the wider learning process, and only applies it when a clear and urgent problem arises. However, there is a growing consensus among respondents regarding the importance of educational evaluation, both diagnostic and follow-up. This evaluation is considered crucial for determining the needs of individuals, groups, or collectives in the educational context. The diagnostic process serves not only to identify problems, but also to understand the specific needs of students and groups, as well as the resources needed to meet those needs. In this regard, a comprehensive educational evaluation helps to identify students' needs more accurately, allowing for more effective teaching adjustments. By integrating diagnostic evaluation into daily teaching practices, teachers can adjust their teaching strategies based on identified needs as well as optimize the use of existing resources. In addition, follow-up evaluation is important to ensure that the interventions implemented are working well and having a positive impact. This evaluation allows for ongoing assessment of the effectiveness of the actions taken, as well as providing valuable feedback for further improvement. With a structured and ongoing approach to evaluation, schools can better respond to and meet students' educational needs holistically.

Intervening with the various issues that coexist in the school environment requires a number of important and strategic tasks. One of the main responsibilities is to design appropriate curricular adjustments for students who are facing difficulties, as well as providing vocational guidance and pedagogical aids to build meaningful learning. This ensures all students can have the best learning experiences for them. As part of this role, it is also important to arrange meetings with the management team and teachers to discuss specific issues and agree on solutions. These discussions allow for effective collaboration in finding solutions to the challenges faced by students and ensure that all parties are involved in the decision-making process. Furthermore, assisting and guiding parents on student issues is an important part of this task, with the goal of achieving a harmonious joint approach between home and school. Developing strategies with teachers to improve communication with parents is essential to creating a productive and supportive relationship between the school and the family. Effective communication helps to identify and address issues early, ensuring that all parties have a clear understanding of the student's needs and progress. Furthermore, interdisciplinary analysis in school diagnosis plays an important role. This includes examinations and assessments from various disciplines to obtain a comprehensive picture of students' situations and needs. This task includes preparing and recording students' personal and group histories, allowing for a more in-depth and ongoing assessment of their development and needs. Overall, Educational Outreach and Engagement recognizes these tasks as part of their legitimate and essential role. This work helps to create a more inclusive and responsive educational environment and supports students' development in a holistic and integrated way.

Progressive adherence to the fundamentals of the constructivist model is evident in the high level of importance placed on community collaboration and cooperation. This model encourages open educational activities for families and the community, as well as open dialogue between experts on social issues. By organizing activities such as open talks and meetings with experts, the educational community can more effectively address social issues that affect students and schools. Another aspect of adherence to the constructivist model is the recognition of the importance of implementing activities that promote children's rights, democratic coexistence, and mutual respect. This model prioritizes attention to diversity and efforts to ensure the integration and permanence of students experiencing difficulties. Activities designed to support children's rights and respect differences become an integral part of the educational process, contributing to the creation of an inclusive and supportive environment for all students. Strengthen relationships between schools, families, and the community by integrating constructivist principles into educational practice. This collaboration allows for pedagogical agreements between institutions and organizations and strengthens support for students with different needs. This process not only improves the quality of education but also supports the holistic social and emotional development of students.

The school guidance team applies elements of the clinical approach to meet the various needs of the institution and the guidance recipients, while emphasizing constructivist ideas that support active participation and holistic development. This reflects the complex reality in the field where different methods complement each other to achieve optimal results. The approach proposed by the constructivist model is important to achieve prevention goals, especially in educational contexts that focus on communication, participation, cooperation, and creativity. Training and knowledge of various intervention strategies allow counselors to make more informed choices in selecting appropriate methods. Understanding the counselee's needs and the institution's demands is critical to implementing an effective approach, whether from a constructivist or clinical perspective.

4. Conclusion

Personalized support for students with learning disabilities is a crucial aspect of educational guidance. This process involves diagnostic testing to identify the student's specific needs, providing appropriate interventions, and referring the student to other institutions if necessary. This approach guarantees targeted support that effectively tackles learning problems. The clinical model, which focuses on diagnostic and therapeutic interventions, is often considered insufficiently holistic as it may not take into account the student's full social, emotional, and cultural context. Therefore, there is a need to align the clinical model with a broader, holistic approach that can provide more comprehensive and holistic support to students. Many guidance teams face resource constraints and professional shortages imposed by educational regulations. Extraneous, irrelevant tasks often distract from their primary responsibilities, limiting the effectiveness of the support provided. To address this issue, it is important for educational institutions to improve resource allocation and ensure that guidance teams can focus on tasks directly related to student support and development. Educational evaluation, both diagnostic and follow-up, is essential to accurately determine student needs and adjust teaching strategies. A structured and ongoing evaluation process helps improve the quality of instruction and student support by allowing for adjustments based on identified needs and providing valuable feedback for further improvement.

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