

Teacher Advisor Program in Guidance and Counseling: A Literature Review

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Abstract

The current era of industrial revolution demands critical, creative, communicative and collaborative thinking processes. These processes can be carried out through the learning process. Of the several demands of the 21st century, the thing that is most fundamental and requires cooperation between one individual and another is collaborative. Collaboration between teachers and students can be created through activities combined into the teacher advisor program. In line with this. This article will discuss the teacher advisor program as a basis for developing collaborative skills in schools. The method used is descriptive. The data sources in this research were obtained through literature reviews originating from expert opinions as well as several relevant articles related to the topic. Several results such as definitions, objectives, benefits regarding the teacher advisor program will later be discussed and concluded.

Keywords

Program; Collaborative;
TAP



I. Introduction

The current era of industrial revolution requires society to have critical, creative, communicative and collaborative thinking skills, making all elements of society develop rapidly. Important competencies and skills in the 21st century contained in the 21st century framework are critical thinking, communication, collaboration and creativity (Usman & Ratnasari, 2019); (Garcia, 2021); (Wahyuni & Rahayu, 2021) These skills can help learn and adapt to changes over time. Humans need an integrated understanding of the big ideas of science and habits of mind such as systematic thinking. One of the skills that requires the role of many parties is collaboration (Sakaria & Nojeng, 2018); (Achievement et al., 2022); (Sumarni et al., 2019); (Krueger & Kling, 2004).

Collaboration is a skill that requires a process of cooperation between one individual and another. Collaboration ability has five indicators that reflect the ability of a collaboration skill (Ramandanu, 2019). Indicators that reflect collaboration skills are contributing actively in the group, working productively, showing strong flexibility and compromise in the group, responsibility and respect for group members (Zuwariyah et al., 2021).

One of the collaborative components currently needed, especially in schools, is collaboration between teachers and students, especially in guidance and counseling (Sartika & Yandri, 2019); (Sjeh & Djambek, 2024). Remembering that education is a process of growing, developing, maturing, making the disorganized become orderly. The development and progress of science and technology greatly influence the improvement of the quality of education (Sjeh & Djambek, 2024).

Guidance and Counseling Teachers (BK) are given the task of providing information services to students. Provision of information services provided by guidance and counseling teachers to build students' learning motivation in learning so that it is carried out appropriately. This is evidenced by the growing awareness of BK motivation towards low student motivation, so BK teachers and school principals work together to deal with this problem. In dealing with this problem, the school principal gives full trust to the guidance and counseling teacher (Belajar, 2021); (Risca Alvina Yuliani et al., 2022); (Fatimah, 2017).

One effort that can be used to form this collaboration is by utilizing a teacher advisor program. TAP was developed based on a developmental counseling perspective, where guidance services are not only provided by counselors but by counselors and school personnel (Nisa & Fitri, 2017).

In this regard, as a basis for developing a literature review framework, this article uses several references related to relevant and previously conducted research. These studies were conducted by (Nisa & Fitri, 2017); (Hendon et al., 2012); (Mahan, 2022); (Nachiappan et al., 2018). These studies contribute in the form of theory which is the subject of the study in this article. Apart from these theories, this article also uses the basis of the main book as the subject of TAP in the core part of the literature review.

Overall, this article aims to provide references related to TAP for every teacher in school. TAP, which has not been widely discussed so far, is a novelty that emerged in this research. In this regard, this article will discuss a literature review related to TAP as a theoretical basis.

II. Review of Literatures

According to Dale, the Teacher Advisor Program (TAP) is a program designed to provide guidance from adults, in this case teachers, continuously in schools (Myrick 2011: 67). Cole in Erin (2006: 7) defines TAP as an organizational structure where a small group of students knows and has one educator who nurtures, supports and directs. TAP allows students to meet their needs together with groups managed by teachers. This also allows teachers to express their concern for the group of students being coached. Meanwhile, Myrick, et al (1990) explained that TAP is an innovative developmental approach to counseling that directly involves teachers as advisors for 18 to 20 students, with whom they meet both individually and in group sessions.

Myrick (2011: 67) explains that the best ratio is around 1 to 15 students, but in practice it can reach up to 30 when space and personnel are limited. It can be concluded that TAP is an innovative approach from the perspective of implementing developmental guidance. The teacher acts as an advisor and has a group of students consisting of 1-30 members. Meetings are held between supervising teachers and their groups to discuss students' needs (Nisa & Fitri, 2017).

Several benefits can be felt from the existence of TAP from students, parents and teachers. According to Myrick (via Nisa & Fitri, 2017) states that the benefits of TAP can be explained as follows. (a) Can serve all students personally; (b) the implementation of TAP in schools is able to involve all components in the school; (c) produce positive learning at school; (d) school components can apply TAP to all systems in the school; (e) many students are able and willing to receive guidance services because of the flexibility of time provided by TAP.

III. Results and Discussion

Based on the description that has been presented, it can be seen that we can use the term TAP (Teacher-Advisor Program/Teacher-supervisor Program) to refer to middle school or high school guidance programs that involve teachers as mentors who work together with groups of students (Myrick, 2011). Teacher-supervisor program (TAP) is a general term. Such programs have been used as a reference as a 'home base' in junior high schools and as 'class guidance' in elementary schools. TAP is large group guidance led by a teacher, regardless of what class the students are in. The main requirement is that a certain time period must be set separately during the guidance week, or better every day, to determine the needs, interests and concerns of adolescent development guidance.

TAP programs have received particular attention because they help students and others identify this time period. There is an expression that states that despite the apparent value of TAP, there are some middle/junior and high school teachers who are reluctant to adopt it. In general, about 20 percent of most secondary school faculties will quickly embrace the program. These teachers like the idea of developmental guidance and they have the skills and personality to put the program in practice without much preparation. They can make it work with a minimum of support, as they thoroughly enjoy the opportunity to form closer helping relationships with students. There is another 20 percent of a school faculty, generally, who are clearly skeptical and resistant. ing relationships with students. Unfortunately, of this 20 percent, probably half of them do not have the personality, skills, interests, or energy to make TAP work and they may need to be assigned other duties (Myrick, 2011).

This opinion provides an understanding that despite the clear value of TAP, there are some middle school and high school teachers who are reluctant to adopt it. In general, about 20 percent of most secondary school teachers will quickly accept this program. These teachers love the idea of developmental tutoring and they have the skills and personality to put this program into practice without much preparation. They can make it work with minimal support, because they truly enjoy the opportunity to form closer relationships with students. There's another 20 percent of the teaching staff in schools, generally, who are clearly skeptical and resistant. Unfortunately, of this 20 percent, perhaps half do not have the personality, skills, interest, or energy to make TAP successful and they may need to be assigned other tasks.

In connection with this. There are 12 TAP units appearing at this time. The 12 units are as follows: (1) introduction which provides an understanding that helps the supervisor and group members to get to know each other; Building relationships within the group; Lay the groundwork for mentor-student group meetings; Help students learn how to participate in a group; Helping students make a positive transition in school; Evaluate school manuals and school procedures.

(2) Skills and hybrids in learning that can be realized from activities; (a) evaluate a person's skills and study habits; (b) develop effective time-management planning; (c) learn and practice listening skills in the classroom; (d) identify various types of tests and test situations; (e) learn ways to overcome test nervousness; (f) understand the cumulative achievement index (GPA) and report cards; (g) discuss school success skills.

(3) self-evaluation which can be realized by; (a) evaluate a person's skills and study habits; (b) develop effective time-management planning; (c) learn and practice listening skills in the classroom; (d) identify various types of tests and test situations; (e) learn ways to overcome test nervousness; (f) understand the cumulative achievement index (GPA) and report cards and; (d) discuss school success skills.

Next (4) communication skills which require you to be proficient in communicating; (5) decision making and problem solving which are closely related to higher order level skills (HOTS) such as; (a) learn to make decisions and solve problems. Learn how to identify choices and their consequences; (b) identify common adolescent dilemmas and factors that influence decision making and problem solving; (c) show how decision-making and problem-solving skills can be applied at home and school; (d) learn the consequences of not fulfilling school and family obligations and responsibilities.

(6) relationships between friends or colleagues, including; (a) study the roles of men and women and stereotypes of men and women in society; (b) develop positive ways of interacting with friends; (c) recognize the power of friends' influence; (d) evaluate the relationship between friends and oneself; (e) learn how to develop friendships; (f) learn ways to withstand (resist) unwanted peer pressure; (g) increase awareness of personal needs and interests that can influence relationships.

(7) motivation consisting of; (a) become more aware of one's interests, needs and desires; (b) recognize how a person's self-confidence and behavior are related to how to achieve goals; (c) recognize the value of setting personal goals; (d) differentiate between intrinsic and extrinsic rewards; (e) identify motivation techniques, such as goal setting, monitoring, self-talk, concrete steps, and positive thinking; (f) show how real skills and practice relate to success.

(8) resolution consisting of; (a) identify the nature of the conflict, how and when it arises; (b) learn constructive ways of dealing with conflict; (c) identify conflicts related to life stages; (d) try to apply communication skills to moments of conflict; (e) identify how conflict/resolution skills can be applied with teachers, parents, or friends.

(9) Health, which means identifying common health problems in society; Identify positive aspects of living a healthy life; Discusses how exercise, nutrition, positive behavior, and living habits can influence a person's life; Be aware of the characteristics of people who are "high risk", such as: alcohol and drug users, those who are frustrated, and have the potential to drop out; Learn health values and prevention strategies; Learn the long-term consequences of abusive behavior; Develop and practice effective ways of dealing with stress.

(10) career development which studies the influence of changing times in the world of work; Recognize employment opportunities and their value in society; Identify how jobs, professions and careers relate to a person's interests, needs, skills and opportunities; Identify uncertain work goals; Be aware of the factors that influence job choices; Recognize how work goals relate to success in school; Identify how job tasks relate to skills learned in school.

(11) Educational planning which is closely related to the future. Lastly (12) community involvement that can be realized; (a) build pride in the Community; (b) identify the responsibilities of Community members; (c) see the values of community services carried out voluntarily; (d) identify ways in which young people can help make society and its surroundings a better place; (e) see a person as a valuable contributor to his or her society.

In this regard, it can be seen that TAP is a very useful program at this time. This benefit is taken from the role of TAP which greatly influences aspects of student success. Collaboration can be realized through TAP with the aim of producing a generation that is in line with the times and has character (Martha et al., 2022); (Rahayu et al., 2012).

IV. Conclusion

Based on the description that has been provided, TAP is a program that is needed at this time. 12 underlying principles will produce quality graduates. Both quality in character and quality that is in line with the times. TAP has been implemented in Indonesia through a learning concept led by the homeroom teacher. However, the implementation needs to be reorganized to be comprehensive and produce the expected outcomes. One of them is collaboration between students and counselors.

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