



Implementation in Designing Service Implementation Plans (RPL) in Classical BK Courses For Guidance and Counseling Students

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Abstract

This study aims to improve students' understanding of the SKKPD of the Merdeka Belajar curriculum and its implementation in designing RPL in the Classical Counseling course of FKIP students at Bengkulu University by using experimental research for one semester. This research uses experiments (experimental research) with sampling using purposive sampling, namely Bengkulu University Guidance and Counseling students who are teaching Classical Counseling courses and processing research data using SPSS assistance with t-test analysis. There is an increase in students' understanding scores of SKKPD and its implementation in RPL design. The increase in scores was obtained before and after being given material for 1 semester in the Classical Counseling course with an average score of before being given the material 90.27 which was in the low category. After being given material, my understanding of the SKKPD has increased with an average score of 133.77 which is included in the high category. So it can be concluded that there is an increase in students' understanding of the SKKPD and its implementation in designing

Keywords: SKKPD, Classical Counseling Course, Service Implementation Plans RPL

INTRODUCTION

Learning is an obligation of every individual, and there are no gender or age restrictions. Men, women, children, teenagers, adults, and the elderly all have the same obligation to learn. Conversely, every individual can update their knowledge so that they can continue to contribute to their lives in society. The success of a student's learning in higher education will affect how he works. Likewise with students of guidance and counseling study programs. Guidance and Counseling students are required to know how to provide services for their students in the future. Therefore, in order to prepare for this understanding, courses related to services are given. One of these courses is Classical Guidance and Counseling. In this classical guidance and counseling course, students learn how to provide services. Before providing services, students must make a Service Implementation Plan (RPL). The RPL made by students to provide services must have service objectives. For now, the service objectives in guidance and counseling are called SKKPD. SKKPD is the Competency Standard for Student Independence which means the service objectives that will be the benchmark for the success of counseling practitioners in providing services.

Education is the right and duty of every individual regardless of age, gender, or social status. The principle of lifelong learning as emphasized in UNESCO's Incheon Declaration (2015), underlines that everyone has the right to lifelong learning to develop their potential and actively participate in society. In the context of higher education, the success of student learning is not only reflected in academic achievement, but also in their readiness to face the world of work and social life (York, Gibson, & Rankin, 2015).

Students of the Guidance and Counseling (BK) Study Program have a strategic role in preparing themselves to become professional counselors who are able to provide services that are adaptive to the needs of students. For this reason, courses that are directly related to service practice, such as Classical Guidance and Counseling, are very important. In this course, students not only learn the theory of services but are also trained to develop a structured Service Implementation Plan (RPL), according to the needs of students at school.

In Permendiknas No. 23/2006, the Graduate Competency Standards (SKL) that must be achieved by students through the learning process of various subjects have been formulated. However, it is regrettable that the Permendiknas do not contain the Competency Standards that must be achieved by students through Guidance and Counseling services. Therefore, the Indonesian Guidance and Counseling Association (ABKIN) took the initiative to formulate the Competency Standards that must be achieved by students, from elementary school to university level, in the form of an academic paper, to be taken into consideration by the Ministry of National Education in determining the policy of Guidance and Counseling Services in Indonesia.

In the context of learning, these Competency Standards are called Graduate Competency Standards (SKL), while in the context of Guidance and Counseling these Competency Standards are known as Independence Competency Standards (SKK), which include ten aspects of individual development (SD and SLTP) and eleven aspects of individual development (SLTA and PT). The eleven aspects of development are: (1) foundation of religious life; (2) foundation of ethical behavior; (3) emotional maturity; (4) intellectual maturity; (5) awareness of social responsibility; (6) gender awareness; (7) self-development; (8) entrepreneurial behavior (independence of economic behavior); (9) career insight and readiness; (10) maturity of relationships with peers; and (11) readiness for marriage and family (only for high school and university). Each aspect of development has three goal dimensions, namely: (1) recognition/awareness (gaining knowledge and understanding of developmental aspects and tasks [competency standards] that must be

mastered); (2) accommodation (gaining meaning and internalization of developmental aspects and tasks [competency standards] that must be mastered) and (3) action (real behavior in daily life from developmental aspects and tasks [competency standards] that must be mastered). Developmental aspects and their dimensions seem to have been arranged in such a way as to follow and harmonize with the principles, rules, and developmental tasks that must be achieved individually (ABKIN, 2007).

SKKPD was developed by the Indonesian Guidance and Counseling Association (ABKIN) to complement the absence of competency standards in guidance and counseling services in Permendiknas No. 23/2006. SKKPD includes eleven aspects of individual development for high school and university students: religious values, ethical behavior, emotional maturity, intellectual maturity, social responsibility, gender awareness, self-development, entrepreneurial behavior, career readiness, peer relationship maturity, and family readiness (Muhammad, 2021; Tohirin, 2011; Prayitno, 2012).

However, many students still struggle to identify appropriate SKKPD goals when developing RPLs in Classical Guidance courses. This challenge highlights the need for structured academic interventions (Haryani, 2018; Bhakti, 2017). Strengthening this understanding is especially important in the context of the Merdeka Belajar curriculum and the Pancasila Student Profile initiative, which aim to cultivate students with character, competence, and global citizenship (Akhmadi, 2022; Cahyono, 2022; Jamila, Fauzi, & Wastuti, 2023).

Based on observations in the field, there are still many students who do not understand how to determine SKKPD when making RPL for Classical Guidance. Therefore, it is deemed important to examine the Increased Understanding of the SKKPD of the Merdeka Belajar Curriculum and its implementation in designing Service Implementation Plans (RPL) in the Classical Counseling Course for Guidance and Counseling Students of FKIP Bengkulu University.

RESEARCH METHODS

The method used in this research is experiment (experimental research). The experimental group will be given treatment, by providing information services to the experimental group subjects. Sampling using purposive sampling, namely Bengkulu University Guidance and Counseling students who are teaching Classical Counseling courses. To measure the results of the study, namely using a learning concentration questionnaire. Data processing of research results using SPSS assistance with t-test analysis.

RESULTS AND DISCUSSION

Students' understanding of the SKKPD and its implementation in RPL design in this study was measured using 50 statement items. This research questionnaire was assessed using the Likert scale model with 5 alternative answers, namely SS (Very Suitable), S (Suitable), KS (Less Suitable), TS (Not Suitable), and STS (Very Not Suitable). Based on the results of the study, the maximum score, hypothetical mean, and standard deviation of students' understanding of the SKKPD were calculated.

The number of items on the scale of students' understanding of the SKKPD is 39 statement items, with the lowest score of 1 and the highest score of 5, so that the minimum hypothetical score is obtained ($1 \times N$ items) or equal to $1 \times 39 = 39$ and the maximum hypothetical score ($5 \times N$ items) or equal to $5 \times 39 = 195$ then the hypothetical score distribution distance is obtained 195-

39 = 156 with an ideal mean of $(195 + 39) : 2 = 117$ and a standard deviation of $(195 - 39)$: The empirical score of students' understanding of the SKKPD is obtained from calculations using the help of the SPSS application. The score obtained for maximum score is 213 and the minimum score is 113 with an average of 169.5 and a standard deviation of 24.95.

Table. Descriptive Statistics of Student Understanding Variables about SKKPD

Variabel	N Item	Skor Hipotetik				N	Skor Empirik			
		Max	Min	Mean (μ)	SD (σ)		Max	Min	Mean (μ)	SD (σ)
Student Understanding	39	195	39	117	26	30	213	113	169,5	24,95

Notes:

N : Total

Min : Minimum Score

Max : Maximum Score

Mean : Average

SD : Standard Deviation

According to Azwar (2012: 15), the determination of categories is based on the assumption that the subject population scores are normally distributed. Determination of categories is done through the average and standard deviation formulas, with the following description.

Table. Category Determination Formula

No.	Kriteria	Interval
1	Very High	$X < M - 1,5SD$
2	High	$M - 1,5SD < X \leq M - 0,5SD$
3	Medium	$M - 0,5SD < X \leq M + 0,5SD$
4	Low	$M + 0,5SD < X \leq M + 1,5SD$
5	Very Low	$M + 1,5SD < X$

Based on the score calculation above, it can be concluded that the score and categorization are as follows:

Table. Determination of Categories

Interval	Kategori Skor
< 70	Very High
71 – 102	High
103 - 132	Medium
133 – 163	Low
>164	Very Low

Based on Table 1.3, it can be seen that students who are categorized as having very low understanding have a score of less than 70, students in the low category have a score range of 71-102, students in the medium category have a score range of 103-132, students in the high category have a score range of 133-162, and for students in the very high category have a score of >164.

Comparison of change scores from before treatment and after treatment for one semester as follows:

Table. Comparison Score

No.	Pre-test	Category	Post-test	Category	Improvement
Jumlah	2708	Low	4013	High	1305
Average	90.27		133.77		43.5

Based on Table 1.4, it can be concluded that there is an increase in the score of students' understanding of SKKPD and its implementation in RPL design. The increase in scores was obtained before and after being given material for 1 semester in the Classical Counseling course with an average score of before being given the material 90.27 which was in the low category. After being given material, understanding of the SKKPD increased with an average score of 133.77 which is included in the high category.

The criteria for hypothesis decision-making is if the Sig. (2- tailed) < 0.05 then H0 is rejected, but if the Sig value. (2-tailed) > 0.05 then H0 is accepted. Testing the hypothesis of this study using the t-test using the statistical package for the social sciences (SPSS) version 25.0 for Windows application as follows:

Table. Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	<i>Pre -Test</i>	90,27	30	7,714	1,408
	<i>Post-Test</i>	133,77	30	7,619	1,391

Based on Table 1.5, it can be seen that the average before treatment was 90.27 and the average after treatment was 133.77. The standard deviation before treatment was 7.714 and after treatment was 7.619.

Table. Uji t-test

	T	Sig. (2-tailed)
<i>Pre-Test - Post-Test</i>	-22.494	0,000

Based on the calculation results in Table 1.6 above, it can be seen that the t-test value = - 22.494 means that there is an increase in student understanding of the SKKPD and its implementation in the design of RPL in a classical format, with a sig. (2-tailed) value of 0.000 smaller than 0.05.

The Student Independence Competency Standards (*Standar Kompetensi Kemandirian Peserta Didik* or SKKPD) are mandated by national education policy as essential goals in guidance and counseling services in Indonesia. These standards are not implemented in isolation but are integrated with broader national initiatives such as the *Pancasila Student Profile*—a framework that outlines the ideal character of Indonesian students—and efforts to prevent the “three major sins in education”: bullying, sexual violence, and intolerance (Ministry of Education and Culture, 2020). Together, these elements serve as the moral and pedagogical foundation for designing counseling services that are holistic and values-driven.

Research findings indicate that student understanding of SKKPD and its practical application in designing *Rencana Pelaksanaan Layanan* (RPL, or Service Implementation Plans) improves significantly when these concepts are integrated into the curriculum of classical counseling courses. This integration helps prepare pre-service counselors to plan and execute guidance programs that are aligned with national standards. Fazny (2022) highlights that delivering structured material throughout a semester strengthens students' conceptual grasp and enhances their ability to apply these concepts effectively in real-world educational settings.

Consistent exposure to theoretical and practical content over one semester enables students to become proficient in creating RPLs that explicitly reflect SKKPD objectives. This supports the idea that sustained and contextualized learning fosters mastery and competence in professional tasks (Corey, 2016). Moreover, the presence of SKKPD acts as a strategic reference point to ensure that counseling services address key developmental domains—personal, social, academic, and career—in alignment with the comprehensive model of school counseling (Gysbers & Henderson, 2012). Consequently, the implementation of classical guidance services with SKKPD-based objectives encourages well-structured planning, adaptive accommodation, and focused action. These stages contribute to a coherent framework for delivering, managing, and evaluating classical guidance and counseling services in schools (Prayitno, 2017).

CONCLUSION

Based on the results of the research that has been carried out, the following conclusions can be drawn:

1. Students' understanding of SKKPD can be improved in the Classical Counseling course where this understanding can be applied when making RPL for classical guidance services. Understanding SKKPD will make students able to apply clear objectives before providing classical guidance services.
2. There was an increase in understanding of the SKKPD in Guidance and Counseling students from 90.27 in the low category to 133.77 in the high category.

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