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Original Article

Classical Guidance Materials on Personal Students Based on INATBKBP Instrument Analysis

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Abstract. Students need to be able to achieve optimal self-development so personal guidance delivered through classical guidance needs to be considered. However, the material for classical guidance in the personal field that is by the needs of students and can be used as a reference or basis for guidance and counseling teachers is still limited. This study aims to find the right material according to the students' needs for classical personal guidance. The population in this study amounted to 2635 students with a sample of 347 students from 17 junior high schools. Sampling in this study used a simple random sampling technique with the Slowin formula. The research method used is descriptive quantitative using the INATBKBP questionnaire to collect research data. INATBKBP was developed based on Santrock's theory. The 10 material topics obtained become materials, bases, and references that can be used and developed by guidance and counseling teachers in delivering personal guidance through classical guidance to students. These topics are expected to help students to have more awareness and self-acceptance so that they can develop their potential and achieve optimal self-development.

Keywords: Personal Guidance; INATBKBP; Classical Guidance Material.

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Introduction

Every individual wants to be a person who can achieve optimal self-development. To achieve this, individuals need to have good self-awareness and acceptance so that they can develop their potential. Based on the opinion of (Vernon (2009) human potential is the ability and self-desire that can be achieved or fully developed to actualize oneself and if an individual can take advantage of his potential, it will help him face an obstacle. According to (Barlow, n.d.-a), self-potential is a creative process to understand self-experience, find direction and purpose in life, set goals, and make plans based on life goals. So students who understand their potential well will be better able to set and plan their life goals and achieve optimal self-development.

To optimize self-potential students need to have self-awareness and acceptance so students need to know themselves. Especially junior high school students, students who are still classified as early adolescence, which is one of the main phases or stages in the formation of a person's personality with the development that is greater, faster, and more diverse than other lives (Ziomek-Daigle, 2015). Even in early adolescence, self-awareness is the key to self-development and career growth. However, having self-awareness and self-acceptance is not an

easy thing to do, junior high school students often have difficulty understanding themselves, setting goals, and accepting the changes they experience.

The above is supported by the guidance and counseling teacher's statement that there are still junior high school students who experience problems in personal aspects, such as a lack of self-awareness which indicates that junior high school students do not understand and accept themselves well. Problems experienced such as some students find it difficult to determine the extracurriculars to be followed, it is difficult to set goals to be achieved it is difficult to make a decision and it is not uncommon for students to only follow friends, then lack of acceptance of self-change which is marked by a lack of student confidence, are still some students find it difficult to find solutions to the problems they are experiencing. Therefore, junior high school students need the right services to help with the problems they are experiencing. This is evidenced by the research results of (Cauley & Jovanovich (2006) that junior high schools need to be aware of the needs and take a proactive role in addressing the needs of students by developing a comprehensive transition program that adapts to these needs. This means that in helping students in the transition stage, schools need to consider their needs. In addition, one of the components in the guidance and counseling program is planning. With planning can help Guidance and Counseling teachers in determining the right service according to the needs or problems of students, so that the Guidance and Counseling Program can run effectively, efficiently and have the maximum impact (Santoadi, 2010).

One of the aids that can help students with problems in the personal aspect is personal guidance services. This is because personal guidance is closely related to the individual development of students which aims to be able to know themselves so that they can utilize their intelligence and abilities optimally (Odeleye, 2017). In addition, personal guidance aims to help students increase self-reflection, self-awareness, and self-efficacy as well as help build a stronger and more positive sense of self so that students can recognize their strengths and weaknesses and can accept them positively (Everitt et al., 2018). Then according to Susanto (2018), personal guidance is a process of assistance provided to understand the characteristics of oneself so that potential can develop optimally and help understand the personal problems they are experiencing. In line with this opinion, according to Kamaluddin (2011), personal guidance is a process of helping students to assess, understand, and develop potential, interests, and talents that are to their own needs realistically.

One of the personal guidance service strategies that are often implemented in formal education in junior high schools is classical guidance services. This is because classical guidance services can be provided to 30-40 students in class units with classical activities that are presented in a systematic, preventive and service-oriented manner so that students' potential can develop optimally (Mukhtar et al., 2016). Classical guidance services are carried out so that the provision of information, both material or solving problems experienced by many students, can be conveyed simultaneously. So classical guidance services are considered effective and efficient to be implemented in schools. This is in line with the opinion of Sinaga & Artati (2017) that the implementation of classical guidance services is to help students who have general needs and problems, both faced by all or most students in the class unit.

It was further explained that in preparing classical guidance services, it is not only the material that needs to be considered but the method of delivery must also be made attractive and efficient (Mulawarman et al., 2020). Then the classical guidance service can be said to be a procedural service because the stages carried out in the classical guidance service are by the specified method (Uno & Mohamad, 2022). For classical guidance services to run according to procedures, before implementing guidance and counseling teachers need to make a Service Implementation Plan (RPL) and develop service materials.

Selecting and developing materials in planning classical guidance services is one of the steps that need to be carried out by guidance and counseling teachers because service materials are an important element in supporting the provision of information to students (Fitzpatrick, 2011). Even based on research by Harsono (2015) it is stated that teaching materials are one of the most

important elements and must be present in learning activities in the classroom. To make service materials, guidance and counseling teachers must conduct a Need Assessment for students and set goals and targets for classical guidance services (Ziomek-Daigle, 2015). This is because the condition of students is an important factor in the success of guidance and counseling services in schools, especially classical guidance services that require material in their implementation.

Then a Need Assessment is carried out to students as a step so that the implementation of service programs, especially classical guidance in schools, becomes more qualified and students can develop optimally (Tri Anni, 2012). In addition, with an accurate need assessment, the guidance and counseling service program can be truly relevant to the student's condition (Gibson & Mitchell, 2016). This means that the guidance and counseling program is prepared based on an analysis of the needs assessment of students, including the classical guidance service program.

There are various types of needs assessments commonly used by guidance and counseling teachers such as the Problem Lifting Tool (AUM), the Problem Checklist (DCM), the Developmental Task Inventory (ITP) and other instruments that have been developed. However, each instrument has advantages and disadvantages, such as DCM which was first developed by Ross L. Mooney in 1940 which aims to help students express their personal problems, then DCM only reveals problems that occur to students. This is supported by the opinion of that the problem check list (DCM) is a list that contains a number of possible problems that have been or are being faced by an individual or group of individuals (Anwar, 2014). Then AUM is a Problem Expression Tool which was developed based on the Survey of Study Habits and Attitudes (SSHA) by Prayitno in 1965 for the purpose of disclosing student learning problems, so that AUM only reveals problems related to learning. AUM is part of a non-test instrument to support BK services in order to reveal learning problems experienced by students (Prayitno, 2008). Furthermore, ITP, the instrument developed by Sunaryo, et al. ITP is an instrument used to measure and understand the level of individual student development, which can only show the percentage of development between one student and another, so that in formulating student needs on the topic of classical guidance it becomes confusing.

Furthermore, based on preliminary research that has been carried out by most of the guidance and counseling teachers in determining and developing the topic of classical guidance services in the personal field, it is not based on a need assessment. Therefore, the researcher wants to use an instrument that has been standardized to reveal the needs of students on the topic of classical personal guidance material, namely the Instrumen Need Assesment Topik Bimbingan Klasikal Bidang Pribadi (INATBKBP) or the Need Assessment Instrument for Personal Field Classical Guidance Topics (INATBKBP) which has been developed by previous researchers and hopes that it will be more effective because of the material topics needed by students. be disclosed soon.

This study aims to find topics and sub-topics of classical personal guidance materials that are suitable for students' needs and can contribute scientifically to the development of guidance and counseling, especially in the personal field. The urgency of this research is that there are still personal field classical guidance service materials that are not by the analysis of student needs and the need for personal field classical guidance material topics that can serve as a reference and basis for guidance and counseling teachers in developing and providing classical guidance service materials. The existence of this research is expected to produce topics and sub-topics of personal classical guidance for junior high school students which can be used as a reference and basis for guidance and counseling teachers in developing materials and providing personal classical guidance services according to the needs of students.

Method

The method in this research is descriptive quantitative (Sugiyono, 2019). In this study only want to know how the state of the variable itself without any influence or relationship to other variables. In this study, the aim of this study was to find out and provide an overview of the topic of classical guidance material in the personal field of class VIII SMP Negeri in Sleman Regency..

Participant

The participants in this study were state junior high school students in Sleman Regency who were currently studying in class VIII. Class VIII students were chosen because they were considered to be able to represent every grade level, in which the developmental tasks of adolescents will occur in the early teens around 11-14 years old (Santrock, 1987). When viewed from the average age of early adolescence in Indonesia, class VIII students can represent it.

Sampling Procedures

The population of class VIII SMP Negeri in Sleman Regency is 2635 students, the sample in this study amounted to 347 class VIII students from 17 schools representing each sub-district in Sleman Regency. The number of samples was determined from the population by simple random sampling technique using the Slovin formula. Then the determination of the number of student samples in each school was carried out with a proportional allocation of 17 public junior high schools in Sleman Regency.

Materials and Apparatus

This study uses the Instrumen Need Assesment Topik Bimbingan Klasikal Bidang Pribadi (INATBKBP) atau Instrument Need Assessment of Personal Classical Guidance Topics (INATBKBP) which has been developed by Lubis (2019) as data collection. This instrument has passed the validity and reliability analysis with a face validation of 0.76 with good criteria. Then this instrument has content validation using the Aiken formula, obtained 0.82, and reliability using Cronbach's Alpha formula obtained a value of 0.941 so that this instrument is feasible to use. The benefit of using this instrument is that students get topics and sub-topics that suit their needs. This is because at INATBKBP students are asked to determine the level of need for 94 statements relating to the topic of classical personal guidance.

Procedures

The procedure in this study is that the researcher determines the research sample, then the research sample fills in the Instrumen Need Assesment Topik Bimbingan Klasikal Bidang Pribadi (INATBKBP) atau Instrument Need Assessment of Personal Classical Guidance Topics according to the instructions, and then the results of the instrument that have been obtained are analyzed to obtain the topic of personal classical guidance material needed by students. class VIII SMP Negeri in Sleman Regency.

Design or Data Analysis

The analysis technique in this study uses the instructions contained in the INATBKBP Manual with the following stages: (1) Counting the number of respondents' choices using

Microsoft Excel, (2) Writing student answers according to typing one of the checked answer options, namely SMBT, SMKT, SMT, MBT, MKT, MT, KMBT, KMKT, KMT or TM, (3) Type the formula listed in the manual, (4) Drag the formula (drag) from top to bottom, (5) Type the formula =SUM (respondent score 1: last respondent score) on each item. That is, the scores are added up from the first respondent to the last respondent on each item, (6) Determine the priority scale for the needs of the topics and sub-topics of classical personal guidance based on the highest number, (7) Scores that reach the priority criteria of the highest score are marked in bold, (8) Select the 10 highest scores on the criteria of high priority to be the topic of personal field classical guidance. Then the topic of the material that gets the highest score becomes the topic of the personal field classical guidance material needed by class VIII students of SMP Negeri in Sleman Regency.

Table 1. Score Category for a Range of 347 Students

| Formula | Score Range | Information |
|---------|-------------|-----------------|
| 347 x 6 | 1736 – 2082 | Very Priority |
| 347 x 5 | 1389 – 1735 | Priority |
| 347 x 4 | 1042 – 1388 | Priority Enough |
| 347 x 3 | 695 – 1041 | Less Priority |
| 347 x 2 | 347 – 694 | Not Priority |

Results

Based on the results of research that have been carried out by analyzing the results of the distribution of The Instrumen Need Assessment Topik Bimbingan Klasikal Bidang Pribadi (INATBKBP) or the Instrument Need Assessment for Personal Classical Guidance Topics to 347 class VIII students of State Junior High Schools in Sleman Regency, 10 material topics were obtained. These 10 topics become priorities and are needed by students for 1 semester from 94 items. The list of material topics based on the distribution of the instrument is presented in table 2.

Based on the results of the instrument analysis, it was found that 10 topics of personal field classical guidance material were good and by the needs of students which could be used as a basis in developing personal field classical guidance materials for State Junior High School students in Sleman Regency. The first material that can be used as the basis for making material is the topic of the ability to plan in achieving goals, on this topic students are required to be able to recognize their abilities to maximize them well so that they can achieve life goals. The next topic discusses the ability to make decisions, this topic discusses two sub-topics, namely the first ability to focus so that students can easily achieve life goals and secondly the ability to have motivation in achieving goals, in this sub-topic requires students to realize the importance of motivation and have motivation in achieving goals. achieve life goals. The next topic is about the ability to plan for achieving goals so that students can know and be able to overcome their obstacles in achieving life goals. Then the topic of having self-confidence. On this topic, students are expected to be able to apply confidence in every activity.

The next topic concerns the importance of self-potential which will be useful in helping students understand and accept their circumstances so that they can maximize their abilities. Other material topics are still discussing the ability to have self-confidence, students are given knowledge about how to increase self-confidence. Next on the topic of making plans in achieving goals with the sub topic of critical thinking skills in making decisions. This is so that students can think critically in making decisions to support achieving life goals.

Then the topic that is no less important is adjusting the goals with the abilities they have with the sub-topic of creative thinking skills in making decisions, meaning how students have creative thinking to achieve goals with their abilities. Finally, the topic that must be studied is

accepting oneself in undesirable conditions, because being able to understand self-acceptance is the key to achieving happiness and success. These ten topics are material topics that are appropriate to the needs of students and are considered best given for Class VIII State Junior High School in Sleman Regency

Table 2. Topic Classical Guidance Material for Class VIII State Junior High School in Sleman Regency

| No. Item | Topic | Sub Topic | Service Topic | Total Skor | Persentase | Category |
|----------|--|---|---|------------|------------|----------|
| 5d | Develop a plan to achieve goals | Maximize your ability to achieve your goals | Achieving Life Goals by Maximizing Your Ability* | 1499 | 10,2% | Priority |
| 3b | Have the ability to make decisions | Able to focus on achieving goals | How to Increase Focus to Easily Achieve Life Goals * | 1494 | 10,2% | Priority |
| 3a | Have the ability to make decisions | Have the motivation to achieve goals | The importance of motivation in achieving life goals * | 1492 | 10,1% | Priority |
| 5f | Develop a plan to achieve goals | Knowing how to overcome obstacles | How to Overcome Self-Barriers in Achieving Life Goals * | 1476 | 10% | Priority |
| 15b | Have confidence | Applying Confidence in every activity | Confident in every activity * | 1462 | 10% | Priority |
| 1d | Understand your own potential | Understand how to maximize your abilities | How to maximize your abilities * | 1458 | 10% | Priority |
| 15a | Have confidence | Know how to increase self-confidence | How to increase self-confidence * | 1457 | 9,9% | Priority |
| 5c | Develop a plan to achieve goals | Able to think critically in making decisions | Critical thinking ability to make decisions * | 1452 | 9,9% | Priority |
| 4c | Align goals with abilities possessed | Have creative thinking in making decisions | Think creatively in making decisions * | 1449 | 9,9% | Priority |
| 7b | Accept yourself in unwanted conditions | Understanding self-acceptance as the key to happiness and success | Achieving Happiness and Success by Accepting Yourself * | 1445 | 9,8% | Priority |

Discussion

The topic of the material for personal classical guidance for class VIII SMP Negeri Sleman Regency consists of 10 topics obtained from the highest score based on the analysis of the Instrumen Need Assesment Topik Bimbingan Klasikal Bidang Pribadi (INATBKBP) or the Instrument Need Assessment of the Personal Field Classical Guidance Topic, which was then

developed into a service topic. This amount is based on the equivalence of classical guidance services that can be carried out in each semester, namely considering the effective school days in one semester, where in one semester each school has 20 weeks of effective days that can be used by teacher guidance and counseling to provide classical guidance services in four areas services (personal, social, learning, and career), so that in one field there are 5 effective weeks or 5 topics of service material that can be delivered during one learning hour (40 minutes). Then in determining the number of topics, it also takes into account the differences in the needs of each school so that the topics for this personal field classical guidance material are 10.

The implementation of personal guidance through classical guidance strategies is considered important in schools because in its implementation it can provide an understanding of the state of oneself, how to develop self-potential optimally, and complete developmental tasks. This is supported by the opinion of Supriatna & Ervina (2020) that the implementation of personal guidance and counseling services in schools, is not only limited to helping students to solve the problems they face but also helping to develop and optimize students' personal qualities. Furthermore, the results of Rosidah (2017) show that classical guidance services are proven to be effective in improving the self-concept of underachiever students, namely the inability of students to recognize and assess themselves. Therefore, guidance and counseling using classical strategies are considered effective in helping students recognize and assess themselves and students can understand their situation well to support them in optimizing their quality and potential.

To carry out classical guidance services, preparation is needed, because classical guidance services are procedural services where there are stages that need to be carried out according to a predetermined method (Uno & Mohamad, 2022). Therefore, before carrying out classical guidance services, guidance and counseling teachers need to make a Service Implementation Plan (RPL) and develop service materials. Even according to Fitzpatrick (2011) service material is an important element in supporting the provision of information to students. However, based on the results of data collection related to the development of the need for educational teaching materials conducted by (Hasanah, n.d.) that most of Semarang City stated that there were no special teaching materials related to character-based education so guidance and counseling teachers in developing and providing materials on character education took them from the internet.

Before making classical guidance materials, it is necessary to conduct a need assessment for students, so that the implementation of service programs in schools becomes more qualified and students can develop optimally (Tri Anni, 2012). In addition, with an accurate need assessment, the guidance and counseling service program can be truly relevant to the student's condition, including classical guidance services (Gibson & Mitchell, 2016). However, based on the information from the guidance and counseling teachers at the State Junior High Schools in Sleman Regency in determining and developing the topic of classical guidance services in the personal field, some guidance and counseling teachers are not based on a need assessment of the topic of personal classical guidance materials to students, but only use the Problem Check List (DCM), and Problem Expression Tool (AUM) in which the instrument is oriented towards disclosing student problems and lacking in aspects of increasing student potential and development.

This is further supported by Barida (2016) on Evaluation of Basic Personal-Social Implementation in SMP Negeri 1 Yogyakarta which states that at the planning stage of basic service programs, counselors carry out personal-social needs assessments using ITP (Inventory Development Task) in the form of a series of statements about a condition that may occur in students. However, in recognizing the developmental tasks of guidance and counseling teachers

encountered obstacles, and even experienced difficulties in developing the topic of classical guidance, especially in the personal-social field. Therefore, research was conducted on the topic of personal material for junior high school students based on INATBKBP which can be used as a basis for developing material and carrying out classical personal guidance. With this material topic, it is expected to maximize the implementation of classical personal guidance services so that students can have good self-awareness and acceptance so that they can develop their potential and achieve optimal developmental tasks.

Conducting a needs analysis using INATBKBP is one of the efforts to identify students' initial conditions in order to find out the needs of students' personal field guidance topics. This is to support the development of a comprehensive guidance and counseling program. With the initial data, it can help guidance and counseling teachers implement a comprehensive guidance and counseling program in their schools. Based on the research of Young & Kaffenberger (2011) that school counselors who have received training in the use of data to implement comprehensive programs understand the importance of using data to provide services to students and encourage program evaluation and improvement. Then based on the research results of Wilkerson et al., (2013) that comprehensive guidance and counseling programs have a significant contribution in improving student achievement, there is increasing evidence that counselors can use strategic interventions to improve academic achievement. . In Indonesia, through the Minister of Education and Culture Regulation Number 111 of 2014 concerning Guidance and Counseling in Basic Education and Secondary Education, it shows comprehensive Guidance and Counseling. The comprehensive Guidance and Counseling Program is based on efforts to achieve developmental tasks, develop potential, and alleviate problems for (Bhakti, 2017).

The topic of the classical personal guidance material for junior high school students was developed based on service objectives and related to developmental tasks and the Standar Kompetensi Kemandirian Peserta Didik (SKKPD). Where the developmental task of junior high school students is a developmental task that will be faced and passed by individuals while sitting in junior high school, while the SKKPD is a competency standard that contains developmental aspects that need to be achieved by students. The developmental aspects contained in the SKKPD are referred to from the developmental tasks that need to be achieved by students. Thus, the developmental tasks and developmental aspects contained in the SKKPD have a relationship.

The developmental tasks of junior high school students can be described in terms of adolescent developmental tasks. The task of adolescent development is directed at preparing adolescents to enter the stage of adult development, so that the achievement of developmental tasks for adolescents is a must, because it will affect their next development, namely adulthood (Susanto, 2018). Developmental tasks in adolescents will occur in early adolescence around 11-14 years where changes and developments include biological, cognitive, and socio-emotional (Santrock, 1987). Based on the opinion of (Santrock, 1987) the developmental tasks of adolescents include being able to understand themselves and others, being able to respect themselves, have a good self-concept, and have good self-regulation.

Next, discuss the results of the analysis of priority material topics which are then linked to the Standar Kompetensi Kemandirian Peserta Didik (SKKPD). The first discusses the topic of making plans to achieve goals with a total score of 1499 with a percentage of 10.2% with priority categories. It is known that having a purpose in life for each individual is important because having a goal will help individuals have enthusiasm and motivation in living their lives and make individuals healthier and happier. To achieve a goal, individuals will develop plans to achieve these goals (Haddon, 1999). This means that to achieve a goal someone will plan an

activity or action that supports it to achieve that goal. Therefore, having goals can make individuals live more organized lives because individuals will develop plans as a way to achieve these goals (Lopez et al., 2003).

For plans to achieve goals to be realized, individuals need to develop realistic plans that are by their abilities. For this reason, individuals need to know and understand their abilities so that they can maximize their abilities and achieve goals. Especially for students, maximizing and developing self-ability can have a positive effect on studies and careers to be pursued. This is because self-potential is a creative process to understand self-experience, find direction and purpose in life, set goals, and make plans based on life goals (Barlow, n.d.-b). This means that maximizing self-ability can help individuals recognize and measure themselves, so they can determine the direction in self-actualization and achieving goals. One of the priority topics is maximizing self-ability with a score of 1458 and a percentage of 10%. Based on these results, maximizing self-ability is needed by students. This is also related to the developmental aspect of the SKKPD, namely Personal Development, which requires the introduction of one's abilities and desires so that one can accept oneself in a positive way.

Then discuss the topic of increasing focus to achieve goals by getting a total score of 1494 with a percentage of 10.2% and motivation to achieve goals by getting a total score of 1492 with a percentage of 10.1%. Achieving goals requires focused and sustainable actions such as; what one wants to achieve, one's reasons for achieving goals, goals to be set, ways to achieve them, how to prioritize usually conflicting demands, how to overcome obstacles and setbacks, and how to achieve what one wants (Locke & Latham, 2002). It can also be a motivation for someone to achieve a goal. Because motivation in achieving goals is an internal force that can be a driving force and impetus for someone to take action towards the goals to be achieved (Hall & Goetz, 2013). However, junior high school students with unstable emotional states, dominate and control themselves more than realistic thinking (Mansur & Budiarti, 2014), making them prone to switching and unable to maintain their focus to achieve goals. Especially now that the development of the digital world and social media has made it easier for junior high school students to shift their focus to achieving their goals. This is supported by the results of research (Aprilia et al., 2020) that most adolescents experience social media addiction, with details of 51.4% experiencing low level social media addiction and 48.6% experiencing high level social media addiction. Therefore, the topic of material on the ability to focus and motivation in achieving goals is a material topic needed by junior high school students.

Without realizing it, on the way to achieving goals, students often encounter obstacles, both internal and external obstacles. The next topic that becomes a priority is overcoming self-obstacles in achieving goals with a total score of 1476 and a percentage of 10%. An obstacle is an obstacle, obstacle, or situation that is unwanted by the individual because it can hinder development and cause difficulties for both oneself and others (Wjs, 1991). Especially junior high school students who are teenagers who do not yet have good ego control, so teenagers are difficult to understand and understand by adults (Mönks et al., 1999). Then adolescence is a turbulent period and is often confused by conflicts and mood swings (Santrock, 2011) so that they face obstacles in achieving their goals. Therefore, guidance and counseling services are needed that can help overcome obstacles in achieving goals. Private field guidance services are one of the services that can be applied to help junior high school students overcome self-constraints. Private field tutoring services can be used to help students recognize and understand their abilities so that by knowing and understanding their abilities, they hope to help overcome their inner barriers. This is also supported by the results of research by Astuti & Mudjijanti (2015) that personal guidance services have a significant effect on students' self-understanding. The developmental aspect of the SKKPD with the topic of how to overcome self-obstacles can be related to the developmental aspect of Personal Development. With personal development,

students begin to recognize their abilities and desires so that they are able to accept themselves positively and are able to display behaviors that reflect the diversity of themselves in their environment so that by giving this material students are able to overcome self-obstacles and can achieve developmental aspects in SKKPD.

The next topic can make decisions by being able to think critically by getting a score of 1452 and a percentage of 9.9%. Decision making is part of an event that includes diagnosis, selection of actions, and implementation (Beach & Connolly, 2005). To make decisions, each individual must have the ability to think critically, because when individuals make decisions they need to consider various things and points of view as the basis for making these decisions. Someone who thinks critically will be able to analyze and evaluate information, ideas, choices, and concepts to help him make decisions (Massa, 2014). Even making decisions and critical thinking are important factors in solving problems. This is supported by the opinion of Santrock (1987) that the problem of abnormal, maladaptive, and dangerous behavior in adolescence can be solved with decision-making abilities with critical thinking because this ability can make a person tend to see situations from various perspectives, anticipate the consequences of decisions and consider credibility.

The ability that can help in making further decisions is creative thinking. The next topic is the ability to think creatively in making decisions by getting a score of 1449 and a percentage of 9.9% in the priority category. Creative thinking skills for students are important to be developed and improved, even according to Khoiriyah & Husamah (2018) through the learning process creative thinking skills are one of the competencies that students must have today. Because having the ability to think creatively can help individuals find efficiency, and new and innovative ideas in modern society (Kenett et al., 2018). It can help individuals in solving problems and making decisions. In addition, teaching creative thinking in schools can improve student academic achievement because it will help students to be more creative in utilizing their strengths and help students who are less creative to improve their weaknesses (Sternberg, 2003). However, based on the results of Fatmawati (2011) that the creative thinking ability of students in Indonesia is still low. The low creative thinking ability of students shows that creative thinking skills in Indonesia have not developed optimally (Darmawan, 2014). So to develop students' decision-making abilities, it is necessary to have material topics about critical thinking skills and creative thinking. Topics that can help improve the ability to make decisions of students are related to aspects of SKKPD development, namely Intellectual Maturity. In the introduction stage, students need to learn how to make decisions and solve problems and be aware of the risks of decision making so that decisions can be made based on considerations of risks that may occur. This is also in accordance with the topics developed, namely the ability to think critically and think creatively, which can help students improve their ability to consider the risks that may occur for the decisions taken.

The next topic is about self-confidence which gets a total score of 1457 and a percentage of 9.9% in the priority category. Confidence is one aspect of personality that is very important during adolescent development because self-confidence is one of the main assets for one's success and is the key to a successful and happy life. This is because someone who is confident can live life optimistically (Taylor, 2006). However, the results of research conducted by (Fitri et al., 2018) stated that adolescent self-confidence is in the medium category and only a small proportion of adolescents have high self-confidence. Various activities at school involve a lot of self-confidence, including giving opinions in discussions, asking teachers, and expressing ideas and expressing ideas in public. Even if students are not confident, it will be detrimental to their academics in school (Gatz & Kelly, 2018). Then the more individual students lose self-confidence, the more difficult it will be to determine and decide what is best for themselves because in situations like this students tend to lose motivation to do many things, especially

study and if left unchecked it will have a bad impact. greater impact (Fitri et al., 2018). Private field tutoring services can be an option to help increase student confidence. This is in line with the results of Tohir (2016) that personal social guidance programs are effective in increasing the self-confidence of class VIII students at MTs Al – Bidayah, West Bandung Regency. Therefore, the topic of material about self-confidence is very much needed by junior high school students. Even the ability of self-confidence is related to developmental aspects in the SKKPD of personal development in which students need to accept themselves positively, so that self-confidence can develop and even help students display behavior and diversity in their environment.

The description of the topic based on the results of the Analysis of the Needs Assessment Instrument for the Personal Classical Guidance Topic (INATBKBP) has been linked to the Competence Standards for Student Self-Reliance (SKKPD). With the research on the topic of classical guidance in the personal field of junior high school students based on the analysis of the INATBKBP instrument, it is hoped that it can be a reference and guide for guidance and counseling teachers in developing materials and implementing personal classical guidance to students, so that they can help achieve student development tasks and achieve developmental aspects. in the SKKPD.

Conclusion

It was found that 10 topics of personal field classical guidance material were good and by the needs of students which could be used as a basis in developing personal field classical guidance materials for State Junior High School students in Sleman Regency. The first material that can be used as the basis for making material is the topic of the ability to plan in achieving goals, on this topic students are required to be able to recognize their abilities to maximize them well so that they can achieve life goals.

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