

The Role Of Guidance and Counseling Information Services Through Interprofessional Education

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Abstract: The purpose of writing this article is to find out how the description of the role of counseling guidance information services through interprofessional education. The aim of IPE is the practice of inter-professional collaboration, which involves various professions in learning about how to work together by providing the knowledge, skills and attitudes needed to collaborate effectively. This research method uses library research to examine through writing from books regarding cooperative learning models in interprofessional education. Information services are guidance and counseling services that enable students to receive and understand various information that can be used as material for consideration and decision-making for the benefit of students. Information services are services that provide information needed by individuals. Guidance and counseling services have very important functions and roles in schools, especially for students. By providing BK services the development of students will be more optimal. Counseling guidance services focus on developing personal and social aspects as well as solving problems individually. With these services it is hoped that students will be in prime condition, so that they can learn and develop themselves personally. According to WHO Interprofessional education or IPE is an educational process that involves two or more types of professions. Interprofessional education can occur when several students from various professions learn about other professions, learn together with one another to create effective collaborations.

Keywords: Information services, guidance and counseling, Interprofessional education.

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Introduction

The rationale for implementing guidance and counseling in schools or madrasahs lies not solely in the presence or absence of a legal basis through legislation, but more importantly, it concerns efforts to facilitate students so that they are able to develop their potential or achieve their developmental tasks (regarding physical, emotional, intellectual, social, and moral-spiritual aspects) and helps overcome weaknesses and obstacles as well as problems faced by students. Students in schools or madrasahs as humans (individuals) can be sure to have problems, but the complexity of the problems faced by one individual to another is of course different. The problems experienced by individuals are related to: first, individual development. Second, individual differences in terms of: intelligence, skills, learning outcomes, talents, attitudes, habits, knowledge, personality, aspirations, needs, interests, patterns and tempo of development, physical characteristics, and

environmental background. Third, individual needs in terms of: getting love, gaining self-esteem, getting the same appreciation, wanting to be known, getting achievements and positions, to be needed by others, to feel part of a group, to feel safe and self-protected, and to gain independence. adjustment and behavioral abnormalities. Fifth, learning problems.

Guidance is the process of providing assistance carried out by an expert to an individual or several individuals, both children, adolescents and adults, so that the person being mentored can develop their own abilities and be independent by utilizing individual strengths and existing facilities and can be developed based on applicable norms. While counseling is the process of providing assistance which is carried out through counseling interviews by an expert called a counselor to individuals who are experiencing a problem called a counselee which leads to overcoming the problems faced by the counselee (client).

Law Number 20 of 2003 concerning the national education system article 1 point 6 emphasizes that counselors are educators, as well as teachers, lecturers, tutors, widiyaiswara, tutors, instructors, and facilitators. Because the counselor is an educator, counseling is education. Counseling services are educational services. According to Law No. 20/2003 above education is as contained in article 1 paragraph 1 namely education is a conscious and planned effort and to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, the people of the nation and the state. In living his life and developing himself, individuals need a variety of information, both for the needs of their daily lives, now, and for planning their lives in the future. This information can be obtained from various sources, from oral media through individuals, written and graphic media, through formal sources and 2 Tohirin, (2007), Guidance and Counseling in Schools and Madrasahs (Integration Based).

It is known that the various information referred to are available. Often the problem is that the intended information does not reach or is not accessible to those who need it. A person experiences problems both in his daily life and in meeting his needs in the future, not because he does not master real information but because he is unable to access it. The need for information for individuals is increasingly important considering the use of information as a reference for attitudes and daily behavior, as a consideration for the direction of self-development, and as a basis for decision making. The intended use is also related to the existence of various opportunities in the surrounding community, the wider community, and the global community.

Without sufficient information, individuals will not be able to fill the opportunities that exist. Choosing the wrong school, choosing the wrong job, is often the result of a lack of information. Information services try to fill individual deficiencies in the information they need. In this service, various information is delivered to service participants. The information is then processed and used by individuals for the benefit of life and development. Information services are provided by a counselor who is attended by one or more participants. The general purpose of information services is the mastery of certain information by service participants. This information is then used by the participants for their daily needs (in the context of effective daily life of KES) and for their self-development.

The problem that is currently being faced by the world of health services in Indonesia is the existence of inter-professional assumptions that result in the non-integration of health service provider professions in care. This happens because the learning process that is currently used is focused on achieving the competence of each profession, this condition causes fragmentation of health professions in providing care for patients. Interprofessional education is a strategy that can be implemented. Interprofessional education is a very important pedagogical approach to prepare students of health professions to be able to take collaborative action in patient care. IPE is not something new in health professional education, this is evidenced by the discovery of an article related to IPE in 1969 entitled "Interprofessional education in health sciences" (Fransworth et al., 2015).

Problems that exist in schools, Guidance and counseling teachers in schools have their respective duties. The role of the teacher greatly influences the process of student maturity. Achievements in the development of students, schools must provide maximum service. Not only guidance and counseling teachers, subject teachers or homeroom teachers must help socialize guidance and counseling services to students. Thus, guidance and counseling teachers can be helped to find students who need services and collect data from these students. Basically, in carrying out their duties, the counseling teacher needs to collaborate with colleagues, in this case the subject teacher and homeroom teacher. For this reason, the use of information

services for students both at school and in health services is to see and find out how far they can understand how the environment is around them.

According to WHO (2010), interprofessional education or IPE is an educational process that involves two or more types of professions. Interprofessional education can occur when several students from various professions learn about other professions, learn together with one another to create effective collaborations, not only for the countries concerned but also when used in other countries (WHO, 2010). In Indonesia, IPE is also starting to be recognized, this is evident from Indonesia's involvement as a partner in the *Kobe University Interprofessional Education for Collaborating Working Center (KIPEC)* (HPEQ Project, 2011). But the development of the IPE curriculum has not been developed evenly in educational institutions (WHO, 2010). There are several advantages that can be obtained from the *Interprofessional Education* (IPE) model, namely helping prepare health education students to be able to be involved and contribute actively in solving problems (*problem solving*), and can improve the quality of health services (HPEQ Project, 2011 & Barr, 2012).

The problem in this case is that in *Interprofessional Collaborative Practice* (IPCP) is collaboration between health professionals from various disciplines to become a team to share and communicate (Rajiah & Maharajan, 2016; World Health Organization, 2015). Collaboration among healthcare professionals is essential in creating synergies to provide patients with efficient, safe and high-quality services (Wei et al., 2020; Weinmayr et al., 2020). *Patient center care* , a patient will be cared for by several professionals who have different skills and knowledge backgrounds to solve health problems and meet patient needs, for this reason collaboration between health care professionals is very important in creating synergies to provide efficient, safe patient care , and high quality. Good collaboration between professionals is also able to reduce mental problems due to high workload and increase knowledge from each profession (Donnelly et al., 2021; Mayo, 2020). IPCP can also increase the efficiency and coordination of health services (Hinde et al., 2016; Mawarni et al., 2019). For this reason, it is necessary to have information services provided by counseling teachers to students so they can find out things related to the environment around them, be it information services that are personal, career, social and religious.

Method

This research was conducted using the *Systematic Review method* by mapping the relevant literature to see what factors are related to the readiness of professional students who will graduate to enter the world of work. The method of systematic review and meta-analysis itself is to present research results by combining and analyzing data from various studies conducted on similar research topics (Ahn & Kang). counseling guidance information through interprofessional education.

This literature study is defined as a series of activities in collecting library data, reading various literature, journals, articles and books related to the material to be written and recording and processing the material to be studied. There are four characteristics in library research that need to be considered, namely: (1) data obtained directly from the library and not through existing data in the field, (2) results from the data in the library are ready to be used, (3) data results from secondary sources are obtained from the data in the library, it means that the researcher obtains data from a second party and (4) the library data obtained is not limited by space and time. (Mirzaqon, 2017).

The conclusion from the explanation above is that data collection is carried out by researchers by looking, collecting various kinds of results from looking at journals, articles related to what will be studied as well as documents that have a relationship with what the researcher is researching and other data sources that can be used as object in the research.

Results and Discussion

Definition of Guidance

Guidance is something that is given to students in order to help or overcome difficulties faced by students and continuously, finally students can overcome their own problems to achieve happiness in their life. Bimo

Walgito (1986; 10) says that guidance is assistance or help given to individuals in avoiding or overcoming difficulties in their lives so that these individuals can achieve happiness in their lives.

Definition of Counseling

Winkel (1982: 26) says that "Counseling is meetings between two individuals whose results are not predetermined, namely meetings between two individuals whose results are not predetermined, namely meetings, face to face or counselors and counseling that focus on the issues that arise. he's facing." It means that the above opinion has the understanding that counseling occurs between two people who face each other to solve a problem until it is complete. According to Syamsudin (1982:1) counseling is "a process of assistance involving a direct relationship between the counselor and the counselee. Counselors are individuals who have the skills and abilities to help counsees to make decisions in overcoming their problems, and will eventually experience happiness in life. From this understanding, it means that counseling is in the nature of a meeting of two people face to face between the counselor and the counselee in order to help solve problems with the aim of making decisions to overcome the problem, so that his life becomes happy.

Counseling contains several elements, namely: 1) Counseling is assistance from the counselor to the counselee. 2) Counseling is a technique of guidance. 3) In counseling between the counselor and the counselee must be face to face or face to face. 4) The counselor only directs because the decision rests with the counselee himself. 5) In counseling, the counselee has brought a problem or problem to be solved.

Information Services

Information services in guidance and counseling aim to equip individuals with various knowledge and understanding of guidance and counseling that are useful for self-identification, planning and developing patterns of life as students, family members and society. Understanding obtained through information services is used as a reference material in improving activities, learning achievement, developing ideals, carrying out daily life including social behavior and making decisions.

Understanding of information services Information services are one type of service that exists in guidance and counseling which has an important role in the implementation of counseling activities because this service provides information needed by clients or students who need it According to WS. Winkel information service is a service that seeks to meet individual deficiencies in the information they need. Information services also mean efforts to equip students with knowledge and understanding about their living environment and about the development process of young people. In living life and self-development, individuals need various information both for the needs of their daily lives, now, and for planning their lives in the future. Individuals can experience problems in their daily lives and in meeting their needs in the future, due to not mastering and not being able to access information.

Through guidance and counseling services individuals are assisted in obtaining or accessing information. Information services are implemented in order to assist individuals in understanding various information about themselves, social, study, career and further education. Information services are a very high requirement for their level, it can even be said that the future is the information age, so whoever does not get information, he will be left behind and will lose the future. Hellen defines that information services are guidance and counseling services that enable students to receive and understand.

Various information (education, position) that can be used as material for consideration and decision making for the benefit of students (clients). From the above opinion, it can be concluded that information services are guidance and counseling services that provide information to students who need it so that students can overcome the problems they face. Content of Information Services The types of information that are the contents of this service vary. Likewise the breadth and depth. It depends on the needs of the service participants (depending on the needs of students). The information that becomes the content of the service must cover all areas of guidance and counseling services.

The information that becomes the content of guidance and counseling services in schools or madrasas is:
a. Information about self-development
b. Information about interpersonal relationships, social, values (values) and morals
c. Information about education, learning activities and science and technology
d. Information about the world of careers and the economy
e. Information on social culture, politics and citizenship
f. Information about family life
g. Information about religion and religious life and its intricacies.

Purpose of Information Services Information services aim to enable individuals (students) to know and master information which is then used for their daily needs and for their own development. In addition, when referring to the understanding function, information services aim to make individuals understand various information with all its ins and outs. Mastery of various information can be used to prevent problems from arising, Hallen A, (2005), solving a problem, to maintain and develop individual potential and enable the individual (service participant) concerned to open himself up in actualizing his rights.

Information services also aim to develop independence, understanding and individual mastery of the information they need to enable individuals to: a. Able to understand and accept themselves and their environment in an objective, positive and dynamic manner b. Make a decision c. Direct yourself to activities that are useful in accordance with the decisions taken d. Actualize integration. According to Prayitno, the purpose of implementing information services is divided into two, namely general goals and specific goals, namely as follows: a. General purpose The general purpose of information services is the mastery of certain information by service participants. This information is then used by the participants for the purposes of their daily life (*effective daily living*) and self-development; and b. Specific objectives Specific objectives of information services related to counseling functions. The most dominant and direct understanding function is carried out by information services. Service participants understand information with its various ins and outs as service content. Mastery of this information can be used for problem solving (if the participant concerned experiences it), to prevent problems from arising, and for Tohirin, Guidance and Counseling in Schools and Madrasas (Integration Based). matter. 144 allows the participants concerned to open themselves up in actualizing their rights

Interprofessional education

According to WHO (2010), Interprofessional education or IPE is an educational process that involves two or more types of professions. Interprofessional education can occur when several students from various professions learn about other professions, learn together with one another to create effective collaborations and ultimately improve the desired health outcomes. Interprofessional education is an important stage in efforts to prepare graduates or health professionals who are ready to work in teams and carry out collaborative practices effectively to respond or solve problems that exist in society.

Interprofessional Education (IPE) is a curriculum approach in which students from various health professional backgrounds collaborate in one place to learn and get to know each other, and appreciate the role of each health profession to achieve collaboration and teamwork for the advancement of health services. Interprofessional education occurs when two or more professions learn from each other to improve collaboration and quality of health services. Interprofessional education includes all learning in the academic environment and work environment from before to after graduate qualification. Health profession students are expected to be more familiar with the role of each other health profession and be able to collaborate properly and effectively in treating patients so as to increase satisfaction and quality of health services.

According to *the Center for the Advancement of Interprofessional Education* (CAIPE), IPE is two or more professions that learn with, from, and about one another to improve collaboration and service quality. IPE occurs when two or more students from different health professions undertake joint interactive learning with the aim of enhancing interprofessional collaboration and improving patient health and well-being.

CAIPE (2018) put forward the principles of effective interprofessional education, which aims to produce health workers with the following abilities: 1) Work to improve service quality 2) Focus on patient and family needs 3) Involve patients and families 4) Promote interprofessional collaboration 5) Encouraging health professionals to learn with, from and about each other 6) Improving the practice of each profession Interprofessional education helps each profession to improve the ability to practice their respective professions and understand how practices are complemented by other professions. 7) Respect the integrity and contribution of each profession. Interprofessional education does not threaten the identity and territory of other professions. In the interprofessional education process, there is a process of appreciating the unique contribution of each profession in the process of learning, practice, and treating all professions equally. 8) Increasing the level of professional satisfaction Interprofessional education fosters mutual support between professions, encourages flexibility and fulfilling work practices, but also sets boundaries that are made in each profession.

Conclusion

Information services provided to students are very important, because the existence of information services can help guidance and counseling teachers to make their students understand their roles and abilities, in the process of guidance and counseling services students are given an understanding of the information needed, especially in interprofessional education. which in education is necessary for everyone to be able to adapt to inter-professions and be able to work together and learn cooperatively. With guidance and counseling services in schools, especially information services, it is hoped that students can understand themselves, so that they are able to defend themselves and behave appropriately, according to the demands and circumstances of the family, school and community environment. So the guidance here emphasizes preventive maintenance and development to gain skills and understanding so that students are able to overcome problems related to maintenance, planning, adjustment, achievement in the fields of education, work, position, career, personal and social.

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