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Guidance and Counselling Program Audit: A Survey Method

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Abstract: This study aims to conduct an audit of the guidance and counseling program. This research was conducted using the survey method. The participants were 30 guidance and counseling teachers in different schools in Bandung-Indonesia. This study used a questionnaire instrument developed from ASCA (2003), and adapted according to Indonesian conditions. The instrument consists of 4 indicators (foundation, delivery, management, and accountability) covering 17 components with 110 statement items. This data collection used google form so that it was easily filled in by teachers. The data analysis used descriptive statistics by calculating the percentage of each component and indicator, then calculating the average percentage of the guidance and counseling program as a whole. The results of the average percentage of this program audit are categorized into good, fairly good, less good, and not good. The results of this study indicate that the average percentage of the overall guidance and counseling program is 78.53% (fairly good). The indicator with the highest achievement is foundation with an average percentage of 83.67% (good), and the indicator with the lowest achievement is management with an average percentage of 71.71% (fairly good). This research serves as an evaluation to see the strengths and weaknesses of the guidance and counseling program in Bandung-Indonesia. Thus, this becomes the basis for developing effective guidance and counselling programs in Indonesia in the future.

Keywords: Guidance and counseling, Program audit, Survey method

Introduction

Guidance and counseling are an integral part of the educational process (Fauzi et al., 2024., & Kuş & Aydin, 2022), it can even be said that the goals of guidance and counseling are the goals of education in general. The purpose of guidance and counseling are to help and facilitate students' needs, namely basic physiological, understanding themselves and acceptance of others, building relationships with peers, balancing freedom of movement and control in the school environment, succeeding, and providing opportunities to become independent (Abdillah, 2010). Guidance and counseling aim to develop all potential in students, with this basis that guidance and counseling has a psychopedagogical nature (Noya & Salamor, 2020), this psychopedagogical is very important in school education (Reis, 2023). According to Gysbers & Henderson (2012), the education system is inseparable from 3 important components, namely humans (students, teachers, counselors, etc.), learning programs, and guidance and counseling programs.

Guidance and counseling services are not only limited to students with problems, but must be carried out for all students, this implies that the concept of guidance is carried out for all (guidance for all). So, educational institutions (schools) need to design programs that can accommodate all the needs of students in an effort to develop all their potential including facilitating the achievement of their developmental tasks. This view is consistent with the explanation of Canu & Sitinjak (2023) that guidance and counseling programs are essential

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in supporting the development and realization of individual and community potential. In the context of school, the guidance and counseling program aims to develop the talents, interests, and values to achieve the potential of students, in the end it is how the program helps to achieve developmental tasks (Yuwono et al., 2017). In detail, (Gibson, 2008) explains several objectives of the guidance and counseling program, namely, 1) realizing student potential, 2) helping students with their developmental problems, 3) contributing to the development of the school curriculum, 4) providing technical assistance to teachers, 5) contributing to the adjustment between students and schools.

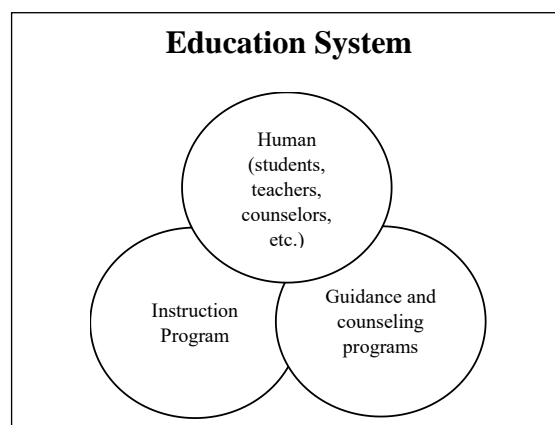


Figure 1. Position of guidance and counseling in the education system

Programs are part of organizational management in guidance and counseling to achieve predetermined goals effectively and efficiently (Fitri et al., 2019). According to Cobia & Henderson (2003), there are two things contained in guidance and counseling, namely procedures and systems, both of which are important aspects of the program. The program developed usually refers to the concept of comprehensive guidance and counseling because it contains four program components which include basic services, responsive services, specialization services, and system support (Kemendikbud, 2014). The Comprehensive Guidance and Counseling Program is a very important component of the learning environment in schools, it has been conceptualized as an outcome-based system that establishes an important role for counselors in helping students achieve results (Herr, 2001).

According to ASCA (2003), the guidance and counseling program has 4 indicators, namely foundation, delivery, management, and accountability. The indicator also includes 17 important components, namely beliefs and philosophy, mission, professional competencies, student competencies, school guidance curriculum, individual student planning, responsive services, system support, management agreement, advisory council, use of time, use of data, action plans, calendars, results reports, school counselor performance standards, and program audit. According to Kleinman (2018), the components of the ASCA model provide a comprehensive framework that can help ensure the program meets professional standards and provides maximum benefit to students in accordance with national standards and determine areas for improvement or further development. In its implementation, the program needs to be audited to see how effective it is. Guidance and counseling program audits play a role in increasing program accountability, schools can demonstrate to stakeholders, including parents, students, and educational organizations, that the programs implemented meet the standards that have been set Glaes (2010). Program audits are an important step in assessing the standards of guidance and counseling programs in schools.

Some studies that have been conducted related to the audit of guidance and counseling programs are Octivasari et al (2018) conducted an audit of the accountability indicators of the guidance and counseling program, with the subject of 3 schools and the results showed that the accountability indicators had a sufficient category with a percentage of 66.0%, this study only audited accountability indicators and with a very limited sample. Other studies talk more about service evaluation of guidance and counseling programs, such as those conducted by (Setiowati & Nurwanto, 2021; Sugiyo & Muslikh, 2018). It clearly focuses only on the implementation of services provided to students. The above studies have limitations either in terms of the scope of the research or the participants. This study aims to audit the guidance and counseling program in Bandung-Indonesia. The program audit reviewed refers to the indicators from ASCA (2003), namely foundation, delivery, management, and accountability. In addition, the program audit involved 30 teachers from different schools in Bandung-Indonesia. Thus, it can represent how the audit of guidance and counseling programs in the city is achieved. This research is very important to identify various strengths and weaknesses in the guidance and counseling

program. This research can be a reference to create an effective guidance and counseling program that has an impact on students.

Method

This research uses a quantitative approach with a survey method. According to Kivunja & Kuyini (2017), a survey is a method that belongs to the positivist paradigm and is also part of the quantitative approach. The term survey refers to the collection of data from a representative sample of a larger population. The outcome of survey research is the presentation of survey statistics such as percentages, averages, measures of relatedness and others (Schwarz et al, 1998). Survey research is appropriate for auditing guidance and counseling programs. The participants in this study were 30 teachers in different schools in Bandung-Indonesia. The instrument used in this study is a questionnaire about the audit of guidance and counseling programs taken from ASCA (2003) and adapted according to Indonesian conditions. The statements in this study measure 4 indicators (foundation, delivery, management, and accountability) that cover 17 components. In detail, the item formulation of the guidance and counseling program audit instrument is described in Table 1 below.

Table 1. Item formulation of guidance and counseling program audit instrument

No.	Indicator	Component	Number of Statement Items
1	Foundation	Beliefs and Philosophy	10
		Mission	7
		Professional Competencies	5
		Student Competencies	5
2	Delivery	School Guidance Curriculum	6
		Individual Student Planning	6
		Responsive Services	5
		System Support	4
3	Management	Management Agreement	4
		Advisory Council	4
		Use of Time	7
		Use of Data	4
		Action Plans	11
4	Accountability	Calendars	8
		Results Reports	12
		School Counselor Performance Standards	7
		Program Audit	5
Total			110

Statement items are created in google forms so that they are easily accessed and filled in by teachers. The filling is based on the scale described in Table 2 below.

Table 2. Guidance and counseling program audit scale criteria

Criteria	Scale
None	1
In Progress	2
Completed	3
Implemented	4

Data analysis in this survey used descriptive statistics by calculating the average percentage. The survey results are categorized based on the percentage score of the audit program obtained, namely good, fairly good, less good and not good. The percentage calculation is as follows.

$$\text{Percentage (\%)} = \frac{\text{Total Respondents} \times \text{Scale Score options}}{\text{Ideal Score}} \times 100 \%$$

From the above calculation, the minimum score to be obtained is 25%, and the maximum score is 100%, then the categorization is based on; $\frac{100\% - 25\%}{4} = 18.75\%$.

The interval of each category is 18.75%, then the categorization of the guidance and counseling program audit is explained in Table 3 below.

Table 3. Categorization of program audit percentages

Category	Percentage
Good	81.25% < % ≤ 100%
Fairly Good	62.50% < % ≤ 81.25%
Less Good	43.75% < % ≤ 62.50%
Not Good	25% < % ≤ 43.75%

This data analysis is the basis for seeing the strengths and weaknesses of the guidance and counseling program, then linking with various relevant references related to the findings obtained.

Results and Discussion

Results

The participants who filled out the guidance and counseling program audit survey were 30 teachers from different schools with the following details.

Table 4. Respondent data based on education level and length of teaching

Education Level		Length of Teaching (Year)				
Bachelor	Master	0-5	6-10	11-15	16-20	>20
23	7	9	4	7	6	4
76.67%	23.33%	30%	13.33%	23.33%	20%	13.33%
30 (100%)		30 (100%)				

Based on Table 4, teachers who filled out the survey with undergraduate academic qualifications were 76.67% (N=23), and master's academic qualifications were 23.3% (N=7). Based on the length of teaching, teachers who filled out the survey with a length of teaching 0-5 years were 30% (N=9), a length of teaching 6-10 years were 13.33% (N=4), a length of teaching 11-15 years were 23.33% (N=7), a length of teaching 16-20 years were 20% (N=6), and a length of teaching above 20 years were 13.33% (N=4). Component achievements are obtained from the average results of items from each component of the guidance and counseling program. The results are described in Figure 2 below.

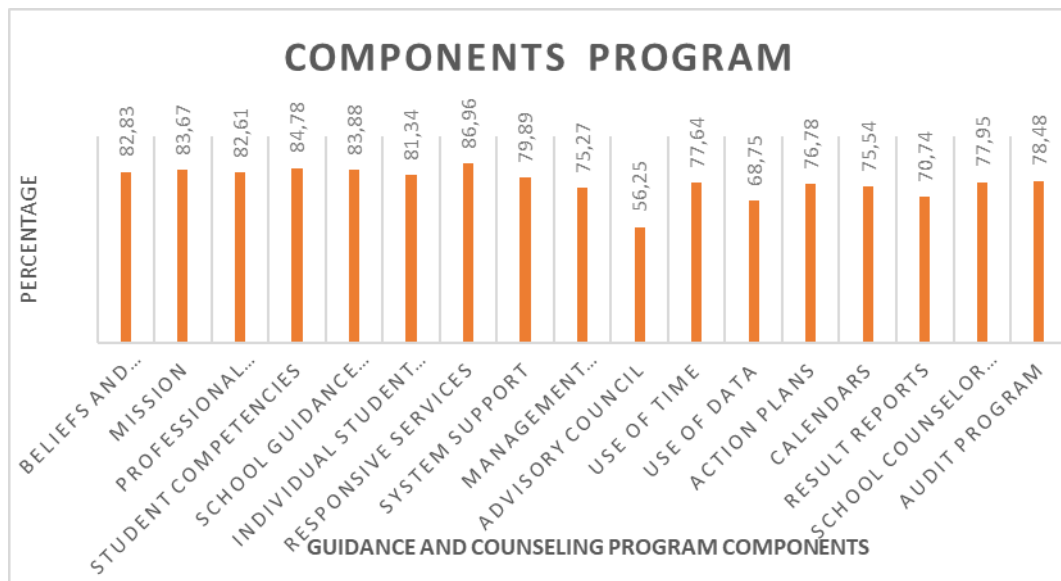


Figure 2. Percentage of guidance and counseling program components

Based on Figure 2, the responsive services component gets the highest percentage among the other components, namely 86.96% (good), and the advisory council component gets the lowest percentage, namely 56.25% (less

good). In addition, based on the data above, the beliefs and philosophy component gets a percentage of 82.83% (good), the mission component gets a percentage of 83.67% (good), the professional competencies component gets a percentage of 82.61% (good), the student competencies component gets a percentage of 84.78% (good), the school guidance curriculum component gets a percentage of 83.88% (good), the individual student planning component gets a percentage of 81.34% (good), the responsive services component gets a percentage of 86.96% (good), the system support component gets a percentage of 79.89% (fairly good), The management agreement component gets a percentage of 75.27% (fairly good), the advisory council component gets a percentage of 56.25% (less good), the use of time component gets a percentage of 77.64% (fairly good), the use of data component gets a percentage of 68.75% (fairly good), the action plans component gets a percentage of 76.78% (fairly good), the calendars component gets a percentage of 75.54% (fairly good), the results reports component gets a percentage of 70.74% (fairly good), the school counselor performance standards component gets a percentage of 77.95% (fairly good), and the audit program component gets a percentage of 78.48% (fairly good). Based on the data above, 7 components are in the good category, 9 components are in the fairly good category, 1 component is in the less good category, and there are no components in the not good category.

Table 5. Classification of audit results of guidance and counseling program components

Classification of Program Component Audit Results			
Good	Fairly Good	Less Good	Not Good
1. Beliefs and philosophy	1. System support	1. Advisory council	-
2. Mission	2. Management agreement		
3. Professional competencies	3. Use of time		
4. Student competencies	4. Use of data		
5. School guidance curriculum	5. Action plans		
6. Individual student planning	6. Calendars		
7. Responsive services	7. Result reports		
	8. School counselor performance standards		
	9. Program audit		

Before calculating the results of the guidance and counseling program audit, first calculate the achievement of each indicator obtained from the average of each component of the guidance and counseling program. The indicators in the guidance and counseling program are described in detail in Figure 3 below.

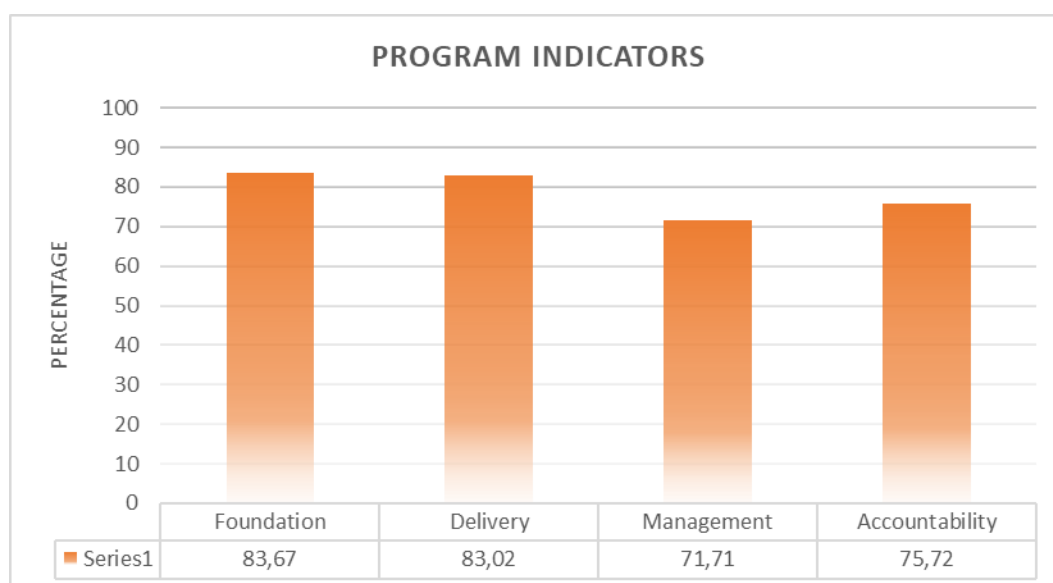


Figure 3. Achievement of Guidance and Counseling Program Indicators

Based on Figure 3, the foundation indicator gets the highest percentage among other indicators, namely 83.67% (good), and the management indicator gets the lowest percentage, namely 71.71% (fairly good). The results of

the achievement of the indicators described above are the basis for calculating the overall audit achievement of the guidance and counseling program. The results are described in Table 6 below.

Table 6. Guidance and counseling program audit outcomes

	Indicator	Percentage	Average	Category
Guidance and Counseling Program Audit	Foundation	83.67%		
	Delivery	83.02%	78,53%	Fairly
	Management	71.71%		Good
	Accountability	75.72%		

Based on Table 6, the audit of guidance and counseling programs is obtained from the average percentage of indicators obtained. The results show that the audit of guidance and counseling programs in Bandung-Indonesia obtained a percentage of 78.53% in the fairly good category.

Discussion

Component Analysis of Guidance and Counseling Program

The Guidance and Counseling Program is a series of activities designed to assist students in achieving optimal development, both in personal, social, learning, and career aspects. The guidance and counseling program needs to be designed in detail and carefully in accordance with the predetermined components, this will help counselors in implementing guidance and counseling services. ASCA (2003) has explained 17 important components in the guidance and counseling program, namely beliefs and philosophy, mission, professional competencies, student competencies, school guidance curriculum, individual student planning, responsive services, system support, management agreement, advisory council, use of time, use of data, action plans, calendars, results reports, school counselor performance standards, and program audit.

Beliefs and philosophy are part of the foundation in the guidance and counseling program, this is a fundamental foundation and becomes the basis for counselors in carrying out their duties to help students achieve their potential optimally. In detail, beliefs are what is inside the counselor (beliefs) about human nature, human values, and the role of guidance and counseling in helping counselees. Philosophy is the principles and values that underlie the practice of guidance and counseling (including goals, roles, and relationships between counselors and counselees). The item with the highest percentage in the beliefs and philosophy component is how the guidance and counseling program focuses on prevention, intervention and student development needs. According to Yusuf & Nurihsan (2003), guidance and counseling programs in schools will be effective if they are based on the needs and objective conditions of student development. Thus, the program should be directed to guide students and help them to achieve their developmental tasks (Yuwono et al, 2017). This is the basis for counselors in developing guidance and counseling programs that aspects of developmental needs become the main capital in providing appropriate services. This view is also in accordance with the comprehensive guidance and counseling approach which places emphasis on achieving developmental tasks, developing potential, and solving student problems (Bhakti, 2017., & Kurniawan, 2015). In addition, the item with the lowest percentage was about the philosophy statement having been presented and accepted by the administration, counselor team and advisory board. Guidance and counseling teachers consider that this has not been optimally done. It is very important that the guidance and counseling program is socialized to various parties (internal/external to the school), so as to avoid misunderstandings about guidance and counseling in the community or education in general (Hikmawati, 2010). So, that counselors should introduce guidance and counseling through socialization methods such as implementing orientation services and information about the importance of guidance and counselling (Adelia et al, 2023).

Mission is part of the structural aspects of the program (Fauzi et al, 2024) that contains statements that explain the goals (vision and mission) that the guidance and counseling program wants to achieve as a whole. The mission should include all the uniqueness of the self and how potential can be developed. According to Widodo et al (2021), teachers need to realize the reality that each student has a unique diversity or has special characteristics. This diversity is the basis for potential development. The item with the highest percentage in the mission component is the content of the vision and mission has been written in the program. Teachers realize that the vision and mission must be written in the guidance and counseling program, and this becomes the main basis for achieving guidance and counseling goals. The vision and mission statement must be in accordance with the school curriculum (Kholilah & Khusumadewi, 2018). In addition, the item with the lowest percentage is that the vision and mission statements have been presented and accepted by the administration, counselor

team, advisory board and school institution. The low percentage of this item is still very much related to socialization to various parties, not only in the mission component but also in the beliefs and philosophy component.

Professional competencies in guidance and counseling programs are a set of abilities that must be possessed by a counselor in professional competencies, this is obtained through education, training, experience, and self-development. This professional competency is the basis for counselors in carrying out their duties and responsibilities in helping students to achieve their developmental tasks. The item with the highest percentage in the professional competencies' component is that the objectives have been written in the program. According to Azizah et al (2017), guidance and counseling is an effort to assess the extent to which the implementation of the program achieves the goals that have been set. It is on this basis that objectives must be written in the program. The objectives formulated must cover 4 areas of guidance and counseling services namely (personal, social, learning, and career). In addition, items with the lowest percentage are 3 items, namely 1) identifying the framework for the organization (objectives and competencies, namely knowledge, attitudes and skills), 2) identifying the developmental structure of the school guidance and counseling program from Grades I-III of junior high school/senior high school/vocational school (and equivalent) and determining what will be measured, and 3) the objectives have been presented and accepted by the administration, counselor team and advisory board. Counselors in their professional duties should be able to identify the work frame (knowledge, attitudes, and skills). So, that this becomes a guide for counselors in providing guidance and counseling services. In addition, the program should explain in detail the structure of the development of guidance and counseling programs including determining measuring instruments, and the last is still related to socialization related to goals to various parties.

Student competencies are a set of abilities that must be possessed by students to achieve their developmental tasks. The item with the highest percentage in student competencies is that competencies are selected based on an assessment of student needs and these competencies can be measured or observed. According to Permasin & Herdi (2021), a very important thing in developing a guidance and counseling program is to go through the stage of analyzing student needs, so that it is the basis of relevant and accurate information for counselors in making programs. So, the counselor needs to have expertise in identifying the needs of the student. According to Batubara & Ariani (2018), in achieving the objectives of the guidance and counseling program, counselors are required to master the concepts and practices of assessment in order to understand the needs and problems of students. In addition, the item with the lowest percentage is that the student competencies written in the program have been presented to and accepted by the administration, counselor team and advisory board. The problem that arises is still the same related to the aspect of socialization or presenting to various parties.

School guidance curriculum is a series of guidance and counseling programs and services designed to help all students to achieve their developmental tasks. The guidance and counseling curriculum should be comprehensive and integrative, covering all aspects of student development. The item with the highest percentage on the school guidance curriculum component is that all students receive systemic materials to acquire knowledge, attitudes and skills to enhance their academic, career and personal-social development. All curriculum components should be designed to facilitate student development (Surur et al, 2020). The item with the lowest percentage is that the school guidance and counseling curriculum has been presented and accepted by the administration, counselor team and advisory board. The problem that arises is still related to the aspect of socialization or presenting to various parties.

Individual student planning is a process to assist students in developing personal, social, learning, and career plans so that they can achieve their developmental tasks optimally. According to Gysbers & Henderson (2012), individualized planning is an activity designed to help students understand and take action to develop future plans. The item with the highest percentage in the individual student planning component is that individual student planning includes individualized assessment, individualized advising, and appropriate student placement services. This is the form of method used in individual planning. According to VanZandt & Hayslip (2001), counselors should use the most appropriate methods to help students make plans about their future. In addition, the item with the lowest percentage was accurate, appropriate, and effective printed materials distributed to students and parents to support students' individualized planning efforts. Some counselors have actually provided materials to students and parents, but there are also some counselors who are still making materials related to individual planning.

Responsive services are services provided to counselees who experience special problems or needs immediately. According to Aisah & Herawati (2021), responsive services are the provision of assistance to counselees who face problems that require immediate help, because if not helped immediately it can cause interference in the

process of achieving their developmental tasks. In addition, the item with the highest percentage in the responsive services component is that all students from Grades I-III of junior / senior / vocational high school, receive preventive education to direct choices related to academic, career, and personal-social development in their lives. Sudrajat (2008) explains that one of the functions of guidance and counseling is preventive, this relates to the counselors efforts to anticipate various problems that may occur and try to prevent them. The item with the lowest percentage is that there is systemic and consistent supervision in terms of referring students who experience obstacles in learning.

System support is a component that is very instrumental in order to achieve guidance and counseling services. Its function is to help counselors and other related parties to provide effective services to students. According to Kemendikbud (2014), forms of system support that can support counselors' performance in implementing their programs are network development activities, work procedures, infrastructure in the form of information and communication technology, and continuous professional development. The item with the highest percentage in the system support component is counselors participating in professional development activities. According to Pharis et al (2019), teacher professional development is an ongoing process to improve the achievement of educational quality, expand academic knowledge, hone professional skills, and improve teaching abilities for teachers. Counselor is a profession that requires professional competence in carrying out its duties. In addition, the item with the lowest percentage was counselors serving as departmental curriculum committees, local/regional level advisory boards, community committees or advisory boards. This item should be a special concern for counselors to be actively involved either internally or externally to the school.

Management Agreement is a written agreement between counselors and students in guidance and counseling. This agreement is created to outline specific behavioral goals and the consequences that will be received if these goals are achieved or not achieved. The item with the highest percentage in the management agreement component is that the counselor decides how to distribute access and cases to students (development assignments, specialization in service areas, level levels, random, counselor of the day, etc.). In addition, the item with the lowest percentage is that there is a clear division between defined accountability for results and assigned tasks. Counselors need to make contracts with students to monitor how students are progressing both in guidance and counseling services.

Advisory councils have an important role in directing and improving the effectiveness of guidance and counseling services. Advisory councils function as consulting bodies consisting of individuals with diverse expertise and perspectives. Advisory councils can provide valuable insights and recommendations to guidance and counseling programs. Items in this component have a less good percentage. The items in an advisory council are 1) the advisory council has been organized and has set meeting dates and identified duties, 2) the advisory council has an appropriately representative membership, 3) the advisory council meets at least twice a year, and 4) the advisory council reviews audit guidance and counseling programs, summarize program results reports and make necessary recommendations. The low percentage of all these items is because school counselors do not understand the advisory council mechanism in detail.

Use of time has an important role in the implementation of guidance and counseling services. An effective counselor must be able to manage his time well so that guidance and counseling services can be carried out optimally. The item with the highest percentage in the use of time component is that the counselor is responsible for monitoring the progress of each student. In fact, the purpose of guidance and counseling is how to facilitate students' personal development carried out by counsellors (Amala & Kaltsum, 2021). So, this also cannot be separated from how the counselor monitors all the progress of this development. In addition, the item with the lowest percentage was that each counselee had their own intention to document their progress, knew where the documentation was stored and had access to the document.

The use of data is a guide for counselors, accurate data about students is the basis for providing guidance and counseling services that are right on target and effective. ASCA (2003) defines the use of data as an accountable method for aligning guidance and counseling programs with the school's academic mission. The item with the highest percentage in the use of data component is identified needs as a source for determining the implementation of gap closing activities. So, needs assessment data is the key for counselors in determining the right service. The needs assessment will lead to the discovery of students' real conditions, and this will be the basis for planning guidance and counseling programs, identifying data to develop service programs, determining instruments for collecting data according to needs, collecting, processing, analyzing and interpreting data resulting from needs assessment (Kemendikbud,2016). In addition, the item with the lowest achievement is the difference/gap identified in accordance with ABKIN national standards.

Action plans are activity plans in guidance and counseling, this serves as a guide for counselors to provide guidance and counseling services in a structured and directed manner. Action plans are a follow-up to the results of student needs assessments. The item with the highest percentage in the action plans component is that there is written data regarding the action plan which includes the administration of guidance and counseling programs. Counselors realize that action plans are an important part that must be prepared and in writing to provide appropriate guidance and counseling services. According to Hasibuan et al (2020), planning and preparing guidance and counseling programs including action plans is an important step in developing guidance. The action plans contain service areas, service objectives, service components, service strategies, classes, materials, methods, tools/media, evaluation and equivalence. In addition, the item with the lowest percentage was an action plan to close the gap drafted by the guidance and counseling team during a planned meeting. The counselor should be able to plan actions carefully to close the gap.

Calendars have an important role in guidance and counseling programs. Calendars help counselors stay organized and ensure all aspects of the program can be implemented well. According to Kurniawan (2015), the comprehensive guidance and counseling service program that has been created must be scheduled in the form of an annual calendar, monthly calendar and daily calendar (Calendars). The item with the highest percentage is a list of counseling/non-counseling activities that have been approved by the school institution. These counseling/non-counseling activities must be included in the program and must be approved by the institution at the school. In addition, the item with the lowest percentage is the total counselor time used in each component of the delivery system which has been compared with the time use recommendations from the ABKIN national model. Counselors must ensure that time management in the program is relevant to the timing of the ABKIN national model.

Result reports are documents containing descriptions of the implementation of guidance and counseling programs along with the achievement of results and follow-up actions. Result reports are created as a form of accountability and evaluation of the implementation of the guidance and counseling program. There are 2 items that get the highest percentage in the results reports component, namely, 1) the counselor's weekly/monthly schedule has been determined, and 2) the results data is collected and sorted according to behavioral criteria, namely graduation rate, attendance/absence, behavior in class, and academic achievement. In practice, the guidance and counseling service schedule should be regulated in the program, and this is a form of planning. Counselors need to collect various necessary data based on existing criteria. In addition, the item with the lowest percentage was that administrators responsible for the school's guidance and counseling program had been actively involved in negotiations regarding agreement on outcomes. This is why it is important that counselors must be able to collaborate with various parties in implementing guidance and counseling programs.

School counselor performance standards are a set of criteria used to assess the performance of school counselors in carrying out their duties and responsibilities in guidance and counseling. It also aims to ensure that school counselors provide quality and professional services to students. The item with the highest percentage in the school counselor performance standards component is an evaluation made to assess the counselor's ability to handle school guidance and counseling programs. This is closely related to the evaluation of guidance and counseling. Evaluation can be interpreted as the process of collecting information (data) to determine the effectiveness (implementation and achievement) of activities that have been implemented in an effort to make decisions (Shertzer & Stone, 1974). According to Mashudi (2018) Several principles that must be adhered to in the evaluation of guidance and counseling are objective, transparent, participatory, accountable, timely and continuous. In addition, the item with the lowest percentage was an evaluation made to determine the school counselors fulfillment of responsibilities for professional development, namely the use of data, technology, and ethical standards. The final goal of the evaluation is how to improve the guidance and counseling program and provide assessment of a counselors professional competence.

The audit program is a systematic, objective and programmed assessment process to assess the effectiveness of the guidance and counseling program in achieving its objectives. This is done to identify the strengths, weaknesses, opportunities and challenges of the guidance and counseling program. So, the ultimate goal is to improve and increase the quality of the program. The item with the highest percentage on the audit program component is that the school guidance and counseling program has been endorsed by the school district's education agency. This is usually done by the school supervisor at the beginning of the learning year, which means that the counselor needs to prepare a set of programs for the next year and have them approved by the supervisor. The item with the lowest percentage is that the program is audited once every year. According to Ilahi et al (2019), guidance and counseling programs need to be audited annually with the aim of improving the quality of the guidance and counseling program.

Based on Figure 2, the component with the highest percentage is responsive services, this is a type of service that is flexible to help counselors in dealing with the problems they face. The objectives of responsive services include assisting students in, 1) identifying and understanding the problems faced, 2) developing strategies to overcome problems, 3) improving coping skills, and 4) preventing problems from recurring. According to Kemendikbud (2014), responsive service focus is the provision of assistance to students who experience problems that interfere with self-development and potentially face certain problems but do not realize that they have a problem. Problems can be related to personal, social, learning and career. If the problem does not get immediate service from the counselor, there will be more serious disturbances that can interfere with the process of student self-development, because the needs are not fulfilled, or fail to achieve their developmental tasks. Guidance and counseling teachers (counselors) in Bandung are aware of the problems faced by students, they tend to have prepared problem prevention, assistance in dealing with and solving problems, systemic supervision, providing a variety of responsive services (individual counseling and small group counseling, crisis counseling, peer facilitation, consultation and collaboration, and referral systems), including a system positioned for students who are identified as having problems.

The component with the lowest percentage is the advisory council. This component plays an important role in the implementation of the guidance and counseling program. In fact, this component has the lowest percentage among the other components, this is due to the school counselor's ignorance of who is involved as a member of the advisory council (Ilahi et al, 2019). The counselor should be able to involve various parties such as the Guidance and Counseling Teacher Council (MGBK), the Principal, the School Committee, and the Principal Council (MKKS) who can be involved as an advisory council. According to Gysbers & Henderson (2012), the support system component consists of management activities that establish, maintain, and improve the guidance and counseling program, and one such component is advisory committees and councils. In the survey, all items were considered to have a low percentage, which means that counselors do not understand and involve the advisory council, as there is no clear advisory council in the program, including with regard to its membership and role, this has an impact on various meetings where there is no advisory council, even though the advisory council is also tasked with auditing the guidance and counseling program.

Analysis of Indicators and Results of Guidance and Counseling Programs

This program audit is the key for counselors in evaluating the guidance and counseling program. ASCA (2003) has established 17 components that must be included in the guidance and counseling program, and of the 17 are divided into 4 important indicators, namely 1) foundation (beliefs and philosophy, mission, professional competencies, and student competencies), 2) delivery (school guidance curriculum, individual student planning, responsive services, and system support), 3) management (management agreement, advisory council, use of time, use of data, action plans, and calendars), dan 4) accountability (results reports, school counselor performance standards, and program audit). Based on the survey results, foundation is the indicator with the highest percentage among other indicators, and management is the indicator with the lowest percentage among other indicators.

Foundation in the guidance and counseling program has a very important role, consisting of several elements such as 1) guidance and counseling philosophy, 2) guidance and counseling standards, and 3) development areas. In addition, the foundation also ensures that the program is 1) appropriate to the needs and conditions of students, 2) implemented professionally and with quality, 3) has clear and measurable goals, and 4) can be evaluated and improved on an ongoing basis. In the guidance and counseling program, the foundations include rationale, legal basis, vision and mission, basic needs, and program objectives. This component is an aspect that is considered important as a foundation for other components.

Management is considered the indicator with the lowest percentage. Actually, with good management, the guidance and counseling program can be implemented effectively, efficiently, accountably, and with quality. Thus, it can help students to achieve optimal potential, and encourage various aspects of their development. Guidance and counseling management is closely related to planning, organizing, staffing, leading and controlling. Good management is the discovery of the manager's ability, namely a counselor who is able to plan, organize, direct, and control existing resources. According to Zamroni & Rahadjo (2015), directed and systematic guidance and counseling management is a manifestation and accumulation of guidance and counseling services, and this is one of the counselors work indicators.

Based on Table 8, the results of the guidance and counseling program audit are in the fairly good category with a percentage of 78.53%. This indicates that most of the guidance and counseling programs are well implemented

in schools, some components are in the good category, most components are in the fairly good category, and only a few components are in the less good category.

Conclusion

Based on the results of a program audit survey of 30 guidance and counseling teachers (counselors) in Bandung-Indonesia, it shows that the guidance and counseling program has a percentage of 78.53% (fairly good). Based on the program components, responsive service is the component with the highest achievement with a percentage of 86.96% (good), and advisory council is the component with the lowest achievement with a percentage of 56.25% (less good). Based on program indicators, foundation is the indicator with the highest achievement with a percentage of 83.67% (good), and management is the indicator with the lowest achievement with a percentage of 71.71% (fairly good).

Recommendations

Based on the results, counselors need to create a comprehensive guidance and counseling program that accommodates 4 indicators and 17 components according to ASCA, counselors must also socialize and present the guidance and counseling program to various parties, this allows others to provide suggestions and recommendations on the content of the guidance and counseling program. Apart from that, counselors also need to realize the importance of advisory councils as an inseparable part of guidance and counseling programs whose roles are 1) providing advice, 2) assisting in program development, 3) providing support, and increasing accountability. Counselors also need to pay attention to management in guidance and counseling as the key to success in implementing guidance and counseling in schools. Future research needs to look further at auditing guidance and counseling programs by involving many participants using various data collection techniques other than questionnaires/surveys.

Scientific Ethics Declaration

The authors declare that the scientific ethical and legal responsibility of this article published in EPESS Journal belongs to the authors.

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