Digitally Mapping Student Potential: SIMPOSIDU (Sistem Informasi Potensi Individu) For Guidance And Counseling Teachers

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Abstract.
Teachers of guidance and counseling play a significant role in the process of evaluating students' potential. Basically, assessing students' potential plays a significant part in assisting them in achieving their full potential in four areas: personal, social, academic, and professional. In actuality, there are still a number of issues with assessing students' potential, one of which is the teacher's still limited capacity to record and map student potential data. At the Klaten District Vocational High School, 40 Guidance and Counseling teachers received training on the Individual Potential information system (SIMPOSIDU), which enabled the teachers to systematically and comprehensively record student potential data. The information is personal, social, educational, and other. The service makes it simpler for teachers to map data about future pupils so they can assist kids in problem-solving in accordance with their potential.

Keywords: *Assessment, student potential, and SIMPOSIDU.*

I. INTRODUCTION

One of the school The goal of education is to foster pupils' potential and creativity via learning. According to this perspective, education is a deliberate and planned endeavor to foster an environment of learning and learning so that students can actively develop their potential to have moral strength, self-control, personality, and the skills necessary for society, the nation, and the state [1]. Additionally, education aims to empower pupils to handle their daily tasks appropriately and independently [2]. Superior HR (Human Resources) is required in Indonesia to support educational objectives. Students must be engaged, creative, and skilled throughout the educational process. These requirements can be met if efforts are made to maximize the potential of both teachers and pupils.The teacher is one of the key elements in the educational process. Teachers play a crucial and strategic function in the educational system. The primary actors in the implementation of learning services in schools are teachers [3]. This suggests that both within and outside of the classroom, the teacher is the driving force and the primary participant in the teaching and learning process [4]. As the primary actor in this situation, the teacher can study their capacity to offer the best approach and can assess it in light of the circumstances of the students. Students' health is a factor that affects potential, both internal and outward potential, so it requires extra consideration and care to expose this.According to Istia'dah et al. [5], potential is an ability that a person possesses and has the potential to be developed to its fullest potential. In accordance with this, maximizing student potential is an effort that is highly significant in education and even takes on a fundamental role in all educational activities [6]. Based on the explanation of this concept, students' potential can be formulated from all of their abilities, enabling them to grow and be realized in the shape of reality.

An effective assessment or analysis from a teacher is required in order to realize kids' potential development.The guidance and counseling teacher is in charge of evaluating each student's potential. Basically, guidance and counseling teachers play a significant part in assisting students in achieving their full potential in four areas: personal, social, academic, and career [7]. To fully understand pupils, guidance and counseling teachers must do an assessment prior to offering counseling services. Introduction to personal, social, academic, and professional backgrounds is included. It is believed that the results of the initial evaluation will serve as a foundation for students to enhance their social skills, which affect their capacity to form relationships with others, as well as their self-control abilities, which influence their capacity for adaptive conduct [8][9].In practice, there are still a number of issues with determining a student's potential,

including: The facts on students' potential have not been fully recapitulated by counseling teachers, counseling Counseling teachers are still having trouble accumulating social and personal potential data, and there is a decreasing amount of storage space available for student potential data. In addition to these issues, there is no online system that can capture and map student potential data, along with poorly integrated personal data papers for the students. Counseling services in the SMK Klaten district suffer as a result of the difficulties counseling teachers have in assessing students' ability.

Information and communication technology is occasionally becoming more prevalent. An whole new era in the field of counseling has begun with the development of information and communication technology. Teachers of guidance and counseling face a hurdle in this situation since they must participate in learning various skills in it. Information technology can sometimes be socially isolating and has resulted in new social difficulties, especially among children and adolescents. Many of the issues adolescents confront have their roots in the online world [10]. In addition, since the pandemic began, guidance and counseling services have been moved online, which might cause issues for guidance and counseling teachers in the field. On the other hand, counselors can use the internet as a tool to track the expansion of their knowledge to assist with assignments, discover references, discuss, and other things.One of the tools for assessing student data at SMKs in the Klaten area is Sistem Informasi Potensi Individu (SIMPOSIDU). If there is an integrated and up-to-date information system, it will be easier to access student data such as personal information, academic information, job information, and character development at school. It is simpler for students, teachers, and guidance counselors to enter data into this system because it is an online-based student data gathering program. In addition, it is a tool for gathering student data that may be used for as long as a student is enrolled in high school, even two years after graduation from SMK.BK teachers are able to offer the finest support for the accomplishment of student development tasks thanks to Sistem Informasi Potensi Individu (SIMPOSIDU) adopted in Vocational High Schools (SMK). So that Guidance and Counseling teachers can correctly utilize the Individual Potential Information System in the classroom, training is required for using it.

II.   METHODS

The three stages of this community service project were participant identification, training implementation, and training evaluation. Choosing the training's topic completes the participant identification stage. Guidance and counseling instructors for the vocational schools in the Klaten area served as the training participants in this service procedure. The Klaten district has 40 teachers who specialize in career counseling and advising. The participant was instructed on how to use SIMPOSIDU (Sistem Informasi Potensi Individu).Online training activities were conducted over the course of two days. Participants receive complete instruction for 4 hours each day for 2 days. Online instruction from the service team utilizing the Zoom program.

The 40 participants were split into two classes, each with 20 persons. This seeks to increase the participants' concentration while taking part in the training.A pretest/test is conducted before the activity process to determine the starting circumstances. This intends to assess the effectiveness of student data gathering prior to the use of SIMPOSIDU (Sistem Informasi Potensi Individu. Following the pretest, system training is conducted. Additionally, a Posttest will be administered following the SIMPOSIDU course for each participant. This tries to gauge SIMPOSIDU's level of influence in recording student potential data.The evaluation process comes last. This procedure intends to assess the effectiveness of the training program SIMPOSIUM (Sistem Informasi Potensi Individu). The following are signs that this service is successful: 1) The counselor's knowledge of the student data services 2) The counselor's efficiency in entering student data 3) The counseling teacher's capacity to formulate a suitable treatment strategy in light of the evaluation. The following figure shows the stages in detail:
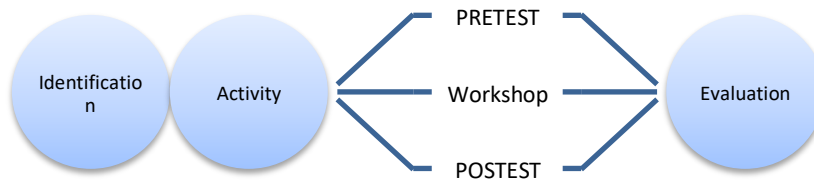
Fig 1. The stages of Community Services

III. RESULT AND DISCUSSION

Utilizing the zoom technology, the training took place on August 20, 2022. training implementation via several stages. There are two stages: (1) identification and (2) activity. stage three) evaluation the service team coordinated with the training subjects during each of these stages. Each Guidance and Counseling teacher at an SMK in the Klaten district participated in the training. The following describes the Individual Potential Information System training process's mechanism and discussion:Identification. The service team chooses the mechanism for training preparation during the identification stage. Here are the preparations: Identify the training topic in step one. 2) Select the training medium (SIMPOSIDU) 3) Prepare the SIMPOSIDU training procedure and the Pretest-Posttest process. The service team identified the training procedure and came up with a total of 40 training participants, including 15 women and 5 males. Vocational Guidance and Counseling instructors from Klaten Regency made up the participants.Activity. The service team administered a pretest to 40 participants during the training activity phase. With reference to the challenges of recapitulating student potential data, this procedure attempts to gauge the knowledge and proficiency of guidance and counseling teachers. Personal, social, academic, and vocational data are all included in the student's self-potential data. Using a Likert scale that was uploaded via the Google form, the pretest was conducted. 15 statement items make up the scale. The graphic below displays the preliminary test results:
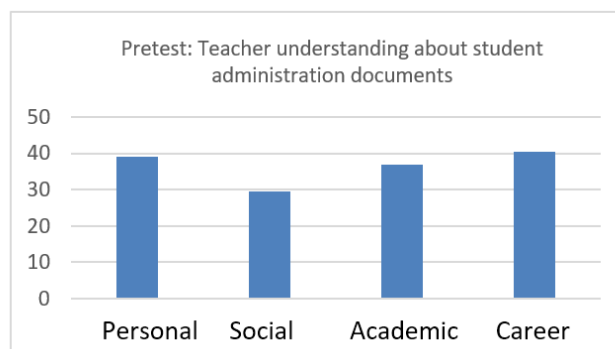

Fig 2. Pretest Score

The findings of the pretest reveal that the guidance and counseling teacher still has a limited understanding of how to gather information on a student's potential. This is seen from the personal, social, learning, and career pretest results, which still fall short of a score of 50 or an average score of 36.42. The service team interviewed 10 training participants in addition to gathering quantitative data. As a result, the typical training participant is unaware of and has not put into place a complete information system for recording or recapitulating possible student data. A thorough information system is required in order to capture student potential and allow guidance and counseling professionals to provide children with the best

possible care.The service team also gave SIMPOSIDU (Sistem Informasi Potensi Individu) training following the administration of the pretest. SIMPOSIDU is an application system that contains specific student profiles, information on potential talents and interests, information on counseling analysis, information on personal development, information on social learning, and information on careers that are recorded by teachers and students while enrolled at the school in question. It aims to provide the best possible service [11]. There are various items in SIMPOSIDU, including: 1) Personal, social, academic, and career data 2) Student and parent education data 3) Statistics on student counseling data on student performance 5) Data on student self-development 6) Student families' financial information 7) Keeping a study diary Chat functionality.Early on in the activity process. Online, the service staff is divided into two classes. There are 20 students in each class. It takes two days to complete a service activity. On the first day, the participants were given instructions by the community service team on how to complete the SIMPOSIDU application's student prospective data as well as the students' personal and social information. The service staff instructed the participants on the second day to complete academic and career data on the SIMPOSIDU application (Sistem Informasi Potensi Individu).The documentation of the first and second days of the SIMPOSIDU training for guidance and counseling teachers is as follows:

**Fig 1.** Activities on community services

Based on the outcomes of the first training day. Teachers in guidance and counseling can comprehend the SIMPOSIDU material's introduction as well as the features of the program. After hearing the instructions in the training material, the participants put the instructions into practice right away by entering the student's personal information into the SIMPOSIDU application. Participants swiftly enter the student's social and personal information. Participants can carefully fill out their studies and career fields on day two as well.Additionally, 40 training participants completed the post-training exam and post-test process. This procedure seeks to gauge participants' comprehension of how to complete student potential data (Personal, Social, Learning, and Career) following the SIMPOSIDU training session (Individual Potential Information system). The following posttest findings demonstrate a considerable improvement over the pretest results:
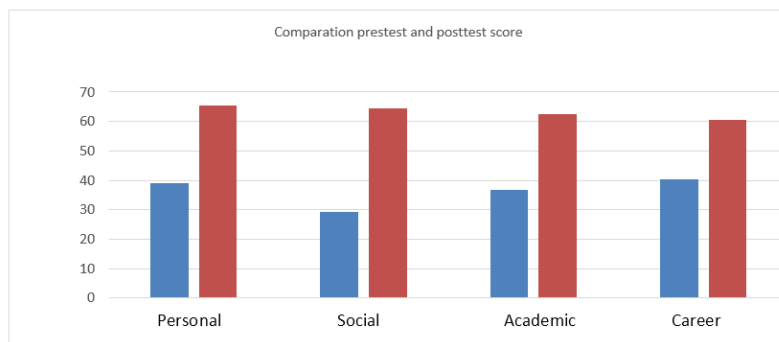
Fig 3. Pretest & Posttest comparation

There is a considerable difference between the pretest and posttest according to the results of the quantitative analysis. The participants in the posttest process obtained an average score of 65 after receiving SIMPOSIDU training as opposed to the pretest's initial average score of 40 for comprehending the private aspect of student data gathering. Participants who got SIMPOSIDU training in the posttest procedure

received an average score of 67 in place of the initial average score of 30 on the pretest for understanding student data collecting for the social component. After receiving SIMPOSIDU training, participants in the posttest procedure obtained an average score of 62 instead of the pretest findings' average score of 35 in the understanding component of the student data collection in the first learning phase. The comprehension segment of the pretest yielded an average score of 42 for early career students, but after SIMPOSIDU instruction, the posttest procedure yielded an average score of 60, and the overall pretest average score was 63.17. Following is a comparison of the mean scores from the pretest and posttest:
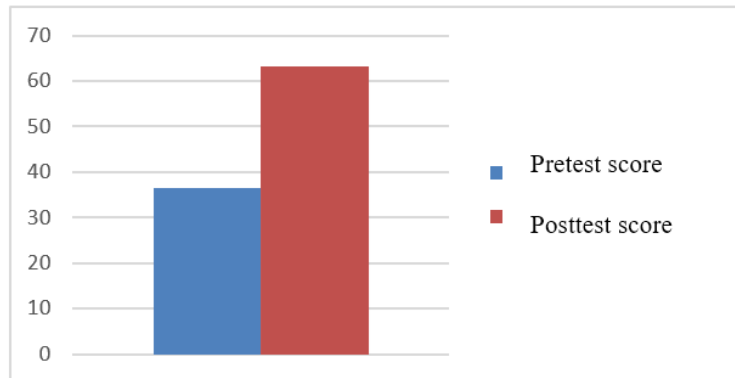
Fig 3. Comparation Mean

Participants were also able to recognize and categorize the personal information of the students, their parents, and their siblings thanks to the findings of the qualitative analysis in the personal data entry area. This is crucial because it gives guidance and counseling professionals the opportunity to fully understand kids' potential histories from both internal and external sources[12]. Personal information that has been entered by the teacher or that students may subsequently contribute as support for a thorough evaluation when pupils are enrolled in the relevant school.The teacher is able to comprehend what social data can be incorporated into the Individual Potential Information system (SIMPOSIDU). information about student associations throughout schooling. It is considered crucial to understand how and with whom pupils interact with their social surroundings. The social environment has a significant impact on pupils' academic and social growth both inside and outside of the classroom [13] [14] The guidance and counseling teacher can also find learning data that can be entered into SIMPOSIDU under the section on learning data entry.

This has the advantage that a counselor or guidance and counseling teacher maps out a number of subjects that are centers of student brilliance as part of the activity of identifying learning data [15].This suggests that pupils' cognitive processes and their capacity to retain information from a subject are inextricably linked [16].The teacher can determine the best course of action for the pupils by analyzing the data from the career data entry section and knowing their areas of strength. Teachers and students can record information on pupils' skills, weaknesses, and opinions regarding career choices. A student's career has a significant impact on their growth and welfare[8]. When and where students will continue their education is one of the crucial decisions they must make after leaving an educational institution. As a result, a guidance and counseling teacher must provide the highest level of assistance to aid a student's professional maturation process [17].The SIMPOSIDU data filling mechanism is related to the training process' evaluation stage (Individual Potential Information System). Some guidance teachers are still unsure of how to use the application's functions as they enter students' personal, social, academic, and professional information. The support team prepared for this by spending a lot of time coaching the teacher on how to utilize the SIMPOSIDU application effectively.

IV. CONCLUSION

In essence, the Individual Potential Information System is a solution to the issue of recording student potential data, which includes information about their personal, social, academic, and professional potential. As a result, teachers of vocational counseling in the Klaten district had difficulties assessing pupils' aptitude,

and the quality of counseling services declined. The Individual Potential Information System, or SIMPOSIDU, training had a considerable impact on the participants, as seen by the significant improvement between the pretest and posttest average scores of 63.17 and 36.42, respectively. One could argue that Sistem Informasi Potensi Individu (SIMPOSIDU) provides a solution to the administrative issues facing guidance and counseling teachers. The comprehensive database system SIMPOSIDU has information on every student enrolled in the school. SIMPOSIDU solves issues with storage capacity, data search efficiency, and student data security. A Guidance and Counseling teacher can arrange services more quickly and easily, deliver services more simply and readily, take action more swiftly and exactly, and assist students in solving difficulties more swiftly and precisely in these circumstances.

V. ACKNOWLEDGMENTS

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