

The Role of Class Teachers in Implementing Guidance and Counseling Services in Elementary Schools

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Article Info

Article history:

Accepted: 30 Desember 2023

Publish: 02 Januari 2024

Keywords:

Services,
Guidance,
Counseling,
Elementary School

Abstract

The purpose of this study is to determine the implementation of guidance and counseling in elementary schools in the form of assistance provided by teachers to students both individually and in groups to optimize the talents and interests of students and prevent and deal with problems that can hinder the achievement of learning goals. The provision of guidance and counseling in schools is motivated by five things, namely (1) individual development problems; (2) problems of individual differences; (3) problems of individual needs; (4) adjustment problems and behavioral disorders and (5) learning problems. The research method used is descriptive qualitative. The research was conducted at SDN 25 Dompu. Data collection techniques include interviews, observations and documentation. Data analysis techniques include four main stages, namely data collection, data reduction, data presentation and conclusions. The results showed that teachers play a role as implementers of guidance and counseling in elementary schools. There are 5 groups of problems experienced by students at SDN 25 Dompu, namely learning problems, personal problems, social problems, behavioral problems, and career development. The factors causing the problem are motivated by differences in student characteristics, differences in student abilities and differences in students' emotional maturity. The steps in handling student problems are carried out through the stages of identifying problems, collecting data, identifying the cause of the problem, prognosis, namely determining solutions, providing assistance or guidance, and finally conducting evaluation and follow-up. The implementation of guidance and counseling at SDN 25 Dompu has been carried out by all class teachers and school principals.

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1. INTRODUCTION

Guidance and counseling services are an integral part of educational services in schools, it is stated in Law Number 20 of 2003 concerning the National Education System Chapter I Article 1 Paragraph 1; Education is a conscious and planned effort 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 themselves, society, nation and state. The ultimate goal of guidance and counseling is to make learners independent. Guidance and counseling are part of education that helps achieve educational goals. The realm of work in the field of Guidance and Counseling includes 4 areas of guidance, namely personal, social, learning and career. In elementary schools, guidance and counseling service activities are not provided by special guidance teachers such as at the junior and senior high school education levels. But it is carried out by class teachers who not only act as material deliverers but also provide guidance and counseling services to their students without exception. But in fact in

the learning process the class teacher still emphasizes the development of cognitive aspects only, so there is no balance between affective and psychomotor aspects for students (Prasetia & Heiriyah, 2022).

Guidance and counseling in elementary schools is an assistance provided by teachers to students both individually and in groups to optimize the talents and interests of students and prevent and deal with problems that can hinder the achievement of learning goals optimally (Ramlah, 2018) Then to achieve optimal development for students, the implementation of education in schools should include three areas of service, namely the field of curriculum and teaching, the field of administration and supervision, and the field of guidance and counseling. Guidance and counseling services in educational units carried out by teachers function in helping students to instill interest in learning through guidance and counseling services by carrying out learning processes that are in accordance with student characteristics (Tarmidzi Hasibuan et al., n.d.).

The implementation of guidance and counseling services includes seven services including orientation services, information services, placement and distribution services, learning services, individual counseling services, group guidance services, and group counseling services. These seven services must be understood by the class teacher who acts as a counselor so that the obstacles and problems faced by students can be anticipated or overcome immediately. The right service actions will help students to be able to carry out learning well so that they can achieve maximum learning outcomes (Mustika et al., 2022).

A school / madrasah counselor or counselor is someone who is responsible for providing guidance and counseling in schools / madrasahs consciously on the development of the personality and abilities of students both from physical and spiritual aspects so that students are able to live independently and fulfill various developmental tasks as creatures of God in addition to individual beings and social, moral, religious, and cultural beings. Counseling is an effort to help individuals through the process of personal interaction between counselors and counselees so that counselors are able to understand themselves and their environment, are able to make decisions and determine goals based on the values they believe in so that counsellors feel happy and effective in their behavior. Counseling Guidance is in a key position in an educational institution, namely school institutions as a support for the advancement or retreat of the quality of education. The role of guidance and counseling in improving the quality of education is not only limited to academic guidance but also personal, social, intellectual, and value-giving guidance (Ramlah, 2018).

Based on initial observations made at SDN 86 Pekanbaru, it was observed that the class teacher had not carried out his role as a counseling guidance teacher properly. An interview with one of the class teachers found that the teacher did not understand the seven services in guidance and counseling. If there are students who have problems, usually the services provided by the teacher are only in the form of advice or calling parents to come to school. Possible causes of lack of understanding of teachers due to the many tasks and responsibilities that must be completed by the class teacher.

In the scope of schools, problem students are counselees who need the help of counseling guidance services. The hope is that the provision of counseling guidance can help the problems experienced by students. Some of the roles of teachers in counseling guidance in schools are as (1) facilitators; (2) informants; (3) organizers; (4) director; (5) motivators; (6) transmitters; (7) mediators; (8) director; and (9) evaluators. The provision of counseling guidance in schools is motivated by five things, namely (1) individual development problems; (2) problems of individual differences; (3) problems of individual needs; (4) adjustment problems and behavioral disorders and (5) learning problems. These problems can become further problems if not handled properly. Therefore, special handling is needed for students who experience problems with the provision of guidance and counseling services. Primary schools must act in an effort to provide basic experiences for students. These basic experiences include calistung, general knowledge, personality development and social development. Therefore, guidance in elementary schools is

not an action that only overcomes the crisis, but also leads to efforts to support the development of students to suit their interests and needs (Mustika et al., 2022).

Based on this phenomenon, questions arise as to how the implementation of guidance and counseling services carried out by class teachers at SD Negeri 2 Sudagaran, Banyumas District, Banyumas Regency, whether the class teachers at the elementary school have carried out guidance and counseling, and whether they are in accordance with existing implementation procedures. Researchers are interested in studying the problem in more depth through research entitled "The Role of Class Teachers in Guidance and Counseling Services at SD Negeri 2 Sudagaran, Banyumas District, Banyumas Regency".

2. RESEARCH METHODS

In this study, the research method used is descriptive qualitative where the author focuses more on describing an event or phenomenon obtained in the field according to the topic of the problem. The research was conducted at SDN 86 Pekanbaru involving data sources, namely 2 class teachers and 1 school principal. Data collection techniques in the form of interviews, observations and documentation regarding the implementation of guidance and counseling services in elementary schools. The validity of the data was tested using source triangulation and triangulation techniques obtained through interviews, observations and documentation with teachers, principals and documents related to research activities. Data analysis techniques include four main stages, namely data collection, data reduction, data presentation and conclusions.

The location of this research was carried out at SDIT At Taqwa Surabaya. Data sources in this study consist of primary data and secondary data. Primary data sources include school principals, BK coordinator, BK teacher and class teacher. Meanwhile, secondary data can be obtained from references and related literature.

3. RESULTS OF RESEARCH AND DISCUSSION

The results of interviews with class teachers obtained information that there are five main problems that are often experienced by students. First, problems related to individual differences. According to the class teacher, the individual differences referred to here are related to the differences in the characteristics of each learner. For example, in the classroom there are students who are quiet when learning and or even vice versa there are students who are too aggressive during learning. Second, problems related to student adjustment. This problem often arises if in the classroom there are students with special needs (inclusion students). For example, in the classroom there are hyper-active students who sometimes make teachers overwhelmed to understand and condition these students to be able to learn together with other students. Third, problems related to individual development. This problem is most often seen with regard to physical growth. For example, in one class that the teacher teaches even though the students are the same age but from a physical point of view there are some of them who are not the same. There are learners with slow physical growth such as short stature so often ridiculed by their peers. Fourth, problems related to delinquency. The delinquency referred to here is the disobedience of learners to the rules that have been set together. For example, students who often fight, berate or take things that do not belong to them. Fifth, problems related to learning outcomes. The problem of learning outcomes is one of the common problems that is almost always faced by teachers. This problem can occur due to the lack of desire and focus of students in participating in learning activities.

The interview with the principal also confirmed that the class teacher concurrently acts as a counseling guidance teacher. The problems faced by students are sometimes quite complex, especially if there are around 25 to 30 students in the classroom. Common problems faced by class teachers are related to unsatisfactory student learning outcomes or poor student behavior. This is in line with what was stated by (Adrian & Agustina, 2019) that in elementary schools the class teacher is considered as someone who knows the conditions and needs of students best because they often interact together. Class teachers should act to help overcome students'

problems by implementing preventive measures or preventive measures (Nursyam & Ahmad, 2019). Providing appropriate precautions will help solve the problems that students face. The preventive action that can be taken is to do early identification to find out the personality of each student.

The results of interviews with class teachers also found the fact that the implementation of guidance

Counseling for low grade learners is relatively easier to do when compared to high grade learners. This is because low-grade students are still relatively willing to be advised and listen to the directions that the teacher conveys. However, for the provision of services, teachers have not provided basic services as a whole. Counseling guidance services provided to low-grade students are still limited to learning services. As for high-class students, the provision of guidance has begun to be quite difficult to provide because high-class students are considered more courageous and have their own views in solving problems. For example, when there are students who are caught taking their friends' pens. These students dare to tell lies and do not admit the mistakes they have made. When faced with this case, teachers choose not to force students to admit their mistakes so that students do not feel pressured.

Interviews with school principals confirmed that problems are most often experienced by high-grade students. High grade teachers complain a lot about the problems that students face. Moreover, most of the high-class students when advised by the teacher have begun to dare to answer or say dishonestly. In line with what was stated by (Kurniawan et al., 2020) low-grade learners are indeed easier to direct than high-grade learners. Low-grade students who tend to be more obedient and willing to listen to the teacher's direction make it easier for teachers to instill positive values. However, in high-class students who tend to have an egocentric nature, giving advice is quite difficult if it is not based on willingness. Therefore, the provision of counseling guidance services in higher classes should pay attention to a more subtle approach and prioritize the principle of volunteerism. This means that high-class students who have problems must be given services because of their desires and not because of compulsion.

Based on the observations, the researcher observed that the class teacher had tried to carry out

Counseling guidance services for students in their respective classes. However, it seems that there is no specific record regarding the problems that students experience. Students who experience problems are immediately given action by the teacher without reporting the progress of the actions that have been taken. According to (Juwita, 2015) in the implementation of counseling guidance services, teachers should have special notes containing the problems of each student. In the note written clearly regarding problems, actions, solutions provided and the progress of service development. Through this record, the teacher can review the implementation of the service until the problem can be resolved properly.

The headmaster stated that in fact the school routinely supervises class teachers, supervision is carried out not only with regard to learning but also with regard to the actions that teachers take in helping to solve student problems. The headmaster acknowledged that there would usually be periodic supervision carried out directly by the Education Office. According to (A & Mustika, 2021; Amelisa & Suhono, 2013) supervision is needed to monitor the implementation of services that have been implemented by class teachers in elementary schools. Some efforts that can be made to improve teacher performance in implementing guidance and counseling services are by: (1) providing training related to the implementation of guidance and counseling services; (2) involve teachers in seminar activities related to guidance and counseling; and (3) conduct discussions about counseling guidance services in teacher working group forums. Guidance and counseling should be carried out optimally in elementary schools so that students can develop into better individuals. The provision of guidance and counseling services provided by class teachers should be able to help students develop their potential, recognize their abilities and have the awareness to be responsible for every decision they choose. Therefore, if the implementation

of guidance and counseling service activities can run well, cooperation between every party in the school environment is needed.

4. CONCLUSION

Based on the results and discussion of the research that has been presented, it can be concluded that the class teacher has tried to carry out guidance and counseling in each class that is his responsibility. There are five problems faced by students including individual differences, self-adjustment, individual development, delinquency and learning outcomes. The provision of counseling guidance services to low-grade learners is considered easier than high-grade learners. Supervision has been carried out by the school principal and the education office to monitor the progress of guidance and counseling services provided to students. Efforts to improve class teachers' understanding of guidance and counseling services are carried out by conducting training, seminars and conducting discussions in teacher working group forums.

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