

The Importance of Guidance and Counseling Teachers in Primary Schools

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Abstract

This research is descriptive qualitative research with a case study type. The subject of this research was a class IV teacher at SD Negeri 064006. The techniques used in collecting data used interviews, observation and documentation. The data validity testing technique uses triangulation. Data analysis is carried out by data reduction, data presentation, and drawing conclusions or verification. The purpose of this research is to: (1) To determine the understanding of class IV teachers regarding guidance and counseling tasks at SDN 064006 Medan Marelán District, Medan City. (2) To determine the implementation of guidance and counseling tasks carried out by class IV teachers at SD N 064006, Medan Marelán District, Medan City. The conclusions of this research show that: (1) class teachers understand guidance and counseling well. This can be seen from the class teachers' knowledge regarding the tasks of guidance and counseling that they understand, the objectives of guidance and counseling that they understand, the areas of guidance and counseling that they understand, and the types of guidance and counseling services that they understand, although not optimally. (2) the class teacher has implemented guidance and counseling even though it has not been implemented optimally. This can be seen by the running of the orientation service; information services; placement or distribution services; individual counseling services; group tutoring services; group counseling services, consultation services, and mediation services. Apart from that, general guidance and counseling in dealing with problematic students is also carried out well.

Keyword:

The Role of Classroom Teachers, Guidance and Counselling, Elementary Schools

1. INTRODUCTION

Guidance and counseling are assistance services for students, both individually and in groups, so that they are able to be independent and develop optimally in the areas of developing personal life, social life, learning abilities and career planning, through various types of supporting services and activities, based on norms. applicable (Telaumbanua, 2016). A guidance and counseling teacher or counselor is a teacher whose job is to meet students' psychological and humanitarian needs in a scientific and professional manner. A guidance and counseling teacher must be able to create good communication with students to overcome life's problems and challenges. A teacher not only conveys knowledge to his students, but also accompanies them in achieving educational success. In carrying out each activity in teaching and learning, the teacher's task is to also provide guidance to his students (Ridwan, 2018). In Permendikbud number 111 of 2014 article 1 states that Guidance and Counseling is a systematic, objective, logical and sustainable and programmed effort carried out by counselors or Guidance and Counseling teachers to facilitate the development of students/counselees to achieve independence in their lives. (Ministry of Education and Culture, 2014). The roles of school guidance and counseling teachers include as agents of change, as agents of prevention, as career developers, as counselors, as consultants, as coordinators, as assessors. These roles can be carried out by guidance and counseling teachers in the successful implementation of the independent learning program. The process of guidance and counseling services implemented in schools sometimes does not work as desired. (Ratnasari, 2021). Sometimes guidance and counseling services are not always carried out by class teachers as their responsibility. This is proven by previous research conducted by Dian Ika Kusumaningtyas,

et al from the Faculty of Education, University of Muhammadiyah Malang with the title "The Role of Elementary School Teachers in Providing Guidance and Counseling Services at Muhammadiyah Elementary School 8, Malang City". The results of the research show that the implementation of guidance and counseling services by class teachers at the Muhammadiyah 8 elementary school in Malang City is lacking in carrying out the role of counselor, because the teacher only acts as a teacher. This shows that the implementation of guidance and counseling services by class teachers is inadequate, because teachers only focus on learning without paying attention to students' conditions. These deficiencies include guidance administration which is still not provided by most class teachers, and infrastructure which is less supportive.

Based on the results of the researcher's observations on December 7 2023, SDN 064006, Medan Marelan District, Medan City, it was found that the guidance and counseling service process was not fully optimal. This can be seen from the behavior of students who are still acting rudely to fellow classmates and based on the class teacher's statement that the students' abilities are actually good, but they still do not fully receive support from other parties. 3 Based on the results of these findings it can be said that in the implementation of guidance and counseling still has shortcomings. The basis of the Code of Ethics for the Guidance and Counseling Profession in Indonesia is (a) Pancasila, considering that the guidance and counseling profession is an effort to serve fellow human beings in order to help develop responsible Indonesian citizens, and (b) professional demands, referring to needs and happiness clients in accordance with applicable norms (PB ABKIN, 2006). Based on the explanation above, the researcher feels that the role of elementary school teachers in carrying out guidance and counseling services in the classroom is very necessary so that the learning process runs well and without any disturbance by examining the role of teachers in carrying out guidance and counseling tasks through a journal entitled "The Importance of Guidance and Counseling Teachers In elementary school (case study of class IV teachers at SD N 064006, Medan Marelan District, Medan City)". To make this research easier, here are several research focuses that have been created, including: (1) What is the understanding of class IV teachers regarding guidance and counseling tasks in SD N 064006 Medan Marelan District, Medan City? (2) How are the guidance and counseling tasks carried out by class IV teachers at SD N 064006, Medan Marelan District, Medan City?.

2. RESEARCH METHODOLOGY

This research uses qualitative research with a case study type. The subjects of this research were class IV teachers at SD N 064006, Medan Marelan District, Medan City. The data collection techniques use interviews, observation and documentation. The data validity testing technique uses triangulation. Data analysis is carried out by data reduction, data presentation, and drawing conclusions or verification.

3. RESULT AND DISCUSSION

Class IV Teacher Understanding

The important benefits of guidance and counseling services are very necessary in schools, one of which is in elementary schools (Silvia et al, 2021). Based on the results of the researchers' findings through observation, documentation and interviews conducted with class IV teachers, class IV students and principals at SD N 064006, Medan Marelan District, Medan City, it shows that all informants knew well their duties as guidance and counseling teachers, they carry out and are responsible as guidance and counseling teachers, they understand that apart from teaching they also carry out guidance and counseling duties. This is in line with National Ministerial Regulation Number 35 of 2010 concerning Technical Guidelines for the Implementation of Functional Teacher Positions and Credit Scores, which states that for class teachers, apart from being obliged to carry out the learning process, class teachers are also obliged and responsible for carrying out guidance and counseling programs for students in the class. Apart from knowing the duties of a supervisor, all research subjects also know what the duties of a guidance and counseling teacher mean as shown by the research results that a supervisor must help students overcome their students' problems and help develop the potential that exists in their students both academically and physique. A guidance and counseling teacher must be able to create good communication with students to overcome life's problems and challenges (saputra agri dwi, 2022). The homeroom teacher's knowledge regarding guidance and counseling tasks is in accordance with what Marsudi stated that guidance and counseling are special services that are structured and organized, as an integral part of the school environment, which are useful in improving student development, helping students to adjust themselves well and achieve expected goals in accordance with its potential.

Furthermore, all research subjects also know the purpose of guidance and counseling. Guidance and counseling have the aim of helping students develop their potential, helping students solve the problems they face, helping students direct the goals of what they aspire to. This aim is in accordance with what was stated by Prayitno and Erma Amti, namely that the aim of guidance and counseling is to help individuals develop themselves optimally in accordance with their development stages and predispositions (their potential), various existing backgrounds (family, education, status). socio-economic), as well as in accordance with the positive wishes of the environment. Guidance and counseling services in elementary schools lead to the development of students in adapting to a wider environment and socializing to become familiar with various rules, values and norms. Counseling guidance is one effort that can be used to achieve the goal of creating students with character. In essence, guidance and counseling is an effort that is structured systematically, logically, objectively, and has a sustainable program to facilitate the personal development of students carried out by counselors or guidance and counseling teachers.(Amala & Kaltsum, 2021).

Teachers' tasks that teachers must carry out include understanding student characteristics, providing learning according to student characteristics, assessing success and helping students overcome the personal problems they face. One way teachers can help students' personal problems is through guidance and counseling(Kusumaningtyas et al., 2019). Guidance provided by teachers takes the form of tutoring and guidance in fostering an attitude of responsibility. Teachers provide study guidance to underachieving students during break times and after school(Tiara et al., 2019). All class IV teachers at SDN 064006 Medan Marelan sub-district, Medan city already know well that guidance and counseling have the fields of personal, social, study and career guidance. The knowledge that all informants have regarding the field of guidance allows class teachers to understand well how to enable students to develop to their potential, because by knowing this, it can be ensured that guidance and counseling tasks can run smoothly. Apart from knowing the duties of a guidance and counseling teacher, the objectives of guidance and counseling, as well as the field of guidance and counseling, class IV teachers at SDN 064006 Medan Marelan sub-district, Medan city already know the types of guidance and counseling services that must be available in schools. The class IV teacher at SDN 064006, Medan Marelan subdistrict, Medan city, fully knows the guidance and counseling services that need to be implemented in schools, namely Mrs. Tri Widiyawati as the class IV teacher at SDN Nanggulan. He said "For the implementation of the services that I carry out, they are only individual and group services and are carried out based on situations and conditions". 8 This is because the teacher in question has not received special training provided by a government agency so that the teacher in question is not fully aware of the service. -guidance and counseling services. The forms of guidance and counseling services at SDN 064006, Medan Marelan subdistrict, Medan city that researchers have carried out are orientation services, information services, placement and distribution services, learning services, individual counseling services, group guidance services, group counseling services, consultation services and mediation services. This is in accordance with Tohirin's statement that guidance and counseling services have several types of services including: orientation services; information services; placement or distribution services; individual counseling services; group tutoring services; group counseling services; consulting services; and mediation services(saputra agri dwi, 2022). Based on the results of the research and theoretical studies above, it can be concluded that all class IV teachers at SDN 064006 Medan Marelan sub-district, Medan city have optimally understood the tasks of guidance and counseling. Even though one class teacher still lacks understanding, overall the class IV teacher's understanding of guidance and counseling tasks has been mastered. This is in accordance with the opinion of Benjamin S. Bloom who stated that when someone has understood something, it can be seen when someone has been able to comprehend or comprehend something after he knows and remembers it. It can also be interpreted as interpreting or repeating more detailed information about something using your own language(saputra agri dwi, 2022).

Implementation of Class IV Teacher Guidance and Counseling

Based on the results of the researchers' findings through interviews, observations and documentation with class teachers, school principals and students regarding the implementation of guidance and counseling services by class IV teachers at SDN 064006, Medan Marelan sub-district, Medan City, it shows that guidance and counseling services in four schools have been implemented by teachers. class IV even though in reality in the field the services that have been implemented are still not complete. Guidance and counseling services implemented in these schools are generally carried out during break times, after lessons are over, and when returning home from school. The Ministry of Education and Culture stated that the implementation of guidance and counseling in elementary schools is based on the goals, principles and

principles of guidance and counseling. Activities that embrace all criteria in the service sector include direct services, additional tasks, administrative activities, and ongoing professional competency, namely guidance and counseling teachers. Direct services include classical guidance, group counseling, individual counseling, group guidance, low-level and high-level guidance, consultation, collaborative advocacy services, home visits, handovers, and case conferences. Guidance and counseling services through the media include the development of guidance and counseling media and problem boxes. As stated by the Ministry of Education and Culture, the implementation of guidance and counseling carried out at SDN 064006, Medan Marelan sub-district, Medan city includes orientation services, information services, placement services, placement and distribution services, learning services, individual counseling services, group counseling services, group guidance services, consulting services, and mediation services. Recognition of the teaching profession has important logical consequences for teachers (Wanda et al., 2021). As stated by Tohirin, guidance and counseling services have several types of services including: orientation services; information services; placement or distribution services; individual counseling services; group tutoring services; group counseling services; consulting services; and mediation services (Saputra Agri Dwi, 2022). The types of guidance and counseling services carried out by class IV teachers at SDN 064006, Medan Marelan sub-district, Medan city are described as follows:

a. Orientation Services

Based on the results of in-depth interviews, it shows that the orientation service has been implemented/implemented optimally and conditionally at SDN 064006, Medan Marelan sub-district, Medan city. Orientation services are carried out in coordination with all school staff when accepting new students/when they first enter school. Orientation services are also provided by class teachers to students when they first enter a new class/beginning of the year/when they enter a new environment. Not only that, it is also applied when introducing students to the class teacher at the beginning of semester 1 regarding regulations and other agreements. As stated by Mrs. Sri Sudarni, "At the beginning of the year we had guidance at the beginning of the semester and at the end of the semester there was also guidance. And it's also not time bound so you can get guidance at any time." This fact is in accordance with Prayitno and Erma Amti's opinion that orientation services are guidance services to introduce new students or someone entering a new environment. (Saputra Agri Dwi, 2022).

b. Information Services

Based on the results of in-depth interviews, it shows that information services have been implemented by all informants or class IV teachers where the class teacher always opens up space to provide all the information needed by students. The services provided by the homeroom teacher to students include information about school, healthy living, having a good attitude, preparing to take tests/exams, and information services related to the regulations that apply both in class and at school. This fact is in accordance with Winkel's opinion that Information Services are guidance and counseling services that strive to provide the information they need. The aim of this information service is for individuals to be able to master information to use it for their daily lives and personal development (Saputra Agri Dwi, 2022).

c. Placement and Distribution Services

Based on the results of in-depth interviews, it shows that placement and distribution services have been implemented by all informants or research subjects at SDN 064006, Medan Marelan sub-district, Medan city, where the implementation took place according to conditions, when there were students who experienced confusion in determining their choices, whether it was the extracurricular choice of their school choice. future and choices based on its potential. This is in accordance with Tohirin's words that placement and distribution services are efforts to help clients (students) plan their future while still at school and after graduation, choose study programs for the future as preparation for holding certain positions. (Saputra Agri Dwi, 2022).

d. Content Learning or Mastery Services

Learning services at SDN 064006 Medan Marelan sub-district, Medan city have been implemented by all informants although the intensity is still conditional. Learning services provided by class teachers are in the form of assistance services to students who experience learning difficulties, developing motivation, attitudes and good study habits as well as developing study skills. This is in accordance with Tohirin's statement that content mastery or learning services are services that

provide assistance to individuals (students) either individually or in groups in an effort to master certain abilities or competencies through learning activities (Tohirin, 2009: 153).

e. Individual Counseling Services

Individual counseling services are counseling services provided by counselors to clients (students) in order to alleviate the problems they are experiencing. Facts in the field show that individual counseling services have been implemented by all class IV teachers at SDN 064006, Medan Marelan sub-district, Medan city on a conditional basis. This means that the class teacher provides assistance if there are students who experience problems that need to be handled or assisted by the class teacher. In this case, what the class teacher does is ask the cause of the problem and provide the best solution and direction to the students. Teachers who act as educators are not only responsible for students' academic grades, but also have the responsibility to shape students' behavior and character (Adiyono, 2022). Based on data collection through interviews, observation and documentation, this is in accordance with Dewa Ketut Sukardi's opinion that individual counseling services, namely guidance and counseling services that enable clients (students) to receive direct face-to-face services with counselors in the context of discussing and alleviating existing problems. to him (Dewa and Nila, 2008: 62).

f. Group Tutoring Services

Group guidance services are one way of providing guidance and assistance to individuals through group activities (saputra agri dwi, 2022). Group tutoring is a guidance service provided in a group setting. Gazda in Prayitno stated that group guidance in schools is an information activity for a group of students to help them in making the right plans and decisions. (saputra agri dwi, 2022). 18 Facts in the field show that all class IV teachers at SDN 064006 Medan Marelan sub-district, Medan city have implemented group guidance services on a conditional basis. The services provided by class teachers are in the form of providing assistance in developing potential and overcoming problems experienced by students.

g. Group Counseling Services

Group counseling services are services provided by supervisors to help resolve personal problems experienced by clients (students) by each group member through group activities in order to achieve optimal development goals. Facts in the field show that the implementation of group counseling has not been implemented optimally by class IV teachers at SDN 064006, Medan Marelan sub-district, Medan city. Teachers carry out group counseling as comprehensive guidance to all students, such as providing advice, directing, providing explanations and motivating. This means that not all class teachers provide individual counseling in a group atmosphere, only in the form of individual counseling or group guidance. This fact is not in accordance with the opinion of Prayitno and Erma Amti that group counseling services are individual counseling services carried out in a group atmosphere. In group counseling services, there is a counseling relationship in an atmosphere that is maintained the same as individual counseling, namely warm, open, permissive and full of intimacy. (saputra agri dwi, 2022).

h. Consultation Services

Consultation services are counseling services provided by supervisors to individuals (clients/students) which enable them to gain insight, understanding and the methods they need to implement in dealing with conditions and problems of third parties. The aim of consulting services is to have personal abilities in the form of: insight, understanding, and ways of acting that are directly related to the situation or problems of the parties (saputra agri dwi, 2022). The main task of teachers is to educate and teach students, so teachers are expected to play an optimal role in solving student problems as part of efforts to facilitate the development of various aspects that support the achievement of educational goals. (Nisa Alfionita, 2020). 20 Facts in the field show that 3 out of 4 class IV teachers have implemented consultation services on a conditional basis. This is proven by providing individual guidance to students or parents to help overcome problems experienced by other students or the parents' children.

i. Mediation Services

The results of in-depth interviews show that not all class IV teachers have implemented guidance services at SDN 064006, Medan Marelan sub-district, Medan city. The teacher has mediated with the student's parents to discuss problems relating to the student and the student's potential. This fact

is in accordance with Prayitno's opinion that mediation services are counseling services provided by mentors for two or more parties who are in a state of mutual incompatibility.(saputra agri dwi, 2022). Apart from the implementation of guidance and counseling services, there is also general guidance and counseling carried out by class IV teachers at SDN 064006, Medan Marelan sub-district, Medan city in dealing with student problems. Based on the results of research through in-depth interviews, it was found that all class IV teachers had implemented guidance and counseling in general, but it could not be said to be optimal. Guidance and counseling services in general carried out by class IV teachers take the form of steps which the researcher explains that before helping students overcome problems, all class teachers take several actions, namely first: identifying the problems faced by students, second: looking for the source of the problem, third: taking action what method will be taken, fourth: providing assistance based on the problems experienced by the student, and fifth: evaluation and follow-up. Not all teachers have implemented these five steps yet.

This fact is in accordance with Fenti Himawati's opinion that the steps in implementing guidance and counseling for students who have problems include: (a) identification of the problem. In this step the teacher should pay attention to the initial symptoms of the problems faced by students; (b) diagnosis, in this step what needs to be done is data collection activities regarding various things that are the background or underlying the symptoms that appear; (c) prognosis, in this step the supervisor determines alternative assistance actions that will be provided; (d) providing assistance, in this step the teacher plans the provision of assistance, then continues by implementing alternative forms of assistance based on the problem and the background that causes it. This step in providing assistance is carried out using various approaches and techniques for providing assistance; and (e) evaluation and follow-up, evaluation can be carried out during the process of providing assistance until the end of providing assistance until the problem is resolved(saputra agri dwi, 2022). Efforts to take action against violations of social and moral norms can be done by providing punishment for each violation(Putra, 2015). Based on the results of the research and theoretical studies above, it can be concluded that the implementation of guidance and counseling tasks by class IV teachers at SDN 064006, Medan Marelan sub-district, Medan city has been carried out optimally, although not all of them are optimal, but it can be said to be good. Of the four research subjects, only one class IV teacher did not optimally carry out guidance and counseling duties. The implementation of guidance and counseling in general to overcome student problems has also gone well. Researchers hope that in the future every class teacher who is a homeroom teacher, both in elementary school and in MI, will understand as best as possible the duties of guidance and counseling teachers. Because guidance and counseling are important for students in forming better student characters. With this awareness, class teachers are expected to dig deeper into guidance and counseling so that in the future it can run according to what is expected as a guidance and counseling teacher.

4. CONCLUSION

A guidance and counseling teacher or counselor is a teacher whose job is to meet students' psychological and humanitarian needs in a scientific and professional manner. A guidance and counseling teacher must be able to create good communication with students to overcome life's problems and challenges. The aim of this research is to determine teachers' understanding of guidance and counseling tasks in elementary schools and to find out how the process of implementing guidance and counseling tasks is carried out at school by class IV teachers at SD 064006 Medan Marelan District. The results obtained from this research are that class teachers understand guidance and counseling well. This can be seen from the class teachers' knowledge regarding the tasks of guidance and counseling that they understand, the objectives of guidance and counseling that they understand, the areas of guidance and counseling that they understand, and the types of guidance and counseling services that they understand, although not optimally. And class teachers have implemented guidance and counseling even though it has not been implemented optimally.

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