

THE ROLE OF TEACHERS IN GUIDANCE AND COUNSELLING AT SCHOOL

Adinda,¹ Anita Mehdifika,² Mutyah Rangkuti,³ Zillan zalilla⁴

¹Universitas Islam Negeri Sjech M Djamil Djambek Bukittinggi, adiinnndaa@gmail.com

²Universitas Islam Negeri Sjech M Djamil Djambek Bukittinggi, anitamehdifika24@gmail.com

³Universitas Islam Negeri Sjech M Djamil Djambek Bukittinggi, mutiabrangkuti1995@gmail.com

⁴Universitas Islam Negeri Sjech M Djamil Djambek Bukittinggi, Zilanzalillah2@gmail.com

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Abstract

The role of the teacher in implementing counseling guidance must be able to involve parties in the school such as students, subject teachers, school principals, and parents so that the guidance and counseling program is implemented properly. Because many things or problems that often arise in students when following the learning process at school. The role of the teacher referred to in this study is the role of the teacher as a guide, counselor, information, facilitator, mediator, collaborator, organizer, motivator, director, initiator, transmitter, evaluator, subject teacher, class teacher, and evaluator in achieving educational success in schools. This type of research is library research, the method used is qualitative with a descriptive design and analyzed qualitatively in the form of a narrative. The results of the research are that teachers carry out their role in counseling guidance services in schools by implementing a continuous process, nuanced voluntarily, guiding with principles for both male and female students, applying Eastern culture, and implementing it effectively and efficiently.

Keywords: Guidance and Counseling, Role, Teacher

1. Introduction

The role of guidance and counseling teachers in school education certainly each has a role that is what is needed, both as a subject teacher, guidance and counseling teacher has Each of these roles runs synergistically, complementing each other so that it forms a system that is very relaxed and harmonious. Guidance and counseling have the function of directing and guiding students to better education. By making students responsible and willing to take their attitude without any influence from others.

Guidance and counseling in schools are very much needed considering that education in Indonesia often experiences many problems, including problems with students. Therefore, it is hoped that guidance and counseling programs in schools can improve students' attitudes and behavior which will ultimately affect better research.

Teachers in the implementation of guidance and counseling in dealing with troubled students must play a role in showing students the right way or way to solve problems, guiding students in dealing with problems that occur to them, helping students to determine the right attitude to life for students in dealing with problems, arranging students to admit their mistakes, driving how the straight path should be taken, leading students with a wise attitude, giving good advice in what students should do in dealing with problems, and guiding students to be ready to face life and problems with patience and calm.

School teachers are increasingly expected to take an active role in the implementation of guidance programs, in line with their function in the structure of school life. To be able to meet these expectations teachers need to be prepared as necessary . The teachers referred to in this school are subject teachers, guidance, and counseling teachers, and class teachers. The role of



teachers in guidance and counseling is very necessary in the learning process, not only counseling teachers but subject teachers play an active role in solving a problem that exists in students or clients. An effective learning process will produce a quality education, the quality of education that is carried out can affect the progress of a nation. Quality education is supported by the effectiveness of various parties

2. Method

The research method used by the author is library research which focuses on students or clients related to the role of teachers in guidance and counseling. this research is descriptive research using a qualitative approach. Descriptive research is research that attempts to describe a symptom, event, or incident that occurs at present. In other words, descriptive research is research that takes problems or focuses attention on being carried out. According to Mestika Zed (2003), library studies can be defined as a series of activities related to library data collection methods, reading and recording, and processing research materials. The library technique is a way of collecting data with various materials contained in the library, the literature study is related to theoretical studies and other references related to values, culture, and norms that develop in the social situation under study, besides that literature study is very important in conducting this research because research will not be separated from the scientific literature.

3. Results and Discussion

Etymologically, guidance and counseling consist of two words, namely "guidance" (translation of the word "guidance") and "counseling" (adopted from the word "counseling"). In practice, guidance and counseling are inseparable activities. Both are integral parts (Tohirin, 2011: 15). According to Winkel in Tohirin (2011: 15-16) that the term "guidance" is a translation of the word "guidance" whose basic word "guide" has several meanings including showing the way, leading, giving guidance, regulating, directing, giving advice. Guidance is a continuous process in terms of helping individuals in their development to achieve maximum ability in directing the greatest possible benefits for themselves and their communities (quoted from Djamhur and M. Surya, 1975 by Stoops).

According to Tohirin (2011:22), Counselling is a process of face-to-face meetings or reciprocal relationships between mentors (counselors) and clients. In the process of the meeting or reciprocal relationship, there is a dialogue or conversation called a counseling interview. Counseling is a learning process where individuals learn about themselves and their interpersonal relationships and there are changes in behavior as a form of progress in their development. Counseling focuses on helping individuals achieve their developmental tasks, such as understanding themselves, being independent, and understanding their potential, their strengths, and their potential to develop. According to Pietrifesa, Leonard, and Goose Mappiare stated that definition of counseling can be described as counseling is a process where there is someone who is professionally prepared to help others understand themselves.

Larasati (2016: 25) states that the teacher's role is as a guide, facilitator, and collaborator in the implementation of guidance and counseling services to build students' disciplinary attitudes. Rosada et al (2019) state that the character values of students in elementary schools can be implemented through the components of guidance and counseling services. This is the opinion

of Siyez et al. (2012) that guidance and counseling have the aim of helping students to achieve their developmental goals which include personal, social learning (academic), and career aspects. According to Khabibah, 2017: 56) class teachers can act as implementers of guidance and counseling by understanding the characteristics of students, helping students in solving problems and assisting in the development of students' learning discipline attitudes.

The role of guidance and counseling teachers is the role or behavior of someone who has authority over society or the environment. The guidance and counseling teacher is a figure who has an important role in the development and guidance of students. So being a guidance and counseling teacher must have provisions in science or behavior. Therefore, guidance and counseling teachers see from the side of education is important, someone who has a history of high education will have higher knowledge and knowledge as well.

According to Prayitno and Erman Amti (2004), counseling is a process of assisting with counseling interviews by an expert with individuals who are experiencing problems that lead to the resolution of the problems faced by the individual. Winkel (2005) argues that counseling is a series of the most basic activities of guidance to help face-to-face counseling with the aim that clients can take responsibility for various problems or problems. The role of the subject teacher is that in school, the main duties and responsibilities of the teacher are to carry out student learning activities. However, this does not mean that he is completely separated from the activities of guidance and counseling services. The role and contribution of subject teachers are still highly expected for the sake of the effectiveness and efficiency of Guidance and Counselling services at school. Even within certain limits, teachers can act as counselors for their students.

Wina Sanjaya (2006) mentions that one of the roles carried out by teachers is as a guide and to be a good guide, teachers must have an understanding of the children they are guiding. Meanwhile, regarding the role of subject teachers in guidance and counseling, Sofyan S. Willis (2005) suggests that subject teachers in approaching students must be humane-religious, friendly, welcoming, encouraging, concrete, honest and genuine, unconditionally understanding and appreciative. Prayitno (2003) details the roles, duties, and responsibilities of subject teachers in guidance and counseling as follows:

- a. Helping to socialize guidance and counseling services to students
- b. Assisting the guidance teacher/counselor to identify students who need guidance and counseling services, as well as collecting data about these students.
- c. Transferring students who need guidance and counseling services to the guidance teacher/counselor
- d. Receiving transfer students from the guidance teacher/counselor, i.e. students who require special teaching/training services (such as remedial teaching/training, enrichment programs).
- e. Helping to develop a classroom atmosphere, teacher-student and student-student relationships that support the implementation of guidance and counseling services.
- f. Providing opportunities and facilities for students who need guidance and counseling services/activities to follow/undergo the intended services/activities.
- g. Participate in special activities for handling student problems, such as case conferences.
- h. Assist in the collection of information needed for the assessment of guidance and counseling services and follow-up efforts.

As the manager of a particular class in guidance and counseling services, the homeroom teacher has the role of helping the guidance teacher/counselor carry out his duties, especially in the class for which he is responsible, helping the subject teacher carry out his role in guidance and counseling services, especially in the class for which he is responsible, helping to provide opportunities and facilities for students, especially in the class for which he is responsible, to follow/undergo guidance and counseling services and/or activities, actively participating in special guidance and counseling activities, such as case conferences and transferring students who need guidance and counseling services to the guidance teacher/counselor.

So it can be concluded that the definition of counseling is a series of activities carried out by counselors specifically in a face-to-face manner with the counselee to overcome the problems faced by the counselee. After describing several definitions of guidance and counseling, we can now conclude that guidance and counselling is a series of several assistance activities carried out by an expert to counsellors in a face-to-face manner, either individually or several people by providing additional knowledge to find out the problems experienced by the counselee, in a continuous and systematic way.

4. Conclusion

The role of counselling teachers in schools is very important in the success of each student in order to undergo the educational process at school properly. The guidance and counselling teacher is in charge of knowing and understanding the behaviour and counselling counselling to students so that they can help students in overcoming any student problems. counsellingd counselling teachers play a role in providing services to students so that they can understand, solve problems and make responsible decisions and become independent human beings. Guidance and counselling teachers can take part in counselling training so that Guidance and counselling teachers can have experience as a reference material in providing counselling services to students. Based on the scope related to guidance and counselling that it plays an important role as an information centre in the school environment by realising most of the school's welfare towards a prosperous school with the active of all counselling services in the school environment. Basically, school counselling guidance must create school conditions (having) ideally a prosperous school.

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