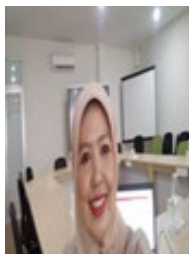




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IMPLEMENTATION OF GUIDANCE AND COUNSELING PROGRAMS IN STUDENT LEARNING IN ELEMENTARY SCHOOLS

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Abstract. It is crucial to have a good understanding of guidance and counseling in the education of students in primary schools, especially about teaching and learning activities in the classroom. The objectives of this article are to: a) Explain how the guidance and counseling program is implemented in elementary schools; b) Explain the role of teachers in implementing the guidance and counseling program; c) Explain teachers' efforts to implement student learning guidance; and d) Explain how guidance and counseling teachers communicate with parents about student learning outcomes. This research is categorized as field research using a descriptive qualitative approach. Data collection methods used observation, in-depth interviews, and documentation. Data analysis uses qualitative analysis, which means that the data is described in words or sentences and then concludes the following steps: a) data reduction, b) data presentation (data display), and c) conclusion drawing (verification). The results of this study indicate that at SD Negeri 1

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| 191

Kenanga, there is already a counseling guidance program (BK) that includes student learning guidance services. As the executor of the guidance provider, the teacher has provided learning guidance to students experiencing difficulties.

Keywords: implementation, guidance, counseling, learning, student

INTRODUCTION

Education is a necessity that must be fulfilled in social life; the progress and decline of a nation are determined by the educational creativity of the nation itself. Education is needed to create intelligent human resources. Education is a significant thing in a person's life both in society, family, and country. Education is the main factor in shaping the human personality. Education plays a crucial role in shaping a good person. Based on Law No. 20 of 2003, Chapter I Article 1 states that

"Education is an activity that is carried out consciously and planned, so the goal is 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."

Based on the above understanding, education is carried out deliberately and has goals to be achieved from the learning process to develop students' potential. The potential developed is not only in the intelligence of knowledge but also in the personality as well. In developing his personality, guidance, and counseling from teachers in accordance with the BK program at school is needed.

Education as a dynamic process from time to time undergoes changes and developments in accordance with the dynamics of society. School is a place of education which means a place to develop the nation's young generation. The implementation of teaching that only emphasizes cognitive aspects will produce unbalanced humans. Therefore, teaching must contain guidance and counseling. According to Tohirin (2008: 26) explains: "Guidance and counseling is a process of assistance provided by the supervisor (counselor) to individuals (counselees) through face-to-face meetings or reciprocal relationships between the two, with the aim of helping students who have problems in learning. Therefore, in order for this counseling to have the ability or ability to see and find its own problems, it is given regularly and observation and psychological assistance to students who are experiencing problems".

METHODS

This study uses a qualitative approach that aims to describe a problem that occurs which does not intend to test a particular hypothesis. The method used is a descriptive method, namely a study by conducting observations, interviews, documentation or by using a questionnaire regarding a problem that occurs when conducting a study, as well as regarding the subject to be studied.

The subjects in this study were all grade 1-6 teachers at SDN 1 Kenanga who were sampled (for example) low grades and upper grades, namely grade 1 and grade 4. While the object in this study is the implementation of the guidance and counseling program in student

learning guidance at SDN 1 Kenanga.

RESULTS AND DISCUSSION

The results of the research on the implementation of guidance and counseling are divided into 4 stages, namely: 1. Implementation of guidance, 2. The role of the teacher in the implementation of guidance and counseling, 3. Efforts made by the teacher in guidance and learning. 4. The communication process established between counseling teachers and parents in student learning outcomes is described below:

a. Implementation of Guidance and Counseling

Counseling (BK) in elementary schools at SDN 1 Kenanga, where there is no special counseling guidance teacher. Implementing guidance and counseling is the duty of a religious teacher. Of course, the spiritual teacher is also a factor from the homeroom teacher. For example, there is one problematic student in grade 5, of course, who is obliged to provide guidance from the homeroom teacher himself. Usually, the guidance and counseling (BK) program is implemented outside of class hours. The existing guidance and counseling program aims to help students who experience problems and difficulties in learning. The implementation of comprehensive counseling guidance starts in grades 1-6. From each grade 1- 6 class, there must be students who experience learning difficulties and other problems and need counseling guidance services. The day of the implementation of guidance and counseling is free, depending on which teacher provides guidance and counseling.

b. The Role of Teachers in the Implementation of Guidance and Counseling

In implementing guidance and counseling at SDN 1 Kenanga, there is no special teacher who provides guidance to students. Teachers who provide guidance and counseling are their respective class teachers who also double as BK teachers. If a teacher has difficulty providing guidance and counseling to students, other teachers, such as religious teachers, will assist.

The teacher's role in implementing guidance and counseling includes guiding students who lack discipline, come late, and have declining learning outcomes. Teachers provide guidance by approaching students who experience these problems. The teacher finds out the cause of the difficulties faced by students. Then, the teacher helps students find a way out of the challenges faced by students. After the problems can be resolved, the teacher continues to foster these students to avoid repeating the previous issues.

c. Efforts Made by Teachers in Guidance and Learning

The efforts made by teachers in tutoring at SDN 1 Kenanga are adjusted to the situation and conditions. For example, children with problems are, of course, the teacher's task; the teacher teaches lessons and educates them. For example, children who have bad morals become good. Tutoring depends on the teacher applying the method so students are not only intelligent but moral. Teachers determine students who have learning difficulties and find out what causes these learning difficulties. After the teacher knows the cause of learning difficulties experienced by students, the teacher determines the proper steps to provide a way out of the learning difficulties experienced by students. Students who have been given a way out of their problem are still guided by the teacher so they do not feel learning challenges again.

d. The communication process between counseling teachers and parents in student learning outcomes

Since there isn't a designated counseling teacher at SDN 1 Kenanga, their individual homeroom teachers handle the communication procedure between counseling instructors and parents about student learning outcomes. When it comes to student learning outcomes, homeroom instructors play a critical role in communicating the learning outcomes of students who are currently meeting and surpassing expectations. Once a week, for example, homeroom instructors phone parents in turn to report learning outcomes. Enhancing student learning outcomes is the aim.

A particular instructor is not involved in offering guidance to pupils in SDN 1 Kenanga's guidance and counseling program. Their particular class professors, who work as BK teachers, offer advice and counseling. Other teachers—religious teachers—will help if the instructor finds it challenging to provide the pupils with direction and guidance. The implementation will take place after school hours to avoid disturbing other pupils. Students with learning challenges might receive tutoring for the BK program through the school. Every homeroom instructor provides tutoring since there are students with learning disabilities in every class. The after-school tutoring period is scheduled to allow pupils to focus more on receiving teacher guidance.



Figure 1. School building



(Figure 2. Interview with teacher to process information)



(Figure 4. Photo with teacher)

CONCLUSION

Based on the results of the research entitled "Implementation of the Guidance and Counseling Program in Student Tutoring at SDN 1 Kenanga, several main points can be drawn which are conclusions, namely:

1. SDN 1 Kenanga has the implementation of guidance and counseling (BK) in accordance with the existing BK program. In implementing guidance and counseling at SDN 1 Kenanga, there is no special counseling teacher in the elementary school. In implementing guidance and counseling, it is the duty of a religious teacher. Of course, the religious teacher is also a factor in the homeroom teacher's role.
2. The Role of Teachers in the Implementation of Guidance and Counseling at SDN
3. The Kenanga BK program plays an active role in ensuring that the guidance and counseling provided to students run smoothly.
4. The efforts made by teachers in tutoring at SDN 1 Kenanga are adjusted to the situation and conditions. For example, children with problems are, of course, the teacher's task; the teacher teaches lessons and educates them.
5. In carrying out the communication process established between counseling teachers and parents in student learning outcomes, of course, at SDN 1 Kenanga there is no special counseling teacher, therefore it is conveyed by the respective homeroom teacher.

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