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DESIGN OF GUIDANCE AND COUNSELING PROGRAMS TO IMPROVE SOCIAL SKILLS OF ELEMENTARY SCHOOL STUDENTS

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Abstract. This study aims to develop a guidance and counseling program at SDN 1 Kenanga Kec. Sumber to improve students' social skills. The background of this study stems from the growing concern about students' social skills in primary schools, particularly in SDN 1 Kenanga sub-district Sumber. Initial evaluations and observations revealed that many students in the school needed more essential social skills such as communication, cooperation, and conflict resolution. These imperfections can significantly impact students' ability to succeed academically and socially, both in and out of school. This study used qualitative research methods to create an effective program for guidance and counseling services that can be implemented at SDN 1 Kenanga sub-district Sumber, aiming to improve students' social skills. The main objective of this research is to design and develop a practical guidance and counseling service program. The results of this program design are the development of a service program that includes network development, development of guidance and counseling management activities, service

development, and development of service types, as well as design and action plans that include identification, time management, inventory of needs and types of services, implementation, reflection, and program evaluation. This program will improve students' social skills at SDN 1 Kenanga sub-district Sumber.

Keywords: Design, guidance and counseling, social skills, students, elementary school.

INTRODUCTION

The ability to participate in groups, communicate, and interact with others is known as social skills (Merrell et al., 2014). One of the competencies that elementary school students must have in daily life is social skills. Social skills are essential to help students overcome social problems such as interacting with peers, solving problems, and establishing good relationships (Sari, 2019). Social skills are essential for students to be able to interact in the classroom environment and outside the classroom (Purnama, 2018). Students must communicate well, speak and listen well, understand and express opinions and feelings clearly, cooperate and collaborate in groups, solve problems well, and respect differences and cultures. However, not all primary school students have good social skills. Primary school students lacking social skills can have difficulty interacting with peers, solving problems well, and establishing good relationships. This can cause students to experience social and emotional problems, such as social isolation, group problems, and controlling emotions.

Social skills are critical skills for student development in elementary school. However, initial observations at SDN 1 Kenanga Kec. Sumber showed that many students lacked critical social skills such as communicating, cooperating, and resolving conflicts. This raises concerns about how it will impact students' academic and social abilities, both at and out of school.

Therefore, a guidance and counseling program is needed to improve the social skills of elementary school students. This study examines how to create an effective counseling guidance program that suits the needs of primary school children to improve their social skills. To improve the skills at SDN 1 Kenanga Kec. Sumber, this study aims to create a guidance and counseling program.

This study used qualitative research methods to understand and explain the efforts to improve the social skills of elementary school students. It focuses on gaining a thorough understanding of the phenomenon under study and developing an effective guidance and counseling program to be used at SDN 1 Kenanga Kecamatan Sumber. Improving students' social skills is the ultimate goal of this research, which uses theories such as social skills theory, social development theory, guidance and counseling theory, social learning theory, and group learning theory.

Social skills are a person's ability to interact with others and overcome social problems (Sari, 2019). According to social development theory, a person's social skills development is influenced by internal and external elements. Guidance and counseling can be used to deal with students' social and emotional problems. According to social learning theory, people can learn social skills by seeing and interacting with others (Purnama, 2018).

Group learning theory states that learning outcomes are better obtained from group learning than individual learning. A practical guidance and counseling program can include individual, group, and group counseling. In individual guidance, counselors can provide feedback and social skills training, and the program can also be supplemented with social skills training such as communication, problem-solving, and empathy. The program can occur regularly and be conducted by competent and experienced counselors.

METHODS

This study applied a qualitative research approach. A guidance and counseling program is a long-term project that requires expert justification. To achieve this, the Borg and Gall model and

instructional design were modified to develop the guidance and counseling program (Dick et al., 2005). This suggests that the research and development cycle consists of several research stages: research and information collection; planning; preliminary product development; preliminary field trial; main product revision; main field trial; operational product revision; operational field trial; final product revision; and dissemination and distribution. This article will only discuss the third stage, the preliminary product development of the program. This is based on three factors: the limited resources available; the primary focus of the research intended to evaluate this stage; and the agreement of relevant parties to prioritize analysis at this stage.

Theories of children's social skills shaped the social skills-focused research instrument (Merrell and Gimpel 2014). Furthermore, the tool was validated through an expert validation process by a child psychologist and a lecturer teaching guidance and counseling courses in the Elementary School Teacher Education study program. The research instrument is the relationship with peers. This relationship is measured through behavioral patterns of social interaction, prosocial, empathy, social participation, socialability-leadership, and peer social skills. Self-management, also referred to as self-management, is measured through the behaviors of self-control, social competence, social responsibility, regulation, and tolerance for frustration. Academic ability is measured through the behaviors of school adjustment, concern for school rules, task orientation, academic responsibility, and classroom compliance. Compliance is measured through socially cooperative behavior patterns, competence and cooperation compliance. Assertive behavior measured through behavior patterns of assertive social skills, social initiation, social activator, and gutsy.

RESULTS AND DISCUSSION

This research instrument started by measuring the first aspect, relationships with peers. Behavior patterns measured in this aspect include social interaction, prosociality, empathy, social participation, sociability-leadership, and social skills in peers. The way a person interacts with others in a social environment includes how they listen, respond and convey messages. Prosocial behavior is behavior that shows concern and a desire to help others.

The ability to understand and share the feelings of others, as well as the ability to internalize their feelings and respond appropriately and helpfully, is known as empathy. Social participation is how much a person engages in social and group activities. This includes participating in school, group, or community activities. The ability to control social interactions, make appropriate decisions, and influence others in a social context is sociability-leadership—one's ability to interact with peers effectively and positively is social skills.

The second component of self-management is one's ability to manage emotions and oneself. Self-control is the ability to effectively control one's emotions, actions, and behaviors. Social competence, social responsibility, regulation, and tolerance for frustration are the measured components of self-management. One is a person's ability to interact with others, understand applicable social norms, and remain patient in difficult situations.

A person's ability to effectively control their emotions, actions, and behaviors is known as self-control. The ability to control oneself in challenging situations is one example. One's ability to interact with others and understand prevailing social norms is known as social competence. An individual's awareness of his/her roles and responsibilities in society and his/her relationship with others is known as social responsibility. Regulation is an individual's adherence to the rules that apply in the social environment and at school. Furthermore, one's ability to accept and cope with dissatisfaction or disappointment is known as frustration tolerance. Furthermore, the third element, academic ability, consists of several behavioral patterns that can be used to measure student academic performance. These patterns include school adjustment, concern for school rules, task orientation, academic responsibility, and classroom compliance.

School adjustment measures how well students can adjust to the school environment and solve

problems. Concern for school rules measures how well students comply with school rules. Task orientation determines how well students can concentrate on assigned tasks. Academic responsibility measures how well students can complete schoolwork. The student's level of compliance measures how well students can obey class rules and listen to teacher directions.

Furthermore, the fourth element is compliance, which means a person can cooperate with others and fulfill the applicable rules. Some factors that can be used to measure this compliance include competence, social cooperation, and compliance collaboration. Social cooperation is one's ability to cooperate to achieve a common goal. Competence is a person's ability to complete the tasks or activities expected of his or her position. In contrast, a person's ability to comply with rules and cooperate with others is called work commitment.

The last aspect is assertive behavior, which means having courage and concern for oneself and others. To be assertive, you need to be able to state your opinions or feelings honestly without hurting others. Some of the social skills demonstrated in assertive behavior in this case are assertive social skills, incentive social skills, activator social skills, and Gutsy. Keterampilan sosial asertif adalah kemampuan untuk menyatakan pendapat, perasaan, atau keinginan secara jujur dan efektif tanpa menyakiti orang lain. Keterampilan sosial asertif adalah kemampuan untuk memulai atau mengajukan topik percakapan atau aktivitas sosial yang diinginkan. Kemampuan untuk mengambil tindakan yang diperlukan untuk mengatasi masalah sosial atau mencapai tujuan sosial dikenal sebagai aktivator sosial. sementara Gutsy, yang berarti keberanian untuk melakukan apa yang diperlukan dalam situasi yang menantang atau menegangkan.

In the preliminary study, the research team used uninvolved person observation to measure students' social skills at SDN 1 Kenanga. Results showed that students at SDN 1 Kenanga had good social skills, including self-management and relationships with peers. Academic ability, compliance, and assertive behavior still need to be improved. The preliminary research results show that SDN 1 Kenanga students' social skills need improvement. This is especially true for social interactions with fellow students or peer relationships. Although students are happy to play together during breaks, their empathetic attitudes still need improvement. This can be seen in the lack of food sharing among students and in helping each other when other students need help. According to the data analysis, improvement is needed for students at SDN 1 Kenanga in social interaction. This is because students still have moderate peer relation skills.

Social skills in terms of self-control The social environment at SDN 1 Kenanga is still full of fights, teasing, and harassment. The results of the data analysis show that students' ability to manage themselves is lacking, and improvement is needed. Social competence in the academic context: Although students have an average grade above the KKM, they do not do much schoolwork and often violate school rules. Therefore, improving students' social skills in the academic context is essential. Social skills related to cooperation Students at SDN 1 Kenanga still need improvement in the indicator of social cooperation, both in and outside the classroom. Although learning is done in groups, many students are still selfish. Students also often ignore teacher advice. The results of data analysis show that the social cooperation skills of students at SDN 1 Kenanga are still lacking.

Field observations show that students at SDN 1 Kenanga lack the initiative to help and give or receive praise. This shows a lack of social skills in terms of assertion. Therefore, students' social skills in the area of assertion in the low category must be improved. According to the data collected, several needs must be met when developing guidance and counseling services at SDN 1 Kenanga. These include: 1) increasing the involvement of existing resources (teachers, principals, and parents) by building a more efficient network; 2) optimizing the roles and functions of teachers and principals in managing guidance and counseling; and 3) implementing guidance and counseling programs that are in line with students' needs.

To achieve the research objectives, the Guidance and Counseling program developed by the researcher will include: 1. Network Development: This network will include teacher training on guidance and counseling services inside and outside the classroom, parenting activities with parents to overcome children's adverse behavior problems, motivation of teachers to research problems that occur

in schools, and d) providing policy recommendations to the principal in the development of guidance and counseling services. 2. The researcher suggests several steps that can be taken to develop guidance and counseling management activities, such as a) the formation of counseling groups by teachers, b) cooperation with experts from universities or counseling institutions, c) the development of teacher professionalism through education and training; d) program management that includes environmental evaluation, environmental expectations and conditions, annual program components, and service strategies.

3. Development of Guidance and Counseling Services: Researchers conducted several service developments, such as a) planned classroom guidance, where teachers talk or share opinions with students about classroom conditions; b) group guidance, where teachers form groups of students consisting of 3 to 5 students and provide themes for problems faced by the group, and c) case conferences, where teachers talk about problems faced by the whole group. In making a guidance and counseling program, three essential things must be considered: 1) the goals to be achieved, which will help teachers determine the strategies to achieve those goals; 2) the implementation of essential activities, such as regular guidance to students in class; and 3) the involvement of parents in the process of developing the guidance and counseling program.

4. Types of Guidance and Counseling In planning and running a guidance and counseling program, teachers can use the following different types of services: a) Orientation, which helps students get to know the school environment; b) Information, which helps students receive and understand information, such as educational and socio-cultural information, especially for students in higher grades; c) Placement and channeling, which helps students get to know and understand information, d) Learning services, which are services that enable students to develop themselves with good attitudes and learning habits, e) Group guidance services, which are services that allow students to jointly solve specific problems through group dynamics, f) Individual counseling services, which are services that allow teachers to assist students in solving their problems.

Furthermore, an action plan is created to help teachers and principals, who are the school's resources, structure and implement the guidance and counseling program. This plan includes what will be done, why it will be done, where it will be done, who is involved when it will be done, and how it will be done. Therefore, the school must take the necessary actions to implement the action plan.

To help school resources (teachers and principals) plan and implement the guidance and counseling program, the following should be done: 1. The teacher determines and formulates the counseling activities to be carried out by considering the diversity of students and specific cases that often occur in the classroom. 2. Teachers talk to the principal about the findings of cases that occur in the school. 3. Teachers in each class create a guidance program by considering the following: a) Calculating the amount of time spent on counseling activities and adjusting it to the planned program; b) Collecting all types of needs and services found from the needs assessment and putting them into a needs table that will be used for the activity program; and c) Implementing the guidance program in a format that matches the class plan. 4) Principals and teachers collaborate to socialize the guidance and counseling program to parents in their respective classes. 5. The school and parents conduct evaluation and reflection at least once every semester.

One way to determine the effectiveness of the guidance and counseling program at school is to conduct evaluation and reflection. To predict its future effectiveness, effective collaboration between the principal, teachers, parents, and researchers is needed. As stated by Lapan et al. (2001) and Sink and Yillik-Downer (2001), the researcher aims to assess the level of implementation of the guidance and counseling program in schools and evaluate how it impacts students' development and achievement.

All school members, especially the principal and professional staff, need support to develop the guidance and counseling program at SDN 1 Kenanga (Clemens, 2007). Through greater collaboration in developing the classroom guidance curriculum and guiding at-risk students (negative behavior), the professional guidance staff at the school can assist the teacher system. To ensure that every teacher at SDN 1 Kenanga can conduct

in-service training related to the principles and practices of guidance and counseling, the Education Bureau should take action at the policy level (Gysbers & Henderson, 2006). Meanwhile, environmental parenting initiatives should be incorporated into school guidance and counseling programs. The extent to which parental behavioral "feedback" affects student behavior. Consequently, parents and teachers should have an understanding and cooperation relevant to the service program (Tana, 2016). Parents' perspective as critical partners in nurturing students' full personal development should also be explored (YUEN et al., 2007).

CONCLUSION

Based on the results of the research, these are the conclusions of the guidance and counseling program development process at SDN 1 (Kenanga: 1) The preliminary study phase showed that the social skills of SDN 1 Kenanga students were quite good in terms of relationships with peers and self-management; however, academic ability, obedience, and assertive behavior still needed to be improved. 2) The needs analysis stage of SDN 1 Kenanga in implementing the guidance and counseling program, namely: (a) Improving the ability of resources (principals, teachers, and parents) in implementing the program, (b) Optimizing the roles and functions of principals and teachers and parental involvement, (c) Planning and implementing guidance and counseling service programs at SDN 1 Kenanga. 3) Researchers have created a guidance and counseling service program at SDN 1 Kenanga, which includes (a) the Establishment of networking between principals, teachers, and parents and (b) the Establishment of guidance and counseling management activities. Researchers recommend a guidance and counseling framework that includes four aspects: environmental assessment, environmental expectations and conditions, annual program components, and service strategies; (c) Development and development of talents and skills; d) Design framework and action plan for implementing guidance and counseling services at SDN 1 Kenanga. The guidance and counseling program at SDN 1 Kenanga requires support from all school members, especially the principal and staff (Clemens, 2007). Through greater collaboration in developing the classroom guidance curriculum and guiding at-risk students (negative behavior), the professional guidance staff at the school can assist the teacher system. To ensure that every teacher at SDN 1 Kenanga has the opportunity to conduct in-service training related to guidance and counseling principles and practices. Meanwhile, environmental parenting initiatives should be incorporated into the school's guidance and counseling program. The extent to which the "feedback" of parental behavior affects student behavior.

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