



### Implementation of Guidance and Counseling Services By Primary School Teachers

Mohammad Nur Sholeh

Universitas Islam Negeri Sunan Ampel, Surabaya, Indonesia

[sholehmohammad27@gmail.com](mailto:sholehmohammad27@gmail.com)

#### ABSTRACT

*The objective of this study is to examine the implementation of guidance and counselling services by class instructors in elementary schools. The present study employed a descriptive qualitative methodology. The data collection methods employed in this study encompassed observation, interviews, and documentation. The individuals providing information for this study consisted of class teachers, school principals, and deputy principals responsible for curriculum affairs. The data underwent analysis through processes of data reduction, data display, and conclusion or verification. The method of source triangulation was selected in order to enhance the trustworthiness of the data. The findings indicate that the implementation of guidance and counselling services by instructors was executed well, resulting in the establishment of a structured and supportive learning environment. The integration of guidance and counselling services into primary school settings involved the incorporation of essential and fundamental competencies outlined in the semester's lesson plan. Teachers can enhance their understanding of their students by prioritising guiding actions aimed at enhancing the efficacy and efficiency of the teaching and learning process.*

**Keywords:** *Guidance, Counseling, Teachers, Primary School*

#### INTRODUCTION

According to Widada (2018), educators are required to possess a firm dedication to the implementation of student-centered education, which takes into account the unique capabilities and requirements of each individual learner. In this particular scenario, the crucial function of Guidance and Counselling teachers or school counsellors in facilitating students' exploration of their potential and identifying their individual needs is emphasised (Nurrahmi, 2015). Based on the aforementioned explanation, it is evident that the provision of guidance and counselling services is progressively gaining significance within educational institutions, as it is directly intertwined with the cultivation of students' character. Hence, it can be argued that educators in the field of guidance and counselling within educational institutions bear certain duties and obligations pertaining to the implementation of character education (Nurrahmi, 2015).

According to Budiarti and Sos (2017), the integration of guidance and counselling services in primary schools is mostly facilitated by class instructors together. This aligns with the assertion made by Susanto (2018) that the delivery of advice and counselling services traditionally occurs during intermissions between lectures, wherein students are grouped and encouraged to actively engage by posing inquiries. According to Suherman (2011), the process



of developing a guidance and counselling programme in educational institutions involves a series of actions that are conducted using diverse survey methods. The survey encompasses a range of activities aimed at assessing the objectives, requirements, and capacities of the educational institution, as well as its readiness to effectively implement the guiding and counselling programme.

Many students face a range of challenges, one of which pertains to their character development. These challenges manifest in various ways, such as exhibiting impoliteness when communicating with teachers, demonstrating a lack of respect towards both peers and educators, displaying religious attitudes that involve neglecting prayer, consistently underperforming in assignments, engaging in dishonest behaviour, and exhibiting a lack of concern for the environment. The aforementioned studies (Widodo et al., 2016; Egok et al., 2014; Pratiwi & Kurniawan, 2018) have identified social issues, a lack of enthusiasm towards novel experiences, and frequent violations of school regulations among students. Given these challenges, it is imperative to devise appropriate strategies to effectively conduct character education programmes for students.

In the absence of a dedicated guidance and counselling teacher or counsellor, the responsibility of providing guidance and counselling services in an elementary school falls upon the class teacher. This ensures that guidance and counselling materials are seamlessly integrated with teaching materials through thematic learning (Suryahadikusumah & Dedy, 2019). According to Akbulut (2010), the Technical Instructions for the Implementation of Functional Teacher Positions and Credit Scores state that class teachers have the responsibility not only to facilitate the learning process but also to conduct guidance and counselling programmes for the students under their supervision.

This aligns with the perspective of Aminah (2018) regarding the responsibility of class teachers in delivering advice and counselling services inside primary educational institutions. The provision of guidance and counselling services plays a significant role in enhancing the overall quality of schools and offers numerous advantages to students, particularly in terms of receiving support to comprehend their potential for growth and development. The individual is responsible for engaging in the process of self-actualization by addressing developmental tasks, surmounting developmental challenges, establishing the trajectory and purpose of their life decisions, adapting to personal and social environments within the family, school, and



community, fulfilling developmental requirements in academic/intellectual, emotional-social-personal, and career domains, and attaining developmental proficiency. This enables students to cultivate optimism regarding their academic achievements and increases the likelihood of attaining social and personal prosperity.

According to Ginting (2020), the research focused on the deployment of guidance and counselling services in elementary schools. The author emphasised that these services are specifically designed to cater to the needs of elementary school children. Typically, the individual accountable for executing the implementation process is the homeroom teacher, who plays a crucial role in facilitating optimal development and ensuring the successful accomplishment of developmental objectives.

Maliki (2015a) did a separate study which posited that the inclusion of guidance and counselling is necessary in order to comprehend the needs and perspectives of students. There is an expectation that the execution of guidance and counselling programmes in elementary schools, facilitated by teachers for pupils, will be successful and contribute to the professional development of teachers in the field of guidance and counselling.

In addition, Suryahadikusumah and Dedy (2019) asserted in their study that guidance services can be effectively delivered through the implementation of diverse game activities conducted prior to or following instructional sessions. Moreover, the authors emphasised the significance of utilising student daily journals as a pedagogical approach to foster self-reliance and manage classroom dynamics. Lastly, they underscored the necessity of engaging professional counsellors to ensure the provision of effective counselling services. Following the implementation process, the degree of autonomy achieved falls into the category of initiative. The efficacy of guidance services hinges upon the teacher's adeptness in fostering interactive discourse during educational activities and assessing students' daily notebooks, which document their academic engagements.

Hence, in the present study, the researchers will undertake an investigation that involves teachers from every classroom. In this study, researchers can acquire data that aligns with the research objective, which is to examine the execution of guidance and counselling services by elementary school classroom teachers.



### **RESEARCH METHOD**

The research methodology employed in this study is qualitative descriptive research, which aims to provide a comprehensive description of an event or phenomena seen in the field, in relation to the specific subject under investigation. In the context of this study, the employed methods for data collecting encompass observation, interviews, and documentation. The research data source was acquired by the collection of data from three class instructors at SD Negeri 11 Rao-Rao. The process of data gathering involved employing several methods such as observation, interviews, and documentation. These data were subsequently analysed and interpreted using techniques such as data reduction, data display, as well as drawing conclusions and verifying findings. Source triangulation is employed as a means to assure the integrity and reliability of the data.

### **RESULTS AND DISCUSSION**

The research endeavours generate a comprehensive representation of the phenomena transpiring within the field, based on the data acquired pertaining to the execution of guidance and counselling services by class instructors at SD Negeri 11 Rao-Rao. The application of advice and counselling services by class teachers at SD N 11 Rao-Rao adheres to the principles of guidance and counselling in order to facilitate an effective educational and learning process, hence fostering a conducive environment for guided learning. The provision of guidance and counselling services by class teachers is aligned with the learning programme outlined in the Learning Implementation Plan (RPP), which includes core competencies and basic competencies.

Dinkmeyer and Caldwell (Maliki, 2015b) assert that a key distinguishing aspect between guidance and counselling in elementary schools and middle schools is in the greater focus placed on the involvement of instructors in the guiding function within elementary schools. Regarding the findings of this study, it is evident that educators in the classroom context provide advice and counselling interventions that are specifically designed to align with the academic curriculum developed on a semester basis. The previously formulated plans are then executed in accordance with the prevailing conditions within the educational institution and the requirements of the student body.

Batubara (2018) elucidates that the provision of guidance and counselling services in



primary schools can be effectively conducted by class instructors, who are mandated to offer guidance to students throughout their educational journey. This assertion is further corroborated by a study conducted by Darmayanti and Sueca (2020), which posits that the provision of guidance to students significantly impacts their learning results. The authors argue that through the assistance offered by their teachers, students gain a comprehensive grasp of their own personal growth, therefore leading to their achievement of success. In the process of acquiring autonomy.

Class teachers can implement various strategies to promote independent decision-making skills among individual students. One such strategy involves assigning tasks both individually and in groups. This approach allows students to develop their ability to make independent decisions. Additionally, it is crucial for teachers to provide appropriate support to students with learning difficulties, ensuring they receive the necessary assistance to enhance their learning experience (El Fiah & Purbaya, 2017; Warmansyah, 2020). According to Sukmawati et al. (2013), class teachers possess the capacity to provide guidance within the classroom setting and comprehend the students under their instruction. They accomplish this by formulating learning plans that align with the specific needs of their students. In fulfilling their role as class teachers, they assist students in attaining independence and refrain from engaging in discriminatory behaviour, thereby cultivating their professional development as educators.

The findings from field observations indicate that the implementation of guiding and counselling principles in the educational context led to effective directed learning facilitated by the classroom teacher. The instructor assumes the role of an instructional manager, so employing a strategic approach to engage with the pupils under their tutelage. Through this contact, the classroom instructor has a more profound understanding of the child, encompassing their character, challenges, potential, limitations, and aspirations. The significance of this holds great value in terms of providing guidance (Rahman, 2018). According to the data description, the research findings indicate that class teachers place a high emphasis on guidance activities as a means of enhancing the quality of teaching and learning in a more effective and efficient manner. This approach aims to enable students to develop a greater sense of self-awareness and autonomous recognition of their own potential.

The incorporation of developmental abilities into instructional materials by educators at



SDN 11 Rao-Rao is commendable. In general, the class teacher has implemented a strategy to include the developmental competencies of students into the learning process, aligning it with the previously designed curriculum.

According to Kristiantari (2015), teachers employ several strategies like as observation, interviews, and testing to analyse pupils' difficulties. Teachers employ observation techniques during the learning process to assess students' characteristics, enabling them to discern which individuals require supervision and which do not. Subsequently, interviews are undertaken with the objective of facilitating a more comprehensive understanding for educators on the underlying factors contributing to the challenges encountered by pupils. Tests are administered by teachers to assess the progress and advancement of students. These assessments often take two forms: written and verbal, aligning with fundamental competencies and educational material.

The aforementioned remark elucidates that the incorporation of developmental abilities into instructional materials is implemented by educators within the classroom setting. The instructor of the class undertakes the assigned responsibilities in order to accomplish their responsibility and support pupils in achieving their maximum individual growth. Based on the findings of a study conducted by researchers in collaboration with class teachers, it was seen that the application of finishing and integrating learning materials yielded positive outcomes.

The class teachers adhere to established criteria while formulating educational plans, which are subsequently reviewed and sanctioned by the school principal. The principal assumes the role of overseeing the implementation of guidance and counselling initiatives, as well as supervising and evaluating related activities. The analysis of the data description revealed that class teachers demonstrated responsible conduct in their roles during the learning and teaching process. Consequently, they effectively integrated developmental competencies into the learning process through creative and innovative approaches.

Based on the aforementioned explanation, it can be asserted that the integration of guidance and counselling services by primary school teachers at SD Negeri 11 through collaborative efforts with external stakeholders is highly commendable for enhancing the efficacy of guidance provision. The implementation has been tailored to accommodate the requirements of the student population. The inquiry pertains to the type of collaboration undertaken by class teachers and sports teachers in order to facilitate the provision of guidance



and counselling services inside primary schools. According to the informant, the collaboration between class teachers and sports instructors in the provision of advice and counselling services involves the class teacher delivering instructional content within the classroom setting, which is subsequently implemented in practical application with the assistance of the sports teacher. The primary objective of this explanation is to facilitate students' comprehension of sports-related content prior to engaging in actual practise.

Classroom teachers engage in collaborative efforts with a diverse range of stakeholders, including physical education instructors, religious studies educators, fellow classroom teachers, school administrators, and the parents of their children. According to Widada's (2018) assertion, an essential psycho-educational guidance technique in elementary schools involves the provision of guidance and counselling services by elementary school teachers. This includes the implementation of psycho-educational guidance services beyond the confines of the classroom through collaborative efforts. Collaboration is an educational practise in which classroom teachers engage in cooperative efforts with diverse stakeholders, guided by the concepts of parity, shared comprehension, reciprocal esteem, and mutual assistance.

In addition to engaging in collaborative efforts with other stakeholders to provide guidance and counselling services, it is imperative for class teachers to possess a comprehensive understanding of effective approaches and procedures. The instructional practises of the classroom teacher align with the findings of Suryahadikusumah and Dedy (2019), who argue that maximising collaboration with external stakeholders is crucial in order to effectively address students' challenges. For instance, seeking input from parents through consultations is believed to yield more precise solutions to the problems encountered by students. There exist various strategies that can be implemented by educators and parents alike. These include assigning school-related tasks to children, engaging in teacher visits to students' households as a means of fostering connections (known as "silaturahmi"), offering comprehensive support to children facing learning challenges, and providing effective supervision, among other approaches. According to Yulyani et al. (2020), According to the findings of a study conducted by Salmah (2018), the research utilised a WhatsApp group consisting of parents, teachers, and school administrators. The group serves as a platform for facilitating communication and exchanging information pertaining to assignments, attitudes, and student growth. In order to foster a collaborative approach towards addressing student issues, it is imperative to involve multiple



stakeholders who are directly or indirectly associated with the matter (Aini & Fitria, 2021).

The research findings highlight the significance of fostering collaboration between class teachers and various stakeholders in the implementation of guidance and counselling services. This collaborative approach has been shown to yield positive and beneficial outcomes for children (Rahmawati et al., 2021).

The implementation of this advice and counselling service through collaboration has been found to yield positive outcomes in assisting students in overcoming the challenges they encounter. According to a study conducted by Kumalasari and Susanto (2017), the implementation of guidance and counselling services in elementary schools has been found to have favourable effects on children. 1) The individual has attained physical maturation and optimal health. 2) The individual possesses an adequate level of social maturity, enabling them to effectively adapt to their peers. 3) The individual demonstrates a genuine interest in acquiring skills and knowledge, recognising their indispensability in their life. 4) The individual exhibits self-reliance and autonomy, displaying the ability to work independently without relying on others. 5) The individual possesses the capacity to acknowledge and respect the authority of the teacher, while also possessing the necessary skills for engaging in daily play activities.

The results obtained from the analysis of interview data indicate that the mode of collaboration between classroom educators and external stakeholders in the provision of guidance and counselling services yields favourable outcomes and comprehensive assistance to classroom educators in addressing the needs of students encountering difficulties in the educational journey. At the Rao-Rao 11 Public Elementary School, the class teacher's execution of the guidance and counselling service component was found to be incomplete. The class teacher employs the programme in accordance with the established curriculum, employing tactics such as traditional instruction and study guidance. It is imperative for educators in the classroom to possess a comprehensive understanding of students' features, employing straightforward and user-friendly methodologies.

## CONCLUSION

The implementation of advice and counselling in elementary schools is conducted by class instructors, who base their approach on their understanding of children. In order to gain insight into the nature of students, educators employ three methodologies, namely observation,





interviews, and assessments. The act of implementation occurs within the context of the learning process. The utilisation of guiding and counselling services necessitates the usage of notes, which serve as documentation for youngsters encountering difficulties. The inadequate understanding of the application of guidance and counselling in elementary schools among instructors contributes to suboptimal execution. Hence, it is strongly advised that educators engage in professional development programmes to enhance their expertise in delivering guidance and counselling services inside primary educational institutions.

### REFERENCES

- Aini, M., & Fitria, R. (2021). Character Education Management in Improving Education Quality in State Senior High School. *Journal of Islamic Education Students (JIES)*, 1(2), 66. <https://doi.org/10.31958/jies.v1i2.2972>
- Akbulut, HH (2010). Attachment to National Education Ministerial Decree No. 35 of 2010. 9(1), 76–99.
- Aminah, S. (2018). The Role of Guidance and Counseling in Character Education in Elementary Schools. *Journal of the Teaching Profession*, 4(2), 99–103. <https://doi.org/10.7290/jpk.v4i2.16740>
- Batubara, HH (2018). Guidance and Counseling Program Application in Elementary Schools. *Journal of Education: Theory, Research and Development*, 3(4), 447–452.
- Budiarti, M., & Sos, S. (2017). *Guidance Counseling in Elementary Schools*. CV. AE Graphic Media.
- Darmayanti, NW., & Sueca, IN (2020). Home Tutoring Assistance for Elementary School Students in Dusun Buruan Tampaksiring to Increase Students' Learning Motivation. *SELAPARANG Journal of Progressive Community Service*, 3(2), 207. <https://doi.org/10.31764/jpmb.v3i2.2206>
- Egok, AS, Abdul, M., & Hasnawati, H. (2014). Descriptive Study of Forms of Student Delinquency and How Teachers Handle Them in Class IV of SD Negeri 53 Bengkulu City. Bengkulu University.
- El Fiah, R., & Purbaya, AP (2017). Application of Tutoring in Improving Student Learning Outcomes at SMP Negeri 12 Bandar Lampung City in the 2015/2016 Academic Year. *COUNSELING: Guidance and Counseling Journal (E-Journal)*, 3(2), 171–184. <https://doi.org/10.24042/kons.v3i2.564>
- Ginting, RL (2020). Implementation of Guidance Counseling in Elementary Schools. *UNIMED FIP PGSD School Journal*, 21(1), 1–9.
- Kristiantari, R. (2015). Analysis of Primary School Teacher Readiness in Implementing Integrative Thematic Learning to Meet the 2013 Curriculum. *JPI (Indonesian Education*



- Journal*), 3(2). <https://doi.org/10.23887/jpi-undiksha.v3i2.4462>
- Kumalasari, R., & Susanto, B. (2017). The Influence of Guidance and Counseling Information Services Assisted by Audio Visual Media on Student Empathy. *Counsellia: Journal Guidance And Counseling*, 7(1), 20. <https://doi.org/10.25273/counsellia.v7i1.1162>
- Maliki. (2015a). Guidance and Counseling in Elementary Schools. *Journal of Elementary School Guidance and Counseling*, 7, 1–14.
- Maliki. (2015b). Implementation Of Guidance And Counseling Services In Overcoming Learning Difficulties For Serayu State Elementary School Students in Yogyakarta. 7(1), 1–14.
- Nurrahmi, H. (2015). Guidance and Counseling Teacher Professional Competency. *Al-Hikmah*, 9(1). <https://doi.org/10.24260/al-hikmah.v9i1.87>
- Pratiwi, NQE, & Kurniawan, AR (2018). Identifying Student Delinquency in Elementary Schools. *Scientific Articles: Study and Learning Courses*, 9.
- Rahman, A. (2018). The Role of Guidance and Counseling Teachers in the Implementation of Tutoring at SMK Negeri 1 Loksado. *Student Journal of Guidance Counseling*, 2(1), 1–14.
- Rahmawati, S., Dasril, D., Irman, I., & Yulitri, R. (2021). Students' Competency as Candidates of Guidance and Counseling Counselors in the Implementation of Group Guidance Services. *Journal of Islamic Education Students (JIES)*, 1(2), 87. <https://doi.org/10.31958/jies.v1i2.3160>
- Salmah, NU (2018). Teacher and Parent Communication in Instilling Religious Values in Kindergarten ABA Sidomulyo II Bantul Yogyakarta. *Indonesian Journal of Islamic Early Childhood*, 3(1), 15–34.
- Suherman, U. (2011). *Guidance and Counseling Management*. Bandung: Rizqi Press.
- Sukmawati, I., S, N., Syukur, Y., & Said, A. (2013). Improving Learning Outcomes Through Group Dynamics in Psychology Teaching and Counseling Guidance (PPBK) Lectures. *Pedagogy: Journal of Educational Sciences*, 13(2), 10. <https://doi.org/10.24036/pedagogi.v13i2.4276>
- Suryahadikusumah, AR, & Dedy, A. (2019). Implementation of Guidance and Counseling Services in Elementary Schools to Develop Student Independence. 9(1), 44–56. <https://doi.org/10.25273/pe.v9i1.4225>
- Susanto, A. (2018). *Guidance and Counseling in Schools: Concepts, Theories and Applications*. Jakarta: Prenada Media Group.
- Warmansyah, J. (2020). Academic Supervision of Kindergarten School Principals During the Covid 19 Pandemic. *Tadbir: Journal of Educational Management Studies*, 4(2), 175. <https://doi.org/10.29240/jsmp.v4i2.1695>
- Widada, W. (2018). The Role of Elementary School Teachers (SD Teachers) in Implementing Guidance and Counseling. *Elementary School Vehicles*, 26(1), 29–35.



# ANJASMORO

ISLAMIC INTERDISCIPLINARY JOURNAL

<https://doi.org/10.17977/um035v26i12018p029>

Widodo, GS, Hariyono, & Hanurawan, F. (2016). Teachers' Perceptions of Student Delinquency: Case Study at "Raja Agung" Elementary School. *Journal of Education and Learning (JPP)*, 23(2), 142–153.

Yulyani, Y., Kazumaretha, T., Arisanti, Y., Fitria, Y., & Desyandri, D. (2020). Implementation of Teacher Pedagogical Competencies in Thematic Learning in Elementary Schools. *School Education Journal PGSD Fip Unimed*, 10(2), 184. <https://doi.org/10.24114/sejpgsd.v10i2.18545>