

Counseling Teacher Collaboration And Teachers in the Implementation of Student Counseling Programs

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Abstract

Collaboration with school personnel , especially homeroom teachers, is required in implementation effective and efficient BK program . One of the advantages of school collaboration is that it makes it easier for counselors to run the counseling program. This article aims to describe the collaboration between the BK teacher and the homeroom teacher in implementing BK . The method of writing articles refers to literature reviews such as books and the results of relevant articles. The findings of the article show that there are two types of cooperation that can be carried out, the first is collaboration between the BK teacher and the homeroom teacher in carrying out counseling activities, which include (1) making notes on student events, (2) making observation reports, (3) organizing sociometry, (4) providing information about student identity, (5) conducting home visits, (6) conducting psychological tests, and (7) collecting student data. The second type of collaboration is the counseling teacher working with the homeroom teacher to provide information about students in terms of: (1) attendance data, (2) absence data, and (3) data on student delays in coming to school.

Keywords – Collaboration; Counseling Teacher; Homeroom Teacher; BK program



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1. Introduction

The counseling teacher is the person in charge of the school BK program, which functions as a guide to achieve optimal self-development of students. counseling teachers are school counselors or male/female experts who have received special education in BK in tertiary institutions and give all their time to carry out services to students (Winkel, 2013) . Guidance and counseling are important components in the education system carried out by a guidance counselor/counselor (Syukur, Neviyarni, & Zahir, 2019) .

Counselors do not work alone in solving student learning problems . Subject teachers and homeroom teachers also play a role in finding solutions and solving academic and non-academic learning problems (Walgitto, 2004) . The counseling teacher (counselor) can collaborate with all personnel in the school, including the principal, subject teacher, homeroom teacher, and student organizations, to implement BK services. In schools, collaboration in counseling services is common. One of the main benefits of collaboration compared to other types of school improvement activities is that it makes it easier for counselors to provide these services. Collaboration with the homeroom teacher is very important.

Collaboration comes from the English " collaborative " or " collaboration " which means cooperation. Cooperation between school staff and their respective roles and planning in counseling services is very important; BK implementation will face many challenges (Abu Ahmadi, 2004) . Collaboration is very important in the educational environment, especially collaboration between the counseling teacher and homeroom teacher. Because it will be easier to achieve common goals with effective cooperation and coordination.

Teti & Ratnawulan (2016) indicates that guidance counselors collaborate with other specialists in the area of counseling services, such as working with subject teachers and homeroom teachers to implement scheduled counseling programs or guidance content provided in the general class schedule. Counselors have partnered with outside organizations such as parents, communities, police,

National Narcotics Agency, health, work centers, companies and universities based on the results of their research in the field. This is done to make it easier for students to get help and counselling. This is done to make it easier for students to get expert help in their fields, so that they can develop optimally and prevent problems from arising.

2. Method

The method used is Literature Review or literature review. Literature review or literature review (academic-oriented literature) Research that explores or evaluates the knowledge, concepts, or conclusions included in scientific literature, and contributes to the development of theories and approaches to specific topics. (Cooper, 2011).

3. Result and Discussion

Form of Collaboration of Counseling Teacher and Heaser for Class

Collaboration between the counseling teacher and homeroom teacher is very important because the homeroom teacher is always in contact with students. Because of that, the homeroom teacher has a greater opportunity to find out the attitudes, abilities, talents, and ambitions of his students. Subject teachers know the personal information of students who are smart, diligent, often absent, and have learning problems. Collaboration between the counseling teacher and homeroom teacher is something that the counseling teacher should encourage to help children who are having difficulties (Neviyarni, 2009). The counseling teacher and homeroom teacher collaborate as follows: (1) socialize counseling services to students and parents, (2) providing various information provided by the supervising teacher, and (3) managing BK time management to facilitate the teaching and learning process to help students develop.

In line with the opinion above according to (Nurihsan, 2009) Forms of collaboration between the counseling teacher and homeroom teacher in organizing BK activities to address student learning problems, namely: (1) making

notes on student events, (2) making reports on observations, (3) conducting sociometry, (4) providing information about student identity, (5) conducting home visits, (6) conducting psychological tests, and (7) collecting student data. Furthermore (Imron, 2011) describes the forms of collaboration between the guidance counselor and homeroom teacher in sharing information about students as follows: (1) attendance record, (2) absence record, and (3) student arrival record late at school.

The introduction of the BK program aims to help students maximize their potential, and guidance officers at schools help the program succeed. Therefore, cooperation is very important for the success of the counseling service program. Collaboration is an attempt to achieve a common goal which is decided by the division of tasks/work, not as a division of labor, but as a work unit, all of which are oriented towards achieving goals (Widyarto, 2017)

(Sari et al., 2011) According to his research findings, the cooperation between the counseling teacher and the homeroom teacher was ineffective because the homeroom teacher did not provide information to the counseling teacher about the difficulties students experienced during the learning process. The results of the study show that the cooperation between the guidance counselor and homeroom teacher meets very high standards. This shows that the means of collaboration between the guidance counselor and homeroom teacher related to problem boundaries have been implemented but not sufficiently followed up in addressing and supporting student needs.

Based on the results of research conducted by (Fitriani, 2019) explained that secondary cooperation is a form of cooperation between the counseling teacher and homeroom teacher in overcoming student learning difficulties. Collaboration that occurs unintentionally or is organized. Collaborative activities that involve the division of tasks but have the same goal of overcoming student learning barriers. . According to (Abu Ahmadi, 2004) Because secondary collaboration is personal and involves calculations, this collaboration is very formal and specialized. The process of carrying out secondary collaboration is

more individualistic, meaning that there are parties who work together, namely the guidance counselor and homeroom teacher, and each has different tasks in special services to help students overcome learning obstacles.

The Role of the Teacher BK

In nature (Permendikbud, 2013) explains that the success of guidance and counseling teachers in carrying out their duties as educators can be seen from several things, including: (1) carrying out their main tasks and functions in the process of implementing counseling services in schools, (2) face-to-face activities in class for 2 hours per week per class, to carry out BK service learning in schools, and (3) foster students with a ratio of 1 counseling teacher to 150 foster students.

The role of the counseling teacher in more detail (Yusuf, Yamsuf, 2005) is as follows: (a) understand BK concepts, (b) understand the personal characteristics of students, especially those that affect them and (c) socialize (populate) service programs BK. (d) planning counseling service programs, (e) monitoring evaluation results, (f) acting as a consultant for students and parents, (g) collaborating with other related parties, (h) managing counseling service programs, and (i) to be accountable for the implementation of their duties and activities to the principal of the school. Teachers/counselors, according to this point of view, not only provide services to children with problems, but also review the services provided to all students.

Roles of the Class Teacher

The homeroom teacher is an educator as well as a substitute for parents at school. In the process of teaching and learning for all subjects in the class, the homeroom teacher has duties, responsibilities and rights (Mulyadi, 2016) . This is in line with (Bagus, 2009) the homeroom teacher must be a character who can be an example and bring goodness to someone or everyone.

Research conducted by (Petriani & Ananda, 2018) shows that the homeroom teacher can influence student behavior and motivation . (Zahara, 2015) in his research revealed that the role of the homeroom teacher in learning has a major impact on student learning outcomes. Homeroom teachers are

expected to pay close attention to their students and the activities their children participate in. The homeroom teacher plays a bigger role in motivating students to learn, creating a fun learning atmosphere with good classroom management, and solving student problems.

According to (Supriatna, 2011) As a counselor partner, the homeroom teacher has BK duties which include: (1) assisting counseling teachers in carrying out BK services which are their responsibility, (2) help provide opportunities and facilities for students, especially those in the class they are responsible for, to participate in counseling services, (3) provide information about students in their class who need counseling services, and (4) provide information to subject teachers about students who need BK services. (4) notify the subject teacher about students who need more attention; and (5) involved in case conferences.

Success of Implementing the BK Program

The contents of the entire BK organization in schools can be defined by the BK program. This program is a comprehensive schedule of activities arranged over a certain period of time. Each supervising teacher prepares the counseling program, which is an important aspect of the overall school program. The activity program consists of components consisting of various provisions in the implementation of BK and is aimed at achieving the objectives of school-based BK. Programs can be defined as a collection of planned activities that will be carried out according to certain elements to achieve certain goals. The BK program can be defined as a schedule for all BK service activities to be carried out within a certain period, such as daily, weekly, monthly, semester or yearly (Sukardi, 2003) . Therefore, this program must begin by determining student needs through needs assessment activities. The BK service program is not only created, but also implemented.

In line with that (Purwoko, 2008) a counseling program can be defined as a strategy to implement counseling within a certain period of time. school counseling programs must be organized based on the obstacles faced by students and their needs in achieving educational goals, especially student maturity

(Amaliah et al., 2017), schools and not deviate from educational goals. When planning a semester, a week, a month, or a day, a teacher or counselor should use standardized materials to deliver a program that meets student needs. The quality of the counseling program determines the effectiveness and efficiency of the work of the guidance counselor/counselor.

The counseling program in schools is structured based on the developmental characteristics of students. Every student who receives counseling services is encouraged to maximize their potential and complete optimal developmental activities.

4. Conclusion

Good collaboration between the counseling teacher and homeroom teacher will provide benefits for all parties involved in the school environment, thereby providing a greater synergetic impact in anticipating various problems for students. Forms of collaboration between the counseling teacher and homeroom teacher in organizing BK activities, which include: (1) taking notes on student events, (2) making observation reports, (3) carrying out sociometry, (4) providing information about student identity, (5) organizing home visits, (6) conducting psychological tests, and (7) collecting student data. In addition, the forms of collaboration between the counseling teacher and homeroom teacher in sharing information about students are as follows: (1) attendance records, (2) absence records, and (3) records of late arrivals at school.

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