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## Implementation of Guidance and Counseling in Elementary Schools in Supporting Student Development Tasks

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### Abstract

*This study aims to find out how Guidance and Counseling is implemented in SD Negeri Percobaan and to find out the importance of Guidance and Counseling in elementary schools. The writing of this article uses a qualitative descriptive method. Data collection techniques in this study used interviews and documentation. The data analysis uses the Miles and Huberman models. From the discussion it can be concluded that the implementation of guidance and counseling in SD Negeri Percobaan is by integrating guidance and counseling material into the subjects. Guidance and counseling services need to be held in elementary schools so that the individual and all the potential possessed by students can develop optimally. Guidance and counseling in elementary school is carried out by the class teacher. Therefore the role of the classroom teacher in implementing counseling activities is very important in order to achieve the formulated learning objectives more effectively.*

**Keywords** – Guidance, Counseling, Elementary School



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## 1. Introduction

The elementary school years are a crucial period in a child's development as they start to shape their academic self-concept and cultivate a sense of competence and confidence in their learning abilities. During this time, children embark on a journey of acquiring decision-making skills, honing their communication abilities, and developing essential life skills that prepare them for various challenges in the future. Moreover, they begin to internalize important character values such as resilience, empathy, and responsibility, which play a fundamental role in their overall growth and development.

Simultaneously, the elementary school years are instrumental in shaping children's attitudes toward various aspects of their lives. They begin to form attitudes toward school itself, viewing it either as an exciting opportunity for learning and growth or as a daunting challenge. Additionally, children develop attitudes toward themselves, building self-awareness and self-esteem as they navigate through academic and social experiences. Furthermore, they start to form attitudes toward their peers, social groups, and family, learning the dynamics of relationships and the importance of cooperation, respect, and empathy in their interactions with others.

Guidance and counseling in schools involve a deliberate and purposeful effort by guidance and counseling teachers to foster independence and enable students to accomplish their developmental tasks within the educational framework, as outlined by Syarqawi (2018). These services are designed to support students in navigating through various challenges and achieving their developmental milestones. The primary goal of guidance and counseling in schools is to provide comprehensive services that address the academic, social, emotional, and behavioral needs of students. Through guidance and counseling sessions, students are equipped with essential skills such as decision-making, problem-solving, communication, and conflict resolution. Additionally, students receive support in developing a positive self-concept, managing emotions, building healthy relationships, and enhancing their overall well-being. By offering

guidance and counseling services, schools create a conducive environment for students to thrive academically, socially, and emotionally. These interventions not only help students overcome obstacles but also empower them to reach their full potential and become responsible, resilient, and confident individuals capable of facing the challenges of life beyond school.

Counselors are educators uniquely trained in child development, learning strategies, self-management and social skills, who understand and promote success for today's diverse students. They implement a school counseling program to support students through this important developmental period. The program provides education, prevention and intervention activities, which are integrated into all aspects of a child's life. The program teaches the knowledge, attitudes and skills students need to acquire for academic, career and social/emotional development, which serve as the foundation for future success.

The implementation of guidance and counseling activities in elementary schools is different from the implementation of guidance and counseling activities in junior and senior high schools, this is because the implementation of guidance and counseling activities in elementary schools is carried out by class teachers. Class teachers must pay attention to several things in providing guidance and counseling services, namely orientation services, information, placement and distribution, learning, individual counseling, group counseling, group counseling.

Elementary school counselors play a crucial role as part of the broader educational program, working collaboratively with various stakeholders to support students' success. They design proactive programs that actively engage students and encompass leadership, advocacy, and collaboration with school staff, administrators, and community/family members. Through these programs and activities, counselors aim to help students achieve academic, social, and emotional success. One of the key responsibilities of elementary school counselors is to closely collaborate with teachers and parents in identifying and addressing students' academic and social/emotional needs early on. This

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proactive approach is essential for removing barriers to learning and fostering the development of critical skills and behaviors necessary for academic achievement.

In line with Widada's perspective (2013), the implementation of guidance and counseling in elementary schools is focused on providing specific services that ignite students' enthusiasm for learning and cultivate a strong motivation to learn. By offering targeted interventions and support, elementary school counselors play a pivotal role in nurturing students' curiosity, engagement, and desire to excel academically.

## **2. Method**

The research employed a descriptive qualitative method, which is focused on describing phenomena or events related to the research problem. Qualitative descriptive research is suitable for exploring topics in depth, particularly those observed directly in the field. Data for this study were collected through interviews and documentation.

Following the data collection, the analysis was conducted using the Miles and Huberman model. This model comprises several key steps: data collection, data display, data reduction, and drawing conclusions. The data collection phase involved gathering information through interviews and documentation. Subsequently, the data were organized and displayed in a meaningful way to facilitate analysis. The data reduction step involved condensing and summarizing the collected data to identify patterns, themes, or key insights. Finally, conclusions were drawn based on the analysis of the data, allowing for a comprehensive understanding of the phenomenon under study. This approach provided a structured framework for conducting and analyzing qualitative research in this study (Rijali, 2018).

## **3. Result and Discussion**

SD Negeri 1 is located on Jl. Sei Peasants, Merdeka, Kec. Medan Baru, Medan City Prov. North Sumatra with A accreditation and using the Merdeka

curriculum. The number of teachers in this elementary school is 33 people, the number of students in SD Negeri 1 is 661 students. The number of classes is 24, the number of classrooms as the class where the KBM (Teaching Learning Activities) is carried out is 34, 1 room is the principal's office and the teacher's office.

At SD Negeri 1, guidance and counseling services are integral to the educational framework and are primarily overseen by class teachers. The responsibilities of these teachers, as outlined in SK Menpan No. 084/1993, Article 3, encompass a comprehensive range of tasks related to guidance and counseling. This includes developing tailored guidance programs that address the diverse needs of students, implementing these programs effectively within the classroom setting, and conducting regular evaluations to assess their impact and effectiveness. Moreover, class teachers are tasked with analyzing the outcomes of these programs, identifying areas for improvement, and providing ongoing support and follow-up to ensure students receive the necessary guidance and assistance to thrive academically and emotionally.

Furthermore, the involvement of class teachers in guidance and counseling activities at SD Negeri 1 reflects a collaborative approach to student support and well-being. By actively engaging in the development and implementation of guidance programs, class teachers play a crucial role in creating a positive and supportive learning environment. Their efforts not only contribute to the academic success of students but also promote their social-emotional development, ultimately fostering a holistic approach to education that nurtures the overall growth and well-being of every student at the school.

Based on the results of interviews with school principals, counseling guidance is integrated into subjects, therefore there are no special guidance counseling programs such as daily, weekly, monthly, semester and annual programs (Sukardi, 2003) explains the types of counseling programs at school, including:

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- a. The counseling service program, which covers all activities for 1 year in each class at school/madrasah, is an annual program.
  - b. All activities for 1 semester which are an overview of the annual program, are BK Semester service programs.
  - c. Which includes all activities for 1 month which is the elaboration of the semester program, namely the monthly BK service program.
  - d. Which includes all activities for 1 week which is the elaboration of the monthly program, namely the weekly BK service program.
  - e. BK service program implemented on certain days in a week. The daily program is an illustration of the weekly program in the form of the Guidance and Counseling Service Unit (SATLAN) and/or Supporting Activity Unit (SATKUNG) which are daily BK service programs.

Class teachers employ observation and interviewing techniques to identify the specific needs of students in elementary schools. Through observation, teachers carefully monitor students' behaviors, paying close attention to any notable patterns or indicators of challenges they may be facing. This observational approach allows teachers to gain insights into students' strengths, weaknesses, and areas requiring additional support. Additionally, class teachers conduct interviews with students to delve deeper into the underlying causes of any problematic behaviors or academic difficulties. These interviews provide a platform for students to express their thoughts, feelings, and concerns, enabling teachers to better understand their perspectives and tailor interventions accordingly. According to Widada (2013), the inability of elementary school students to accomplish developmental tasks can result in feelings of disappointment, anxiety, and inadequacy in tackling subsequent developmental milestones. Therefore, the proactive use of observation and interviewing techniques by class teachers is crucial in early identification and intervention, fostering students' emotional well-being and academic success.

The competence of class teachers still needs to be improved so that the implementation of guidance and counseling in elementary schools can be

programmed properly. But not all class teachers understand guidance and counseling. To achieve the objectives of implementing guidance and counseling, class teachers must be equipped with various skills, such as mastering the essence of guidance and counseling services, the ability to implement internal collaboration in the workplace, mastering the concept and practice of assessment to understand the counselee's conditions, needs and problems; mastering the theoretical framework and praxis of guidance and counseling, skills in designing guidance and counseling programs, skills in implementing comprehensive guidance and counseling programs, and assessing the process and results of guidance and counseling service activities (Setyoningtyas, Mugiarsa, 2014). With these competencies, a guidance and counseling teacher is expected to be able to carry out guidance and counseling programs in an integrated manner with the education system

Orientation activities are carried out by the school when accepting new students. Furthermore, the class teacher also conducts orientation activities in the class in which the class teacher explains the parts of the school, starting from the location of the building and organizational structure, such as the name of the principal and the name of the class teacher, as well as school rules.

### ***Counseling Guidance in Encouraging Student Development Tasks***

Elementary schools are institutions that carry out education for six years for children with an age range of 6-12 years (Kurniawan, 2015). Even though elementary school students are in the same developmental phase, there are differences that must be known by elementary school teachers in order to develop learning that is appropriate to their development (Zulvira, R. ., Neviyarni, N., & Irdamurni, 2021).

Education in elementary schools is an important foundation in developing the basic attitudes, knowledge and skills needed by every student to become healthy, capable, confident students and ready to continue their studies. In implementing guidance and counseling programs in elementary schools, guidance and counseling teachers or counselors work closely with class teachers,

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principals, parents, and the community to create conducive and successful learning conditions.

Guidance and counseling in schools is needed in order to help students understand themselves, recognize the problems they are experiencing, so that they are able to find solutions to the problems they face so that students can become independent individuals and can develop in a better direction (Wibowo, 2018).

Guidance and counseling are part of the national education system, and the delivery of services that aim to optimize the independence of potential development (Hasby, 2017). The main purpose of guidance and counseling in elementary schools is to provide assistance to achieve personality maturity, social skills, academic skills, and plan individual careers so that they are beneficial for future lives (Bhakti, 2015). In elementary schools, counseling services are needed in helping students to be able to solve problems and develop their potential. In addition, the counseling teacher also helps class teachers to provide guidance and services to elementary school students, so that Guidance and Counseling services can be maximized (Nasution, D. S., Neviyarni, 2022).

Class teacher or homeroom teacher has an important role for students in elementary schools, which aims to guide and develop the potential for students to achieve success in their careers. In this case there are still many Guidance and Counseling Teachers who have not been found in elementary schools, therefore the class teacher or homeroom teacher still plays a role as a guidance and counseling teacher, along with the role of the class teacher or homeroom teacher in counseling guidance services according to (Kemendikbud, 2016).

### ***SD Student Development Tasks***

According to Havighurst (1961) defines developmental tasks as "tasks that appear at certain periods in an individual's life span, which if the task can be successfully completed will bring happiness and success in completing the next task, while if it fails, it will cause unhappiness in oneself. individual concerned, causing social rejection, and difficulties in completing subsequent tasks.



Developmental tasks at a young age start from the age of 2 (two) to 13 (thirteen years). Childhood is divided into two (two) periods, namely pre-school age and school age. Preschool age is called early childhood, and school age is called late childhood.

According to (Widada, 2013) elementary school age children are in the late childhood development period. In this period there are development tasks that must be carried out or carried out in accordance with the stages of development. The developmental tasks are: (1) learning about the physical skills needed in light or easy games, (2) forming healthy attitudes towards himself for the benefit of his growing organism, (3) learning to get along and play together with peers, (4) learning to adapt to his situation as a woman or a man, (5) developing basic skills in reading, writing and arithmetic, (6) developing concepts needed in everyday life, (7) developing words heart, morals and values measure,

As we have seen, the phases and developmental tasks that children have differ according to the developmental conditions of the child (Oktarisma, S., Neviyarni, N., & Murni, 2021). Every elementary school age child will experience physical, cognitive, language, socio-emotional, language, and religious-moral development that is different in how and when it is achieved. Every child has different abilities, so a child should not be forced to have the same aspects of development as other children. Therefore teachers and parents should have knowledge in an effort to maximize aspects of child development because, if every aspect can develop properly, then the child is able to carry out his developmental tasks well too.

### ***Guidance and Counseling Program Implementation Strategy in Elementary Schools***

The counseling program in schools is carried out through the provision of services or other activities, most of which are directly aimed at students. Some of the counseling services in SD and supporting activities are as follows.

- a. Orientation service is a counseling activity for new students to introduce various things about their new school. Generally, new

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students experience problems related to adjustment. Adjustment with friends, teachers, rules, regulations, curriculum, physical environment, academic atmosphere, and others.

- b. Information services, in the form of providing information both verbally and in writing to students. Providing information is necessary because the more information a person has, the less likely he is to have problems, but conversely, if he has little information, then the possibility of problems is very large. Submission of oral information through group information, but sometimes individual delivery is also required. Written information is conveyed through printed media such as flyers, leaflets, booklets, guidance boards.
- c. Group guidance, is guidance given to a number of students. Activities can be in the form of sharing between participants in understanding a problem such as a good way of learning, choosing a connecting school.
- d. Data collection, namely activities in the form of collecting data on students and their environment. The purpose of this activity is to understand students, and furthermore it is very useful for efforts to provide guidance actions that suit the needs of each student. Data collection was carried out through testing and non-testing techniques.
- e. Counseling, namely the discussion of counselee problems that experience obstacles in achieving developmental tasks.
- f. Home visit, is an effort to visit students' homes to better understand students and especially their home environment. Besides that, through home visits it can also be used to discuss solving the counselee's problems together with his parents.
- g. Referral or hand over, is an activity carried out by transferring the handling of the counselee to another party. This transfer of handling can be internal to the school or external to the school.

- h. Professional development, is an effort to continuously improve the professionalism or expertise of guidance implementers. Expertise improvement can be done through: training, seminars, workshops, or further education.
- i. Research and Development, namely efforts to always carry out innovations in carrying out guidance. The use of up-to-date technology such as computers for the implementation of guidance is a must. Likewise, techniques in providing guidance must always follow developments and be in accordance with the needs of students.

#### ***Barriers to Implementation of Guidance and Counseling in Elementary Schools***

The implementation of guidance and counseling in elementary schools is still not optimal because class teachers have heavy workloads and responsibilities. As a result, the provision of guidance and counseling services does not have a significant positive impact on improving student achievement. Apart from being in charge of teaching all subjects, class teachers in elementary schools also have to take care of various administrative burdens for them, so that the implementation of guidance and counseling services cannot be carried out fully. Even though teachers have tried to provide guidance and counseling services according to their opportunities and abilities, it appears that the administrative management of counseling guidance is still not well organized, so that guidance and counseling services in elementary schools are not carried out seriously.

#### **4. Conclusion**

Counseling guidance in elementary schools is needed to help students solve problems and develop their potential. At SD Negeri Percobaan, guidance and counseling is carried out by the class teacher. There is no special guidance and counseling program at SD Negeri Percobaan. The technique used by class teachers at SD Negeri Percobaan to identify the needs of students is by observing

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and interviewing. Elementary school-age children need special attention so that students can achieve learning achievements and all the potential that students have can develop optimally without experiencing significant obstacles and problems. The results of the interviews also showed that class teachers still did not understand guidance and counseling, therefore it was suggested that schools conduct training to improve class teacher knowledge in providing guidance and counseling services.

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