Fulfillment of the Right to Social Guidance for Children in Elementary School

Kukuh Prasetya Arief Wicaksana[1]**, Slamet Subiyantoro**[2]**, Siti Sutarmi Fadhilah**[3]

[1]Department of Primary Teacher Education, Sebelas Maret University
[2,3] Department of Language and Arts Education, the March University

ariefkukuh@gmail.com , s.biyantoro@yahoo.co.id , fadh.sant@gmail.com

Abstract: The purpose of the research is intended to know the actions of teachers in guiding learners to behave and relate socially well in primary school Al Firdaus, Surakarta, Indonesia. This type of research using qualitative methods and strategies used in this study a holistic single case study. Data collection techniques such as interviews, documentation and observation. The validity of the data in this study using triangulation sources and triangulation techniques. The data analysis used in this study a braid or flow analysis model. As well as using purposive sampling technique. The results of this study indicate guidance and counseling teachers perform some related action proper teaching good social guidance for learners. His actions in the form of learning communicate, behave, interact, and action learning understanding and practice of discipline for students. As an additional measure for students who have problems related to social behavior of teachers provide counseling to the students either individually or in groups related problems faced.

Keywords: guidance and counseling, elementary schools, social guidance

INTRODUCTION

Humans are social beings, where every individual is interdependent and interacting. In the development of human interaction does not always run harmoniously. Forms of social problems can happen to anyone, not only in adults, in some cases the form of social problems also appear in children, not just the environment of play, but also can also occur on the school environment. I have been increasingly aware of the lack of social science taught in schools (Haverback, 2017) .One example of social problems that occur in the environment the children are bullying behavior. Based on the research results Kumpulainen, et.al (1998) shows of 5813 learners in primary schools was observed researchers divided into four groups as bullies, bully-victims, victims and control. The data collected shows the number of students bully as much as 470 (8.1%) then learners being a bully - victims of 441 (7.6%), while students who are victims of as many as 665 (11.3%), and the number of learners as much control as 4247 (73.1%). The conclusions of this study indicate that bullying is a common phenomenon among children who are psychologically disturbed. Bullying also raised the possibility of being referred for psychiatric consultation. Buliying behavior is one of examples of social problems that are closest to the social environment of children. Schools must focus not only on improving the quality of teachers and teaching materials, but also the social environment in schools (Nyhus, 2016). Pupils have a wide range of counseling needs including social, emotional, career,

The above problems such as bullying and behavior of negative social else what if continuous will have a negative impact on the person in question as well as the neighborhood children that others in the school environment, and the negative effect of social problems that occur more broadly could affect harmony in the social environment.

Related social problems are often found in children in elementary school, there is a field specially which contribute to prevent and address the problem, namely the field of guidance and counseling. Guidance and counseling services are part of a significant and inseparable part of the educational process (Demirel & Yazgunoglu, 2013). The role of guidance and counseling in

guiding learners to problems should be highlighted, how to contribute and actions carried out if it is proven to be effective in deal with social problems or just the opposite. Interaction with teachers and fellow students seem important (Nyhus, 2016). The person serving on the school counseling service called the counselor (Sevinc, Tasci and Demir, 2012).

The importance of this study is based on the implementation of the social problems faced by learners who need to get the handler. In the social sciences, the problem of access to the research field has not been widely or systematically studied and remain under the theory (Richard & Belanger, 2018). Social problems should be a concern, especially if the problem is protracted and occurs sustainability then it could be psychological problems of the students and the impact on learners become problematic individuals. In order to overcome the problems that arise in the learners will require appropriate treatment for any problems. To maximize the quality of education, the existing problems as soon as possible ought to get proper treatment.

METHOD

Qualitative research was carried out, with the chosen strategy case study. Qualitative research is research to understand the phenomena that occur in-depth research on the subject in a way to describe the data and use a variety of scientific methods (Moleong, 2013: 6). While the case studies is a form of qualitative research conducted in-depth data description and is limited by the particular case (Marriam, 2009: 40). The design used in this study a holistic single case study, the reason is where the issues examined in this study relates to the social field of Guidance and Counseling. The purpose of this research to gain an understanding of how the activities / phenomena implementation guidance and counseling programs in the social sector primary schools Al Firdaus Surakarta,

The process of implementation of the research conducted at the primary school Al Firdaus Surakarta, specifically on class 3B. The elementary school selection technique by purposive sampling, based researchers define specific characteristics to suit the purpose of research so that the results are expected to answer the research problems. Researchers chose this elementary school with consideration, (1) the heterogeneous background of students (regular / special needs); (2) there is a guidance and counseling program. The implementation process of research is inseparable from the object under study, in this case the researchers observed guidance and counseling teachers, assistant teachers, learners, and the parties directly concerned with research

The process of qualitative research into main instrument is the researchers themselves. To support the results of the study would require some data collection techniques. In the form of in-depth interview techniques performed on resources or related parties in order to obtain the required information. Interviews were conducted on counseling teachers, assistant teachers, principals, and related parties. Observation techniques play a passive role in these observations researchers interpreted only went to the location, but did not serve as anything other than as a passive observer, but the present context. Goal observations serve as a research subject is the activity of teachers and learners when implementation guidance and counseling programs in elementary school social field. The results of observations in described were then selected in order to obtain the required data. Engineering documentation to support the research, document here can be recorded interviews, document/school records relating to the implementation of the guidance and counseling, video/photos during the study.

To obtain stability, correctness and accuracy of the maximum, then the validity of the data. Mechanical examination of the validity of data used triangulation techniques. Triangulation is selected form of triangulation source that uses a variety of resources of different available, in the

data is the same or similar excavated from several different data sources (Sutopo, 2006: 93), in this study the source obtained from teacher guidance and counseling, accompanying teachers, and principals and triangulation technique involves collecting similar data but using a different data collection techniques (Sutopo, 2006: 95), in this study the techniques used in the form of interviews, documents, as well as the observation of the teacher guidance and counseling.

Based on the implementation process of research, data analysis techniques used in this study using braid or flow analysis model. There are three components include (1) reducing the data to social guidance to learners, (2) Presentation of data in the form of a written text based on data that has been reduced, and (3) Make a conclusion / verification (Miles & Huberman, 1984: 23)

RESULTS AND DISCUSSION

The main study in this research is to observe the social behavior of the students and how teachers teach Guidance and Counseling (GC) social relationship is good and right. Student satisfaction with the guidance of teachers, material and social environment plays an important role in stimulating business both in the classroom and homework (Nyhus, 2016). Based on the findings in the primary school Al Firdaus, guidance and counseling program implemented by the class teacher in this case study was done in class 3B consists of two class teachers and also involves four special supervising teacher who accompanied the students with special needs. Investigation guidance and counseling should begin by stressing this point that anyone who teaches social skills is also an educator adviser (Hamidi & Bagherzadeh, 2010). These results can be interpreted as,

Number of students 3B class consisted of 30 people, categorized 26 regular students and 4 students with special needs. Based on observations, it is known the social behavior of learners not in spite of negative behavior. Issues of social responsibility is not given much attention in schools Jamaica, this has led to a continuous decline of the moral dimension spiritual of schools in this country (Roofe, 2018).

Factors that affect student performance such as education, guidance of the master, the guidance of teachers, social, transport facilities, independent study, reading books and homework, all had a positive correlation or negative with student achievement (Saeed, Gondal & Bushra, 2005). In connection with its negative social behaviors of students, teachers attempt to provide guidance and counseling is different in each case, often the guidance is done by blind where teachers provide guidance by linking with subjects that are taught by teacher. Or providing a particular time can be a group in this case given guidance and advice for all learners in the classroom, or privately where learners troubled specifically invoked in counseling rooms to be taught / advice. This was stated by Mr. ESS:

Table 1. The forms of social problems class 3, dated March 14, 2018 - 16 April 2018.

No	Social Affairs	Shape Social Issues	Number of Cases
1	Communicate orally and in writing,	• Taunting / bullying • Not paying attention • taciturn • ado • Shy / Lack of confidence • Unwilling to accept the opinions of others	9 9 2 3 2 1
2	Behaved and socially connected	• Tease • Picky friend • do wickedly • Introvert • Not paying attention • Shy • Emotional • Recalcitrant	14 1 9 6 2 1 1 1
3	Relationships with peers	• taunt • Picky in the mix • mischievous • Loner / introvert • bullying • Unwilling to accept the opinions of others	7 1 14 6 7 1
4	Disciplined and school rules	• Crowded • Do not bring school supplies / PR • Stroll during a lesson • Play during school hours • Eat during school hours • Littering • Chatting during school hours • Cheat • Not neat • Late • Not paying attention • Eating while standing • interrupting the queue	27 5 9 18 3 2 7 2 2 7 3 1 1

More guidance to large groups, individuals that are dangerous what if there are special events. , , , if an individual usually reports from parents like, Sir, this is not really worship, If at home is advised parents against parents anyway. based on the reports it has called to be advised. , , , , . (Interview, Mr. ESS).

This is accomplished teachers provide the best services for students with problems both at school and at home. Consultation is a basic staple in the guidance (Hamidi & Bagherzadeh, 2010). The collection of data between participants of the group, community or organization is an important step in social research (Richard & Belanger, 2018).

Picture 1, Teachers provide guidance and counseling, in large groups and individually.

Based on observations and interviews with teachers, there are some precautions and teaching the learners to learners Social Behaviors well, in the form.

First, The action of teachers in teaching communicating well, both orally and in writing. teaching communicating expected teachers can help learners in the mix and socialize. One of the efforts of teachers to teach learners how to get acquainted, ask for help, say thank you, create letters, giving interviews, presentations, and always remind students to respect the other person. It is as stated Mrs. EAH:

> , , , , My reply is more poured in learning such interviews is a communication skill. Then fitting the interview should also write, then the student asked such a presentation. , , , , (Interview, mother EAH).

In addition through action learning, social assistance measures communicating also be done by telling stories. This was stated by Mr. ESS:

> these children we give the container appears, the terms to come forward that yes we shift all have a chance. Including we give a chance to express her feelings and experiences may fit-out vacation experiences in writing wrote us also give a chance. , , , , (Interview, Mr. ESS).

Figure 2. Students make presentations in pairs.

Second, The action of teachers in teaching behaved and socially connected properly, the behavior of learners in an social environment of inseparable from the teacher's supervision. Forms of teaching is related teacher behaved and socially connected properly taught how to advise and teach learners to help each, respecting fellow human beings, such as parents, peers, to those younger or others with special needs. In connection with the actions of the teacher in

teaching behave, Mrs. EAH stated as follows:

the social is like mutual cooperation. , , , The picket social skill so well with my friends of other mutual aid and cooperation, then the students are also taught to respect older people like teachers, parents like it. , , , , , , (Interview, mother EAH).

Figure 3. Students shaking hands with teacher and student conduct mutual aid

Students do a tribute to teachers by means of shaking hands and kissing the hand of a teacher. Besides the actions of students in conducting mutual aid to clean the classroom.

Third, The action of teachers in teaching harmonious relationships with peers. Teachers give understanding to the students that it is a family friend, if there are weaknesses and deficiencies should accept each other. Besides giving a sense of the meaning of friendship, the teacher also teaches how to maintain harmonious relationships with peers, such as acts of forgiveness and forgiving in the event of a dispute, as expressed by Mr. ESS:

we emphasize to children, it is a family friend, if there are weaknesses and deficiencies so we need to accept each other, play together the term if there is anything ya borne together should not be any animosity or bully each other friends, later on their own detriment. , , , , (Interview, Mr. ESS).

Actions besides teachers provides insight and advice to learners related to social assistance in maintaining harmonious relationships with peers, teachers also provide teaching, as expressed by Mrs. EAH:

, , , , , sometimes joking, often different from the perception, if it should apologize ya taught to apologize like that. , , , , (Interview, mother EAH).

Figure 4. Students conduct play together without distinction friends with each other

Fourth,The action of teachers in teaching the discipline of the students by providing instruction on the rules that have been made, give warning and what punishment when needed. teaching discipline and teachers are expected to obey the rules that make the students can put themselves in the social environment of the general, and the school environment in particular, the rules were made and agreed to be upheld and must not be violated. As disclosed father ESS:

, , , , about the rules of the classroom and school, we give a concrete example to children know the rules like this, let me call it understand well put yourself in the environment. , , , , (Interviewing, father ESS).

In connection with the act of teaching has been given, the teacher guidance and counseling were also doing the action. It is as stated Mrs. EAH:

, , , , , the offense must be there, so it must be frequently repeated to continuously advised, if there is an error it should be reprimanded, if indeed his guilt is already heavy yes penalized let the children conscious. , , , , such as the late reply no consequence, was sentenced to stand in the front row. , , , , (Interview, mother EAH).

Figure 5. Regulatory boards in the classroom and penalties for students who are not disciplined (wearing orange vests that read "AKU BISA DISIPLIN").

Advisory and related teaching communicating, behave, harmonious relationship among human and disciplined behavior often given to learners by teachers, not only during school hours, teachers also provide advice and instruction when there is spare time which allows for the guidance given. One of the important role of teachers inside and outside the classroom is to provide guidance and counseling to students (Lai-Yeung, 2014).

The results of the actions of teachers in guiding learners to become personally behaving in socially well, already shown positive results, such as when learners are given the advice or warning to a problem created, learners can instantly put themselves in a situation, such as examples of actions rowdy students during the lesson, in this case there are negative social behaviors among students that includes actions do not respect other people while talking and no disciplinary action, which should be in the classroom and school rules for student learning is prohibited rowdy. After the teacher gives advice and warning, learners can put yourself and pay attention to the teacher during a lesson.

CONCLUSION AND SUGGESTION

The process of implementation of guidance and counseling in primary schools is very important, considering the learners at this age still need guidance in forming the human person

better. The measures to be negative as social problems need to immediately get proper treatment, where the guidance and counseling program plays a hand in directing learners. The findings of the field shows the role of guidance and counseling in addressing the social problems of students proved to have a positive impact, both in terms of prevention through the method of teaching, and advisory. And the role of guidance and counseling as well overcome social problems that have occurred as through the invocation of learners with problems and giving advice. GC teachers actions in carrying out the role of providing social guidance already performing such actions teaching communicating, behave, maintain a harmonious relationship among human and disciplined behavior. Although the application is still going on misuse of social behavior, but the teacher's role GC has been shown to result in a positive change in the behavior of learners.

Suggestions for further research, the results of this study can be used as a reference, and can be used as a picture of how the situation in the field related to the handling of guidance and counseling in the social field in elementary school,

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