

Identification of Guidance and Counseling Service Needs for Elementary School Early Intervention Strategies for Students

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ABSTRACT

This study was aimed to identify the need for guidance and counselling services at elementary school. This research is a quantitative research with survey research type. The research sample was taken as a number of 215 teachers spread throughout Indonesia. The sampling technique uses simple random sampling. Data collection used a questionnaire. Data analysis techniques used quantitative descriptive techniques. The results showed that 98.6% of teachers stated that elementary school students needed guidance and counselling services. Based on the developmental aspect, the order of needs is the emotional aspect, cognitive aspect, social aspect, moral aspect, and religious aspect. Parties involved in collaborating in guidance and counselling services are parents, school principals, class and subject teachers, BK teachers, psychologists, community leaders. Guidance and counselling services that are often carried out are group guidance, classical guidance, and home visits. These results have implications for the need for a more optimal implementation policy for the placement of guidance and counselling teachers in elementary schools. To provides benefits for the fulfillment of the needs and tasks of student development.

Keywords: *Guidance and Counselling Service Needs, Elementary School Students*

1. INTRODUCTION

Primary school is one of formal education levels taken by individuals within in 7 to 12 years old age range. Basic education is a structured formal education with the lowest level. As a basis for education at the secondary stage, basic education is in the form of Primary School (SD) and Madrasah Ibtidaiyah (MI) or other equivalent forms [1].

In general, the average primary school student is between 7 to 12 years which is called childhood. Primary school students begin to learn to develop self-concepts, recognize feelings that are being experienced in different situations and conditions. Students learn to communicate with themselves and others. At this stage, students begin to learn how behave and develop decision-making skills in their lives [2].

The formation of students' personalities in the primary school environment is influenced by their teachers and schoolmates. Teachers play an important role in directing and guiding students to become independent individuals in classroom learning activities. The direction and guidance given by the teacher to students is expected to be able to encourage students to optimally develop their independence. While the schoolmates' role in the students'

independence development is to help students make decisions and learn to express their own opinions.

Primary school-age children are faced with various threats: bullying, sexual harassment, online games addiction that can interfere with child development. One of the principles in providing guidance and counseling services to older children (9 -11 years) is for children to gain greater independence but still needing support from the adults around them [4]. Independence in students needs to be instilled so children are able to recognize and learn to deal with potential problems that arise in their lives.

Various potential problems that arise in primary school students, especially upper grades (grades 4 to grade 6) include bullying, obesity, and problems in transitioning to secondary education. Children who experienced bullying between the ages of 9 and 11 years have a higher likelihood to develop negative mental, health, financial, and social disorders than children who did not experience bullying [4].

The culture of violence itself has even reached the domain of education in Indonesia. Not only in the level of high education, but the culture of violence also takes place in the lowest educational degree namely elementary

school. The violence that occurs among elementary school students is a very concerning phenomenon. In this case, the term violence might be described as an action that utilizes physical power, threat, or action in attacking other students or other groups of students that are harmless resulting in death, physical disorder and loss or maldevelopment [5].

Students at the primary school level have the need for guidance and counseling services according to their development stage. The consequence is, primary schools need counselors with special characteristics that are different from high school counselors. One alternative is the existence of visiting counselors who are expected to be able to help classroom teachers overcome disruptive behavior in students and optimize student development tasks.

Counselors in primary schools play an important role in assisting educational success. Teachers in primary schools work with students who are mostly in the formation of their personalities. School counselors work as part of a multidisciplinary team and consult closely with special education, including providing health services for students for optimal growth and development [6].

Guidance and counseling implementation is essential in primary schools, because in practice more than a few students who taking part in the teaching and learning process face problems that come from themselves and surrounding environment. Among the problems, students' independence problems are often encountered in the field, these include playing when the teacher is explaining lessons, refusing to do homework, fighting with friends, being angry at friends who make mistakes, missing school, swearing [7].

Nearly all problems faced by students are the responsibility of classroom teachers including guidance and counseling services. The classroom teacher as the guidance implementation does not only solve student technical learning problem, but also guides students in order to achieve optimal development [6].

Counselors in primary schools are often called upon to provide counseling services for children with chronic conditions. The fact is that counselor training and professional development are still lacking. A myriad of behavioral, social, and academic problems can be caused by chronic conditions in children [6]. School counselors as part of a team in primary schools need a service model that can be put into practice for all students. The fact is that teachers at the primary school level still lack an understanding of the initial strategy for guidance and counseling services that can be implemented in primary schools.

2. METHODS

The research approach used in this research is quantitative research with survey research. The study population was all Teacher in primary school involving

12 provinces in Indonesia. This survey total of 215 participants have taken this survey. consisting of principals, classroom teachers, subject teachers, and special guidance and counselling teachers in primary schools.

The research sample is part of the population with sampling techniques using simple random sampling. This study uses an instrument in the form of a open questionnaire. The questionnaire aims to capture and identify the needs of guidance and counselling services for students in primary schools. Then the data is processed analyse and interpreted. The research instrument was in the form of a questionnaire that revealed the needs of guidance and counselling services for student in primary schools.

The aspects revealed are the profile student problems, class teacher barriers in providing guidance and counselling services, parties who are often involved in carrying out collaborations, competencies that classroom teachers need to have to provide guidance and counselling services, strategies early intervention strategy for students. The data analysis technique was carried out using quantitative analysis and was described to find a picture of identifying the needs of guidance and counselling services for students in primary schools.

3. DISCUSSION

Based on the survey, it was found that the development aspect that most students complained about was emotional development. A total of 69.8% of respondents said that primary school students experienced many problems related to their emotion management.

Emotions, At the primary school age (especially upper class: 4,5 and 6), children begin to realize that emotional expression is not naturally accepted by others. primary school children learn to control their emotional expression through imitation and practice [8].

The majority of respondents revealed that the problems that arise at the primary school level are the emergence of bullying (both students as perpetrators and victims), learning independence, and low learning discipline. Children who experienced bullying at the age of 9 to 11 years have a higher probability of negative mental, health, financial, and social disorders than children who did not experience bullying. In the US, nearly a quarter of students ages 12–18 report being bullied during the school year and 14% of students in grades 3-12 report being bullied 2-3 times per month or more [9].

Optimal student development at the primary school level requires various supporting components. The components are management and supervision, learning in the field of study and guidance and counseling. The unavailability of an easy and practical program development model to guide classroom teachers in developing their own guidance and counseling programs

in primary schools is one of the obstacles to implementing guidance and counseling services at the primary school level [10].

According to Permendikbud 2014 No. 111, it is stated that the implementation of guidance services in primary schools is carried out by counselors or guidance and counseling teachers. Field facts, from 215 respondents, there are 5 schools that have special guidance and counseling teachers. Schools that do not have guidance and counseling teachers, the guidance and counseling services are carried out by classroom teachers and subject teachers [11].

From the survey, it was found that classroom teachers have tried to provide guidance and counseling services even though they have limitations. As many as 60.9% of respondents answered that they had never received special training or workshops related to guidance and counseling science in primary schools. Guidance and counseling services are provided according to field needs only, not programmed and planned so that their achievement cannot be measured.

A total of 52.1% of respondents said that they only provide guidance and counseling services when needed. This means that guidance and counseling services in primary schools are still focused on curative services or repair and healing are not optimal until the optimal function of the student's developmental stage. There are several obstacles in the implementation of guidance and counseling services in primary schools, including the limited understanding of classroom teachers about guidance and counseling strategies and services.

Another obstacle that arises is the lack of involvement of stakeholders. The involvement of the role of the parents, especially in helping the success of the service strategy provided by the classroom teacher. Competency of counselors is important in the career development of primary school children. Counselors and classroom teachers work together to stimulate the children interest in various careers, develop constructive attitudes are needed in working and helping their awareness of the world challenges [12]. Another party who has made a big contribution is the school principal. The principal provides directions for integrating the content of guidance and counseling in classroom learning.

Service strategies in guidance and counseling at the primary school level are basic services, placement and distribution services, responsive services, and system support. Based on the survey, it was found that so far the classroom teachers have tried to carry out guidance and counseling services in primary schools with the method of group guidance of 70.6%, guidance, classical and home visit services.

The methods of guidance and counselling services at the primary school its are often carried out by elementary school teachers. of several service methods, the discussion group method was chosen by many teachers. as shown in the table below.

Table 1. Guidance and counseling methods

| No | Methods | N | % |
|----|--|-----|------|
| 1. | Group Discussion | 188 | 87,4 |
| 2. | Art Therapy (Dancing, Painting, Singing, Crafts) | 84 | 39,1 |
| 3. | Study Tour (Nature Exploring) | 82 | 38,1 |
| 4. | Role Playing (Psychodrama, Sociodrama) | 78 | 36,3 |
| 5. | Play Games | 68 | 31,6 |
| 6. | Others | 14 | 6,5 |

The strategy of comprehensive guidance and counseling services at the primary school level has a big influence on developing students' self-knowledge. Children in primary school have a developmental task in understanding themselves or self-knowledge, which is a knowledge about the importance of self-concept, interaction skills, and; the importance of growths and changes awareness. This can be achieved through the implementation of four service components [13].

The discussion in this matter is about the initial strategy in guidance and counseling services in primary schools implementation. Based on the results of the survey, it was found that several strategies commonly used by primary school teachers are basic services and responsive services. The teacher tries to understand the students' characteristics through various events, including observation during learning process taking place, conducting interviews to students, interviews to parents, and discussing with colleagues.

Counseling services in school are not just for students who are involved in disciplinary issues, but also for the positive development of individuals. School counselors provide services that help students develop their personalities, education, and career development. Other than that counselors should also prepare themselves to address any crises that may occur in their school. In brief, effective counseling programs are essential to the school system in providing conducive learning environments that will improve student achievement and their social skills [14].

Guidance and counseling program is held as one of the ways to support the achievement of the mission vision goals in schools and to help students in elementary schools achieve optimal development. Guidance and counseling in primary school plays a strategic role in driving students' character and self-development [15].

4. CONCLUSION

The majority of primary school level teachers stated that they needed special guidance and counseling teachers. The results showed that 98.6% of teachers stated that elementary school students needed guidance and counselling services Guidance and counseling services in primary schools are carried out by classroom teachers according to students' needs, which are incidental. Emotional management problems are aspects

that are often experienced by students. The guardians' role in assisting guidance and counseling services in schools is less than what needed

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