



# Analysis of Guidance and Counseling Services Implementation in Elementary School Settings

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**Abstract.** The needs of guidance and counseling services in elementary schools appears from characteristics and problems developments that occur during age child elementary school. Characteristics and optimization student development in elementary school need a better service assistance. The needs of student development teach what you need fulfilled for smoothness development task that they live, and increase student problems development that more complex. On maintenance education in elementary schools, school counselors play a role help achievement development personal, social, academic, and career participant educate. In order to achieve that goals, ideally every elementary school have a school counselor. Maintenance service guidance and counseling should be done by power professionals who have qualification academic and competence academic and competence professional in accordance mandate legislation.

**Keywords:** Guidance · Counseling · Elementary School

## 1 Introduction

Elementary school is level formal education in Indonesia. Elementary school is taken in children ages 6 to 13 years. At level elementary school children go through education for 6 years, from 1st grade to 6<sup>th</sup> grade. Students who graduated from elementary school will continue education to school medium top (junior high). Destination education elementary school for develop ability and shape character as well as civilization dignified nation in skeleton educate life nation, aim for development potency students to become man of faith and piety to Almighty God, have character noble, healthy, knowledgeable, capable, creative, independent, and become democratic citizen as well as responsible answer (Constitution, Depdiknas Law, No. 20 of 2003 Article 3).

Guidance and Counseling is a help process psychology and humanity by scientific and professional guidance provided by the supervisor to those who are guided so that he could develop optimally, i.e. capable understand self, direct self, and actualize self, fit Step development, characteristics, potential possessed, and background behind life as well as environment so that achieved happiness in life (Satriah, 2016). Guidance counseling is teacher's efforts to help student for resolve problem faced \_ students (Maliki, 2016). Service Guidance and counseling in schools is very necessary because

every students at school could have problem, ok problem personal nor problem in learn it and every problems faced by each student already certain different (Ramlah, 2018).

Service guidance and counseling is there is a help process by psychological for help students who have problem, ok personal nor problem in study at school as well as in service guidance counseling student could develop the potential that lies within selfstudent. Needs service guidance and counseling in school base part big no free from problem development. Age Elementary school is a time for experience environment as the place for student to do socialization. Implementation service guidance and counseling in schools base could held with the class teacher. Class teacher at elementary school as guardian class aim for help student for reach level development personal optimally in various aspect life.

## 2 Methods

This article use studies library approach, that is gather reference about implementation service guidance and counseling in Elementary School settings for drawn thread red to get the gist of it. Collected data in the form of qualitative, that is statement sentence nor results research written by the author for use as research data. Analysis of the data used in study is data reduction, data display, and retrieval conclusion (Sugiyono, 2015). Data reduction that is sorting out important data for carry on analyzed to data display stage. Next data served in the form of description short, next conducted with withdrawal conclusion.

## 3 Result and Discussion

Implementation guidance and counseling in elementary schools is based on goals, principles, and principles guidance and counselling. Activity covers all components and fields service through service direct, service through media, activities administration, as well as Duty addition and development professionalism sustainable (teacher learner) teacher guidance and counseling. Service direct cover individual counseling, counseling group, guidance group, guidance classic, guidance class big or cross class, consultation, collaboration (with teachers, parents, other experts, and other institutions), transfer hand case, conference case, visit home and service advocacy (incl mediation). Service guidance and counseling through the media include box problems, and the development of guidance and counseling media (including bibliography).

Activity administration cover implement and follow up assessment needs, compiling and reporting work programs, making evaluate, and implement administration and management guidance and counselling. Task addition (as Head Schools, Student Council Coaches, Extracurricular Coaches, Scout Leaders) and development profession (seminars, workshops, education and training, studies more) school counselor or counselor. Following served table 14 relationships Among components, types, and service strategies.

Organizer service guidance and counseling in elementary school are school counselors or counselor. Counselor is educator qualified professional \_ Minimum academic

degree is Bachelor of Education (S-1) in field Guidance and Counseling and have graduated from education the profession of School counselor/counselor. School counselor is qualified educator \_ Minimum academic degree is Bachelor of Education (S-1) in field Guidance and Counseling and have competence in the field of Guidance and Counseling. At one elementary school or cluster/number of SD can appointed school counselor or counselor for organize service guidance and counselling. School counselor or counselor could work same with class teacher in form collaborate for help achievement development participant educate/counselee in field service personal, social, study and career by intact and optimal.

In Elementary School, source school counselor power or counselor there is a number of type; (1) school counselor or counselor in charge of one schools, (2) school counselors or on duty counselor in group consisting of from 5–7 schools; (3) class teacher on duty as a school counselor or counselor when at school the not yet have a school counselor or counselor.

School counselor duties or counselor at SD as following. (a) Planning, implementing, evaluating, reporting on guidance and counseling programs as well as follow up in accordance with responsibility, (b) Establish cooperation with class teacher in form collaboration for help participant educate/counselee get service guidance in field personal, social, study and career, (c) cooperation with holder interest for help participant educate/counselee get service optimal guidance and counseling, (d) Counselors who are assigned to the group are also tasked with: 1) carrying out coordination and collaboration with existing classroom teachers \_ in the cluster he holds for give service optimal guidance and counseling. 2) Weaving cooperation with holder interest for help participant learn at a school that is in the cluster he holds for give service guidance and counseling.

As for the class teacher's duties in service guidance and counseling namely: 1) Apply principles guidance and counseling in the process of education and learning so that occur learning nuanced guidance; 2) Integrate competence material development \_ learning; 3) Weaving collaboration (collaboration) with counselor for give service guidance personal, social, learning and career on participants educate/counselee for reach results maximum learning and optimal development; 4) As a school counselor, providing service guidance and counseling in limit acquired abilities and competencies through training structured guidance and counseling; 5) Head background school behind Guidance and Counseling can choose doing duty give service guidance and counseling as much as 6 h.

The needs of guidance and counseling services in elementary schools appears from characteristics and problems developments that occur during age child elementary school. Characteristics and optimization development participant elementary school students need service more assistance \_ ok, yes needs development participant teach what you need fulfilled for smoothness reach Duty moderate development \_ they live, and improve problems development participants learn more \_ complex. Guidance and counseling by development play a role to actualization tasks development participant elementary school students who basically still not yet have ability alone in manage himself, not yet have experience understand situation life, and yet have ability for predict situation to front, so that participant educate elementary school age can undergo tasks development by reasonable, normative, good, and optimal. (Wibowo, ME, 2015).

Formally position and administration \_ Guidance Counseling has been listed in nature system education in Indonesia Number 20 of 2003 concerning system education national along with device regulation his government. Whereas related things \_ with Education in Elementary Schools is contained in the Regulation of the Minister of Education and Culture (Permendikbud) Number 111 of 2014 which explains that: (1) Operator service guidance and counseling in SD/MI/SDLB are counselor or school counselor, (2) At one SD/MI/SDLB or cluster/number of SD/MI/SDLB can be lifted counselor or School counselor for organize service guidance and counseling, (3) Counselors or school counselor could work same with classroom teacher help achievement development participant educate/counselee in field service personal, social, study, and career by intact and optimal.

Based on regulation that, service guidance and counseling is an integral part of the educational program in schools that should carried out by school counselors or counselor who has mandated competence \_ in Regulation of the Minister of National Education Number 27 of 2008 concerning Standard Qualification Academic and Competence Counselor. Competence the cover competence pedagogy, competence personality, competence social and competence professional. Ideal every elementary school have a school counselor or counselor (Ministry of Education and Culture, 2016). School counselor or counselor hand in hand with classroom teachers and eye teachers lesson in help participant educate reach optimal development. On condition not yet there are school counselors or counselor could assigned by class teacher trained for organize service guidance and counselling.

School counselor or counselor in Elementary School can lifted with scope task on each school or at level group school for help teachers develop potential and alleviating problem participant educate. School counselor or counselor at level group office at school parent set by the District/City Education Office. In condition school parent no have enough space, then \_ having an office at the Regional Technical Implementation Unit (UPTD) of Education or an equivalent education unit (Permendikbud Number 111 of 2014, Attachment point VA).

When Elementary School is not/not yet have a school counselor or counselor so service guidance and counseling done by the classroom teacher so that materials guidance and counseling could combined with teaching materials through learning thematic. In accordance with Regulation of the Minister of National Education Number 35 of 2010 concerning Implementation Technical Instructions Position Teacher Functionalities and Credit Scores that for the classroom teacher, beside Required carrying out the learning process is also mandatory implementing guidance and counseling programs to participant learn in a class that becomes not quite enough he answered.

Service guidance counseling need held in Elementary Schools so that individuals and all the potential \_ student could develop optimally. But fact many Elementary School or Madrasah Ibtidaiyah (MI), which do not have a tutor counseling. Usually the class teacher plays a role give service guidance counseling to students. However, the reality on the ground \_ showing that classroom teacher role in implementation guidance counseling not yet could conducted optimally. Remember duties and responsibilities answer full class \_ with burden such as: educating, teaching, guiding, directing, training, assessing and evaluating participant students (Ruron, 2015).

Reality state that in Elementary School the provision of service counseling During this not yet given by a special teacher or tutor \_ like at level education School Intermediate First (SMP) and School Senior High School (SMA) (Ruron, 2015). Based on survey results, in implementation in the field no all school elementary school has a School counselor or counselor school, so Guidance and Counseling services in elementary schools in general implemented by the classroom teacher (Kholilah, N & Khusumadewi, A, 2018). For take role this is the class teacher or guardian class concurrently Duty Becomes tutor at school or the teacher at school that which is not have background behind education Guidance and counseling for operate Duty guide student or Guidance Counseling has not been run (Ruron, 2015).

That thing match with results research conducted by Halidu (2017) shows that that from analysis implementation guidance and counseling at SDN 95 Sipatana and at Gugus district Sipatana Gorontalo City, that service guidance and counseling implemented by the classroom teacher. The results of another study conducted by Pranoto (2015), it is known that that implementation service guidance and counseling by classroom teachers in schools district state base Pecalungan Regency stem by general belong to in category medium, because have the average percentage is 66.87%. That thing show that implementation service guidance and counseling by class teachers already implemented, however still there is various shortcomings and constraints in it. Deficiency the including administration \_ guidance that is still not yet created by part big teacher class, then means lack of infrastructure support.

With so, accordingly mandate Regulation of the Minister of Education and Culture number 111 of 2014, ideally every Elementary schools have school counselors or counselor. School counselor or counselor hand in hand with classroom teachers and eye teachers lesson in help participant educate reach optimal development. Service guidance and counseling which is an integral part of the educational program in schools should carried out by school counselors or counselor who has mandated competence \_ in Regulation of the Minister of National Education Number 27 of 2008 concerning Standard Qualification Academic and Competence Counselor.

## 4 Conclusion

The implementation of Guidance and Counseling services at SD/MI or the equivalent should be implemented and given to a school counselor who really have qualification from major Guidance counseling so that realization implementation Guidance counseling at school could appropriate and in tune with what is mandated in the Regulation of the Minister of Education and Culture Number 111 of 2014 and Regulation of the Minister of National Education Number 27 of 2008 concerning Standard Qualification Academic and Competence Counselor.

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