



The Role of Teachers in Providing Guidance and Guidance Services to Overcome Elementary School Students' Learning Problems

Isnawia R. Djou^{1*}, Elsa Herliana², Nada Putri Suhaendi³, Teofilus Ardian Hopeman⁴,
Fitria Nurulaeni⁵

^{1,2,3,4,5} Elementary Teacher Education, Nusa Putra University, Sukabumi, Indonesia
{isnawiar.djou_pgsd20, elsa.herliana_sd20, nada.suhaendi_pgsd20,
teofilus.ardian, fitri.nurulaeni}@nusaputra.ac.id

Abstract. This research aims to determine the role of classroom teachers in providing guidance and counseling services to overcome problems experienced by elementary school students. This is known through observations and interviews with class teachers. The problem that occurs is that there are still students who experience learning difficulties and are less active in class. Tutoring, personal guidance, guidance, and social services can be applied by class teachers to help overcome student problems. This research aims to describe and find out the extent of the role of class teachers in providing guidance and counseling services to overcome problems experienced by elementary school students. The research method used in this research is SLR (Systematic Literature Review). Data collection was carried out by searching for previous journals and reviewing related articles. The type of data in this research is secondary data, namely data obtained by researchers or indirect data collection obtained through journal intermediaries. The results of this research show that: (1) class teachers understand guidance and counseling well. This can be seen from the class teachers' knowledge regarding the tasks of guidance and counseling that they understand, the objectives of guidance and counseling that they understand, the areas of guidance and counseling that they understand, and the types of guidance and counseling services that they understand, although not optimally. (2) The class teacher has implemented guidance and counseling even though it has not been implemented optimally.

Keywords: The Role of Teachers, Guidance and Counseling, personal guidance, Learning Guidance

1. Introductions

Guidance and counseling services are needed by students at every level of education, including elementary school. The aim of guidance and counseling at this level is to provide solutions for students who experience both internal and external problems that hinder their development, in addition to increasing students' interest in learning. According to Minister of National Education Regulation Number 35 of 2010 concerning Details of Class Teacher Responsibilities Point 9. it is explicitly stated that the main task of class teachers at any level is to provide guidance and counseling in class which is their responsibility (especially class teachers) in addition to their teaching obligations. According to [1] Guidance and counseling must be implemented optimally in elementary schools so that students receive services or assistance. However, the facts show that very few elementary schools have counselors. [2] Consequently, the guidance and counseling function is carried out by the class teacher. This is also based on the fact that until now the government has not done this to recruit guidance and counseling teachers for elementary schools. [3] has a dual role, namely as a class teacher and also as a guidance and counseling teacher. Based on this, it is necessary to prepare class teachers to carry out guidance and counseling

services, because apart from being a class teacher with the demands of teaching students in the class for which they are responsible, a class teacher also has other duties, namely providing guidance and counseling services. The role of the class teacher is very important in assisting students when facing problems determining optimal student development [4]. Regarding the responsibilities of the class teacher as a guidance and counseling teacher in the class. In addition, [5] states that guidance and counseling in elementary schools or equivalent is carried out by a counselor or guide and guidance and counseling teacher. Furthermore, in the Operational Guidelines for the Implementation of Guidance and Counseling (POP BK) for elementary schools, it is emphasized that when a school or cluster does not have a teacher or counselor, these services are carried out by the class teacher [6]. Responsibilities for implementing guidance and counseling include planning, implementing, evaluating the implementation of guidance, analyzing the results of implementing guidance, and following up on guidance plans (Ministry of Education and Culture, Directorate General of Teachers and Education Personnel). The description above confirms the existence and implementation of guidance and counseling in elementary schools.

Apart from that, these regulations also show how difficult the tasks carried out by a class teacher are. Such workload results in less than optimal implementation of guidance and counseling services in schools.

2. Methodology Research

This research method uses the Systematic Literature Review (SLR) method which is a Literature Review method obtained from identifying, assessing, explaining, and interpreting research that has been found by researchers. In this research, researchers will review and understand the contents of the articles systematically. Using the SLR method, researchers will review by systematically identifying several journals according to predetermined steps that are in line with the research [7]. In collecting data, this research used an article about the Role of Class Teachers in Providing Guidance and Guidance Services to Overcome Problems Experienced by Elementary School Students. The journals collected were then analyzed and arranged in a table containing the research title and research results.

3. Result and Discussion

3.1 Result

The results of the research data included in this literature review are analyses and summaries of articles related to the role of class teachers, guidance, and counseling for elementary school students:

Table 1. Result of Article Analysis

No	Title of Research	Result
1.	The Role of Class Teachers in Carrying Out Guidance and Counseling Duties in Schools	Based on the results of the research and theoretical studies above, it can be concluded that the implementation of guidance and counseling tasks by class IV teachers in 4 schools (SD/MI) has been

		carried out optimally, although not all of them are optimal, it can be said to be good. from the four research subjects, only one class IV teacher did not optimally carry out guidance and counseling duties. The implementation of guidance and counseling in general to overcome student problems has also gone well.
2.	Implementation of Ministerial Regulation Number 16 of 2009 concerning Guidance and Counseling Services in Elementary Schools: Analysis of Teacher Needs.	This research was motivated by the publication of Minister of National Education Regulation Number 35 of 2010 and Minister of State Apparatus Empowerment Regulation Number 16 of 2009 which emphasizes the obligation of class teachers in elementary schools to provide guidance and counseling services [8]. In general, they are very aware of these obligations. However, in implementation, they experienced various obstacles. This research has carried out an analysis to describe their needs for guidance and counseling which includes increasing insight and knowledge, skills in preparing and processing instruments as well as skills in providing guidance and counseling services. It is hoped that the findings of this research can be followed up with further research which can make it easier for elementary school teachers to implement guidance and counseling services optimally.
3.	The Role of Elementary School Teachers in Providing Guidance and Counseling Services in Elementary Schools.	Class teachers will receive assistance regarding counseling. Teachers will be accompanied to be able to analyze the learning conditions in the classroom as a whole, the obstacles that arise, and how to overcome them. This assistance also includes the preparation of guidance and counseling programs to overcome problems that arise in class. Teachers will be given a form to fill in according to class conditions and guided in preparing a program design. Mentoring is not only done face to face but can also be done using email or other means of communication. Guidance and Counseling programs that are suitable for elementary school levels include orientation services, information services, placement services, learning services, individual counseling services, and group guidance services.
4.	The Role of Class Teachers in Implementing Guidance and	In realizing the development of students so that they develop optimally, the role of a

	Counseling in Serang State Elementary School 03	class teacher is needed in helping their students by implementing guidance and counseling services. In elementary schools there are no guidance and counseling teachers at the secondary education level, however, guidance and counseling services must continue to run according to the stated goals and functions. With the implementation of guidance and counseling services, problems being experienced by students can be overcome by providing assistance provided by their class teachers. The implementation of guidance and counseling in elementary schools must be carried out with cooperation between teachers and parents so that guidance and counseling services in elementary schools can be carried out well and following their function. With the collaboration carried out by teachers and parents, students will be motivated to develop their talents because of the support from teachers and parents. With this collaboration, teachers can find out the characteristics of students.
5.	Identification of the Need for Early Intervention Strategy Guidance and Counseling Services in Elementary Schools for Students	The research results showed that 98.6% of teachers stated that elementary school students needed guidance and counseling services. Guidance and counseling services in elementary schools are provided by class teachers according to incidental student needs.

3.2 Discussion

The results of the research data included in this literature review are analyses and summaries of articles related to the role of class teachers, guidance, and counseling for elementary school students. Among them:

1. *The Role of Class Teachers in Carrying Out Guidance and Counseling Duties in Schools.*

The understanding of class IV teachers in carrying out guidance and counseling tasks in schools (SD/MI) in Depok Regency, Sleman District is quite good. Even though one class teacher still lacks understanding, overall the class IV teacher's understanding of guidance and counseling tasks has been mastered. The understanding of class IV teachers shows this: first, all class IV teachers understand that the class teacher also serves as a guidance and counseling teacher. Furthermore, the homeroom teacher also knows that a supervisor must help students overcome their problems and help develop their students' academic and physical potential. second, all class IV teachers already understand the purpose of guidance and counseling. third, the fourth-grade teacher at the school from which the researcher took research data

knows that the field of guidance and counseling includes the personal area, the social field, the learning field, and the career field; fourth, almost everyone knows the types of guidance and counseling services in schools, namely orientation services, information services, learning services, placement and distribution services, individual counseling services, group guidance and counseling services, consultation services and mediation services.

The implementation of guidance and counseling tasks carried out by class IV teachers in 4 schools (SD/MI) in Depok District, Sleman Regency has been going well. although not everything is optimal, it can be said to be good. Of the four research subjects, only one class IV teacher did not optimally carry out guidance and counseling duties. The implementation of guidance and counseling in general to overcome student problems has also gone well. Guidance services that class teachers carry out include: orientation services; information services; placement or distribution services; individual counseling services; group tutoring services; group counseling services; consulting services; and mediation services

2. Implementation of Ministerial Regulation Number 16 of 2009 concerning Guidance and Counseling Services in Elementary Schools: Analysis of Teacher Needs

Regarding the problems that occur in the implementation of guidance and counseling in elementary schools and the demands of class teachers to master basic knowledge, it is necessary to carry out a needs analysis. [9] states that needs analysis aims to identify problems and appropriate solutions in implementing development in a particular field.

This is because there has not been any research that examines the needs of classroom teachers in elementary schools for guidance and counseling. This research aims to describe the needs of class teachers for knowledge and skills in implementing guidance and counseling in elementary schools as a first step in fulfilling the demands of Permendiknas No. 35 of 2010 optimally. More specifically, this research is expected to provide information, namely: firstly, class teachers' knowledge about the responsibilities of providing guidance and counseling services in their classes secondly, whether the teacher has provided these services. The three obstacles faced in delivering these services, and. Their four needs in overcoming these obstacles. The ability that class teachers must have in providing guidance and counseling services is to provide equal rights to all students to receive a decent education. according to [10] The success of student learning in the classroom is largely determined by the teacher's ability to know, understand, guide, educate, and train students to live following the values that exist in their environment..

3. The Role of Elementary School Teachers in Providing Guidance and Counseling Services in Elementary Schools.

Assistance in problem analysis and preparation of the Guidance Counseling program was carried out on August 20 2018 with the participation of 7 class teachers, including class 1-6 teachers. The teacher is then given an example of a form for preparing a Guidance and Counseling program. The speaker explains the components contained in the form and how to fill it out. This form is an example of how to organize a Guidance and Counseling program. This form includes the types of guidance and counseling programs that are suitable for elementary school-level

students. There are 4 types of guidance which include, personal guidance, social guidance, study guidance, and career guidance [11]. Meanwhile, the types of services that can be provided include orientation services, information services, placement services, learning services, individual counseling services, and group guidance services. Teachers are accompanied to be able to fill out forms and prepare programs according to the needs and conditions in their class. Mentoring can be done directly or online via Whatsapp/email. Via online is done to facilitate if it is not possible to meet face to face.

Implementation of the Guidance and Counseling program. After following the mentoring, the teachers then prepare the Guidance and Counseling program according to the needs and learning conditions in their class. Because each class has different characteristics and problems. The program is prepared and corrected again to check its suitability. Guidance and Counseling Programs that have been corrected must be corrected again.

Reflection and follow-up Reflection is carried out after a series of activities have been completed. From the implementation that has been carried out, reflection will be carried out regarding the implementation of mentoring. The results obtained are that some teachers sometimes still feel confused about differentiating between types of guidance and services. In the end, the program is made in general or not yet made per class. The results of this reflection will then be acted upon

4. The Role of Class Teachers in Implementing Guidance and Counseling in Serang 03 State Elementary Schools

Research conducted by researchers shows that the role of class teachers in implementing guidance and counseling at the Serang 03 public elementary school has been carried out well, although several aspects have not been achieved optimally considering the ongoing COVID-19 pandemic. At Serang 03 public elementary school, the role of class teachers in implementing guidance and counseling cannot be separated from collaboration with parents in guiding students. This research concludes that the role of class teachers in implementing guidance and counseling is very necessary to help student development.

According to [12] In carrying out learning activities, including providing guidance and counseling services while at school, the class teacher has a position, namely: first to educate, second to provide facilities to achieve educational goals, and third to help develop students' aspects. To carry out this role, class teachers must pay attention to the level of development of each student. The purpose of this research is to find out about the role of class teachers in the implementation of guidance and counseling, the implementation of guidance and counseling at the Serang 03 state elementary school, and the obstacles faced by class teachers in the implementation of guidance and counseling at the Serang 03 state elementary school.

This research uses a qualitative approach combined with the case study method. The research subjects were class II teachers, class V teachers, and the principal of Serang State Elementary School 03. Researchers used data collection techniques in the form of interviews, observation, and documentation. In analyzing the data, researchers used the Miles and Huberman model data analysis techniques which include data reduction, data presentation, and conclusion. The results of research conducted by researchers show that the role of class teachers in implementing

guidance and counseling at Serang 03 State Elementary School has been carried out well, although several aspects have not been achieved optimally due to the COVID-19 pandemic. At Serang 03 State Elementary School, the role of class teachers in implementing guidance and counseling cannot be separated from collaboration with parents in guiding students. This research concludes that the role of class teachers in implementing guidance and counseling is very necessary to help the development of students.

5. *Identification of Guidance and Counseling Services Needs in Elementary Schools Early Intervention Strategies for Students.*

The results of the research above show that the majority of elementary school teachers stated that they needed special guidance and counseling teachers. The research results showed that 98.6% of teachers stated that elementary school students needed guidance and counseling services. Another obstacle that arises is the lack of stakeholder involvement. The involvement of parents' role, especially in helping the success of the service strategies provided by the class teacher. Counselor competency is important in the career development of elementary school children. Counselors and classroom teachers work together to stimulate children's interest in a variety of careers, develop the constructive attitudes necessary for work, and foster their awareness of the world's challenges. Another party who made a big contribution was the school principal. The principal provides direction to integrate guidance and counseling content in classroom learning. Service strategies in guidance and counseling at the elementary school level are basic services, placement, and distribution services, responsive services, and system support. The survey shows that class teachers have tried to provide guidance and counseling services despite their limitations.

Guidance and counseling services are provided according to field needs only, and are not programmed or planned so their achievements cannot be measured. Based on the survey, it is known that so far class teachers have tried to implement guidance and counseling services in elementary schools with 70.6% group guidance methods, classical guidance services, and home visits. Guidance and counseling services in elementary schools are carried out by class teachers according to student needs which is incidental.

According to [13] It is stated that the implementation of guidance services in elementary schools is carried out by counselors or guidance and counseling teachers. Facts in the field, Out of 215 respondents, 5 schools have special guidance and counseling teachers. In schools that do not have guidance and counseling teachers, guidance and counseling services are provided by class teachers and subject teachers. The survey shows that class teachers have tried to provide guidance and counseling services despite their limitations. As many as 60.9% of respondents answered that they had never received special training or workshops related to guidance and counseling in elementary schools. Guidance and counseling services are provided according to field needs only, and are not programmed or planned so their achievements cannot be measured. Another obstacle that arises is the lack of stakeholder involvement.

The involvement of parents, especially in helping the success of service strategies provided by class teachers, and counselor competency is important in the development of elementary school children. Counselors and classroom teachers work

together to stimulate children's interest in a variety of careers, develop the constructive attitudes necessary for work, and foster their awareness of the world's challenges. Another party who made a big contribution was the school principal. The school principal provides direction to integrate guidance and counseling content in classroom learning. Service strategies in guidance and counseling at the elementary school level are basic services, placement, and distribution services, responsive services, and system support.

Based on the survey, it is known that so far class teachers have tried to implement guidance and counseling services in elementary schools using group guidance methods of 70.6%, classical guidance services, and home visits. Counseling services in schools are not only intended for students involved in disciplinary problems but also for positive individual development. School counselors provide services that help students develop their personality, education, and career development. In addition, counselors must also prepare themselves to overcome any crisis that may occur in their school. In short, an effective counseling program is very important for the school system in providing a conducive learning environment that will improve student achievement and social skills.

Guidance and counseling programs are organized as a way to support the achievement of vision and mission goals in schools and help students in elementary schools achieve optimal development. Guidance and counseling in elementary schools have a strategic role in mobilizing students' character and self-development. [14] Class teachers who act as providers of guidance are required to understand all the characteristics and abilities of each student. To understand student characteristics, a counselor must have skills related to implementing assessment instruments. This skill is part of the competency that a counselor must have. [15] These skills include choosing an assessment technique, according to the needs of guidance and counseling services. secondly, compiling and developing assessment instruments for guidance and counseling purposes. Another need for classroom teachers found from the research results is training related to skills in carrying out guidance and counseling. states that a guidance and counseling teacher must have adequate skills in carrying out guidance and counseling services.

The implementation of guidance and counseling services in elementary schools has not provided optimal results because class teachers have limited insight and skills in implementing these guidance and counseling services. [16] concluded that the skills of guidance and counseling teachers in implementing services are directly proportional to students' interest in participating in services, meaning that if teachers are skilled then students' interest will increase.

4. Conclusion

Based on the results of the discussion presented, the researcher draws the conclusion that:

1. Class teachers understand guidance and counseling well. This can be seen from the class teachers' knowledge regarding the tasks and objectives of guidance and counseling that they have understood, the areas of guidance

and counseling that they have understood, and the types of guidance and counseling services that they have understood, although not optimally.

2. The class teacher has implemented guidance and counseling even though it has not been implemented optimally. The majority of elementary school teachers stated that they needed special guidance and counseling teachers.
3. The class teacher understands that the class teacher serves as a guidance and counseling teacher. Furthermore, the homeroom teacher also knows that a supervisor must help students overcome their students' problems and help develop their students' potential both academically and physically.
4. Elementary school students need guidance and counseling services and counseling guidance services in elementary schools are carried out by class teachers according to incidental student needs. Emotional management problems are an aspect that is often experienced by students. The role of guardians in assisting with guidance and counseling services at schools is not appropriate to their needs.

This research was motivated by the publication of [2] which emphasized the obligation of class teachers in elementary schools to provide guidance and counseling services. In general, they are very aware of these obligations.

References

- [1] S. Sukadari, "Guru Bimbingan dan Konseling di Sekolah Dasar Sangat Dibutuhkan," *Elem. Sch. J. Pendidik. dan Pembelajaran ke-SD-an*, vol. 8, no. 1, pp. 67-â, 2021.
- [2] A. K. Amala and H. U. Kaltsum, "Peran Guru sebagai Pelaksana Layanan Bimbingan dan Konseling dalam Menanamkan Kedisiplinan Bagi Peserta Didik di Sekolah Dasar," *J. basicedu*, vol. 5, no. 6, pp. 5213–5220, 2021.
- [3] A. Fitri, W. Wismanto, M. Nursikin, M. Mashuri, and K. Amin, "Peran Ganda Guru Pendidikan Agama Islam dalam Membimbing Siswa Bermasalah di SD Islam Al-Rasyid Pekanbaru," *J. Educ.*, vol. 5, no. 3, pp. 9710–9717, 2023.
- [4] M. L. KHOIRIAH, "PENGARUH PENERAPAN MODEL RECIPROCAL TEACHING TERHADAP KEMAMPUAN PEMAHAMAN KONSEP MATEMATIS DITINJAU DARI SELF CONCEPT SISWA SMP/MTs." UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU, 2022.
- [5] D. Kurniati, T. Musyofah, and A. P. Ojil, "Pelaksanaan Supervisi Bimbingan Konseling Dalam Meningkatkan Keterampilan Layanan Konseling Guru BK SMA Kabupaten Rejang Lebong," *Islam. Couns. J. Bimbing. Dan Konseling Islam*, vol. 5, no. 1, pp. 133–148, 2021.
- [6] R. Ni'mah and F. Isroani, "Penerapan Layanan Bimbingan Konseling PAUD," in *PROSIDING SEMINAR NASIONAL PENDIDIKAN, BAHASA,*

SASTRA, SENI, DAN BUDAYA, 2022, vol. 1, no. 1, pp. 1–12.

- [7] N. Anditiasari, E. Pujiastuti, and B. E. Susilo, “Systematic literature review: pengaruh motivasi terhadap kemampuan berpikir kreatif matematis siswa,” *Aksioma J. Mat. Dan Pendidik. Mat.*, vol. 12, no. 2, pp. 236–248, 2021.
- [8] S. Hadi, “Pengaruh kompetensi pedagogik dan kompetensi profesional terhadap kinerja guru bimbingan dan konseling di SDLB Kota Bandung,” *J. Ilmu Polit. dan Komun.*, vol. 8, no. 1, 2018.
- [9] C. Sutikno, S. S. Wijaya, and A. Zaelani, “Formulasi Kebijakan Pembangunan Di Desa Dermaji Kecamatan Lumbir Kabupaten Banyumas,” *Public Policy Manag. Inq.*, vol. 4, no. 2, pp. 211–227, 2021.
- [10] R. H. N. Rahmah, “Peran Guru Kelas dalam Pelaksanaan Bimbingan dan Konseling di SDN Serang 03.” Universitas Pendidikan Indonesia, 2021.
- [11] T. A. Hopeman, G. Amaliah, and A. M. Rusidi, “APLIKASI PRINSIP-PRINSIP BIMBINGAN DAN KONSELING TERHADAP PERKEMBANGAN SISWA,” *Bestari J. Pendidik. dan Kebud.*, vol. 3, no. 2, pp. 87–96, 2022.
- [12] D. Harefa and K. Telaumbanua, *Teori Manajemen Dan Bimbingan Konseling: Kajian Untuk Mahasiswa Pendidikan Dan Keguruan*. PM Publisher, 2020.
- [13] P. Angelina, R. Kasman, and R. S. Dewi, “Model bimbingan dan konseling karier untuk mengatasi pengangguran di Kota Bogor,” *Ta'dibuna J. Pendidik. Islam*, vol. 9, no. 2, pp. 178–192, 2020.
- [14] R. Damanik, R. W. Sagala, and T. I. Rezeki, *Keterampilan dasar mengajar guru*, vol. 1. umsu press, 2021.
- [15] Y. AFIAT, W. FITRIANI, and T. F. Aisyah, “Need Assesment sebagai Manifestasi Unjuk Kerja Konselor,” *Al-Tazkiah J. Bimbing. Dan Konseling Islam*, vol. 10, no. 1, pp. 1–20, 2021.
- [16] K. FIKA, “PELAKSANAAN LAYANAN KONSELING INDIVIDU OLEH GURU BIMBINGAN DAN KONSELING DALAM MENINGKATKAN MOTIVASI BELAJAR PESERTA DIDIK DI SMP NEGERI 2 SEKAMPUNG.” UIN RADEN INTAN LAMPUNG, 2021.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

