

The Urgency of Guidance and Counseling at the Elementary School

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Abstract: This study aims to describe the counseling guidance services that establish formal education pathways at the elementary school level. This study uses qualitative research through literature. The implementation of guidance and counseling in primary schools has its own uniqueness but the structural position for counselors has not been found in primary schools. Referring to Ministry of Education and Culture 111 of 2014 concerning the regulation of service time proportions, characteristics of students at the elementary school level, interrelation of development tasks and students' independence competency standards (SKKPD), implementation of counseling guidance in primary schools, counseling teacher resources. The findings of this study are the importance of providing counseling guidance in primary schools that emphasizes laying the foundation towards physical and mental growth and development. Elementary school learning is essentially play oriented and provides opportunities to learn in an appropriate way.

Keywords: guidance and counseling, elementary schools

1. INTRODUCTION

Guidance and Counseling is a conscious effort made by the Guidance and Counseling teacher to make students independent and able to achieve developmental tasks for students in the scope of education in accordance with their developmental tasks. Guidance and counseling at school provides services to students in order to help students achieve their developmental tasks.

The services provided are in the form of basic services, responsive services, individual planning services, and system support. In these services provided to students in accordance with the needs of students, so that the services to be provided can be in accordance with the needs of students. With the fulfillment of the needs needed, it is expected that students will be able to develop their personalities to become more independent, develop and become better.

The implementation of guidance and counseling in elementary schools is unique compared to junior high or high school / vocational school. In the Regulation of the Minister of Education and Culture (Permendikbud) Appendix Number 111 of 2014 concerning Guidance and Counseling in Basic Education and Secondary Education stated that in one Elementary School or cluster / a number of Primary Schools can be appointed Counseling Guidance teachers to provide guidance and counseling services. Counseling guidance teacher at the cluster level having an office at the parent school established by the District / City Education Agency.

However, Elementary School age students have service needs according to their level of development so that they need guidance services from BK teachers even though they differ from expectations of counselor performance at the Middle School level. Thus, counselors can also play a productive role at the elementary school level, not positioning themselves as facilitators of student self-development but might position themselves as visiting counselors as visiting counselors who help elementary school teachers overcome intrusive behavior. When the Primary School does not / do not yet have a guidance and counseling teacher or counselor, the counseling guidance service is carried out by the class teacher so that the counseling guidance material can be integrated with the teaching material.

This is shown by the lack of independence according to POP 2016 and Permendikbud 111 in 2014 not yet being typical of classroom teachers in implementing BK in Elementary Schools. In this regard, this paper discusses and examines guidance and counseling at the Elementary School level. By understanding this topic, it is hoped that it can bring up the right perception related to the actual counselor profession so that it can become a reference for developing appropriate guidance and counseling in Indonesia.

2. METHOD

To answer the problem in a comprehensive study, the approach used is qualitative (Bogdan & Biklen, 1998;

Yin, 1999). Based on the literature study on literature review, the objective of the research study was to establish counseling guidance at the elementary school level. Data collection method is literature study. The method to be used for this study is the study of literature. The data obtained are compiled, analyzed, and concluded so as to obtain conclusions regarding the study of literature.

3. RESULTS

Education in Elementary Schools is an important foundation in developing basic attitudes, knowledge, and skills needed by each student to become healthy, competent, and confident learners, and ready to continue their studies. In organizing guidance and counseling programs in primary schools, guidance and counseling teachers or counselors work in teams with class teachers, principals, parents, and the community to create conducive and successful learning conditions.

3.1 Setting the Proportion of Time on Service

Setting the proportion of time in service for each component of the guidance and counseling program in the education unit based on Permendikbud 111 of 2014, as follows (Table 1).

Table 1 Setting the Proportion of Time

Service Component	Educational Level		
	Elementary School	Junior High School	Senior High School
1. Basic Planning	45-55%	35-45%	25-35%
2. Responsive Service	20-30%	25-35%	15-25%
3. Individual Planning Services	5-10%	15-25%	25-35%
4. System Support	10-15%	10-15%	10-15%

3.2 Characteristics of Students

Students are the main subjects of counseling guidance services in schools. Therefore, the understanding of counseling guidance teachers, class teachers, and subject teachers in depth of the characteristics of elementary school students as follows:

- Physical Motor, the physical growth phase takes place according to its level of maturity, so the motor development of students can be well coordinated. Every movement is in line with needs, and can move its limbs with clear objectives. The elementary school age phase (7-12 years) is characterized by agile motor movements or activities with an ideal age for learning skills related to children’s motor skills.
- Cognitive, Students can already react to intellectual stimuli or carry out learning tasks that require intellectual or cognitive abilities (such as: reading, writing and counting). Children can already be given

the basis of knowledge related to human life, animals, the environment, culture, and religion. To develop reasoning power, creativity, then given the opportunity to ask questions, opinions, or assess various matters related to the lesson.

- Social, start to have the ability to adjust from self-centered attitude (egocentric) to cooperative attitude (cooperative) and begin to pay attention to the interests of others (sociocentric)
- Emotions, At the elementary school age (especially high class 4,5,6), children begin to realize that emotional expression is not naturally accepted by others. Elementary school children learn to control and control their emotional expression through imitation and practice.
- Moral, the child includes the family’s moral values in himself. Children know that a parent’s figure is worth obeying when making a mistake so the child instills the feeling that ‘this is right’ and ‘it’s wrong’
- Religious, the formation of religious values in elementary schools is certainly a concern to form a role model for children in practicing religion, so the child will develop positive attitudes towards religion, and develop a variety of awareness.

3.3 The Interrelation of Development Tasks and the Student Competency Standards of Independence (SKKPD)

Various aspects of development contained in the SKKPD are basically referred to the developmental tasks to be achieved by students and the Competency Standards of Graduates (SKL) at the level of elementary school education which can be described as follows:

- Have habits and attitudes in faith and devotion to God Almighty (The Foundation of Religious Life)
- Developing conscience, morals, and values as guidelines for behavior (the Basis of Ethical Behavior)
- Build a healthy life about yourself and the environment (Emotional Death)
- Develop basic skills in reading, writing and arithmetic (Intellectual Maturity)
- Choose a life attitude towards groups and social institutions (Social Responsibility Awareness)
- Learn to undergo social roles according to gender (Gender Awareness)
- Learn simple physical skills (Personal Development)
- Learning to be an independent person (Entrepreneurship / Independence of Economic Behavior)
- Developing life concepts that are necessary in life (career insight and readiness)
- Learning to get along and work in peer groups (Maturity Relationships with Peers)

3.4 Implementation of Guidance and Counseling in Elementary Schools

The implementation of guidance and counseling in elementary schools is based on the goals, principles, and principles of counseling guidance. Activities cover all components and areas of service through direct services, services through the media, administrative activities, as well as additional tasks of developing professional professions (teacher learning) counseling guidance teachers. The following is the mapping of program components, how to provide services, and counseling guidance service strategies in elementary schools:

Table 1 Service Component in Elementary Schools

Component	Method	Strategy
Basic service	Live	Classical guidance
		Large/cross-class tutoring
		Group counseling
	Through the media	Guidance board
		Problem box
		Leaflet
		Story books & other literature
Innovative media		
Specialized and individual planning service	Live	Classical guidance
		Individual counseling, group
		Group counseling
		Collaboration
Responsive services	Live	Individual, group counseling
		Consultation
		Case conference
		Advocacy and mediation
	Through of media	Electronic counseling
		Problem box, bibliography
System support	Administration	Implementation and follow up of home visits
		Compilation of guidance and counseling program reports
		Guidance and counseling evaluation
		Implementation of administration and guidance and counseling mechanisms
		Additional tasks of teacher guidance and counseling
	Additional activities and professional development	Continuing professional development of BK guidance and counseling teachers

In elementary schools, there are several types of guidance and counseling teacher resources; (1) guidance and counseling teacher on duty at 1 school; (2) guidance and counseling teachers work in clusters of 5-7 schools; (3) classroom teachers who function as guidance and counseling teachers if they do not yet have guidance and counseling teachers.

The task of guidance and counseling teacher or counselor in elementary school is as follows:

- Plan, implement, evaluate, report guidance and counseling programs and follow up in accordance with responsibilities.
- Establish collaboration with collaborative classroom teachers to help students obtain services in the personal, social, learning and career fields
- Establish cooperation with stakeholders to help students / counselees obtain optimal guidance and counseling services.
- Counselors in charge of clusters are also tasked with: (1) coordinating and collaborating with the class teachers in the cluster that he needs to provide optimal guidance and counseling services; and (2) Establish cooperation with stakeholders to help students in schools that are in the cluster that he has to provide guidance and counseling services.

Class teacher assignments in guidance and counseling services: (1) applying the principles of guidance and counseling in the process of education and learning so that learning nuances occur guidance; (2) integrate development competencies in learning material. (3) establish collaboration (collaboration) with counselors to provide personal, social, learning and career guidance services to students / counselees to achieve maximum learning outcomes and optimal development; (4) as a guidance and counseling teacher, providing guidance and counseling services within the limits of abilities and competencies obtained through structured guidance and counseling training; and (5) principals with a background in guidance and counseling can choose to carry out the task of providing guidance and counseling services for as much as 6 hours.

All counseling and counseling service activities equivalent to the number of hours of service carried out refer to the calculation table of equivalence guidance and counseling service activities at Permendikbud 111 of 2014 concerning guidance and counseling at the Elementary School level.

4. DISCUSSION

In Permendikbud 111 of 2014 concerning guidance and counseling at the Elementary School level that to date, the Elementary School level has not found a structural position for counselors. However, according to the level of development of elementary school age learners, the need for services is not non-existent although it is certainly different from the expectations of counselor performance at the secondary school level. In other words, counselors do not position themselves as facilitators of student development but become Visiting Counselors who help elementary school teachers overcome disruptive behavior.

If there is no guidance and counseling teacher in elementary school, the class teacher becomes the guidance and counseling teacher. If this is done, have all elementary school teachers been able to integrate the content of

guidance and counseling in each subject to meet the development needs of students based on Permendikbud 111 of 2014. Even today there are only a few BK teachers who are placed in elementary schools. Indeed, guidance and counseling is not only given to students who have problems, but also to those who have no problems in order to prevent problems early on. Therefore, it is necessary to have a solution to solve this problem of guidance and counseling.

5. CONCLUSION

In order to realize guidance and counseling at the Elementary School level, hard work is needed for ABKIN (Indonesian Guidance and Counseling Association) to reinforce the provision of guidance and counseling teachers in elementary schools to the government. In addition, the guidance and counseling teacher in carrying out the guidance counseling service (classroom teacher) must be able to work together with various parties for the success of the intended service. Cooperation is carried out in the framework of counseling guidance management which becomes an integral part of overall management of the education unit.

In addition, training is held for classroom teachers following training to carry out counseling guidance services in elementary schools and having certificates to develop skills to deal with students' problems. So, it can be said that the class teacher has qualifications as a guidance and counseling teacher in elementary schools. In developing institutional support for the optimal functioning of counseling and guidance services in the following ways:

- Make use of various sources within the education unit itself and from outside the education unit
- Providing opportunities for guidance and counseling teachers to make maximum use of existing facilities in the education unit for implementing counseling guidance services for optimal student self-development and advancement of education units in general
- Provide opportunities for guidance and counseling teachers to participate in professional development in the field of guidance and counseling, including directions for improving the quality of Teacher Performance Assessment (PKG), including: (1) following structured training organized by the government Center for Development and Empowerment of Educators and Education Personnel (P4TK) guidance and counseling; (2) active participation in MGBK activities and ABKIN professional organization activities in the form of seminars, workshops, upgrading and other activities; (3) encourage counseling guidance teachers to be creative in the form of writing scientific papers in the field of counseling guidance; and (4) provide opportunities and facilities for guidance and counseling

teachers to continue their studies in the field of guidance and counseling

Guidance and counseling education in elementary schools is one form of education that focuses on laying the foundation towards physical and mental growth and development. Counseling guidance is done by coordinating with motor, thinking power, creativity, emotional intelligence, spiritual, socio, attitude, communication in accordance with the uniqueness of the stages of development being passed. This learning is essentially learning-oriented learning and development which gives more opportunities for children to be able to learn in the right way.

Guidance and counseling services in elementary schools are specific services provided to students to be able to achieve optimal development, able to achieve developmental tasks as expected. The developmental tasks that must be displayed and mastered have been formulated in the competency standards of students' independence. (SKKPD). Class teachers who also work as guidance and counseling teachers in elementary schools must know the components of the guidance and counseling program consisting of: basic services, responsive services, individual planning services, and support systems. Implementation of guidance and counseling programs through intervention strategies in the form of service delivery and support activities for the delivery of services and supporting activities related to management or management. The implementation of guidance and counseling programs in primary schools is that classroom teachers must carry out the task of providing counseling guidance services in the classrooms for which they are responsible.

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