



The Role of Educators in Counseling Guidance Program with Student Disciplinary Behavior

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Abstract

This study aims to investigate the role of educators in the implementation of a counseling guidance program focused on managing students' disciplinary behavior. The focus of the study involves educators' understanding of the program, the strategies they apply in managing students' behavior, and their perception of the effectiveness of the counseling guidance program. The research method involved qualitative and quantitative data collection through questionnaires, interviews, and observations. Respondents involved educators from different levels of education. Data analysis was conducted using a mixed approach, integrating qualitative and quantitative findings to provide a holistic understanding. The findings showed that most educators had a good understanding of the counseling guidance program and recognized its important role in managing students' disciplinary behavior. The most commonly used strategies included the application of rewards and punishments, but there were variations in approaches, with some educators emphasizing preventive approaches and positive coaching. Perceptions of the program's effectiveness varied, but the majority of respondents saw it as a valuable tool in improving student discipline. The main challenges educators faced involved a lack of time to provide individualized attention to students and variations in parental support. Recommendations for improvement involve additional training for educators, increased parental involvement, and continuous evaluation of the program for better adjustment. The results of this study can contribute to the development of more effective educational policies and practices in managing students' disciplinary behavior.

Keywords: Educators' Role, Counseling Guidance, Disciplinary Behavior.

1. Introduction

The role of educators in the guidance and counseling program with student discipline behavior is very important in improving student discipline. Counseling guidance teachers have a significant role in overcoming student problems related to discipline. They need to formulate a systematic, directed, and integrated guidance program as an effort to develop student discipline. In addition, personal guidance programs can help students face and solve personal problems, such as self-adjustment, dealing with conflicts, and making decisions, which in turn can contribute to students' disciplinary behavior.

Counseling guidance is a very important part of education in Indonesia in an effort to help students achieve optimal development, in accordance with their potential. Therefore, the implementation of school counseling guidance is a shared responsibility between school personnel, namely principals, teachers, counselors, and supervisors. This counseling guidance is more concerned with the "center of attention" for students in entering the world of education and to help students adapt, and as a facility for student needs in carrying out their education. This counseling guidance includes, mental attitude, independence, direction in education. To develop students' potential and help solve the problems they face, there needs to be organized, programmed and directed guidance and counseling service activities. In addition, it requires the expertise of the supervising teacher, and the availability of adequate funds and facilities. The school's main attention, which used to be on students with problems, is now centered on normal, non-problematic students, the largest number of whom have the potential to be developed.¹

Teachers in the implementation of counseling guidance to students with problems must play a role in showing students the right path, guiding students in dealing with problems that occur to them, helping students in solving problems, determining the right attitude to life for students in facing problems, arranging students to admit their mistakes, driving how the straight path should be taken, leading students with a wise attitude, giving good advice on what students should do in facing problems, and guiding students to be ready to face life and problems patiently and calmly.²

Education as a process of character building and developing student potential is inseparable from the challenges of managing disciplinary behavior. Uncontrolled student behavior can hinder the learning process and create a non-conducive school environment. Therefore, the role of educators in actively involving themselves in the counseling guidance program is very important.

The counseling guidance program aims to provide guidance, support, and understanding to students, including in terms of managing disciplinary behavior. The role of educators in this program determines the success of its implementation and effectiveness. Educators not only act as learning facilitators, but also as coaching agents and supervisors of student behavior.

The challenges in managing student behavior are increasingly complex along with social and cultural developments. Therefore, an in-depth understanding of the role of educators in the context of counseling guidance programs is a must. In this context, this study aims to comprehensively explore and analyze the role of educators in the counseling guidance program with a focus on managing students' disciplinary behavior.

Through a deeper understanding of the role of educators, it is hoped that effective solutions and strategies can be found in improving student discipline, creating a conducive learning environment and advancing the overall goals of education. This research is geared towards making constructive contributions to the development of sustainable educational policies and practices.

Behavior is a set of actions performed by an individual, organism, system, or artificial entity in relation to itself or its environment, which includes other surrounding systems or organisms as well as the physical environment. Behavior can be a computed response of a system or organism to various stimuli whether internal or external, conscious or subconscious, overt or covert, and voluntary or involuntary. Behavior can be innate or learned from the environment, and provides output from the organism to the environment.

Human behavior is basically any observed or unobserved human action or activity, including responses to stimulus, attitudes, and actions. Human behavior is also influenced by internal and external factors such as physical state, personality, and environment. Predisposing factors, knowledge, and interactions with the environment also influence the formation of human behavior [3]. Human behavior can vary due to differences in individual personality, talent, and intelligence. In addition, human behavior is also influenced by the needs, goals, and unique characteristics of each individual.

Discipline is an important part of education, whether in the context of formal, non-formal or informal education. Deborah (2006), reveals that discipline should be seen as a positive and constructive force, which allows the realization of various tools to form consistency, predictability, security, and the right environment for learning and education. Considering the various opinions on discipline, it can be concluded that discipline is essentially not just compliance with norms imposed from outside, but the ability to control oneself (self control) based on the desire to create order and order in life (Edwards, 1993, 1994, Durkheim, 1990). In this perspective, the intervention strategy proposed to help overcome student discipline problems in schools is the Reality Group Counseling Approach by William Glasser (Corey 2005).

Therapy with this approach is expected to be an effective model to help individuals control their lives for the better. Reality group counseling views counseling as a rational process. In this process, the counselor is required to be able to create a warm, understanding atmosphere, and the most important thing is to foster the understanding of the counselee, that he must be able to take responsibility for himself and distance himself from unhealthy behavior, namely behavior that

tends to ignore the 3 R principles, namely Right, Responsibility, and Reality (Hansen, 1980).³

The development of the character of discipline in elementary schools cannot be separated from the teacher, namely in fostering self-discipline in students. According to the Ministry of National Education of the Republic of Indonesia, there are 18 national character education values to be achieved in an education, namely religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendly/communicative, peace-loving, fond of reading, environmental care, social care, and responsibility.

Disciplinary attitude is one of the 18 character values, so disciplinary attitude is an important thing to build and develop in children, especially at elementary school age. So the class teacher is not only responsible for teaching, but also responsible for providing counseling services for students during the learning process. (Regulation of the Minister of Education and Culture Number 111 of 2014 concerning Guidance and Counseling in Primary and Secondary Education, 2014) requires guidance and counseling services in schools, including primary schools. Therefore, it formally requires special teachers (counselors) who carry out these guidance and counseling services. According to Marsudi et al (2015), counseling guidance is one of the efforts that can be used to achieve goals in realizing students with character.

In essence, guidance and counseling is an effort that is arranged systematically, logically, objectively, and has a sustainable program to facilitate the personal development of students carried out by counselors or guidance and counseling teachers. In its implementation, teachers participate in building the personality of students at the level of education taken, especially elementary schools. However, in practice, guidance and counseling services at the elementary school level have not been implemented optimally. This is because there are no special teachers or counselors who serve guidance and counseling so it is necessary to equip class teachers to carry out guidance and counseling service activities (Murfiah 2020) Research on the role of teachers as implementers of guidance and counseling has been conducted by several researchers. Larasati (2016: 25) states that the teacher's role as a guide, facilitator, and collaborator in the implementation of guidance and counseling services in an effort to build students' disciplinary attitudes. Rosada et al (2019) state that the character values of students in elementary schools can be implemented through the components of guidance and counseling services.

This is in accordance with the opinion of Siyez et al., (2012) that guidance and counseling has the aim of helping students achieve their developmental goals which include personal, social learning (academic) and career aspects. According to Khabibah, 2017: 56), class teachers can act as implementers of guidance and counseling by understanding the characteristics of students, helping students solve problems, and assisting in the development of students' learning discipline attitudes.

2. Method

2.1 Participants

Students need counseling guidance in discipline because counseling guidance can help students develop discipline and improve their disciplinary behavior. Counseling guidance can help students in understanding school rules and regulations, as well as help them in overcoming obstacles in education. In addition, counseling guidance can also help students in knowing and accepting themselves, so that they can develop a positive disciplinary attitude. In the context of the COVID-19 pandemic, counseling guidance can also help students overcome stress and anxiety that may arise due to uncertain situations. Therefore, counseling guidance is one of the important efforts in improving students' disciplinary behavior.

2.2 Data Collection

2.2.1 Instrument of Collecting Data

Collecting data on the role of educators in the counseling guidance program with a focus on student discipline behavior can involve several instrument methods. Here are some instruments that can be used:

1. Questionnaire:

The questionnaire design included questions related to the role of educators in guiding and handling students' disciplinary behavior.

Questions may include aspects such as educators' understanding of school rules, the strategies they use to encourage disciplinary behavior, and their perceptions of the effectiveness of the guidance counseling program.

2. Interview:

Conduct interviews with educators directly to gain an in-depth understanding of their experiences, views, and practices related to counseling guidance and student discipline behavior.

Interviews can provide richer insights and allow researchers to explore certain aspects in more depth.

3. Classroom Observation:

Conduct direct observation of learning activities in the classroom to observe how educators manage student behavior.

Observation can provide a practical understanding of the implementation of counseling guidance programs in real situations.

4. Documentation:

Document analysis such as school guidelines, behavior policies, student discipline records, and counseling program evaluation reports.

Documentation can provide an overview of how the role of educators is reflected in policies and day-to-day implementation.

5. Rating Scale:

Using a rating scale to measure educators' level of understanding, skills, and competence in managing student behavior.

This scale can include specific indicators relevant to their role in the counseling program.

6. Focus Group Discussion (FGD):

Holding FGD sessions with a group of educators to collectively discuss their experiences, ideas, and views related to the counseling guidance program and their role in managing students' disciplinary behavior.

2.2.2 Techniques for Collecting Data

To conduct data analysis regarding the role of educators in the counseling assistance program with a focus on student discipline behavior, several data collection techniques that can be used include:

1. Observation: This technique involves directly observing the phenomenon to be known, such as behavior, social interaction, and the environment around students.

2. Interview: Interviews are one of the data collection methods that involve direct interviews between researchers and students' experiences to gather more in-depth information about students' disciplinary behavior.

3. Documentation: Documentation involves collecting notes, transcripts, or recordings about student discipline behaviors observed during observations or interviews.

After collecting data using data collection techniques, data analysis can be carried out using data analysis techniques such as data reduction, data display, and conclusions. In the data analysis process, it is important to ensure that the data analysis is carried out accurately and objectively, so that the conclusions generated can be based on facts obtained from the data.

2.3 Data Analysis

To conduct data analysis regarding the role of educators in the counseling guidance program with a focus on student discipline behavior, it can be done by using qualitative data analysis techniques such as phenomenological analysis. This technique involves stages such as data condensation, data presentation, and conclusions, which can help in gaining a deep understanding of the role of educators in the counseling guidance program and its impact on student discipline behavior. In addition, data collection techniques such as observation, interviews, and

documentation can be used to obtain relevant and accurate data regarding the role of educators in the counseling guidance program with a focus on student discipline behavior. After the data is collected, data analysis techniques such as data reduction, data display, and conclusions can be used to process and analyze the data systematically.

3. Results

The role of educators in counseling and guidance programs with student discipline behavior is crucial in planning, implementing, and evaluating the program. According to, the planning process of counseling and guidance programs involves analyzing the needs of students, developing accountable and relevant programs, and planning the necessary facilities and infrastructure. The program should be based on the actual needs of the students, and the activities should be prioritized based on the needs assessment. The program should also have objective measurement tools and cover various service areas, including social, learning, and career fields. The program should be an integral part of the educational program in schools and universities. The implementation of the program requires considering the available resources, including personnel, financial, and political resources. The evaluation process involves collecting and analyzing data to make decisions about the program.

4. Discussion

The search results provide information on the planning, implementation, and evaluation of counseling and guidance programs, but they do not specifically address the role of educators in these programs with regard to student discipline behavior. However, based on general knowledge, the role of educators in counseling and guidance programs with student discipline behavior involves:

1. Planning: Analyzing the needs of students, developing relevant programs, and setting objective measurement tools.
2. Implementation: Considering available resources such as personnel, financial, and political resources.
3. Evaluation: Collecting and analyzing data to make decisions about the program.

While the specific role of educators in addressing student discipline behavior within counseling and guidance programs is not explicitly outlined in the provided search results, it is essential for educators to be actively involved in creating a supportive and disciplined environment through the implementation of the counseling and guidance programs.

5. Conclusion

Based on the results of qualitative research related to the role of teachers in the implementation of counseling guidance in instilling discipline needs to be considered and prepared carefully in order to get maximum results. The relationship between the school and the parents of students must be well established. Because the class teacher conducts counseling guidance at school with the help of the active role of parents who monitor the development of students at home. Teachers conduct counseling guidance by conducting weekly and monthly monitoring which is adjusted to the existing guidebook. Classroom teachers must also be ready to provide input or suggestions for problems faced by students to be consulted.

The obstacles that arise during the implementation of counseling guidance lead to a lack of communication between the school and the parents of students. In addition, the background of class teachers who are not from pure counseling guidance services. This can be overcome by always establishing good relations by collaborating in the success of the counseling guidance program for students in particular. Another solution is to hold counseling guidance socialization with experts to increase the knowledge and abilities of class teachers which is one way to achieve the objectives of holding counseling guidance services.

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