

## Implementation of Guidance and Counseling Services in Elementary Schools

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### ABSTRACT

Guidance and counseling services in Elementary Schools (ES) have an important role to play in the holistic development of students. However, the reality in the field is that not all ES have counseling guidance teachers one of them is at ES IT Arafah Padang. The research aims to understand the implementation of guidance and counseling services at ES IT Arafah Padang. Qualitative research with case studies. Data was collected through interviews, observation, and document analysis. The subjects of the study consisted of homeroom teachers of ES IT Arafah Padang, students, and other related parties. Limited funding and resources are the main factors affecting the presence of specialized teachers in guidance and counseling services. Although the service is available, the implementation has not been well programmed regarding the schedule and time of implementation. This causes students to face difficulties in accessing counseling services regularly. In addition, classroom teachers also recognize the lack of effectiveness in identifying students who need services, so some students need help but are not detected. Lack of parental involvement is also a factor influencing service delivery. These findings can be used as a basis for other schools to improve the quality of guidance and counseling services, to support the holistic development of students in ES.

*Keywords: Guidance, Counseling, Elementary Schools, Implementation.*



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## INTRODUCTION

Education is an important foundation for forming qualified and potential individuals. ES is the initial stage in the formal education process, where children begin their journey in acquiring knowledge, skills, and values that are essential for their development. The main goal of education is to develop the personality optimally in each student. In addition to focusing on mastering intellectual knowledge, education must also pay attention to the development of other aspects such as social skills, emotional intelligence, self-discipline, understanding values, attitudes, and study habits. In education, activities must be designed thoroughly so that each student can develop himself according to their respective potential.

This means that educational activities are not only limited to intellectual aspects but also include activities that ensure students get guidance services that help the development of all aspects of their personality optimally. In this context, guidance and counseling services play a very important role in supporting the holistic development of students. One element that supports an effective educational process is the existence of guidance and counseling services in schools (Harahap et al., 2022).

The importance of guidance and counseling services include: 1) Assisting students in overcoming learning and behavioral problems they may face. With guidance and

counseling, students can acquire effective learning strategies, solve problems, increase motivation, and develop positive social skills; 2) Guidance and counseling services provide a safe platform for students to talk about their feelings, explore emotions, and gain support in dealing with emotional challenges; 3) Guidance and counseling services in ES can assist students in understanding their interests, talents, and values. Through relevant activities and explorations, students can begin to understand the world of work and identify potential career interests, which can assist them in making better educational decisions at a higher level; and 4) Guidance and counseling services help strengthen the relationship between students, teachers, and parents. By involving teachers and parents in the guidance and counseling process, information can be exchanged, and support can be provided collaboratively, positively impacting student development and wellbeing.

Overall, guidance and counseling services in ES play an important role in supporting students' overall development, assisting them in addressing learning and behavioral problems, improving emotional well-being, facilitating early career decision-making, and strengthening relationships between students, teachers, and parents. In line with the description above (Nurfadhilla, 2020), guidance and counseling services have a significant role in helping students face various problems and challenges they face in everyday life, be it academic, social, emotional, or career problems. However, despite the importance of guidance and counseling services in ES, there are still issues and challenges that need to be addressed. Several previous studies (Amala & Kaltsum 2021; Juwita, 2015; Nugroho & Fathoni, 2022). One of the problems that is often faced is the lack of understanding and awareness of the importance of the role of guidance and counseling in the context of early childhood education (Putri et al., 2019). Many parties, including students, parents, and even some educators, have not fully realized the benefits that can be obtained through this service. This can hinder the successful implementation and utilization of guidance and counseling services in ES.

In addition, limited human resources are also an obstacle to providing adequate guidance and counseling services in ES. Sometimes, there are limited numbers of guidance and counseling experts available, making it difficult to provide adequate attention and support to each student. As a result, some students with special needs or emotional problems may be neglected or not get the attention they need. Previous research and theoretical studies have provided a solid basis for carrying out this research. Several previous studies have revealed that the implementation of guidance and counseling services in ES has a positive impact on student development and well-being. Through guidance and counseling, students can improve their understanding of themselves, develop social skills, cope with stress, and improve their academic achievement.

In addition, the current social and environmental background demands more attention in providing guidance and counseling services in ES. Social change, technological advancements, and ever-increasing academic pressures have had a significant impact on students' well-being and development. Therefore, this research is important to explore and analyze the implementation of guidance and counseling services in ES in contexts that are relevant to the problems and needs of today's students.

The purpose of this study was to investigate the effectiveness of the implementation of guidance and counseling services in ES. To achieve these goals, the study will involve collecting data from students, teachers, and guidance and counseling experts. The data collected will be comprehensively analyzed to gain a deep understanding of how guidance

and counseling services can affect students in ES. Thus, this research has a high relevance and urgency in the current educational context. It is hoped that the results of this study can provide valuable insights to schools, education policymakers, and guidance and counseling practitioners in developing and improving guidance and counseling services in ES.

## METHODS

This study aims to investigate the implementation of guidance and counseling services in ES. To achieve this goal, this research will use a qualitative approach with a case study research design. The qualitative approach will enable researchers to gain a deep understanding of the implementation of guidance and counseling services in ES, as well as gain rich insights into the experiences and perceptions of the stakeholders involved (Musianto, 2022). Here are the stages of research in detail and clearly:

- Research Site Selection: The selection of research sites is carried out by considering the availability of cooperation from the school. After site selection, researchers establish communication with the school to obtain approval and access to conduct research at the school.
- Data Collection: 1) Observation: Researchers conduct direct observations in the school environment to observe and record activities related to the implementation of guidance and counseling services, interaction with students, and guidance and counseling activities carried out; 2) Interviews: Researchers conduct interviews with relevant stakeholders, teachers, students, and parents; and 3) Documentation: Researchers collect related documents, such as school policies, guidance and counseling programs, activity reports, and student records. These documents will be additional data sources that support the analysis of the study.
- Data Analysis: The collected data is analyzed thematically. Interview transcripts and observation notes are coded and grouped into emerging themes. The data are also linked to relevant concepts and theories to gain a deeper understanding of the implementation of guidance and counseling services in ES. Data analysis is done manually using deductive and inductive approaches.
- Validity: To ensure the validity and validity of the research, several steps are taken. First, data triangulation is done by comparing findings from different data sources. The consistency and interconnectedness between the data are checked. In addition, researchers conduct reflexivity, which is self-reflection on the role and influence of research to reduce bias.
- Research Ethics: Researchers maintain the confidentiality and privacy of the data obtained. Written consent was obtained from the school and respondents before starting the study. Researchers also explain the purpose of the study, the rights of respondents, and the usefulness of the research results to them.

Instruments or measuring instruments used in this study include: 1) Interview guide: Contains a list of questions used to interview stakeholders related to the implementation of guidance and counseling services in ES; and 2) Observation list: Contains items observed and recorded during the observation process in the school environment (Musianto, 2022). By using this method, this research is expected to provide a deeper understanding of the

implementation of guidance and counseling services in ES and provide useful recommendations to improve the quality of these services.

## RESULTS

Principals and teachers recognize the importance of guidance and counseling services for learners. Through guidance and counseling, teachers or mentors can identify problems faced by students and provide appropriate guidance. Problems that often arise such as learning problems, social problems, and career problems become the focus of attention. For example, low-grade students are still dependent on parents and less independent, while high-grade students experience problems such as noise in class, quarrels with friends, lack of interest in learning, and are not yet fully responsible. At the stage of identifying students who need guidance and counseling services, there is difficulty in identifying students who need help. Some students who needed help were not detected. Therefore, it is important to have a clear and comprehensive process for identifying students who need counseling services. Teachers also have difficulty in providing guidance and counseling services due to a lack of parental involvement. Parents' lack of awareness and understanding of the importance of guidance and counseling services hinders teachers' efforts in supporting students' holistic development and providing information about the effectiveness of services that have been provided.

The role of parents in being good counselors in the presence of children is very important in supporting the development and well-being of children. Some steps parents can take to be good counselors in the presence of children: listening with empathy, showing support and understanding, providing guidance and direction, establishing open communication, respect and respect, being a good example, and respecting the child's privacy. By taking these steps, parents can be good counselors for their children, helping them grow and develop emotionally, socially, and psychologically (Sihabudin, 2017).

The findings of this study indicate that the implementation of guidance and counseling services at ES IT Arafah has not been optimal. Lack of specialized teachers, unavailability of adequate funding, lack of well-programmed time and schedule, and lack of parental involvement are some of the factors that become obstacles. The implication of the findings of this study is the need for efforts to improve the implementation of guidance and counseling services at ES IT Arafah. Some steps that can be done are: 1) Obtain adequate resources, including funding guidance and counseling experts, to provide quality services; 2) Develop a well-structured and scheduled program for guidance and counseling services; 3) Increase parents' awareness and understanding of the importance of guidance and counseling services involve them in the mentoring process and support student development; and 4) Strengthen the system of identifying students who need guidance and counseling services so that no student is missed.

This research makes an important contribution to science in the field of guidance and counseling in ES. The research findings can be a reference for other schools in developing and improving their guidance and counseling services. With good implementation, guidance and counseling services can provide effective support for students' holistic development.

## CONCLUSIONS

Based on the results of research conducted at ES IT Arafah, it can be concluded that the implementation of guidance and counseling services in the school still faces several obstacles. The absence of dedicated teachers to handle guidance and counseling is a major problem caused by a lack of funding and available resources. Therefore, the task of guidance and counseling is the responsibility of the respective teacher or homeroom teacher. Although guidance and counseling services exist, they are not well programmed regarding the time or schedule of implementation. This causes students to have difficulty accessing counseling services regularly. School principals and teachers realize the importance of guidance and counseling services in helping to overcome problems faced by students, both in the teaching and learning process, social problems, and careers. However, there are still some obstacles in the implementation of these services. Teachers recognize the lack of effectiveness in identifying students who need guidance and counseling, so there are students who need help but go undetected. It is important to have a clear and comprehensive process for identifying students who need counseling services. In addition, the lack of parental involvement in providing support and understanding of the importance of guidance and counseling services is also an obstacle. To improve the implementation of guidance and counseling services at ES IT Arafah, steps are needed. Among other things, it allocates adequate funding and resources to provide specialized teachers in the field of guidance and counseling. In addition, it is also necessary to develop a well-structured and scheduled program, as well as increase awareness and participation of parents in supporting guidance and counseling services. This research makes an important contribution to the understanding of the implementation of guidance and counseling services in ES. The findings of this study can be a reference for other schools in improving the quality of services provided. With good implementation, guidance and counseling services in ES can provide effective support for students' holistic development.

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