

Guidance and Counseling Teacher Strategies in Overcoming Student Discipline Problems at SMA Muhammadiyah 1 Medan

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ABSTRACT

This study aims to investigate the role of Guidance and Counseling teachers in overcoming the problem of student tardiness at SMA Muhammadiyah 1 Medan. The results of the study show that Guidance and Counseling teachers play a role in providing guidance, direction, and individual counseling to students who come late to school. The reasons for being late for students vary, such as difficulty getting up early, tired of helping parents after school, or a lack of interest in math. The provision of individual counseling services by Guidance and Counseling teachers has succeeded in showing a decrease in cases of students arriving late to school. Thus, the application of individual counseling services can be a solution in overcoming the problem of student delays at SMA Muhammadiyah 1 Medan.

Keyword: the role of the guidance and counseling teacher; student discipline

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1. INTRODUCTION

Education plays an important role in the life of every individual, because everyone will definitely experience the educational process. Education itself is divided into two types, namely formal education and informal education. Formal education refers to education obtained through school institutions, while informal education refers to educational processes that occur in the family and community environment. School is an example of a formal educational institution, where various components are involved in the process. These components include school principals, teachers, staff employees, school caretakers, and students.

The aim of educational institutions is to provide an educational process that will help students grow and develop into individuals who are empowered, have social qualities, and have sensitivity to religious values. Educational institutions act as a means of preparing students for the present and the future. Among educational institutions, schools function as places of learning that aim to develop students' knowledge, personality and skills optimally, according to the potential of each individual. To facilitate this educational process, each school must have applicable school rules or regulations. This aims to maintain the smoothness and effectiveness of teaching and learning activities, create a conducive environment for students to develop their potential, and create a safe and orderly atmosphere in the school environment. With these regulations, it is hoped that the educational process can run well and have a positive impact on student development.

Discipline is the ability to organize oneself and carry out all activities in accordance with agreed regulations. As revealed by Prijodarminto (in Desi Eri, et al), discipline is a condition that is formed through a process of behavior that reflects values such as obedience, obedience, loyalty, order, and order. The origin of the word "order" consists of two words, namely "order" and "order". In the Big Indonesian Dictionary, the word "organization" is defined as a rule, system, and arrangement, while "order" means regular. So, "rules of conduct" can be interpreted as a system or arrangement of rules that must be followed or obeyed by all parties.

At the senior secondary education level, life at school can be a burden for students, especially because they are in the adolescent development stage. Students at this level experience many changes in themselves. As said by Hurlock (in Meisono), adolescence is a period of transition from one stage to the next in one's life, and during this period there are changes in emotions, interests, behavior, and the emergence of various problems. Based on this, teenagers are very vulnerable to experiencing various problems, especially because they have to face school regulations and various tasks that must be completed. This condition makes it difficult for students to meet all existing demands.

Violations of disciplinary rules are often carried out by some students, violations committed by students such as skipping class, coming to school not on time, and sometimes there are brawls. This condition which is quite concerning needs to be seriously prevented, meaning that to improve discipline it is not enough to comply with the regulations in force in schools. Mulyasa E (2004) explains that teachers are responsible for directing good directions, must be role models, patient, and full of understanding. Teachers must be able to generate discipline in students, especially self-discipline. Teachers must be able to do things such as helping students improve their standards of behavior and using the implementation of rules as a tool to uphold discipline in active learning.

Schools as educational institutions have certain policies set forth in the form of rules, one of which is the school rules. Through school rules, students are expected to comply with these rules to achieve success in the learning process and form a character that is disciplined and responsible. Usually, each school has its own scoring system or score for the various types of violations that may occur. By imposing sanctions, it is hoped that students will feel deterrent and not repeat the same violation again. The purpose of giving sanctions is to provide a learning effect to students so that they can learn from mistakes and maintain discipline in their behavior at school.

Guidance is a process that aims to develop each individual to be able to solve their own problems and make decisions according to their situation and conditions. According to Prayitno and Erman Amti (2013: 99), guidance is a form of assistance provided by an expert to a person or group of people, be they children, adolescents, or adults. The purpose of this guidance is that people who receive guidance can develop their own abilities and become independent by utilizing existing potential and facilities, and developing themselves based on applicable norms.

Counseling is a process carried out by a counselor to help counselees overcome the problems they face in their lives. As explained by Sutirna (2016: 15), counseling is a form of assistance given to counselees to assist them in solving life and life problems they face. The counseling process is carried out through interviews or other methods appropriate to the counselee's environment and situation. The goal of counseling is to help counselees overcome problems, understand themselves, and achieve positive changes in their lives.

Based on the explanation regarding guidance and counseling services, it is hoped that if there are students who face problems, the counseling teacher will be ready to help these students with open arms so that the problem can be resolved properly, so it does not interfere with the teaching and learning process. The same thing applies to students who violate the rules of discipline, such as students who are often late for school. In the case of students who arrive late, it is important for the guidance and counseling teacher to provide guidance and counseling to these students. The goal is to understand the reasons behind late behavior and help students deal with the factors that influence it. With the right approach, it is hoped that students will become more disciplined and responsible for the obligation to come to school on time. As part of the role of education, efforts to assist and support student development must be a priority, both in solving personal problems and in complying with established rules to create a conducive and achievement learning environment.

Based on previous research conducted by Falah (2015) entitled "The Role of Guidance and Counseling Teachers in Developing Interests and Talents in the Skills Study Selection Program for Students of MAN 1 Magelang", it was found that the role of the guidance and counseling teacher in developing the interests and talents of students at MAN 1 Magelang includes various aspects. The BK teacher acts as a tester to identify students' interests and talents, as a provider of information about available skills study programs, as a guidance and counseling program planner that adapts to students' interests and talents, as a guidance administrator to coordinate related activities, as an adviser in helping students take decisions based on their interests and talents, and as a consultant providing direction and guidance to students. Another study conducted by Murni (2010) entitled "The Role of the Counselor in Developing Students' Talents and Interests at SMPN 23 Banjarmasin" also shows the role of the counselor in developing the talents and interests of students at SMPN 23 Banjarmasin. This study shows that counselors play a role in exploring students' talents and interests through personal data collection, filling out self-development questionnaires, using problem checklists, and direct observation of students. In addition, counselors also carry out student placement services in various extracurricular activities according to their talents and interests.

Based on the description above, the purpose of this research is to find out the role of the guidance and counseling teacher in overcoming students who are late, and to provide benefits to the writer in developing the guidance and counseling science that has been studied so far.

2. RESEARCH METHOD

This research is descriptive qualitative research, which means that the data collected in this study are in the form of words and pictures, not numbers (Arikunto, S. 2002). According to Bogdan and Taylor, as cited by Moleong, L. J. (2017), qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. Sugiyono (2016) explains that in qualitative research, the sampling techniques that are often used are purposive sampling and snowball sampling. Purposive sampling is a technique for taking samples of data sources based on certain considerations, while snowball sampling is a technique for taking samples of data sources that are initially small but increase as the research progresses. According to Bungin, B. (2008), in the sampling procedure, the most important thing is to determine key informants or certain social situations that have a lot of the necessary information. The sample in this study consisted of 2 counseling teachers and 5 students at SMP 16 Muhammadiyah.

3. RESULTS AND DISCUSSION

Many violations of school rules are committed by students who require special attention and handling in order to prevent dangerous behavior. At SMA 1 Muhammadiyah Medan, there were also many violations of school rules, such as students arriving late, often going in and out of class, not doing assignments, and others. However, in observations and interviews, the author will only discuss types of violations of student rules related to late arrivals to school. Arriving late is a common violation that is often found in every school. Even though being late is not a very serious offence, if not followed up on, it can have a negative impact on student development and achievement. The impact of coming late to school can be fatal. Students will miss the opportunity to attend lessons for several minutes to several hours. This will certainly disrupt the learning process for other students who have focused on the subject matter being taught. Therefore, it is important to take the problem of student tardiness seriously so as not to disrupt the teaching and learning process and create a more effective learning environment for all students.

From the explanation above, it can be concluded that late behavior is an act that violates school rules, namely not being on time according to what has been determined by the school. At SMA 1 Muhammadiyah Medan, students are expected to be in the school area 15 minutes before the bell rings, at 07.30. If a student arrives after 07.30, it is considered late. To overcome this problem, the school needs to try to solve it, so that it can maintain student behavior in order to comply with the rules and encourage students to behave in accordance with applicable norms and rules. With these efforts, it is hoped that violations of student discipline in schools can be overcome and minimized. Late behavior shown by SMA 1 Muhammadiyah Medan students indicates a lack of discipline among students, so it is important for the school to help foster discipline in each student.

Based on the results of interviews with a counseling teacher who handles class XII students, several factors were found to cause students to come late to school. Some of the main factors mentioned were: Getting up late: Many students come late because it is difficult to get up early after a very late night's sleep, especially to spend time playing games. Sharing a vehicle with younger siblings: Some students have to accompany their younger siblings before going to school, which causes them to arrive late. Long distance to school: Some students arrive late because the distance from home to school is quite far. Lazy to come to school: Some students come late because they themselves are not enthusiastic about going to school. They ask their parents for permission to go to school, but stop near food stalls or places where friends gather, thereby forgetting school obligations. Lying with various excuses: There are also students who come late with false reasons or lie. From these findings, it appears that there are several factors that cause students to arrive late to school, ranging from sleep problems to a lack of motivation or a lack of responsibility towards school obligations. Handling from the BK teacher and the school can help overcome this problem, such as providing guidance and direction to students to overcome difficulties getting up in the morning, understanding the importance of discipline in time, and helping them to focus more on educational goals.

Based on the results that have been presented, it can be concluded that the factors causing students to come late to school vary. The main factors include students who often play on cellphones late at night, find it difficult to get up early, work after school to help parents, have to share vehicles with younger siblings, and

lack of interest in mathematics because of the perception of teachers who are considered grumpy. From an interview with a counseling teacher at SMA 1 Muhammadiyah Medan, it is known that he has an important role in dealing with students who come late to school. He approached students who were late and provided guidance regarding the problems experienced by students. While in the counseling room, he tries to be sympathetic and uses various approaches so that students feel comfortable and open to talk about their problems. Thus, counseling teachers can help students overcome the problem of late coming to school. The empathetic approach and guidance provided by the counseling teacher is very important in helping students overcome the challenges they face, including the problem of arriving late to school. With this support and guidance, it is hoped that students can increase their awareness, responsibility and discipline towards time so as to reduce late behavior and create a more productive and effective learning environment.

As a guidance and counseling teacher, your first role is to understand and appreciate the importance of the change process. By realizing this, the teacher is expected to be able to adapt to these changes and become an agent of change for others. Guidance and counseling teachers must be able to identify future challenges in various fields and analyze the opportunities and challenges that students will face in the future. The results of this analysis must be implemented in a self-development program that can be followed by students to face these challenges. Guidance and counseling teachers must always learn and develop themselves so that their abilities, skills, insights, and personalities develop. The changes they make will be changed and transmitted to the people around them according to their roles and functions in that environment. As agents of change, they must prioritize establishing a strong foundation of learning paradigm for teachers, students and parents. For that, adequate knowledge, courage, tenacity, communication skills, and good personality are needed. Guidance and counseling teachers must also have an ongoing and varied program to instill this learning paradigm, and ensure that the concept is applied in everyday life. After the learning paradigm is accepted by all parties, the guidance and counseling teacher must build a system that facilitates all activities towards optimizing the achievement of learning objectives. They must be able to create standards, procedures, guidelines, manuals, formats and forms as guidelines for teachers and students in implementing these programs. However, it is important to note that the standardization is intended to ensure that all programs are aligned with learning objectives and not to make it difficult for teachers or limit their creativity.

The potential possessed by teachers, parents and students must be integrated into the guidance and counseling program to develop student competencies according to their talents, interests and abilities. Guidance and counseling teachers must have an initial understanding of student and teacher profiles. They need to recognize where students fall into various categories, whether they are promoter, facilitator, analytic, or controlling type. After identifying individual students, the guidance and counseling teacher's task is to develop the positive aspects that exist in students and minimize negative things. Through the program that has been prepared, guidance and counseling teachers must utilize the potential of teachers, parents, and even alumni to explore and develop students' potential according to their psychological conditions. As integrators, they must realize that every student has potential and can be developed optimally according to their capacity. Student competency must be facilitated by creating an environment that is conducive to their growth.

A good program should pay attention to the uniqueness and differences of each student as an individual. Although this condition is not always easy to manifest in various ways, it should be done as far as possible. Even though it is sometimes difficult to implement because of the constraints faced by students, teachers, and school capabilities, it is still important to work on this. Many self-development programs have good benefits if implemented, but do require a large amount of money.

In facing these obstacles, it is important to find creative and innovative solutions. For example, program adjustments can be made according to the needs and availability of existing resources. Guidance and counseling teachers can also partner with outsiders, such as non-governmental organizations or local communities, who can contribute in supporting student self-development programs at a more affordable cost. Thus, even though there are limited funds, it is still possible to implement programs that benefit students. With many considerations, guidance and counseling teachers also provide knowledge about service, supervision, assessment, character building of children, and so on. To produce good character and personality. And also, direct students to develop their abilities optimally,

4. CONCLUSION

Based on the description above regarding the Role of the Counseling Teacher in Coping with Students who are Late at SMA Muhammadiyah 1 Medan, it can be concluded that the factors causing students to arrive late to school vary, but the most common is because students wake up late in the morning due to playing cellphones until late at night, working after home from school to help parents resulting in fatigue, transportation, and a lack of interest in mathematics because of perceptions of grumpy teachers. To

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overcome this problem, counseling teachers provide individual counseling services with the aim of helping students change their behavior to become more disciplined. The results of this service can be seen from the reduction in the number of students who arrive late to school. The role played by the BK teacher in helping students who arrive late includes providing guidance and direction to students, carrying out individual counseling services, and giving parents summons letters. In addition, the counseling teacher also controls students so they don't repeat the behavior of coming to school late again and helps students to better manage their time and behave in a disciplined manner. With the support and guidance provided by the BK teacher, it is hoped that students can improve their discipline in time and understand the importance of respecting school rules, so that the learning environment can become more conducive and effective

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