



**THE ROLE OF THE TEACHER IN THE IMPLEMENTATION OF  
GUIDANCE AND COUNSELING TO IMPLEMENT DISCIPLINE  
FOR STUDENTS  
AT SDN 1 MATANGKULI**

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**ABSTRACT**

This study aims to describe: 1) Guidance and counseling programs implemented by SDN 1 Matangkuli teachers in instilling discipline; 2) The role of SDN 1 Matangkuli teachers as implementers of guidance and counseling in instilling discipline; 3) Constraints of SDN 1 Matangkuli teachers as implementers of guidance and counseling in instilling discipline; 4) SDN 1 Matangkuli solution as an implementer of guidance and counseling in instilling discipline. This type of research is qualitative research with phenomenological design. Research is conducted by observation, interviews, and documentation and data validity is carried out by triangulation of sources and techniques. The results of this study show: 1) The guidance and counseling program by SDN 1 Matangkuli teachers in instilling discipline is in accordance with the objectives, namely by applying a journal of daily events, spiritual and religiousities; 2) Class teachers act as educators, activity managers, consultants, role models/examples, problem solver; 3) The obstacles faced by SDN 1 Matangkuli teachers are the competence of class teachers as supervisors who are not qualified, less experienced and professional, guidance and counseling management that has not been organized and lack of communication with professional experts and guardians; 4) The solutions obtained by SDN 1 Matangkuli teachers are increasing the ability of class teachers as guides,

improving guidance and counseling management, conducting socialization by involving experts and communicating with parents in seeing the development of students.

**Keywords:** *classroom teacher, counseling, discipline.*

## **INTRODUCTION**

Education is a way that plays an important role in life, because it not only provides knowledge, but also teaches the right things. Education is a conscious and planned effort to create a learning atmosphere and learning process in such a way that students actively develop their spiritual potential, mastering themselves, personality, intelligence, noble morals and skills needed by themselves, society, nation and state.

Teachers have an important role to make students of good academic quality, skill skills, emotional, moral and spiritual maturity. To support all that, a teacher who has high qualifications, competence, and dedication is needed in carrying out their duties. Teachers have a great responsibility to create young generations who are characteristic, cultured, and moral.

Discipline character building in elementary schools cannot be separated from teachers, namely in fostering self-discipline in students. According to the Ministry of National Education of the Republic of Indonesia there are 18 values of national character education to be achieved in an education, namely religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievements, friendly / communicative, love of peace, love of reading, care for the environment, social care, and responsibility. Discipline is one of the 18 character values, so discipline is important to build and develop in children, especially at elementary school age. So the class teacher in addition to being responsible as a teacher, is also responsible for being a counseling service provider for his students during the learning process.

Based on initial interviews obtained from elementary school teachers, students have not shown good disciplinary character, where students do not enter the classroom on time during study hours, like to skip class during learning, do not do assignments so that the discipline character of students who are not good becomes a habit. Guru class has done several ways in disciplining

students in all aspects. However, the efforts made by teachers have not been carried out properly. Therefore, it is necessary for teachers to implement guidance and counseling services in instilling discipline for students.

The purpose of this study is to describe the Guidance and Counseling (BK) service program in instilling discipline. Describe the role of teachers in implementing Guidance and Counseling in instilling discipline, and describe obstacles and solutions when implementing Guidance Counseling services in instilling discipline. From the problems described above, the author is interested in conducting research entitled "The Role of Teachers in the Implementation of Counseling Guidance to Instill Discipline for Students at SDN 1 Matangkuli".

## **METHODS**

This research uses a qualitative approach guided by the definition of research using a qualitative approach proposed by Madekhan (2019) that qualitative research is research whose findings are not obtained by statistical procedures or other forms of calculation. In general, the purpose of qualitative research is to "discover". Finding means has never existed before or for subsequent development. Meanwhile, according to Nursapiah (2020), qualitative methods are used in the world of social sciences and humanities in a micro-study. Especially related to patterns and human behavior (*behavior*) and what is behind these behaviors which are usually difficult to measure with numbers. Qualitative methods seek to reveal the various uniqueness contained in individuals, groups, communities, and/or organizations in everyday life in a comprehensive, detailed, deep, and scientifically accountable manner.

This study used phenomenological research design. Researchers use phenomenological research to study phenomena about the knowledge and experience of elementary school teachers on guidance and counseling on the Role of Teachers in the Implementation of Counseling Guidance to Instill Discipline for Students at SDN 1 Matangkuli

Phenomenologists focus on the subjective experience of a study. This approach deals with a personal view and perspective on the world and an interpretation of the events it encounters. This approach tries to understand the

phenomenal events experienced by individuals without the burden of preconception (Nuryana et al., 2019).

Phenomenology is the science of visible things (Phenomena) thus we can understand that phenomenology focuses on studying something that appears from a phenomenon, so that any research or work that discusses the way of appearance of anything is already phenomenological research. Qualitative research in a simple sense with the umbrella of phenomenology actually we can at any time practice phenomenology in our daily lives. We must observe the phenomenon, then analyze so that we can open ourselves until the phenomenon appears to us, then we are at the next stage able to understand in perspective the phenomenon itself, to how it appears and affects us.

This study used interview instruments. An interview is an interaction between researchers and informants to obtain valid data. The interview can be conducted by providing some research-related questions. This question must be directed to finding answers to problems in research (Afrizal, 2014).

The instrument used to obtain data from interviews is an interview guideline used for concept maps in making questions so that valid information will be found with these questions. The next instrument is a list of interview questions so that in the process of conducting an interview there are no misunderstandings in asking questions and avoid forgetting important questions. The following is a table of interviews with respondents.

**Table 2.** Interview questions.

No.	Question	Answer
1.	What programs are created by guidance and counseling teachers to instill discipline?	The program created by guidance and counseling teachers to instill discipline is keeping a journal of daily events.
2.	What is the role of guidance and counseling teachers in instilling aspects of discipline?	The role of teachers in implementing disciplinary aspects is teachers as educators, guides, trainers, teachers as character education management, and teachers as guidance and counseling consultants.

3	What obstacles do teachers face in instilling discipline?	The obstacles faced by teachers in instilling discipline are the very minimal competence of teachers in guiding, and the lack of communication with the students' guardians so that there is very little need to know about students.
4	What are the solutions for guidance and counseling teachers in instilling discipline?	The solutions created by teachers in instilling discipline are improving the ability of class teachers as mentors, improving guidance and counseling management, conducting outreach with experts (counselors) and communicating with parents about children's development.

The subjects of the study were three class teachers at SDN 1 Matangkuli. According to Daymon and Holloway (in Reza, 2012) that in phenomenology the number of subjects is not a problem because the results of research are not generalizations but essences and symptoms.

There are three paths in conducting qualitative data analysis; data reduction, data presentation and conclusions. According to Miles and Huberman (in Augusta, n.d.) Researchers analyze the data from the study by presenting the data. Data was collected from the results of literature studies and in this study the technique that will be used is the Miles & Huberman data analysis technique. According to them, analyzing data requires three steps; (1) data reduction, (2) data presentation and (3) conclusions.

## **RESULTS AND DISCUSSION**

Basically, teachers' efforts in instilling discipline in elementary schools are very important because character is a provision for students to become better (Harita, A., Laia, B., & Zagoto, 2022). This is done for teachers at SDN 1 Matangkuli, which means that the role of teachers is not only to teach but also to guide.

Class teachers have six indicators in their role in the introduction of discipline according to (Amala & Kaltsum, 2021), namely: 1) The role of

teachers in the implementation of guidance services as educators, 2) The role of teachers in the implementation of guidance services as leaders of character education activities, 3) The role of teachers in the implementation of guidance services as consultants, 4) The role of teachers in the implementation of guidance services for example, 5) The role of teachers in the implementation of guidance services, implementation of teacher guidance services as action planners in the implementation of guidance services, 6) The role of teachers as problem solvers in the implementation of guidance services. (Hadianti, n.d.)

Discipline is a moral attitude of students that is formed through the process of a series of behaviors that show the values of obedience, order and order based on moral values. Students who have discipline will show obedience, and regularity to their role as a learner, namely learning in a directed and orderly manner. Thus disciplined students will be better able to direct and control their behavior. Discipline has a very important role in human life, especially students in terms of learning. Discipline will make it easier for students to learn in a directed and organized manner (Harita, A., Laia, B., & Zagoto, 2022).

Discipline is a way used by teachers to educate and shape student behavior into useful and high-achieving people in the field of study. The goal of the whole discipline is to shape behavior in such a way that it will correspond to the roles established by the cultural group to which the individual is identified.

#### Programs Created oleh Guidance and Counseling Teachers in Instilling Discipline

Based on research through interviews, it was found that the guidance and counseling service programs in elementary schools are: a. Create monthly, and daily programs that refer to counseling guidance manuals, b. Have a goal to help students solve problems optimally, recognize interests and talents, mentoring students who have problems in discipline as a form of forming better attitudes and personalities. In its implementation, it involves, principals, guardians and class teachers because the school does not have qualified guidance and counseling instructors.

This illustrates that the guidance and counseling teacher plays a role in the disciplinary education process for children at school, so the tasks assigned to him are very important for the continuity of students at school. Because discipline in school is the main capital for students outside of school.

### The Role of Guidance and Counseling Teachers in Disciplinary Aspects

Based on the results of interviews from elementary school teachers, it can be informed that in the implementation of counseling guidance in instilling discipline needs to be considered and prepared carefully in order to get maximum results. 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, the class teacher must also be ready to provide input or suggestions on problems faced by students to be consulted.

The role of the class teacher as the implementation of counseling guidance services in disciplinary aspects, namely:

1. The role of teachers at SDN 1 Matangkuli in implementing guidance and counseling services as educators. Teachers emphasize the development of character possessed by students in matters of discipline applied in schools, namely attitude discipline, time discipline, worship discipline, and discipline enforcing rules. Instilling discipline in the school environment is very necessary from the first time children enter school. According to Khabibah (2017) that children at elementary school age must have been trained in disciplinary matters as an instillation of children's character. Teachers can also create daily activity books that are used to record students when students make mistakes in discipline. When the activity has been carried out, it will be signed by the parents concerned. This is in accordance with Curvin & Mendler (Wuryandani et al., 2014) which revealed that the indicators of discipline attitudes are 1) time discipline, 2) discipline enforcing rules, 3) attitude discipline, and 4) discipline in carrying out worship.

2. The role of teachers at SDN 1 Matangkuli, implementing guidance and counseling services as character education management. The role of teachers in implementing guidance and counseling services as character education management is that teachers set an example for students in knowing the stages of student development so that they are able to choose the right learning method to educate disciplinary character in their students. Improvement in discipline

character is seen when teachers give examples 1) Honest in words and deeds; 2) Practicing Islamic traditions; 3) Adab when meeting; 4) 3S plus: smile, greeting, greeting, handshake; 5) Dress and others. There are several things that need to be done by teachers to form disciplinary character in students. Among them according to (Yasin, 2011, p. 34) are: (1) Clear Rules of Conduct made by the school are clear. (2) Give praise prizes to outstanding and disciplined students. It aims to foster enthusiasm among students to be more accomplished and highly disciplined. (3) Provide penalties in an applicable regulation, of course, there are sanctions and penalties for those who violate them. (4) Involving students in the cultivation of disciplinary character.

3. The role of teachers at SDN 1 Matangkuli in implementing guidance and counseling services as consultants. Teachers as implementers of guidance and counseling services in the role of consultants by consulting or collaborating with principals and parents, in helping to solve problems faced by students when the problems faced are severe and require cooperation from other parties. For example, there are students who consult with class teachers via WhatsApp messages on the problem of late assignments. Before holding consultations, guidance and counseling teachers must identify problems or needs of students (Yulmi, D., Efni, C. E., Ulfah, S., Dinung, A., & Krimah, H, 2017). This is according to research from & Mahmud HR, (2018) suggests that the role of school counselors in character education is as a consultant in handling problems faced by students, especially in terms of discipline.

4. The role of teachers at SDN 1 Matangkuli, implementing guidance and counseling services as role models or examples. The role of the teacher as an example in giving examples as a discipline attitude, including when entering school students must be on time and must not be late, must carry out congregational prayers on time, do assignments on time and apply courtesy to teachers. In the process of implementing discipline, there are several consequences when students violate the disciplinary rules. According to Batubara & Ariani (2018) that the application of discipline will help students learn to live with good, positive and beneficial habits for their environment (Evi, T, 2020).

5. The role of teachers at SDN 1 Matangkuli, the implementer of guidance and counseling services, as the designer of activities. Based on the results of research through interviews and observations, it was found that the role of



teachers as BK implementers as activity designers, namely class teachers designing activities during guidance, compiling counseling schedules and filling in daily activity books as a tool to measure how far students have achieved. For example, there is a daily activity book that contains spiritual attitudes, social attitudes and worship which aims when students experience errors in terms of discipline then students write their activities in the notebook. There are teachers in carrying out activities as counseling implementers in instilling discipline in students recapping the number of notes in the diary by recapping once a month according to the guidance schedule that has been made. After checking the daily incident book, the class teacher follows up when students make these mistakes.

6. The role of teachers at SDN 1 Matangkuli, implementing guidance and counseling services as problem solvers. Based on the findings of researchers through interviews and observations, it was obtained that teachers in solving problems using case identification steps, problem identification, diagnosis, prognosis steps, therapy, evaluation and *follow-up*. Teachers can also use two techniques, namely direct and indirect techniques. In direct techniques, class teachers meet directly face-to-face with students, then conduct direct guidance to students who experience problems in terms of discipline (Farozin, M, 1999).

From the statement above, in line with the opinion of Siyez et al (2012) defining the role of guidance and counseling teachers is a teacher who has the duty to provide assistance in overcoming obstacles or difficulties faced in learning, and also outside learning. This is in line with Jepkoech K. Ruttoh (2015) When the transfer of student problems cannot be resolved by the teacher, then with experts (counselors) will get more appropriate and complete handling of problems in terms of discipline faced by students. (Amala & Kaltsum, 2021).

#### Obstacles Faced by Teachers in Instilling Disciplinary Aspects

Based on the results of interviews with SDN 1 Matangkuli teachers, information was obtained related to the obstacles faced by teachers in instilling discipline, namely the very lack of teacher competence in guiding, and the absence of communication with student guardians so that things that need to be known about students are very minimal.

Several obstacles conveyed by the resource person who is also a class teacher at SDN 1 Matangkuli are in line with the opinion (Amala & Kaltsum, 2021) that the obstacles faced by counseling guidance teachers in instilling student discipline are the competence of class teachers as supervisors who are not qualified, less experienced and professional, unorganized counseling guidance management and lack of communication with personnel experts and guardians.

Lack of teacher competence in mentoring. Homeroom teachers are basically not experts in the field of counseling guidance, therefore their ability to guide is very minimal, unlike professional counseling guidance teachers. The class teacher may be able to guide students in the realm of counseling. However, it will be very different from the treatment that will be given by class teachers with professionals in counseling guidance. This has been revealed in the research The obstacles experienced by non-guidance counseling graduate class teachers are not able to master professional competence, experience is still lacking, service delivery to students is still instantly not using appropriate mechanisms, and counseling guidance programs that have not been structured and organized. (Nugroho & Fathoni, 2022)

There is no communication with student guardians so that things to know about students are very minimal. Communication with student guardians / parents is one of the important things. Because with communication with parents, teachers will know more about the other side of students. However, in fact, communication with parents is one of the factors inhibiting discipline in students (Setianingsih, E. S, 2016).

#### Solution Guidance Teacher Counseling in Instilling Discipline

Based on the results of the interviews that have been conducted, conclusions can be drawn for counseling guidance teacher solutions in instilling discipline at SDN 1 Matangkuli including;

Improving the ability of class teachers as mentors The implementation of services and counseling in elementary schools is carried out by class teachers. To improve teachers as counselors in carrying out counseling guidance services, teachers can attend training in order to improve the basic competencies needed as counselors for self-development with counselor activities with various activities such as seminars, workshops, training, and

research. Basic competencies are needed for counselor self-development Supriyanto et al (2019). The competence of class teachers as counselors must be improved even though they are not educational backgrounds in counseling guidance (Nugroho, A. D., & Fathoni, A, 2022).

Improved guidance and counseling management. The management of guidance and counseling at SD 1 Matangkuli must be evaluated. In terms of programs, it is necessary to create daily, weekly, and yearly programs. The implementation of counseling guidance must be programmed so that the planning for the provision of counseling guidance can be well scheduled and well structured according to the needs of students. This is in line with the opinion of Wihyanti et al (2019) that the guidance and counseling service program must be structured in order so that the implementation runs well and is organized

Always socialize with experts (expert team / counselor) and communication with parents p there is an implementation of guidance and counseling, teachers should have active communication with parents to monitor the development of students at school and at home to communicate about the development of students both academic and non-academic. Teachers also conduct socialization with experts (counselors) related to the development of students who function as handling problems from students that cannot be resolved. In addition, class teachers must have active communication with parents to monitor the progress of students at school and at home. This is in line with the opinion of Shaterloo & Mohammadyari, 2011: 22) which suggests that counselors collaborate with students, parents, school staff and the community to find out the academic needs and development of all students.

## **CONCLUSION**

Based on the results of interviews that the author has conducted at SDN 1 Matangkuli, the author concludes that the implementation of counseling guidance in instilling discipline at SDN 1 Matangkuli needs to be considered and prepared carefully in order to get maximum results.

The important thing to instill discipline in students is that the relationship between the school and the parents of students must be well established. Because class teachers conduct counseling guidance at school with the help of the active role of parents who monitor the development of students at home.

Teachers at SDN 1 Matangkuli conduct counseling guidance by conducting weekly and monthly monitoring adjusted to existing manuals. Class teachers must also be ready to provide input or suggestions on problems faced by students to be consulted. 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 do not come from pure counseling guidance service science. This can be overcome by always establishing good relations by collaborating in the success of counseling guidance programs for students, especially SDN 1 Matangkuli.

Another solution is to conduct counseling guidance socialization with experts to increase the knowledge and ability of class teachers which is one way to achieve the purpose of holding counseling guidance services.

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