

The Role of Counseling Guidance Teachers in Improving Student Discipline at Mts Riyadlul Ulum Bangil

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Abstract

The teacher's task in improving student discipline is very important. Based on the results of observations at MTs Riyadlul Ulum Bangil it shows that there are students who commit violations of school rules. Guidance Counseling Teachers have a big role in tackling student disciplinary violations. The approach used in this study is a qualitative descriptive approach. The results of the study found that Guidance and Counseling services at MTs Riyadlul Ulum were carried out as a form of providing guidance and counseling services to students. The role of the BK teacher is not only limited to in-class activities or teaching, but is broader than that. One way is through participation in guidance and counseling programs in schools. Third, the role of the BK teacher in increasing student discipline at MTs Riyadlul Ulum is by implementing school rules according to the rules that apply, so as to create order and student compliance with school rules and provide sanctions for students who violate school rules.

Abstrak

Tugas guru dalam meningkatkan kedisiplinan siswa sangat penting. Berdasarkan hasil observasi di MTs. Riyadlul Ulum Bangil menunjukkan bahwa terdapat siswa yang melakukan pelanggaran-pelanggaran terhadap tata tertib sekolah. Guru Bimbingan Konseling memiliki peranan besar dalam menanggulangi pelanggaran disiplin siswa. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan *Deskriptif Kualitatif*. Hasil penelitian ditemukan bahwa pelayanan Bimbingan dan Konseling di MTs. Riyadlul Ulum dilakukan sebagai wujud penyelenggaraan pelayanan bimbingan dan konseling terhadap peserta didik. Peran guru BK tidak hanya terbatas dalam kegiatan dalam kelas atau pengajaran saja, akan tetapi lebih luas dari itu. Salah satunya adalah melalui partisipasi dalam program bimbingan dan penyuluhan disekolah. Ketiga, Peran Guru BK dalam meningkatkan disiplin siswa di MTs. Riyadlul Ulum yaitu dengan melaksanakan tata tertib sekolah sesuai aturan yang di berlakukan, sehingga terciptanya ketertiban dan kepatuhan siswa terhadap aturan-aturan sekolah dan

memberikan sanksi bagi siswa yang melanggar tata tertib sekolah.

INTRODUCTION

School is a formal educational institution. In the school environment there are school rules, which aim to create an orderly atmosphere. Especially to create discipline and student comfort. School is a place to guide, educate, direct and form a person's personal good behavior. School is a gathering place for students who come from a variety of different backgrounds, so the school forms a way to regulate and limit students' behavior which leads to disciplining against the norms that apply in school.

Violations of disciplinary rules are often committed by some students, violations such as truancy, coming to school not on time, brawls and violence. This condition which is quite worrying needs to be seriously prevented, because to improve discipline it is not enough to apply the rules in schools.

Mulyasa E explained, teachers are responsible for directing to good thing, 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. Therefore, to make an education successful, discipline in active learning for students in undergoing the teaching and learning process is absolutely necessary.¹

So, the teacher's task in the activity of increasing discipline in learning is very important, because this activity is not solely the task of the teacher in class, but all teachers. To realize an increase in discipline in effective learning at school, all teachers have a big message in the activity of increasing discipline.

Based on the results of initial observations at MTs Riyadlul Ulum Bangil, there were students who committed violations of school rules. The violations that are often committed by students such as arriving late to school, wearing untidy uniforms, throwing garbage in the wrong place. Guidance Counseling Teachers have a big role in tackling student disciplinary violations.

¹ E. Mulyasa, *Menjadi Guru Profesional, Edisi Ke Dua, Menciptakan Pembelajaran Kreatif Dan Menyenangkan* (Bandung: Remaja Rosda Karya, 2015). h. 171

RESEARCH METHOD

The approach used in this study is a qualitative descriptive approach. The reason for the researcher taking a qualitative approach is to analyze the role of the Counseling Teacher in Improving Student Discipline, by seeking information from the parties concerned regarding the role of the counseling teacher in increasing student discipline. The type of research used by researchers is a qualitative descriptive type that studies existing problems and work procedures that apply. Researchers will collect data from MTs Riyadlul Ulum Bangil about how the teacher's role is in increasing student discipline. In analyzing qualitative data, there are three stages of activity, namely data reduction, data presentation and drawing conclusions².

FINDINGS AND DISCUSSION

A. Guidance And Counseling Services Provided by School to Students at MTs Riyadlul Ulum

Various types of services and activities need to be carried out as a form of providing guidance and counseling services to the service target, namely students. In this regard, there are a number of services in guidance and counseling in schools including orientation, information, placement and distribution services, group counseling, individual counseling, group guidance, consulting services.

1. Orientation Service

Orientation services are guidance services carried out to introduce new students and/or someone to the environment they have just entered.³ Services that aim to help individuals to be able to adapt to a new environment or situation and so that individuals can get the maximum benefit from various sources that exist in a new atmosphere or environment.⁴

The services that can be provided include life orientation in higher schools, for example life in secondary schools (school structure, school regulations, student obligations, subjects, majors in high school). If students have been introduced to the choice of secondary schools, students can find out which ones are more

² Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya Offset, 2006).

³ Prayitno dan Erman Amti, *Dasar-Dasar Bimbingan Dan Konseling* (Jakarta: PT. Rineka Cipta, 2014)., h. 255

⁴ Zikri Neni Iska, *Bimbingan Dan Konseling: Pengantar Pengembangan Diri Dan Masalah Peserta Didik/Klien* (Jakarta: Kizi Brother's, 2018).h. 24.

suitable and which are not suitable for them, then choosing a secondary school that suits their talents and interests can lead to discipline and motivation.

This service is very useful because students gain practical experiences before they go into the real world of work or society. Those who have done the orientation are usually no longer awkward in facing the actual situation they will experience and don't learn too much in the new situation they enter, because in orientation they have learned to make adjustments.⁵

2. Information Services

This service is provided to help students who experience difficulties due to a lack or ignorance of the information needed by students, for example: SMA or MA which can be entered after MTs, ways of learning a field of study.⁶

3. Placement and Distribution Services

4. Placement and distribution services are services that try to minimize mismatches that occur in individuals so that individuals can optimally develop their potential. In a suitable and harmonious and conducive place, it is hoped that individuals can develop themselves optimally.⁷

5. Group Counseling Services

Group counseling services are guidance and counseling services that assist students in discussing and alleviating personal problems through group dynamics. This service allows students (each member of the group) to have the opportunity to alleviate personal problems through group dynamics, for example providing group counseling services to a group of students who are fighting, playing truant and so on. If the problem has been resolved and the student realizes that it is necessary to leave the problem, motivation arises to improve discipline.

6. Group Guidance Services

Group guidance services are services that assist students in personal development, social relations skills, learning activities, careers/positions, and decision making, as well as carrying out certain activities through group dynamics.

⁵ Paimun, *Bimbingan Dan Konseling Sari Perkuliahan* (Jakarta: UIN Syarif Hidayatullah, 2018). h. 39-40.

⁶ Nana Syaodih Sukmadinata, *Landasan Psikologi Proses Pendidikan* (Bandung: Remaja Rosdakarya, 2019). h. 238 -289

⁷ Tohirin, *Bimbingan Dan Konseling Di Sek Olah Dan Madrasah* (Jakarta: Rajawali Press, 2013). h. 25

Layanan bimbingan kelompok yaitu layanan yang membantu siswa dalam pengembangan pribadi, kemampuan hubungan sosial, kegiatan belajar, karier/jabatan, dan pengambilan keputusan, serta melakukan kegiatan tertentu melalui dinamika kelompok.

7. Individual Counseling Services

Individual counseling services are services that assist students in solving their personal problems. This service allows students to get direct face-to-face services (individually) to solve the problems they face and which hinder their development. With individual counseling, students will be able to understand their own condition, their environment, and the problems experienced and efforts to overcome the problem.

8. Consulting Services

Consultation services are services that help students and/or other parties in gaining insight, understanding, and ways that need to be implemented in dealing with students' conditions and/or problems. for students who experience problems of lack of discipline in learning, discipline in time and so forth.

The existence of this consulting service allows students to be given the right motivation or solution so that they can reduce the problems experienced by students. Guidance and counseling services in schools are an effort to help and facilitate the development of students in overcoming weaknesses and obstacles as well as problems faced by students, and helping students to be able to meet their social psychological needs, realize their desires, and develop their abilities or potential.

B. The Role of Guidance and Counseling Teachers in Improving Student Discipline at Mts Riyadlul Ulum Bangil

Role is a set of standards that limit what behavior must be carried out by someone who occupies a position. Based on the understanding of the role above, it can be understood that the role is the sorting of behavior that is expected to be carried out by someone according to their status in a social system. And it can be stated that the teacher's role is to create a series of interrelated behaviors that are carried out in a particular situation and are related to the progress of behavior change and the development of students who are the goal.

What is meant by the role of the guidance and counseling teacher is the function of a teacher or educator who holds the responsibility of providing assistance to students to develop their potential optimally so that individuals can achieve their welfare. And people who provide psychological and humanitarian assistance scientifically and professionally provided by supervisors which are called counselors while those who are guided are called clients so that they can develop optimally.⁸

Role is a series of behaviors expected of someone in accordance with a given social position both formally and informally. Roles are based on prescriptions (provisions) and role expectations that explain what individuals must do in a particular situation in order to fulfill their own expectations or the expectations of others regarding these roles. Guidance and counseling is a field of student services, services to help optimize their development. Without learning in schools, children and adolescents will develop, but their development is very minimal.

With learning at school the development will be much higher, and coupled with the provision of guidance and counseling services its development is expected to reach an optimal point, in the highest sense in accordance with its potential. Because guidance and counseling services focus on developing personal and social aspects as well as solving problems individually.

With this service, it is hoped that students will be in prime condition, so that they can learn to develop themselves in an excellent manner as well. Guidance and counseling services are provided by guidance and counseling officers who are called supervising teachers or Guidance and Counseling teachers who besides teaching also have a role in providing guidance. As an educator, the teacher's task is actually not limited to teaching and training, but more than that, the teacher must shape the competence and personality of students.⁹

Therefore, the teacher must always monitor the behavior of students, so that there are no behavioral deviations. For this purpose, the teacher must be able to become a guide, example or role model, supervisor and controller of all student behavior.

1. Teacher as Guide

⁸ Interview with Mrs. Dr. Hj. Laili Abidah, S.Ag (Koordinator BP/BK) at August 9, 2020

⁹ Interview with Mr. Efra Alsa, S.PdI (Koordinator BP/BK) July 17, 2020

The teacher can be likened to a travel guide (journey), who based on his knowledge and experience is responsible for the smooth running of the trip. In this case, the term journey does not only concern the physical but also a deeper and more complex mental, emotional, creative, moral and spiritual journey.

As a guide, the teacher must formulate goals clearly, set travel times, determine the paths to be taken, use travel guides, and assess their smoothness according to the needs and abilities of students.¹⁰

All of this is done based on good cooperation with students, but the teacher provides the main influence in every aspect of the journey. As a guide, the teacher has various rights and responsibilities in every trip planned and implemented. As the results of the interview with Deputy Public Relations Mr. Mukhlis SK

As a mentor, the teacher must strive to guide and direct student behavior according to abilities and interests in a positive direction, and support learning. Guiding in this case can be said as an activity demanding students in their development by providing an environment and direction that is in accordance with educational goals, including in this case, which is important in solving problems or difficulties faced by students.¹¹

Thus it is hoped that it can create better development in students, both physical and mental development. In connection with its role as a mentor, a teacher must:

- a) Collect data about students.
- b) Observing student behavior in everyday situations.
- c) Recognize students who need special assistance.
- d) Holding meetings or relationships with parents of students, both individually and in groups to gain mutual understanding in children's education.
- e) Collaborate with the community and other institutions to help solve student problems.
- f) Make student personal notes and prepare them properly.
- g) Organize group or individual guidance.
- h) Cooperate with other guidance officers to help solve student problems.

¹⁰ Interview with Mrs. Dr. Hj. Laili Abidah, S.Ag (Koordinator BP/BK) at July 17, 2020

¹¹ Interview with Mr. M. Mukhlis, SK (Waka Humas) at July 23, 2020

- i) Together with other guidance officers, develop a school guidance program.
 - j) Examine the progress of students both at school and outside of school.
2. Teacher as Example or Exemplar

The teacher is an example or role model for students and all those who regard him as a teacher. There is a strong tendency to assume that this role is not easy to challenge, let alone reject. As an example, of course personal and what the teacher does will get the attention of students and people around their environment who consider or recognize them as teachers.

Changes in behavior that can be shown by students are influenced by those owned by a teacher. Or in other words, the teacher has an influence on changes in student behavior. For this reason, the teacher must be able to be an example or role model for students, because basically the teacher is a representative of a group of people in a community or society who are expected to be role models that can be admired and imitated.

The teacher as an example or role model is the role of the teacher as someone who is able to show students about a message conveyed by the teacher so that they can be understood and understood easily. As an example, personal and what the teacher does will get the attention of students. In this regard, several matters needing attention, namely:

- a) The basic, psychological attitude that will appear in important issues.
- b) Speech and speech style, the use of language as a tool for thinking
- c) Habits of work, the style used by a person at work that contributes to coloring his life.
- d) Attitude through experience and mistakes, understanding the relationship between the breadth of experience and values and the impossibility of avoiding mistakes.
- e) Clothing, personal equipment which is very important and shows the expression of the whole personality.
- f) Human relations, embodied in all human interactions, intellectual, moral, aesthetic, especially how to behave.
- g) The process of thinking, the way used by the mind in dealing with and solving problems.

- h) Neurotic behavior, a defense that is used to protect oneself and can also hurt others.
- i) Taste, choices that clearly reflect the values owned by the person concerned.
- j) Decision, rational and intuitive skills used to assess each situation.
- k) Health, quality of body, mind and spirit that reflects strength, perspective, calm demeanor, enthusiasm and zest for life.
- l) Lifestyle in general, what a person believes about every aspect of life and actions to realize that belief.

This is to emphasize the various ways in the examples expressed by the teacher himself in carrying out his daily work.

3. Teacher as Supervisor

Supervision aims to maintain or prevent something undesirable from happening.

And to strengthen the position of supervision, punishments can be followed where necessary. As supervisors, teachers should be able to help, improve, and critically assess student behavior. And teachers must always supervise all student behavior, especially during school effective hours, so that if a violation occurs it can be dealt with immediately.

4. Teacher as Controller

As a controller, the teacher must be able to control all the behavior of students in school. In this case the teacher is able to effectively use educational tools in a timely and targeted manner, both in giving gifts and punishments to students. From the descriptions above, it is clear that the role of the teacher is not only limited to activities in the classroom or teaching, but is broader than that. Teachers have a big role in maturing their students in various ways. One of them is through participation in guidance and counseling programs in schools. The way to improve student discipline is to carry out school rules according to the rules that apply, so as to create order and student compliance with school rules. Provide sanctions for students who violate school rules so that students no longer violate school rules because they have been given automatic sanctions, other students feel afraid if they violate school rules. Activating intra-school organizations to help minimize

violations committed by students, so as to assist in improving student discipline at school.

Teachers are required to exemplify disciplinary behavior, both in terms of appearance, teaching and behavior at school and provide advice that presumably can help students' enthusiasm for learning so that discipline is created in learning.¹²

There is self-awareness in each student to be disciplined by referring to self-motivation to further improve self-achievement in learning and to behave that reflects discipline which begins with a grass root pattern which is truly realized purely. The role in efforts to increase student discipline is the principal, TU staff, teachers, parents of students and people related as school members, so that they can form unity or unity which will create an achievement or the desired result. Teachers need to use violent means to discipline students if their students are difficult to manage and warned about, so that students feel afraid if they violate the rules imposed by the school and students will obey the education stake holders at the school.

The role of the teacher in Guidance and Counseling activities, namely:

- a) Informers, teachers are expected to implement informative teaching methods, laboratories, field studies, and sources of information on academic and general activities.
- b) Organizers, teachers as managers of academic activities, syllabus, lesson schedules and others.
- c) Motivator, the teacher must be able to stimulate and provide encouragement and reinforcement to dynamize student potential, foster self-help (activity) and creativity (creativity) so that there will be dynamics in the teaching-learning process.
- d) Director, the teacher must be able to guide and direct student learning activities in accordance with the goals aspired to.
- e) Initiator, the teacher as the originator of ideas in the teaching-learning process.

¹² Interview with Mr. Efra Alsa, S.PdI (Wali Kelas IX) August 9, 2020

- f) Transmitter, the teacher acts as a disseminator of wisdom in education and knowledge.
- g) The facilitator, the teacher will provide facilities or convenience in the teaching and learning process.
- h) Mediator, teacher as intermediary in student learning activities.
- i) Evaluator, the teacher has the authority to assess students' achievements in the academic field as well as their social behavior, so that they can determine how their students are successful or not.

The role of the teacher in the learning process of students, which includes:

- a) The teacher as a planner who must prepare what will be done in the teaching and learning process (pre-teaching problems)
- b) The teacher as an executor (organizer), who must be able to create situations, lead, stimulate, move, and direct teaching and learning activities according to the plan, where he acts as a resource person, a wise leadership consultant in a democratic sense and humanistic (humane) during the process (during teaching problems).
- c) The teacher as an evaluator who must collect, analyze, interpret and finally must give judgment, on the level of success of the learning process, based on established criteria, both regarding aspects of the effectiveness of the process and product qualifications.¹³

CONCLUSION

Guidance and Counseling services are carried out at MTs. Riyadlul Ulum as a manifestation of providing guidance and counseling services to service targets, namely students. There are a number of services in guidance and counseling in schools including orientation, information, placement and distribution services, group counseling, individual counseling, group counseling, consulting services. The role of the Guidance and Counseling teacher in MTs. Riyadlul Ulum is not only limited to activities in class or teaching, but is broader than that. Teachers have a big role in maturing their students in various ways. One of them is through participation in guidance and counseling programs in schools. Things that are done by Guidance and Counseling teachers in improving

¹³ Interview with Mrs. Dr. Hj. Laili Abidah, S.Ag (Koordinator BP/BK) at August 9, 2020

student discipline in MTs. Riyadlul Ulum, some of which are by carrying out school rules according to the rules that are enforced, so as to create order and student compliance with school rules. Provide sanctions for students who violate school rules so that students no longer violate school rules because they have been given automatic sanctions, other students feel afraid if they violate school rules. Activate intra-school organizations to help minimize violations committed by students, so that they can assist in improving student discipline at school.

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